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Explore of the college ideological instruction-teaching model based on the concept of modern ecological thinking

Zhenming Zhang

College of Life Science and Technology, Yancheng Teachers University, Yancheng 224051, (CHINA)

ABSTRACT

Today, the environmental degradation was increasingly serious and natural ecological crisis highlights, so the ecological construction becomes the consensus and choice of human naturally. In the process of development of ecology, modern ecological thinking philosophy will gradually develop into a new way of thinking ideas and thinking. And this kind of thinking ideas and ways of thinking can be applied to the social sciences field from natural disciplines, which can address the problems during social development. Because of the integrity, equality, coordination, symbiosis and other characteristics of ecological thinking, which emphasizing the thinking of the process and the unity of values thinking and dialectical thinking, it have therefore attracted people of all ages. The problems among the ideological and political education can be solved by the way of modern ecological thinking concepts involved it. And this intervention was in line with the modern implication of the development of ecological theory, which has the natural coupling and the inherent unity with the reality basis of ideological and political education. This requires the application of ecological methods that systems view, the overall outlook and balance concept to study the ideological and political education by establishing classroom ecology, establish a new classroom ecological awareness and building ecological classroom-teaching mode with practice characteristics to achieve the construction of the ideological and political education colleges model. Of course, this kind of teaching model or model construction is not mature with the inevitable presence of falsehood; further research needs to be done to make perfect or improvement.

KEYWORDS

Modern ecological thinking; Ideological and political; Teaching model; Universities.



INTRODUCTION

Cong Miao pointed out that ecological mode of thinking was the three-dimensional interactive structure consist of the body dimension, concept dimension and object dimension in the article “ecological way of thinking and its establishment”, and the ecological rational combination of ecological concepts by main body dimension and concepts dimension can generate ecological thinking concept. Quanxi Li and Peng Fu in the “Ecological thinking: combing and summary” pointed out the main content and features of ecological thinking. Changqin Luo in “Problems and policies for building ideological and political course teaching model research practice - ecosystem-based viewpoint” pointed out that the traditional model of ideological and political education has significant limitations and drawbacks, it is difficult for college students to play attractive force and timeliness, which advocated the establishment of problem-oriented, self-learning, instructor, teaching and assessment practice teaching mode. Zengdong Yang in “Ecological methods: a vision of ideological and political education studies” pointed out that reference of ecology way to make a reform for the ideological and political education. Chaoyuan Li in “Pioneering new ideas of ideological and political work under the ecological perspective” pointed out that the fusion between the principles of ecology and college ideological. These studies have pointed out that ecological thinking as a way of thinking ideas and thinking is highly concerned and intervened into the ideological and political education by various entry points, which be a great inspiration for this study, and advocated the application of modern ecological thinking ideas to build ideological political teaching model. The contents of this study are mainly proposed oriented teaching model, proposed the " off center" of teaching behavior during the establishment of new classroom ecological consciousness, deconstruction and reflective of teaching paradigm, interactive and construction of the teaching process, dialogue and interpretation of teaching methods, “double orientation” of teaching evaluation and other point of view.

OVERVIEW OF MODERN ECOLOGICAL THINKING CONCEPT

Connotation and characteristics of ecological thinking

In general, ecological thinking is the way of thinking that use ecological theory and methods to analyze and solve problems, which is the way of thinking of philosophical reflection with the “man and nature” relationship, also the unification of process thinking, the value thinking and dialectical thinking and the unification of intuitive understanding thinking and the science rational thinking. Ecological thinking typically includes seven aspects: First, the dynamic equilibrium of thinking; second, the overall thinking of system; third is an open area of thinking; fourth is the synergistic regulation thinking; fifth is sustainable development thinking; six is increasingly suitable location thinking; seven is early warning restrictions thinking.

Ecological thinking has the following characteristics: first is integrity. The overall function of the biosphere is the most important. The second is equality. The existence of objective nature entities and their relationships have equal value and the right to seek appropriate ways to survive own. Third is the coordination. The objects exist in nature need to maintain a harmonious relationship and should control their own behavior to avoid conflict and confrontation. Fourth is the symbiotic. The objects exist in nature constitute the interdependent relationship.

