

Discussion on the Implementation of Large Chinese Education under Rogers Educational Theory

Meng Yuan

School of Education, Tianjin University
Tianjin, China

Abstract—With the advancement of the reform of the college entrance examination in recent years, and the introduction of policies to reduce extra points, the importance of Chinese language in the overall discipline has become increasingly prominent. After the reform of the college entrance examination, Chinese as the subject of increasing difficulty and breadth is the easiest to expand the student gap. Based on the proposition of the Large Chinese Language Education, although the Chinese language education reform has achieved remarkable results, there are still problems that cannot be ignored. The emergence of these problems makes it difficult to adapt to the new requirements of the college entrance examination reform. This paper aims at the problems in the implementation of Chinese language education and draws on psychologist Rogers' education theories in teaching objectives, student learning, and teacher education. It provides suggestions for the implementation of major language education in the teaching process, free learning, and teacher cultivation so as to promote the scientific development of Chinese language education.

Keywords—Rogers; Large Chinese Education; Informed Unity; Meaningful Learning; Student-centered

I. INTRODUCTION

The Chinese reformer Zhang Xiaochun first put forward the idea of the large Chinese education, that is, the Chinese language education is centered on classroom teaching. It develops and expands in all areas of student life, and integrates in all aspects with their school life, family life, and social life [1]. With the advancement of social development and language education reform, the scholars Han Hua and Li Suxiang have further interpreted the large Chinese language education into putting the Chinese language teaching into the whole social language environment. Both inside and outside the class should pay attention to the Chinese language of the entire society. The environment is combined [2].

Over the years, large language education reforms have achieved remarkable results. We are pleased to see that the development and construction of language curriculum resources has been continuously promoted, and the basics of Chinese language curriculum and its connection with life have become more apparent. The vitality of Chinese language curriculum is also obviously enhanced. However, due to comprehensive considerations, there are still some problems waiting to be solved in the process of the implementation of large Chinese education.

II. EDUCATION STATUS ANALYSIS

A. Cognitive and emotional aspects

In terms of cognition and emotion, aesthetic and creative education still needs to be carried out. The ability that Chinese language education emphasizes is not limited to simple basic cognitive skills such as listening, speaking, reading and writing. Aesthetic ability has always been valued by Chinese education. For an ancient poem, merely recite dictation can only meet the requirements of the examination, but the requirements of language education do not stop there. The experience and perception of the artistic conception, thought and emotion behind the ancient poetry is what the language education really wants to achieve. Large Chinese language education emphasizes the application of Chinese language in the entire social life. The process of using language skills in life is precisely the process of the development of creativity. A large number of articles in Chinese textbooks all reflect the process by which the author sums up his experiences and creatively put forward new ideas. For students, comprehending this new idea tests the students' aesthetic ability, applying the learned knowledge experience to the study lives, it also tests the student's creativity. Unfortunately, many Chinese teaching experiences have shown that students' aesthetic ability and creative ability are still relatively weak.

B. Moral character and self-cultivation aspects

In moral and personal cultivation, the education of humanity and morality still needs strengthening. There are many articles in the Chinese textbooks that promote the subject matter of excellent moral quality. However, for students, most of the excellent qualities embodied in the texts remain on the surface of the text, and it is difficult to truly "internalize in the heart". Chinese Language education still largely "takes scores as the center". This more or less makes the function of student's labor practices gradually obsolete. Students can make the articles thoroughly familiar, but they cannot use the virtues advocated in the texts in their daily lives or the process of dealing with people. The function of educating people in the Chinese language education has been weakened, and there have been incidents such as "damage of roommates" in high-educated intellectual groups. The disparity between students' level of education and morality is something that educators are saddened by. The large Chinese education calls

for the rapid arrival of the era of "benevolence" and "morality".

