

Qualitative Analysis of Text Interpretation Behavior System- --Another interpretation of the Educational process

CHEN Jinhui¹ and WANG Yong²

¹ Navigation College of Jimei University P.o. Box 361021, Xiamen Jiagen Road 1, China

² Teachers College of Jimei University P.o. Box 3612001, Xiamen Nanshan Road 185-502, China

Keywords: Qualitative analysis; Educational process; Text; Interpretation

Abstract: Hermeneutic has a great influence on educational theory. In a sense, the essence of the process of education is a kind of interpretation process of all kinds of texts related to education. When we regard the interpretation of text as a purposeful behavior system of human beings, the system has at least the following five basic elements, namely, text, interpreter, interpretation goal, interpretation activity and interpretation environment. These five elements are both interrelated and interactive. The text elements have a basic position in the system, The elements of the interpreter have the status of subject. The target element has a directional function in the system, The interpretation of environmental factors plays an important role in the system. The elements of interpretation activity play a central role in the system, and there are at least two forms of interpretation cycles, and these cyclic characteristics profoundly reveal the complexity of educational text interpretation behavior. Therefore, the success or failure of education depends to a large extent on the effect of text interpretation.

1. Introduction

Hermeneutic has a deep and extensive influence on the humanities, including pedagogy. The spirit of interpretation and the activity of interpretation are very important to the transformation from the traditional educational view to the modern one. For example, in the conception of educational theory, it is manifested in the loss of the center of the interpretation subject, the dislocation of the interpretation premise, the extreme openness of the interpretation meaning, and so on [MAJiali, 2014]. Education is responsible for cultivating high-quality technical and management talents who meet the requirements of the times and have innovative spirit, so it is more necessary to have a better understanding and explanation of human beings themselves.

2. The Systematicness of Text Interpretation.

Paul Ricoeu defines hermeneutic as “the theory of understanding process related to text, Its leading thought is the realization of discourse as a text.” [Paul Ricoeur, December, 1987]. According to the definition of system theory, the system is two or more elements which are mutually different and interrelated, and in order to achieve a certain purpose, the system is integrated in a certain way. In this way, if we look at text interpretation as a system, it is obvious that it has the purpose, relevance and integrity of the system; at the same time, it should include at least five elements, namely, the interpreter (subject), the object of interpretation (text), the goal of interpretation, the interpretation environment and the activities of interpretation. The interpretation process of the text is the process in which the five elements of the system interact with each other through the interpretation activities of the subject, and then achieve the predetermined goal of the interpretation subject. The interpretation of educational texts is also systematic. The analysis of the elements that make up the system and its interaction can help us to look at education from another angle in order to promote the modernization of education.

3. Text

Generally speaking, text is the practical form of language. In specific situations, the text is a whole sentence or sentence system according to certain rules of language cohesion and semantic coherence, which needs to be read by readers. Therefore, Ricoeur believes that the text is determined by writing. The text constitutes a relatively closed and self-sufficient system. We can define the educational text as: in the process of education, the words related to education are determined by writing.

The text is formed by the interaction between the author's life world and his conceptual world. Of course, as educational texts, there are usually complex processes such as publication, distribution and adoption. This must be closely related to the political, cultural and economic environment involved in education.

Text is the most basic element of the system. It should have at least stability, which appears to be in a relatively stable state when the subject is to be interpreted. Without this stability, it is difficult to explain the subject. The other is intentionality, which means that the text symbols are meaningful and pointed. Arbitrary graffiti cannot be called a text of real significance. From the perspective of the history of hermeneutic development, there are three cases of the meaning of the text: first, the original meaning of the author of the text, the second is the meaning of the text itself and the meaning obtained by the interpreter. At present, text is generally divided into paper and electronics.

4. Interpretation subject

In the process of education, there are generally two types of text interpretation subjects: educator and educatee. Similarly, the interpretation subject should have at least the following attributes: first is sound rationality. If the interpretation of the subject does not have a sound sense of anthropological significance, the right of his natural interpretation is limited. The second is expressiveness. Although the subject can use a variety of language forms in the process of interpretation, such as body language and expressive language, if he lacks the ability of oral language or written language, then his right of interpretation will be limited to a certain extent. And finally the correlation. The interpretation is the process of the subject's information contained in the object, so that the part of the information contained in the object is dissolved in the consciousness system or life of the "interpreter". Therefore, when the interpreter faces a certain text, his intellectual system or system of life works with the information in the text. If the two sides have a lot in common, the explanatory activities will be active, the information in the text will continue to dissolve into the interpreter's intellectual system or life system, and the interpreter will get a lot of information, and the intellectual system or life system will be updated [Huang Jixin, 1996.]

