

On Tao Xingzhi 's Life Education Theory and Its Application in the International Chinese Education Classroom

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Abstract: *Mr. Tao Xingzhi is a great educator in modern China. His educational theory has an extremely important position and influence in China. Among them, the most representative is his life education theory. Although this theory has been widely studied and applied in China 's education sector and has accumulated a lot of practical experience, few people pay attention to it in the field of teaching Chinese as a foreign language. Therefore, this paper studies Tao Xingzhi 's life education theory, analyzes the formation basis of Tao Xingzhi 's life education theory, and then discusses its connotation, including three aspects: life is education, society is school, and teaching and learning. On this basis, this paper analyzes the similarities and differences between Chinese as the first language and the second language teaching, and expounds the application of Tao Xingzhi 's life education theory in the international Chinese education classroom, which provides some references for the teaching of Chinese as a foreign language. It is of great significance to improve the practical application effect of teaching Chinese as a foreign language and promote the further development of Chinese as a foreign language curriculum.*

Keywords: Tao Xingzhi Life Education, International Chinese Education, Teaching Measures.

1. The Formation Basis of Tao Xingzhi 's life Education Theory

Mr. Tao Xingzhi is a great educator, thinker and reformer in modern China. He created a series of educational thoughts of great significance to China 's education circle, such as life education thought and creative education thought, and summarized and refined the life education thought connotation of ' life is education, society is school, teaching and learning are one '.

'Held a heart without half a grass '. Born in a rural family, Tao Xingzhi had a personal feeling of rural life and the suffering of farmers, which also laid the ideological foundation for his love of the working masses and dedication to the people 's education. Tao Xingzhi studied at Jinling University in his youth, received systematic democratic science education, and went to the United States for further study. Dewey 's pragmatism education thought became an important theoretical basis and source of his life education thought. At the same time, he also created Xiaozhuang School, Shanhai Engineering Group, Yucai School and other educational models, and put forward educational reforms such as " civilian education movement " and " small gentleman system. " These have laid a solid practical foundation for the formation of life education theory and have important guiding significance for China 's education reform and development. He took ' love all over the world, learn to be a real person ' as his family motto. In his life, he practiced and taught by words and deeds. He infected teachers and students around him and the public, and made great contributions to the cause of China 's education and transformation.

In general, Mr. Tao Xingzhi 's life education thought is a valuable heritage, which reminds us that education should be based on life, practice as a means, and innovation as the purpose. It enlightens us that education should not only be the

infusion of knowledge, but also the cultivation of ability and the shaping of personality. In today 's ever-changing world, this people-oriented, life-based education concept is particularly important. His life education thought theory not only absorbs the world 's excellent education thought, but also takes root in China 's local practice. It is a democratic, scientific and popular education thought with fresh vitality.

2. Connotation of Tao Xingzhi 's Life Education Theory

2.1 Life as Education

The theory of " life is education " is the core of Tao Xingzhi 's life education theory. The reason why he put forward the theory of " life is education " is to point out that education is always in our life, and life contains the meaning of education. Not only the environment we live in is education, but the process and methods we solve the problems we encounter in life are also part of education. Life plays the role of education anytime and anywhere. From the perspective of the horizontal development of life, what kind of education we receive depends on what kind of life we live; from the perspective of the vertical development of life, life runs through our life, and so does education. Mr. Tao Xingzhi believes that life is the center of education, life determines education, and education in turn guides the development and progress of life. The two are complementary and mutually reinforcing. We should learn in life and apply the theoretical knowledge to life practice. Mr. Tao Xingzhi also pointed out: ' Life education is born and goes with life. Born is broken, into the coffin is graduated. It can be seen that life education is based on life, and education that is not combined with real life is not real education. Learning old, living to old, he resolutely opposed to education from the reality of life, against the ' death education, death school, death books '.

