

The Value, Predicament and Countermeasure of Communication in Class Spiritual Culture Construction

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Abstract: With the gradual deepening of the concept of "cultural education" in the educational, class culture construction has changed from the original pursuit of the creation of material environment to the construction of spiritual culture, this paper takes the communication as the breakthrough of the class spiritual culture construction, on the basis of expounding that communication is conducive to the formation of common cognition, emotional sharing and community consciousness in the construction of class spiritual culture, analyzes the difficulties in the form of communication in the construction of class spiritual culture, such as the rigidity of the form, the externality of the content and the utilitarianism of the level, put forward the strategies to communicate in the class activities of joint action, based on the deep understanding and reflection of the class activities, and in the open and inclusive atmosphere of the class activities, In order to arouse people to explore the class spiritual culture construction of new thinking, new path.

Key words: Communication; Class spiritual culture; Community conscio-usness

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1 Introduction

In recent years, the concept of "cultural education" has been widely accepted by the educational circles

and actively implemented the construction of class culture. With the gradual increase of national investment in education, the construction of class culture in schools has changed from the original pursuit of the creation of material environment to the construction of spiritual culture, paying more attention to connotation development. The construction of class spiritual culture is more complex than the construction of material culture, and it can also highlight the humanistic connotation of a class. However, there is no final conclusion on how to construct class culture and where to start, and there is controversy. This paper takes communication as a breakthrough in the construction of class spiritual culture, explains the value of communication in the construction of class spiritual culture, points out the dilemma of communication in the construction of class culture, and puts forward corresponding countermeasures, in order to arouse teachers and class teachers to explore new ideas and new paths of class spiritual culture construction.

2 The intrinsic value of communication in the construction of class spiritual culture

Class spiritual culture is a common cognitive system and behavior style with continuity formed on the basis of a class's core value system. There is an essential difference between the construction of class spiritual culture and the construction of class material culture. The construction of class material culture can be completed through the purchase, creation and arrangement of individual personnel. The

construction of class spiritual culture must be based on the common life and learning of all members. Through mutual communication, communication and sharing, the goal, interest, belief and value of a class as a whole can be formed Values, etc^[1]. Dewey once said that communication is the way for people to possess common things^[2]. Therefore, in the construction of class spiritual culture, communication has certain significance in the formation of common cognition, emotional sharing and behavior community consciousness.

2.1 It is helpful to promote the common cognition in the construction of class spiritual culture

Common cognition is the cognitive basis of class planning or collective decision-making, and is an important part of class spiritual culture. Because the students of a class are in the same classroom, the common experience and experience in the classroom lay the objective foundation for the common cognition of the classroom events. However, due to the different cognitive level, life experience and personal position of each person, it is not necessary to form a common cognition of the same event, and the inconsistency of cognition often leads to the students' different opinions directly or indirectly. The emergence of contradictions is not conducive to the formation of a harmonious class atmosphere. Communication can well resolve the contradiction of cognitive conflict among class members. Malaguz believes that communication is the best way to stimulate students' creativity, especially when students discuss and argue with their peers, or when students make the best decisions, finding the basis and compromise can best cultivate students' ability to solve problems, and make cognitive conflict through discussion, negotiation, dispute and search Compromise or agreement in evidence^[3].

The common cognition formed through communication is not to force students with different views to rigidly identify with a fixed point of view, but to deepen and expand the understanding of common experience through communication, so as to achieve cognitive consensus in a larger scope. The receiver in communication, from listening to other people's opinions, supplements, expands or changes his original views; The communicator also shares his thoughts and feelings, and his attitude changes more or less. This is the class members with the same

cognitive level reach the compromise and consensus of some views through various evidences, arguments and arguments. Another situation is that the cognitive level of class members is not consistent. In this case, the high cognitive level often occupies the dominant output position. They mainly put the facts and reason rationally, and fight to answer the questions of the low cognitive level members, so as to guide the low cognitive level members to tend to themselves in the cognition of some things, and finally achieve the goal of class communication Common understanding.

2.2 It is beneficial to promote the emotional sharing in the construction of class spiritual culture

Emotional sharing is the most significant symbol of class spirit and culture. If there is no emotional sharing in a class, it means that there are only rigid or customary actions without corresponding thoughts or emotions in the class. The common goal pursuit and value orientation of the class will exist, and the cohesion of the class spirit will disappear. As a partner of a group, they will be equally interested in the success of activities and share their thoughts and feelings^[2]. The sharing of emotions is an important indicator of why a group is a collective.

