

Enlightenment of Dewey's Thought of "Education is Life" to the Activity Curriculum Reform of Young Pioneers

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Abstract

"Education is life" is an important thought of Dewey, an American educator, who puts forward that education should be closely related to life. The activity curriculum of young pioneers not only reflects the importance attached by the party and the state to the education of young pioneers, but also meets the needs of children's physical and mental development and the requirements of the times. Based on the analysis of the necessity of developing the activity curriculum of young pioneers, combined with Dewey's ideological viewpoint of "education is life", this paper discusses the Enlightenment of "education is life" to the activity curriculum reform of young pioneers in China from three aspects: curriculum objectives, curriculum content and curriculum implementation.

Keywords

Dewey; Education is Life; Young Pioneers Activity Courses; Reform Enlightenment.

1. Introduction

The Young Pioneers Activity Course is a political, children's and educational activity course, and also an important carrier for the Young Pioneers of China to carry out young pioneer education, and its central task is to promote the ideological enlightenment and political socialization of children and young people. Since the main body of the Young Pioneers activity course is children aged 6-14, from the establishment of curriculum objectives, the selection of course content to the implementation of the curriculum, children must be the main body, pay attention to children's living world and actual life experience, in order to give play to the effectiveness of Young Pioneer education. Dewey's "education is life" idea emphasizes the importance of children's direct experience, regards "life" as children's daily life, education is a process of life, and children should experience knowledge and receive education in life. These core ideas and perspectives are in line with the nature and implementation of our Young Pioneers activity curriculum. Therefore, Dewey's "education is life" idea has important enlightenment for us to better implement the Education Curriculum for young Pioneer activities.

2. Dewey's "Education is Life" Thinking

(1) The meaning of the idea of "education is life"

In 1916, in *Democracy and Education*, Dewey made it clear that "education is, in its broadest sense, the social continuation of this life." In Dewey's view, life is a constantly changing process, and the experience people gain is constantly changing, and education itself is in this process. Education is life, that is, the process of education is essentially consistent with the process of children's lives. Life to interpret education is dewey always adhere to the value orientation, so he put forward the idea of "education is life". "Education is life" contains two meanings: one is that school education should be combined with social life and student life; the other is that education should reflect the value of society and student life, growth and development,

education should be integrated into the process of student growth, and help students develop for life.

(2) The core content of the idea of "education is life"

Dewey attaches great importance to the connection between education and life, in his view education is the process of life, but also must be closely integrated with social life, and he also attacked the separation of traditional education from social life, pointing out that education is not only to meet the actual needs of children's actual life, but to create a life higher than reality. In addition, Dewey also put forward the idea of "school is society" on this basis, hoping to combine school education with social life, and the activity curriculum as a curriculum that can represent social life, so that children can be educated in school that meets the needs of society. Dewey believed that "life" essentially refers to the daily life of children, and in this process education should focus on the growth of children's individual experiences. At the same time, because children's interests and lives come from real life, only by starting from real life can the effectiveness and vividness of education be brought into play. Therefore, in Dewey's case, the child's learning process is the process of his life, and experiencing knowledge in life and receiving education is the most real and effective.

(3) The value orientation of the idea of "education is life"

1. Based on the practicality of life. "Education is the need of life," is the title of dewey's first chapter in Democracy and Education. In Dewey's view, education is a social continuation of life, which can constantly renew our experience and life, and it is also a process of development in experience, due to experience and for experience. Practice here means allowing students to learn in life and live in learning.

2. Pay attention to the process of life. Education is not about preparing for the future of life. In a sense, it is a process of social life, and the school is a system, which should simplify and reduce the real society to a rudimentary state, and children can feel the experience of life in this state, experience the process of education, and better play the role of education.

3. Commit to the purposefulness of life. Dewey pointed out that education has no other purpose than itself, that life itself is an end, that education is the process of life, and that attention should be paid to life, not to the purpose of education proposed by Spencer to prepare for a perfect life. On the basis of education is life, Dewey further proposed that school is society, emphasizing that extracurricular life should be linked to school learning, so that children can freely use their experience and become the masters of life.