The formation of modern ecological thinking concept

Human thinking activities in general are under the regulation of main body dimension, ideas dimension and object dimension, and thus reflected in a certain specific way. During the formation of the way of thinking, main body dimension is the basis, which dominates your choice based on the interests and values. The concept dimension is the dominant determines the activity patterns. The object dimension is the basis and thinking activity does not occur if the object of thinking does not exist. The idea dimension of thinking and the main body dimension are consistent, and then the two can combine and permeate to form the concept of thinking. One can imagine that modern ecological thinking philosophy from ecology, ecological responsibility and ecological rationality, through the gradual formation of these theoretical concepts to enhance the concept dimension of ecology nature, and thus learn to use eco-thinking approach to the formation of the modern concept of ecological thinking. But the empathy of main body thinking does not solve problem, you need a strong sense of ecological crisis and establish a sense of ecological responsibility, so as to cultivate the ecological mode of thinking under the common promoting of the interest of ecology and ecological responsibility. In addition, ecological rationality is consisting of the ecological scientific knowledge, ecological ideology and spirit of the ecological philosophy and ecological rationality does not necessarily make the lack of ecological thinking with main body thinking. Therefore during the initial formation of the modern concept of ecological thinking, ecology, ecological responsibility and ecological rationality are indispensable. Moreover, in the construction of ecological civilization, we need use the ecological principles to make ecological thinking, active interest in eco performance, so that the concept of modern ecological thinking in the whole society will be finally formed.

CURRENT SITUATION OF THE IDEOLOGICAL AND POLITICAL EDUCATION

The current ideological and political education is not optimistic; there are some problems in around with varying degrees:

First is the subject-object dichotomy of teachers and students. Over the years, educators and the educated are not tend to equal status, the necessary dialogue and communication mechanism are not established effectively, interactive teaching is not really established, which makes the existence of the gap between teachers and students. Despite the teaching

mode of teacher-centered, teacher-led and student-centered, but it still did not reach full integration and unity between teachers and students. The dualistic thinking between teachers and students is still continued to play of the ideological and political education in universities teaching.

Second is the imbalance of teaching process. The first the phenomenon of the existence of much imparts knowledge and much less concerned about life. In the ideological and political education, they often take one-way indoctrination patterns and strategies, measure the value of different students with a single sign, and shape the character with a fixed pattern, so that the students would be difficult to highlight and assertive the personality, diverse personality is ignored and the converted to the concept of amount to express. In other words, the ideological and political education is lack of awareness of life with ignoring the harmonious development of each factor in the life structure.

Third is the presence of phenomenon with much theory taught less social practice. Blindly taught theory will out of touch with society practice, which will not play effect to the concept of the student's thinking and make students lose interest in learning, thus becoming pure knowledge course lectures without experience and thinking to be with the students. Even in some colleges, ideological and political practice teaching is a mere formality. Last is the phenomenon with much attention of the overall value of the community and less attention of individual. Ideological and political education emphasizes the social value orientation function is necessary, but not consequent neglect of individual development needs.

Forth is the imbalance of educational environment. School education, family education and social education are lack of mutual support and cooperation mechanisms, which show the out of touch phenomenon, lead to the educational goals of national level and the actual target of family conflict and weaken the effect of ideological and political education with the negative effects of social. So that society, schools and families do not formed the jointly promote force.

NECESSITY OF MODERN ECOLOGICAL THINKING CONCEPT INTERVENED INTO THE IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGES

First is the time call: Modern meaning of ecological theory development. The implementation of scientific concept of development and formally proposed of ecological civilization confirms the times value of the concept of ecological thinking and practical significance. Of course, the concept of ecological thinking has gone through a process from the natural sciences to the social sciences, and overcome the isolated thinking starting from the individual, reflect the dynamic balance and coordination of symbiosis and other characteristics. Then by drawing ecology theory and methods to conduct cross-over study and led to incompatibility between the disciplines; while borrowing the concept of ecological thinking, theoretical value method to reflect the science and development during problem analysis.

