

Analysis of the Concept of "Self-Organization" in Post-Modern Curriculum View

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Abstract. During the current informatization period, teaching and learning activities are undergoing more and more changes. However, looking at the teaching methods of these teaching modes, they all hide the post-modern curriculum concept: emphasize the individual's personality liberation, difference and freedom, comprehensive development, attach importance to individual creativity, critical thinking training; take students as the main body, emphasize the teacher's life, etc. Partnership; depending on the curriculum as a whole, emphasizing self-organization, openness, and generativeness. This article discusses the characteristics of the post-modern curriculum concept presented in the current information learning, and analyzes its internal concept.

Keywords: Perspective of Post-modern on Curriculum; Self-organizing; Learning activities.

1. Introduction

Humanity has entered the era of knowledge and economy. The current teaching activities merge and interact with information technology. There are many kinds of learning activities in the information age. For example, large-scale open online courses (MOOC), flip classrooms, game-based learning, virtual labs, etc. However, all learning activities of information technology reflect the concept of post-modern curriculum in China. It is embodied in the "three-fold" self-organizing operation of the curriculum system and the pursuit of the "complete" education concept.

2. The Full Self-organization of the Curriculum System

The post-modern perspective on Curriculum fully absorbs various concepts such as Mr. H. Haken's information theory, Mr. Jean. Piaget's biological world view and Mr. I. Prigogine's theory of dissipative structure. It sees the course as a complex system. It advocates that the curriculum is based on self-organization and reflexive development. As William. E. Doll said [1], "In the curriculum system, the emergence of problems and disturbances leads to the continuous development of the system from the balance-unbalance-balanced self-circulation, and promotes the collision of multiple viewpoints and thinking." From this point of view, the subject, object and intermediary of the course in digital learning are precisely operated under the influence of interaction and interweaving. The course is a whole that includes openness, difference, interference, and dynamic imbalance.

2.1 The Subject of the Curriculum System, the Person, is a Life-oriented Individual with a Purpose and Self-organization.[2]

As an individual with subjective initiative, people generally improve themselves through conscious and purposeful practical activities. In the virtual digital scene, learners are full of learning visions and make full use of various information tools for meaningful learning. They construct knowledge with their own schema, expand high-level thinking, and complete the transformation from self to super-ego. The teacher reasonably stimulates the learning motivation of learners from different backgrounds, and completes the curriculum design with rich individualization and differentiation. In this process, teachers timely use information technology tools to alleviate learning problems and difficulties, help and guide learners' learning task, so as to smoothly carry out learning activities. Therefore, for learners, the ultimate absorption of knowledge through the overcoming of problems is the self-organization process of self-cognition and ability from static equilibrium-dynamic imbalance-dynamic balance spiral development; For the educators, self-summarization and reflection

after the end of each teaching practice will inevitably lead to different levels of dynamic improvement of his professional competence and information literacy experience. In addition, the uniqueness of people determines the diversity of teaching activities. Because teachers and teachers, teachers and students, and students and students, their physical and psychological functions as individuals are different and diverse. This determines the existence of each other as elements of the classroom (both online and offline), which is influenced by and interacted with each other. In a course, different teachers will have different teaching effects due to their different personal styles; Different learners will achieve different levels of cognition for the same course; The same learner will have different qualities and abilities for different courses, even for the same course.

2.2 The Characteristics of Information Technology are More Likely to Lead to Such Factors as the Openness and Interference of Curriculum Objects Course Objectives, Content, Knowledge, Etc.).

On the one hand, open source education big data determines that the generation, acquisition, storage and delivery of learning resources are open, instant and shared. On the other hand, the non-linear and interactive network environment is doomed to the goal and content of the course is not closed or pre-set in the traditional sense. It opposes traditional step-by-step learning. In the contextualized learning scenario and the connectable, digital curriculum platform, the emergence of problems and the generation of disturbances are randomly emerged in the learning process according to the different learning tasks. Knowledge is usually generated in the learning process in a complex rather than well-formed form. The goal and content of the course are continuously and dynamically constructed through man&man and man-computer interact each other. This is the process of communication between teacher and learners, learners and learners.

