

Escape from inequality: A relation insight on Chinese early education of verbal oppression and its reflections

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Abstract: The article aims to disclose the relationship between the Chinese educational institutional environment and teachers' management acts of verbal oppression to provide reflections on changing educational inequality. Employing the Stratified Analysis Method and the Key Success Factors Analysis Approach, it establishes a conceptual framework of verbal oppression and hierarchically explores the key causes and relational content. It has been found that the key causes behind teachers' verbal oppression include language conflict, conquering desires, and institutional unequal relationships. There is a linear cause-effect relationship between the Chinese institutional education model and teachers' verbal oppression, as well as an unequal relationship between teachers and children. The findings show that Chinese children's early education of verbal oppression conceals a social institutional support given to teachers' verbal oppression, which causes educational inequality. In conclusion, it encourages teachers to develop children's communicative knowledge structure, rational intimacy personality, and anti-authority self-living habits to escape from educational inequality.

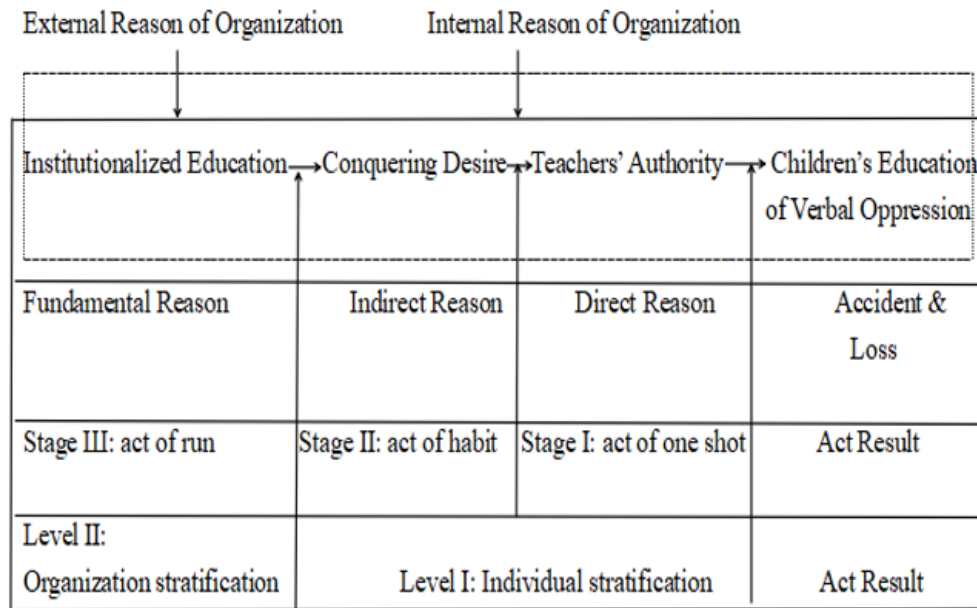
Keywords: Children's early education, Chinese institution, Educational inequality teachers' authority, Verbal oppression.

1. Introduction

According to the various reports, the fact that verbal oppression from teachers has been occasionally found in the classroom. Verbal oppression from teachers turns children's early education into the public issue. Throughout domestic and international research on the theme of oppression, it has been found that it mainly focuses on the relationship between human discourse and power rules. Illustratively, some people study the relationship between oppression and social rules, revealing the attributes of rule maintenance inherent in oppression [1]. The social institution study of verbal oppression in education is of great significance for interpreting the distorted opposition of teacher-student relations and exploring the cultural essence of children's early education under verbal oppression, disclosing the linear relation between social institutional environment and teachers' personal act to renew teachers' standpoint of children, to enhance teachers' self-identity cognition and act reflection finally to promote children's healthy development. To further explicit this fact, this study uses Stratified Analysis Method and Key Success Factors Analysis Method. The former is used to establish the conceptual framework of verbal oppression, to reveal the connotation, symptoms, consequences and implication of verbal oppression. The latter is applied to analyze the key causes of verbal oppression in Chinese children's early education. It is found that Chinese children's early education of verbal oppression is embed in teachers' authorized effect rooted from a social institution support, which results in an unequal relation between teachers and children to obstruct the development of children's communicative knowledge, rational personality and anti-authority habits. Thus, it enlightens teachers to escape from educational inequality that they need to cultivate children's knowledge of physical and mental development based on communication, to shape children's personality based on rational intimacy, and to foster children's self living habits based on anti-authority.

