

The Current Situation and Countermeasures of Quality Education in China in the Context of Marxism

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ABSTRACT

The purpose of quality education is to improve the quality of human beings in all aspects and to promote the comprehensive development of human beings. However, according to the current view, there are still many problems in the concept of quality education and the implementation of quality education, so far it has not been able to overcome the cage of exam-oriented education, which hinders the implementation of quality education. In the era of value pluralism, quality education puts higher and higher demands on us. Utilizing the classical philosophical theories of Marxism is of vital importance in guiding the development of quality education in contemporary China.

KEYWORDS

Philosophy of Education; Quality Education; Education Policy.

1. INTRODUCTION

Marx's discussion on education is not rare, but it is called the essence of educational philosophy. The theory of comprehensive human development is an important part of Marxist philosophy, and is the ultimate value purpose of human social development. The theory of the nature of man and the theory of comprehensive development of the individual elaborated in the Syllabus on Feuerbach is undoubtedly the core idea of the scientific outlook on education, and is the methodology and fundamental principle of pedagogy. In the era of value pluralism, quality education puts higher and higher demands on us. Utilizing the classical philosophical theories and views of Marxism has a crucial role in guiding the development of quality education in contemporary China.

2. CONNOTATION OF MARXIST PHILOSOPHY OF EDUCATION

The biggest characteristic of Marxist philosophy of education is that it does not talk about education in isolation from all social relations, but puts education in the social environment, and takes this as the starting point to explain the nature of education.

2.1. Education Needs to Be based on the Subjectivity of Human Beings.

Marx pointed out in “on the outline of Feuerbach”: “the main shortcoming of all the former materialism is: on the object, reality, sensibility, only from the object or intuitive form to understand” can be seen, the objective practice of human subjectivity is very important. Matter is objective, but inevitably leaves traces of man, who as a thinking subject should exert his subjective initiative. Marx emphasized that in understanding the world, transforming the world at the same time can not be detached from the relationship between people and the world, to people-oriented vision of the world. Similarly educational practice, as a special kind of practical activity, is equally applicable to this point

of view. If we consider education while detaching ourselves from educators and educated people, then we are also detached from the reality of education. No matter what kind of environment the educational philosophy is in, it can improve itself and grow through human initiative and creativity.

2.2. Education Needs to Be Rooted in Social Life

“It is only in the collective that the individual can obtain the means for the full development of his talents, that is to say, it is only in the collective that individual freedom is possible.” [] Marx believed that man is the sum of all social relations and that no one can develop separately from society and from the collective. Before the birth of Marx's theory of education, there had been other views that viewed man as a biological man: a creature that lives by the activity of its senses and experience. The biggest mistake of the word view is that it cuts man off from the social relationship that exists in man and fails to grasp human practice, and likewise fails to grasp education, from the social nature of man. The Marxist philosophy of education holds that human beings are social beings and that education takes the cultivation of the practical ability of human society as its ultimate goal. Only by fully understanding that education is education in social relations can the meaning and role of education be truly realized and the positive power of education for society be established.

2.3. Education Should Realize the Comprehensive Development of Human Beings

The theory of comprehensive human development is an important part of Marxist philosophy, is the inevitable tendency of the development of human society. [] The so-called “elitist” model of capitalism's cultivation of human beings has resulted in the deformed development of human beings, and the consequent “alienation” of human beings, the division of classes, and the distinction between human beings has become more and more obvious. Unlike capitalism, the theory of comprehensive human development put forward by Marx advocates the elimination of exploitation, the improvement of productive forces, and the benefit of more people, so as to realize the comprehensive development of human beings. As a special practical activity, education should also promote the development of productive forces and spiritual civilization through scientific and technological development, so as to get rid of the “alienation” of human beings and avoid one-sided development of human beings by means of education.

3. THE CURRENT SITUATION OF QUALITY EDUCATION IN CHINA

The purpose of quality education is to improve the quality of human beings in all aspects and to promote the all-round development of human beings. However, according to the present point of view, whether it is the cognition of the concept of quality education, or the implementation of quality education, there are still a lot of problems, so far still not please the cage of exam-oriented education, hindering the implementation of the development of quality education.

3.1. Students' Personality Development is Bound

The implementation of quality education aims to cultivate students' comprehensive abilities and qualities in all aspects, such as moral, intellectual, physical, aesthetic and laborious, and to promote students' all-round development. The current implementation of quality education, it is not difficult to find that there is still a misunderstanding of ignoring individual differences. The author believes that there are several reasons: First, the influence of “exam-oriented education”. Under the constraints of the current education system, “teaching to the test” is still inevitably prevalent. Although the state introduced relevant policies to reduce the burden, but in the implementation process, not as satisfactory, educators attach importance to the transmission of knowledge, ignoring the cultivation of students' personality. Students are treated as problem machines, over and over again to practice the sea tactics, “a heart only read the book of sages”, on other things do not listen to other things, only

