

Development and Reform of Chinese Education

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Abstract: From the early 1990s, the educational system in China has been subjected to a never-ending process of reform and modernization. In this article, the obstacles that were faced during the process of education reform, as well as the practice and impact of reform, the twofold reduction approach, and the future development route of education reform, are examined. The most important precondition for people's continued survival and development across time is the ability to acquire new knowledge. The evolution of education in the future calls for a healthy dose of introspection and self-assurance. It is imperative that we move quickly to build plans for education governance and work toward becoming a global education authority as soon as this is practically possible.

1. Introduction

During various times and environments, China's educational system has seen several modifications and advancements.[1] From the early 1990s, China has been committed to increasing compulsory nine-year education, with a focus on vocational education in middle and high school.[2] The educational reform and expansion of China have entered a new era. The essential objective of China's great rejuvenation is to establish a robust education system that satisfies the historical necessity of China's transition from a vast education system to a robust education system.[3][4][5]

2. Problems Facing Education Reform

A crucial objective of China's great rejuvenation is the establishment of a robust educational system. In order to progress contemporary schooling, we should give education only little consideration. We will bolster vocational education, develop an education system centered on quality, promote educational equity, and fully integrate rural and urban compulsory education.

2.1. Problem of Financial Appropriation of Education

Absence of comprehensive financial knowledge is a symptom of inadequate educational investment. According to the specific provisions of the Education Law, "the expansion of fiscal expenditures for education of people's governments at all levels must exceed the increase of ordinary fiscal receipts." But, for a considerable amount of time, the growth of fiscal educational

appropriations has lagged behind the growth of fiscal income, preventing an increase in the ratio of fiscal educational appropriations to GDP, especially in less developed regions.[6] Second, the disparate distribution of national fiscal education funds for all forms of educational investment.

First, we must continue to increase the state's financial contribution to education, and second, we must use educational funds in a scientific and rational manner in order to solve the problem of investment in education. We shall strictly define the responsibility for education investment, specify the percentage of government money at all levels in government expenditures or GDP, and raise education financing in remote and underdeveloped regions. A multi-channel education investment system may address inadequate education investment, stabilize teachers, ensure education fairness, and encourage education reform.

2.2. Open and Development

"The contradiction between the people's ever-increasing needs for a better life and unbalanced and inadequate development" has become the primary social contradiction in the new era, so the demand for education announcement service is growing rapidly, and efforts to do a good job of education that the people are satisfied with, so that all the people learn education is the country and society's obligatory responsibility, but also the challenge facing education reform and development. Open development has become a major trend in education development; nevertheless, our higher education is somewhat lagging; therefore, we must speed development and refer to the education models of other nations. Germany is a secure and economically developed nation that places a premium on vocational and technical education at the higher level. After graduating from middle school, a huge number of pupils enroll in higher vocational and technical colleges to pursue further education. As a result of this education system, the economic sector continuously recruits the necessary technical employees for society. Our nation is currently experiencing a period of rapid educational development in the context of social construction, which necessitates a large quantity of technical skill. Despite having a different educational system and school composition compared to international countries, people able to benefit from the educational modes of other nations and improve my overall level of education in a well-rounded and balanced manner.

2.3. Equity of Educational Resources

Equity in education refers to both equal access to educational opportunities as well as equal protection of educational rights. Every citizen has a right to an equitable education, and educational equality refers to having equal access to educational opportunities. The concentration of educational resources in urban areas is excessively high, whereas education in rural areas is lacking. The progression of education differs from country to country, and individuals have varying chances to further their education. Second, the problem of educational inequality is caused by the various educational policies and systems that are used in different regions of the world. Equity in education is both the most fundamental tool for achieving social fairness and the most pressing practical issue that the people are concerned about. As a result, educational equity is a measure that is both effective in realizing social equity and developing social productive forces.

3. Practice and Effect of Quality Education Reform

Education is extremely reliant on the economy and society, the management of the government, the cultivation of culture, the education of families, and the dissemination of information through social media; in addition, the primary role that schools play in the maturation of students is contingent on a number of conditions. It should be made abundantly obvious that education is the

responsibility of the entire society, and that basic education is the cause of the entire society, requiring the collaboration of families, schools, and the society as a whole. Reforming and developing education should accomplish this. Modern education reform should start with the concept that education should be "student-oriented" and "teacher-oriented," respectively. It is necessary to take the reform of educational view as the guide, coexist constructively and critically, take the upgrading and iteration of technology as the drive, coexist historic and modern, embody the development of talent knowledge structure, and coexist stability and development. All of these things must take place simultaneously. The goal of implementing changes to the educational system is to make it more conducive to the growth of both the nation and the society. In the course of the process of the development of national education, there are existing mutual demands of general characteristics and special practices. These demands include service rules under the arrangement of the political system and service customization under the market competition mechanism.

3.1. Reform of Education Policy

The most significant years for education reform are 1983, 1985, 1993, 1999, 2010, 2017, 2019, 2020, and 2021.[14][15] The role of the education system in educational practice has shifted from regulation to empowerment, and "people-oriented" education has been incorporated into the reform and development of the education system. Enhance the service and instruction functions of education. Educational reform approaches must be used to optimize the country's institutional framework, cultural confidence, and talent training programs.

In accordance with the principle of education reform, the Party and the state actively mobilize the state, local governments, and the populace to operate schools.