2. The Conceptual Framework of Verbal Oppression

The research is connected to Chinese children's early education of verbal oppression by using Stratified Analysis Method (raised by Mantel and Haenszel [2]) and Key Success Factors Analysis Approach, which are used to classify some momentous key factors, and then to hierarchically analyze the factors based on their connotation and characteristics. The conceptual framework of verbal oppression has consulted Cause-effect Model raised by Heinrich in 1931. The Cause-effect Model raised accidents are caused by unsafe human behavior and unsafe state of things, and the root cause is human genetic factors and the social environment of growth. Any accident occurs at least within a social organization, and its causes can be divided into internal reasons and external reasons. The internal reasons are distributed at both the organizational level and the individual level. At the organizational level, reasons can be divided into safety culture and safety management system, while at the individual level, reasons can be divided into habitual behavior, one-time behavior, and physical state. According to the Cause-effect Model, the conceptual framework analysis of verbal oppression (See Chart 1) has been established. Specifically, this research regards children's early education of verbal oppression as an accident. The act result, referring to verbal oppression, is divided into two levels: individual stratification and organization stratification. It also comprises three stages: act of one short, act of habit, and act of run. As for the reasons, according to Key Success Factors Analysis Approach, the key factors of the birth of verbal oppression are from teachers' authority, conquering desire and institutionalized education.



Notice: → relations happen: ---- boundary line

Figure 1.
Conceptual Framework Analysis of Verbal Oppression.

Institutionalized education is the external reason of organization, the others are the internal reason of organization. The relation among the reasons is cause-effect linear. Concretely, institutionalized education can produce right desire, especially embodied in conquering desire of human nature. The conquering desire is used by teachers, and it can be transformed into teachers' authority. Teachers' authority can empower teachers' language to exert verbal oppression to children in children's early education. Thus, the research of children's early education of verbal oppression is firstly rooted in the analysis of the meaning of children's early education of verbal oppression.

3. The Meaning of Children's Early Education of Verbal Oppression

The term "oppression", derived from the Latin word "oprimer", implies discomfort and is interpreted in English as the unjust use of power or power to overwhelm to make people feel worried or depressed [3]. In Karl Marx's eyes, the substitute for oppression is exploitation, which is reflected in the workers' selling of their labor force as a condition for survival. As Karl Marx stated in his book "Capital", "The continuous selling of labor force becomes the source of continuous renewal for workers to maintain their lives, and the labor force is manifested in their abilities to obtain the income on which they live." [4]. From Paulo Freire's view, the term "oppression" has the meaning of reverse passivity, which reflects that people are unconsciously in the survival situation of the oppressed [5]. It shows that when people are discussing oppression, they often view it from their own identity as oppressed, but forget the identity attributes of oppressors that they may have. In children's education, it is prominently manifested as teachers' verbal oppression toward children. So, what exactly is verbal oppression?

From the perspective of content, verbal oppression can be interpreted as an act of using power or strength to exert verbal pressure on others for achieving the goal of making them obey or feel frustrated (see Chart 2). From the perspective of relation, verbal oppression can be understood as an unequal relationship between subjects that covers levels of high and low, up and down, and strong and weak. This relationship is manifested as a one-way linear relationship between the oppressor and the oppressed.

<div> <div>Column</div> <div> <div>Name</div> <div>Meaning</div> </div> </div>	Perspective of Content	Perspective of Relation	Implication of Verbal Oppression	
			The Subject of Rights	The Object of Action
Verbal Oppression	As an act of using power to exert verbal pressure on others for achieving the goal of making them obey or feel frustrated	As an unequal relationship between subjects that covers the levels of high and low, up and down, and strong and weak	The loss of subjectivity in the freedom and equal rights of the oppressed	The subjugation of the oppressed's body, heart, and thought by the words of the oppressor
Children's Early Education of Verbal Oppression	Referring to a kind of children's education including the imposition of teachers' verbal oppression on children during the educational early process, resulting in certain physical, mental, and ideological harm to children			

Figure 2.

The Meaning of Children's Early Education of Verbal Oppression.

As far as the subject of rights is concerned, verbal oppression means the loss of subjectivity in the freedom and equal rights of the oppressed. As for the object of its action, verbal oppression means the subjugation of the oppressed's body, heart, and thought by the words of the oppressor, which is embodied in the possession of the body by the words, the bondage of the heart by the words, and the control of the thought by the words. Thus, children's early education of verbal oppression refers to a kind of children's education including the imposition of teachers' verbal oppression on children during the educational early process, resulting in certain physical, mental, and ideological harm to children.

4. The Symptoms and Consequences of Chinese Children's Early Education of Verbal Oppression

Chinese Children's early education of verbal oppression is characterized by Chinese teachers' language control. From the perspective of biological evolution, according to George Darwin's views on natural selection. Teachers, as humans, also possess a competitive desire to conquer. This desire is manifested in educational life as the social survival adaptability of teachers, which is reflected in their existence as the winners of knowledge and externalized as their authority [6]. When teachers' authority is threatened or challenged, they will use verbal obsession to defend their own authority, which is seen by Richard Dawkins as individual selfish Gene [7]. Thus, Chinese teachers' verbal oppression has performance symptoms from Chinese teachers' authority, Chinese teachers' desire for controlling to Chinese teachers' obsession, which result in different various possible consequences.