2.3 The Choice and Utilization of Information Tools, the Intermediary of Curriculum, are Interacted with and Constrained by the Subject and Object of Curriculum.

The difference of information literacy level and style and habits among subjects will lead to the difference of teaching effect assisted by information tools. Depending on the type of knowledge content of the object, it will be presented by the appropriate digital tool.

Wang and Zhang take MOOC learning as an example[3], and enumerates several elements of curriculum self-organization development as follows: participants are using Internet tools to maintain the freedom of curriculum resources and learning environment, and exchange information with the outside world; the course is in an unbalanced state. It includes the imbalance of professional knowledge and abilities among the individual participants, as well as the differences between the learning resources and the expected curriculum resources; mutual influences and disturbances between MOOC components, such as reduced participation of some learners, dropouts and cognitive or cultural conflicts. In a word, the development and improvement of the curriculum system in a self-organizing form is a clear process, learners interact and collaborate on learning activities online. This shows the clear process of the development of the self-organization of the curriculum system: It is based on the non-preset generation of the original course objectives, the online interaction of learners, and the collaborative learning activities. It is interspersed with the help and guidance of the teaching staff. It is a timely feedback to the learners to practice the test results. Generative learning evaluation and other forms, in the end, help learners to constantly reflect on acquiring new knowledge in the course practice, so as to achieve the purpose of teaching.

3. Focus on Perfect Human Being Education

As an organic living person, his/her growth process is the process of developing his/her own experience. An individual is the sum of his/her experience, or more than experience. People usually pick up information to construct their own world in combination with their own background. The process of organizing and processing information is the transformation and perfection of self and super-ego based on ontological experience. The current curriculum has been seen as an access to

achieve personal change and all of its organization and transformation was produced in these activities[4]. In other words, it is the individualization and differentiation of human cultural background, social environment, personal cognitive ability and other factors that highlight the essence of education and determine that the curriculum should be dynamic, transformative, and serve the learners. Whitehead once said in his masterpiece < The Goal of Education >, "Education has only one theme that is to live colorfully. .. Education should cultivate talents who combine culture with expertise." So education is supposed to come from life and be integrated into life. Through the intuitive experience of facing the surrounding things, the individual combines the abstract speculation of the laws of nature to achieve the harmonious beauty of the simultaneous development of the mind and the flesh. Under the current "Internet +" education environment, the "people-oriented" education concept has risen to a new height, and more emphasis is placed on promoting the development of the human mind and the all-round development of individuality. In 21st century, the three essence qualities of citizen including cultural foundation, independent development and social participation are designed to improve individual cultural sensation. All kinds of innovation technology and teaching situation in the Education Technology field are design to serve the leaner for his emotion and attitude so as to accomplish the goal of development through the change of mind transformation and the process of its experience. What is advocated by post-modern education, focusing on the all-round development of people, at the same time, the cultivation of a citizen who is in line with his own characteristics and possesses critical thinking and innovative ability is being practiced.

4. Summary

As Then (An ancient Rome comedian) said, 'True wisdom lies not only in observing the present, but in foreseeing the future.' Today, although the academic circles still have debates about the post-modern education concept originated from the West, in fact, it has taken root and flourished in the course of education in our country. The ideas of individuality, openness, pluralism, and dynamics advocated by the post-modern curriculum concept are fully demonstrated in the era of "Internet + education". And in the new era China's building a socialist modernization and strengthening the country's education orientation, highlighting its unique significance:

On the one hand, informatization teaching and learning under the guidance of the post-modern curriculum concept, paying attention to multiculturalism and diversity, and respecting individual equality. Marginal groups such as ethnic minorities, poor households, and special groups have the same opportunities to learn from their students through diverse information channels, ensuring educational equity from the population base.

On the other hand, the post-modern curriculum concept combined with the advanced nature of the tools of the digital age has promoted the radiance of human values. In the various scenes built on the Internet that are based on the theme of the life world, teachers and students use their own processes to dialogue and explore together. The beauty of the curriculum and the beauty of the human soul blend into the charm. Man, and nature, man and the world are their own.

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