Dialogue-Teaching: Problem-Based Learning and Fusion of Horizons

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Abstract: Dialogue-teaching is the process of the mutual understanding and self-understanding between teachers and students, which is a continuous cycle process, based on "meaningful problems". The result is not the teacher's default answer or standard answer, or the understanding of the teacher as the dominant or the only understand imposed on students, but the "fusion of horizons" between teachers and students, forming a new understanding.

1. Introduction

The "dialogue" in contemporary dialogue-teaching research is first and foremost as the core discourse in philosophy. German scholar Martin Buber in his book, "I and Thou" by representing the relationship between "I and Thou" in contact, first proposed "the philosophy of dialogue", and thus lead to "dialogue" as the main line of teaching concept, which did not mention a specific teaching model. Another famous representative is Brazilian educator Freire Paulo who advocate dialogue teaching, in his book "Pedagogy of the Oppressed", the traditional education has carried on the deep analysis, and he advocates breaking the disadvantages of "savings" traditional education with the "dialogue" teaching.

The research on the dialogue-teaching in China is a cut-off point in the new curriculum reform in 2001. Since the beginning of the 21st century, the concept of dialogue-teaching has been the focus of pedagogical theories. On the one hand, they criticize the traditional notion of "monologue" teaching deprived the discourse power of students, on the other hand, they advocate equal relationship between teachers and students on dialogue-teaching, and the dialogue-teaching has been carried on the comprehensive and deep discussion.

The philosophy of hermeneutics holds that it is impossible for any individual to grasp the whole truth of things and that truth exists in the constant dialogue. Gadamer's philosophical hermeneutics thinks that the real meaning of work is not the work itself, but in constant understanding and explanation, the essence of understanding is not a copy or imitate, but to create, and the interpretation is the fusion of horizons between the interpreter and the text, the purpose is to achieve the bildung. Different from the general cultivation or education of a certain way of developing the natural qualities and abilities, bildung mainly refers to the acquisition of a kind of existence or character of oneself. Bildung is the dialectical process which the spirit of man to get out of himself, to be "universal", and to return to his own. Therefore, bildung is an infinite development process. The purpose of bildung corresponds to the task of teaching and educating students in colleges and universities.

2. Problem-based learning design

The premise of dialogue-teaching is equality. Freire argues the real dialogue is an effective conversation and heuristic communication, an exchange between people with independent personalities. The actual dialogue-teaching process should be full of critical thinking. In critical dialogue-teaching, the key is questioning which the conversation comes. By asking questions to develop the dialogue, on the one hand, teachers should raise students' thinking by asking questions;

On the other hand, students learn how to ask questions, and learn to ask questions, and then develop critical thinking.

The concept of "problem-oriented" can be traced back to the problem theory of Popper, a famous philosopher of the 20th century. Popper's theory of problem is that the development of science is the process of discovering problems, solving problems and discovering new problems. Based on Popper's problem theory, many scholars put forward research based on problem or problem orientation. The original intention of "Problem-oriented teaching" is the Problem based learning, which is also referred to the Problem based teaching in the teaching application. Initially it was put forward in the field of medical education and the application, which is a way of student-centered teaching through the group discussion based on the case to analysis, explain and solve problems. The "problem-based learning" starts the problem as the main thread from the teaching mode. The teacher issues the teaching content in a hierarchical way and guides the students to explore the answers to the questions actively. Compared with the traditional passive learning attitude through test to drive and get knowledge learning methods through memorization, paying more attention to students' learning enthusiasm, initiative and creativity, more satisfying on the purpose of education that is to cultivate students to find problems according to their own needs, attitudes and interests, and solve the problem by using the existing knowledge and experience of the ability.

The logic of the "problem-based learning" design is very different from that of the traditional textbook system, which is mainly not about "what" but "why". In problem-based learning practice, teachers pay attention to cultivate students' problem consciousness, encouraging students to take the initiative to find, put forward and solve the problem, let the students' dominant class under the teacher's guide, or under the guidance of the "problems". The process of constantly questioning "why" is the process of cultivating students' logical thinking and also the process of pushing students to think deeply. By solving the "why" problem, students can feel the continuous improvement of knowledge accumulation and the ability of solving problem. The financier, President of the United States economic adviser, Mr. Baruch once said: "the value of an education is not their facts stored in the brain, but your thinking training, your general philosophy of life through the understanding on the past great thoughts." [1]

The key to the "problem-based learning" design is to create the problem situation. John Dewey, an American educator, believes that the root cause of the traditional education failure is failure to set up the direct experience of thinking in the education teaching process. Situation, he proposed, is refers to the "conscious education, a special choice of environment, the materials and methods of which selection are particularly capable of promoting growth in a satisfactory direction"[2], the environment is the process of interaction with the needs, desires, goals and abilities of the individual in order to create experience. The creation of problem situation mainly refers to two aspects: on the one hand, to create the environment and atmosphere of equality and mutual trust between teachers and students. Such an atmosphere can make students feel respected, thus improving students' acceptance of the problem. On the other hand, the creation should approach students' real life. In such a situation, the students can create some mental state through the role, thus deepening their feelings and deepening their cognition.

