

# Historical development of the ancient Chinese art of moral thought

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## **Abstract**

*Moral education is a science and an art. Teachers should continue to pursue the art of moral education, in order to truly be effective. This article summarizes the historical development of Chinese Ancient discusses the art of moral education, in order to be able to provide some of our reference and guidance.*

**Keyword:** the Ancient Chinese, Art of Moral Thought, History

Chinese traditional moral enlightenment ethics as the center of political enlightenment ethics requirements resides among the ethics of the distinctive characteristics of Chinese traditional politics. Ancient great thinker, educator exploring statecraft in the process, also raised about the moral views and ideas, which also shines with a lot of moral artistic light.

## **1. Moral thinking related art Spring and Autumn Period**

Confucius (BC 551- 479 BC), the word ZhongNi, later known as the "Confucius", the founder of the great Chinese thinker and educator, founder of Confucianism, Confucian educational theory. He attached importance to the role of education, to promote "No Child Left Behind" to train both ability and integrity of a gentleman, advocated a "gift" for the code of ethics, "benevolence" as the highest ethical standards, the "gift" and "benevolence" as a moral education the main content. Confucius also concluded a series of effective teaching methods, ideological and political education opens up the ancient art of precedent. Confucius was the first to propose a heuristic teaching educators in the world, than the ancient Greek Socrates that "midwifery" earlier decades. He advocated "No anger does not start, does not speak not at all. For three corner to corner is not reversed, not too complex." But also that "knock its ends" way of thinking, to discern right and wrong things from different aspects of the study, and then solve the problem. Yan Hui said: "Master patience, I should like to blog about my gift, let them go." Confucius can be gradual, subtle induction inspire thought-provoking,

students eager to learn and a strong ability to think independently and its heuristic teaching is the minute open. On the basis of educational practice, Confucius also created individualized approach, recognizing individual differences of students, and targeted education. He also asked the students have to learn, willing to learn, help in the field, a pragmatic attitude towards learning, and advocates for teachers to be "insatiable", "learn new things," "indefatigable", "lead by example", "care to students," "teaching and learning". Confucius said, "The body is not to make the line; its body is not correct, although that will not do.", Teacher education students, not only to the precept, but also to re-teach by example. Teachers teach by example the demonstration, the students have a significant role in probation. Is not that what moral superb art?

Meng Ke (former 372- 289 before), the word Zi Yu, who said Mencius, Confucianism and Confucius same strain which is regarded as the Queen of Confucius. Mencius that "goodness" theory, become the basis for its educational thought. He believes that education is an extension of "goodness" of the process, aimed at "Ming-lun." The idea on ideological and political education and the arts have enriched and developed the same strain of Confucius. He proposed "PCG and backward," stressed the learning and teaching process should be gradual, orderly think teaching is a natural process, people should focus on and promote the realization of the teaching process, but it must not "Arrested Development", or "Feitu useless, and the victims also. "At the same time, he also proposed "teaching technique resembles" stressed adopt different teaching methods for different students. "The reason why the gentleman who teach five: those who like the rain of the time, Germany's success, there are up to Choi (timber) who have respondent, who have private Shu Ai" "disdain for the teachings also who is also teaching it just carry on. "means that the student should vary, and some should be touched, and some should achievements of its virtues, and some want to develop their talents, and some may answer they ask those who can not, and the door can be indirect the teachable. Even refused teachings, man alert enough, in fact, is a kind of teaching. So called "teaching technique resembles carry on."

Xun Kuang (before 318-before 238), the word State, the Bank said Zi, Original Confucian last one master, but also a master of the pre-Qin thought. Zi advocate "resistance from the false" Evil on educational point of view, he believes that education is "from the puppet" process is continuous accumulation of propriety or say knowledge, morality, so that the process be changed humanity's original state. In the moral aspects of his art stands for "charitable as Germany" cultivation of the Education Act, that "a short step, a thousand miles. No small streams into a mighty torrent. Steed leap, not ten steps. Nag 10 drive, power in dismay. 鍤而 homes, the deadwood not fold. perseverance wears away the stone. "emphasize gradual and persistent attitude on methods. "Silicon step and endlessly lame turtle miles. Tired soil and stopped working, Qiu Shanchong percent. Disgust its source, open its ditch, rivers can dry. One further back, either side, six Ji will not." Persistence is stressed necessary, but the goal must be clear, the direction of the head, never inconstant. If the intention is not specific, learning will not be harvested. Therefore, Zi charitable as Germany to develop educational methods focus on strengthening students' benign accumulation in moral education, so that they develop good habits, and do apply what they learn in practice, but also pay attention to a preventive measure, to prevent the accumulation of malignant, raising into a "saint" as the noble character.