The second is the realistic choice: ecological orientation of the ideological and political education. First, in the current social transition, the existing traditional ideological and political education model cannot meet the current needs, and students are not really recognized the ideological and political education because high potential with unrealistic goals. Secondly, there is a confrontation between the dominant requirements of ideological and political education and the value of diversity between the demands of social thought, which requires diverting non-mainstream culture on the establishment basis upon reasonable mainstream value system, while making the students' social and subjectivity to embody. Finally, there is a certain conflict between the open diversity of social environment and the closed single of the field of ideological and political education, which requires the ideological and political education is not purely focused on the theoretical teaching, but to improve their adaptability by combining social practice. The reality basis of ideological and political education and ecology theory has a natural coupling and the inherent unity. Therefore the modern ecological thinking concept should intervene into ideological and political education in colleges.

CONSTRUCTION OF IDEOLOGICAL AND POLITICAL TEACHING MODEL UNDER THE GUIDANCE OF THE CONCEPT OF MODERN ECOLOGICAL THINKING

Establishment of classroom ecology

The classroom is the workplace carrier of the micro level for ideological and political education, which includes teachers, students and the environment (including the physical environment, emotional environment and information environment, etc.) and other factors, and students and teachers belonging to main body of classroom ecology. Thus, the classroom ecology is the network formed by the interconnected process of impact on teaching environment and events. As shown in Figure 1:

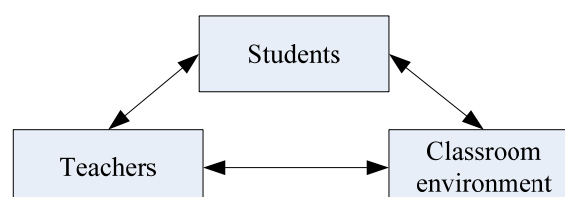


Figure 1 : The basic factor and its relationship of classroom ecosystems

The main body of ecological classroom has two implications: First is the commonality between teachers and students. The teaching will not carried out due to the lack of teachers or students, the teaching mode between teachers and students affects the classroom environment. But the ecological classroom environment will affect the teaching mode between teachers and students to some extent. They are not completely separate and affect each other. Second, teachers and students reference to each other to constitute two types of main body of classroom ecology, ecological groups of students and ecological groups of teachers. And between these two groups, each group contains a variety of relationships in internal of individuals and groups, individuals and individuals and groups and groups. The interaction main body relationship between teachers and students can be mutually subject.

Classroom ecological environment is divided into main body ecology of the object classroom, derived classroom ecological environment and the object classroom environment. Specifically, main body ecology of the object classroom is mainly directed personal influencing factors of teachers and students. Factors of teachers are such as professional quality, individual character, etc., factors of students are such as the knowledge base, family background and so on. Derived ecological classroom environment primarily focused on mental factors, such as class ethos, management systems and so on. The class ecological environment of main objective is pointing to natural factors and facility factors, such as classroom desks, wall decor, and modern teaching methods and so on. In essence, the classroom is nothing more than the natural ecology and cultural ecology properties, which is the organic eco whole that composed of main body of the classroom ecology, ecological environment of the classroom and their each other that can make the classroom ecosystem tends structure stable in homeostasis through information exchange and circulation with each other. The Structure of classroom ecology is shown as Figure 2.