3. The Necessity of the Implementation of the Curriculum of the Young Pioneers in Our Country

(1) The Young Pioneers' activity curriculum reflects the importance that the Party and the state attach to the education of children and young people

Children are the important hope for the prosperity of the country and the prosperity of the nation. It has always been a fine tradition of our party and country to pay attention to the organization of the Young Pioneers and to care for the development of children and young people. In order to improve the work of the Young Pioneers at the grassroots level and enhance the effectiveness of the Young Pioneers' education, the "Key Points of the Young Pioneers' Work in 2019" was issued in 2019, which pointed out the direction for the Young Pioneers' activity courses. Opinions on Work", which provided guidance on how to strengthen the Young Pioneers' role in educating people in practice and how to do a good job in the reform and innovation of the Young Pioneers. At the same time, in order to highlight the special status of the Young Pioneers activities in the education of socialist core values, the state has successively issued the "Notice of the Ministry of Education on Strengthening the Activities of the Young

Pioneers in Primary and Secondary Schools" and the "Outline of the Curriculum of the Young Pioneers Activities (Trial)" for the first time in the form of documents. Since the activities of the Young Pioneers should be regarded as the compulsory activity courses stipulated by the state, it is proposed to arrange one class hour per week. These policy documents provide theoretical guidance for the organization and implementation of the Young Pioneers' activities and courses, and also reflect the importance the party and the state attach to the work of the Young Pioneers.

(2) The Young Pioneers Activity Curriculum meets the needs of children's physical and mental development

The members of the Young Pioneers are mainly between the ages of 6 and 14, and their ideology and values are in a state of continuous dynamic development. Children have autonomy, which can help them actively understand the external social environment and their own subjective world. The difference between the Young Pioneers activity curriculum and traditional education is that it can better play the subjectivity of children, and can take the Young Pioneers as the main body of the activity design and implementation, follow the principle of continuity, conform to the laws of physical and mental development of children, and integrate the autonomy of the Young Pioneers. Perfect integration with the collective nature of the Young Pioneers. Therefore, the activities of the Young Pioneers are in line with the educational concept of taking the players as the main body, and can effectively ensure the physical and mental development of children.

(3) The Young Pioneers Activity Curriculum complies with the changing requirements of the current era

There are different children's organizations in different historical times, and their activities are also carried out around the national conditions and times background at that time. For example, during the Northern Expedition, the Labour Boys Group was the first revolutionary organization for children and youth founded and led by the Communist Party of China. On the one hand, it helps children learn scientific and cultural knowledge and revolutionary principles, and on the other hand, it leads children to participate in the struggle against imperialist oppression. During the Agrarian Revolution, the Communist Children's Corps was established to participate in the Agrarian Revolution along with the Communist Party. During the War of Resistance Against Japanese Aggression, he devoted himself to the War of Resistance Against Japanese Aggression and contributed his own strength to the victory. During the war of liberation, cooperate with the PLA to participate in production labor. After the founding of the People's Republic of China, children's organizations mainly carried out activities such as learning Lei Feng, the spirit of the May Fourth Movement and the red culture. After the reform and opening up, the Young Pioneers activity curriculum paid more attention to the all-round development of children, such as patriotism education, moral education, labor experience and other activities. At present, the Young Pioneers activity curriculum in our country needs to adapt to the development of the times. In the context of the new era, we need to combine the requirements of the times and the development process of the Young Pioneers to develop a Young Pioneers activity curriculum that meets the requirements of the current era.

4. The Enlightenment of the Thought of "Education is Life" to the Activity Curriculum of the Young Pioneers in My Country

In Dewey's "education is life" thought, "life" essentially refers to children's daily life, school education should be combined with social life, and the Young Pioneers' activity curriculum takes school education as the main position and should also be linked with social life. The Young Pioneers' activity curriculum takes childishness as its basic attribute, and is political and educational at the same time. This determines that when implementing the Young Pioneers curriculum, it is necessary to understand the particularity of the psychological development process of the Young Pioneers, and the determination of the goals should meet the needs of

children's life. Education is the basic way. By learning from Dewey's "education is life" thought, we can not only give full play to the autonomy and childishness of Young Pioneers education, but also promote the systematization and scientificization of our country's Young Pioneers activity curriculum.