Spring and Autumn Period in ancient China is a contending era. In addition to these three masters of Confucian Moral expounded many ideas about art representative, other academic-related point of view, there are many factions. In Mocius as representatives of His School raised moral education should have initiative, creativity, but to focus on practice and within their means. Moti is China first put forward in the history of

education, "according to their means," this educational approach that could force it to consider when teaching and students, reflecting their grasp of teaching law education. To Han as representatives of Legalism school to promote "education law, Officials as Teachers' universal legal education to the community, in order to maintain class rule. But it will be too extreme legal education, and only needs to meet the complete reunification, but it is commonly understood denied education, which is contemporary scholars believe is actually a regressive education. Confucianism, ink, common law three educational thought that "promising" that moral education should strive methodical pursuit of art, to achieve the best results, and to Laozhuang as representatives of educational thought Taoist school is completely different. Taoism advocates of natural, artificial opposition, against the dogma, oppose education for social principles to follow, do not think things are changing residence, thoughts naturally need because due to change, as Confucianism, Taoism, Legalism advocates opponents, but also to inspired a lot of people.

Moral artistic thought embodied in the Spring and Autumn period also some on the inside, where a representative ought to "learn in mind." "Learning" is the first article devoted to ancient Chinese education on issues of teaching, the full text of more than 1,200 words only, but the content is quite rich, including with regard to the role of education and educational purposes, education, teaching principles and methods, the education system and school management of several parts. Contains a wealth of educational thinking in art education, teaching principles and methods section. For example, the "Learning", said: "Forbidden to that of the pre-unpublished." Talking about the precautionary principle; "when it can be of that." Timely teaching principles; "Not that Shi Ling Sun Festival. "is the principle of gradual;" relative concept and the good of that friction, "is learning to observe the principle;" gentleman's education, Yu also "is inspired by the induction principle. In addition to presenting these educational teaching principles, the "Learning" also raised "about and up", "micro and Zang," "rare analogy and metaphor" of the explanation, questions should be easy to difficult, to be just the right question and answer quiz law and practice necessary to practice law in accordance with the learning content and other teaching methods. "Learning" also made the famous law of self-improvement of teachers - "teaching and learning" to establish a harmonious relationship between teachers and our moral today and educated workers to continuously improve the moral education in the arts provides a guide to action.

## **2. Related thinking Qin to the Ming period mid Moral Art**

Lu Pu-wei, the Qin Dynasty famous statesman, thinker. He combines the pre-Qin various ideas, the author of "Lu", on how to use the methods of ideological and political education and art education to achieve the best results for a more comprehensive discussion. "Lu" resolutely opposes mandatory ideological and political education, saying that "to compel the road, can become smaller, not larger."; Emphasize the ideological and political education of educators in the process to apply spiritual art, with "sincerity" to influence the educated, think, "said the rule is not sincere, it is not touching the heart of God"; also considers how effective ideological and political education also depends on the individual's own personality educated, quality and other factors, that "its coming and and come, because to go with the "ideological and political education of the arts, that the ideological and political education should be closely linked to the educated authentic nature, take advantage of this and some of its body are all sorts of possibilities and initiatives, capitalize on the trend, imperceptibly naturally achieve the desired educational results.

Dong Zhongshu (former 179- 104 years ago), a representative of the Western Han Confucianism, but also a significant historical impact of the educator. He believes that education is the foundation German government of the country, the main emphasis on moral education-oriented, the penalty for late supplement. He believes that the process of moral education is first to establish the ideal of life Valuing Loyalty to ideals and beliefs to guide learners to improve morality; also proposed to achieve the desired effect of moral education should be "must benevolence and wisdom," "Ren "" wisdom "must unify both. He said: "Jen without wisdom, do not you love it; wisdom without benevolence, is known not to have it so benevolent love for mankind Yeah, so in addition to its victims too wise.", Emphasizing the moral culture of emotion and cognition should be combined. In addition, the use of vector art Zhongshu also respected moral education, "said artistic temperament but Antonio through its characteristic ethics 'is also easy to change the people, of the people with their'."

Han Yu (768-824), the famous Tang Dynasty writer, thinker and educator. He criticized the inherited education Dong Zhongshu thought, advocated "Wen Road" that "Man is the measure, said that the purpose of the text is in the form, content channels, Wen Tao unity, while the main road." Advocate for extensive social and moral education and publicity through poetry. In his "Book of Poetry" in the proposed "disciples do not have better teachers, teachers do not have to Yin to his disciples." Emphasizes between teachers and students can learn from each other, both teaching and learning. He also focuses on individualized, that every age has talent, the key is good at identifying whether education and training. He asked the authorities to do their talent in the employment context, which can hold and use a variety of talents and aptitude of the individualized use together. In addition, he also paid attention to the ideological and moral education should be a lively, active and strive to enrich the educational process using a variety of forms, "commented diligently to grind all students, fear not perfect, swim with Xiao Song humorous laugh so drunk righteous forget return ", fully reflects its superb moral art.

