

Suffering in education and its effective solution

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Abstract: Education is the basic way of human existence, and suffering is an essential part of human life. Education and suffering are connected through human ties. Students' perception of suffering in education is multidimensional, which can be divided into three dimensions: society, teachers and students themselves. The suffering of rationality in education is not deliberately imposed by people, but a kind of real existence in the educational activities that conform to the purpose, law and humanity, otherwise it is unreasonable suffering. In view of the suffering in education, we should balance the contradiction between internal and external needs, improve teachers' caring ability, and guide students' reasonable pursuit.

Keywords: Suffering in Education; Reality; Diversity; Effective solution

1. Introduction

Happiness is an ideal mode of education. In the past, educational ethics made in-depth analysis of the factors of happiness in education from the perspective of humanism and caring theory, such as regarding happiness as the ultimate goal of moral education, discussing the contents and methods of happiness education, and so on. This view of putting students' happiness at the center of moral education breaks through the shackles of technical rationality, Materialization Theory and utilitarianism, reflects the change of student-centered education concept, which has certain positive significance. However, as a unique practical activity in human society, the core elements and service objects of education are students. Students are in the process of continuous generation and development. The limitation of their existence and the infinity of their thoughts determine the suffering of their own existence. Education originates from the contradiction between the need of human continuation and development. It develops in the dynamic and creative practice of human beings. Education is in the process of eliminating contradictions and pursuing a "possible life".^[1] At the same time, it also creates new contradictions. The needs, contradictions and sufferings in education all originate from and feed back to people, which is not only the way for the subject to pursue happiness, but also the inexhaustible motive force for the eternal development of education.

2. The reality and diversity of suffering in education

Specifically, both life-long education and school education take the development of people and society as their value pursuit. Social development mainly depends on the development of the people. Therefore, students are the object of education. They are the main sufferers and liberators of the suffering of education.

From the perspective of the social development, students are not in the educational vacuum. They must comply with the normative requirements of the social practice when they participate in educational practice. The intuitive performance of social requirements on education is the educational policy, educational purpose, educational evaluation and other policy guidance formulated by educational administrators. The requirements of social development for students are always focused on the future, always based on students and surpassing students, which requires students to achieve through practice and exploration. This gap between external standards and internal standards will lead to students' "imbalance" state. If students want to grow into people needed by society, they must endure some sufferings. For example, Montaigne's discussion on students' physical exercise: "if children want to have a strong will, they must have strong muscles, develop the habit of working and suffering, and suffer from joint dislocation, abdominal pain and all other pains. Therefore, they must be given strict training." Although not all students have to experience such sufferings, it is essential to maintain healthy physical exercise. If we lose this part, it may lead to another kind of hardship for the students.

From the perspective of teacher-student interaction, social development needs to be further specified as three activities of teacher management, teaching and discipline. For management, Rousseau emphasizes "moderate freedom", that is, allowing students' free activities in a series of activity norms and behavior standards. When students get out of the order fence, teachers always take certain punishment measures to help students return to the right track. At this time, the punishment should let students understand the bad consequences of their behavior and realize their mistakes. It is undeniable that the process of education punishment will be accompanied by students' bitter experience, and when the students' shame, self-criticism and other psychological activities occur, the effect of punishment can be produced. Secondly, as the main way of communication between teachers and students, teaching is a process in which students compare and process their original cultural experience with the cultural experience presented in the classroom. Because the teaching content is the result of the generalization of previous historical and cultural experience or scientific knowledge, students need to jump out of the limitations of their own experience and stand on different positions to have a dialogue the ancients. This process will inevitably require students' cognitive efforts and emotional motivation to stand on the shoulders of their predecessors, enjoy the fruitful achievements of human spiritual civilization. Finally, discipline requires the cultivation of children's "moral strength of character", and "ethical virtue is about the virtue of suffering and happiness". The cultivation of individual virtue is bound to be accompanied by suffering and happiness. Education should guide students to feel, understand and resolve the sufferings of others while pursuing their own happiness, and bear certain sufferings for others and society. The process of integrating personal value and social value is a process of happiness.

