

The Spread and Influence of Phenomenological Education in China

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Abstract: Since the late 1930s, phenomenological pedagogy has been widely spread in China and has experienced three major processes. The widespread spread of phenomenological pedagogy promotes the development of Chinese research methods and educational research methodology; it opens up the scope of educational philosophy; the way of thinking in educational philosophy is thus changed; educators thus broaden their horizons of pedagogy; This contributes to the development of educational activities and the classroom teaching of teachers. Only by studying the theoretical knowledge of phenomenological pedagogy as a fundamental study can we promote the spread of phenomenological pedagogy in China and establish a unique pedagogical theory in China.

1. Introduction

In 1928, education phenomenology was a question that asked for specific phenomena in educational life. It began to be widely promoted in China, and its performance characteristics were different at different historical stages. The development of education practice and pedagogy in China is deeply influenced by it. However, the academic community lacks research on the development of phenomenological education in China. On this basis, the article lists the development of phenomenological education in China, and analyzes its help for Chinese educational practice and Chinese pedagogy, in order to comprehensively promote the creation and popularization of domestic pedagogy. .

2. The Spread of Phenomenological Education in China

The content of phenomenology is not fixed. It is a way to reflect the essence of things in an intuitive way. Husserl believes that philosophy is also a rigorous work that needs to be viewed in a rational and scientific way.

The current society is a society with a wide variety of possibilities that allows people to experience unlimited life within a limited scope. Such a reality makes young people's lives a chance to happen, and various reasons of instability and uncertainty are mixed [1]. Fan Meinan used the substitution of parental relationship as a starting point to analyze the quality structure of educators, and used phenomenological methods to create an educational system with intellectual nature and practical orientation.

Van Manen abandoned the philosophical Abstraction of pure consciousness, and then regarded the usual teaching phenomena and teaching life as something that was particularly clear and did not need to be questioned, and regarded it as the most basic construction of a new educational system. In order to avoid the restriction of traditional educational concepts, he initially put the concept of pedagogy aside, did not give any theoretical support, then turned his attention to the world of life, and the pedagogy should be in search of his ideas. Elements. From the parents' educational philosophy to the teacher's educational mechanism, from the teaching experience to the teaching reflection, slowly form the construction of their own perfect theoretical system [2]. It can be seen that Fan Meinan's pedagogical system includes vocabulary that is rarely seen in the usual education system, such as educational sensitivity, educational understanding, educational situational wit, and educational awareness. One of the reasons why he works so hard is that he hopes to save the idea of education in the hands of people who use words vocabulary, followed by supply and exploration, a more accurate explanation and explanation of the reflection of education, but also on reality. The

understanding of the educational moments in teaching is discussed in life.

In order to study the causes of each component, Fan Meinan insisted on taking the return itself as its principle, taking the life experience and researching methods, solving problems and discovering problems in the usual education situation and environment, and possessing significant practical orientation and situational characteristics. The steps he delved into were: Initially, a description of the educational situation and the environment. Then, understand the situation and the environment, and understand the meaning of the experience [3]. Secondly, to make a personal comment on such a situation and the environment, to discover the meaning of the pedagogy. Finally, subject analysis is carried out for a variety of comments, revealing and presenting the topics presented. Life experience research, as one of the important ways to understand the model paradigm of humanistic understanding, pays more attention to the individualized analytical grasp than the scientifically proven research model and form, ignoring the defects of psychological experience and individual cognitive level. . In North America, especially in Canada, learners have brought the way of life experience into the teacher's teaching range, which has become an important way to promote the professional development of teachers.

3. The Influence of Phenomenological Education in China

The student's life experience and life world are the key to phenomenological pedagogy, and it has a strong sensitivity to ordinary teaching activities. Such concerns and research objects are unstable and uncertain. Teachers should have the ability to reasonably judge emergencies, grasp educational opportunities, and use scientific methods to enable teaching activities to be carried out smoothly.

