

Interpretation of Implication of Subject Symbiosis Teaching Developmental View

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Abstract

The implication of subject symbiosis teaching developmental view includes its connotation, characteristics, representation and structure. The combination of subsystems of teaching view with “symbiosis” and “all-win” as the core under the perspective of system theory and dynamic development of “subject symbiosis” under the perspective of control theory are its connotation. Initiative & creativity, non-guidance & prediction, and operability & verifiability are characteristics of subject symbiosis teaching developmental view. System representation and development representation indicate multi-dimensions of subject symbiosis teaching developmental view. The value, quality view, subject view, content view, media view, process view and evaluation view consist of internal elements of subject symbiosis teaching developmental view. “4R model” reflects its structure function.

Key words: Subject symbiosis; Teaching developmental view; Implication

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INTRODUCTION

Teaching developmental view is an important precondition of instructing teachers' behaviors and guiding educational reform and development. The maximum value of teaching

view can be really exerted only through bringing subject symbiosis idea in development system of teaching view and guiding teachers' teaching behaviors and practice with subject symbiosis teaching development. Subject symbiosis teaching developmental view which organically integrates symbiosis idea and teaching developmental view is an inevitable requirement of era development. To rationally construct its system information and deeply explore its implication is the only way to achieve efficient combination of theory and practice and create new teaching concept system.

1. CONNOTATION

1.1 Subject Symbiosis Teaching Developmental View Under Perspective of System Theory

Subject symbiosis teaching developmental view under the perspective of system theory contains the meanings in two aspects. On the one hand, in teaching activities, it involves “co-existence” and “win-win” of teachers and students, stresses internal and deep-level cooperation of teachers and students in education system and teaching activities. It is not limited to simple construction of complementary relationship between teachers and students, but puts emphasis on improving mutual win-win cooperation. Besides, it underlines both parties not merely gain self-development benefit, but stresses development of both parties at the joint point and final point of benefit. Short-term benefit & long-term benefit and instrumental benefit & humanity benefit are combined. In addition, it regards satisfaction of joint development and common demand as the starting point and destination of teaching existence, teaching awareness and teaching practice. While teachers and students gain development, relevant symbiotic system gets development and changes (Luo, 2012). On the other hand, the system forms based on subject symbiosis teaching developmental view. It is a teaching

view system which emphasizes symbiosis of the teaching process. It refers to the idea that subject symbiosis developmental view is used in the whole teaching process. Subject symbiosis idea is integrated in each sub-system of teaching developmental view. Subject symbiosis is implemented through cooperation and perfection among sub-systems (Zhang, 2013). Combined sub-system teaching developmental view which forms through subject symbiosis idea running through the whole teaching development process can actually be decomposed to teaching value, teaching quality view, teaching subject idea, teaching content view, teaching media view, teaching process view and teaching evaluation view. The seven sub-systems can not only give play to their respective symbiosis functions, but form close cooperation and connection among systems and construct the most complete and comprehensive teaching developmental view system.

1.2 Subject Symbiosis Teaching Developmental View Under Perspective of Control Theory

Subject symbiosis teaching developmental view under the perspective of control theory is an idea system which explores “optimal control” of the teaching process and is the generation process of “dynamic planning” ideas.

Firstly, subject symbiosis teaching developmental view forms through combining core elements of teaching view development according to the development process with the purpose of subject symbiosis development. It is a set of teaching activities realizing subject symbiosis teaching development function. This process is fulfilled through delivering subject symbiosis teaching idea. In essence, it is an information delivery process. Teaching subjects consciously cognize development activities in an organized way (Yu & Huang, 2013).