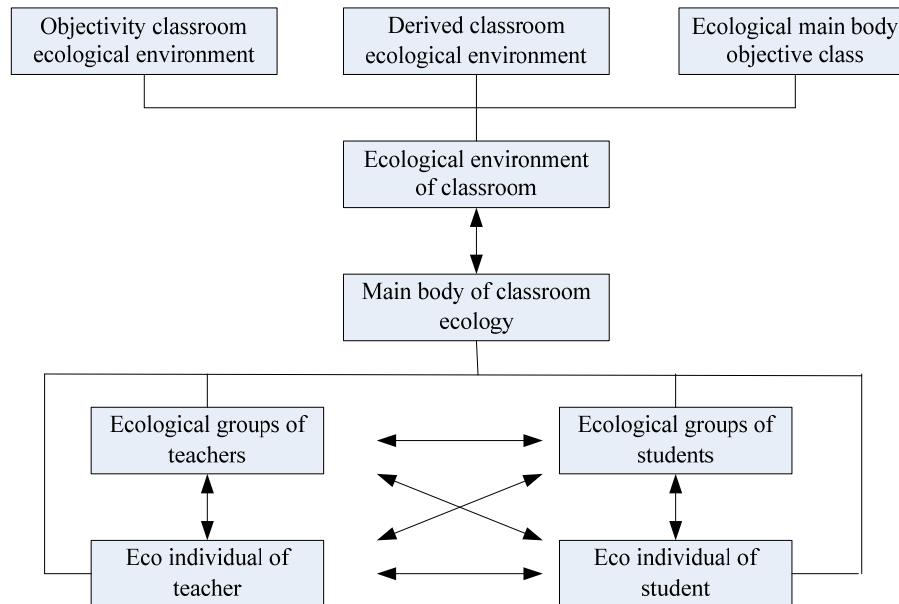


Figure 2 : The structure of classroom ecology

Establish a new classroom ecological awareness

First is the teaching behavior “off center”, that teaching subjects excludes the teacher-centered or student-centered and oppose the single teacher teaching control model and establish equality and mutual respect between the teacher-student relationship, and give full play to initiative students, to avoid passive acceptance of knowledge, advocates teachers and students to participate in exploration of knowledge and strive to maintain cooperative relations. This requires teachers scientific use the multimedia technology, and strive to achieve open teaching space and time, network-based of teaching resources, resources hypertext form, making the computer-aided teaching process is completed. At the same time, teachers should try to focus on each student's personality development, help students as much as possible “transfer wisdom”, cultivate students' creativity, highlight the subjectivity of students and give the “life” vitality to classroom, and thus create the teaching environment with self-exploration, self-construction and independent practice.

Second is the deconstruction and reflection of teaching paradigm. Generally the teaching paradigm advocated the application of structured teaching, such as Skinner's “Program teaching” and Bloom's “Mastery learning”. And now they advocate the deconstruction of inherent traditional teaching methods to take the implementation of “teaching is not fixed.” In other words, deconstruction is the rejection of dualism way of thinking and dualism split mode of teachers and students, which avoid blindly emphasized the “design” and “orderly” with restricted nature of students and deny the stereotype over the application of precise patterns, giving students the “opportunity” and “disorder” to develop students' creativity and help students develop the initiative. Reflection is the reverse thinking of individual exploration activities and then reached the wake, understanding and deepens of the problem by reviewing history, lessons learned and explores problems.

Third are the interaction and the construction of the teaching process. It can be divided into the interaction construction of the model between individual and environment, interaction construction of the model between individuals and their own. As to the former, students are the main body of construction, the teaching process should focus on student interest in learning and train independent learning; as to the next, we should pay attention to “the meaning of construction or different meaning of creation”, excludes the transport for certain information, abandon the traditional “teach - accept” teaching process and to “explanation - understanding - construction” teaching process, deny grasp book knowledge is the ultimate goal, but should be encouraged the process of acquire knowledge.

Fourth are the dialogue and interpretation for teaching methods. Dialogue is both a curriculum and teaching method, and dialogue is the most effective way to encourage reflection, thus we encourage through continuous dialogue to explore uncharted territory. Of course, teachers and students are equal dialogue body and build a dialogue structure through the "induction - response - evaluation" process.

Fifth is the teaching evaluation "double orientation". Taking portfolio assessment as the lead to evaluate the model and taking the autobiographical evaluation method as the lead to evaluate the model. The former mainly includes teachers, parents, community leaders and other students committee to evaluate, the latter including text analysis, knowledge structure evaluation, cognitive level phases and so on.

Construction of classroom ecological teaching mode with practice characteristics

The main body of ideological and political education is the existence practice of human. As a fundamental human way of life, practice is bound to reflect the ideological and political education. The ideological and political education process is human communication practice and the interaction practice process between the teachers and main body of college students. The purpose of ideological and political education is to develop practical of people and achieve the purpose of all-round development of teachers and students specially. In the establishment of the classroom ecological teaching mode with practice characteristics, the action-oriented teaching mode is essential. The core of that model is the unification of action process and learning process, which is a new model based on the guidance of the modern ecological thinking concept. It has all the characteristics of ecological thinking, such as integrity, diversity and openness and so on, which ask students out classrooms and return to society and life. It takes the main interest of students as the start point of teaching organization and requires students to full participation in the teaching process. Common action-oriented teaching mode includes: project teaching; problem-based learning; constructivist learning; communicative teaching. The action-oriented teaching mode is shown as Figure 3.

