

# *Why is “Blind-Obedience Education” Popular and Why is Compulsory Education Silent ?*

**Jianzhong Dai**

*Law School, Shandong University of Technology, Zibo 255049, China*

**Keywords:** Blind-obedience education, Compulsory education, Family education

**Abstract:** Nowadays, the debate about the standardization and innovation of compulsory education has always been a hot topic in the community. From the perspective of “imparting and passing on knowledge” in compulsory education, the basic education in contemporary China is naturally different from the “Xiang (ancient term for country school) style” education and private school education in Chinese history. From the perspective of “Removing doubts” and “bringing forth the new through the old”, forward-looking educational ideas and original educational thinking are the important connotation of revitalizing national education. Family education and social education are closely linked. At present, in China, the “legal quality” of compulsory education is still unable to control the rise of “blind obedience education”.

## **1. Introduction**

The so-called “blind-obedience education” refers to the knowledge and ability education based on some unconventional, heterogeneous and marginal educational thinking, educational philosophy, educational consciousness and educational attitude. This kind of education does not consider the popular paradigm of global education, does not pay attention to the marginal negative effect of utilitarian education, does not draw on the emotional and value demands of education subjects, and blindly emphasizes the sensory rationality of the “educating people to follow the trend” model, which is a betrayal or deviation from the original requirements of compulsory education. [1] Objectively speaking, the prosperity of “blind-obedience education” can be found in the prosperity of “private” education and training institutions. According to the basic data of private education in recent years, by the end of 2017, there were more than 210,000 legally registered private education and training institutions in China, and 1.82 million education and training institutions without public registration. Various art training institutions, foreign language training institutions, physical chemistry training institutions, historical geography training institutions, biopolitical training institutions, sports media training institutions, mathematical computer training institutions, accounting and auditing training institutions have sprung up. At the same time, all kinds of “private schools” education models aiming at rejuvenating national education have also appeared. On the one hand, the emergence of all kinds of private education chaos exposes the deficiency or inefficiency of basic education; on the other hand, it also provides a reasonable explanation for the emergence of “blind-obedience education”, which makes the whole society doubt the “authenticity”

of compulsory education and rely on the “non institutionalized education” of “private mode”.

From the perspective of the practical process of basic education, the choice of “blind-obedience education” is not based on the consideration of children themselves and educational rules, but on the decision of parents' mentality. It is not only mixed with the traditional society's mentality of “hope one's children will have a bright future”, but also softens parents' anxiety about their children's future success. That is to say, if children's growth can be smoothly realized in the “predictable” social environment, including the safety environment of children's enrollment, the “zero” cost of school choice, the public security environment around school buildings, the harmonious environment of the whole society, the moral environment of interpersonal relations, and the non utilitarian nature of education and employment, then all kinds of blindly following the trend of “private education complex” will gradually decrease. On the contrary, parents can only shuttle through the army of “blind-obedience education” every day and continue to promote the deep variation of compulsory education. [2]

Objectively speaking, blindly following education is closely related to the “superiority of western education” complex formed since China's reform and opening up. Physicist Yang Zhenning once criticized the bad root of blindly following education, and pointed out that the western style ability education is closely related to the western cultural environment; the Chinese style compulsory education is connected with the Chinese traditional cultural secrets; the Chinese style indoctrination education can make 50% - 80% of people learn a lot of knowledge and skills in a proper way, while the western education is relatively laissez-faire, making it hard for 50% - 80% of young people to be successful when they read at random. So why is western education so successful? Because the Western heuristic education gives the extremely intelligent people great freedom, these people will often create great social wealth for the country through the incentive of social system and the successful operation of venture capital. So Yang Zhenning came to the conclusion: the advantage of knowledge inculcation in traditional Chinese education should be carried forward, and the western “heuristic” education should be operated carefully, otherwise the “blind enlightenment” in Chinese culture may cause unpredictable “operation trap”. [3] Therefore, the breeding of people's consciousness of blindly following the trend should be a by-product of the superiority of western education, with the unpredictable attribute of “black hole theory” and the alienation of human nature.

