

The Enlightenment of "Integration of Teaching and Doing" to the Development of Basic Education

-- An Investigation Based on the Perspective of Body Use

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Abstract

"Integration of teaching and doing" emphasizes the use of body organs as the center, and the body is the unity of the physical body and the spiritual body. The "integration of teaching and doing" from the perspective of body use requires the organic unity of teaching and learning using body organs. At present, there are some problems in the development of basic education. By analyzing the existing problems and their causes, combined with the investigation of "Integration of teaching and doing" from the perspective of body use, the enlightenment for the development of basic education in our country is drawn.

Keywords

Body; Integration of teaching and doing; Basic education; Enlightenment.

1. "Integration of Teaching and Doing" from the Perspective of Body Use

The body is not only the physical body, but also has the spirituality, which is composed of the physical body and the spiritual body. The physical body interacts with the spiritual body to make a person have a perfect self. Man is the harmonious unity of the physical body and the spiritual body. The physical body and the spiritual body coordinate with each other, promote each other, and jointly promote a person who develops comprehensively and harmoniously.

"Integration of teaching and doing" requires that the method of teaching is based on the method of learning; the method of learning is based on the method of doing. Teaching and learning are all about doing. [1] "Doing" is labor and effort, including action, thought, new value produces three characteristics. As for "doing", "all the ears, eyes, nose, limbs, and limbs must be used." [2] The "integration of teaching and doing" from the perspective of body use requires the combination of body and spirit, advocates the use of hand and brain, and pays attention to the application of body organs in the process of "doing". Teaching activities require students to manually and physically practice achieving results". [3] Moreover, not only students' learning needs to be practiced, but teachers' teaching also needs to exist in teaching in the form of practice. Through the use of body organs for practical activities, teaching and learning are organically unified. Through "doing", students combine hands and brains, make full use of their body organs, develop a strong body, have a healthy body, gain the ability to earn a living, the ability to communicate with others, the ability to self-development, and the ability to solve problems and transform society.

2. Problems in the Current Development of Basic Education and Analysis of Their Causes

2.1. Problems Existing in the Development of Basic Education

In recent years, great achievements have been made in the reform and development of basic education in our country, but there are still a series of problems in the process of its development.

2.1.1. Students Focus on Improving Grades and Lack Vitality

In today's basic education stage, under the baton of the high school entrance examination and the college entrance examination, which focus on scores, the level of grades has increasingly become the benchmark for measuring the success of students. Students spend most of their time and energy on learning book knowledge, especially the knowledge required for exams, but other aspects of ability development have not been given enough attention. Students focus on improving their academic performance, which has led to an improvement in their academic performance, but little progress has been made in the development of hands-on brains and behavior habits, and their physical quality needs to be improved. More and more students lack vitality, such as, poor physical condition, poor ability to live independently, self-management, can not communicate well with peers and so on.

2.1.2. Teachers Pay Attention to Knowledge Teaching and Teaching Method Is Single

At the current stage of basic education, although it is under the background of quality education, our country has long pursued indoctrination-style cramming education. The teacher's teaching method is at the core of the teaching process, aiming at improving students' academic performance, ignoring practical practice, mobilizing a variety of body senses, and using body language to achieve teaching results. The single teaching method that teachers focus on knowledge teaching has caused a series of problems in teaching. Students lack thinking ability, lack the ability to draw inferences from one case, poor innovation ability and hands-on ability, and separate teaching and learning. Students' subjective initiative is poor, and their learning ability is worrying.

2.1.3. The Teaching Objectives Focus on the Mental Development of Students, And the Students' Bodies Are Bound and Disciplined

For a long time, primary and secondary school students have lived under the background of exam-oriented education. Teaching one-sided emphasis on the development of intellectual education, aiming at improving students' performance, to a certain extent, ignoring students' feelings, students' perspectives on problems and their way of thinking. The only rhetoric for mobilizing students to engage in sports is: exercising, having a healthy body and strong energy, is for more efficient learning.[4] In addition, it is found from the students' daily work and rest time and activity space status that the students' bodies are bound and disciplined. Students have heavy schoolwork burdens and less free time. Students' physical exercise time is occupied by schoolwork time, students' bodies are limited by time and space, and schools pay too much attention to students' mental development.

