

Necessity Research on Reflecting “Student Oriented” Education From Ecoaesthetics

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Abstract

“Student oriented” is foundation of education. Students’ development is the basis of existence and development of education. Facing modern ecological and spirit crisis, how to develop education, and which kind to be developed and other questions about education exist, should get proper answers as soon as possible. Ecoaesthetics provides a new education thinking mode. Ecoaesthetics education emphasizes on stimulating, adjusting, guiding and blending life rhythm of student as subject. It gives education a new spirit guide through value, behavior as well as exist form. This changes and removes traditional subject-object dual opposite thinking ways, and gives rise to a revolution of education thinking mode. It is “student oriented”, cares about and cherishes human value, should pay more attention to higher-level interaction between human and nature (or kind). Present education should break through utilitarian tie. Human being should be sublimated to ecology as a whole. Ecoaesthetics which stresses nonutility, inter-construction and integrality provides a new methodology instruction. On the basis of exploration on connotation and extension of ecoaesthetics, this paper, from saving education moral crisis, rectifying individual competitiveness and segregation phenomenon of co-evolution as well as “student oriented” ecoaesthetics, explores necessity of “student oriented” education reflection from ecoaesthetics, provides some theoretical value for education returning to human needs and life demands.

Key words: Student oriented; Ecoaesthetics; Co-prosperity; Moral crisis; Educational purposes; Spiritual home

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INTRODUCTION

“Student oriented” is foundation of education. Students’ development is the basis of existence and development of education. “That is to say, we don’t start from things which human said, designed, imaged, and human who were spoken, thought, designed, imaged, to understand living and breathing human. Our starting point is human who are engaged in actual activity”. Education should break through restriction of instrument rationality and utility, human being should be sublimated to ecology as a whole. Green is the symbol of life and one of the beautiful elements which are the most accepted people. It brings life hopes to people, at the same time, let people feel pure ecological beauty and quiet, intangible conception. Education is a kind of career which takes care of life, “green” should be its basic color and goal.

1. CONNOTATION OF ECOAESTHETICS

With 20th century ecological crisis becoming increasingly intense, ecology is mainly used to research the relationship of organism and surrounding environment. It rushed out natural science scope for social science and humanity. Ecoaesthetics is gradually formed by ecology being developed to permeate into other related sciences in the middle of 1980s. “Aesthetics leads in ‘ecology’ dimension, not only the inevitable results of ecology extension, and also the inevitable results of aesthetic modernity caring of existence experience and existence situation.” (Li, 2011)

The word Ecology comes from Greek, means “house”, “residence”. These two words in Greek not only means “house property”, but also include affiliation in spirit which means the close connection and relationship between human in the residence and the residence. Ecoaesthetics, under the post-modern culture, is guided by totally new ecological world view. It reiterates and stresses the humanistic spirit connotation of “a home to return”, “habitat”, “homeland” from “ecology”, and then explores aesthetic relationship between human and nature.

Just as Russell said “human is the measure of everything, the existing measure of existent, the no existing measure of nonexistent”. It can not be defied that human is the measure of everything. Anthropocentrism, non-anthropocentrism and advocated ecologism is not the change of “human” measure, but the question about how to use the “measure”.

Instead of saying ecoaesthetics is a new subject; it is a kind of value which reviews the relationship between man and the living environment. Ecoaesthetics as a kind of “common life aesthetics” (Wan, 2004) or “universal aesthetics” (Carson, 2000), its main task is revalued and definition of “anthropocentrism”. It focuses beautiful view on harmonious inter-relation between human’s attitude and environment. “Cherishing your life” and “valuing harmony” are the core concepts of ecoaesthetics. It enforces the important features as nonutility, inter-construction and integrality.

2. NECESSITY OF “STUDENT ORIENTED” EDUCATION REFLECTION FROM ECOAESTHETICS

2.1 Needs of Saving Moral Crisis in “Student Oriented”

“Student oriented” is foundation of education. Students’ development is the basis of existence and development of education. Education is the requirement of human seeking for surviving and developing. “Even the pure splendor of science seems to shine only under the black background of being benighted. All of our invention and progress seem to make material force become intelligent life, but human life is changed to material force.” When human enslave substance, at the same time, is enslaved by substance and dissimilated by technology, finally leads to the unbalance and disharmony of spirit homeland and appears spirit ecological crisis.