Secondly, subject symbiosis teaching developmental view is a control system and has its control law. It promotes effective implementation of thoughts and activities. Subject symbiosis teaching developmental view adopts control strategy to make teaching implementer and teaching receivers make joint efforts to meet indicator requirements in each stage of subject symbiosis development and accomplish the task of subject symbiosis development. To be more specific, it includes three parts: analysis, design and participation. Analysis refers to the process of confirming, decomposing and setting subsystems of teaching developmental view. Design refers to construction of overall objective and decomposed goals of subject symbiosis teaching developmental view and construction of specific implementation strategy of subject symbiosis teaching developmental view. Participation refers to system correction participation. Actually, it rethinks, regulates and controls analysis and design so as to make analysis and design correct consciously due to practical problems. In this way, the process will be smoother and the results will be more rational. Only when the three

achieve internal organic combination can be the stability of control system be ensured (Yu, Zhuang, & Fu, 2009):

Thirdly, subject symbiosis teaching developmental view aims to study mutual relations, interactions and mutual restriction mechanism among internal elements of teaching view system and between teaching view system and the external environment. Besides, it also studies to adjust internal teaching relations, to adjust the relationship between teaching view and external environment in dynamics, to achieve optimization of teaching developmental view and to ensure the means and methods to construct teaching developmental view system so as to disclose the process of delivering, feeding back, processing and storing core idea of subject symbiosis teaching developmental view and analyze the law of system operation and control. It refers to how to evolve systematic teaching developmental view into theoretical cognition and understanding of teachers and students in detailed teaching activities. On the basis of internalizing teaching developmental view theory by teachers and students, it fulfils “co-existence and win-win” of teachers and students. It is systematic cognition and thinking of teaching view from input to output.

2. CHARACTERISTICS

2.1 Initiative and Creativity of Subject Symbiosis Teaching Developmental View

Firstly, system construction of subject symbiosis teaching developmental view actively points to teach originally and closely combines symbiosis theory and experience teaching subjects require in development to form teaching view system of “top - bottom”. Secondly, subject symbiosis teaching developmental view extracts the most internal, impending, far-reaching and complete life goal of subjects in teaching activities, constructs in the mode of “win-win” and then motivates subjects of education to put into teaching practice actively and creatively and realizes fusion of teaching value and individual life value. Thirdly, new construction of teaching developmental view has realistic distance with current teaching situations. Such problem is actively predicted during researches of subject symbiosis teaching developmental view. The research on teaching view sub-system provides reference for problem solving and eliminates obstacles for teachers to actively participate in teaching activities. Fourthly, teaching view takes active part in teaching activities, but diversity of teaching activities will inevitably trigger complexity of teaching practice, which also provides a new opportunity for subjects to actively try, explore, rethink and reconstruct. Teachers become the subjects of action from objects of study and then become the subjects of theory building. The initiative and creativity are fully exerted. This is also the most expected characteristic reflection of subject symbiosis teaching developmental view.

2.2 Non-Guidance and Prediction of Subject Symbiosis Teaching Developmental View

Subject symbiosis teaching developmental view is established on the basis of teaching subjects approving self-growth drive. It believes the potential of subjects and drives emotional incentive function. It not just aims at students, but explicitly points to teachers and stresses truth, acceptance and understanding among subjects (Hua, 2014). It is necessary to start from noumental value of subjects and subjects' emotion which is neglected by the educational circle for a long term and to construct teaching view which can cultivate and develop perfect individuality of all subjects and adapt social needs. Through involving teaching view, the idea promotes activity implementation, improves teaching effects and fully focuses on initiative and creativity of teaching subjects. Thus, the subjects are immersed in spontaneous teaching, combine cognition and emotion so s to achieve the most lasting and deepest effect presentation.

Although subject symbiosis teaching developmental view has the characteristic of non-guidance, this does not mean the implementation of teaching activities moves towards spontaneous and random state. Non-guidance of subject symbiosis teaching developmental view is combined with prediction. Prediction indicates before teaching activities are carried out, teaching direction and results have been prepared. At the beginning of teaching activities, the omen shows transiently and slightly and is often not discovered and valued. In particular, very few researches mention prediction problem, but prediction of teaching results by teaching view is actually the hypothesis for teaching activity implementation and results and also the foundation of motivating emotion of teaching subjects. Active implementation of all teaching activities is promoted under the function of prediction.

