

The Evolution and Development of University Function-- from the perspective of higher education philosophy

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ABSTRACT. *The philosophy of higher education refers to the understanding and interpretation of higher education from the perspective of philosophy. From the perspective of higher education philosophy, the evolution and development of university function in combination with Western Brubeck's higher education philosophy, Chinese traditional philosophy and contemporary philosophy was reviewed. The traditional "three functions" theory of the university has the new interpretation and supplement in the new era. Under the influence of humanism and traditional Chinese philosophy, the function of Chinese universities needs to consider human factors also.*

KEYWORDS: *Philosophy of higher education, University function, Evolution and development*

1. Introduction

The university was born in Europe in the 12th century, which originated from the academic community composed of teachers and students. It was a guild organization organized for the sake of teaching and professional interests, and it was relatively independent and autonomous, with full academic freedom.

2. The Historical Evolution of University Function

2.1 The Function of Talent Training

The university has the function of talent cultivation since its birth. During this period, universities put forward that the ontological function of education is to impart knowledge and cultivate talents, emphasizing the pursuit of truth. Also universities and societies have not been closely linked.

In this period, epistemological philosophy was the thought leading the development of higher education. What's more, the function of talent training was the most important function of the university, as a result of that, the university was called "ivory tower".

2.2 The Rise of Research Function

With the Renaissance and the religious revolution, the social structure of the Middle Ages gradually collapsed. From the bourgeois movement and the national independence movement to the industrial revolution, the trend of the development of the times cannot be reversed. All social organizations were included in the political framework of the country, and universities were no exception. The University of Berlin, founded in 1809, marked the beginning of modern higher education. It proposed for the first time that universities should be born to study advanced knowledge, and advocated equal emphasis on teaching and scientific research. The emergence of research universities reflected the trend of higher education philosophy epistemology gradually giving way to political theory. At this period, higher education began to be based on political theory.

2.3 The Function of Serving Society

Since the university has gradually moved from the edge of society to the center of society, its social service function has almost emerged, which has become an indispensable mission. At the end of the 19th century and the beginning of the 20th century, with the advent of the era of large industry and the rise of a democratic society, although universities took personnel training and scientific research as their mission, the general environment for

their survival has changed. In the new era, political philosophy was more popular. According to political philosophy, people's exploration of profound knowledge was not just out of curiosity and knowledge itself. If knowledge and thought can't make people act, then they were invalid. So universities all over the world made corresponding adjustment and response to such background. For example, based on the cultivation of talents and scientific research, the University of Wisconsin broke the traditional closed state of the University and strove to play its role of serving the society. In this period, the function of serving the society stepped onto the historical stage.

3. Reflections on the Study of Functions from the Perspective of Brubeck's Philosophy of Higher Education

Philosophy and education are always inseparable. With the coming of the era of knowledge-based economy, universities, as an important carrier of gaining deeper knowledge, training specialized talents, and inheriting culture, are getting more and more attention.

When it comes to the philosophy of higher education, it is necessary not to mention the classic work "philosophy of higher education" written by the famous American educator Brubeck. As the first monograph in the West that takes the philosophy of higher education as the argument, it can be said to be a great integrator in the field of philosophy of higher education. This book is based on a logical starting point - advanced knowledge, and puts forward two ways for universities to establish their position rationality, namely, two main philosophy of Higher Education, including epistemology philosophy and Political Philosophy. The two philosophies are based on profound knowledge. The difference is that the purpose of epistemological philosophy to explore profound knowledge is knowledge itself. Political philosophy believes that the pursuit of knowledge means is to meet the needs of the country and society. Both of them have their own rationality, but any bias will lead to the imbalance of university function development.

4. On the Function of University from the Perspective of Philosophy of Higher Education in China

When we study the functions of universities from the perspective of higher education philosophy put forward by Brubeck, we discuss the three functions of universities from the perspectives of epistemology and politics, what are, personnel training, scientific research and social service. The traditional "three function theory" cannot fully explain the university function in the new era. So it is worth thinking about how to form China's own philosophy of higher education to study the function of universities.

4.1 The Influence of Chinese Traditional Educational Philosophy on the Function of Chinese Universities

The traditional Chinese philosophy can be traced back to the spring and Autumn period and the Warring States period. At that time, under the background of political differentiation and great economic reform, accompanied by the bursting of ideas, a hundred schools of thought contend. At the same time, with the formation of Chinese traditional philosophy of education, the origin of the Chinese philosophy of higher education comes at this time. Because Confucianism is more suitable for the self-sufficient feudal economy, it has become a feudal traditional thought that continues the whole feudal society, and has a profound influence so far. Looking at the historical development process of Chinese educational philosophy, some scholars discuss its basic characteristics from the overall framework, which can be summarized as: the unity of man and nature, the unity of politics and education, the combination of literature and Taoism, and the unity of knowledge and practice.

