

Focus on Dynamically Generated of Class --Seek the Effective Way of Life Classroom

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Abstract: Life class is not only the main activity place for teachers and students but also the main place to realize the value of their life. This article elaborates the dynamic generation of classroom and proposes effective ways to construct life class through the interpretation of life class and its nature.

1. Introduction

After advocating “let the classroom radiate vitality of life”, professor ye Lan pointed out that “education is a social activity to face people's life, through people's life, and for the improvement of people's life quality, which is the most life-caring cause in a people-oriented society.”^[1] Many schools and teachers often use this way to express their life pursuit of education and teaching. So, what kind of class is life class? In the classroom teaching, how can the teacher seek the effective way of life classroom? This paper will discuss the above problems.

2. Life Class and Its Essence

2.1 The Connotation of Life Classroom

In the new round of basic education curriculum reform, we must pay attention to the life value and significance of education to realize the reconstruction of classroom teaching and make classroom teaching full of vitality. Therefore, life classroom has become a teaching mode advocated by the new curriculum reform. On the understanding of life classroom, people also give different definitions from different angles and levels. Wang Jian said “The ‘life classroom’ is in the classroom teaching, not only for the knowledge of teaching, but for the development of people teaching.”^[2] Xia Jinxiang Pointed out that “life classroom” is refers to the teachers and students the classroom life as his life, a life of an important component of teachers and students in classroom teaching and learning process, through various communication between the main body activity, both learning and generating knowledge, and to improve intelligence, and the most fundamental or to reflect the value of lives between teachers and students, improve the soul got rich and development, make the classroom life into mutual learning between teachers and students to explore knowledge, wisdom and ability development, affective communion and raising the palace of human nature, become the life value and meaning of life between teachers and students fully reflect and promote the happy place.”^[3]

It can be seen that life classroom is not only the main place for teachers and students, but also the main place for teachers and students to realize the life value. Based on the students' real life world, the life class enriches, expands and enhances the students' individual understanding with the direct experience generated dynamically, thus breaking through the boundary between the book world and the life world, and integrating the educational resources and book knowledge of the life world, so that the class can truly enter the students' real life. In this way, students' cognition, experience, edification, comprehension and other forms of life can be fully cared for, so that the classroom can truly have the vitality of life and the value and significance of life.

2.2 The Essence of Life Classroom

Life is a process of development that requires us to take seriously and experience rather than live for a single purpose. Dewey pointed out that the traditional teaching activities focus more on the preparation of students' future life, which is bound to teach the experience, responsibilities and rights of adults, and ignore the current needs and interests of students. As a result, the teaching activities will still become a kind of “external spark”, resulting in the passive position of students. The teaching purpose of life classroom should not be prescribed in advance, but determined in the process, and is the result of educational experience. What life class pursues is not to constrain students with fixed goals, to limit students, such education is inactive, what we have to do is to “liberate education from the influence of inactive concepts”.^[4] For students, learning knowledge is a process of meaning construction on the basis of their original experience, and understanding of new knowledge is a process of “assimilation” and “introspection”. Therefore, teachers should not restrict students' development with immediate goals in class. Learning should be such a dynamic process of development that students gain an understanding of the learning process through active, active and creative activities. As the main body of the class, students' thinking is also a development process from immaturity to maturity. As long as students are thinking, they are in the process of constant change. For the purpose of all reality is to define the present, not the future. Dynamic classroom education is not to shackle and restrict people with all kinds of realistic characteristics, but to make people see all kinds of development possibilities from the reality, and be good at transforming the possibility into reality; In the classroom, we should set up the ideal of development and beyond reality, and be good at inspiring students to continue to develop for the ideal, and cultivate a person whose thinking development is unified with the life process, and who is unified with consciousness and ability.

Therefore, dynamic generation is the essence of life classroom teaching. Because life is dynamic, there is no reason why teaching should not be dynamic. In the classroom, teachers and students are in the change, all people's purposeful activities need to be corrected in the change. Dynamic generation is the transcendence of mechanical linear teaching, the re-recognition of life learning, and the dialectical understanding of classroom planning and change.

3. Dynamic Generation in the Classroom

Dynamic generation in the classroom refers to that in the teaching activities of teacher-student interaction, teachers take the valuable and creative problems and situations or views as an opportunity to adjust or change the prior teaching design, tap the potential of students, give full play to the initiative of students, and make the teaching successful. The dynamically generated classroom is to make the classroom a broad space and communication process to show and evolve individual life, so as to show and develop oneself and obtain individual integrity and comprehensive development in this process. It is a wonderful interaction process between teachers and students.

The following example illustrates the dynamic process in the classroom

Case study: <wonderful without an appointment>

Teaching content: the teaching content of this course is the article of the seventh volume of Chinese (jiangsu education edition), a textbook of nine-year compulsory education for primary schools.

Student: “teacher, I feel the text has a problem!” “You see, it says in the book that the snipe threatens the clam and says, ‘if you don't let go of the shell, you'll see. No rain today, no rain tomorrow, no water, you will dry up and die on this beach! ’You see, the snipe's beak is jammed with clams. How can it possibly talk?”

