

The Discussion on the Enlightenment of Constructive Postmodern Thought on Education Reform in Heilongjiang Province

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Abstract: Since the education reform in Heilongjiang Province, some new ideas, policies and programs have emerged. With the deepening of education reform, there are more and more theories, suggestions and problems. Constructive Postmodernism, which has an important influence in the contemporary West, also has significant implications for educational reform. Its four core ideas of cultivating responsible citizens, constructing post-modern and positive personality, taking students at the center, and forming a student community is also the goals pursued in education reform.

1. Introduction

As a kind of philosophical trend of thought, post-modernity is not only deeply embodied in such work. But also directly affects people's thinking. The spread of post-modern thought not only shows people's continuous development with the time, but also analyzes the rising of modern emotions with objective thinking and reflects people's expectation of transcending modern thinking. Although each scholar has his own views on the definition of education, no matter what kind of viewpoint, the essence is social activities conducted to cultivate people. At this stage, education is in a complicated state. As the reform continues to deepen and innovation continues, modern education exposes more and more problems. How can we open up an educational path with Chinese characteristics through this mist of chaos? The educational mode of pluralism, ecology, information, localization and nationalization, advocated by constructive postmodern thought, undoubtedly provides new inspiration for education and education reform.

2. Connotation of constructive postmodern education

"Post-modern" as a concept of relative "modernity" is based on higher-dimensional thinking of critique, inheritance and dialectics of modernity. It is not only a philosophy, a culture, an architectural style, an artistic quality, a way of thinking^[1], "a feeling that human beings can and must transcend modern emotions"^[2], but also a kind of movement. The way of change to recognize the perspective of the world, "post" is not like the progress of linearity and time, but the "post" of negation, rejection, and transcendence. What it denies is not the right existence and advantages of modernity. It is to its hegemony and limitations. If deconstruction postmodernism is an idea that uses unrelenting criticism, reflection, negation, and subversion of modernity as a means to achieve its purpose. Then constructive postmodernism is relatively moderate, dialectical and positive. It is guided by Whitehead's organic philosophy and shoulders the responsibility of profound criticism, selective intake and comprehensive transcendence and strives to construct a fusion of superb traditions and modern essence. A sustainable post-modern world with advanced post-modernity^[3]. As a way of considering, constructive postmodernism is an integrated thinking model based on the concept of organic connection to encourage adventure and innovation and promote pluralistic harmony. It is the organic integration of traditional, modern, postmodern and contemporary reality^[4].

As a concept, constructive post-modern education is the collective name of constructive post-modern education considered and constructive post-modern education practice. It is the

implementation of constructive post-modern philosophy in the field of education. It is the crystallization of the study of education through constructive postmodern philosophy^[5]. On the basis of continuous analysis and criticism of contemporary educational concepts, it constructively proposes the rationality and possibility of a new educational concept. Construction is an infinite cycle and remodeling to reach a limit (the so-called limit is the limit of the wide dimension, not the narrow limit of the narrow one). Its connotation is not only to reconstruct the educational theory from a constructive perspective, but also to utilize the post-modern way of thinking to implement educational practice. Specifically, it is a constructive post-modern philosophical methodology created by Whitehead, John B. Cobb and David Ray Griffin, which combine the social background to reflect on the drawbacks and problems of education, and actively builds development and human growth. A harmonious and advanced form of education, constantly constructing its own ideas to conduct the process of perfection of practice.

3. Heilongjiang Province Education Reform Trend

Starting from the reform and opening up and the resumption of the unified college entrance examination system, the education reform in Heilongjiang Province can be divided into four periods: 1977-1984, the stage of rectification and rectification; 1985-1989, the period of comprehensive education system reform; 20th century From the mid-1990s to 2003, the period of economic development of education development; from 2003 to the present, the implementation of the scientific development concept and the promotion of educational equity^[6]. In the 40 years of contemporary education progress and reform, Heilongjiang Province has achieved tremendous development in education. Education has provided a strong impetus for social and economic development and has matched abundant resources for modernization. At the same time, education is also facing huge crises and challenges. With the incompleteness of physical reform, the resurgence of official standards and administrative values has emerged, and the phenomenon of “education industrialization” has become increasingly common. Heilongjiang Province’s economic sustainable development, the implementation of socialist core values, reform and innovation to achieve corner road overtaking depends on progressive and prosperous education. In the modern era of diversification, education requires new educational philosophy and educational ideals to promote educational reform and achieve educational revitalization. In summary, the trend of education reform in Heilongjiang Province has these following points.