The core of the the "problem-based learning" design is to ask real and effective questions. Constructivist teaching method - anchoring teaching determines a real event or problem as "anchoring". Once the problem is fixed, the content and process of teaching is determined. "It is important to know what is going on". In the course of dialogue, the question or theme that has the whole meaning will go through the whole process of cognition, emotion, meaning and so on. The ultimate goal of the problem-based learning instructional design is not the answer to the question, but the whole process of solving the problem to realize self-reflection and self-understanding. The content of the problem should fit the students' growth stage and living environment, and even more closely related to their life. The truth and validity of the problem lies not in the uniqueness of its answers, but in the diversity of answers to different students. This open attitude can encourage

students to develop a willingness to understand the different opinions of others, and the growth of the personal spirit.

The basic principle and premise of the problem-based learning design is the equal relationship between teachers and students, and the "initiative of learning" is taught to students which realize effective dialogue teaching. The equal relationship between teachers and students emphasizes that in the process of dialogue, teachers and students are in a relationship of mutual concern, interaction and cooperation. Give your voice to the students, which are possible for students to say, question and actually talk. The establishment of equal relationship depends on the elimination of hegemonic discourse environment. In dialogue-teaching, some of the rights enjoyed by teachers are easy to reinforce the asymmetric relation, and to devalue the mutual respect for dialogue. In the course of teaching, teachers can independently decide the right and wrong answers, only teachers have the right to question students' opinions, and students dare not question teachers' opinions. The unequal rights on communication severely distort the spirit of dialogue.

3.   The teaching process of fusion of horizons

"Fusion of horizons" is a central argument in the philosophical hermeneutic theory of German philosopher Gadamer, which is a creative communication between the reader and the text. Such an exchange has a positive effect on interpretation. According to Gadamer's hermeneutic theory, interpretation is always limited by the biases of the interpreters. Here's a situation where you can't get rid of it: any explanation is prejudice in some way. The prejudice may be aspects of the interpretation process that are either productive or nonproductive. The practical task of interpretation is to build an explanation on the basis of productive prejudice, and to eliminate those nonproductive prejudices. [3] the concept of horizons has two important features: on the one hand, the concept of horizon determines the starting point of understanding, the concept of horizons indicates that understanding always starts from a particular standpoint and is bounded, indicating that any understanding is limited. This particular standpoint is the former, the tradition or the history. The concept of horizon means, on the other hand, has a vision is not limited to just around the corner, but able to look beyond, "Get a horizon, which always means that we've learned to see beyond the obvious things, but which is not to avoid missing this kind of things, but in order to watch in a greater whole, according to a more correct scale." [4]

"Fusion of horizons" is a dynamic continuous cycle. Heidegger thought, the hermeneutic circle structure is prejudgment-new understanding-prejudgment, that is, new understanding is always based on prejudgment, and the new understanding became the prejudgment of next understanding, the process of understanding is the cycle which is a continuous spiral but never stop. In Gadamer's view, the hermeneutic cycle is an ongoing process, and the cycle does not end or break. The process of understanding is a continuous cycle, the complete understanding is impossible to achieve, in the process of the cycle, the understanding has been continuously modified. We can only get closer to understanding the text, but never fully understand it. The horizons are not closed and reserved, but open and reflective. The integration of the horizons includes the extension, the integration and the subversive of the existing horizons. This process is a continuous process of self-reflection.

"Fusion of horizons" is a dialectical exchange process between one interpretation and another. The traditional education process is often the teacher's understanding about the textbook in some way, and instills this understanding in the students. This inevitably produces the "exclusion" between teachers, students and texts. This "exclusion" ultimately manifests in the students' psychological rejection of the acceptance and understanding of the text. The reasons may be multifaceted: the time interval between the environment where the student was born and the environment where the text is generated; the exclusion of he student's interest, the visual field and the text content; the communication between the teachers and students is misleading in the process. The ideal state is that as the teacher touches up, modifies and enriches his explanation, the student continuously corrects and expands his understanding. This process is a process of "assimilation" and "adaptation" for teachers and students. The student assimilates the teaching explanation into his

own understanding, or let his understanding go with the explanation. Similar processes take place in teachers. In his understanding of students how to master material as the foundation, he could be in different time decided to modify his explanation, which is closer to his own understanding of the subject or explain to the students' understanding. This process really embodies the characteristics of the learning process.

The way of "fusion of horizons" is playful. "Any kind of dialogue can be described in terms of game concepts. Now I'll put forward my views: the basic rules of the game is to meet the spirit of the game-the spirit of easy, freedom and the joy of success, and satisfied the player, and so on. All of this has structural similarities with the rules that make the language a reality. If a person joins another conversation dialogue and on and on, then it is no longer the will of a single person can stop to talking or control process, which is decided to significance." [5] Games can enhance students' enthusiasm for participation, whose process can stimulate students' positivity and initiative, and the result can arouse students' reflection. To some extent, the spirit of the game reflects the meaning of the dialogue.

4. Summary

The purpose of dialogue-teaching is not to reach agreement or to eliminate differences, but to bildung or the mutual understanding and self-understanding. The result of dialogue is not that the students obtain the teacher's default answer or standard answer, or imposed with the understanding of the teacher as the dominant, but the "fusion of horizons" between teachers and students, forming a new understanding. Dialogue is the mutual understanding and self-understanding between teachers and students. The understanding process is based on a continuous cycle of "meaningful problems". "To understand a problem is to ask questions about it. To understand an opinion is to interpret it as an answer to a question." [6] Freire Paul argues that teaching should be "dialogue" and that dialogue is a creative activity. The process of dialogue-teaching is the process of mutual equality, mutual respect, mutual understanding and love between teachers and students. It is the process of seeking truth, mutual aid and mutual promotion.

References

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[6] Gadmaer, Truth and Method, Shanghai Translation Publishing House, 487, 2004.