Teacher: “Yes, so think the following also have a problem. The clam said proudly to the snipe, ‘I'll hold your mouth tight, and I won't be able to pull it out today, and I won't be able to pull it out tomorrow. ’The clam has the snipe's beak under its arm. How can it talk?”

Other students were inspired to make new discoveries.

Teacher: “students do not believe in books, good at thinking, the courage to express their own

ideas, is a good example! Well, let's discuss it in small groups. In addition, you may refer to the ancient text of the fable given by the teacher before class.”

The room was quiet at once, and a moment later there was a great deal of chatter.

Students spoke up one after another to express their views and opinions on this issue.

This is a successful lesson, in today's view, there is still no shortage of wonderful. In the classroom, the teacher changed the previous step-by-step teaching mode. When the unexpected problems appeared, the teacher did not confine the students to the preset framework and expected, nor did he restrain the students with the established teaching purpose, but discussed and solved the unexpected problems with the students. In this “learning-determined teaching” real education process, teachers put students at the starting point of teaching and home. The classroom moves because of the students, whose wisdom is being pushed forward, their emotions are being impinged, and their horizon is being broadened. In the classroom, the subjectivity of students' learning is being demonstrated everywhere, which is more valuable than any preset goal of so-called knowledge.

It is this kind of dynamic existence and change of life classroom. The classroom is always in a state of change. ^[5] As Suhomlinski said, “the skill of education does not lie in being able to foresee all the details of the class, but in subtly making corresponding changes in accordance with the specific situation at that time. Classroom teaching should pay attention to this kind of generation. For every teacher, every class is unique and unrepeatable. From the perspective of life, every class is an unrepeatable comprehensive generation process of passion and wisdom.

4. Construct the Effective Way of Life Classroom

4.1 Create a Generation Scenario

On the one hand, teachers should release students' emotions. As a living body, students tend to integrate their feelings and experiences into the classroom, which requires teachers to create a happy and carefree learning atmosphere for students. To form an artistic conception of “emotional resonance communication, smooth information feedback, active and fluent thinking, and surging innovative spirit”. In this kind of situation, students' initiative and enthusiasm can play more fully, the generated light will flash. On the other hand, teachers should have an open mind. In the classroom students according to their own experience and feelings of the question may disrupt the teacher's thinking, but teachers should have an inclusive mentality, in the face of alternative voices to respond positively. On the basis of mutual communication and understanding, teachers and students exchange their feelings and opinions equally, so that students can actually feel and experience creating situations, stimulate students' interest in research and thirst for knowledge, so as to have the opportunity to let students bloom the generative intelligence sparks, generate cognitive drive, and then into the creation desire.

4.2 Respect for Alternative Voices

Students often have the phenomenon of deviation from the teacher's will in the classroom, because students are not static abstract objects, they are independent and free life, the teacher can not completely control the students. Therefore, it requires that teachers should try their best to stimulate their autonomy, instead of thinking about how to restrict some behaviors and thoughts of students. Teachers should also consider themselves as students in class to make perspective-taking. The American educator David bloom once said, “One cannot predict the full range of results produced by teaching. Teaching doesn't become an art without unexpected results.” Therefore, the teacher should give the encouraging rating to the students as far as possible; Students are allowed to experiment and explore, and they are tolerant of students' accidental mistakes. When students' understanding appears biased, timely guide students to find problems and correct themselves. With a certain emphasis on the stimulation of life impulse and inner potential, so that it and the main body of the knowledge and experience of integration, so that the development of human life “qualitative” leap and sublimation. In the process of teaching, teachers should not and cannot stick to the teaching plan written before class, because the classroom should fully consider the diversity

of life activities and the complexity of the teaching environment.

4.3 Emphasis on Classroom Presupposition

We focus on “generate” is not to reject prediction. In fact, elaborate presupposition is also indispensable in the life classroom teaching activities, and elaborate design can provide a wide space for the instant generation of the classroom. As a dynamic structure, the implementation of the classroom is uncertain, but the design of the life classroom should take people as the starting point and students' life development as the destination. As teacher Ye Lan once said, a teaching design that truly puts human development at the center of attention will provide space and time for teachers and students to play creatively in the teaching process. In the classroom design, the teacher should be able to do a good job, be sensitive to the possible growth point, and actively choose the appropriate teaching program, so as to make use of the situation to achieve the best teaching effect. In this way, teachers and students can release the vitality of life in the process of “generation”, shine the light of wisdom, promote the spirit of personality. Such a class can truly radiate the vitality of life and infinite charm. “Everything foretold is made, but unforetold is lost.” We focus on the preset so that teachers can better deal with the generation in class and make the generation more exciting.

Classroom teaching without challenge to wisdom is not generative; Lifeless teaching is not generative. Therefore, the teaching and learning of life classroom is not limited to the pre-designed procedures, nor does it serve the pre-set goals. Life classroom brings direct experience and unexpected generation into teaching. Teachers and students collide the sparks of wisdom and inspire wisdom in the process of generation.

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