

Study on the Historical Materialism Interpretation of Ecological Education

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Abstract: Through the interpretation of the path of “ecological education”, this paper points out a series of problems in China's current education, and suggests that the future education work should follow the laws of human natural development, and it is necessary to cultivate people's ability to feel, observe and think, and to be educated. The object is adequately cared for. For many problems in education, ecological education can solve these problems continuously. Eco-education has many characteristics such as comprehensiveness, systemicity and humanization. It is of great significance to people's own development, education development and social development.

1. Introduction

Based on the principle of ecology, ecological education is based on the ecosystem, carries out education work with the idea of co-evolution and ecological balance, conducts in-depth analysis of educational phenomena and causes, seeks the law of educational development and grasps the future development direction. And study the relationship between ecological environment factors and education. “Ecological education has rich connotations. Its educational objects include decision makers, managers, ordinary citizens, colleges and students of primary and secondary schools in the whole society; education forms are also diverse, including classroom education, typical demonstrations, and public participation. Etc. The content of education covers ecological and ecological knowledge, theoretical ecological culture, ecological value, ecological health, ecological philosophy, ecological processes and ecological identification, ecological aesthetics, ecological civilization, etc.

Ecological education has strong objectivity, “because its existence form is objective, it is not a product of human subjective consciousness, and it is not based on human subjective will.” The content of ecological education is objective, it reflects human society. The law of development, the law of talent growth, and the advancement of mankind rely on the promotion of talents, and thus it also reflects the laws of human social progress. The historical cause and effect of ecological education is also objective, and the cultivation of comprehensive talents needs to be based on quality education. Because ecological education has strong independence, it is like natural ecology. Regardless of how human society changes, ecological education does not depend on the power mechanism of human society. From a philosophical point of view, the use of ecological education to transform our worldview is also an effective way to deepen the function of education. Philosophical thinking can deepen the educational function of ecological ethics. Specifically, ecological education mainly involves the following aspects: First, it is to recognize the harmonious relationship between man and nature, which is an important prerequisite for ecological education. Both the ecological environment and the various ecological factors have different degrees of impact on education. Eco-education research needs to deeply analyze the educational ecological structure, study ecological education from macroscopic and microscopic perspectives, and analyze the ecological education in combination with factors such as teaching order and age. This specifically involves the individual and ecosystem structure in the ecosystem, education groups, the distribution model of ecological education, and the horizontal structure of education. Eco-education is also closely related to factors such as group immigration, migration, volatility and gender ratio. Through the analysis of the relevant factors of ecological education, further clarify its main functions: revealing the balance and imbalance of ecological education, the law of migration and migration, the benign cycle and co-evolution of ecological education, the law of enrichment and decline and other related ecological

education. The law, from vertical and horizontal, further discusses the sustainable development of ecological education.

2. Education equity is the premise and basis for the implementation of the concept of ecological education

From an ecological perspective, high-quality educational equity has three dimensions. The first dimension is universality. That is, paying attention to the whole and ensuring that everyone has the opportunity to receive education is the most basic pursuit. Two thousand years ago, Confucius put forward the educational idea of "having no education and no class", that is to say, regardless of the nobility and the civilians, regardless of national boundaries and Huayi, as long as they have the heart to learn, they can enter the school and be taught. UNESCO's philosophy of advocating inclusive education is based on the idea that "schools should receive all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions". Education is an activity that trains people. The fundamental purpose is to achieve a comprehensive, free and healthy development of the body and mind. This definition of education itself implies that education should be open to all individuals. Dimension 2 is optional. That is, focusing on comprehensiveness and providing appropriate education for different individuals is a higher level of pursuit. Zhuangzi, a representative of the Chinese Taoist school, believes that different individuals have their own nature and strengths. People should fully understand and maintain their respective characteristics. Based on this, he puts forward the concept of talent cultivation based on his ability to teach students in accordance with their aptitude. Western academic circles also have the view that "the opportunity to give everyone a fair chance does not mean nominal fairness - fairness of opportunity, but to affirm that everyone can be properly educated, and the progress of such education and The method is suitable for each individual's characteristics, which means that education fairness should highlight the individual differences of the educated, that is, the process must be fairer. Every living individual is a unique existence, without repetition, and each has its own characteristics. Education equity is by no means a way for everyone to receive the same education. Dimension 3 is lifelong. Focusing on the whole process, it is necessary to face the whole society and all the workers, identify and support the learning needs of each member of society, which is the pursuit of essence. Teaching begins at the beginning of human life and ends at the end of human life. Summarized by the words of Zhu Xi, a thinker of the Song Dynasty, that is: "No one does not learn, no one does not learn, no one does not learn, no one does not learn." Educational fairness in the context of educational ecology means whenever and wherever in what way, all people can acquire the regenerative learning ability, that is, the ability to survive, necessary for social development and change through education. In other words, education equity is essentially a kind of "fairness in learning ability" and "fairness in survivability".