2.2. Analysis of the Causes of Problems in the Development of Basic Education

After a brief analysis and exploration of the problems in the development of basic education, the reasons for the problems in the current development of basic education are summarized as follows:

2.2.1. Students' Physical Experience Is in A State of Being "Masked"

At present, the basic education stage pays too much attention to the mental development of students, and the experience accumulated by students through physical activities has been in a state of "shadowing" for a long time. In schools, teachers think that students' "physical activity"

and "spiritual activity" have nothing to do with each other, some physical activities of students are the root of their naughty, and physical activities should be suppressed. In this far-fetched isolation, teachers often waste a lot of time suppressing students' physical activity, while students are in a state of coping, which also makes the relationship between teachers and students in a state of disharmony. But schoolwork, when students read them with their "heart", also requires physical activity.

2.2.2. In the Teaching Process, Teachers and Students Have Not Yet Done Their Best

The body plays the main role in teaching activities, runs through the teaching process from beginning to end, and the body is the starting point and the end of teaching. The teaching process is not simply a process of imparting and receiving knowledge, it is a process of practicing, and the bodies of teachers and students play an important role in this process. Students can acquire a wealth of perceptual knowledge by using the brain, eyes, mouth, hands and other body organs, and use body perceptions such as thinking, looking, and touching. Teachers can obtain positive teaching effects by using body organs, with the help of rich body language, and directly conveying attitudes and knowledge through images. However, in the actual teaching process, to a certain extent, the important role of the body in teaching has been ignored, and teachers and students have not yet practiced it.

2.2.3. Schools and Families Have Not Paid Enough Attention to the Development of Students' Vitality

Vitality is the fundamental driving force for students to develop sustainably, the ability to use both hands and brains, the ability to develop a strong body, the ability to master the skills of earning a living, the ability to master the ability to solve problems and transform society. With vitality, students can truly transform knowledge into productivity. However, in the current development of basic education, schools and families pay too much attention to the improvement of students' performance, and students' ability to communicate with others, self-development, and social creation have not developed in a coordinated manner during their own growth.

3. The Enlightenment of "Integration of Teaching and Doing" on the Development of Basic Education from the Perspective of Body Use

"Integration of teaching and doing" is a theory and method that has been proved to have tenacious vitality after practical testing. It focuses on the physical and mental development of students, the combination of theory and practice, and the basic spirit of communicating education and life. Development has positive reference significance. Combined with the above analysis of the causes of problems in the development of my country's basic education, the investigation of "integration of teaching and doing" from the perspective of body use has at least the following aspects.

3.1. Teaching Should Pay Attention to the Physical Experience of Students

In the basic education stage, the experience accumulated by students through physical activity plays an important role in the acquisition of knowledge. Students gain perceptual experience through body organs, and then through brain processing, perceptual experience rises to rational experience, and finally, in the specific practice process, rational experience acts on objective practice through students' bodies, and then transforms into students' abilities. Therefore, school education should break the tradition of "binary opposition between mind and body", and re-understand the body and education from the standpoint of the unity of mind and body. School education should focus on the development of students' bodies in all aspects, not only on the progress of students' knowledge, but also on the development of students' physical sensory abilities; not only on the development of students' minds, but also on students' physical

experience, and an educational approach that integrates body and mind and unifies body and mind. It is conducive to cultivating well-rounded people.

3.2. Teachers and Students Should Be Practical

Teaching practice is the practice of the body. During the teaching process, students participate in activities with their bodies. By using various sense organs, mobilizing a variety of sensory activities, and participating in teaching practice operations, they combine hands and brains to obtain more intuitive knowledge. It is not only conducive to students' learning of new knowledge, but also conducive to students to better combine old and new knowledge, and constantly enrich their cognitive structure. In the teaching process, teachers should physically participate in teaching practice, express their own body art, and use the body to give full play to the role of body language. Appropriate expression of body language is a basic skill for teachers, which can assist teachers to complete their teaching work better. In the teaching process, teachers and students can achieve better teaching effect.

3.3. Schools and Families Should Attach Importance to the Development of Students' Vitality

The development of vitality is closely related to our daily life, which includes both the daily life of the school and the daily life of the family. In school education, schools should pay attention to the all-round development of students, set up the teaching goal of cultivating people with all-round development, and set up courses to cultivate and improve students' vitality, so as to help students understand what is life ability and at the same time improve students' vitality. In the daily life of the family, parents should help children develop the vitality of interpersonal communication, independent living and survival, guide children to pay attention to the development of good living habits, and provide children with more opportunities for exercise, so that children will be able to interact with each other at school. The knowledge of cultivating and improving vitality learned in the family is applied to specific practice, combining theory and practice to effectively develop vitality.

References

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