

On the Construction of Life Classroom

-- Based on the Classroom Culture Perspective

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Abstract

Life classroom is not only the main place for teachers and students to do activities, but also the main place for teachers and students to realize the value of life. The construction of life classroom from the perspective of classroom culture, mainly lies in the construction of teacher-student dialogue culture of equal communication. Create the behavior culture of teachers and students learning together; Construct ecological culture of classroom. From the perspective of classroom culture, rational thinking about the construction of life classroom is conducive to the establishment of correct classroom teaching values.

Keywords

Life classroom, Construction, Classroom culture.

1. INTRODUCTION

In the current education reform, the reconstruction of classroom teaching makes classroom teaching full of vitality, which requires us to pay attention to the life value and significance of education. Therefore, life classroom has become a teaching mode advocated at present. Life classroom is not only the main place for teachers and students to take part in activities, but also the main place for teachers and students to realize their life value. However, the traditional classroom culture is difficult to adapt to the needs of the life classroom, so it is necessary to reflect on and actively seek the way to rebuild the classroom culture and build a new classroom culture. Only in this way, teachers and students can be liberated fundamentally, the classroom can truly radiate the vitality of life. Professor Kangning Wu limited culture to the narrow sense of spiritual culture (its components are four: norms, values, beliefs and ideographic symbols), and proposed the classroom culture, namely the social culture in the classroom. "The so-called social culture in classroom teaching can be regarded as the complex of norms, values, beliefs and ideographic symbols in classroom teaching."¹ It can be seen that classroom culture has both the universality of culture and the characteristics of classroom context. At present, rational thinking about the construction of life classroom from the perspective of classroom culture is conducive to the establishment of correct classroom teaching values.

2. CONSTRUCT A CULTURE OF EQUAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS

Classroom dialogue culture is a kind of interpersonal relationship culture based on classroom situation, which aims at the inequality between teachers and students in the classroom. Paulo Freire points out that "without dialogue, there is no communication, and without communication, there is no real education."² Equal dialogue is the environment that life

classroom depends on. The communication between students and teachers should discard the opposing thinking mode of "host and guest" and take the interpersonal relationship as the core. In the communication process, the direct meaning of dialogue culture is to understand.

In order to build a culture of equal communication between teachers and students, teachers should first make clear the status of students in the classroom. The student is no longer a disciplined person, but an equal interlocutor with the teacher. The traditional "i-he" teacher-student relationship is built on the basis of authority and coercive command. Teachers have authority and students are in a dominant position, which is the unequal status between teachers and students. Dialogue classroom culture must liberate the teacher-student relationship from the traditional "i-he" type, and establish an equal "i-you" type teacher-student relationship. In this way, teachers and students become a dialogue, communication relationship. As S. Lasek and G. Venudy point out in their book *global perspectives on the development of educational content*: "with students actively engaged in the self-study process, and with the creativity of every student valued, dictatorial and arbitrary teacher-student relationships will be difficult to maintain. The authority of teachers is no longer based on the passivity and ignorance of students, but on the ability of teachers to promote the full development of students through their active participation."³

Secondly, teachers should create a democratic, relaxed and harmonious atmosphere and form interpersonal relationships of mutual respect, trust, understanding and cooperation. Teachers should warmly encourage students to question, question and debate, have the courage to express different opinions, so that students have psychological security. Life class recognizes the wholeness and subjectivity of students as living bodies. In the activities of receiving education, students participate and engage with a complete life and play their active role in the development of themselves. Therefore, teachers should focus on the awakening of subjectivity and cultivate people with development initiative, which is not only the starting point of education, but also the process planning of education, that is, the emphasis should be on the respect of people's life development initiative. Classroom activities are the basic form of students' life, and communication is the basic form of activities, so teachers should strive to create a suitable classroom atmosphere for students to communicate.