4.1. Chinese Teachers' Authority Drives Children's Bodies and Turns Children into Freely Used Tools

Teachers' authority is not innate, which is empowered to teachers. Teachers' authority is essentially a social relationship that reflects the ethical complexity of communication between teachers and students [8]. Namely, teachers' authority is the power of a teacher to control or restrict students under the requirements of their roles [9]. Generally speaking, teachers' authority can be divided into authority of identity and status, authority of legal, and authority of profession (see Chart 3). In view of the commanding component of teachers' authority, Chinese teachers' authority here additionally refers to the authority of teacher's identity and status.

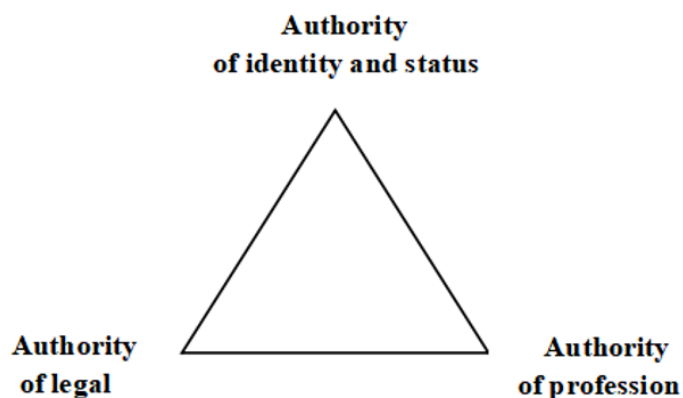


Figure 3.
Classification of Teachers' Authority.

From the historical origin of teachers' authority, respecting teachers and valuing Tao is a Chinese traditional custom. A culture of respecting teachers and valuing the Tao can lead the overall social atmosphere [10]. There is a discussion in Chinese book "Xue Ji" that respecting learning originates from respecting teachers and respecting Tao. It can be seen that teachers' authority is traditionally embedded in teachers' respect and embodied in teachers' role. Namely, the traditional role of a teacher as a preacher, a mentor, and a dispeller is to respect teachers. In the past, Chinese teachers' authority could not be challenged, so it could be extended under the protection of teachers' authority. Chinese children have been told from an early age that it is impolite to oppose teachers' authority. Thus, Chinese teachers' authority have gained the possibility of controlling children, especially when they drive children's bodies. Chinese Teachers' verbal oppression acts on Chinese children's body in the form of authority, forcing Chinese children's body to react instinctively. Based on a diachronic perspective, some

people believe that learning of individual growth begins with the body, transitions to physical sensory learning, and then to intellectual knowledge learning [11].

This evolutionary path of learning followed from perceptual acceptance to rationality is reasonable, but the problem is that individual's body should initially be in a healthy and intact state (different from congenital genetic body defects). Namely, before an individual enters learning, his or her body does not exhibit a sub healthy state such as fear due to external factors (such as verbal pressure). Otherwise, in this sense, individual learning can easily fall into a stimulus-response behaviorism cycle. Modern learning theory generally believes that learning is the process of generating and constructing subjects' meaning. It is not subjects' passive acceptance of external stimuli, but their active participation of causal connections [12]. Thus, the physical drive of children from teachers' authority hinders the occurrence of children's true learning. Chinese children's bodies become the objects of Chinese teachers' arbitrary manipulation, who most likely becomes tools of arbitrary use.

Chinese Teachers' Desire for Controlling Ravages Children's Hearts ,and Makes Children Become Machines without Emotion

Another important aspect of Chinese teachers' ability to verbally oppress children is their desire for controlling. Teachers' desire for controlling refers to the strong desire of teachers to control children. Teachers' desire for controlling not only concludes children's movements and expressions, but also concludes their verbal activities. The former is the control of children's bodies, and the latter is the control of children's minds. Teachers' speech control of children presents a certain diagram (see Chart 4). When the teacher acts as a controller and uses speech input as an actuator to control children as the control object, children will make two possible choices when facing the control from the teacher, one is as the silence of X, the other is as the response of Y, that is, as the feedback of sensors. The former can cause emotional silence in children, while the latter can evoke emotional fear in children, both of which can have a negative impact on their psychological development [13].

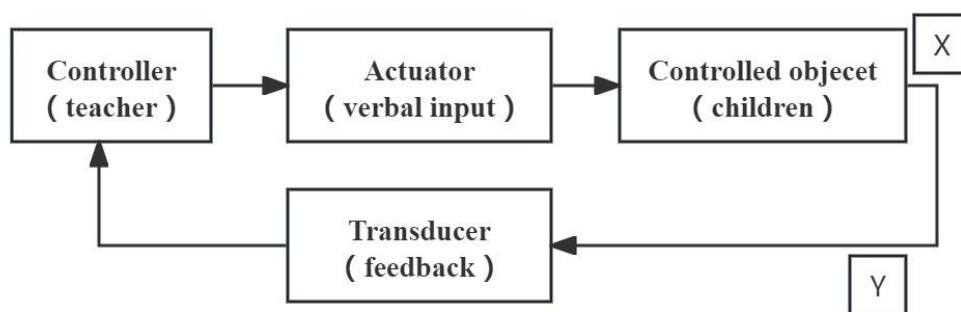


Figure 4.
Feedback Control.

