

The Non Continuous Education's Connotation and Its Practice

JIA Lishuai^{[a],*}; WU Jin^[a]

^[a]Faculty of Education, Southwest University, Chongqing, China.
*Corresponding author.

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Abstract

The development of individual life is an organic unity of continuity and not continuity, but in our previous educational researches which focus on the development of continuity and ignores the development of non continuity. School education as a main form of education, non continuity attaches too much importance to the continuity of the development of students while neglecting the development of students to a certain extent, so it appeared many problems. The famous German educator—Boer Andrianof, putting forward the non continuous education creatively which on the basis of inheriting the existence of non continuous education philosophy and culture education in school. The non-continuous education's connotation contain crisis, encounter, awaken and warn and so on. Through the study of non continuous education, we thought that the school should carry out on non continuous education which can enable students to achieve a better development. So we think, on the one hand, school should be kind to crisis and change "crisis" into "chance; on the other hand, school should turn student's "Encounter" into "opportunity"

Key words: School education; Continuous education; Non continuous education

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INTRODUCTION

Nowdays, our society life are very variable and uncertainable. Such as "Beliefs, values, religious belief, ideal and the pattern of life are all variable; Besides, it also present complexity, diversity, fragments and be full of contradictions and conflicts". It is such a harsh reality that makes the life of young people in our today becomes an occasional experience. The occasional life is full of uncertain, unpredictable factor, children live in that contradictory world will fall into a kind of erratic and self destructive life style easily. All this phenomenon poses a significant challenge to the modern school education. So the educators need to explore and develop a new practical way of school education.

1. THE BASIC CONNOTATION OF THE NON-CONTINUOUS EDUCATION

Discontinuity is relative to continuity and non continuous education is putted forward for the continuous education. The famous educator Boer Andrianof, putting forward the non continuous education creatively which on the basis of inheriting the existence of non continuous education philosophy and culture education in school. In the book of *The philosophy of Existence and Education* and *Anthropology of Education* and other books. Bollnow Andrianof revealed the reality of education in the field of human survival and proposed non continuous form of human development. He also attributed the discontinuous, insight education into non continuous education. While he neither denies the traditional continuous education nor with non continuous education instead of the past continuous education. Instead, he made the non continuous education as an useful complement to continuous education and the two promote the development of people

together. Furthermore, non continuous education plays a more decisive role in the development of continuous education for the people in a sense.

Otto Friderich Bollnow argues that there are two kinds of typical nature view about the education process which called positive and negative education, one is the "shape" of education, the other is "natural" education. Otto Friderich Bollnow attributed them into the point of view of technology education and organology education. He also pointed out that traditional education regarded education as continuous which made children become more and more perfect. Otto Friderich Bollnow thinks that this view is correct which basically reveals the essence of the educational process. While, this is not enough, we need to make an important amendment because of the view that regard the education mistakes or failure which caused by education hinder or interfere as accidental and only from outside interference that should be avoided originally and it also can be avoided in principle. no matter what the disturbance being, it has nothing to do with the overall education. But the existentialism philosophy notice that this interference is not just an unpleasant incident, but deeply buried in the essence of human existence. However, continued education often ignore these contingencies, even regard it as a bad factor that hinders the development of human and choose retreat at last. Existentialism consider that there are some discontinuity ingredients such as accident often in the process of human life to have fundamental significance for the development of people which are bound to generate corresponding form of non continuous education. Boer Andrianof believes that the continuous development view has its rationality, at the same time, there also exist some disadvantages. He pointed out that the continuous development view ignored the impact of the development process of some accidental factors for the development of people and can not see these events have fundamental significance to the development of people. At the same time, continuous development view ignores some irrational thinking such as mood, emotion's impact on the development of people. Therefore, he believes that the continuity of development which based on the laws of science such as psychology, physiology is difficult to grasp the richness of human existence and the complexity of the human condition. From the perspective of existential philosophy, he put forward a non continuity of education.

2. THE PRACTICE FROM OF NON CONTINUITY OF EDUCATION

2.1 Crisis

Crisis (such as social, family crisis, disaster, etc.) refers to the threat of sudden or interrupt the process of individual life events that is caused by human society and individual

development of discontinuity which is an very important factor that can not be ignored. Boer Andrianof believes that the crisis is not an accidental phenomenon, but a part of life which is inevitable. As long as people live, it will encounter all kinds of crisis inevitably, "crisis which has reasonable function must belong to a part of life".

Person's growth is a continuous process of self-denial and achieve self-transcendence, negative itself shows that the development of body and mind reach a certain degree and level will appear crisis, if you can deal with the crisis, it will make your life into a new stage. It's just like scientists Kuhn said that scientific crisis will lead to scientific revolution and bring the progress of science. So the crisis for the development of life is not only destructive but also has the positive significance which embedded in the growth of life process.