Teaching wit refers to the kind of education that the educator can keenly observe and recognize the complicated and subtle scenes in the process of interacting with the educated (young and child), and can make a correct decision immediately. The ability to go in the direction. The author believes that in order to fully understand the teaching tact and connotation, we must master the following three aspects: First, the teaching wit requires the teacher to be smart and clear, and this is also the teacher sensitivity that everyone often tells. The sensitivity of the teacher is directed at many angles, not only sensitive to students, but also sensitive to subject knowledge and teaching details. Second, there is no way to know in advance the sudden situation in the usual teaching scene, but once the emergency occurs, the teacher must be required to act in an instant (although such action is not used within a short period of time) Used to maintain the continuity of the teaching process. Third, teaching wit must have an emotional and moral concern. Fan Meinan feels that in North America where divorce rates continue to rise every day, teachers on campus must have the responsibility to replace parental relationships. All activities in the school must be based on the promotion of students' sense of trust and caring, and require teachers to have a certain degree of consciousness to enhance their empathy ability, to understand students in all aspects and from multiple angles.

The educational practice of phenomenological pedagogy not only contains detailed experiences and actions, but also a more important content reflection than them. Fan Meinan divides reflection into three aspects: technical rational reflection, practical reflection and critical reflection, and tells the relationship between reflection and action from the content dimension. Teaching reflection requires teachers to cultivate object consciousness and reflect on the previous self and experience as the object of consciousness. With the friction and fusion between the new concept and the old one, re-observing and combining the original teaching experience can form a teaching wit. He feels that the teacher and the doctor are different. The object that the teacher reflects in the action cannot be a means of dealing with the problem. Because the particularity of the teaching practice does not agree with the teacher withdrawing from the prescribed scene, think about what the next step is. do. Teachers can make correct decisions immediately in the face of emergencies and emergencies. They are regarded as the result of reflection in action, and more should be the intelligent action that is dictated by the teaching wisdom generated after the action is reflected.

Fan Meinan's phenomenological pedagogical thought has poured a living water into the inquiry of pedagogy. In the concept of education, he regards humanistic understanding and care as the key

idea, and also provides a new perspective on the teaching phenomenon through the concepts of teaching tact and educational situation. The popular personal narrative and quality research methods in recent years all rely on the phenomenological pedagogy to develop, so that the study of pedagogy reaches a new level from another angle.

4. Inspired by the Promotion of Phenomenological Education in China

Educational phenomenology takes the real world of our life as the foundation of the philosophical position. The life world is a key philosophical category proposed by the philosopher Husserl. Husserl himself has a diverse description of phenomenology, many of his works. His views are often revealed, such as “phenomenology represents a science, similar to the connection between various disciplines.” But in any case, Husserl's phenomenology reflects the theme of “essential science”, the pursuit The goal is to “become a philosophy of science.” Its rationality has not changed from beginning to end. Compared with other forms of education, educational phenomenology has won widespread attention with its unique art.

Professor Max Van Mannan, as the founder of educational phenomenology, once said in an interview: “The series of “Educational Phenomenology” magazines sponsored by me have had a profound impact in the academic world. Many scholars in North America and Western Europe like to surround this. This book carries out intense academic discussions. It can be said that educational phenomenology can be developed into a new subject in the education field with its special vision from the standpoint of humanities and is highly praised.” In education and phenomenology Under the common development, a new subject gradually emerges from the public's vision. From this perspective, phenomenology plays a vital role in the development of education. The article feels that phenomenology plays a vital role in two aspects of current education, namely philosophical phenomenology and method phenomenology. Ontology and methodology have shown the role of these two aspects from two angles.

4.1. Explore the pedagogy from the perspective of phenomenology

From the perspective of phenomenological measures, the status quo and education problems of educational inquiry are viewed. Phenomenology can serve various phenomenological initiatives, spirits, ideas and purposes as a means, and introduce phenomenological means in educational research. The face of educational research has taken on a new look.

