On the Theoretical Basis, Mechanism of Action and Practical Form of Modern Education Philosophy

Yufen Gong[1, a], Yiyan Jianyin[2, 3, b, *]

[1]Union Graduate School, The Asia Pacific School of Business and Hannan University, Daejeon, 34430, Korea

[2] The Asia Pacific School of Business, International Plaza, 079903, Singapore

[3]Decker College (Louisville), Louisville, 40203, KY

[a] yufen.gong@apsb.edu.eu, [b]cob@apsb.edu.eu

[*] Corresponding author: Yiyan Jianyin

Abstract

The education philosophy, currently, has shifted from the traditional development concept of "performance orientation" to the modern education concept of "people-oriented, quality-oriented education and well-rounded development". However, given the lagging understanding and insufficient practice of modern education philosophy, educational objectives and educational effects are directly affected. By analyzing the theoretical and practical issues such as the theoretical basis, mechanism of action and practical form of modern education philosophy, this paper aims to deepen the understanding of the truthfulness, scientificity and practice of modern education philosophy. In this way, the consciousness, initiative and creativity will be improved when implementing modern education philosophy.

Keywords

Modern education philosophy; Theoretical basis; Mechanism of action; Practical form.

1. Introduction

As the most basic and core ideological understanding of education, education philosophy is the theoretical guideline for education to take all actions. The philosophy of education has changed with the transformation of social and historical conditions amid the new era. The education philosophy, in the 21stcentury, has shifted from the traditional development concept of "performance orientation" to the modern education concept of "people-oriented, quality education and well-rounded development". Nevertheless, given the lagging awareness and insufficient practice of modern education philosophy, educational objectives and educational effects are directly affected. However, given the lagging understanding and insufficient practice of modern education philosophy, educational objectives and educational effects are directly affected. Therefore, it is of great theoretical and practical significance to further deepen the understanding of the basic theoretical and practical issues such as the theoretical basis, mechanism of action and practical forms of modern education philosophy. Only in this way can we improve the understanding of the truthfulness, scientificity and practice of modern education philosophy, of which its important theoretical and practical significance will fully reflect the times, grasp the laws and be rich in creativity.

2.   Theoretical Basis for the Modern Education Philosophy

Philosophy is obtained through rational thinking, which is a kind of re-conception of the concept, or a rational idea extracted from the concept. Concepts, as intuitive views, are mostly emotional; while philosophy is relatively more mature and rational. We have to find its theoretical origin from the theoretical process of its generation if we want to find the theoretical basis of such a relatively mature and rational philosophy. People's understanding of things comes from notions. Notion is a basic form of thinking for people to understand the essential properties of things. A new conclusion deduced from a notion is, in theory, called a judgment. A biased judgment is called a viewpoint, and a viewpoint internalized by the mind is called a concept; and concepts that rise to rationality are called philosophies. Notions, judgments, concepts, and philosophies form a cognitive chain. If we want to find the theoretical basis of the philosophy from this cognitive chain, we can only find it from the notions, judgments, viewpoints and concepts. As such, the theoretical basis and theoretical form of philosophy are positioned on the theoretical viewpoint. Next, this paper will set out from the modern education viewpoint to find and explain the theoretical foundation of modern education philosophy.

2.1.   People-oriented Philosoph of education.

People-oriented philosophy of education is the most essential philosophy of education. After all, education is the education of people. If we talk about education without people, it makes no sense. People-oriented philosophy of education requires educators to attach great importance to students 'dominant role in their teaching practice. Specifically, educators should fully respect students, communicate with students attentively and on an equal footing. With such a mindset, educators share the same fate as their students. In other words, they think what the students think, worry about what the students are anxious about, and meet diversified and practical needs and personality development of the students. Moreover, students' satisfaction or dissatisfaction, delight or displeasure, approval or disapproval, need or unwanted, should be taken as objective criteria for judging the success or failure of our teaching achievements. With these efforts, we can mobilize students' enthusiasm and creativity in learning and promote their free and well-rounded development.

The philosophy of "human-centered" education is based on Karl Marx's theoretical viewpoint, i.e., "man is the highest essence of man". Karl Marx put forward the assertion that "man is the highest essence of man" and "the essence of man is no abstraction inherent in each separate individual" in the Introduction to the Critique of Hegel's Philosophy of Law in 1844.Modern education implements the philosophy of "people-oriented" education, fully respects students' subjectivity, independence and initiative in education and teaching activities, and promotes students' free and well-rounded development, which is the full embodiment of the theoretical and scientific nature of Karl Marx's philosophical thought that "man is the highest essence of man" and "the essence of man is no abstraction inherent in each separate individual".