Meanwhile dialogue in class is an open and unfinished dynamic process, and the meaning of dialogue is constantly enriched in the process of teacher-student communication. For every teacher and student, the meaning of dialogue is generated, and only when the teacher fully respects the students and gives the students a real voice, can the dialogue take place. Because "the 'dialogue' in real conversational teaching takes place in the free exploration or spontaneous discussion of both sides of the 'dialogue', in the real spiritual response and mutual collision of both sides of the dialogue, and in the real fusion of the cognitive horizon of both sides."⁴ Therefore, the teacher-student dialogue culture in the classroom is a kind of communication culture focusing on the teaching process. This means that the communication between teachers and students in the classroom is a dialogue between people on an equal footing, a relationship of mutual symbiosis and common development, rather than a one-way inheritance relationship of giving and receiving. All teaching activities should exist in the form of communication, and there is no teaching without communication. The teacher can't decide the content and result of the dialogue and then talk to the students. The dialogue in class requires teachers and students to participate freely and requires teachers to give up the confidence of "taking for granted", for which teachers have to overcome themselves to a great extent. Teachers should give students the space to open their hearts and minds, as well as the enthusiasm and patience to listen to different voices, and keenly grasp the students' vivid learning enthusiasm in the classroom, and convert these enthusiasm into randomly generated teaching links in time. In the life class, the teacher should build such a conversation mechanism. The teacher should speak his own ideas to the students, and at the same time allow the students to express their own ideas.

3. CREATE A CULTURE OF BEHAVIOR IN WHICH TEACHERS AND STUDENTS LEARN TOGETHER

The behavior culture of joint learning is the result of the joint action of various factors of classroom education, but it is mainly formed by teachers and students' joint participation, joint creation and joint construction in the teaching process, and more is the integration of teachers and students in the teaching process. In this, "the teacher of the student and the student of the teacher no longer exist; instead, a new term has been coined: teacher-student and student-teacher. Teachers are no longer just teaching, but they are also being taught through dialogue, and students are being taught at the same time as they are being taught. Together they are responsible for the whole growth."⁵ In the classroom, teachers and students can become a "community of practice", and when this "community of practice" is applied to the classroom situation, it becomes a "community of learning", thus, the traditional teacher-centered classroom culture is about to change.

So, how to realize the community of teacher-student learning? Shuming Liang said, "friendship is the foundation of cooperation. But how can friendship be interlinked? This must not be from one side, must be from two sides: one is oneself, one is others. In their own side must often understand the other side of the psychology, meaning, situation. We must put each other first and not think for ourselves. If you always think for yourself, for yourself, regardless of the other person's psychology, meaning, this absolutely not. So you have to think about them first. There is nothing wrong with being considerate."⁶ Shuming Liang points out that the same is true between teachers and students. In the process of teaching, the teacher cannot pretend to be the knower, monopolize the class, and explain the knowledge by himself regardless of the students' response and acceptance. Stenhaus's understanding of the nature of knowledge prevented him from teaching the content of knowledge as a fixed thing, so he opposed the authoritative teaching method of teachers. In his opinion, if teachers emphasize their common humanity with students in class, and they also have uncertain feelings when facing problems, then students will not be used to passively waiting for the infusion of knowledge. Teachers and students are integrated into the classroom teaching atmosphere, instead of only students in the classroom, the teacher is free from the classroom.

Secondly, in the classroom, teachers and students should share knowledge, rights and responsibilities, and work together to create a free, democratic and sustainable classroom atmosphere, so as to give full play to everyone's potential creative energy, and truly realize the benefit of teaching and common development. The teacher and the student jointly establish the learning goal, negotiate the means and strategies needed to achieve the goal, and demonstrate the problem-solving strategy and skills at the beginning of the unit, such as how to think and self-reflect in the process of problem discovery and reasoning. The students were tasked to simulate this "expert" thought process and to prove their point with factual material. This kind of open class allows teachers and students to discuss openly in class, which is to change the single mode that the teacher monopolizes the class and the students accept passively. Let teachers and students participate together to promote cognitive and emotional exchanges and mutual activation.

Finally, the teaching process can be regarded as the unity of teachers and students, the essence of which is interaction. The teacher is no longer the teacher of knowledge, but should be the collaborator, guide and participant of students' learning. The teacher's commanding authority turned to "chief among equals". The meaning generation of classroom teaching is based on the interaction of living beings in classroom situations. Without the communication between teachers and students, the interaction between teaching and learning, the so-called teaching is no longer a real sense of teaching. The positive interaction between teachers and students in class is the bridge of knowledge sharing, moral edify and emotional experience in

class, and the carrier of knowledge, energy and information flow between the community of teachers and students. It can be said that effective teacher-student interaction is of great significance to the establishment of teacher-student community.