Boer Andrianof saw this, pointed that "the transition to a new stage of life only through the crisis can be achieved", and "only in a crisis or experienced a crisis can we mature". Students in the phase of school education who may encounter crisis from their parents marriage and their physiological characteristics at the same time. In the process of maturing inevitably accompanied with various crises such as puppy love, fight, etc.. However, Continuous development often turns a blind eye to it and regarded the factors hinder the development of students. So we can not treat it correctly when these conditions happened which may lead the student goes astray. While, Boer Andrianof pointed out that "The transition to a new stage of life only through the crisis can be achieved", and "only in a crisis or experienced a crisis can we mature". As an educator, the correct way is to help students to face the crisis and respond to the crisis to tide over the crisis actively. For the crisis of students, educators can not use comfort mask to reduce the severity of the crisis nor instead students to bear difficulties and eliminate the crisis. What the educator can do be to inspire and guide students to understand the nature and significance of the crisis, cultivating their courage and quality of perseverance to face and overcome the crisis (Feng, 2004).

2.2 Suffering

"Suffering" is an important category of non continuous education. Bollnow's research on "encounter" mainly refers to those few important specific experience that broke into people's lives with great intensity as strange things appeared in the life of people in a sudden. And it can interrupt the process of people's continuous life, making people's life turn to a new direction. People may be encounter others which can also be a great work of art that could be a good thing and may be a bad thing, but these experiences can shake the human mind to a certain extent, change people's state of mind. So education should use the strong value of "encounter" and make it wins support among the people and touch the soul of man,

really promote the growth of life. In school education, such as a lesson of a teacher, a wonderful speech and a game may have a great effect on students. As educators, we should fully realize the impact of these “encounter” on students to promote the development of students. Boer Andrianof also pointed out that as educators should “lead the growth generation and the characters of spiritual world for the crucial encounter”. Teaching as the main activities of school education plays an important role in the process of students’ development. Therefore, as educators should create the atmosphere for education through experience and understanding. During guiding students encounter with characters and events in teaching material, generating strong shock and making the education translate accumulation of knowledge into experiencing of life which becomes a perception of life and promote the process of life realm. In the education teaching, although can not expect a particular experience, we can “create a good atmosphere” within a scope as large as possible so that encounter can develop towards a good direction after happening.

2.3 Awakening

Awakening is another important category of non continuous education. Sprangeronce said, “education is a personal spiritual ‘awakening’, which is the core of education”. Teaching and learning of knowledge is not the purpose of education, which is to arouse his sleepy self-consciousness from the depths of human life and arouse his creativity, sense of life, sense of value, so that he has a kind of consciousness. The so-called awakening is the process that urge people wake up the sleeping inner consciousness. Therefore, the education of students’ is not simply the “teaching and learning” or “indoctrination”, but to wake up the soul of the student s”. “Wake up” with ontological significance to education, in other words, education is to awaken. Boer Andrianof based on the philosophy of life put forward that everyone has a “origin” of moral consciousness point and consciousness is in the sleeping state. People in the daily life lose their “personality” because of a variety of social norms and moral constraints obscure their understanding, being the same pattern as a “universality” individual. The significance of education is to enlighten people’s “origin” moral awareness of the depth of heart and find the true self, making person become what they want to be. As a school teacher, the best way of awakening education for students is enlightenment alert, warning and appealing, enlightening students’ inner moral consciousness and making them become an “independent individual”.

2.4 Admonish and Appeal

Personal growth and development are not always in a state of smooth and high speed which will be deflected and encountered difficulties in the process of moving forward, then you need educators’ warn and call at that time. In the

education activities, the process of learning is a painful process. When facing the heavy task of study, the educated choice retreat is normal because of their will is not strong and psychological vulnerability. while this is not terrible, what the key is that educators should offer encouragement in time and educate them Where to fall, where to get up. Boer Andrianof believes that admonish and appeal are two effective incentive measures. When a person in a confused state of development, or have nothing to do, or unable to extricate themselves into predicament, or has made a mistake, misguided, the educators need to warn timely at this moment. And the educators should point out the consequences of such practices and help them tide over this “crisis”, arousing their inner moral consciousness in the depth of heart and making it through the crisis smoothly. Besides, it is worth noticing that the admonish and appeal are two kinds of education forms are different: “The difference is that the degree of education freedom is different, the former for the people under educated to execute freedom and the latter for them to determination of freedom.” The educators should pay attention to the difference between these two forms of education in educational activities.