Among them, the relationship between man and nature is the core of the study of traditional Chinese philosophy. The discussion of the natural factual relationship between heaven and man constitutes the ontological basis of traditional philosophy of education. Since ancient times, China has put forward the idea of the unity of man and nature. Therefore, since ancient times, China has attached great importance to moral and ethical education in human education.

Politics and education are also two important categories in Chinese traditional philosophy of education. From the Western Zhou Dynasty to the period of hundred schools of thought, Confucianism, Mohism, Taoism and law were four prominent schools, and to the Han Dynasty, Confucianism was the only one. Most of the schools advocated that education should serve politics. This also reflects a characteristic of Chinese traditional education, which is not to seek knowledge as the goal of pursuit of knowledge. This is the same as the western political philosophy.

The combination of literature and Taoism emphasizes the combination of knowledge education and moral

education, which requires the infiltration of moral education into knowledge education. Since ancient times, China has attached great importance to moral education, especially ethical education, rather than knowledge in the traditional sense today. The combination of knowledge and practice requires the combination of theory and practice. Confucianism, which has been dominant for a long time, pays more attention to practice and regards practice as the purpose and way of knowledge.

The traditional Chinese philosophy of education seeks the harmony of human body and mind, human and human, human and society, human and the universe and nature. This feature also guides the direction of the function of the contemporary university. The basic purpose of traditional philosophy is to cultivate the national spirit, and improve people's spiritual quality, also help people cultivate themselves, as well as achieving a harmonious personality state of unity of truth, goodness and beauty. It has something in common with the epistemological philosophy put forward by Brubeck. The traditional thought of the Chinese philosophy provides rich ideological resources for the philosophy of higher education.

4.2 The Enlightenment of Chinese Higher Education Philosophy on the Development of University Function

Some scholars have shown that it is not feasible to use foreign higher education philosophy directly, and it is not accurate to use foreign higher education philosophy to study the evolution of Chinese University function. We can draw lessons from Brubeck and pay more attention to the reality of education, but our philosophy of higher education should be based on our own country. At the same time, we should get rid of the misunderstanding of Brubeck's philosophy of higher education and pay more attention to people.

4.2.1 Cultivating Talents is the Foundation of University.

This is true both from the traditional philosophy and the philosophy in the era of knowledge economy. Chinese traditional philosophy emphasizes the unity of heaven and man, which is inseparable from man. The current era of knowledge-based economy is an economic era guided by human beings, which changes from the understanding of nature to the understanding of human beings and the comprehensive development of human beings. People are the basic elements of knowledge economy. To understand the value standard of knowledge economy, people are the fundamental power of knowledge economy. The era of knowledge economy is a new era of economy and culture with "humanization" and "scientization" as the standard. Intellectual resources are the basis of knowledge economy. Therefore, the basic function of university should still be to cultivate talents. This was the requirement of the philosophy of humanism. The existence and development of higher education was not only based on knowledge, but also based on the harmonious development of human freedom, freedom and self-action.

4.2.2 Universities Should Actively Play the Role of Cultural Heritage and Moral Education.

In traditional Chinese philosophy, moral education and cultural continuity is emphasized. Confucianism attaches great importance to education and learning, which is directly related to self-cultivation, family alignment, governance and world peace. It also enlightens us that in an era of knowledge explosion, learning should be in the first place and we need to set up the view of lifelong learning and lifelong education. In other words, the university is positioned as a link in the whole life-long education system, while increasing its openness, positioning it as a place for lifelong learning, and making the university play its role of lifelong education and cultural heritage.

4.2.3 Universities Should Combine the Function of Seeking Truth with Serving Society.

Epistemology and political theory was alternately dominant in western society, which can be organically combined. Especially since the development of human beings, the knowledge explored by universities is particularly important for promoting social development, production and life progress. At the same time, if we neglect the political function of higher education and pay no attention to economic benefits in higher education, the development of universities will lose vitality and power.

In a word, we study the philosophy of higher education in order to use philosophy as an ideological weapon to study various problems of higher education. Therefore, at present, we should pay more attention to the establishment of our own philosophy of higher education, train builders and successors of all-round development of morality, intelligence, physique, beauty and labor, reexamine the evolution and development of university functions, and provide better theoretical guidance and research direction for the future development of university functions.

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