

Interpreting the Concept of “Phenomenal Teaching” in Finland and Educational Insights

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Abstract: Phenomenological teaching was first proposed in Finland as a new form of teaching and learning that seeks to break down traditional disciplinary barriers and use an interdisciplinary approach to teaching and learning to effectively link knowledge across subjects. Phenomenal teaching is a key aspect of this educational reform, which has been implemented in practice and has so far achieved significant results, and is attracting international attention. With the concept of student-centred education, the teaching of phenomena guides students to explore the internal connections of phenomena and the nature of things, helping them to construct their own knowledge and experience, and promoting their own comprehensive and harmonious development, which also gives important value guidance and educational inspiration to our curriculum reform.

Keywords: Finland; Phenomenological teaching; Interdisciplinary teaching; Holistic development

The Programme for International Student Assessment (PISA) has been running since the 21st century, and Finnish education has been internationally recognised as an example of an education system that is top-ranked in all areas due to its high quality and wide and equal access to education. In recent years, as global politics and culture continue to evolve, society has become increasingly demanding in terms of what people should be able to learn in life. In order to help students meet the challenges of society, Finland has pioneered a new type of teaching activity called "phenomenal teaching", which emphasises the importance of breaking down the separation of disciplines and putting the "student" at the centre of teaching activities, so that students can integrate interdisciplinary knowledge and skills, make connections between things and constantly expand their knowledge horizons.

1. The meaning and theoretical basis of "phenomenal teaching" in Finland

1.1 Basic connotations of phenomenological teaching

"Phenomenon-based Learning (PBL), also known as "theme-based teaching", is a new form of teaching and learning in which a theme is identified in advance, around which knowledge from similar subjects is connected and rearranged to break down the barriers between subjects and help students actively construct cognitive experiences. ^[1]Phenomenon-based Learning is a new form of teaching and learning that breaks down the barriers between subjects, connects knowledge in an interdisciplinary way and helps students actively construct cognitive experiences. It breaks the dominance of traditional fixed subjects and the isolation of subjects from each other, and is a subversive change to the traditional form of divided subject teaching in schools. ^[2]Phenomenal teaching in Finland differs from traditional teaching in that it advocates a student-centred approach to teaching and learning, helping students to construct internal connections between things, to investigate the nature of things, and to make connections between people and their surroundings in the process.

1.2 Rationale for the teaching of phenomena

1.2.1 A student-centred philosophy

Dewey, a 20th century American educator, put forward the theory of child-centred teaching, believing that "the child is the starting point, the centre, and the purpose." ^[3]Dewey believed that education and school life should be organised by the students themselves, rather than by the teacher. In the process, Dewey affirms the role of 'doing', encouraging students to be bold and

hands-on, to explore in practice, and to learn and progress in the process of 'doing'.

1.2.2 Constructivist learning theory

Constructivist learning theory is the theoretical core of phenomenon-based teaching in Finland. Constructivism believes that the acquisition of knowledge is not absolute, but that learning is a process in which students actively construct new knowledge and experience based on their own knowledge background and personal understanding, and that as people accumulate experience in life, their understanding will deepen and new knowledge will be generated on this basis. As a teacher, in the process of education and teaching, we should actively understand students' knowledge of a phenomenon, and on the basis of understanding students' existing knowledge experience, help them build a bridge between old and new knowledge through different ways to help them form a new knowledge system.

1.2.3 Multiple Intelligences Theory

In his book *The Structure of Intelligence* published in 1983, the American scholar Gardner put forward the theory of multiple intelligences, which holds that human intelligence is multiple and that there are at least eight intelligences in each individual. Each learner facing a teacher in the teaching process has potential, and the differences in students are a valuable teaching resource. ^[4]Finland's theme-based "phenomenal teaching" encourages individual students to help each other to discover each other's strengths and to learn from each other and progress together.

2. Characteristics of Finnish 'phenomenal teaching'

Phenomenological teaching is the development of educational activities around a specific theme, organising the knowledge covered by the various disciplines to form new interdisciplinary modules and establishing links between different things, which is important for the development of students' comprehensive skills.

2.1 Emphasis on the holistic nature of knowledge and the integration of competencies

The teaching of phenomena is centred on constructivism, which values the integration of original experience and new knowledge in knowledge, encourages students to construct a new body of knowledge based on understanding, and suggests looking at problems from a holistic perspective, exploring the internal connections of various things, analysing phenomena from multiple perspectives, grasping the whole of things, and promoting students' imagination and inquiry through observation and reflection on different phenomena in the process of their inquiry into phenomena. The development of students' imaginative and inquiring skills is promoted through observation and reflection on different phenomena. In Finland's new core curriculum reform programme, emphasis is placed on developing students' learning competencies in a decentralised education system through the development of national and local curricula that enable them to promote their own sustainable development. ^[6]

2.2 Promote collaborative, inquiry and personalised learning

The Head of Curriculum Development at the Finnish National Board of Education has said of the education reform: "Developing schools as learning communities, emphasising the joy of learning and an atmosphere of cooperation, as well as promoting pupils' autonomy in learning and school life". This shows the importance that the new Finnish education reform places on collaborative learning and the development of students' systematic learning skills through their autonomy. With the development of economic globalisation, building a community of human destiny has become a consensus among people all over the world, and the spirit of cooperation and inquiry has become more and more important in social education, where students build new theoretical knowledge through discussions, exchanges, arguments about ideas, mutual complements and modifications to go about the solution activities of a phenomenon in their learning activities.

