

# Fleire's "Liberating Pedagogy" Benefits Students

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## Abstract

Freire's dialogic teaching refers to the contact between people, which is mediated by the world, and its purpose is to name the world, that is, the process of understanding and transforming the world.

## Keywords

Freire; educate; Conversational teaching.

## 1. Conditions of Dialogue Teaching

Freire believes that dialogue teaching is based on certain conditions. Without them, there will be no real dialogue teaching. Therefore, freire believes that there are six conditions for dialogue teaching: equality, love, modesty, trust, hope and critical thinking.

## 2. Characteristics of Dialogue Teaching

### 2.1. Mutual

Freire believes that communication is an important way for human survival, and human beings are born to communicate with each other. In teaching, he put forward the bidirectional communication between teachers and students. This kind of communication is an equal, democratic, true and positive one. In this kind of communication, both teachers and students are the main body, communicating for the common purpose.

### 2.2. Stimulation

Freire believes that dialogue is one of the main ways of education, and asking questions is the key to make dialogue effective. In his opinion, teachers should not only be the transmitters of knowledge, but also the initiators of problems. Asking questions is actually a critical analysis of real problems. To this end, he also put forward the following requirements for teachers' questions:

- Ask questions that can arouse thinking.
- Be able to motivate students to ask questions by themselves.
- By asking questions, students will not only answer questions, but more importantly, learn to question the answers.

### 2.3. Cooperation

Freire believes that in order to transform the world in dialogue teaching, the cooperation between the two sides of the dialogue is very important. He pointed out that in dialogue teaching, there is no one subject who wants to make the other an object, and both sides of the dialogue are subjects, so they can jointly reveal the world and transform it. Therefore, dialogue is not mandatory or manipulated, but a kind of cooperation between the two sides.

## 2.4. Emancipation

Freire put forward that education is dialogic. He believes that in communication, both sides are the main body and communicate for the common purpose. His "dialogue teaching" reflects his "liberation education view". According to Freire's "liberation education view", our educational aim is to make people realize, have a critical consciousness, learn to study and think, so as to get "liberation".

## 3. Freire Dialogue Teaching Benefits Students from the Following Aspects.

### 3.1. Teaching Process Can Make Students Feel Life

When developing teaching activities, we should make teaching activities based on the development and rhythm of life, and make students feel the connotation of life. Therefore, the basic function of the teaching process, first and foremost, is to enable students to begin to perceive the existence and meaning of life purposefully and comprehensively, to perceive the basic, one-off, short-term and precious nature of life, and at the same time to understand and recognize the existence and extinction of human life, material dependence and spiritual attributes of life, dignity and value of life, etc. Through various forms, in the perception of others, ourselves, the environment and the world, and in the observation, understanding and grasping of organic and inorganic things, we can guide students to effectively perceive and understand life, help students to know and respect life, and initially form a sense of love and protection for life, ignite students' nature of respecting, praising and caring for life, and achieve the separation of things and me, and enjoy and love life.

### 3.2. Teaching Process Can Enable Students to Perceive Growth

In the process of teaching, students can feel the growing process, learn to live healthily and accumulate growing experience between learning mistakes and mistakes, inability and ability, ignorance and knowledge, ups and downs and smooth growth, after the first, distress and happiness, barriers and communication with others, exclusiveness and sharing, competition and cooperation, obedience and consensus. Feeling is not a natural process, but a process of interaction and encouragement with peers under the guidance and help of teachers. For students, growth is the process of educational life, experience accumulation and transformation experienced by students as a part of school education. In order to effectively feel the growth, and then realize the healthy growth, it is important to establish a learning mentality-feeling, induction and feeling.

### 3.3. Teaching Process Can Enable Students to Experience Life

Teaching process, whether it is knowledge understanding, skills mastering or practical problem solving, should be carried out in the common life process and teaching process of teachers and students. In particular, teachers and students can gradually form their life experiences and impressions in the school environment, feel the happiness and troubles in the growing process, and develop standardized, institutionalized and scientific life consciousness and attitude. In the process of alternation and integration of daily communication, teaching activities, scientific exploration and social practice, observe free life activities, daily life, natural world and social environment, get familiar with the differences and connections between daily life and non-daily life, and learn and experience the characteristics and significance of life world and scientific world.

### 3.4. Teaching Process Can Make Students Feel Survival

With the development and extension of the teaching process, with the accumulation of experience, the expansion of consciousness and the broadening of vision, students' various consciousness, such as life consciousness, growth consciousness, life consciousness, social

consciousness, world consciousness, ecological consciousness, survival consciousness, etc., will gradually become clear. The important influence of teaching process on students is to adhere to the value orientation of advocating the ideal of survival, cherishing ordinary life and moving towards a full life. Teaching students life with values and ideals should be able to guide students to gradually form, understand and integrate into the group, society and even the whole mankind on which the "non-self" personal spirit depends, help students to set up their ideals, and enable everyone to embrace their dreams and look forward to the future. However, the valuable and ideal teaching life, first of all, should be able to promote students to form, understand and consciously construct the spiritual existence of "I" individual, help students get close to the world and love life, so that everyone can accept reality, cherish the ordinary and be down to earth.

#### 4. Conclusion

As for the research of Freire's dialogue teaching, we should not only see its essence, but also realize its limitations. His dialogic teaching awakens students' reflective spirit and critical consciousness, but his proposition is based on the criticism of ideology as its theoretical growth point, and holds that schools, courses, teachers, students, etc. are blinded by the current social system, and human liberation and freedom can only be illusory fantasy under the current social system. Freire's dialogue teaching has won the attention of educational circles all over the world with its unique theory and viewpoint.

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