Chinese children are naturally lively and active, but this nature of children is often stifled. For instance, some Chinese teachers use verbal control to suppress Chinese children's active behavior in the classroom due to the need for class discipline management. Their repressive behavior greatly inhibits children's heart development. In Alfred Whitehead's research, especially in treatise "The Purpose of Education", he discussed the dangers of strong discipline. He believed that indistinguishable discipline can make a person's mind dull (Alfred Whitehead, 2020). Likewise, Chinese teachers' desire for controlling is invisibly ravaging children's minds, and education should pay attention to the heart harm caused by teachers' desire control. Obviously, compared to controlling children's bodies, the control of children's mind causes greater harm to children. From the perspective of emotional development, once teachers' desire control ravages a children's hearts, it will inhibit the development of children's

emotions, thereby causing the loss of children's emotions. In this way, Chinese children may gradually become machines who lack emotions.

Obviously, Chinese children who have been under the control of teachers for a long time do not exhibit learned helplessness. On the contrary, they tend to become distressed, reticent, and resentful. The repressive actions taken by teachers against children can accumulate cruelty in their hearts, and degrading behaviors can gradually poison their hearts and generate resentment. Chinese children's resentment can take the form of sulking and anger in their daily learning and life, and it can be blamed on people who have nothing to do with their experiences. Thus, Chinese children under the control of teachers will gradually become emotional machines. It can be seen that verbal oppression can be implemented through Chinese teachers' desire control, which can cause trauma to Chinese children's hearts and probably lead to the breakdown of their emotions.

4.2. Chinese Teachers' Obsession Binds Children's Minds, and Seduces Children Lose the Habit of Free Thinking

Teachers' obsession refers to the persistent thoughts of teachers in the process of education and teaching(see Chart 5). From the positive aspect, teachers' obsession endows teachers with a persistent pursuit of educational ideals, and embodies in teachers' spirit of being difficult and valuable. From the negative aspect, teachers' obsession can easily breed stubbornness in teachers' ideas, which in turn evolves into stubbornness in teachers' thoughts. When faced with situations where children do not listen to or obey the teachers' suggestions, teacher attachment will appear in a negative form, which manifests itself in Chinese teachers' restrictive or repressive verbal behaviors towards Chinese children in order to achieve the goals of children's education. Such a radical approach will have a negative impact on Chinese children. As John Dewey said, "We cannot impose anything on children or force them to do anything. To ignore this fact is to distort and distort human nature." [14].

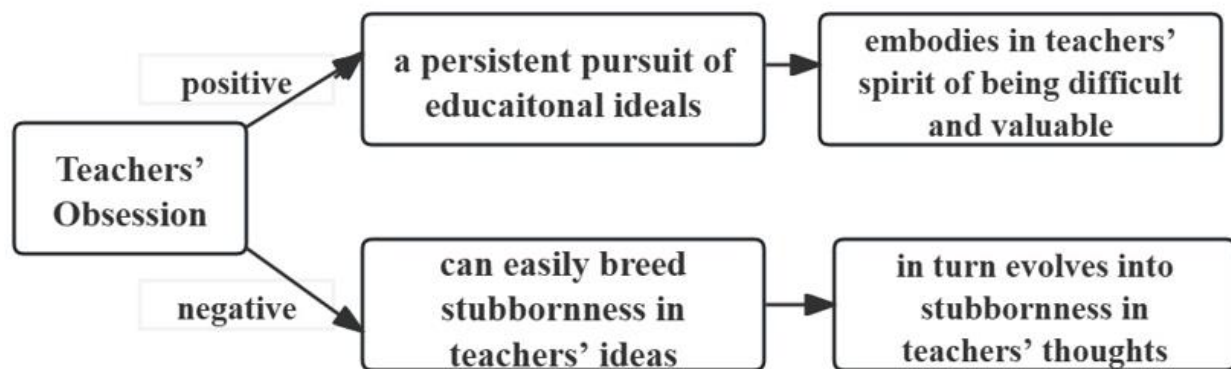


Figure 5.
The Impact of Teachers' Obsession.

Namely, verbal oppression accompanied by Chinese teachers' obsession will be anti human and contrary to Chinese children's positive behavioral instincts. Once teachers' verbal oppression is transmitted to children through obsession, children are simply forced to react based on fear: obedience or silence, and their minds are momentarily imprisoned from maintaining a state of growth.

Chinese teachers' obsession virtually imprisons Chinese children's thinking, depriving them of their imagination, which will lead to the loss of their habit of free thinking. The loss of children's free thinking habits will solidify children, materialize children, and degrade their personality. So Chinese education should pay attention to the crisis of children's thinking caused by teachers' obsession, and also provide teachers with more thinking space and free environment. Only in this way can the cultivation of Chinese children's free thinking habits be more likely to be realized.

