

Enlightenment of Habermas' Theory of Communicative Action on the Promotion of Students' Subjective Status in University Education Activities

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Abstract

Facing the challenge of the deep integration of information technology and education and teaching, the traditional "Teacher centered" teaching mode is difficult to meet the main demands of the development of contemporary college students. Habermas' communicative action theory in the pursuit of "subject-subject" communication relationship based on value rationality and the value goal of rationalization of "communication behavior" give us inspiration, to better promote the growth and development of students should realize the equal dialogue and positive interaction of "subject-subject" between students and teachers, construct the relationship between teachers and students with value rationality as the leading factor, meanwhile taking instrumental rationality into account, and give full play to the role of "the second classroom".

Keywords

Theory of communicative action; Educational activities; dominant role.

1. On the Necessity of Promoting Students' Subjective Status in University Education Activities

It is not only of theoretical significance, but also of practical significance to study the promotion of students' subjectivity in university education activities. That is mainly reflected in the following aspects: First, the disadvantages of the traditional "teacher-centered" teaching mode. The traditional teaching mode is "teacher-centered", which emphasizes the authoritative role of teachers in educational activities. This model has been widely recognized and applied in practice for a long time, for it has its advantages: giving full play to the subjectivity of teachers; helping to standardize students' behavior; being conducive to imparting systematic and complete cultural knowledge; but it also has its limitations: First of all, there is an epistemological limitation of binary opposition between teachers subjects and students objects. Secondly, it is easy to ignore the value of human, which hinders the common construction of the meaning of life between teachers and students, and, as a result, teaching becomes programmed narrow and limited activities. In addition, the neglect of teaching dialogue and meaning construction between teachers and students leads to teaching practice deviating from the educational goal of cultivating comprehensive, complete and real people [1]. It is precisely because of the "teacher-centered" teaching mode that there is an insurmountable contradiction between teachers' general teaching and students' individual cognition, so many domestic and foreign education researchers and front-line educators are looking for a teaching mode that can realize the constructive interaction between teachers and students. Second, the challenge of the deep integration of information technology and education and teaching. The rapid development of the Internet is constantly changing people's production and life practice, and the education field can not avoid the challenge of integration with information technology. Big data, as the characteristics of today's era, has the characteristics of "enormous" and "fast" in data and

information, challenging the traditional education mode of taking paper media as the basic carrier of knowledge and information and taking teachers' teaching as the basic form. In the massive and fragmented information and knowledge, how to reconstruct the relationship between students and teachers to help students achieve teaching objectives through effective screening and learning is the inevitable requirement of the reform of teaching mode and learning mode in the era of big data. third, the subjective demands of the development of contemporary college students. According to Maslow's "Hierarchy of Needs Theory", when people's basic survival needs are met, they will pursue higher-level needs. Contemporary college students are born and grew up in the material living environment where the problem of food and clothing has been basically solved. Most of them have got rid of the survival pressure their parents had, their survival needs have been well met, and the development needs have become the dominant needs. This kind of development needs catalyze the subjective appeal and become the internal driving force of college students' self-manifestation and self-expression. Therefore, contemporary college students are particularly eager to express and manifest themselves and obtain "sense of existence" and "satisfaction" from self-manifestation and self-expression. They have instinctive resistance to the traditional teaching method of relying solely on preaching. If this kind of subjective demand and need can not be expressed and released in the process of education and teaching, it will lead to students' aversion to the curriculum. Therefore, how to effectively respond to their subjective demands in combination with the characteristics of contemporary college students' development and cognitive learning is worthy of attention and research.

2. Habermas' Theory of Communication Action

The relationship between the middle school students and teachers in university education activities directly affects the realization of the goal of talent training in colleges and universities, and plays a key role in the overall development of students. On the relationship between middle school students and teachers in educational activities, Habermas' communicative action theory is enlightening to us. In his theory, human behavior is not only the "subject-object" relationship of instrumental rationality, but also the communication behavior of "subject-subject" based on value rationality. Habermas divides "the world" into three different worlds, namely, "objective world", also called "external world" or "object world", which means the real "object" world; "subjective world" refers to the world composed of human spontaneous experience; "social world" refers to the "whole" of legal personal relations, and actually refers to norms, values and other recognized social expectations. He also divides behaviors into four types. The first is purposeful action, also called instrumental action, which is the action of using a variety of tools and means, and then make a "reasonable choice". The second is "norm regulatory action". It is the action of the group that is bound by the common value. The third category is "dramatic action". It refers to the action that the actor consciously manipulates in front of the audience or the public. The fourth is "communicative action". It is the interaction between actors using language and non-verbal symbols as media. The action of teleology is related to the objective world; the normative regulation action is related to the social world; the dramatic action is related to the subjective world. Habermas thinks that only in the interaction action can the actors involve the "objective world", "social world" and his own "subjective world", so the communicative action is more rational than other actions in essence[2]. Habermas also believes that the integration of society depends on a balance between the system and the daily life world, but there is a serious imbalance between the system process and the daily life world process of contemporary society. The various things that reshape the daily life world in the process of communication are replaced by "non-verbal media" which are used to remodel the system process (economy and management), such as money and power. The solution to these crises is to rebalance the relationship between the world and the system of daily life[3]. The ideal society

envisaged by Habermas reflects the goal of pursuing rationalization of "communicative behavior", and the actors can communicate with each other purely and equally without the interference of compulsion.

3. Enlightenment of Habermas' Theory of Communication Action on the Promotion of Students' Subjective Status in University Education Activities

As the palace of exchanging ideas and enlightening wisdom, Habermas' communicative action theory has at least three enlightenments for optimizing the relationship between students and teachers: First, to realize the equal dialogue and positive interaction between students and teachers. Marxism holds that the essential attribute of human being is sociality, and that man is in a certain social relationship. Among these social relations, there is no restriction of interests or blood ties between students and teachers. It is most likely to realize the "rational" communicative action proposed by Habermas between them, namely, pure and real communication action. This requires teachers to put down their "airs", give up "face", identify with students' dominant position in educational activities, listen carefully to students' learning demands and ideas, realize the effectiveness of communication between teachers and students, and realize the equal dialogue and positive interaction between students and teachers. second, to construct the relationship between teachers and students with value rationality as the leading factor and meanwhile taking instrumental rationality into consideration. Instrumental rationality advocates the "subject-object" relationship between teachers and students. Under the influence of this concept, students pay too much attention to external learning incentives and are too utilitarian, but ignore the pursuit of the meaning of learning itself. Traditional educational thoughts limit the study of subject to the acquisition of knowledge and technique. In fact, learning should take place in the field of moral practice, namely, the expansion of people's communicative ability. [4]Therefore, the communication relationship between college students and teachers should be the unity of value and instrumentality. Value oriented should be given priority, and instrumental rationality should be taken into consideration. In educational activities, attention should be paid to the exchange and guidance of students' thoughts, so as to realize the organic unity of knowledge impartment and spiritual guidance, rather than just the transfer of knowledge and skills. Third, give full play to the role of "the second classroom". Considering the needs of employment, the teaching and learning of professional knowledge is undoubtedly very important, but the field of education should not be limited to the classroom, we should give full play to the educational role of the second classroom, combine theory with practice, increase the ideological and academic exchanges between teachers and students outside the classroom, and cultivate students' ability of independent thinking and the spirit of continuous innovation. Actively organize all kinds of academic lectures, theme salons, associations and social practice activities at all levels to carry out the communication between teachers and students, break the restrictions of students' major, learning place, learning environment and teacher-student relationship on action communication, and realize the organic unity of knowledge and skills acquisition and ideological value pursuit in the real daily life world.

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