

Conversion of Subjective Education in Modern Education

Juanjuan Su

Eastern International Art College
Zhengzhou University of Light Industry
Zhengzhou, China

Abstract—There is a famous quotation in the *Analects* of Confucius that “To prefer it is better than only to know it. To delight in it is better than merely to prefer it”. Modern education is a subjective education. It fully affirms and respects people’s subject value, highly carries forward the subjectivity of people, fully arouses and gives play to the initiative of subject of education, and converts the external education implemented by objects to active activities of the subject, namely the educatee. The core of concept of subjectivity is to fully respect the dominant position of each educatee. The “teaching” always centers on “learning”, furthest arouses students’ internal potential and learning motivation, changes students from the passive object of acceptability to active and active subject and center, and makes the educational process truly become the process of students’ autonomous and self-conscious activities and self-construction. It requires the educational process to change from the traditional teacher centered, textbook centered and classroom centered to student centered, activity-focused and practice centered, advocates novel and lively subjective education modes such as independent education, happy education, success education and investigative study, in order to arouse students’ learning enthusiasm, cultivate their learning interests and habits, improve their learning ability and make students actively and livelily learn and develop.

Keywords—*modern education; subject value; subjective education*

I. INTRODUCTION

The meaning of famous quotation in the *Analects* of Confucius “To prefer it is better than only to know it. To delight in it is better than merely to prefer it” is that “in terms of learning, people who love learning are better than people who know how to learn; people who take delight in learning is better than people who love learning. It indicates that to learn knowledge or skills, people who love it can learn faster than people who just know about it; people who take delight in it can learn faster than people who just love it.” This sentence reveals secrete about how to achieve good learning effects, the love for learning. Different people achieve different learning effects under the same learning environment. Self-quality is one reason. The more important thing is the attitude or feeling of learners for learning contents. Like the old saying, “Interest is the best teacher”,

when you become interested in a subject, you will learn better than others.

II. CONVERSION OF SUBJECTIVE EDUCATION IN MODERN EDUCATION

Modern education is a subjective education. It fully affirms and respects people’s subject value, highly carries forward the subjectivity of people, fully arouses and gives play to the initiative of subject of education, and converts the external education implemented by objects to active activities of the subject, namely the educatee. The core of concept of subjectivity is to fully respect the dominant position of each educatee. The “teaching” always centers on “learning”, furthest arouses students’ internal potential and learning motivation, changes students from the passive object of acceptability to active and active subject and center, and makes the educational process truly become the process of students’ autonomous and self-conscious activities and self-construction. It requires the educational process to change from the traditional teacher centered, textbook centered and classroom centered to student centered, activity-focused and practice centered, advocates novel and lively subjective education modes such as independent education, happy education, success education and investigative study, in order to arouse students’ learning enthusiasm, cultivate their learning interests and habits, improve their learning ability and make students actively and livelily learn and develop.

Increasing the interaction between teachers and students in class and guiding students to think independently and raise questions can arouse self-study and vivify the classroom. “Learning originates from thinking and thinking originates from the doubt for problems.” It has great effects on arousing students’ learning initiative through guiding students to combine the learned knowledge with real life and triggering their thinking.

The author thinks that in teaching, in the process of preparing lessons, after understanding each word and each sentence in the textbook, the teacher should also read some assistant teaching materials carefully over and over again and find whether there are more systematic and advanced theoretical perspectives in these teaching materials. The link of lesson preparation is very important. The effect of lesson preparation will have a strong impact on classroom climate

and students' enthusiasm. The most infeasible things for teachers are that repeat what the book says, lack creative ideas and the understanding of knowledge is "having contact but no feeling; having breadth but no depth; having opinions of others, but no opinions of their own; having theory but no practice". If the classroom hasn't new conception and contents, it is easy to cause students' feelings of school-weariness and rejection. So after knowing very well about the knowledge point in the textbook, the author can teach it to students with straightaway language and introduce the latest development and relevant information in the class. In the process of teaching, aiming at characteristics of each curriculum and teaching direction, except for enriching the contents of knowledge in textbook, the author also puts time and energy in the aspect of practical application, makes efforts to let students apply what they have learnt, to attract students' attention and learning interests, expand their horizons and make students continuously reach the state of "being on intimate terms with the teacher, and then accepting the knowledge taught by teacher". Besides, the author makes the knowledge in textbook close to life and reality, takes living examples or typical cases in life in the process of teaching each knowledge point. On one hand, it helps students to understand the abstracted knowledge in textbook; on the other hand, it lets students understand the practical application of theoretical knowledge. It is easy for students to accept knowledge and also increase their learning interests. Meanwhile, add in-class links such as investigation and survey, inspection, experiment, discussion, group report and personal comments to provide platforms for students to present themselves. Take the teaching of inheritance of folk fine arts as an example. If we cannot grasp the connotation of national culture and understand folk custom, we cannot learn the quintessence as well as inherit the original shape. Therefore, in the design of course teaching, because most folk fine arts have relationships with specific folk festivals, custom and rites and religious belief, in teaching process, the teacher should base on folk festivals and activities of custom and rites, guide students to walk out the school, investigate the humanistic connotation through visiting and interviewing, understand the cultural sources of folk fine arts of nationalities, feel the environment, observe conditions of the people and experience life, which can arouse students' inspiration of creation. The teaching of basic theories is implemented by teachers through introducing, explaining and evaluating the origin, development and evolution of folk fine arts of nationalities, and appreciating works of folk fine arts, in order to make students understand the cultural background of creation, characteristics of the times, materials and craftsmanship of folk fine arts of nationalities. It is necessary to let students systematically understand and grasp the basic clue and basic overview of the development of folk fine arts of nationalities in the limited classroom learning, and carefully choose hundreds of masterpieces in folk fine arts of nationalities for students to appreciate. Therefore, in the same age, we can see works with different style and features. The choice of creators is one link of the form of art. Folk fine art is accumulated by different choices. In teaching process, the organization of classroom discussion is the embodiment of interaction between teaching and