2.3 Operability and Verifiability of Subject Symbiosis Teaching Developmental View

Firstly, subject symbiosis teaching developmental view points to teach activities. "The nature of concept is defined with the operation engaged in." The teaching view which cannot be verified is absolutely not the teaching view needed by modern education development. Teaching view should establish the relationship between teaching activities and teaching results, propose a hypothesis for difficult situations in teaching activities and infer solutions. Finally, the hypothesis is verified, refuted or corrected through idealistic experiments. It thus can be seen that construction of teaching view points to the idea operation and verification in teaching activities.

Secondly, subject symbiosis teaching developmental view exists in the process of operating and verifying teaching activities. "Concept is the action implemented." (Dewey, 2004) Teaching activities are filled with teaching concept. Teaching concept and teaching behavior are integrated. Teaching view is practiced in operation,

while teaching view is reflected in operation. Through continuous operation and perfection, the effectiveness of ideal must be verified through the effects, while the value of concept and idea also depends on operation results. Through repeated operation and verification process, subject symbiosis teaching developmental view system can be really blended in teaching activities and really become the guidance and dominance of teaching behaviors.

Thirdly, subject symbiosis teaching developmental view is displayed in teaching strategy operation and verification. Whether is subject symbiosis teaching developmental view needed and accepted by teachers? This is directly reflected in teaching strategy operation process. It actually depends on development space of subject symbiosis teaching developmental view. Thus, teaching view system newly built must be blended in teachers' teaching strategy, and guide teachers to establish approval of subject symbiosis teaching developmental view by all means and continuously try this view at operation level. In the process of teaching practice, the strategy can be internalized as one's cognition and idea. In the end, new and more appropriate practical teaching operation is created. Ultimately, new thought, idea and strategy are generated.

3. REPRESENTATION

3.1 System Representation of Subject Symbiosis Teaching Developmental View

Firstly, global system. Subject symbiosis teaching developmental view deems teaching world and environment world as a symbiotic system to construct an adaptive teaching view system with close internal connection and mutual support. Secondly, global nature at the space level. Subject symbiosis teaching developmental view is based on global and overall benefits of teaching system. In fact, it is mutualism of individual, overall and global benefits. It reflects global nature of teaching developmental view from the starting point to the final point. Thirdly, lifelong nature at time levels. Subject symbiosis teaching developmental view does not stress lifelong education in form, but emphasizes to cultivate individuals' ability, quality and idea for lifelong development. Lifelong growth driving force is constructed by subject symbiosis. Fourthly, total nature at object level. Construction basis of subject symbiosis teaching developmental view is total symbiosis. All groups involved in teaching activities should gain development in teaching activities. Teachers and student groups as the core members of the system should jointly obtain superior development and exist as life entirety rater than teaching tools. Fifthly, diversity and difference at development level. Education should be conducted according to students' individual differences to achieve different

coexistence and development. On this basis, teachers are required to gain diversified and differential development so as to serve common life development demand of subjects. This is the ultimate goal of subject symbiosis teaching developmental view (Yang, 2011).

3.2 Analysis of Development Representation of Subject Symbiosis Teaching Developmental View From Multi-Perspectives

3.2.1 Subject Symbiosis Teaching Developmental View Under Physiological Perspective

First of all, teaching faces natural life of subjects. Teaching must coexist with life development. Teaching developmental view must observe features of human natural life. In traditional teaching view system, physiological perfection and representation are occupied by physical education, while one-sided nature and utilitarianism of physical education greatly reduce improvement of life quality. Under the system of exam-oriented education, ignorance of physical development makes teaching view distorted and incomplete. From the human perspective, teaching activity process must underline human integrality and all-round development, cultivate teaching developmental view which can really adapt and promote human physical development, combines time and space of physical development with teaching and complies with physiological property, instead of subject symbiosis teaching developmental view in theoretical sense.

