

# Analysis of the relationship between classroom revolution and “three education” reform from the perspective of materialist dialectics

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**Abstract:** From the perspective of materialist dialectics, clarifying the relationship between classroom revolution and "three education" reform, helping teachers to deeply understand and promote the classroom revolution and "three education" reform, is the prerequisite for effectively promoting the high-quality development of education. Based on the law of contradiction, this study clarifies the primary and secondary structure of classroom revolution and "three education" reform; Based on the law of quality tautometry, clarify the implementation sequence of classroom revolution and "three education" reform; Based on the negation law of negation, explore the future road of classroom revolution and "three religions" reform; Based on the viewpoint of content and form, it anchors the ultimate goal of classroom revolution and "three religions" reform.

**Key words:** Materialist dialectics; Classroom revolution; “Three education” reform; guanxi

The "classroom revolution" has become a core part of deepening education and teaching reform. In 2017, Minister of Education Chen Baosheng issued a call to "deepen the reform of the talent training mode of basic education, set off a 'classroom revolution', and strive to cultivate students' innovative spirit and practical ability". In 2019, the Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training also pointed out that the revolution of classroom teaching should be promoted and the quality of curriculum construction should be comprehensively improved. A classroom revolution is a comprehensive, profound, systematic, all-element, major, fundamental or radical reform of curriculum teaching. Starting from this implication, the classroom revolution should include seven aspects: educational organization form (revolutionary organization), educational space (revolutionary space), educator (revolutionary teacher), learning content (revolutionary textbook), learning mode (revolutionary teaching method), educational goal (revolutionary goal) and educational evaluation (revolutionary evaluation). These seven aspects form a spiraling closed loop, which can be used to measure whether the education of an era or a certain school can meet the needs and challenges posed by the transformation of times.

Scholars have conducted in-depth discussions on the connotation interpretation, factor decomposition, motivation analysis and path exploration of the classroom revolution in vocational education. In addition to the classroom revolution, the state also put forward the "three education" reform in the planning of the vocational education reform direction. In 2019, the Implementation Plan of the National Vocational Education Reform clearly put forward the task of carrying out the reform of the "three education" in vocational education (teachers, teaching materials and teaching methods). Subsequently, the Action Plan for Improving the Quality and Training of Vocational Education (2020-2023) also proposed "Implementing the reform of the" three education "in vocational education" and "promoting the classroom revolution in vocational schools". The classroom revolution and the reform of the "three education" serve as the guidelines for vocational education reform at the same time. What is the relationship between them? Is there a primary and secondary content? Is there a priority in implementation? If the relationship between the two is not clarified, it will bring a lot of confusion and misunderstanding to the majority of front-line educators. Therefore, to sort out the relationship between the classroom revolution and the "three education" reform from the perspective of the three laws of materialist dialectics is the premise of deeply understanding the relationship between the two and effectively playing its practical guiding role.

## I. The law of contradiction: the primary and secondary structure of the classroom revolution and the “Three religions” reform

The structural relationship between the classroom revolution and the "Three Religions" reform. Through the determination of educational objectives, the classroom revolution promotes the reform of school organization, and takes the educational evaluation revolution as a lever, so that the revolution of teachers, textbooks and teaching methods can act on, be generated by and carry forward the students in a certain space. The three elements of teachers, teaching materials and teaching methods in the "Three education" reform and the "reform of teachers, teaching materials and teaching methods" in the classroom revolution are two aspects of the same problem. In other words, the reform of the "three religions" is a part of the classroom revolution, subordinate to the classroom revolution, serving the classroom revolution, and acting on the classroom revolution. Its success or failure will directly affect the achievement of the classroom revolution goals.