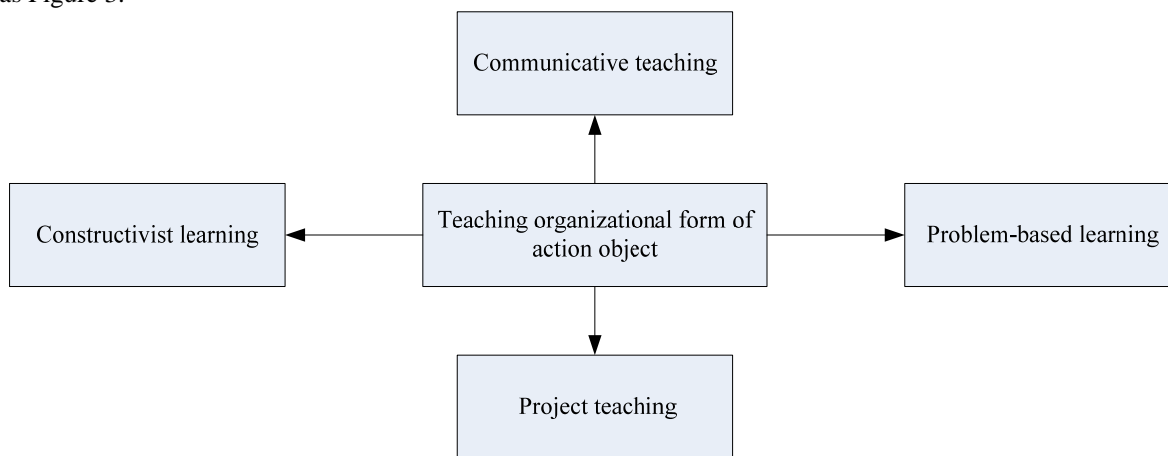


Figure 3 : The action-oriented teaching mode

The action-oriented teaching mode highlights the practical characteristics of ideological and political education. In terms of teaching content reorganization, it is required to achieve dynamic delivery and reasonable content of teaching information, take the problem-oriented as the main problem to carry out research learning, and divide teaching materials into series of modules. Each module will carry out the principles that integration of theoretical teaching and practice teaching, the complementary of curricular teaching and extra-curricular practice and combination of group learning and independent study. In order to effectively carry out ideological and political education, the internal and external environment of colleges were need to support to truly reflect the overall symbiotic and take full participatory, experiential and discussion style of interactive teaching to learn sub-modules of political theory. At the same time, taking a keynote speech, bill sit, enterprises research and other research methods to learn the sub-module of ideological and political and achieve the overall linkage of multi-educational resources. In order to examine the learning effect of this mode, you can take a comprehensive assessment of the whole process, which is the combination of the timely feedback and reasonable evaluation, develop implementation plans and evaluation criteria for the series of modules and establish full, full controlled quality assessment system. The pattern analysis and pattern support of action-oriented model is shown as TABLE 1.

TABLE 1 : Pattern analysis and pattern support of action-oriented model

Action-oriented model	Pattern Analysis	Mode support
Project-based learning	Covered the whole curriculum with research-based learning programs of problem-oriented	Taking the regroup of traditional textbook content as specific learning items (questions)
Participatory classroom	The whole theoretical teaching process use the interactive teaching methods by participatory and discussion style	Integration of theoretical teaching and practice teaching, the complementary of curricular teaching and extra-curricular practice and combination of group learning and independent study
Full of practical aid	Determine the form of practice depending on the content and characteristics of each learning project	Keynote speech, visit known instructor, learning model activities, contact patriotism education base, social practice, research companies, visit the new socialist countryside, the bill sit
Comprehensive assessment of the entire process	In the evaluation of each module, fully embodies the combination of the academic evaluation mechanism participatory evaluation of students and summative evaluation of teachers	Each module is to develop implementation plans and evaluation criteria, to establish controlled quality assessment system with full, comprehensive and the whole process

CONCLUSIONS

Based on the concept of modern ecological thinking to study the ideological and political education has become the focus of study, it not only can make the problem of ideological and political education among college process eased or resolved, but also can enable college students to show individuality, develop creativity and enhance the growing interest in learning. The relationship between teachers and students and the relationship among students are more harmonious, allowing students to become outstanding students with overall development, which can provide strong support for China dream.

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