3.1 Continuously promote the reform of education equity

Under the background of the current education towards universalization, education fairness has surpassed the equality of earlier schooling opportunities. Education quality and learning quality has become a kind of connotation and requirement of education fairness^[7]. The “13th Five-Year Plan” for the development of education in Heilongjiang Province proposes to continue to expand and rebuild public kindergartens on the basis of the “Twelfth Five-Year Plan”, continuously expand the education and public welfare attributes of kindergartens, and vigorously develop the inclusive development of preschool education road. The “Phase 3 Pre-school Education Action Plan” launched in 2017 has enabled the construction of public kindergartens to be continuously strengthened. The progress of private kindergartens has received more support. The teachers have received strong guarantees and input, and the kindergartens’ rate of entering kindergartens has been continuously improved. In terms of compulsory education, we will increase the construction of standardized schools, consolidate the level of compulsory education, and enable students to “study from school” to “learn to learn”, and narrow the gap between schools, urban and rural areas, and let every school be a school that satisfies the people. Gradually improve the policy of adding points to the middle and high schools, and promote the fair implementation of the test. The implementation of special programs for rural students in higher education has greatly increased the opportunities for rural students to receive higher education. Through the implementation of the compulsory education and entrance examination policies, the educational rights of migrant children, rural left-behind children and special groups are better protected. In the practice of promoting education fairness,

teachers are another indispensable part. Heilongjiang Province has continuously strengthened the construction of normal colleges and teachers' majors, strengthened the teaching practice of normal students and the construction of teachers' education teachers, improved the quality of teachers. "Ideal beliefs" lead students to infect students with "moral sentiment", warm students with "heart of love" and educate students with "rich knowledge". Training with the "National Training Program" and "Youth Key Teacher Program" will enhance the ability of teachers to offer equal educational opportunities for each student. Through the above various measures, it can be allocated out that the education reform in Heilongjiang Province is focusing on the construction of educational equity.

3.2 From traditional education to ecological education

Eco-education is a long-term wish of human beings to maintain a virtuous cycle of the earth's ecology and enduring civilization to protect the earth's ecological environment. It adopts various scholastic methods to cultivate people's ecological awareness, ecological ethics, ecological consciousness and ecological ability education^[8]. While industrial civilization has made wealth and modernization for the society, it has also caused many environmental resource problems, social equity issues, and educational forms. Take into account this situation, Heilongjiang Province has continuously promoted the construction of an ecological education system. In the "13th Five-Year" education reform program, it proposed: "Explore the project according to the hobbies, interests and specialties of the candidates, it build a personalized display platform to guide students to develop a vibrant, healthy and elegant lifestyle". In principle, under the continuous improvement of teaching ideas, vigorously carry out ecological education through schools, not only let ecological education enter the textbooks, but also enter the comprehensive link of school education, and further deepen the development of school-based curriculum, excavate local culture courses, build national culture courses and implement comprehensive practical courses enable students to get an ecological education. At the same time, we will focus on changing the status qua of "thousands of schools", introduce ecological curriculum, ecological teaching, ecological management and ecological evaluation into the construction of teaching systems, so that schools can become real "special schools". The "Heilongjiang Province has effectively reduced the extracurricular burden of primary and secondary school students to carry out the special treatment action plan for off-campus training institutions" and vigorously rectified the status qua of internal and external tutoring. In February 2018, the provincial government executive meeting decided that since March 1st, the province's primary and junior high schools will be postponed 50 minutes to the school time, high school students postponed 60 minutes, through the above measures not only ensure that students have adequate rest, but also create an environment of ecological education.