All in all, nothing is going smoothly, crisis and suffering are everywhere in our life; life is not a perpetual motion machine that fault and sleepiness is inevitable phenomenon in the process of development. It is the crisis, suffered setbacks, recession that interrupt the development of life, even, make person’s development presents discontinuity. Life must have the aid of the new power to start a new life and achieve transcendence. Awakening, warning, admonish and appeal as a from of non continuous education which is to give the interrupted life incentive and motivation, stimulating their positive enthusiasm and being full of energy again to break through the problem and make life shine again. Unfortunately, nowadays, school education is lacking in non continuous education, so we often hear a lot of tragedy in our life. Non continuous education as a necessary complement to continuous education which need to carry out in school urgently.

3. THE PRACTICE OF NON COUNTINUOUS EDUCATION IN SCHOOL EDUCATION

School education as an important experience in the process of life plays an important role in the development of a person. There are a series of disharmonious phenomena in our school, such as adolescent mental health problems are increasing day by day, student commit suicide events keep increasing, which deserve reflection of family, school and society. There are many reasons for these problems, such as the juveniles themselves, family and school, society etc.. How to deal with these problems, or how to avoid such problems, the traditional education: Rousseau’s

"The natural concept of development" and Herbart's "The concept of shape" cannot explain the problem very well. The traditional education treat students as the default and ignore some random factors in the process of their development. And ignore the people's feeling and emotions play an important role in the process of development that lead students once meet "crisis" or "encounter", they are often at a loss. Therefore, it is necessary to carry out the non continuous education in schools that enable students to change the "crisis" as a "chance".

3.1 Be Kind to Crisis and Change "Crisis" Into "Chance": A New Starting Point of Life

Crisis is a necessary stage in the process of development. A crisis can defeat a person also can make a person more strong, the key lies in how we deal with it. In school education, there will have "crisis" in school education inevitably, such as be crossed in love, fight, family misfortune, accidents and so on. As a teacher, we have the responsibility to guide the students out of the crisis and have a new life, enabling students to change the "crisis" as a "chance" and receive rebirth. The most important to make students out of crisis is facing the crisis rather than avoid it. Cultivating students' personality and transcend life are not escaping from the crisis, but from experiencing and overcoming it. Second, educators should cultivate the students to face the crisis with courage and confidence, understanding the essence of the crisis and thus make them overcome the crisis. For how to use the crisis to educate the students skillfully, Boer Andrian of believes that the best education mode of teachers are admonish and appeal which as an external force arouse and spur the students, providing the direction and impetus for their development to promote the disrupted development of students set off again. Soviet famous educator —Sue Home Linsky, in his 35 years of experience in educating 107 children with significant obstacles in the development of the psychological to be well educated, which provide a vivid example for the teachers around the world. Max van Manen believes that pedagogy is infatuated with the growth of people learning, educators should be warm concern and help students to solve the problems that encounter on the road to growth.

3.2 Turn "Encounter" Into "Opportunity" : New Transcendence of Life

Existentialist philosopher sutter said: People are always encounter some accident without rhyme or reason, therefore all the events in the world have a sense of absurd". Life no laws which be "left" to the world, suffering some accidental events constantly. In fact, it is real life that always encounter some things occasionally, such as: A speech, an art work, a lesson and so on, but it may change one's life, so we need to change "Encounter" into "opportunity" to implement the new transcendence of life. First of all, in the daily teaching, teachers are contact with students most who can guide the development of

students easily. So teachers should grasp the each event of teaching accurately and apply them to the education of students cleverly, promoting the development of students and Creating conditions to make students to experience, understand and comprehension, guiding students meet the person and things in teaching material , thus arouse students' inner consciousness, make the students and the hero resonate and realize self transcendence. Secondly, schools should organize some conducive to the development of students "encounter" events (such as pledge, ceremonies, volunteer activities, etc.). Durkheim believed that we can find a kind of ceremony in our society, people through this sacred ceremony as a rite of passage to obtain a new transcendence and sublimation, "the change of the symbol which in the original heart of the imagination is a kind of spirit and a new soul embodied by individuals principle." The way of education can create a new life.

CONCLUSION

The non continuous education was firstly put forward by Boer Andrianof. The non continuous education was very popular all over the world as soon as it was put forward. The non continuous education's main connotation contain crisis, suffering, awakening, admonish and appeal. The non continuous education has a very important affect on our educational study in theory and reality. Just as a famous scholar said, Boer Andrianof's non continuous education gives us a new view to think of our present educational studying. Seen from the view of non continuous education, our present school education only has one kind education: continuous education. But in fact, there are two kinds of education: continuous education and non continuous education. To have a view of our present education, we can see our present education pay too much attention to the regulation of man's development, and they believe the student will develop more and more perfectly if we cultivate him according to the law purposely. The education of existent realm, for example crisis education, frustration education, and so on, all these are still being neglected in our country, so that lead to many education problems in our country, such as the events of the teenager committing suicide being added, the crime rate of teenager being increased, and so on (Yu, 2003, p.4). All in a word, bringing the non continuous education to our present school education not only necessary for the students but also well for our country's development.

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