The main contradiction between the classroom revolution and the "three religions" reform. When dealing with numerous contradictions, we must see both primary and secondary contradictions, which determine or influence the existence and development of secondary contradictions. They depend on and influence each other and transform each other under certain conditions. In the contradiction between the high quality development of education and the reality of the low quality of the classroom, the classroom revolution came into being. Its seven elements contain seven pairs of contradictions in the current classroom teaching process. Respecting the law of students' development and constantly meeting their internal needs are the starting point and destination of all educational reforms. Therefore, those areas that are

closest to students and play a leading role should be the main contradictions among the seven pairs of contradictions. Among the seven elements of classroom revolution, teachers, teaching materials, teaching methods and space are the closest to students, but teachers, teaching materials and teaching methods play a leading role, that is, the "three teachings" of reforming teachers + reforming teaching materials + reforming teaching methods should be the main contradiction in the contradiction of classroom revolution, which determines the success or failure of classroom revolution. Although the space is the closest to the students, no matter it is the administrative classroom or the subject classroom, or the public space or the independent space, it only plays the role of promoting and assisting the classroom revolution. Therefore, the revolutionary organization + the revolutionary goal + the revolutionary space + the revolutionary evaluation is the secondary contradiction of the contradiction of the classroom revolution.

The classroom revolution and the "three education" reform are the main aspects of the main contradiction. In every pair of contradictions, the dominant one is the main aspect of the contradiction, and the dominant one is called the secondary aspect of the contradiction. The nature of a thing is determined by the principal aspect of the contradiction, and only when the principal aspect of the principal contradiction is clearly defined can the contradiction be effectively resolved. First of all, in the main contradiction of the reform of the "Three education", teachers are undoubtedly the main aspect, and teaching materials and teaching methods are the secondary aspects. On the one hand, teachers are the only factor with subjective initiative in the "Three education" and the core factor that determines the success or failure of the "Three education" reform. The realization of the broad education goal and the play of the guarantee function of high-quality implementation are inseparable from teachers' knowledge training and emotional infection of students. On the other hand, only through teachers can teaching materials and teaching methods play the function of educating people, serving teachers, and acting on teachers. Secondly, the main and secondary aspects of the contradiction are mutually exclusive and interdependent, and transform into each other under certain conditions. Appropriate teaching materials and appropriate teaching methods can enable teachers to play a better role in educating people. On the contrary, it will hinder the teachers' subjective initiative, thus affecting the smooth progress of the reform of "three education". Under certain conditions, outdated teaching materials and poor teaching methods may even breed "lying flat" teachers on the road to reform, thus replacing teachers as the main aspect of the "three education" reform, and then bearing on the success or failure of the "three education" reform.

## **II. The law of mutual change of quality: the classroom revolution and the implementation of the "Three education" reform**

From quantitative change to qualitative change, it always starts with the gradual accumulation of small quantitative changes. When this accumulation reaches a certain degree, it will lead to the change of things from one nature to another. Quantitative change is the preparation for qualitative change. Without quantitative change, there will be no qualitative change. The process from "reform" to "revolution" is precisely one of quantitative change to qualitative change. Reform is a repair on the basis of the original, and a process of quantitative change. Revolution, on the other hand, is reconstruction on the basis of breaking down the existing foundation, and it is a qualitative change on the basis of quantitative change. From the perspective of their relationship, reform is the prelude to revolution, and revolution is the direction of reform. Reform is a process of exploration and accumulation. When the accumulation of equivalent amounts crosses a critical value, qualitative changes will occur, thus completing the revolution.

From the "three education" reform to the classroom revolution, it is also a process of quantitative change to qualitative change. The reason why the so-called "Three Education" reform is not the "Three education" revolution is that we are facing not only the students, but also the families behind the students and the social environment in which they are placed. The mode of education they can understand and receive is the product of the integration of history and reality. It is irrational and inhuman for students, parents and society to suddenly accept a completely new mode of education. People should not change their minds outside the scope of their own cognition, otherwise the reform may turn over. Reform is a gradual process, the purpose of which is to gradually improve the unreasonable factors that hinder students' development and deviate from the social trend. Although the classroom revolution is called a "revolution", it does not immediately take the boat and blow down the existing educational goals, teaching organization, educational evaluation, etc., and reconstruct a completely new educational system. It takes the "three education" reform as a lever, first changes the "three education" reform into a "three education" revolution, and then promotes the quantitative changes of the other four revolutions to constantly superposition, and then leverage the qualitative changes of the seven variables of the classroom revolution, and finally enables the classroom to complete all revolutionary actions and complete the overall goal of the educational revolution.