Communication is an important way of emotional transmission and feedback, its main purpose is to achieve emotional fluency, so that all members of the class can achieve emotional sharing. Emotion is people's subjective reflection of value. Generally speaking, the change of emotion always changes with the change of value. However, sometimes, people's reflection of the value of things will be biased or even reversed. For example, in the class cleaning activities, it is also labor. Some students think that labor is glorious and makes contributions to the class, while some students think that labor is shameful and shameful Willing to work, this kind of emotion can not be shared, in essence, reflects the deep problem behind the spiritual and cultural construction of the class. In a class, if a person does not consider other people's activities, it is difficult to complete his own activities. What he does and can do depends on other people's expectations, requirements, praise and condemnation^[2]. Therefore, class members need to fully communicate, not only to understand other people's value orientation and emotional attitude towards something through communication, but also to let others know what he thinks of something

through communication. In this way, the class members can feel that the success of the activity is his success and the failure of the activity is his failure in the joint action and common life, so as to produce the sharing of activity results and emotional resonance.

2.3 It is conducive to the formation of the sense of the same body in the construction of class spiritual culture

Community is a social group based on common natural emotions, with the same values, beliefs and development goals of different individuals to solve problems through communication, communication and cooperation^[4]. Community consciousness is a unique spiritual and cultural phenomenon of a team. In this team, members have a common goal, and in order to achieve this goal, everyone consciously assumes the corresponding responsibility. If a group lacks a common goal or members are unwilling to bear the corresponding responsibility, then the group will not be able to form an overall centralized advantage, and it is more difficult to coordinate and mediate between individuals the conflict between the two. The formation of class community consciousness means the recognition of class collective goals, values and rules, which is the comprehensive performance of class spiritual culture.

Dewey once said that community exists in communication, and communication is an important way and channel for the formation of community consciousness. Many people in the same family live in the same place, eat together and do housework together. However, due to the lack of communication, they do not have the same goals and values. They often conflict with each other because of some small things. No matter how close the distance is, they live together every day, but due to the lack of communication, it is difficult to form a sense of community. On the contrary, a person and a distant friend write letters to each other and share their views on matters of common concern and their feelings. In this process, they will be sad for each other's disappointments and happy for each other's success. Even if they are far away, they have a common value cognition and emotional attitude due to communication, which naturally forms a sense of community. Communication is helpful to the formation of class community consciousness. First of all, communication has a clear purpose, and the

needs of both sides can be communicated to ensure the consistency of class value orientation; Secondly, communication has coordination, the cognitive differences between the two sides of communication, in the communication of reasons, opinions, claims statement, let each other understand each other's various cognitive reasons, finally achieve the consistency of understanding. Finally, communication is transitive. In the process of reaching the goal, both sides of communication will transfer their own information, thoughts and emotions to each other to ensure the sharing of class thoughts and emotions.

3 The dilemma of communication in the construction of class spiritual culture

The intangible things such as goals, beliefs, thoughts and values in class spiritual culture can only be shared with each other through communication, forming a joint force and cohering people's hearts. The sharing and construction of class spiritual culture is inseparable from communication, but it does not mean that good class spiritual culture can be formed with communication. The problems in the form, content and level of communication directly affect the construction of class spiritual culture.

3.1 The rigidity of communication form in the construction of class spiritual culture

The goals, beliefs, thoughts and values in the spiritual culture of the class are communicated so that all members of the class can form a common value orientation. The form of communication can be the teacher's or monitor's lecture at the class meeting, and the other students' reception; It can be that a member of the class puts forward a topic that everyone is more concerned about recently, and each member of the class discusses or argues with each other; It can also be in the process of the class completing an activity together, through the eye interaction of empathy and so on. No matter which form should be around the different content and purpose, if the form of communication is rigid, it will damage the construction of class spiritual culture.

As long as any form of communication remains important social, full of vitality and shared by all, then this form of communication is meaningful. Only when it becomes a mold, it will lose its educational power^[2]. The rigid form of communication in the construction of class spiritual culture shows that

the teacher in charge of a class meeting is always one word, and does not need students' suggestions or debates; Class activities are organized by regular class cadres; The only criterion for the evaluation of scholarships and grants is academic achievement. The rigid form of communication makes the class members not think about how to be more conducive to the transmission of ideas and the compromise of values. All the communication is in accordance with fixed rules and formats, which virtually deprives some people of the right to speak, and also means that some of the appeal information of stakeholders is blocked in the class, and the values and ideas formed in the class are just the class leader The values instilled by Ren or the ideas imposed by the head teacher do not form the common values and ideas of the class community through the full communication of class members. Therefore, the rigid form of communication is not conducive to the common knowledge of information, emotional resonance and thought in class spiritual culture.