2.2 Society is School

The theory of "society is school" comes from Dewey's "school is society," which is the concretization of the thought of "life is education" in the relationship between society and school. Society is the school to expand the connotation and function of school education: first of all, to the society as the school, Mr. Tao Xingzhi advocated 'all the school to the nature', the whole society as a big school, encourage students to learn in the society, to learn from the society, to become a useful person to adapt to the social life. Secondly, schools should contain the meaning of society and carry out teaching activities according to the strength and needs of society. The education carried out by schools should not be too closed, but should be combined with students' family and even social life, so that schools can become an integral part of society, so as to give full play to the role of education. Therefore, the true meaning of 'society is school' is to create schools according to the needs of society, to create schools that people need, and to cultivate talents that society needs. 'Society is the school' is not to let the school die, but to transform the school to meet the needs of social development. As a subject that needs communication and exchange, Chinese international education should be taught in social life rather than in the classroom.

2.3 Teaching, Learning and Doing in One

"The unity of teaching, learning and doing" is the embodiment of the problem of teaching method in the theory of life education. The unity of teaching, learning and doing first requires the laborers to work hard. Traditional education is easy to cause two extremes of "tian dai zi" and "shu dai zi", so it is necessary to oppose the disconnection between labor and labor. Secondly, Mr. Tao Xingzhi believes that action is the beginning of knowledge, and action is the source and foundation of knowledge. Only by doing your own words can you have real knowledge and innovative knowledge. Thirdly, the integration of teaching and learning also requires teaching first and teaching and learning. Learning before teaching means that teachers must learn by themselves before teaching. Only when teachers understand the knowledge, can they understand why to teach, how to teach and what to teach. Teaching and learning means that learners also learn to teach others in the process of learning, and teach the learned knowledge to others anytime and anywhere. This process is also part of learning. You can teach others to understand, and you naturally have mastered this knowledge.

Finally, the integration of teaching, learning and doing opposes injection teaching, and opposes teaching completely centered on teachers' classrooms and textbooks, regardless of the needs of students and society. Therefore, in the process of teaching, we should carry out teaching according to life education, let students 'move up' in the classroom, take students as the center, fully mobilize students' learning initiative and enthusiasm, and give full play to students' imagination. "The unity of teaching, learning and doing" requires us to teach according to the method of learning, to learn according to the method of doing, and to take practice as the path of concrete display of educational value. Therefore, creativity is highlighted, consciousness is cultivated, and education is truly aimed at transforming society and creating

the value pursuit of a better life.

Mr. Tao Xingzhi attaches great importance to the role of life education, which is also the scientific educational theory system that he creates from reality and conforms to the characteristics of China's education. The theory of life education has opposed and exposed some problems existing in the old education, and put forward corresponding solutions in time, which has a positive effect on the reform of teaching methods at that time, and also has inspiration for our current teaching methods.

3. The Similarities and Differences between Chinese as the First Language and the Second Language Teaching

3.1 Similarities between Chinese as the First Language and Second Language Teaching

First of all, in terms of teaching objects and teaching objectives, Chinese learners and learners of Chinese as a foreign language are learning through the classroom to obtain a certain language expression and communication ability as the goal. Both of them use some of the same learning strategies to learn Chinese under the interaction of subjective and objective conditions. Whether as a first language or a second language, the primary goal of Chinese teaching is to cultivate students' language understanding and expression ability. Both beginners and students with a certain foundation need to master basic grammatical rules, vocabulary accumulation and oral expression skills. Secondly, it has certain universality in teaching methods. Whether it is for students whose mother tongue is Chinese or English, teachers usually adopt similar teaching strategies and methods. For example, teachers may use intuitive teaching, situational teaching and interactive teaching to guide students to learn Chinese through practical operation and interaction. These methods can help students better understand and memorize language knowledge and improve their ability to use language. Finally, in terms of teaching materials and teaching content, domestic Chinese textbooks and Chinese textbooks have certain similarities in terms of curriculum teaching objectives and the arrangement of Chinese character teaching, aiming to promote the basic and gradual progress of students' learning Chinese. At the same time, Chinese classroom teaching and Chinese classroom teaching are teaching activities in which teachers use teaching materials as teaching content and guide students to acquire Chinese knowledge and skills. And domestic Chinese teaching and teaching Chinese as a foreign language have similar requirements in terms of word mastery, grammar learning and article theme grasp, and the acquisition of grammar also has a certain order.