Each interpreter has an independent personality and equal status to interpret the text. In particular, in a highly modern society today, it is difficult to determine who is the most authoritative interpretation body. In the process of educational text interpretation, the interpretation carried out by educators has been sublimated into the vivid expression of individual life in the sense of ontology. Interpreters of different cultural backgrounds, including educators and educatees, have different interpretations of the human's "nature". Therefore, the mutual understanding between the interpreters is very important. This is also the reason why modern education must attach importance to hermeneutics. However, on the other hand, the specific social function of education determines that the subject status of the educated is subject to the specific conditions of the society and the educated themselves [MA Jiali, 2014]. Therefore, in the process of education, the difference of the subject should be paid attention to.

5. Purpose of the interpretation

The purpose of the interpretation system is to refer to the interpretation of the subject through the interpretation of activities and, in turn, to some purpose. It has a guiding function in the system. If the same text and the same person have different interpretation goals, their interpretation behavior is

also very different. The establishment of the goal is a decision-making behavior of the interpreter. It is not only influenced by the values of the interpreter, the knowledge structure and other living conditions, but also the type of the text and the restriction of the environmental factors of the interpretation. Therefore, the goal of interpretation must be diverse and may be multidimensional. However, as far as the living state of the interpreter is concerned, there are generally three guiding explanatory goals.

5.1 Individual interest-oriented goal

As the presence of a person always first appears as the presence of an individual. Similarly, text interpretation is always first represented as an individual's behavior. As far as the educational text is concerned, the text always contains certain educational value. Even if the interpreter has a skeptical or critical attitude towards the text, he hopes to achieve the goal of individual "suspicion" or "criticism" through the interpretation of the text. Alternatively, the interpreter simply interprets the text in a random manner, and is also intended to achieve some of its purposes by interpretation. Therefore, all educational texts also reflect their own direct value in meeting some needs of interpreters.

5.2 The overall goal of philosophical reflection

As a kind of "reason" 's existence, the interpretation of the "reasonable" of identity to the "Text" of the whole world must be the rational pursuit of human. In this way, in the course of the interpretation of the text, in addition to the practical value directly provided by the text, it is also possible to modify or adjust its own "world view" or some kind of "doctrine" to provide assistance for further practice activities in the "the world". Moreover, the function-oriented text interpretation of individual interests is always based on the interpreter's certain established worldview. The interpretation of the educational text is equally influenced by the philosophy and some kind of "doctrine". Therefore, all of the text also shows its potential value in the material of providing philosophical reflection for the interpreter.

5.3 Comprehensive teaching function orientation

Obviously, human beings are not only a kind of individual survival, but also a kind of "overall survival". When the educator interprets the text, his goal orientation can synthesize the above two orientations of "individuality" and "integrity", and form a comprehensive orientation of teaching function. At the same time, the educators and the educatees can also get the freedom of the mind through the interpretation of the text, so as to realize the "unity of man and man" or achieve a better self-understanding. In particular, through the understanding and interpretation of the text, educators should change the relationship between educators and the educated from "I-he" to "I-you relationship", so as to achieve a better understanding of each other. Thus, the value of the text is extended in various "teaching".

6. Interpretation process

The interpretation process of the text and the influence of the text on the interpreter can be regarded as equivalent, and therefore, the text influences the concept world and the world of life of the interpreter. Because of the differences between the concept world, the life world, the language and the subject of interpretation of the text author. At the same time, there is a time gap between the formation of the text and the interpretation of the interpreter. These differences determine that the interpretation activities of the subject of interpretation must be greatly limited, resulting in great difficulties in understanding and interpreting the text completely and accurately. In fact, the subject's grasp of the author's conceptual world presented in the text is based on a certain belief.

Another difficulty in explaining the process is that interpretation always shows the characteristics of a cycle. First of all, in the context of the text itself, "as the individual words belong to the context of the sentence, the individual text also falls within the context of a particular author's work, and the author's work falls within the whole or literary whole of the literary category involved." On the other hand, however, the same text, as the appearance of a

creative movement, belongs to the whole of the inner life of its author. “[Gadamer , 1997].This is a description of the distinction made by the Gadamer on the cycle of Schlaire's interpretation of the subjective and objective terms, which is also part of the text interpretation and the overall understanding of the cycle.he understanding between the text, the author and the author's life world has a partial and integral explanation cycle relationship. This is actually a system analysis problem.As far as the text is concerned, because the whole text is systematic, the part can only be decomposed in the system, its meaning can be embodied; in the same way, the whole meaning of the text can only be inferred by the meaning of the integrated parts, This is an integrated, post-decomposition and then integrated loop process.At the same time, the text is only a part of the author's thought, and the author's thought is only a part of his life, and the author's life belongs to a part of his era, which is a part of the whole human history. Therefore, there is always a cycle of understanding and explanation between each person's concrete existence and his or her worldview.

