

Learning in Theory and Practice

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Abstract:

For professional educator life, there is a problem with the relationship between educational theory and practice. Even though there are several papers mentioned of it, and continuously showed that this is an important problem with their everyday teaching problems and concerns. This paper sets out to address a synthesis of guidelines found in a few research papers and discuss the relationship between educational theory and practice, and implication few suggestions for educators to apply their teaching practice.

Keywords: *Educational theory, Educational practice, Relational between educational theory and educational practice.*

I. INTRODUCTION

Educational theory plays an important role in helping learners to acquire knowledge, learning habits and improve their learning abilities. Shi mentioned that few researchers believe that theory education is not useful in teaching practice. Carr admitted that there is a gap between the theory and the educational practice. However, in a real-life situation, during the educational teaching practice, educators' awareness conflicted that letting the theory to address into the practice. It requires educators to adapt their learning ability and promote their own professional development. That means finding out the relationship between the theory in educational research and practice in teacher education is important.

II. EDUCATION THEORY

Educational theory plays an important role in professional research and educational practice. For disciplines in the development of educational theory, Paul Hirst had debated with O'Connor that promotes numerous educational theories for a decade. Paul Hirst [1, 2] claimed that educational theory defensible principle for educational practice and position at the practical to discover the theory of education. O'Connor believed that needed to comprehend the education theory on basis of logic. It seems that educational theory has strongly related to educational practices. For seeking out the practice relationship, Gadamer's theory promotes a theory of understanding, in which view of the relationship among the understanding, presentation, and implication of the understanding process that refers to practice. It is used to inform and guide practice and try to help receive process and retain the knowledge. In other words, this is an abstract generalization of educational phenomena and indirect reflection. Thus, it concretes

educational facts and experience, rather than directly. It implies that the service of educational theory to practice is not direct, concrete, and corresponding.

Educational theory is helping individuals to adapt to the learning process [3, 4], especially motivational theory emphasizes and motivates learners able to understand, know and appreciate what they are doing. It has to say, the acquisition of knowledge and individual learning, Malcolm Knowles's theory that defines five categories' conceptions of adults learning through learners' attitudes and motivations. These are physiological needs, security needs, social needs, respect needs, and self-actualization needs. Those needs should be stratified by human beings from the lower level to the higher level. At first, the needs that should be satisfied with human beings' basic living needs such as water and warmth. Then, the needs are security, relationship, and holding the feeling of accomplishment. At last, at the top of the structure stage, self-actualization means an individual can achieve one's full potential, namely, is self-fulfillment needs.

This theory profoundly explores the essence of demand in human life, it is also vital to understand how this theory to apply in the education field. For physiological needs, it is impossible to have a relation between the learners and teachers, such as teachers cannot offer clothing and food [5, 6]. Safety needs, belongingness needs, and self-esteem needs are implied to the education like teachers creating a safe environment for learners, and letting learners feel comfortable [7].

Educational practice is a range of individual activities and behaviors addressed to develop students' academic behaviors [8]. It is divided into a few dimensions: first, educational practice relating to the social practice on the educational awareness. Second, the core activities of education practice and human beings' development, the present form of activities are education, teaching, management, evaluation, and other activities [8-10]. People are concerned about these relationships from way to activities. There are stable relationships between educational activities and awareness of the educational practice. Fourth, educational practice is systematic process of learning in the school, such as teaching practice activities, the practice of moral education administration, and school management.

The effect and explanation of the theory will encounter a variety of premises and motives [11, 12], the premise of educational theory is that it should be able to improve and guide all activities of educational practice, so educational theory is destined to be practical. Educational theory is a constantly evolving thing. Practice is constantly changing. It's also evolving. Sometimes out of sync with changes in practice, but its usefulness cannot be denied. This means that it is of great significance to reshape the concept of educational theory and practice.

III. THE ROLE OF EDUCATIONAL THEORY IN PRACTICE

Hirst (1988) argues that the current educational theory should have an affection, otherwise it would be meaningless. It is based on its relationship to educational practice. Even though several researchers have different views on the original idea of educational theory, they affirm the proper function of educational

theory. It can be summarized that theory below:

3.1 Educational Theory can explain the Educational Practice

The object of educational theory research is human educational practice. It has shouldered the research and interpretation of the problems in the educational practice. Guo [13] has explained the empirical facts of educational practice in some strict logical derivation.