3.2.2 Subject Symbiosis Teaching Developmental View Under Psychological Perspective

Psychologically, the objective of subject symbiosis teaching developmental view is to form psychological contract and make symbiosis teaching idea become the common expectation of subjects. Firstly, it should meet belonging need of coexistence with others. Coexistence is a main form of teaching activities. Subject symbiosis teaching developmental view should intensify connection in teaching activity process and generate coexistence among subjects to symbiotic need and satisfy individuals' belonging need and development need in coexistence. Secondly, it should meet the needs of self-identification and self-esteem. The fundamental idea of subject symbiosis teaching developmental view is different and coexistence. Every subject has his development space in teaching activities and is qualified to gain the resources most beneficial to his development. Besides, every subject can establish development expectation and achieve development expectation. Thirdly, it should meet the need of social reality. For a long time, teaching view continuous repeats between realistic need and development need. Especially, the dispute of exam-oriented education and exam-oriented education is the most typical dispute of teaching concept system. In essence, teaching must satisfy realistic need and development need of subjects. The deficiency of either will result in the shortage of teaching

development driving force and insufficient motive force of development. Meanwhile, the driving force for talent cultivation will be deficient. Thus, these will affect the future of education, society and nation. Fourthly, it should meet safety need and reduce uncertainty need. Actually, safety need is a guarantee condition. In promotion of teaching idea, safety often becomes an important factor hindering new concepts and reforms. Construction of subject symbiosis teaching developmental view must satisfy safety need, provide concept implementers with psychological and technical support, control anxiety and reduce uncertainties. In this way, teaching view can really become come true.

3.2.3 Representation of Subject Symbiosis Teaching Developmental View Under Philosophical Perspective

Firstly, teaching has mode symbiosis and transformation. As symbiosis era comes, teaching no longer focuses on teachers, teaching materials and classroom. The approval of network and information era makes teaching environment wider. Through information and network, teaching world is integrated with the living world and the virtual world, which break the rigid teaching pattern and meanwhile brings change in teaching existence ways. Teaching system construction becomes the teaching method of "virtually and real combination" and "time-space separation".

Secondly, multi-dimensional symbiosis need of teaching view development. For a long time, the contradiction between teaching and learning is the leading contradiction in teaching activities. It can be solved through interactions between teaching and learning. In a new era, the contradiction between high-quality teaching need and talent demand urgency enters teaching space. Symbiotic solution of the intense relationship between the two is the fundamental demand of the era.

Finally, many problems in teaching activities must be solved through human ideas. In the new development era where increasingly high requirements are put forward for education and teaching, subjects have higher and higher self-requirements. To solve teaching problems, symbiosis must be depended on. It is especially necessary to transform pressure to deep cognition and guidance of subjects, facilitate subjects to reach symbiosis intention among self-improvement, self-need and asocial need and promote symbiotic development and cooperation value.

4. COMPONENTS AND STRUCTURE

4.1 Analysis of Components of Subject Symbiosis Teaching Developmental View

The construction process of subject symbiosis teaching developmental view is actually an interactive and cyclic process of subject symbiosis. Its components include two major element systems: internal elements and external elements. Internal elements refer to process elements of

subject symbiosis teaching developmental view. External elements refer to environmental elements influencing generation of subject symbiosis teaching developmental view.

Specifically, process elements of subject symbiosis teaching developmental view point to generation and development process of subject symbiosis teaching developmental view. In essence, they are components of internal development system of teaching view. The subsystems formed through gathering sub-elements mainly contain value of subject symbiosis teaching, quality view of subject symbiosis teaching, subject concept of subject symbiosis teaching, content view of subject symbiosis teaching, medium view of subject symbiosis teaching, process view of subject symbiosis teaching and evolution view of subject symbiosis teaching. Each element is interrelated and interacted to jointly form internal development system of innovative teaching developmental view. The lack of any element cannot make sure functions of new teaching view system are well exerted. Environmental elements of subject symbiosis teaching developmental view mainly point to external environment which affects construction of subject symbiosis teaching developmental view. Such external environment consists of all influence factors except teaching activity symbiosis unit, including the

natural environment, social and cultural environment, infrastructure environment and policy environment (Tian, 2014).