From the perspective of students' self-development, since suffering is students' subjective experience, it is inseparable from their psychological processing. As Rousseau said: "all the feelings of suffering are inseparable from the desire to get rid of suffering, and all the ideas of happiness are inseparable from the desire to enjoy happiness. All desires mean the lack of happiness, and those who lack happiness will feel bitter. Our suffering is caused by the disproportion between our desires and our abilities."^[2] In other words, the fundamental reason why students feel bitter is that the relationship between their ability and desire has not reached a state of balance and adaptation. On the other hand, although educational needs are the basic needs of students, they are not the only needs or the key needs at a certain moment. When different needs are in a state of opposition and conflict, individuals will feel powerless; When the key needs are always difficult to meet, the individual will feel frustrated; And when the individual has no desire at a certain stage, there will be the confusion and melancholy of psychological emptiness. Because of the variability of their needs, individual suffering is also in a dynamic change.

3. The rationality of the suffering in Education

Admitting the existence of the suffering of education is not to deny the happiness in the process of education, nor to emphasize that every moment of education contains the elements of suffering, but to put it in a broad space-time of education and analyze the possible causes of suffering in education. The emergence and evolution of suffering are always in dynamic and continuous changes. Reasonable suffering is not imposed by people deliberately, but it should be a real existence in the educational activities that conform to the purpose, the law and the humanity, otherwise it is unreasonable suffering, which we should try our best to avoid and eliminate.

3.1 Form of production: Students' self leading and control

Based on the perspective of internal and external environment, the suffering perceived by students can be divided into the pain imposed by external environment and the pain generated by students themselves. For student, The requirement of external environment is the objective yardstick which is not transferred by his will, but his own subjective need is the uniqueness of education subject. Under normal circumstances, students always judge and measure the external objective yardstick according to their own internal yardstick. If they are consistent, the two scales will be unified.^[3] This unity is a process in which students actively adapt to the external environment and gradually grasp the leading power.

After continuous attempts and practice, students no longer simply adapt to the environment, but create their own needs, and experience the pain of independent choice and voluntary commitment in the process of realizing their own needs. The final orientation is the education of self coercion. At the

same time, the internal scale of students is the foundation, and the external scale must be built on the basis of the internal scale. Students' adaptation to the environment is not unconditional and boundless, but a purposeful and selective transformation process. Therefore, the establishment of the external scale must be based on the internal needs of students. Only the sufferings caused by the dialectical unity of external and internal scales are the sufferings of students' self-control and self-control, and the meaningful pain that inspires students to play their creative potential and realize their life value.

3.2 Form of expression: moderate suffering within a certain range

We emphasize that the existence of educational suffering is not equal to absolute and pure suffering. Everyone's emotional experience is blending and complex. When he is suffering from some negative stimulation, he is not without happiness. Our emotions and bodies are in a continuous change, so everyone has the experience of pain and happiness, but there are differences in degree and form. The rationality of the existence of educational suffering shows that students' bitter experience is always moderate suffering within a certain range. This kind of suffering follows the law of education and respects human nature. Specifically, the "moderation" of the suffering of education is not only affected by the conditions of suffering, but also related to the individual's tolerance. Suffering is not only a physiological experience, but also a psychological feeling. It is after the latter treatment that different people have different understanding of the same kind of suffering, and thus will further trigger different reactions. Students' emotions are complex and changeable, and the conditions of suffering are various. But this does not mean that we can't judge whether there is suffering in an educational activity and the degree of suffering. Instead, we emphasize that the scope of moderate suffering is not unchangeable, but will change with the changes of subjective and objective conditions. Blind pursuit of happiness and neglect of suffering in education, or artificial excessive suffering, all deviate from the rational limit of suffering, which will eventually lead to the alienation of human nature in education.