learning. The teacher can realize resource sharing by using communication platforms that students often pay attention to, such as Sina microblog, Tencent Weibo and Zone, douban.com, Renren, duitang.com and rouding.com, to establish and design platform of course communication. The patterns of manifestation of these resources include text, image, audio frequency and video frequency, etc. Besides, the teacher can guide students to communicate and display mutually to effectively improve the abilities to analyze problems, cooperative ability and ability of operation technique of students.

Raising questions, discussion and answering questions can enlighten students to think and let them complete the task independently, meanwhile it can help teachers to improve teaching contents and methods and play the active effect that teaching benefits teachers as well as students. Through these efforts, the teacher not only trains students' abilities to find problems and solves problems, but also stimulates students' subjective initiative and strengthens their self-confidence and ability of expression.

We should appeal to students with optimistic attitudes towards life and full mental state, become students' strict teachers on school work as well as their helpful friends in life, use actions to get close to students and understand students' psychology and let students feel the unique mental attitude of teachers. I firmly believe that if a teacher has good professional quality, initiative spirit of innovation, optimistic attitude toward teaching, sincere affective interaction and vivid language expression, then he or she will definitely become the teacher loved by students and has the charm of personality.

Secondly, the preparation of students is to understand and analyze the performances of students and teach accordingly and truly realize teaching students in accordance of their aptitudes. In order to understand students, first of all, teachers should combine the basic condition of students with the major learned by them. Because the inborn heredity, acquired environment, education received by them and the degree of self endeavor are different, educational objects at the same stage of development have common characters as well as individual characters. Just like the mountain has its own pose, the bird has its own singing, the flower has its own color and the tree has its own emerald green, people should also have their own individuality. Unique individual character is an important symbol of human beings. Each student should be an independent world and has independent personality characteristics and value of life. We cannot fantasy to use a unified standard to "repair" different students, nor use ways of thinking and codes of conduct of adults to demand students to follow the example. We can only fully respect the individuality of each student and make the best use of the circumstances to promote the realization of self-value and the comprehensive development of individuality. The basic task of teachers is to light every torch with enthusiasm and hope to make each students get improvement.

The famous linguist Mr. Lv Shuxiang has an incisive metaphor, "Education is similar to agricultural production

instead of industrial production. Industrial production is to make the raw materials into standard finished products through specific process. Agricultural production is different. The seeds planted by us have life force. They have to grow up independently. The things that should be done by people are to give them proper temperature, water, sunshine and fertilizer to help them grow healthily to have a good harvest.” This metaphor tells us that the objects of education are lived and they have to learn, practice and develop independently. As a kind of “external cause”, educational influences have to come into play through the “internal cause” namely the students. The function of education is to pay attention to students and stimulate students to develop actively.

Take the folk fine arts curriculum taught by me as an example. It is the main problem about how to furthest stimulate students’ subjectivity and learning interests in teaching. Now I will talk about some methods and thoughts of myself in this curriculum. The setting of folk fine arts curriculum in colleges carries forward traditional folk culture of our country among college students. It has the natural advantages and special function of “inheritance” and “transmission”. But with the continuous development of social economy, folk art gradually tends to the situation of extinction. Many old crafts lose in transmission. Many art forms in our life also disappear gradually. All of these bring some difficulties for the teaching of this curriculum. I make many attempts to think about how to better arouse students’ learning interests.

Establish practice base of folk fine arts outside the school. Teachers can lead students to appreciate extensive and profound folk fine arts to broaden students’ horizons. During the inheritance of folk fine arts, if we cannot grasp the connotation of national culture and understand folk custom, we cannot learn the quintessence as well as inherit the original shape. Most folk fine arts have relationships with specific folk festivals, custom and rites and religious belief, in teaching process, the teacher should base on folk festivals and activities of custom and rites, guide students to walk out the school, investigate the humanistic connotation through visiting and interviewing, understand the cultural sources of folk fine arts of nationalities, feel the environment, observe conditions of the people and experience life, which can arouse students’ inspiration of creation. In the process of collect materials, exploring and recording video and compiling textbook and accumulating teaching materials, it is necessary to pay special attention to the existing way of these folk fine arts and their cultural connotation and do in-depth investigation and make it become an important content of the education of inheritance.