As a social man, he owns both rights of freedom and restriction which are related and balanced with each other. For those beautiful freedom which obstruct education in various degrees, it is impossible to completely remove or get rid. Only if seeking for the best value from the balance between freedom and restriction. Namely, if we want to get the maximum freedom, we can only find in that

restriction which is closely related to it. Only this kind of education can inspire individual free creation and help to show one’s charm. If education is out of attraction, the most important reason is the criterion and principle we made. The starting points of the two which are not free in mental and perfect personality form only stop at behavior restriction. This is far away from moral education and pays no attention to the human problem, especially mental needs. It can absolutely not permeate into learners’ heart. The restricted behaviors must be short, unwilling and violating human nature. “The most important revelation which aesthetics can influence education is not only application of some aesthetic appreciation skills, but also reparation of subjects’ free spirits during education activities.” (Tan, 2015) School education continues human life as the way of transferring “knowledge symbol”. Such a beautiful experience makes us bright, advanced, tolerate.....Through education, the whole life can be transformed from outside to inside, this is value of education.

During elementary education, the students have no rights to choose learning. Learning is a process of choosing. Choosing means freedom, but in this stage, “all for children” in intervention and design by educators and parents became devalued and degenerative. It became excuses as “all teachers”, “all for schools”, “all for parents”, “all for work and tasks” and so on, because in the process of choice and evaluation, children’s rights were deprived. Children are just learning machines. How to learn, what to learn, where to learn...those are all designed for adults. The more terrible as children were used to this kind of life style, and then became educated “NEET group”.

After entering higher education, harm of exam-oriented education doesn’t disappear. The teaching quality, teachers’ work and students’ levels are controlled by numbers. “Exam-oriented” is still the only goal for their learning. Colleges which became utilitarian “colony” are full of being crazy about getting certificates and diplomas. Teachers and students are not busy with cultivating and running the meaning of life, but indulging substances and honors. Most of the students are used to skip classes and be tired of learning. Attending classes and tests, selling course notes become “high-salary” industry on campus, the attraction of learning all disappeared in the “fight” of career training and benefit. “There is only label between teachers and students, otherwise, we are naked, and however, we are not willing to face nakedness, therefore, we persist in our label....” (Krishnamurti, 2004)The differences among people became symbolized and labeled. The spirit of knowledge was strangled. The cultural nature of knowledge was no longer free. Learning became a task and restriction of freedom.

Education should break through restriction of instrument rationality and utility, human being should be sublimated to ecology as a whole. “The purpose of

education, at least, cultivates students to be humans who are suitable for modern life” (Yang, 1982). At present, education cultivates a generation of existents who are enslaved by technology and tool, they are not really meaningful modern humans. Education and learning can't bring freedom and happiness, but restrict freedom. People are lost in their busy life and go to a homeless spirit crisis. In fact, behind the ecological crisis people facing, the damage of spirit ecology is more terrible and evil. Ecoaesthetics is on the basis of paying attention to human “unbeautiful” survival situation, namely, “salvation on human deep spirit crisis which is under modern instrument rationality form” (Zhao & Li, 2010). Because the set point of ecoaesthetics is improving one's spirit level, removing greed, it helps to stop intensifying spirit crisis and ecological crisis, and makes human and nature harmonious, and then human own healthy spirit, satisfactory emotion, harmonious mind and body. This will help human go out of spirit crisis.