Zhu Xi (1130-1200), a master of jurisprudence philosophy, Song of the most prestigious big educator. He attached great importance to moral education, moral education advocates should be placed on top of education. Moral education in the arts, he advocated "determined", "Ju Jing", "Cunyang", "introspection" and "exercise." "Determined" is the first one that educators should first establish the educated culture lofty ambitions, "and asked for the kung fu school, what is the first to say:? As mentioned earlier, but also specifically in the human self-determined." ; "Ju Jing" refers to those who teach moral education should concentrate on teaching and academic learning, care and attention; "Cunyang" means education should enable learners to learn "deliberately cultivation," the heart of convergence, which is placed in the Doctrine above; "introspection" means education should train the educated are often self-reflection and examination of the habits and capabilities, "introspection" process should also note that "introspection to be issued on the occasion of " to have been issued after introspection" and emphasis on moral education, both as a preventive measure, but also lost in the post-correction; "exercise" is to educate the educated person will learn to make ethical and moral knowledge into practice, into their own ethical behavior. Thus, Zhu Xi is the emphasis on moral education very seriously and art.

Wang Shou-ren (1472-1529), No. Yangming, mid-Ming famous philosopher and educator. He founded the Neo-Confucianism dissimilar "psychology", insisted the tradition of ancient Confucian education, moral education and training on the primacy of the school work that moral education is the country and bringing peace, social stability and effective channel. Moral education and the cultivation of the arts, he advocated to

enlighten the people-oriented, pay attention to explore the potential of educated personal inner moral indoctrination rather than simply from the outside, to the person and to teach, opposition copy dogma, that art is moral education maximize the achievement educated personality, rather than constraints of the human personality; he also advocated "unity of knowledge", to be realized Jingchu, honed on the matter, the provincial Chuck governance, expensive to turn over; he also stressed the moral Education should "limit the reach of points" progressive, "my generation extension of knowledge, but each with sub-limits clinics. today conscience to see in this, only with today's knowledge, the expansion in the end, so the party is Seiichi work." The Moral Art of our research today is instructive.

### **3. Ming and Qing period related art of moral thought**

Huang Zong-xi (1610-1695), the great 17th-century Enlightenment thinkers and distinguished historian, also a famous educator. He has long been engaged in educational activities, nurturing the Qing Zhe Dong School, has made the modern idea of education for democracy colors. He advocated "mechanics Munetomo" to educate and guide the students to study hard work, but "only to sit quietly pondering the meaning of a class of work, never advocated." He also put forward the "road of no fixed body, learn your applicable" thinking, emphasizing teacher education students are taught the most important moral, practical knowledge and practical significance, students are able to apply their knowledge. After years of teaching practice, he also advocated "learning your original", emphasized by Bo Devotion, emphasis on "similarities and differences" theory, be able to think about the suspect, but also to discuss the difficult debate. Teachers in the teaching process, not only to mobilize the initiative of individual students, but also to focus groups of teachers and students to play an active role to make students more freedom in such a lively ambience in Zhiyiwennan each other, learn from the discussion, which obtain true knowledge. Thus showing its rich artistic thought moral.

Wang Fu-chih (1619--1692), China's Ming and Qing Dynasties great thinker and educator excellence, his educational thought in the history of the development of educational thought in ancient China occupies an important position. He believes that education is the foundation for building, education has an important role in human development. In moral education, he advocated "justice" and "Desire" are closely linked, "Justice" exists in "Desire" being; not to promote "a private person" and "the world of public waste", the moral education closer than the ancients thought the people's livelihood. His moral education in the arts, emphasizing the determined advocate contented, attention to exercise. He believes that teachers should "vary from person to enter," "Shi orderly" school thinking "with capital that power," stressed the teachers should become familiar with the students, "From depending on its quality, following the Q-chi, in turn outlook Mian they and their actions, and special components Yan, "then follow" Rikkyo's order "progressive teaching, and then guide the students to learn thinking combine to promote learning.

Yan Yuan (1635-1704), the early Qing materialism outstanding thinker and educator. He devoted his life to education, training a large number of students, forming the famous "Yan Li school." He criticized traditional education seriously divorced from reality, refuted the traditional educational justice, Lee opposition concept succeeds alone at the time of China's modern education had an impact. He proposed "pragmatism" approach, emphasizing the teaching process to practice, practice and practice is essential to adhere to practice, that the only way students learn is really useful. He stressed that "pragmatism" does not exclude learning by reading and talking about books of knowledge, but in order to oppose the Neo sit-reading, teaching methods talk Mind.

This is for us today is quite artistic study of moral reference.

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