C. In the teaching process

In the teaching process, the quality of Chinese teachers still needs further improvement. In today's school education, in many schools, in most cases, the choice of the teacher's choice will generally be followed by a science teacher before considering a liberal arts teacher. This kind of distribution selection has, to a certain extent, underestimated the liberal arts teacher, and it also implies that the liberal arts teacher has a strong alternative. In fact, Chinese language classes are not substitutes for teachers in any other subjects. To a certain extent, the Chinese language teacher's own words and deeds, qualities and behaviors demonstrated inside and outside the classroom affect the students' overall quality. Chinese language teachers need more profound humanistic qualities in order to truly qualify for the work of Chinese language teachers.

III. THE ROLE OF ROGERS EDUCATIONAL THEORY IN THE IMPLEMENTATION OF LARGE CHINESE LANGUAGE EDUCATION

Humanistic psychologists have made great achievements in the field of psychological counseling, and their innovation in educational theory cannot be ignored. Although Rogers' education theory has been proposed for many years, it still fits well with the concept of contemporary Chinese education reform. Rogers' humanism is exactly the same as today's people-oriented education. However, compared with other educational theories, Rogers' education theory has not received enough attention and application in the actual education and teaching process. Therefore, the following will systematically sort out Rogers' educational theories from the perspectives of teaching objectives, learning concepts and teaching concepts. [3]

A. The teaching objective of informed unity

Rogers believes that cognition and emotion are two inseparable organic parts of the human spiritual world and they are integrated with each other. Therefore, what Rogers advocates is to cultivate "body, mind, emotion, spirit, and mental strength", that is, a person with a sense of unity. The teaching objective of informed unity is applicable to the implementation process of large Chinese education. The cognitive and emotional goals of Chinese education should not be fragmented, but should be integrated. Informed unification requires that students can complete the task of reading and writing an article, and they can also experience the pride of facing the magnificent mountains and rivers of the motherland as the author's pen tip. The two processes accompany each other and cannot be separated.

B. Learning concept of free learning

Rogers believes that meaningful learning should be advocated, that is, centering on the growth of students' experience, taking students' spontaneity and initiative as learning motivations, and integrating learning with the aspirations, interests, and needs of students so as to promote individual development. Large Chinese education advocates that Chinese education links life to reality. A meaningful learning concept also considers that learning materials are similar to student life, which is more conducive to students' connection with their own past experiences and easier to relate to their own needs and interests, thereby inspiring learning motivation of students and doing meaningful learning. And meaningful learning really benefits the individual development of students. On the contrary, those learning materials that are not related to student's daily life are difficult for students to connect with themselves. Not only is it difficult to stimulate the internal motivation of students' learning, but also it is difficult to guarantee the effect of learning. It is not conducive to students' current and future development and growing up.

Students are free to learn and are more likely to bring language learning spontaneously into all aspects of daily life. Students take the initiative to apply the knowledge learned in textbooks to their lives, and then bring the lessons learned in life into the classroom. This forms a virtuous circle. If the students are not free to learn, they just complete the tasks assigned by the teacher. Not only does it fail to inspire students' new ideas, it also weakens students' internal motivation for learning. This will seriously affect students' Chinese language learning.

C. Teaching View of Student Center

Rogers believes that the specific psychological atmosphere factors in the interpersonal relationship between teachers and students are the key to promoting student learning. These specific psychological atmosphere factors include the following three points: First, sincere and unanimous in the teaching process of teachers, without any pretense or hypocrisy; Second, teachers are unconditionally and positively concerned about students, teachers respect students' feelings and opinions, and are concerned with all aspects of students. Third, teachers should have empathy and care about the internal processes of student learning.

The large Chinese language education emphasizes that Chinese language teaching should be carried out in the students' lives. The influence of school life as an important part of student life is self-evident. Teachers, as important others in the student's school life, have a direct and indirect impact on the growth of students. On the one hand, teachers directly teach students knowledge through classrooms and enrich students' subjective experience. Teachers with insufficient knowledge and experience are apt to become aware of their own problems and thus enhance their knowledge and experience. On the other hand, teachers' emotional input to students in the teaching process, their own literacy and demonstration model indirectly affects the overall quality of students' development. Teachers in this area, however, are less able to recognize their own problems, and it is difficult to improve in this area.