2.2 Needs of Rectifying Individual Competitiveness and Segregation Phenomenon of Co-Evolution

From viewpoint of ecoaesthetics, ecological natural beauty is constituted by unbalance, confusion, disorder which is unmatched with human purposes and balance, proportion, symmetry which conforms to human mentality. Human is the socializing animal. Isolation is an intolerable pressure for human, because the requirement of being needed, being adopted, being accepted is included in human nature. In 21st century, “competitive spirit” in a market economy has generalized to every living aspect. Competition, wishes to win, become the strong have become human common views. “Strangeness is the most valued” became the theme of the times! Our education system became “competition” assistant. From children touching outside contact to go into schools, parents and education advertise, render “competition to win” again and again from generation to generation. Enrolment rate links up with salary, achievement combines with super education source, achievement links up with honor. All the education systems and education methods hold the biology rules as “survival of the fittest in natural selection”, “select the superior and eliminate the inferior”. “Ranking culture” from “value the up, disdain the low” in Chinese traditional culture has eroded education paradise. Atmosphere of rights of worship all over the society made students form behavior motive of rights as core. The rise of rights consciousness made everything become paving stones for rights, “kind” or group consciousness was shielded and submerged.

Darwin, who advocated “struggle for existence”, “select the superior and eliminate the inferior”, in *Origin of Species*, definitely pointed out: “the most possible livings are not those who are the strongest, or the craftiest,

but those, no matter the strong or the weak, united together and helped each other for group welfare.”

While competition is a survival method, co-evolution is the eternal purpose for human. As modern men, we can not throw away competition consciousness, if we indulge competition, only consider oneself. We will form foolish and narrow thinking ways. This is a suicide-style competition. “Oneself-centered” plunder goes against win-win survival law. Ecological system keeps balance and imbalance harmonious. There is competition, then co-evolution to be there. Long-time competition led to select the superior and eliminate the inferior. Competition can provide impetus to educators and learners, promote education reform, improve teaching quality and research level, enforce students' integrated development and improvement. However, education tends to ignore individual co-evolution. Competition consciousness is just a periodic method during talent cultivation. Talents' growth and evolution are position of “student oriented” educational value.

In order to adopt new survival condition, human behavior is changed to be individualistic and self-centered. This kind of deeply individualistic behavior way has been damaged. We as social human need possess some social habits, cooperation attitude and interaction relationship, mutual-trusted relationship. The stability of society, human's participation and so on is gradually disappearing in the modern society. In the times which uphold individualism, how to maintain and prosper our existing life? Thinking of ecoaesthetics is produced under the big background of survival crisis of human and whole globe. It is urgent demands for human preventing and decreasing environmental disaster. This is showed in thinking and culture field. “There are totally no conflicts between ecoaesthetics and traditional aesthetics on emphasizing art form and subjective feeling. Just add ecological care.” (Jiang, 2013) Under the background of the modern ecological crisis, the construction of education “building beauty” must have ecological care, namely, real care and ultimate care.

2.3 Ecoaesthetics Implication of “Student Oriented”

“Valuing harmony” is the core concepts of ecoaesthetics. “Student oriented” value lets education possess human nature, respect, understanding, consideration, care and so forth. The emotional contact need be valued. Balance of ecology need “organic exchange” or “metabolism”. The former mistake made teachers and students, students and environment isolated, no “communication” and energy exchange. The relationship among people only left control and restriction, no coexist, no co-prosperity. The consciousness and attitude on common sense of life were deficient.

At present, human rethink the relationship between human and ecology. It lies in the ecological crisis which

appears in nature, also rests with “anthropocentrism” bring damage to society. Human points to the domination of nature to “other human”, views “other people” as the governable object, and then “anthropocentrism” in social field, namely individual autism has been formed. Some scholars pointed out that humans have been distorted “conquer paranoiac psychopath” (Ma, 2013). Individual autism caused lack of human nature in the social field. The functions of cooperation and communication have disappeared. All point to dissimilation of modern humans. “Primarily speaking, this kind of subject is a type of catabolic subject, is a child with a birth defect which was born in the process of modernization—modernity” (Wang, 2014).