The teacher should reform the classroom teaching of folk fine arts curriculum; add class hours under certain conditions, extend the learning cycle, meanwhile, strengthen in-class investigation and research practice, and strengthen the training for students from theoretical learning to the imitation of works in folk fine arts curriculum and make artistic creation on the basis of characteristics of this major; conform to the modern aesthetic tendency and social trends, design and recreate on the basis of absorbing traditional classical

elements of folk fine arts; base on design competition and social demands to turn design into productivity.

Meanwhile, the teaching of basic theories of folk fine arts curriculum is implemented by teachers through introducing, explaining and evaluating the origin, development and evolution of folk fine arts of nationalities, and appreciating works of folk fine arts, in order to make students understand the cultural background of creation, characteristics of the times, materials and craftsmanship of folk fine arts of nationalities. It is necessary to let students systematically understand and grasp the basic clue and basic overview of the development of folk fine arts of nationalities in the limited classroom learning, and carefully choose hundreds of masterpieces in folk fine arts of nationalities for students to appreciate. Therefore, in the same age, we can see works with different style and features. The choice of creators is one link of the form of art. Folk fine art is accumulated by different choices. In teaching process, the organization of classroom discussion is the embodiment of interaction between teaching and learning. Raising questions, discussion and answering questions can enlighten students to think and let them complete the task independently, meanwhile it can help teachers to improve teaching contents and methods and play the active effect that teaching benefits teachers as well as students.

Lecture on special topics is the process of in-depth study to convert abstracted theoretical knowledge to representative specific “points”. Colleges can invite folk artisans to give lectures and pass on technical skills in schools and make in-depth interpretation for some special topic or case of folk fine arts, in order to make students directly learn consummate skills and excellent humanistic spirit from folk artists.

In teaching process, the teacher should use multimedia technology, adopt style of special topic and case study, systematically and completely store and spread implements modeling, artistic modeling, representative personage and representative works of different regions in folk fine arts of nationalities with digital formats of information resources such as text, images, animation, sound, background music, etc. The teacher should use terse and concise words to describe the general view of the development of folk fine arts of nationalities under the influences of politics, society and culture; use macro images to introduce and appreciate artistic works under the interaction of folk fine arts of nationalities and realistic environment with the development of the times and ideas. The teacher can realize resource sharing by using communication platforms that students often pay attention to, such as Sina microblog, Tencent Weibo and Zone, douban.com, Renren, duitang.com and rouding.com, to establish and design platform of course communication. The patterns of manifestation of these resources include text, image, audio frequency and video frequency, etc. Besides, the teacher can guide students to communicate and display mutually to effectively improve the abilities to analyze problems, cooperative ability and ability of operation technique of students.

Set up studio of folk fine arts inside the school, at the same time, establish college student association of folk art, gather students who like traditional folk art, love thinking, operation and creation and design and make them to carry forward the folk arts. Base on the local condition, adjust measures to local conditions, and start from the general survey and research on cultural heritages in local area, combine characteristics of local folk art with the development and design of tourist souvenirs and use geographical advantages to establish information and technological cooperation with other colleges and scientific research institution. It will help the deepening and improvement of scientific research and academy. Meanwhile, the deepening of scientific research not only can drive the further reform of teaching methods and contents, but also effectively promote the development of local economy, carry forward characteristics of local culture and create products with regional folk features. The general survey and research on local folk art can enrich and improve the teaching of folk fine arts curriculum with the help of its resources.

III. CONCLUSION

These curriculum experiments deepen the human-oriented modern educational thought, arouse students' interests and strengthen their learning initiatives, improve the teaching effects of folk fine arts curriculum and make the connection between theory and practice become closer and truly integrate production, learning and research, carry forward and inherit Chinese traditional folk arts among students. Meanwhile, those works of folk fine arts anew shines vigor after being recreated and redesigned by students.

REFERENCES

- [1] Research on Teaching of Folk Fine Arts Curriculum in Art and Design Major in Colleges [journal article] Education and Vocation, 2009, Hu Juntao
- [2] Research on Inheritance Way of Living Teaching of Folk Fine Arts [journal article] Arts Circle, 2012, Li Chenfeng
- [3] Discussion on Teaching and Learning of Folk Fine Arts Curriculum in Universities for Nationalities [journal article] Art Education, 2008, Qiu Hong
- [4] Yang Fujia. Mission of University and Responsibility of College Students [J], Shanghai Education, 2003(8)
- [5] Liu Yuping. Lead the Higher Education with Scientific Outlook on Development [N], Guangming Daily, 2005-7-12