5. A Key Factors Analysis of Chinese Children's Early Education of Verbal Oppression

Verbal oppression in children's early education is a great deal of harm to children, which affects their growth and life. For gaining a clearer understanding of the problem of verbal oppression, it is necessary to analyze the causes of verbal oppression from teachers. From Foucault's Discipline Theory, teachers' verbal oppression is just like a mean of discipline, which concludes a power discipline logic from hierarchical monitoring, discourse penetration to management taming [15]. According to William's Key Success Factors Analysis Approach, key factors impact the conditional order of system target realization. In Chinese education system, there are mainly six factors affecting the birth of verbal oppression, which are teachers' language, teachers' desire, teachers' identity, children's amount, classroom space, and institution policy. From the matrix analysis of factors weight (see chart 6), it finds that institution policy is the key success factor. In order to analyze the result precisely, factors with weight ≥ 0.2 (teachers' desire and teachers' language) are namely regarded as the key success factor.

Score Matrix	Weight
Teachers' language = (1,1,1,2,2,0)	0.19 (key success factor)
Teachers' desire = (1,2,2,2,2,0)	0.25 (key success factor)
Teachers' identity = (1,0,0,2,2,0)	0.14
Children's amount = (1,0,0,0,1,0)	0.055
Classroom space = (1,0,0,0,1,0)	0.055
Institution policy = (1,2,2,2,2,2)	0.31 (key success factor)

Figure 6.

Matrix Analysis of Factors Weight

Thus, this article analyzes the causes of Chinese children's early education of verbal oppression to examine the landscape of power discipline from three aspects: Chinese teachers' language communication, Chinese teachers' conquering desire, and Chinese institutionalized education structure.

4.1. Outer Observation: Interpersonal Conflict Behavior Based on Anti-Communication Forms

From the outer perspective, verbal oppression in Chinese children's early education is a kind of interpersonal conflict behavior that occurs between Chinese teachers and students. It is manifested in Chinese teachers' coercive pressure on children in the process of education and teaching, as well as Chinese children's silent response to teachers. In this interpersonal conflict behavior, the means of behavior is speech, while the form of behavior is anti-communication (see Chart 7).

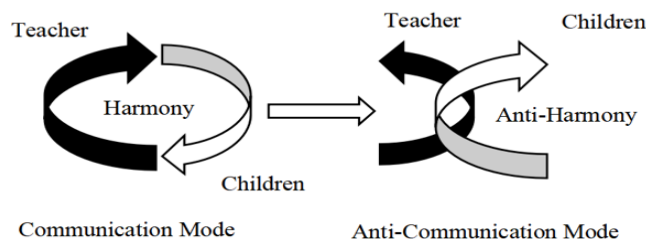


Figure 7.

Communication Mode and Anti-Communication Mode.

On account that communication means a dialogue between actors, it simultaneously means that teachers and children communicate the meaning of life through interaction. Teachers' verbal oppression is a one-way verbal transmission that teachers give to children. It can only provoke children's

instinctive fear response, but cannot guide children's subjective verbal response and meaning generation, must less promote the occurrence of communicative behaviors between teachers and students based on cooperation, reconciliation, and understanding, which was advocated by Habermas' research. Actually, in daily life, many interpersonal conflict behaviors are anti-communication. For instance, Chinese school bullying, which occurs among Chinese children's peers, often manifests as physical or verbal violence exerted by the bully against the bullied. Chinese teachers' verbal oppression gives them the power to counter communication, which will lead to the explicit expression of their own power, which is a blind worship of power.

Additionally, anti-communication also means that Chinese teachers violate children's speech rights, which deprives them of their speech freedom as communicators. Thus, interpersonal conflict behaviors based on anti-communication forms are the surface cause of Chinese teachers' verbal oppression, which stifles the important significance of communication for people, and promotes the repression and control of violence on people's physical and mental health. In this visual interpersonal conflict scenario, the relationship between teachers and children does not meet as an equal interlocutor, but rather confronts as a hater. This conflict between teachers and children violates the original purpose of education. As Buber [16] said, the purpose of education is not to inform future generations of what exists or is bound to exist, but to understand how they fill their lives with spirit and meet with you.

4.2. Inner Perspective: The Root of Human Nature Based on Conquering Desire

Desire is one of the nature states of the human heart, which belongs to emotional state of the human heart. However, in Aristotle's view, one's desire should be controlled, because "incontinence in desire is incontinence in the strict sense, and in a sense, it is evil" [17]. Namely, in a sense, Chinese teachers' verbal oppression is a kind of evil, and they must have self-control over their own desire to conquer. From the perspective of the generation of behavior, a person's behavior is reflected in his personality, and teachers' verbal oppression behavior is reflected in their "sadistic" personality, which in Erich Fromm's view is a symbiotic social character of human beings (see Chart 8. [18])

The manifestation of symbiotic social character is that people's various impulses ultimately achieve a goal, that is, to achieve complete control over another person, and to make the other person be the object of my will, so that the other person fully follows my instructions. It is the product of individual socialization [19]. Similarly, according to Fromm, verbal oppression from Chinese teachers based on their desire to conquer stems from their symbiotic social personality, which in turn stems from the dynamic adaptation of human nature to social structures. It can be seen that the symbiotic social character of Chinese teachers only treats themselves as related individuals rather than individuals. It exists in a specific social order, in which Chinese teachers complete their role shaping through verbal actions. Such shaping of teachers' roles loses personal autonomy and lacks rationality.