3.2 Education Theory can regulate the Educational Practice

Educational practice is also carried out under the guidance of educational theory. To a certain extent, the development of educational theory regulates the direction, principles, and methods of educational practice. Mature educational theory can provide educational practitioners with a new educational philosophy and provide educational practitioners with new educational development references.

3.3 Education Theory can promote Educational Practice Reflection

The important role of educational theory is to promote educator thinking and educational practitioners. Both educational theory and educational practice can't be separable from each other. Educational theory can affect the educator's professional teaching philosophy, and the teaching practice also can test the theory whether it is useful in the real class. More importantly, they should be motivated to think about the value and meaning of human existence, so that they can pass such enlightenment, adjust measures to local conditions, and make prudent judgments and rational grasp of people and things. The practice has proved that once educators have the demand for theory, they can promote the educational practice.

IV. IMPLICATIONS AND GUIDELINES

First, teachers should be concerned with students' who are satisfied with physiological and safety needs. An active and safe learning environment promotes students to participate in the class. In 1960, the Former Soviet Union expounded those educators have a strong correlation with students learning. Students should be actively engaged learners (AEL) in the classroom, they need to be motivated to participate and achieve high-level goals through collaboration and inquiry. To achieve this the teacher must encourage, support, and provide learning tasks that drive the student towards achievement and fully and truly understand the students' needs. Students ideally need a teacher who is passionately committed and invested in their learning and development as a child, someone who is wholly invested in their role as a teacher not only in the classroom but in the wider areas of the school and community life. In this learning community life, warmly and happy environment is essential, love students and students feel warmest that eliminate the gap between teachers and students. It is satisfied with love and belongingness needs; students want to feel be loved and cared about. It requires teachers or educators must ensure the love of education and learners, and let learners feel valued, loved, heard, and respected. Loving students should start with caring for students.

It is reflected in both the physiological and safety needs of students those leading students are guaranteed food, clothing, shelter, travel needs, personal and material security.

Secondly, Loving students can affect and help children to feel secure in terms of accomplishments. As students, they need the tools for studying; learning how to take notes, learning how to research and how to extract key concepts and information, and how to communicate with teachers and classmates. Those works promote them to achieve learning and success through self-directed inquiry. It requires a learning environment, a classroom, a learning community should be safe and caring.

Third, to develop teachers' own personalities and knowledge, to meet the needs of students seeking knowledge. Teachers' self-cultivation has a strong demonstration effect on students and will have a subtle influence. Teachers should use noble personalities and rich knowledge to infect students and become knowledge disseminators who are advancing with the times and are welcomed by students. They should constantly improve their knowledge literacy to meet students' desire for knowledge.

As a teacher personality can provide understanding and improvement strengthening character education, developing teaching skills, and improving personality. Teachers' belief and self-identity has a strong correlation with students learning, which means teachers should be a lifelong learner. It helps teachers into the learning proves to boost their students' learning development.

Fifth, Students need assessments that are data-driven and measured in a variety of ways, feedback that is qualitative and directed and that supports and scaffolds students' developmental needs. Students need a curriculum that has academic integrity and rigor, and which has full vertical and horizontal articulation, and is supported by quality resources through collaborative planning and innovative pedagogical ideas [14]. This information asks teachers to offer a platform for students to succeed and help students realize themselves. In secondary school, students have the desire to express and show they did a good job compared with others. Even though they can't do their best, they all want to do it better. This is a good thing to win a good thing for them that their teachers and parents can win good reviews and have a little "vanity" capital in front of their students. This "self-actualization" is the potential of personal fulfillment and utilizing the strengths of their individual life such as learners' self needs to build respect and self-confidence. As a professional teacher, expect students to do their best and give them the freedom to explore and discover their own. Teachers can provide concrete feedback and a good platform that can fully demonstrate themselves to reach their full potential.

In summary, education prepares students holistically with affective skills to grow into responsible, confident, self-respecting individuals who also respect others and the environment. Based on Maslow's Hierarchy of Needs theory, the basic theory to achieve educational goals should be "satisfaction-needs-values" [15, 16]. Therefore, if we understand the different needs of different students at different stages, we can cultivate more outstanding students and create an environment for holistic learning and development.

V. CONCLUSION

In this thesis, the research focuses on finding out the relationship between educational theory and practice by literature review and discussion. Fortunately, it can illustrate more suggestions to help educators develop their learning and teaching skills.

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