3.3 From single cultural education to multicultural education

Diversification of education is produced in the evolution of the contradiction of education globalization. The globalization of education contains the trend of integration but has a tendency to division. It is both solo and diverse, concentrated and scattered, international and local. The core of multiculturalism is the recognition of cultural diversity and the recognition of equality and mutual influence between cultures^[9]. The diversification trend of education reform in Heilongjiang Province is reflected in these following points: First, the diversification of educational goals, emphasizing that according to the dynamic process of student development, cultivating students according to their aptitude and adapting to local conditions, the development of moral, physical, and aesthetic development, a person who praises the harmony of a healthy personality. Second, it is reflected in the diversification of educational programs and continuously develops electives, compulsory, activities, subject courses, cultural education, moral education, sports, art education, aesthetic education, entrepreneurship education and social practice, so as to cultivate individuality, respect, equality and cooperation, active, innovative students. Improve the characteristics of running a nation, make full use of multicultural education such as school-based curriculum and local curriculum, and do a good job in national cultural education. The third is taken into account in the diversification of teaching methods. It is therefore proposed to continuously promote teaching and research work, widely use project teaching, situational teaching, on-site teaching, practical teaching

and other methods to effectively improve student experience, reform physical education and explore art classroom teaching. In the archetypal reading education, a teaching mode that combines reading, writing, speaking, swearing, painting and performing with the characteristics of the province has been formed. The fourth is reflected in the diversification of school-running forms. Through the construction of a lifelong learning and education system, the expansion of the scale of public and private schools, the development of continuing education, online education, vocational skills education and old-age education to continuously enrich the teaching model. The fifth is taken into account in the diversification of evaluation. Heilongjiang Province entered the high school in autumn of 2018 and began to implement the “Implementation Measures for the Comprehensive Quality Assessment of General Senior High School Students in Heilongjiang Province”, which regards ideological and moral, academic level, physical and mental health, artistic aesthetics and social practice as evaluation criteria. As a reference for college admissions. In summary, the education reform in Heilongjiang Province is continuously deepening towards diversification.

3.4 From education informatization to education informatization 2.0 development

The core of education informatization is education informatization. If the means of informatization in the second half of the 20th century are the use of computer teaching, then in April 2018, the Ministry of Education proposed that the era of education informatization 2.0 is based on Internet + and big data. New generation of information technology such as MOOCs, STEAM education, 3D printing technology, cloud technology and mobile technology to enrich didactic activities. In 2003, Heilongjiang Province began to implement the “Modern Distance Education Project for Rural Primary and Secondary Schools”. By 2007, the coverage rate reached 100%. In 2011, the “Heilongjiang Education Information Chemistry Association” was established. In 2014, the “Three-way and Two-platform Innovation Work Cases in Heilongjiang Province” was issued and the “One Teacher, One Excellent Course, One Class One Teacher” activity was launched. In 2015, the seminar on education informatization in the central and western regions was held, the “Business Week for Colleges and Universities” was launched, the “Internet+ Education” Action Plan for Heilongjiang Province was released and MOCCs were introduced to fill shortcomings and convened “Sharing courses and information technology integration seminars”. In 2017, the “Heilongjiang Provincial University Quality Course Alliance” was established and the pilot project of “E-learning Space for Everyone” was launched. The Harbin Education Cloud Platform was officially opened for use. In 2018, it participated in the “Third National Basic Education Information Application Exhibition”, demonstrating the integration of maker, STEAM education and programming courses and education. From the construction of education informatization in the past 13 years, it shows that the informatization of education in Heilongjiang Province is moving towards the era of education informatization 2.0.

4. The Enlightenment of Constructive Postmodern Thought on Education Reform in Heilongjiang Province

4.1 Enlightenment from the logic of educational reform

If the construction of a strong education province is regarded as the strategic logic of the education reform in the new era, the construction of a sound institutional system is the governance logic of the education reform in the modern era ^[10]. Increasing the investment in education is the guarantee logic for the education reform in the new era. Then the logic of more constructive postmodern thoughts brings more enlightenment to education reform. For example, relying on informatization is the technical logic of reform of education in the modern era. Supply-side institutional reform is the inherent logic of education in the recent era. Cultivating core literacy is the value logic of education reform in the contemporary era. This also says that today as reforms continue to deepen, the logic system is moving toward constructive postmodern thinking.