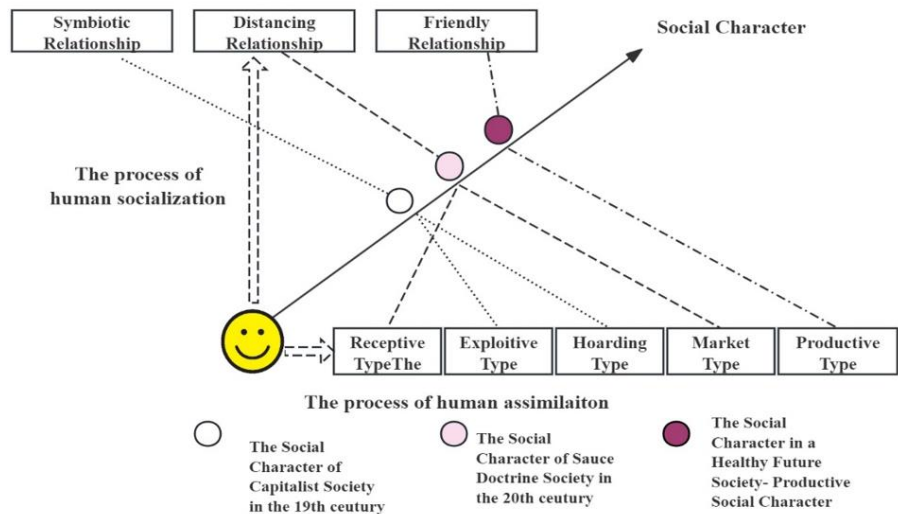


Figure 8.
Erich Fromm's Social Character Theory.

Thus, Chinese teachers' verbal oppression verifies their symbiotic emotional defects based on Chinese social order.

4.3. Deeper Exploration: The Unequal Relationship between Teachers and Students Based on Chinese Institutionalized Education

From the deeper exploration, verbal oppression in children's early education covers the unequal relationship between teachers and students based on institutionalized education (see Chart 9). Chinese Institutionalized education emphasizes a teacher centered approach rather than a child centered approach. It emphasizes a curriculum centered approach rather than an experience centered approach. It emphasizes a classroom centered approach rather than an activity centered approach.

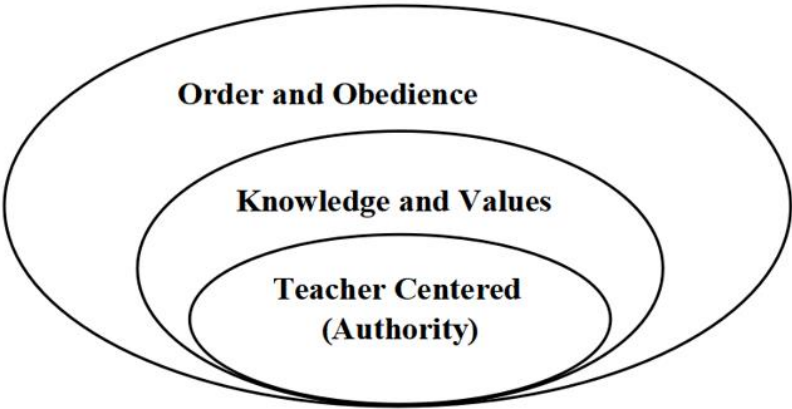


Figure 9.
The Authoritative Structure of Chinese Institutionalized Education.

Under institutionalized education, as a lasting tradition, teachers have the power to impart knowledge and values to children, and children can only passively absorb in them. In the interpretation of knowledge and value, teachers are authority, children are submitters, and children's heart

development should be subject to teachers' authority. German educator Herbert [20] said when discussing the role of authority in the cultivation of children, the mind obeys authority, and authority can restrain its unconventional activities, so it is very helpful to extinguish a tendency towards the formation of evil will. In Herbert's view, authority is essential for children who are naturally active.

Naturally, Herbert overlooked that using authoritative means may bring negative pressure to children, which can have a negative impact on their performance and happiness [21]. The negative consequences caused by authority have been explored and opposed by the subsequent modern pedagogical theory and practice. Nevertheless, Chinese teachers' authority has resulted in a significant disparity and unequal relationship between teachers and children, which affects the normal communication among them. The unequal relationship between teachers and students based on Chinese institutionalized education leads to a similar life between Chinese teachers and students, which is filled with an atmosphere of oppression and oppressed, in which the subjectivity of Chinese children is gradually stifled. Although the teacher-student relationship has a strong hierarchical color. Due to the deep alignment between this hierarchical nature and mainstream societal beliefs, the legitimacy of teachers' authority has become a defensible fact [22]. Simultaneously, the unequal relationship between teachers and students based on Chinese institutionalized education has greatly hindered the occurrence of Chinese teacher caring for children. From the perspective of caring, teachers and children are in an interactive relationship of caring and being cared for, aiming to seek a universality of love and recognition [23]. Chinese teachers' verbal repression is walking on the opposite side of caring with impunity.