3.3 Positive significance: promoting the cultivation and development of students

In the field of education, students are not suffering for the sake of suffering, but to achieve certain educational goals and gain value from suffering. Therefore, the reasonable suffering in education is not only self-control and bearable, but also a kind of suffering with educational significance. Jeffrey once summed up the four meanings of suffering: punishment, salvation, as a part of life, as a reward.^[4] Among them, punishment and rescue have internal consistency, which both point to the compensation for the wrongdoer. Bitterness, as a part of life, always reminds people of the existence of crisis and the infinite potential, and reminds people to create infinite meaning in the limited destiny.^[5] Suffering in return refers to the active choice of suffering in order to meet certain needs or pursue certain things, and taking suffering as a necessary way to achieve the goal. Suffering itself has no meaning. It is the value of life that people realize in suffering that gives it meaning. Similarly, the reason why suffering in education is meaningful is that students can consciously reflect and comprehend in suffering, thus changing their behavior and attitude, and promoting self-improvement and development. As Rousseau said, "the person who knows how to endure the good and bad in life is the one who receives the best education". Students not only learn to endure, but also learn to enjoy, not only to resolve their own suffering, but also to feel the suffering of others, not only to be optimistic in the face of life, but also to bear the inevitable suffering in the process of social development, so the suffering in education is meaningful, is the unity of purpose and means.

4. The irrationality of the suffering in Education

4.1 Form of production: The result of the intensification of internal and external contradictions

Rousseau said at the beginning of Emile: "Everything that comes from the hand of the creator is good, but once it falls into the hand of man, it will all become bad... He wants to make everything chaotic." People give life to education, but at the same time, they are destroying the vitality of education. This kind of destruction is manifested in the students' disappearance of their nature and suppression of their instinct. As the subject of education, students can only passively accept the rules and regulations in education. Once the subject loses their initiative, it will be difficult for them to adapt to the environment. In the field of education, we can artificially change the rules and implementation, but we can't carve and regulate the natural nature of students in advance. We can only make further modification and care on the basis of nature, so that they will not deviate from the correct track on the

original basis. Therefore, education should not be a process in which the subject passively adapts to the object, but should put the object's adaptation to the subject in the first place. The root of suffering caused by the internal and external contradictions lies not in the students, but in the objective scale of prejudice, authority, autocracy, requirements and desire. These external factors regard students as tools in the chain of interest, and hope that students' full mind and indomitable will benefit the society. When this kind of "technical rationality" drives students to do something beyond their ability, it becomes the root of students' suffering.

4.2 Form of expression: unbearable over suffering

Feeling the taste of bitterness is an essential part in the process of students' growth and development. The lack of this part may lead to the deviation of students' ability to feel and understand life, and it is difficult to shape a complete personality. People in reality are aware of this and pour competition, surveillance and discrimination into the river of education. They plant the seeds of desire, suspicion, jealousy and greed in the hearts of students, instill the paranoia of "endure what ordinary people can't" into the minds of students, and promise to give students an unreliable future. However, the reality is far from the ideal result, people often hit the beginning, but can not guess the result, the consequences of this mistake can only be borne by the students themselves. It can be said that education has its inherent law of natural development. People want to transform education before they have a correct understanding of education, hoping to turn the natural track with the help of human power, which can only be wishful thinking. As the object of transformation, students are artificially separated from the soul and alienated into "things" that are processed, produced, standardized and standardized. Education brings students endless suffering, and students' humanity has to hide under the body to alleviate their own suffering. It is conceivable that how can students enjoy the happiness and satisfaction in education when they live with such a heavy burden of hardship? If education loses the happiness and satisfaction that students are most interested in, how can they see the hope for the future?