2.2.   Philosophy of quality-oriented education.

The philosophy of quality-oriented education refers to the educational concept that takes the fundamental purpose of improving the basic quality of students comprehensively, respects the subjectivity and subjective spirit of students as the behavior orientation, takes the personalized development of students as the basic condition, and focuses on the characteristics of forming the sound personality of students. The comprehensive quality of students mainly includes ideological and moral quality, scientific and cultural quality and physical and mental health quality. These three are closely related to each other, thus forming the student quality system. To correctly grasp the philosophy of quality-oriented education is to distinguish passive quality-oriented education from active quality-oriented education. We should improve our own learning approaches to the maximum extent, so as to deliver "our own" quality-oriented

education consciously or unconsciously in accordance with the requirements of quality-oriented education. As a result, quality education is not only a new educational philosophy, but also a new educational system.

2.3. Education philosophy of well-rounded development.

The education philosophy of well-rounded development refers to the comprehensive development in moral, intellectual, physical, aesthetic and labor education. One of the fundamental tasks of education, that is, education of people, is to cultivate builders and successors who develop morally, intellectually, physically and aesthetically in an all-round way. Moral education is the education that cultivates students' correct outlook on life, worldview and values with good moral qualities, correct political concepts, and correct ideological methods. Intellectual education is to teach students systematic scientific and cultural knowledge and skills, develop their intelligence and intellectual factors related to learning. Physical education is to teach students the knowledge and skills of health, develop their physical strength, enhance their physique and cultivate their willpower. Aesthetic education is the education that cultivates students' aesthetic beauty, develops their ability to appreciate and create beauty, and fosters their noble sentiment and cultural and ethical quality. Labor education is to cultivate students' labor concept and skills.

It is important to apply dialectical thinking approaches and carry out dialectical cognition to correctly understand the philosophy of all-round development with the "five educations" as the main content. This paper takes Karl Marx's viewpoint on "free and comprehensive development of human beings" as its theoretical basis. Karl Marx illustrated his viewpoint on two levels. First, it refers to the comprehensive development of labor power." One-sided development" is, first of all, the separation and opposition of physical and intellectual abilities in the labor process; while "comprehensive development" is the complete combination of physical and intellectual abilities on the basis of full development in the labor process. Second, it means overcoming the one-sidedness of individual development and delivering the truly comprehensive and free development of individual personality. Karl Marx believed how and to what extent the individual develops is not designed and stipulated by people at will, but is determined by the objective conditions of social life, among which are mainly the conditions of material production. The individual can develop only within the limits of the possibilities offered by objective conditions.

3. The Operational Mechanism of Modern Education Philosophy

Mechanism means the relationship between the components and their functions within an organism. The concept of mechanism first appeared in physics. Mechanical mechanism refers to the relationship and function between the power system, transmission system and work system in the machine body, which are interrelated and mutually restricted. The concept of mechanism was afterwards paradigmatized. It appeared successively in medicine (physiological mechanism) and in economics (economic mechanism);subsequently, any phenomenon that has a unified relationship between subject and object in opposition and their interaction, and finally exhibits a specific function is called a mechanism. To study mechanisms, empirical research is needed to explain its structural connection and function; while to study the mechanism, a theoretical model is needed to make a theoretical explanation. Generally speaking, this model is composed of four modules, namely, running process, generation mechanism, implementation mechanism and operating mechanism. Compared with the research method of mechanism of action in market mechanism, this paper studies the operation mechanism in education philosophy, and the result shows that it is the choice of the research method of modern education philosophy.

From the perspective of the running process of education philosophy, its running process is a continuous innovation of educational practice guided by advanced education philosophy. Specifically, it is to promote the innovation of education philosophy based on practical innovation, of which is a dialectical movement to promote the development of education in the two-way interaction between practical innovation and conceptual innovation. This process is illustrated as "educational practice - education philosophy - new educational practice - new education philosophy..." We can clearly see that it has two remarkable features when examining this movement pattern from the viewpoint of operation mechanism. First, it is fully in line with the cyclical and infinite law of cognitive development, i.e., "practice - knowledge - again practice - again knowledge..."Second, it is totally consistent with the law of spiral rise, i.e., from affirmation to negation, and then to negation of negation.

From the viewpoint of the generation mechanism of education philosophy, the chain of its generation mechanism can be summarized as: "educational practice - educational thinking - education philosophy". As an ideological understanding at the spiritual level, the basis for the formation of education philosophy must be its educational practice. IN practice, the subject and the object come into contact and interact with each other, thus enabling the subject to reflect the object and the cognition can be produced. But the transition from educational practice to education philosophy cannot arrive directly; there must be a medium in between. It is educational thinking, through which the transformation of educational practice to education philosophy is delivered.

From the perspective of implementation mechanism of the education philosophy, its chain can be summarized as "education philosophy - educational principle - educational practice". As the leader of educational activities at ideological level, education philosophy cannot be directly reached. It must work through a medium - educational principle. In the route chain of education philosophy's implementation mechanism, it should be noted that the education principle here is a broad sense of principle, which can be a policy, a guideline, or a principle, collectively referred to as the educational principle. Correspondingly,, educational practice here also has a broad meaning, which can be the practice of school education, the practice of family education, and the practice of social education, collectively referred to as educational practice.