5. Discussion

Verbal oppression reflects teachers' right achievement empowered by institutionalized education mode. Chinese children's early education based on social institutional support turns education hierarchy into control key factors. One of the most remarkable factors is exactly the desire of right. As the communicator of educational ideas, Chinese teachers are highly expected to take responsibilities in culture transportation. Their desire of right will stand out in height within the process of culture transportation. In order to efficiently finish the culture task, they will probably exert children's early education based on verbal output. Once suffering discourages from children's refuses, Chinese teachers will unfold children's early education in form with verbal oppression. In the process of verbal oppression, their conquering desire can be simultaneously realized. Thus, there is a liner cause-effect relation between Chinese institutionalized education mode and teachers' verbal oppression, as well as between teacher and children. As for the characteristics, the factors of verbal oppression are impact, confrontational, and unbalanced. These factors are also the conveyor twisted belt of teachers' desire of right, which shows the education dilemma of anti-communication, forcible conquest and unequal relationship. Whereas, the disclose of multiple causes of verbal oppression possesses in vital significance, which can help Chinese teachers to think of their identity situation and the unequal relationship with children in the institutionalized education mode, make them deeply realize the standpoint of children, additionally promote them to change educational inequality. Succinctly, it can be found that Chinese children's early education of verbal oppression origins from the political social institution and its support on teachers' conquering desire with verbal oppression outputted, which is characterized by anti-communication, forcible conquest and unequal relationship communication.

6. Reflections for Chinese Teachers on Changing the Relation of Educational Inequality

From the perspective of sociology of value, especially by the view of David Riesman and Williams Whyte, Chinese children's early education of verbal oppression is actually the infiltration of institutional values into individuals and their excessive identification with the group organization, which is the most remarkable trait in mass society [24]. The process of institutional value input can promote the ruling order, which will accelerate the produce of violent knowledge, personal sadistic personality and disciplined life habits. Concerning to social control function of knowledge, these cultural psychological

factors can also consolidate the value of political institution. Whereas, education aims to construct democratic value order. In Bertrand Russell's view, the most important target of early education is exerting children's learning capacity from their experience by self-discipline understanding, active communication and good life habits [25]. Chinese teachers, as the intermediate strength of knowledge transmitting, play a vital role in Chinese children's value guidance, which gives them the reflection on changing the relation of educational inequality. Thus, it enlightens teachers not only consider the cultivation of children's knowledge structure based on communication, but also attach importance to the shaping of children's personality based on rational intimacy, and more importantly, it should be committed to the cultivation of children's habits based on anti authoritative self life.

6.1. To Develop Children's Knowledge Structure Based on Communication

Teachers' verbal oppression in Chinese children's early education is a prominent manifestation of the lack of communication between teachers and students. It not only hinders the generation of knowledge learning, but also hinders children's physical and mental development. Knowledge cultivation based on verbal oppression is anti-communicative and deviates from physical and mental development. Thus, changed Chinese children's early education needs to develop Chinese children's knowledge structure of communication. In the educational informationize, how to enhance communication between teachers and students is an important goal to improve their information literacy. "The use of information technology has made the time and space of communication between teachers and students more multidimensional, the content more diverse, and the accompanying differences more apparent. At this time, it is necessary for teachers and students to understand each other's differences." [26] In addition, from the perspective of the forms of communication between teachers and students, in the past, the forms of communication between Chinese teachers and students often manifested as oppressive or even violent communication, which was a rigid form of communication. Changed Chinese children's early education should be flexible communication based on the interaction between teachers and students. Once flexible communication forms are established between teachers and students, knowledge learning based on flexible communication can better promote the natural adaptation of Chinese children's physical and mental development. Chinese children can better improve their ability and knowledge literacy in communication learning. In addition to strengthening the construction of communicative interpersonal courses in schools, it is more important for Chinese teachers to recognize the existence of oppressive factors in their own speech behaviors, to adopt more gentle language expressions based on the respect for children, to stand on children's position, to consider their feelings, and to continuously improve communication with them. Besides, Chinese teacher can also develop a peace education for children by incorporating experiential learning methods, such as indiscriminate dialogues, environmental friendly projects, and community-based peace building activities to promote them to actively engage with peace and justice issues [27].