In general, Chinese as a first language and second language teaching are similar in many aspects. This is not only because of the universality of teaching objectives and teaching methods, but also because of the commonality of cultural education and the similarity of evaluation criteria. These similarities enable teachers to use different teaching methods and strategies more flexibly in teaching to help students of different levels learn and master Chinese better.

3.2 Differences between Chinese as the First Language

and the Second Language Teaching

With the acceleration of globalization, more and more people begin to learn Chinese, and Chinese teaching has become an important course in many educational institutions. As a language, Chinese is not only an important carrier of cultural heritage, but also an important tool for cross-cultural communication. However, for students, learning Chinese is not only a cultural experience, but also a language skill. In this process, there are obvious differences in the teaching of Chinese as a first language and a second language.

First of all, in terms of teaching objects, the teaching objects in the Chinese classroom are foreigners who learn Chinese as a second language, have no corresponding language foundation and do not understand Chinese culture. They should not only learn new Chinese knowledge, but also strive to overcome the negative transfer of their mother tongue. The influence, there is no way to grasp the Chinese language sense; the teaching object of Chinese classroom is the students who have a certain Chinese language foundation, understand the long-term life of Chinese culture in China and learn and use Chinese. They live in their mother tongue environment since childhood. Even if they do not learn systematic knowledge in advance, under the influence of the subtle living environment, students can follow certain grammatical rules in life. Secondly, in terms of teaching objectives, Chinese teaching is based on students' lifelong development as the ultimate goal, and pays more attention to students' education in cultural cultivation and ideological and moral aspects; Chinese teaching is based on students' proficiency in the use of Chinese and the use of Chinese to carry out the corresponding language communication for the purpose of teaching. Finally, in terms of teaching methods, domestic Chinese teaching is different from the previous cramming teaching, and more heuristic and situational teaching methods are adopted, such as: situational teaching method, interest teaching method, etc.; in the classroom of teaching Chinese as a foreign language, students' motivation for learning Chinese is relatively low, and they are more teacher-centered. The methods used by teachers are more direct, such as grammar translation method and listening and speaking method.

4. Specific Measures to Apply Tao Xingzhi 's Life Education Theory to the Chinese International Education Classroom

4.1 Build the 'Life' Environment of Learning

The traditional classroom teaching of Chinese as a foreign language is mainly based on the teacher's explanation, one-way teaching of language and cultural knowledge to students, students are forced to accept knowledge, this classroom teaching mode greatly suppresses the students' interest and enthusiasm in learning, so that the students' Chinese level is difficult to improve greatly. Chinese teachers can implement the teaching method of situational method, choose the teaching content close to students' real life, provide students with easy-to-understand culture and language, and promote students to apply the knowledge they have learned to life, expand the scope of learners' Chinese life, so that it is no longer limited to classroom teaching.

Secondly, teachers should take advantage of the important cultural environment of the family. For Chinese learners, they can not only learn the mainstream language in the family, but also be influenced by the mother tongue language environment. For them, this is both a challenge and an opportunity. Learning in life practice can not only lead a good mother tongue life, but also better adapt to the language life of the mainstream society. For non-Chinese Chinese learners, they lack the important environment of family, so they should make good use of the environment of Chinese community and school, actively participate in different activities, and practice language in a wide range of social life communication.

Finally, teachers can use modern information technology to create a virtual language environment for Chinese learners, such as various social software and learning software, which are important means for Chinese learners to participate in classroom learning. To sum up, Chinese teachers should combine life education theory with international Chinese education, take 'learning' and 'doing' as the main line, run through the whole process of students' learning, and let students practice in real situations, from practice to practice.