From the perspective of operating mechanism of the education philosophy, its chain is the connection between its generation chain and its implementation chain, namely, the operation chain of "educational practice - educational thinking - education philosophy – educational principle - educational practice". Among them, the education philosophy is the central link, around which the generation mechanism of the education philosophy is preceded and the implementation mechanism of the education philosophy is followed. It organically combines the generation mechanism and implementation mechanism, forming a complete operation mechanism of education philosophy. Comparing the study and description of the running process and operation mechanism of education philosophy, it is obvious that the former is a rough expression of phenomena, while the latter is a refined practical operation. These two are essentially the same in that they both reveal the operation laws of education philosophy.

4. Practical Form Guided by Modern Education Philosophy

Modern education philosophy originates from modern educational practice and leads it to develop. Modern education is a gigantic education system including school education, family education and social education. As the main body in this system, school education involves teachers, teaching materials and teaching approaches. Teachers play the leading role, teaching materials are the media, and teaching approaches are the key. They form a complete closed loop and together answer the basic questions of "who will teach, what should be taught, and how to

teach". Therefore, teaching approaches are the wind arrows and barometers of educational practice, and they naturally become the manifestation of the modern education philosophy leading its practical development.

4.1.   A practical form of teaching approaches for classroom education platforms

The teaching approach of classroom teaching platform refers to a teaching method that takes the classroom as the platform for teachers to instill systematic and coherent knowledge to students through language. Classroom teaching approach, as a basic educational teaching method model constructed with the value orientation of knowledge acquisition, has well adapted to the practical requirements of knowledge education. That being said, the development of the times, especially the innovation and development of education philosophy, has led to the innovation and development of educational content and educational methods. As such, a variety of teaching practice forms has emerged, including heuristic method of teaching, interactive teaching method and discussion teaching method.

Heuristic method of teaching. The biggest advantage of this teaching method lies in its inspiration. Specifically, it attaches importance to the inspiration and guidance of students, takes students as the main body of teaching, and mobilizes them to actively participate in teaching activities. *Interactive teaching method.* This kind of teaching method is embodied in the process of classroom teaching activities in which teachers lead teaching in class and students are taught as the main body. That is, "teaching" and "learning" are interrelated, mutually and orderly promoted. It is a teaching approach to improve teaching effectiveness by regulating the teacher-student relationship and its interaction, forming an equal and harmonious teacher-student interaction, student-student interaction, thus generating teaching resonance. *Discussion teaching method*. This is a teaching method to gain knowledge, improve quality and ability through class or group discussion of teaching contents, expressing opinions, debating and drawing conclusions under the guidance of the teacher.

4.2.   A practical form of teaching approaches for social education platforms

The teaching method of social teaching platform refers to a teaching method that takes society as the platform and teachers make use of social resources and environment to carry out systematic and realistic knowledge education. It is an extension of the classroom teaching method to the social space. The teaching methods of social teaching platform also present diversified forms of teaching method practices on the basis of colorful educational practice and under the guidance of advanced education philosophy. For example, entity instance teaching method, practice base teaching method and authentic learning teaching method.

Entity instance teaching method. This is a teaching method that allows students to put themselves into the case scenario by researching real-life production scenarios and learning through discussions or seminars. **P***ractice base teaching method.* The so-called practice base teaching method is to build a teaching practice base, especially an innovative practice base, and then integrate the base space, students, practice projects, learning environment and base operation to form a systematic practice place or space. Ultimately, the application of students' knowledge, teaching experiments and internship activities will be transformed into practical activities in the practice base, thus promoting an all-round development of students. **T***eaching method of authentic learning.* This is a kind of vivid and specific atmosphere that teachers purposefully create a certain mood and take the environment and image as the scenes in the teaching process. It is a teaching method that can induce students certain emotional experiences, thus helping them to better understand the material and make full use of their mental functions.

4.3. A practical form of teaching approaches for online education platforms

With the rapid advance of informationization, information technology, marked by multimedia computers and networks, plays an increasingly important role in all walks of life. Led by the concept of online education teaching, various forms of teaching methods such as multimedia teaching method, online teaching method and MOOC teaching method have emerged.

Multimedia teaching method. The so-called multimedia teaching method refers to the application of multimedia computers, multimedia production software and other tools to display the teaching contents in the form of text, graphics, animation, and video through multimedia technology in the teaching process. It is a new type of education and teaching method that uses different media forms to integrate teaching contents and make teaching more vivid and attractive. ***Online teaching method.*** Online education, also known as distance education, is a teaching activity that spans geographical space. Online education, from the initial online school to Internet+ and live-streaming education, and Internet technology are closely integrated to continuously improve user experience and acceptance. Especially amid Covid-19 epidemic, the rapid growth of the online education industry has been greatly advanced. ***MOOC*** is a very new and unique way to teach education. MOOC has produced a profound impact on the global education community and set off a revolution in education. This change is multifaceted: first, it has influenced the traditional university education system; second, it has achieved the personalized learning style for students; third, it has impacted the traditional education and teaching model. In short, the convenience, free of charge, freedom and wide application highlight the great advantages and far-reaching significance of MOOC.

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