6.2. To Shape Children's Personality Based on Rational Intimacy

Children's personality is the inherent requirement and fundamental goal of Chinese children's education. It suggested that the personality created by children's early education of verbal oppression is morbid and impulsive, rather than logically stable. Thus, changed Chinese children's early education is based on the rational and intimacy of personality shaping. Rational intimacy is different from emotional intimacy, which means that the intimacy established between children and teachers is not emotional, but rational consideration. It means that children are not afraid of the breakdown of intimacy by relying on others, but can face the risks brought about by intimacy with rational autonomy and ease. Some studies have shown that intimacy based on emotion can lead to asymmetric intimacy traps, which are manifested as follows: being intimate while forgetting right and wrong, being intimate with little prevention, being intimate without principles, and being intimate without bottom line. [28]. In educational field, Chinese children tend to be unrestrained in their own behavior due to their intimacy with teachers, and teachers also indulge in children's behavior due to their intimacy. Such intimacy

allow emotions to precede and obscure rational thinking, may tolerate desires and lead to individual imperfections. If seeking real improvement, we must rely on calm and ruthless rationality [29]. Consequently, changed Chinese children's early education should break the emotional cage of intimacy, consolidate the rational foundation of intimacy, and allow intimacy to respond persistently under the guidance of rational brilliance. Once Chinese children have established a rational intimacy with teachers, they can ensure that the intimacy is not kidnapped by emotions, promote the disenchantment of the intimacy, and achieve the symmetry between the subject of the intimacy and the intimate risk. Personality shaping based on rational intimacy requires examining emotional intimacy and reconstructing rational intimacy, injecting rational factors into the process of personality shaping for Chinese children, and ultimately achieving the transition from a passive dependent personality to an autonomous and independent personality. From the perspective of postmodernism, dialogue is an effective way to build a good teacher-student relationship. Based on the concept of dialogue education, the role of teachers should be the guides for students, rather than the ones who issue commands. This means that the positive authority from teachers lies in guiding and inspiring students' autonomy, rather than suppressing their free thinking [30].

6.3. To Foster Children's Self Living Habits Based on Anti- Authority

An important aspect of children's early education is to cultivate children's good living habits. Within Chinese children's early education of verbal oppression, children lead a heteronomous life, and they are afraid of teachers' authority in the process of life. Modern education emphasizes the dominant position of children, who are independent and have equal rights to choose their lives. Accordingly, changed Chinese children's early education is based on the cultivation of anti-authoritative self living habits. Specifically, it should foster Chinese children's habits of anti-authority awareness and self living ability. The role of children's anti-authority consciousness in children's lives is enormous. It can help children realize that they are their own masters and can decide themselves. The prominent manifestation of teachers' authority is knowledge authority, and Chinese teachers should encourage children to challenge knowledge authority in learning to cultivate children's independent and critical thinking abilities. education should foster children's ability to live independently. Children's early education expected to foster children's lives of doing good deeds. This kind of life is public life, not children's self life, because public life is too idealistic and it excludes various negative factors. "The reason why life is life must be the life that includes all kinds of things that we are not satisfied with." [31] Only when a child recognizes the importance of self life and has the habit of anti authoritative self life can he be himself, he is living his life, and the meaning of his life have a foundation. Simultaneously, children's self life cannot be separated from public life, as children live in groups and are affected by public life. Thus, changed Chinese children's early education should help Chinese children establish a connection between self life and public life through the fostering of self life habits, thereby expanding the significance of Chinese children's self life and making their lives and activities be broader and more autonomous.

Results: The expression of Chinese teacher's verbal oppression is manifested in the driving force of teachers' authority on Chinese children's body, the ravaging effect of teachers' desire on Chinese children's heart, and the binding effect of teachers' obsession on Chinese children's mind, resulting in the negative consequences of probably turning Chinese children into freely used tools, making them become machines without emotion, and seducing them lose the habit of free thinking. The key causes conclude interpersonal conflict behavior based on anti-communication forms, the root of human nature based on conquering desire, and the unequal relationship between teachers and students based on institutionalized education.

Conclusion: The findings show that previous Chinese children's early education has a bad effect on Chinese children's health and life, which is demonstrated in anti-communication, authority extension and emotional control resulted from Chinese teachers' verbal oppression. Chinese teachers' verbal oppression can get a social institutional support on account of an unequal relation between teachers and

children resulted from institutionalized education. The renew of the relation needs to generally consider various factors including knowledge structure, living habits, and personality characteristics. Thus, it triggers the reflections on teachers' escape from the relation of educational inequality that they need to cultivate Chinese children's knowledge structure based on communication, to shape Chinese children's personality based on rational intimacy, and to foster Chinese children's self living habits based on anti-authority.

Ethical Instruction:

This research was organized by the education research team from South China Normal University. There is no human participation. All the researchers are subjective without any prejudice to teachers and children. Then, all the researchers are voluntary, informed and just respected. Additionally, the study includes the perspectives from educators, managers and learners. The entire research process was open to the public, and the views and suggestions of the researchers were entirely adopted. Further, the literature and concepts are fully acknowledged. All the researchers have independently contributions to the generation of the article. Last, it can also trigger social attention and promote teachers' teaching good.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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