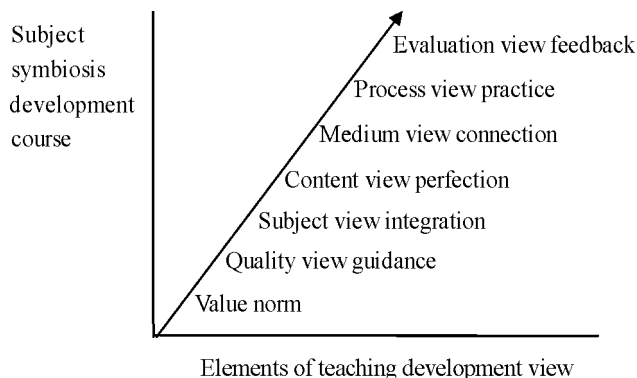


Figure 1
Elements of Subject Symbiosis Teaching Developmental View

4.2 Analysis of Structure Function of Subject Symbiosis Teaching Developmental View

The structure of subject symbiosis teaching developmental view refers to interrelation and interaction way among teaching view elements. This paper mainly analyzes structure function of internal elements. The internal development process can be generalized as “4R model”.

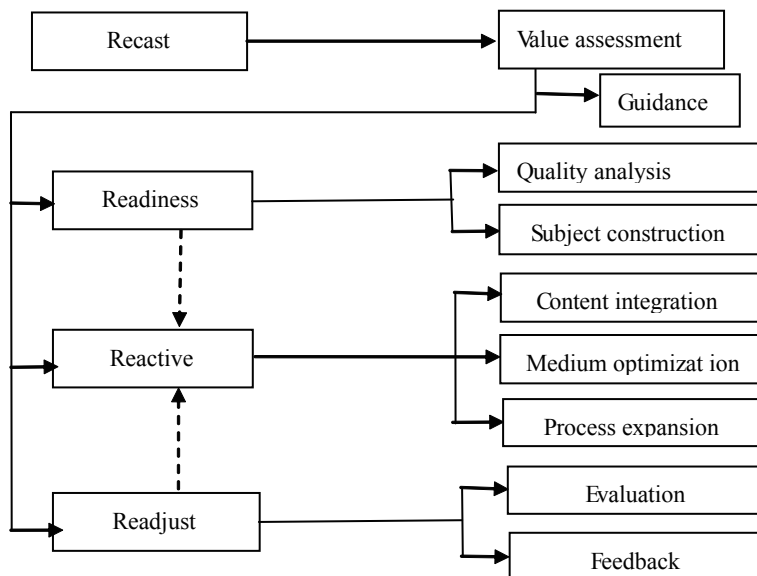


Figure 2
4R model

The first stage: Recast. Recast refers to transforming and reconstructing teaching view. Teaching view is subjects’ thinking modes of value, objective, standard and norm of teaching activities. It is the core of teaching culture and guidance of the whole teaching activity. Meanwhile, it adjusts and controls implementation and strategy of teaching activities and decides the options of subjects of education during handling teaching quality, progress objective and teaching mode.

The second stage: Readiness. Readiness refers to construct teaching quality indicators and subject development indicators. This is the precondition of teaching activities. Before teaching activities are carried out, setting clear quality indicators is a significant means to stimulate reaction acceleration and also a specific guideline to guide teaching subjects to put themselves into teaching.

The third stage: Reactive. Reactive refers to application of subject symbiosis teaching developmental

view in teaching activities. This is an important link where the idea is really implemented. It is achieved through interactions among teaching subjects. In this stage, symbiosis idea must guide integration of teaching contents, optimization of teaching media and implementation of teaching process.

The fourth stage: Readjust. Readjust aims to evaluate and feed back information and plights brought by teaching reaction, promote combination of subject symbiosis teaching developmental view and teaching practice and perfect itself in the combination process.

CONCLUSION

The core connotation of subject symbiosis teaching developmental view is to underline double subjects of teaching to achieve the maximum “coexistence” and “all-win” in teaching activities. Teaching enthusiasm of teachers and students can be really stimulated and their teaching efficiency can boost only when subjects coexist. Therefore, subject symbiosis teaching developmental view can motivate the initiative and enthusiasm of teachers and students, and predict teaching efficiency. Furthermore, it can organically combine teachers’ teaching ideas with teaching activities and results. As a systematic teaching developmental view, subject symbiosis teaching developmental view should make sure each subsystem

is interrelated and interacted, which is the best choice to give play to its structural function.

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