4.2 Enlightenment for educational purpose

Although education is constantly developing, it cannot be denied that it is suspected of effectively imitating the Western education model. The education system cannot do without socialism and built according to capitalism. Whitehead believes that the purpose of education is “we want to create talents with both culture and expertise. Professional knowledge lays the foundation for them, and culture leads them to esoteric high places like philosophy and art”^[11]. According to the educational pursuit of constructive postmodernism, we should pay attention to the following aspects in the education reform: First, pay attention to the development of individuality, we must not only cultivate people with culture, but also cultivate character. Emphasizing the supremacy of score in modern education, the prevalence of instrumentalist not only obliterates the individuality of the people, but also makes the students become the products of mechanical learning. Constructive postmodern ideas advocate the harmonious growth of people and pay great attention to the construction of ideology. The second is to develop the harmonious unity of sport, aesthetic education and moral education. Physical exercise is a powerful guarantee for the development of sensible quality and it is related to the “hardware facilities” of people. Aesthetic education is the necessary to cultivate people to know beauty, to love beauty, to appreciate beauty, to feel beauty and to create beauty. Conditions are related to the “soul level” of people; moral education is the road to cultivate “harmonious people” after all, and it is related to the “spiritual level” of people. The third is to cultivate people who are creative, accept multiculturalism and live in harmony with society. Constructive postmodern thinking believes that creativity is the driving force for people’s continuous improvement and perfection. Multicultural acceptance is the source of making people learn from each other’s strengths. Abandon the only way for industrial civilization to evolve into ecological civilization.

4.3 Enlightenment to the teaching process

In the actual teaching process, many teachers have not really understood the connotation of ecological education and multicultural education. The penetration and interaction of various disciplines are relatively limited, the ecological education only stays at the level of cleaning; the local curriculum is only stuck in paper cutting and root carving. Technical characteristics themselves are on the level; the curriculum is only at the level of compulsory, elective and activity courses. Constructive postmodernism focuses on the curriculum content of diversity, pays attention to the connection and interaction between the course, the inheritance and ecology of culture, the generation of knowledge and the experience of students. Education should respect individual differences and should also comply with the different curriculum requirements, so we should make the curriculum deeply, meaningful, hierarchical and relevant; the curriculum is related to society, life and culture. Constructive postmodern thinking is the “teacher-student view” that advocates equal dialogue. Aims to emphasize the equality of teachers and students. Whether it is “teacher center” or “student center”, it is a product of traditional education. Constructive education should be in the process of student constructing their own knowledge in uncertain teaching results. Teachers will guide students to comprehend the meaning of constructing knowledge on the basis of corresponding. The dialogue aims to emphasize the “learning community” to find and explore to stimulate students’ imagination, to advocate the “home-school co-construction concept” of sustainable development, so that it is not only limited to the level of the parent meeting, but also to the actual social, cultural and economic factors around the school.

4.4 Enlightenment from teaching evaluation

Constructive postmodernism opposes the traditional teaching evaluation of “knowledge-based” and “capability-based” in the context of cultural values and opposes teaching evaluation as the absolute measure of good or bad teaching, but uses teaching evaluation as a function of incentive and feedback. Its advocacy teaching evaluation should point to the humanistic spirit, should focus on lifelong education, should be based on social reality; advocates the unification of teachers’ self-evaluation and mutual evaluation, the unity of self-evaluation and mutual evaluation, the

unification of parents' evaluation and social evaluation, the unification of superior evaluation and lower grade evaluation, the unification of process evaluation and result evaluation and the unification of the theory evaluation and the practice evaluation.

5. Conclusion

Education reform is not only based on the current educational development, but also an educational breakthrough for the future. We must look at the problem from a developmental perspective. Constructive postmodernism is not and cannot be a subversion of modernity. It is precisely the deepening and expansion of modernity. In the deepening education reform, what we want to see through the constructive postmodern thinking rhetoric is that it really points to education reform to be ecological, diversified and fair.

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