As far as the destruction of the knowledge structure of follow-up education is concerned, the content of “blind-obedience education” can be said to be multifarious and chaotic. Some of the content is profound and difficult, and it is difficult for children with weak ability to make a substantial breakthrough. On the other hand, under the control of parents' compulsory learning concept, some children are very disgusted with participating in private training classes, which leads to the vicious circle of “the more they learn, the worse they get, and the more training they will get”. Because “forced education” is the special embodiment of “eager for quick success and instant benefit” culture in the field of education, it is difficult for students to keep up and down in the knowledge structure. Some students who should make great achievements in a certain subject may be “squeezed” into “semi-manufactures”, “ substandard products” or even “waste products” because of “forced blind obedience”. Without the logical structure, the only thing left is to change according to changing circumstances, and the last one is the innovative foundation of the rejuvenation of national education compulsory education.

As far as the origin of the rule of law is concerned, it is related to the “operational distortion” of compulsory education. According to the general provisions of the constitutions and international laws of all countries in the world, “receiving education” can not be enforced by national coercion. That is to say, “receiving education” is the basic right of citizens to education, not the basic obligation of citizens. Imagine that if compulsory education is a kind of compulsory education, then

minors in the stage of compulsory education should have the basic ability to understand and judge “the content, types of education and their own benefits”. In fact, they have no basic civil and criminal behavior ability, so they have no social ability to perform basic compulsory education. [4] If the law stipulates that a person who has no or complete capacity to perform the obligations that do not belong to them, there will be a game dilemma between “compulsory education” and “compulsory enrollment”, that is to say, the compulsory education law only forces minors to receive education, not “compulsory enrollment”, since there is no compulsory education. The choice of schools (public or private, private or state-run, private school or public school, domestic or foreign) belongs to the category of “parents have the priority to choose their children's education”. So all kinds of private training institutions, all kinds of school houses, all kinds of temporary custody centers, all kinds of private preschool education centers, all kinds of private schools have the legal soil for survival.

The education of blindly following the crowd will also bring the rise of education cost and cause a series of social problems. [5] According to the original compulsory education law, compulsory education refers to “all school-age children and adolescents with the nationality of the People's Republic of China, regardless of gender, nationality, race, family property status, religious beliefs, etc., shall enjoy equal rights to receive compulsory education and fulfill their obligations to receive compulsory education according to law”. However, in the specific implementation of this provision, there is a phenomenon of “arbitrary charging” with the help of the “compulsory” form of basic education, such as various book fees, class facilities maintenance fees, school uniform fees, class public welfare funds, family Committee dues, test paper fees, performance fees and so on. These fees are prohibited by the compulsory education law. It is worth noting that these fees are not carried out under the “explicit accounting”, but “no account” fees formed by “linking” inside and outside the school, which also causes the phenomenon that it is very difficult to find these fees, but parents have to pay them. Not only that, “blindly following education” has also brought a variety of “private education institutions” of fire and anti-theft safety problems, food hygiene safety problems, disease prevention and epidemic prevention problems, students' moral promotion problems, crime problems and so on, which should cause widespread concern of the whole society.

## References

- [1] Fang Yan. *Don't choose blindly and educate blindly* [N]. *Guangming Daily*, 2016-08-16 (015)
- [2] Lu Aijun. *The realm of teachers* [J]. *Shanxi Education (Management)*, 2016 (01): 59-60
- [3] Jin Haijuan. *Thumb Education: helping children out of “blind obedience”* [J]. *New curriculum (Comprehensive Edition)*, 2016 (04): 22-23
- [4] Zhang Binghui. *Teaching children not to blindly follow theory* [J]. *Zhonghua Tutor*, 2015 (08): 30
- [5] Hu Chenghuai. *Blindly following indoctrination and education* [J]. *Data Communication*, 2002 (02): 37-38