4.3 Negative influence: split the integrity and harmony of students

The suffering against rationality not only goes against the internal standard of the subject, but also causes physical and mental damage to students, and ultimately fails to achieve the preset educational goal. The basic quality of students exist before they enter the field of education. Education only needs to reasonably protect and stimulate the existing part, which can promote the complete and harmonious development of students. But the reality of education is often not satisfied with it, always want to intervene, resulting in the students' original nature and quality quickly like a new seedling "bumped by pedestrians", he was soon trampled to death. Imagine how to grow a fruitful fruit and a bright petal on the desolate land when the roots of the trees are destroyed? When the unreasonable suffering in education forces students to abandon their original basic and precious qualities, how can they expect to achieve the complete and harmonious development in the individual who is not in the face of the whole? When students are forced, enslaved and solidified, their development will appear split, unbalanced, distorted or even deformed. What they feel is pain, torture and destruction. Students lose their own autonomy and freedom, and can only achieve one-sided development.^[6]

5. The effective solution to the suffering in Education

The existence of suffering in education has its rationality and irrationality. Different forms of suffering fall on students will be different results. We should give full play to the positive significance of reasonable suffering and overcome the negative influence of unreasonable suffering.

5.1 Balance the contradiction between internal and external demand, alleviate the suffering of imbalance

As a complex systematic project, education involves multiple interests and requirements, undertakes multiple responsibilities and missions. When different weights appear on the scale of education, how to maintain the internal stability of education is the first important issue we should consider. Taking into account students' current life and future development, personal interest and social interest, external development requirements and students' development limits have become well-known discussions in the field of educational theory and practice. This kind of problem involving the needs of multiple parties often becomes a knotty problem for scholars to talk about, but it is difficult to do in

practice. Even if we move forward, it is difficult to ensure that we will not fall into the pattern of formalism. The reason lies in the fact that the Quartet of education has not been opened up, the faults of theory and practice, the division of policies and practice. Therefore, to solve the contradiction between internal and external needs, we not only need top-level macro-control and steady follow-up of research work, but also need to start from practice, take the progress and rhythm of practice as the yardstick, take the students' experience and development as the standard, and gradually balance the conflict and contradiction of various needs. Further, the key to fiddling with this balance lies in teachers, teachers are the link between external factors and students' own factors, how to coordinate the two sides in contradiction, how to coordinate with teachers, and how external factors are implemented in the management. Teachers should help students live a good collective life and promote the healthy development of students' personality. Students will constantly realize higher level of development between the imbalance and balance transformation, and obtain greater happiness in the process of experiencing suffering.

5.2 Improve teachers' caring ability and avoid the suffering of distortion

Education as a collective way of life, interpersonal communication is its basic form of operation. The maintenance of this process depends on the concern between people. The concern in the educational context is mainly manifested in teachers' concern for students and students' acceptance of teachers' concern. It is in this care mode that teachers and students can live together. This caring process seems simple, but it is also the cause of many teachers' problems. Because caring in the educational world includes a kind of relational existence in daily life, and it also has its uniqueness. If teachers can't properly master the ways, methods and skills of caring, it is likely to make this kind of caring become an obstacle to the relationship between teachers and students, and become the source of students' suffering. Generally speaking, teachers' concern should be based on the educational idea of fairness and justice and the overall understanding of students. Facing the real life world of students, we should think what students think, do what students want, and solve the difficulties of students, so as to avoid unreasonable indifference and excessive pressure, and take care of students' pure heart and kind heart. Only in this way, the suffering perceived by students will not further worsen, distort and destroy their minds, but will develop in a benign direction.

5.3 Guide students to pursue rationally and eliminate the suffering of emptiness

On the one hand, the incompleteness of students determines their immaturity and changeability in the process of choosing and achieving goals. Therefore, teachers should guide students to pursue things in their development space, and also focus on long-term goals, so as to achieve more lasting and greater development. During this period, teachers should also detect students' improper pursuit through educational wisdom and agility, and use educational intervention to guide students back to the right track. On the other hand, it is also an important part of education to eliminate students' suffering from emptiness, boredom and confusion. In the process of their growth, students will face all kinds of temptations, among which the bad temptation is a kind of "drug" for the students who are not firm in mind, which makes students lose their life goal and sense of life value when they spend their mental energy but get nothing. Instead, they fall into the mood of self doubt and self denial. As a trustworthy and trusting person in students' life, teachers must help students get rid of this meaningless pain, make them recognize the two sides of the real world, realize that the value of life lies in dedication and the destruction of life lies in degeneration, eliminate students' empty suffering through education and value remodeling.

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