4.2 Building a Learning 'Community'

Each Chinese learner 's learning foundation and learning progress are different, and their learning ability is also different. Teachers should not adopt the same teaching method for all students and blindly pursue the teaching progress. Instead, they should respect the individual differences of students and carry out purposeful and guided education and teaching for each student's different talents to meet the individual learning needs of students. Teachers should actively create various related scenes and modes, so that students have more opportunities to communicate and practice, which is also similar to Bruner's discovery learning.

At the same time, teachers can adopt the method of group cooperative teaching, which is also an extension of traditional classroom teaching. It can greatly alleviate students' tension in Chinese practice, provide more opportunities for Chinese learners to learn and communicate, and improve students' interest in learning and language use ability. Group cooperative learning provides a situation for students to learn from each other, which can stimulate students ' intrinsic motivation to learn. In the process of group cooperation, learners can formulate common learning goals, carry out clear division of labor learning, and cooperate to complete the overall learning task on the basis of completing their respective learning tasks, so as to achieve the expected learning effect, and create a free atmosphere for common learning and develop good learning habits. Through cooperative learning, students can not only gradually improve their Chinese communicative competence, but also master the important social skills of cooperative learning.

4.3 Build a New Model of 'Teaching, Learning and Doing'.

With the increase in the number of Chinese learners, it is particularly important to choose a more appropriate new teaching mode in classroom teaching. With the advent of the information age, students can have more extensive access to the world. Mr. Tao Xingzhi once said: Our children are to

breathe in the world, to help transform the world with what they learn, for the benefit of the entire human race. Chinese learners from all over the world have different cultural learning needs. Their age, cultural background and professional quality are different. In view of this situation, Chinese teachers can use their cultural differences to organize them to discuss freely, deepen their understanding and mastery of learning content, stimulate students' learning desire and enthusiasm, and improve the effectiveness of teaching Chinese as a foreign language.

Teachers can also carry out interactive teaching mode in the classroom. Teachers can provide students with corresponding learning resources in a timely manner, make full use of new media information technology, integrate teaching resources, enrich teaching content, optimize teaching methods, arouse students' interest points, and provide students with more language input and output. Let students find their own problems in the comparison with themselves and others, and constantly improve and improve. In this way, students can better integrate into the classroom, understand Chinese culture, and conduct independent learning, so as to master Chinese knowledge and skills. At the same time, Chinese learners can use various tools and information resources, such as books, video materials, multimedia courseware and other media to develop learning plans and complete their own learning goals.

Mr. Tao Xingzhi's educational theory of "life is education, society is school, teaching and learning are one" still has a significant impact on the education sector today, not only has far-reaching theoretical significance, but also has great practical value. His life education thought provides us with a new educational concept, a people-oriented, life-based, practice-based education method. His concept of "integration of teaching, learning and doing" provides us with a new teaching method, a teaching method that focuses on practice, experience and innovation. If it is applied to the international Chinese education classroom, it will be conducive to the improvement of teaching Chinese as a foreign language.

5. Conclusion

In the process of exploring the profound connotation of Tao Xingzhi's life education theory and its application in the international Chinese education classroom, it is not difficult to find that this theory not only has a profound local cultural foundation, but also shows the universal value of crossing national boundaries and transcending cultural differences. Through practical verification, Tao Xingzhi's life education concept glows new vitality in Chinese teaching and effectively promotes students' language learning and cultural understanding. Looking forward to the future, we expect more educators to study and apply this theory in depth and contribute more wisdom and strength to international Chinese education. At the same time, it is also expected that under the background of globalization, Tao Xingzhi's life education theory can continue to exert its unique charm and contribute to the cultivation of talents with cross-cultural communication ability in the new era.

Acknowledgements

The quality improvement project of graduate students in 2023-the ideological and political research on the integration of the "five education" elements of traditional Chinese medicine culture into the course of "Chinese international education and traditional Chinese medicine culture communication".

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