focus on specialized knowledge of education, vigorously develop students' intelligence, the enhancement of humanistic qualities but repeatedly ignored, avoiding talk. This model may not only cultivate students with “high IQ but low quality”, but also make students' psychological problems accumulate, and more seriously, hinder the development of society. Secondly, the evaluation model is not sound, taking the examination as the only way of evaluation, and taking the scores as the only index for evaluating students. Emphasis is placed on the number of questions students do, but not on the quality of talent training. Talking about talent training, quality education, what students really need, but little care, with a unified approach to education, evaluation of all students, teaching mode rigidity, do not respect the individual differences of students, students' individual needs are not met. The concept of “scores first” has permeated the concepts of parents and students, parents of the “starting line theory” is a layer of terror to the students invisible fog. Driven by the psychology of comparison, parents follow the example of his hot broadcast to let their children to participate in a variety of counseling classes, special classes, in fact, what students like, what is interested in, parents do not care. Such an approach will undoubtedly cause tremendous pressure on the students' psychology, and over time psychological problems. The current psychological problems of students repeatedly outbreaks, such as low mental capacity, suffering from depression, are not related to this. Third, the prevalence of utilitarian view of knowledge. The value of knowledge and career linked to the “useful for future work” knowledge is categorized as “useful” kinds of knowledge, the “employment or work does not help” is categorized as “useless”. “not useful” knowledge. This means that there may be problems such as students' narrow knowledge and rigid thinking, resulting in students' personalities not being able to be developed, which undoubtedly runs counter to the purpose of quality education.

3.2. The Prevalence of the “Duck-filling” Mode of Education

Lenin's theory of “indoctrination” does not mean violating the laws of education, but rather guiding the educated to take the initiative and creatively transform their ideology into a conscious thought by exerting their subjective initiative. However, scholars in China have misinterpreted Marx's viewpoint on indoctrination, thus forming another set of theories. “Ducking” education, from the perspective of the educator, means injecting, penetrating, and transporting knowledge into the minds of the educated; from the perspective of the educated, it refers to the process of accepting and accommodating knowledge. In fact, “duckling” education is a wrong way of education, which makes the educated a passive process of accepting knowledge. In the process of education practice, teachers are obsessed with “outputting” a large amount of knowledge in the classroom and requiring students to memorize it after class, focusing only on the process of outputting, without paying attention to whether the students are transformed after receiving the knowledge, which drastically frustrates the students' motivation and creativity. Moreover, the “indoctrination” approach is also problematic, the teaching method is rigid and uninteresting, the classroom teaching is dull, dogmatic, over time, the students' thinking is stereotyped, ossified, aversion to learning, loss of initiative in learning, which is completely contrary to the “indoctrination” theory. This is completely contrary to the original intention of the “indoctrination” theory, also contrary to the laws of education.

3.3. Inadequate Equipment and Facilities for Quality Education

Facilities related to quality education must ensure that all students can enjoy, in order to play its significance. The confinement of the traditional concept of education, the imperfect quality education facilities, and the inadequate facilities and equipment in the school are all hindering the development of quality education. [] This development will lead to the following consequences: First, educational equity cannot be guaranteed. Because of today's large gap between urban and rural areas, the allocation of resources between the regions of education, urban resource allocation is good, students can fully enjoy the dividends of educational resources, they have long been better access to the educational environment, conditions, such as: better teachers, better learning environment, more

display platforms, and thus the individual's knowledge, horizons, comparatively speaking, than the rural school students to be broadened, which led to the urban and rural education under the This has led to a widening of the gap between students in urban and rural education. And in the countryside, because the investment in education is less than in the city, and the investment cost of quality education is high, the cycle is long, and the effect is not immediate, but only in the long-term investment, efforts to see the results, so this kind of investment can not be guaranteed. Secondly, test-based education is prevalent, quality education reform weakens the score of the model and the current standard of measurement of students - the test there is a contradiction. At present, the selection mechanism of education in China is still trapped in the cage of test-based education, while the quality education reform emphasizes the focus on the cultivation of quality, and scores are not linked there. However, as we all know, quality education as a systematic, comprehensive and large engineering system, in the real process of practice needs to be guaranteed by the corresponding supporting settings. Try to ask the current, whether it is the primary school, secondary school or college entrance examination, graduate school, public examination, which one of the examination is not based on scores as the assessment basis? Therefore, in the education of teachers, parents or students themselves, are used most of the time into the ability to enhance the academic performance of the academic, which inevitably embarked on the road of neglecting the overall development of the individual. Third, the constraints of the old concept of education. The state has repeatedly emphasized “reducing the burden”, and even introduced a “double reduction” policy in 2021 as a systematic guarantee. However, the implementation of the policy is not satisfactory, because of the constraints of the old concepts, parents are afraid that their children can not keep up with the school work, and “pressure” for students, for children to enroll in more tutorial classes, buy more learning materials. The cognitive orientation of parents also affects the cognitive orientation of students to a certain extent. Most parents pass on to students the idea that marks determine the future, and that academic qualifications are linked to future careers. This means that reading is cloaked in utilitarianism, which forms a certain obstacle to the implementation of quality education.