(1) The goal of the course is to meet the life needs of children and adolescents

The Young Pioneers Activity Curriculum is a carrier for the Young Pioneers to organize and educate people, and its fundamental attribute is political, which means that when formulating the curriculum goals, we must be able to complete the basic ideological education of the Young Pioneers, which can help children achieve political socialization and values. their patriotism. Since the main body of the Young Pioneers activity curriculum is children aged 6-14 years old, and childishness is the basic attribute of the Young Pioneers activity curriculum, the formulation of the goals of our Young Pioneers activity curriculum should take into account the individual needs of children, pay attention to the world of children's lives, and give full play to the natural nature of children. Combining future life with real life, truly child-centred. And in Dewey's view, education has no purpose. Education, as a process of life, is his purpose in itself. Therefore, the goal of the Young Pioneers' curriculum should also focus on life, especially to meet the needs of children's life, so that they can obtain and apply knowledge.

(2) Curriculum content should be closely integrated with children's life world

The activity courses of the Young Pioneers are carried out around four contents: organizational awareness, moral shaping, political enlightenment, and growth orientation. According to Dewey's ideas, the selection of curriculum content should be based on children's interests, needs and experiences. He believes that the reason students are bored with the curriculum is that the content of the curriculum is disconnected from the children's lives. In the world of children, curiosity and activeness are their joys in life, and they cannot be motivated to participate in the course if they are separated from the content of life. Therefore, the selection of the curriculum content of the Young Pioneers activities should be child-centered, let the children choose the content they are interested in to learn, closely integrate the activity content with the children's life world, stimulate children's interest and creativity, and play the main role of the Young Pioneers. Make the course content life-like, keep pace with the times, and be close to the learning and life reality of the Young Pioneers.

(3) The implementation of the curriculum should pay attention to the practical experience of children's life

One of the important ways for the implementation of the Young Pioneers' activity course is practical activities. It encourages the Young Pioneers to use their hands and brains in life practice, carry out rich individual experience activities, and fully mobilize the various sensory experiences of the Young Pioneers, so that they can gain an intuitive experience and integrate into the program. in social life. At the same time, as an activity course, the situational teaching method and anchored teaching are particularly applicable in the implementation process. For example, we can simulate the situation of electing the Young Pioneers cadres, so that the Young Pioneers can personally participate in the election process and participate in the Young Pioneers in the form of life practice activities. Activity courses. However, the current state of implementation of the Young Pioneers activity curriculum in my country is mostly in the form of counselors, ignoring the active participation and enthusiasm of children. However, no books can give individuals the feelings in life practice. Therefore, during the course implementation process, attention should be paid to children's social life practice and intuitive life experience, and children should be encouraged to organize colorful Young Pioneers activities by themselves to experience the subject consciousness in the activities. Finally, Young Pioneers counselors can also use activity class time or holiday time to lead children to visit practice bases, participate in

post experience and other activities, and implement our Young Pioneers activity courses in the form of practical activities.

5. Conclusion

The Young Pioneers Activity Course is an important carrier for the Young Pioneers education, and plays a huge role in the ideological guidance and political enlightenment of the children. In recent years, the state has stepped up efforts to promote the construction of the Young Pioneers' activity curriculum, but there are still many development problems. For example, the curriculum goals ignore the interests and needs of children and are mostly designed with the ideas of adults, with the purpose of serving the future life. Be prepared; the content of the course is limited to book knowledge, mostly indirect experience, ignoring the life world of children, lacking direct experience and sensory feelings, the course implementation is mostly in the form of counselors, lack of experiential education, can not stimulate children's Positivity and autonomy. Therefore, we should learn from Dewey's "education is life" thought, which can give practical inspiration to the current curriculum reform of the Young Pioneers. For example, children are the main body in the curriculum objectives, the curriculum content integrates the children's life world, and the curriculum implementation attaches great importance to the practical experience of children's life. . Only by relying on theory and rooted in practice can the Young Pioneers activity course meet the challenges of the reform of the Young Pioneers in the new era, meet the needs of children's physical and mental development, conform to the requirements of the new era, and contribute to the healthy growth of children.

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