From above, the "three education" reform as a comprehensive reform to enhance the endogenous power of schools, focusing on teachers, teaching materials, teaching methods, to "empower" teachers, "upgrade" teaching materials, "activate" teaching methods as the goal, "is to deepen the connotation of vocational education construction, highlight the characteristics of vocational education types, optimize the mode of personnel training", but also to carry out the classroom revolution and breakthrough point. First carry out the "three education" reform, promote the "three education" revolution, and finally complete the classroom revolution, which is based on the "three education" reform and ignite the classroom revolution action path, is the development path that the education revolution should follow, and is also the development process of education reform from quantitative change to educational revolution qualitative change. It should be noted that the classroom revolution realized at a certain point in the future is still not the end. Education will only continue to undergo quantitative changes on the basis of the classroom revolution until the next qualitative change occurs, so the cycle is repeated to promote the sustainable development of education, which is in line with the basic law of mutual change in the quality of development of things "three education"

reform.

### III. The law of negation: The way to improve the classroom revolution and the “Three education” reform

The development and change of any thing is the negation of the old by the new thing, the result of the conflict between the affirmation and the negation inside the thing, and the process of the self-development of the thing. However, negation is not completely abandoned, but "subrication", which is the unity of overcoming and retaining. The new thing negates the old, and then is negated by the newer thing. Everything moves forward in such a "spiral". The negation law of negation reveals the trend and path of the development of things, that is, the development of things shows the unity of progressiveness and tortuosity.

In the reform of "Three education", the teaching material is the foundation, the teacher is the fundamental, the teaching method is the way, they form a closed loop of the whole, to solve the teaching system "who to teach, what to teach, how to teach" problem. First of all, teaching materials are the carrier of the "Three Education" reform. In the "Three Education" reform, every textbook reform is the affirmation and negation of the previous edition of textbooks, promoting strengths and avoiding weaknesses. This kind of negation is repeated, and in the continuous negation, the stronger the adaptability of the teaching materials to the needs of society and industry. Secondly, teachers are the main body of the "three education" reform. Teachers integrate the content of textbooks with appropriate teaching methods through their subjective initiative, which in itself is the sublation of teachers' comprehensive quality. Sublation again and again helps teachers to grow continuously. Under the guidance of such development goals and the driving force of education reform, "in the past 70 years since the founding of New China, the training of vocational education teachers in China has experienced a historical evolution from dependence to independence, from lag to stable and diversified development", and the ability and quality of teachers have soared. Thirdly, teaching method is the intermediary of the "three education" reform. The change of teaching materials and the growth of teachers led to the change of teaching methods. The change of teaching materials affects the reform of teaching methods, that is, the denial and sublimation of the past teaching methods again and again, and promotes the reform of teaching methods to be more and more appropriate to the needs of students. At the same time, in the face of new teaching materials, teachers must abandon old ideas and study new teaching materials, from "teaching" teaching materials to "using" teaching materials creatively, and explore new teaching methods to adapt to new requirements. No matter the self-negation of the single element of the "Three Education" reform, or the mutual negation of the three elements of the "three education" reform as a whole, the path is the transfer station of the classroom revolution.

Similarly, as the other four elements of the classroom revolution, educational organization, educational goal, educational space and educational evaluation reform are the products of continuous self-denial and continuous progress in twists and turns under the impetus of the "three education" reform amid the continuous emergence of new things such as economic development needs and world development trends. Relative to the "Three education" reform of the transit station, the classroom revolution is the final station. Based on the law of negation of negation, the tasks of classroom revolution and "three education" reform will definitely be realized, and it will definitely take the realization of the task as the starting point, constantly negating and continuously making progress.

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