With the intensification of education reform, the government has steadily given education development priority. The state's investment in education is likewise expanding, and education expenditures continue to rise annually. From 1986 to 2011, it took 25 years to attain universal compulsory education. In 2011, the gross enrollment rate for elementary schools was 104.2 percent, the net enrollment rate was 99.8 percent, and the gross enrollment rate for junior middle schools was 100 percent. Regarding the quality of education, therefore, our universal education has achieved tremendous results. Histories and statistics demonstrate conclusively that the total level of growth of compulsory education in our nation is progressively approaching that of middle-developed nations.

3.2. Reform of the Quality of Education

On the basis of universal obligatory education, the number of registered dropouts from compulsory education was dynamically eliminated, and basic equilibrium in compulsory education was reached in all 2,895 counties. There will be 245,000 universal kindergartens in 2021, accounting for 83 percent of all kindergartens. 13.724 million children of urban migrant workers who are required to attend school will reside with them in 2021. In the central, western, and rural regions, the state promotes the central and western region enrollment writing program so that pupils in the region have a greater chance of enrolling in prestigious colleges. Second, the construction of compulsory education courses such as music, physical education, history, and labor has expanded greatly, as has the number of teachers of physical education, art, and labor technology courses by 2021. In 2021, 90 percent of facilities and equipment in elementary and middle schools will meet standards, including the size of sports venues, sports equipment, music equipment, art equipment, mathematics and natural experiment equipment in elementary schools and science experiment equipment in middle schools.

The state funded more than 36,000 philosophy and social science research projects of the

Ministry of Education, and universities led the development of 38% of Germany's high-end think tanks and more than 90% of the national social science fund projects. Ten years in a row, government spending on education has exceeded 4% of GDP, making education the highest expenditure in the general public budget.

4. Double Reduction Policy

The State Council announced their Views on Significantly Lowering the Load of Homework and Off-Campus Training for Students Receiving Mandatory Education in July 2021. Over the previous four decades of reform and opening up, China has issued 35 primary and secondary school burden reduction programs. The prior burden reduction strategies were more concerned with the physical and mental well-being of pupils and their overall development. This "double reduction" approach aims to lessen the ancestral burden and out-of-school training burden of pupils in compulsory education.

The key to implementing "double reduction" is optimizing the supply-side structure, enhancing the quality of after-school services, and promoting the holistic and individual development of pupils. We shall work to ensure that school education fulfills the needs of children, parents, and communities. To effectively reduce the academic burden of students and family economic burden, and to build a good education ecology, it is necessary to coordinate the governance within and outside the school, fundamentally improve the institutionalized environment, and reform the education evaluation system, such as: changing the performance orientation of local policies; We will deepen reform of the examination and enrollment system. The "14th Five-Year Plan" states: Home education, school education, and social education must be integrated and coordinated carefully. Schools should collaborate; education within and beyond the school should be coordinated; social resources should also be coordinated.

The work of "double reduction" is both a practical and political mission over the long run. Effective execution of "double reduction" work can standardize educational conduct inside and outside of school, lower students' homework load, and foster their healthy growth and development.

5. Conclusions

Education in accordance with the law is an inherent requirement for the establishment of a global rule of law. To promote the legalization of education, comprehensively strengthen the enforcement of education, protect the legitimate rights and interests of schools, students, and teachers in accordance with the law, accelerate the law-based management of schools, and improve the internal regulations of schools.

We should deepen and implement the concept of education development with equal emphasis on fairness and quality, and in the distant future, fully implement the fundamental task of cultivating morality and educating people, strengthen the construction of ethics, deepen the reform of classroom teaching, and significantly enhance the quality of education. Arouse the kids' interest and imagination, lessen their onerous burden, and broaden their perspective; Strengthen physical training, hone students' tenacious willpower, and use the media of beauty to stimulate young people's emotional experience and imagination; guide students to consciously pursue the truth and practical learning path; arouse students' spiritual world through art education, so as to enhance their artistic achievement; Through labor education, pupils will develop a labor consciousness, be inspired to love labor, learn to work, and develop a frugal and admirable moral character.

In recent years, the expansion of higher education has led to the rapid development of education as well as the growth of traditional high schools.

With the significant development of people's standard of living, their ability to pay for education

is also increasing. The increasing demand for education and people's expectations for education are also the driving factor behind the path of education's future development.

The hallmark of the future education development direction is to cultivate talents with core traits to satisfy future needs through educational innovation, particularly inventive skills.

Future education should place greater emphasis on the individuation and diversity of students. The reason for the existence of education is to provide students with appropriate and personalized education. To accomplish a student- and people-focused education, education itself must pay attention to the minds of pupils.

Future education development must emphasize the cultivation of students' learning abilities and lifetime learning. The development of education should give knowledge, technology, and talent support for innovation in all areas, as well as encourage the transformation and upgrading of productive forces. The right to education is both the right to survival and the right to progress. It is fundamental to people's sustainable development objectives. "Go to school to learn" is a societal imperative, and learner-centered, individualized, and diverse education has garnered much attention. Education is evolving in accordance with the lifelong goals of society and people. Learning is the foremost requirement for people's long-term existence and growth. Future education development requires self-assurance and introspection. We should expedite the development of education governance plans and seek to become a global education power as soon as practicable.

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