3. Judicial justice is the guarantee for the smooth implementation of the concept of ecological education

China has a large population, a large number of ethnic groups, and a large scale of society. How to effectively organize such a large population through institutional arrangements is the core issue to be solved by the national governance system. In the early days of the founding of the People's Republic of China, the Communist Party of China relied on its highly centralized and unified leadership and organizational system to completely and completely transform the old state machine, establish a new political power, and form a national governance system dominated by the ruling party and organized. The ruling party directly participates in social governance, comprehensively leads the country's political life and state governance activities, and builds a "two-track structure of parallelism between the party and the government" of the state power system. Its basic performance is: Economic operation is highly planned, socially organized, the country is supreme, and personal interests are annihilated. Since the reform and opening up, it has been accompanied by the construction process of the socialist market economic system, which is characterized by multiple

interests, diverse interests, and frequent conflicts of interest. The emergence of a large number of social contradictions has made the transitional China face increasingly serious social problems. The ruling party and the government have proposed comprehensive governance as the basic national governance and governance strategy. This kind of governance has been woven into a complete and relatively strict “net of social control” through organizational control mechanisms, continuously expanding the scope of national governance, effectively defusing the impact of increasingly diverse societies on the national governance system, and achieving remarkable results. . The social comprehensive governance mechanism is still essentially the continuation and expansion of the “governing party's leading and organizational control” model, and it also shows some new characteristics. Its main performance is the rule of law and the increasing degree of institutionalization. It has formed an institutionalized regulation mode such as leadership responsibility system, target management system, assessment mechanism and coordination mechanism, and promoted the transformation of state governance from organizational regulation to institutionalized regulation. . At the same time, we also found that one of the biggest problems in the operation of the social comprehensive governance system is that the organic interaction between the state and the society is difficult to form, the vertical network is strengthened, the administrative leadership is obvious, and the horizontal network weakness and social self-organization ability cannot be effectively solved. With the problem of low self-management, the pattern of state control has not been fundamentally improved. In addition, the deeper problem is that no matter how tight the state control and organization network can not completely fill all the gaps in China's ultra-large-scale society, there must be areas and spaces that the ruling party and state power cannot reach, and national governance cannot avoid its local parts. Sex, so the limitations of this control-led organizational regulation must be reformed.

4. Understanding the relationship between man and nature

Under the modern world view, human beings are the highest creatures in the world and the masters of the whole world. They can use everything for the development of human beings and the satisfaction of desires. This concept of anthropocentrism regards nature as a tool for achieving purpose, without any subject at all. Sexuality, the only value of existence is the uncontrolled use of human beings, whereby human beings and nature have always maintained an unequal status, leading to an ecological crisis. As a career in cultivating people, education has the function of conserving the soul and enlightening the mind. Therefore, the ecological education to be carried out in China must assume the responsibility of transforming the inherent concept of human beings and reorganize the relationship between man and nature. According to the overall organic theory, the world is a dynamically generated whole. Everything has an inseparable internal connection. The interests between people and people and nature are closely linked. The survival of human beings depends on nature. Supply, in a sense, is not that man has created everything, but that all things have made mankind. Human beings are not higher than nature. People and nature are all part of the whole world. They are different in type, natural in nature, and have their own subjectivity and existential meaning. To make nature treat human beings, we should first listen to nature. Appeals and needs, respect for the existence of nature, so the first priority of China's ecological education reform is to change people's imperialist attitude toward other things, put nature in the same position as human beings, and rebuild the relationship between man and nature and between people. Eliminate the gap between the two, educate students to turn nature into a part of themselves from the elementary school stage, respect nature as a loved one, protect nature, teach students to use resources effectively, focus on caring education, and guide students in practical activities. The love for nature is extended to all “non-self”, cultivating students' sense of social consciousness and social responsibility, extending the love between loved ones to the whole society, and making the whole society full of harmony.

Investigating the structure and function of ecological education from the perspective of ecological balance can actively regulate the imbalance between education and internal and promote the stable and healthy development of ecological education. In this way, we can better face the

challenges brought about by the era of knowledge economy, implement the strategy of rejuvenating the country through science and education, and bring out the diversified functions of education. Education is an important prerequisite for implementing the strategy of rejuvenating the country through science and education. It is also an important task in the era of knowledge economy. The ultimate goal of education is to continuously cultivate talents with innovative ability for the society. Implementing ecological education is a prerequisite for cultivating comprehensive talents. In the future, it is necessary to continuously improve the teaching model, provide students with a good ecological atmosphere, implement ecological education and meet the call of the era of big data.

5. Conclusion

Eco-education is to comply with the laws of natural development of human beings, to follow the rules of education and teaching, and to integrate ecological thoughts, ideas and methods into the process of education and teaching, to cultivate people's thinking and comprehensive ability development, to be people-oriented, and to improve humanity as the fundamental purpose of education. . To implement ecological education, we must “discard” the traditional concept of education, build a green family education, build an ecological school education, and create an open social education. These educational factors coordinate and interact with each other to promote the development of ecological education, which is conducive to the comprehensive development of comprehensive talents and the cultivation of innovative talents with innovative personality, in line with the people-oriented educational philosophy and the creation of a sustainable development education ecosystem.

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