2.3 High quality faculty guarantee

Finland is an educational powerhouse, and this is inextricably linked to a high-quality teaching force, to which Finland attaches great importance. Firstly, teachers are required to participate in education and teaching activities as researchers, meaning that they should not only have the ability to teach and specialise in education and teaching, but also have the ability to conduct scientific research in education and teaching, to explore the possibilities of children's growth and development as researchers, to improve their professionalism, to better research and analyse the problems that may arise in the phenomenal teaching curriculum, and thus to better guide students to continuously to uncover knowledge and reveal the inner workings of things. ^[7]Secondly, teachers should participate as collaborators and participants in educational activities. In teaching phenomena, teachers should respect each student's ideas and treat each student equally, which is one of the elements of educational equity in Finland,

where the teacher acts as a supporter of the child and gives appropriate guidance on the basis of understanding the laws of the student's physical and mental development.

3. Implications of "phenomenal teaching" for the reform of education and teaching in China

3.1 Enhancing cross-fertilisation between disciplines

Phenomenological teaching in Finland emphasises curricular inquiry into a real phenomenon and is designed in such a way that learning activities are not only based on inherent knowledge and experience, but that all educational resources available in the country and the community are fully exploited.^[9] The teaching of phenomena should be carried out in such a way as to ensure that the phenomena will integrate two or more disciplines and that multidisciplinary joint teaching will help pupils to discover the meaning behind the phenomena and to make connections between the various areas of knowledge.

The curriculum in China is influenced by the traditional concept of education, and the primary and secondary school curriculum is based on a "subject-based curriculum, supplemented by activity-based curriculum", with too much emphasis on the importance of mechanical memorisation in the subject curriculum, resulting in some students having difficulty in understanding the curriculum and thus failing to keep up. There is a wealth of educational content in social life, and educators need to respect the specificity of the individual in order to promote the development of the individual student. With the introduction of the new curriculum, the activity-based curriculum is gaining in importance and we should strengthen the cross-fertilisation between subjects so that students can actively explore the nature of things based on their interests and expand their knowledge horizons.

3.2 Integrating the concept of nurturing throughout education and teaching

In Finnish education, the concept of nurturing is implicitly distributed in every lesson and even in every activity. In the documentary "Childhood in another country" the students mention that "there is no reason why we can't love our country", and the teacher portrays that "we don't have a specific course like this, but we express some of these ideas in different ways in interdisciplinary teaching, and encourage children more to know themselves correctly, to express themselves freely and to do what is right. express themselves and do what is considered right." The phenomenological approach is not just about helping students to better grasp and understand knowledge, but is geared towards developing students into people who learn how to make learning and adapt to social development.

The development of education is related to the future of the country, and the cultivation of high-quality and high-quality talents has become an inevitable requirement for social development. The 19th Party Congress has clearly made the establishment of moral education as the fundamental task of education^[10]. The ultimate aim of teaching is not to teach children to learn knowledge per se, but to teach them how to learn to learn and be meaningful people through various phenomena, in order to help students better adapt to social development.

3.3 Developing a high-quality teaching force

Teachers are the organisers and supporters of education, and the quality of the teaching force is directly related to the level of education in the country. In Finland, the admission system for teachers is relatively well developed, with teachers having a master's degree and training studies in pedagogy, participating as researchers, collaborators and guides in learning activities, respecting students' ideas and treating every student equally.

The role of the teacher is best described in China as "a teacher who teaches and solves problems", and the relationship between teachers and students in the process of education and teaching is one of knowledge transfer. As the concept of education continues to change and update, the role of teachers is gradually shifting from that of knowledge transmitter to that of guide, participant and demonstrator. Teachers should establish the concept of lifelong learning to meet the requirements of the times, regulate their own words and actions, improve their professional ethics and professional skills, actively participate in training activities, learn new educational concepts, and lay the foundation for better teaching and learning for students.

4. Concluding remarks

With the growing globalisation of the economy and the rising status of education in international development, the level of education in a country is increasingly reflective of the economic development of a country. This model of teaching is favoured by all countries, and the concept of student-centred education is being adopted and used to promote the harmonious and holistic development of students from different regions through observation and enquiry.

References

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