The above-mentioned psychological factors that Rogers emphasizes are exactly what are needed in the current implementation of the reform of the Chinese language education. The teachers are sincere and consistent so that it is easier for the students to follow the example of the teacher and achieve the unity of knowledge and practice. Teachers' unconditional active attention and empathy for students is an excellent environment for the development of students' cognitive and emotional ability, which is more conducive to the growth of students.

IV. WAYS AND METHODS FOR IMPLEMENTING LARGE CHINESE EDUCATION UNDER ROGERS EDUCATIONAL THEORY

A. *emphasize the teaching process and promote the Informed unity.*

To achieve the unity of cognitive and emotion, Rogers emphasized that we should pay attention to the teaching process rather than the content of teaching, and we should pay attention to teaching methods rather than teaching results. Focus on the informed unity, we must actively guide students in the teaching process and methods to pay attention to their own subjective feelings and express their internal experience [4]. Only focusing on the results and ignoring the teaching of the process will undoubtedly lose the most important things in the teaching. There are many ways to achieve the learning objectives, but what is needed is the most suitable method for the students' continuous growth. Teachers need to focus on the cognitive and emotional experience of students in the teaching process so as to guide them actively. If students are unable to achieve unified understanding in class, how can students be required to deal with everything in their daily lives? Therefore, classroom teaching should not be based only on knowledge, but on the basis of promoting the coordinated development of students' cognitive and emotion, and promoting the unification of students' cognitive and emotion. It should not only focus on cognition or focus on emotions.

B. *Emphasis on free learning, to achieve the unity of words and deeds.*

Large Chinese language education promotes moral education, and meaningful free learning provides new ideas for moral education. In order to enable students to internalize moral requirements and practice ethical behaviors, students can be motivated by intrinsic motivation in the teaching process so that learning materials can easily connect with students' needs for self-interest. In this way, students not only learn more about knowledge, but also have more profound knowledge, so they can combine their words and deeds [5]. When students not only learn to look closely at the world around them, are open-minded and helpful, but also learn to look closely at their inner world, continue to engage in meaningful learning for freedom, and make themselves better and more perfect, they have grown into a morally mature person.

Teachers can fully encourage students to learn freely without giving them too much pressure. Only by giving students enough space for free exploration can they have the opportunity to fully stimulate students' internal motivation. Teachers lay out the task requirements for students. To make students internalize their minds, they must experience their

own practice. The truly free and meaningful practice learning process can better promote the students' internalization process. The process of not being free or meaningless is not only unfavorable to the students' current learning, but also weakens their motivation and is not conducive to future learning.

C. *Pay attention to teachers' self-cultivation and make it a student center*

In the process of Chinese teaching, there are some Chinese teachers who have a relatively high level of knowledge and are indeed lacking in humanistic cultivation. For these teachers, even if they can see their own deficiencies, it is indeed difficult for them to improve. Therefore, Rogers' student-centered teaching concept provides a way for Chinese teachers to introspect themselves. In Chinese teaching, it is very important for Chinese teachers to provide students with a good environment for the development of students' thinking mood. A positive and open classroom environment makes students a very necessary condition for the sound development of comprehensive quality [6]. Only when students like their own teachers, admire their own teachers, and enjoy the classroom teaching environment, can students fully stimulate their potential in such an environment, promote the development of cognitive and emotion, and improve moral integrity.

In classroom teaching, teachers can slightly weaken their dominant position. Teachers can give students full attention and express their own opportunities. For students who do not understand knowledge, they should actively discuss with students. For students' deviations in their thinking, teachers solve the problems through communication and discussion. In this way, students can enjoy the process of classroom teaching and master knowledge better.

V. CONCLUSION

In short, with the increase in college entrance examination reforms, the importance of language has become increasingly prominent. At the same time, the discipline of Chinese is also a subject that needs to be accumulated slowly to improve. Therefore, language learning does not happen overnight. It is an extensive language study that spans all stages of primary and secondary schools. In view of the current problems faced by the reform of large Chinese language education, this article systematically sorts out Rogers' educational viewpoints and provides new ideas for solving current problems. Of course, the method ideas proposed in this paper still need to be further tested and developed in education and teaching.

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