“Student oriented” is the philosophy theory of value concept, is not a philosophical ontology concepts. “The concept of ‘student oriented’, namely students’ development first, respects dominant role of students, value of students, personality of students in education, actively creates conditions and chances for every student’s development, let them get completely free overall development (Shao & Niao, 2006). Putting forward “student oriented” is not for answering questions as what the world principle is, who produces who, among human, god, substance, who is the first nature, who is the second nature. It is for returning back to the world we live, finding what the most important is, what the most fundamental is, what the worthiest is. “Student oriented” is an axiology concept, not an ontology concept. About the question on students’ exist, ecoaesthetics re-explains an open, tolerant “exists” and extends it to survival situation of nature and society. This enriched and deepened traditional ontology. It is a kind of new aesthetic view of ontology. Education is on the basis of students’ development. Promoting students’ “oneself” realization not only need to pay attention to rights, respect, freedom and happiness, but also should value and guide students’ “ecological oneself” realization. Arne Naess “ecological self” is a kind of self which can be realized by bringing into the relationship of human community and earth community, is a process of human constantly expanding self-identity object scope, namely in the nature, is not the isolate individual which depart from the nature. Human nature is decided by the relationship between the other human and the other existents in the natural world. When the benefits of the other existents are viewed as oneself benefit, then the “ecological self” is realized. Human need to prove they exist and embody value in interpersonal communication, then satisfy own material needs and spiritual needs. However, human also need to exchange material and energy in nature to keep own exist. Energy is more basal needs for human. With rapid economic development and civilizations improvement, material wealth trends to reduce, but human social, mental, environmental as well as ecological needs tends to increase. Green production and consumption became

benefit goal modern human seeking for. Students’ ecological need is a new educational demand.

“Anthropocentrism” thought is the progress of human history development, not only changed one attachment and subordinate position of nature, and to enhance the human creativity, however, due to the nature has its own survival and development of intrinsic value, so, nature is not dead, but it has vitality, its vitality is based on internal and external adaptation, harmonious and coordinated way to present, and this way is a quietly and slowly movement patterns, this motion mode is it is hard to detect. Because of the limitations of your abilities and arbitrary denied natural vitality. This wayward arbitrary not only brings to the natural ecological disasters, “anthropocentrism” at the same time also brought harm to social fields.

Ecoaesthetics education emphasizes on stimulating, adjusting, guiding and blending life rhythm of student as subject. The comfortable campus life has been broken by various sounds, such as running cares, busy campus construction, all of these broke the tranquility of the campus. The consciousness of seeking after wealth and right, egoistic thinking has broken the quiet and peaceful inward for students seeking for the true, the good and the beautiful. The essence of ecological question is human’s question. Creating the objective environment of ecological beauty is for satisfying human’s spirit demands. The ecological environment which has aesthetic value is able to improve aesthetic ability, this is significant. The more important is human can get limited freed and happy aesthetic experience through the infection of life activities. Therefore, construction of united education of co-beautiful laws and co-ecological rules is the meaning of modern “student-oriented”.

Education tends to care about “cultivate students to be which kind”, but doesn’t concern “which aspects should be cultivated”. Ecoaesthetics education stresses stimulate, adjust, guide and blend students’ life rhythm. This is education connotation of “student oriented”. “living” is not individual learner, but also individual life. Ecological question is human question in essential.

Creating objective environment for ecoaesthetics is for satisfying human spirit needs. Ecological environment with aesthetic value can improve aesthetic ability, and let human get limitless freedom and happiness through life activities. Therefore, building beautiful law and ecological law for education is the meaning of modern “student oriented”.

CONCLUSION

“Student oriented” is the foundation of education. Students’ development is the basis of existence and development of education. “Make education beautiful” is not only the needs of times development, but also the natural reflection of the realm which education contains. From “value matter, neglect individual” to “student

oriented”, “human return” in education has changed crisis which abandoned education essence. Facing modern ecological and spirit crisis, how to develop education, and which kind to be developed and other questions about education exist, should get proper answers as soon as possible. Ecoaesthetics provides a new education thinking mode. Ecoaesthetics education emphasizes on stimulating, adjusting, guiding and blending life rhythm of student as subject. It gives education a new spirit guide through value, behavior as well as exist form. This changes and removes traditional subject-object dual opposite thinking ways, and gives rise to a revolution of education thinking modes. It is “student oriented”, cares about and cherishes human value, should pay more attention to higher-level interaction between human and nature (or kind).

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