At present, most of the educational research that has formed scale has chosen educational knowledge and educational theory when selecting research objects. In fact, this kind of exploration is an exploration of education. The research method based on facts not only expands the object of teaching and research, but the most important thing is to change the teaching form of educators. The teaching activities are no longer in the monotonous study, but are transferred to vivid teaching activities. This requires teachers to continuously enter the teaching activities, grasp the connotation of teaching activities, and display the teaching content through diversified teaching forms. Only by doing so, teachers can fundamentally grasp the essence of teaching.

As an effective channel, reflective activities become very important for researchers to explore the connotation of research activities and acquire philosophical ideas. Researchers must get rid of absolute objectivism when they study, and understand that their research has profound meaning for ordinary teaching. It is closely related to the students' spiritual world and their own value perspectives. Teachers should often use rational thinking. Reflecting on his own teaching activities, he stands on the standpoint of humanity and rationality in improving teaching activities, and then makes the research results have the attributes of reflection, value rationality and humanistic rationality. Reflection can help teachers to deeply and comprehensively think about the scientific nature of value norms embodied in daily life, test it, and evaluate the results of practice. It can also play a key role in helping teachers build science. The value of the norm system, re-planning the connotation of educational activities. Teachers need to regard themselves as philosophers, not only to implement the “expert” theory as simple, but as a conscious subject, autonomous organization and design of teaching activities, and to carry out teaching in continuous scene activities and

reflections. Through long-term reflection and observation, researchers can not only deepen their understanding of educational research, but also constantly improve themselves. You can also examine your point of view from an objective perspective and make your teaching activities full of humanistic spirit.

4.2. Explore the pedagogy from the perspective of philosophical phenomenology

When exploring the ontology of education and the issue of education from the standpoint of philosophical phenomenology, we can learn that China's modern and contemporary educational research still needs to be perfected, and it has repeatedly confused ontology and essence in our education. From the perspective of attributes, the form of questioning is the question of “what is”, and the way of asking questions in the ontology is “how is it possible”. Phenomenology, as a kind of philosophy, plays an irreplaceable role in exploring its questioning of the ontology of education. What is certain is that the development direction of humanism is the key to exploring Husserl's ontology. The theory of “intersubjectivity” and “life world” are symbolic.

In modern times, under the influence of science, it is difficult to practice in the field of education with the real world of life. The school uses advanced technology and means in teaching to pass on the essence of the teaching content to students, and apply advanced and reasonable models in management. The school has also begun to change its educational methods, no longer showing students a life-oriented world of life, but helping students to grasp concepts and learning methods in the natural sciences. School education continues to lose experience and perception in the natural sciences. School education This keeps moving away from the world of life. Therefore, “returning to the world of life” has become a top priority.

The issue of “intersubjectivity” is closely related to the issue of “lifeworld”. Intersubjectivity refers to the relationship between the various subjects in education in terms of ethics, laws and school regulations. Therefore, we must profoundly reflect on the teacher-student relationship that China has always had. In this traditional relationship, teachers always play a leading role, and students exist as objects. In this process, teachers often instill knowledge into students, and students have been passively accepting knowledge. The teacher's orders are only executed blindly. Teachers often replace the students' thoughts and regard themselves as the center of the classroom, planning teaching around the textbooks. Design instructional programs and manage students. Teachers lack respect for students, students lack innovative spirit, and gradually lose their dominant position. Taking “intersubjectivity” as the theoretical basis, we need to play the main role of students to the greatest extent. We must always guarantee the “dual subject” principle in teaching, and maintain the subjective status of students and teachers. It is necessary to fully develop the personality of students and the initiative of students. Only in this way can students and teachers solve the teaching problems together in an equal position.

5. Conclusion

By investigating the phenomenon of education, we can find that educational phenomenology determines educational practice. Therefore, we can understand the educational phenomenon that accords with educational value and educational purpose. Through investigation, we can find that exploring the educational environment and education system can positively form the educational phenomenon. effect.

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