3.2 The externality of communication content in the construction of class spiritual culture

The externality of communication content means that the content of communication is not from the events and problems within the class itself, but from the events and problems outside the class that have no contact with the class. It is generally from the communication content designated by the external authority, which is relative to the endogeneity of the communication content. The exogeneity of communication content determines that class members do not need to fully interact with each other according to specific events, jointly construct and form new information, which is divorced from the goals and ideas of the class and seriously damages the construction of spiritual culture of the class.

In the construction of class spiritual culture, many communication contents are not based on the specific events and problems of the class, which often makes the communication content empty and boring, and it is difficult to form a real class spiritual culture on the basis of natural class experience. For example, the topic selection of some head teachers' class meetings is not aimed at the internal problems of the class, but a mechanical regulation. The theme of Monday is integrity education, and the theme of Tuesday is the awareness of fraud prevention. This

kind of exogenous theme communication brings two harms. First, because the exogenous content does not exist in the class, the discussion about the exogenous content is often a mere formality, the content of communication can not find a realistic basis, and after the discussion of the exogenous content, we can not get any substantive feedback on whether the result is correct or not, which is harmful to the objective authenticity of the class spiritual culture. Second, the exogenous content is separated from the life of class members, and it is difficult to take into account the needs and interests of class members. As a result, the real problems within the class are covered up, and the effective time is wasted on the communication of exogenous content. The participation and enthusiasm of class members in communication are naturally reduced, which is harmful to the emotional resonance of class spirit and culture.

3.3 The utility of communication level in the construction of class spiritual culture

The utilitarianism of communication level refers to that the ultimate goal of communication is to maximize the benefits of individuals or groups. If the value orientation of class spiritual and cultural construction tends to be utilitarian, the communication among class members will start from their own or their own group's fundamental interests. Due to the different demands of each group, it is difficult for the class to reach the same goal. The communication between each other turns into a quarrel between people with different positions, and people will not care about each other's needs and consider adjustment activities. It weakens the consciousness and spirit of class community.

Utilitarianism is very common in daily class communication. For example, in the class cadre election, many class members communicate with each other not about a candidate's management ability and moral character, but about the candidate's value orientation and personal relationship. The utilitarianism of communication level is easy to form a compulsory and single class spiritual culture, and the adverse effects are as follows. First, utilitarian communication pays more attention to the current interests of the students or their own groups, and ignores the development of the overall and long-term interests of the class. This is not conducive to considering how to choose resources and activities

from a long-term perspective, so as to expand the overall experience of the class, stimulate the imagination of members, and enlighten the collective wisdom. Second, utilitarian communication is difficult to take care of the needs of individual disadvantaged members. Disadvantaged students are often difficult to obtain relatively equal class status due to their weak living ability or poor academic performance. Their voice is difficult to receive the attention of the class collective, and then their reasonable rights and interests are difficult to be protected. In the long run, it is easy to form injustice and injustice Equal class spirit and cultural atmosphere.

4 The strategy of communication in promoting the construction of class spiritual culture

According to the dilemma of communication in promoting the construction of class spiritual culture, class members must make clear the essence and specific extension of class spiritual culture, understand the value of communication in the construction of spiritual culture, make more efforts in the joint action of class activities, reflection and summary of class meetings, and create an open and inclusive class atmosphere, so as to break through the rigid communication form in the construction of class spiritual culture The disadvantages of content externalization, content externalization and level utility make communication really play its specific role and become a breakthrough in the construction of class spiritual culture.

4.1 Communicate in class activities of joint action

Joint action is that two or more people achieve the harmony of related actions in time and space under the stimulation and stimulation of the common goal, in order to make the environment change and achieve the common goal^[5]. From the connotation of joint action, we can see that joint action has two elements. First, the individuals of joint action must have common goals based on common needs; Second, the joint action must be carried out by two or more people through coordinated action. Class spiritual culture contains common class goals, values, emotions, ideas and so on, and has similar elements with joint action. Joint action can be a good environment carrier for the construction of class spiritual culture.