Secondly, The interpreter always understands and interprets the text in a certain way of existence, and at the same time, this kind of “explanation” in turn affects the way of life of the interpreter.In this way, with the passage of time and the continuous interpretation, the interpreter has more mastery of the world of ideas expressed by the author through the text, and at the same time, the interpreter's own world of ideas has been expanded, that is, what Schleelmach said, to understand the work better than the author. As far as the educational text is concerned, when it is used as a scientific text, the interpreter should have more grasp of the original meaning of the author, and when it is used as an artistic text, the spiritual world of the interpreter should be updated more.In fact, for all the texts, the process of understanding and interpreting is a process of grasping the original meaning of the author and constantly updating the mind.

It is important to note that if “preconceived” in the sense of ontology is equated with “foresight” in the field of education.this will necessarily imply a misplacement of the understanding of the interpretation..For educators, it is an embodiment of a specific political interest, a spokesman for a particular culture, and for the educated, its special age, experience, social character, etc., also determines that its “foresight” is not necessarily the pursuit of education [MA Jiali,2014].

7. Interpretation environment

The behavior of text interpretation is not only a physical activity of a person, but also a psychological activity of a person, and the human consciousness activity has a high degree of openness to the outside world.These environmental factors constitute the “foresight” and living state of the interpreter, and then deeply affect the interpretation activities. The following is discussed separately.

7.1 Physiological environment

Physiological and environmental factors can include: (1) natural and material environment.The effect of the natural and physical environment on the sense organ of the interpreter affects the interpretation activity.(2) the practical link has a direct influence on the interpretation of the text.(3)Interpreters need to have good physical fitness in order to continue to understand and explain activities.

7.2 Mental environment

The psychological environment includes the following aspects.(1) The differences and changes of the political and economic status of the interpreter will directly affect the interpretation of the text by the interpreter;In addition, everyone must live in a certain cultural tradition, the cultural background of the interpreter and the level of cultural quality also have a direct impact on the interpretation of the text.(2) the Understanding and interpretation is a direct cognitive behavior of human beings, so the subject of interpretation needs to have a good knowledge structure, to the level of their own knowledge should be as objective as possible, but also to master the interpretation process skillfully.interpreter's own personal psychological quality, such as cognition,

will and emotion. At the same time, the good will quality of the interpreter can make the interpretation activities more lasting and deeper; in addition, sometimes the interpreter's interpretation of the text requires emotional input. (3) The moral and ethical consciousness of the interpreter. The moral and ethical concept of each person is different, and the degree of self-cultivation is different, and the attitude to the interpretation of the text is different. At the very least, at the very least, it is essential to consult modestly. These environmental factors also have a clear impact on the interpretation of educational texts.

8. Conclusion

Through the above qualitative analysis, we can see that the elements that make up the explanatory behavior system have a very close relationship with each other: The text has the basic position in the system, but it can't replace the position of the interpreter that is the subject of the interpretation; the explanation object has the function of guiding in the system, leading the whole explanation behavior; The explanation of the environment plays an important role in the system, which influences the results of the interpretation. The explanatory activity of the explanatory subject plays a central role in the system, and its understanding these elements and their interrelationships is obviously of positive significance to enhance the "modernization" of education. Cyclic characteristics profoundly reveal the limitations of human cognitive behavior.

Acknowledgement

This thesis is a stage thesis of China Institute of Communications Education "Comprehensive Research on Traffic Safety Culture Education in Traffic undergraduate Colleges and Universities" (No. 1802 / 14), which is a scientific research subject of Traffic Education in 2018 / 2020.

References

- [1] MA Jiali, "On interpretation and excessive interpretation-Reflections on Educational Reform from the Perspective of philosophical Hermeneutic", *Journal of teacher Education*, vol. 1, No. 4, p. 15, August;
- [2] *Hermeneutic and Humanities*. Pages 41-42. Translated by Tao Yuanhua, Yuan Yaodong, Feng Jun, Hao Xiang, etc. Hebei people's Publishing House, published in December 1987;
- [3] Huang Jixin, "on Christian interpretation", *Jinling Theological Journal*. No. 3, 1996, p. 72.
- [4] MA Jiali, "On interpretation and excessive interpretation-Reflections on Educational Reform from the Perspective of philosophical Hermeneutic", *Journal of teacher Education*, vol. 1, No. 4, p. 16,
- [5] Gadamer: *Gadamer Collection P40*. Translated by Wang Zhiwei. Shanghai far East Press, first edition, February 1997;
- [6] "MA Jiali, On interpretation and excessive interpretation-Reflections on Educational Reform from the Perspective of philosophical Hermeneutic", *Journal of teacher Education*, vol. 1, No. 4, p. 17.