4. COUNTERMEASURES FOR QUALITY EDUCATION IN CHINA

4.1. Carry Out Student-oriented Teaching

Alienated labor is the domination of things, alienated education is the domination of education, students as the formula, in a passive position to accept. Marx believed that “society itself cannot be emancipated unless every individual is emancipated” [], the implication is that society can only be emancipated when every individual in society realizes personal emancipation. Similarly, the emancipation of education depends on the subject of education, the student, whose status as a subject is guaranteed. Marxist philosophy of education, to realize the comprehensive development of human beings, education must be people-oriented, fully respect the subjectivity of students, to carry out student-oriented teaching as a prerequisite. [] To carry out the teaching of the main body, one is to change the past teaching concept: the purpose of education is not only to impart knowledge, more importantly, “teaching to fish”, guide students to master the method of learning, so that students love to learn, learn to learn, take the initiative to learn, and realize that in the process of learning activities, he or she is the master of learning. The second is to change the teaching mode in the past. As a school, as educators, should realize that the “duck” education, “one-word” teaching has not adapted to the development of quality education requirements, not to mention the laws of education. Teachers should be encouraged to use original, personalized forms of teaching, such as cooperative, inspirational, inquiry, discussion, etc., to stimulate the students' desire for knowledge, enhance the students' spirit of upward search, fully mobilize their subjective initiative.

4.2. Adhere to the Concept of People-oriented Education

Currently, some schools are divided into classes according to the score, that is “teaching according to ability” model, but such practices are contrary to the essence of teaching according to ability. In fact, this is a cognitive bias, completely misinterpreted the original intent of quality education, “teaching according to ability” is not only concerned about the output of the books, but more importantly, attention to care for the growth of each student. Wrong, stereotypes of the constraints, making the burden on the back of the students is getting heavier and heavier, parents or schools, should start from the actual needs of students, according to each student's qualities, strengths, personality, understanding of personal physical and mental changes, emotional changes, according to the individualization of each student's individualized differences, the dialectical development of the vision of the development of the students, according to the differences between the students, to create personalized education programs to meet the individual needs of students, to create a personalized education program. Meet the individualized needs of students. In addition, realizing the goal of quality requires not only the efforts of schools and teachers, but also the absence of parents and society. Emphasis on commonality will limit the choice of individual will, limit the possibility of self-development, and ultimately unable to form a synergy to promote collective and social development.

4.3. Establish a Complete Evaluation System

The old and traditional concept of education attaches importance to scores and knowledge, and emphasizes the comprehensive development of individual quality. Such concepts have been around for a long time, but they still constrain today's education, especially the current evaluation system, which still takes scores as a very important indicator. [Even though the new curriculum reform emphasizes the correction of such deviations, in the process of educational practice, the phenomenon of evaluation system evaluation is still inevitably vague. How to improve the current evaluation system, the establishment of a set of relatively fair, operable evaluation system is particularly important. The author believes that there are the following points: First, the school should establish a comprehensive evaluation system for the comprehensive quality of students for professional evaluation, according to different regions, different conditions of the environment, the development of different evaluation standards, evaluation of the consideration of the students' coursework, but also take into account the student's strengths and interests and so on. Second, the institutional support of the evaluation system should be considered. If there is no institutional support, then the evaluation work is bound to be impossible to run smoothly.

4.4. Handle the Relationship between the Individual and the Society Well

People are living in society, the school in the process of training should not be “heavy knowledge”, “light quality”, a good “filler” education to frustrate students! “Curious”, ‘keen to explore’ nature, we emphasize the quality of education should recognize the students ‘human’ identity, and then ‘student’ identity. The identity of “student”, as a person, do not have to when only know how to stop looking down at the book, but also to know how to look up at people and society. Quality education emphasizes the individuality, not only their own interests, a different emphasis, but the individuality of the individual and the socialization of the organic combination of education, not only pay attention to the collision of the differences between different individuals, but also emphasize the close connection between the individual and the community, each unique individual, only integrated into the development of society, in order to play a positive role. Students should be educated to know how to reflect at all times, know how to make corresponding value judgments, constantly examine the relationship between the individual and the society, constantly revise their behavior, and realize the value of human beings in knowing the world and transforming the world.

5. CONCLUSION

China has been promoting quality education for more than twenty years, and the role and significance of quality education is beyond doubt. According to most people's conception, quality education is the national education policy and the way to correct "exam-oriented education". However, in view of the current implementation of quality education model, the cultivation of talents appeared a series of psychological, volitional maladaptation, such as students in different school semesters, the frequent emergence of light news, which has to make people reflect on the implementation of quality education process are some of the problems, thus affecting the effect of talent training. The implementation of quality education is a national consensus, which requires us to follow the law of human development. Under the guidance of Marxist philosophy, China's quality education will develop better and better, and Chinese-style modern quality education will show vitality.

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