People live in a common body because they have something in common, and communication is their

way to possess something in common. In a joint action, one needs to understand other people's needs and information, and also need to pass on one's own needs and information to others. Communication in a joint action creates an environment of urgent mutual understanding and consensus. Communication is carried out in the joint action, which solves two problems of class culture construction. First, it provides an objective environment for the common goals and values in the class spiritual culture. In the joint action, class members are closely related to each other. One member's mistakes will lead to the failure of the common goals and be subject to the responsibilities of other members. It requires immediate correction, and one member's mistakes will lead to the failure of the common goals. The value orientation and ideological understanding of communication in this joint action itself is a part of the spiritual and cultural construction of the class; Second, to provide internal motivation for the spiritual and cultural construction of the class. If there is no joint action in a class, the class members are busy with their own affairs as independent individuals and lack of mutual cooperation. If there is no joint action, there will be no common goal. Everyone focuses on their own goals and understands other people's needs and information or their own needs through communication The construction of class spirit and culture is bound to lack internal motivation.

4.2 Communicate on the basis of deep understanding and reflection of class activities

Class spiritual culture is reflected in class activities and also created in class activities. The richness and profundity of class activities directly determine the quality of class spiritual culture. To carry out class activities well, every student must not only understand the external rules and effects of class activities, but also understand the value and connotation behind class activities. Only by communicating with class members on the basis of deep understanding of class activities, can each student understand their own and other people's different demands, and find their own value in class problems on the basis of seeking common ground while reserving differences And status, in the process of making contributions to the class, they also realize their own life value. The profound understanding of activities means that communication can start from

the most essential values and ideas, and integrate everyone's emotions, ideas, thoughts, emotions, etc. - the direct embodiment of class spirit and culture.

To communicate experience, we must form experience; In order to form experience, we need to be outside the experience and look at it like another person. Therefore, reflective activity experience is a necessary condition for communication. The reflection on class activities is the continuous, thorough and in-depth thinking of class members on the existing or ongoing class activities and the values and assumptions behind the activities. This kind of thinking is to use a positive attitude to examine whether the basis on which it is based is tenable, and if it can be tenable, then consider the further conclusions it leads to. With this kind of reflection on activities, communication will not be superficial. Instead, it will directly conduct tit for tat arguments against the events that violate the class values or ideas in activities, identify the activity links or activity elements that are conducive to the class core values and ideas in activities, and eliminate the links that violate the class values in activities. On the basis of reflecting on class activities, the process of class members' reflection is the process of rational mobilization and debate, and also the process of the concrete orientation and measurement of class values. Each class member will actively use their brains, criticize the interactive links that damage the core values of the class, and maintain the things that are conducive to the emotional attitude of the class, so as to make the class spirit more civilized With the development of the times and society, urbanization is constantly changing, innovating and adapting.

4.3 Communicate in an open and inclusive class atmosphere

The open atmosphere of class activities relieves the ideological concerns of class members and weakens the shackles of rules and regulations. Every member of the class can take actions with his own characteristics with his own real actions and attitudes. The process and content of class activities are bound to show its diversity and richness. The open atmosphere of class activities enables the sharing of heterogeneous common experience in the class. Everyone in the class can receive other people's experience, and also transfer their own experience to others. The concept and value of class spiritual

culture are fully communicated, identified, selected and integrated in this open atmosphere of class activities, and the formed class spiritual culture is also inevitable It's real and changeable, not formal and rigid.

The open atmosphere of class activities will inevitably lead to the emergence of the unique values and ideas of each member of the class, showing the diversity of knowledge and value diversity, which not only brings rich and strong stimulation to the spiritual culture of the class, but also brings certain impact to the spiritual culture of the class. Many members of different cultures and backgrounds are often excluded in terms of information and opportunities, resulting in negative effects^[6]. To solve the new problems after opening up, we must create an inclusive activity atmosphere in the class, so that the class can form a harmonious unity. Inclusive class atmosphere requires every member of the class to respect others, think about the reasonable side of others' values and views, and accept, appreciate and treat others' failures fairly. Heterogeneous groups different from collective views and values can also be accepted by the group. Disadvantaged members have the same opportunity to express their demands, thoughts and feelings. On the surface, the inclusive atmosphere of class activities makes it impossible for the class to form a unified action, but because of the inclusive atmosphere, every stakeholder can express their demands in the environment of respect and acceptance, argue and negotiate equally. In this way, the differentiated individuals have a fuller understanding of the common mission, values and ideas of the class, and can also have a greater understanding They make their own unique contribution to the spiritual culture of the class. The uniqueness and value of the class members can be realized in the inclusive atmosphere of class activities, which further strengthens the sense of belonging and cohesion of the class, and highlights the spiritual culture of the class.

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