4. CONSTRUCT THE ECOLOGICAL VIEW CULTURE OF THE CLASSROOM

In the classroom, teachers, students and the environment constitute a classroom ecosystem in constant conflict and movement. Seemingly simple elements are composed, but behind each element is a complex organization, which makes classroom teaching dynamic. "Ecology of education focuses on the law and mechanism of the interaction between education and its surrounding ecological environment, and its purpose is to establish a natural, harmonious, open and lively mode of education and teaching." Previous class values are always standing on the ground of human standard, in terms of social value and individual value education, ignores the education should also have ecological value, namely, through the education of human with nature, society and their harmonious coexistence relationship, we should know that the purpose of education should not only people, society, but also focus on natural, social individual's overall value. Because, the person also is a kind of natural product, the development of the person not only should be comprehensive but also should be sustainable; Not only in line with the development of society, but also in line with the development of nature, and even the "unity of man and nature". The life classroom just holds the ecological view, regards the classroom as the ecosystem which promotes the life development.

First, from the overall care, to create an ecological education environment. According to the ecological learning view, learners, as subjects, are not passively subject to the physical stimuli in the environment, but actively interact with the learning environment. This requires the teacher in the classroom must proceed from the overall situation, all possible elements are mobilized, in order to achieve the balance of the classroom elements. On the one hand, starting from the classroom where we grow and live, we can change the physical environment of the classroom, such as changing the traditional way of placing desks on rice fields into a ring or activity mode. It's not just a matter of arranging desks, "The substantive rather than superficial circular arrangement not only changes the shape and structure of the classroom, but also changes the relationship between people, changes the activity mode of teachers and students, and provides an attractive space for the meaning, integration, relevance and richness of the curriculum and teaching." On the other hand, make full use of the natural cultural landscape and students' life scene to experience everything natural in the natural classroom. Children's life world is also an important part of the classroom ecosystem. Classroom teaching, as a practical process to improve students' life quality and life value, must be connected with students' real life. In the classroom, teachers should try their best to combine the teaching content with students' life, so that students can truly realize that they are a person in life and experience the fun of their own life growth. Therefore, the content of classroom teaching should be related to students' real life.

Second, pay attention to teaching balance, and establish a harmonious cognitive relationship between teachers and students. In the classroom teaching ecology, the most basic functional unit is not an individual. Classroom teaching activities are embodied in the interaction between teachers and students, which is embodied in the individual teachers and students, the individual teachers and the individual students, and so on. The construction of knowledge, the cultivation of ability, and the edification of moral emotion are all realized in this complex relationship. Interaction runs throughout the teaching process. Therefore, ecologism advocates that "in the classroom, teachers' and students' behaviors in the teaching ecology should be changed to balance the ecology of the classroom group, so that teachers and students can become cooperative explorers, equal interlocutors and collaborative learners, and the classroom can

become an ecological kingdom that can promote the healthy development of students".⁹ We use ecological thinking to understand the classroom teaching, teachers, students as in the classroom teaching in this special environment of interaction factors. In the classroom, the relationship between teachers and students is the relationship between producers and consumers. Knowledge is not only created by teachers, but also processed by teachers. The real producer is human itself. Therefore, teachers should lay down their absolute authority in class, fully respect students' personality, and treat students as individuals with independent personalities and educational subjects. Only in this way can teachers and students realize cognitive harmony in an open and equal academic exchange environment.

Third, to strengthen the integrity of teaching objectives. According to the ecosystem theory, the whole is greater than the sum of its parts. If each component of the ecosystem can achieve reasonable and balanced development, then the whole ecosystem has the ability of self-renewal and self-development. Therefore, in the classroom, teachers should set goals with integrity, not only the cultivation of intelligence but also the care of emotion, will, attitude and values, and strive to cultivate students into a harmonious development of the people. Ecological classroom teaching in life is to have natural attribute and social attribute of people, according to different education teaching goal, the people must think to many parts of the ecological environment of classroom teaching, such as curriculum, teaching strategy method of guiding influence, these all reflect the classroom ecological concept embodies the integrity of the goal.

5. CONCLUSION

The construction of life classroom should fully respect students' life value from the perspective of classroom culture. From the aspects of the dialogue culture of equal communication between teachers and students, the behavior culture of learning together and the good ecological view of the classroom culture, the life classroom is constructed to make the classroom truly full of life and vitality.

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