

The Development Trend of Examination-oriented Education and Quality Education in China: Learning from British and America Educational System

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Abstract: The purpose of this study was to research the differences and connection between examination-oriented education and quality education which are two significant educational systems nowadays. Based on the concrete phenomenon in China, British and United States, offering some proposals on Chinese educational system, and combine advanced educational concepts and guaranteed accountability system in British and US to lead a new way for Chinese quality education. Psychological method is also a valid method for Chinese high schools so that the students can feel the advantages of quality education.

1. The essence and boundary of examination-oriented education and quality education

1.1. Definition of examination-oriented education and quality Education

Examination-oriented Education was put forward by a former Soviet Union educator N.A.Kaiipob. After he put forward this definition, it was cast aside by the people of the world, but because Chinese people were much more conservative at that time, they accepted the educational system. As time passes, students who accept this system will form the idea of “just finish the task”, this educational system greatly stifles students’ creativity and deviates from the needs of social development gradually. The characteristics of examination-oriented education are also closely combined with the essences, which adopts the mechanized education mode to train students, and the quality of education, the working attitude of teachers and the students' academic level are tested by the transition rate. Under this system, it seems that this system run counter to the essence of morality, intelligence, physical fitness and labor. However, as the world's largest examination-oriented education country, this system has been criticized by Chinese people in recent years, which is precisely because examination-oriented education has become a stumbling block on the road of students' all-round quality development and individualized development, which leads to students' heavy learning burden and social controversy.

Quality education is a concept which relative to examination-oriented education, but it is not an absolute opposite concept essence can be understood literally. Quality education is an education with the goal of improving national quality, which attaches importance to the all-round development of human beings. Quality education emphasizes the overall development of students, which provides

students with future knowledge and skills, and enables students to have a positive learning attitude [1]. At this stage, if we want to achieve all-around quality education, we must seek a balance between lofty ideals and realistic requirements, and a key meaning of studying quality education is that decision makers should promote change in line with students' requirements. There are still many fields of quality education worth learning to ponder. For example, what does quality education really mean to students? Nowadays, the educational system is still run for students by some reformers, so how educators should understand "quality" in this ambiguous situation has become a problem that should be discussed extensively in the next step.

1.2. Focusing on different aspects but having something in common

There is a certain boundary between examination-oriented education and quality education, but we can't say there is an absolute gap between them. The boundary between examination-oriented education and quality education lies in the opposition of its essence and concept. From the view of educational purpose, examination-oriented education is simply to pursue the promotion rate for the purpose of education, which can correspond to the old and backward imperial examination system in ancient China, while quality-oriented education is to further pursue the diversified development of students; from the view of educational content, examination-oriented education mostly revolves around examination-oriented requirements, teachers will tell them how to learn. Under such a system, students lack their own independent interests, this system is an incomplete educational system. However, quality education attaches importance to the development of moral, intellectual, physical and labor in many aspects; from the view of educational methods, the former is passive learning, and to a certain extent, this method divorced from reality, while the later emphasizes the importance of double bases and makes students learn actively. In general, in the future educational system reform, we should combine the two to create a better learning system for students and facilitate their development.

2. The concrete phenomenon of examination-oriented education and quality education in China, British and United States

2.1. The biggest country in examination-oriented education seeks the combination of quality education

As a big country of examination-oriented education, China has constantly changed its strategy and sought innovation in the long history of the implementation of examination-oriented education. College entrance examination, as one of the most important examinations in China, all factors will have a more or less impact on students' college entrance examination results. School and social teaching leaders have a significant impact on students' college entrance examination results. In a recent study, 26 high schools in Shenyang, 26 principals and 4288 students were collected [2]. After controlling the students' background, school background and principals, the study found that the four dimensions of managing teaching, respecting the mission and goal of the school and promoting the development of teachers affected the students' college entrance examination results directly and indirectly [2]. These four dimensions belong to the level of teaching leadership. In the long run, a key step in improving and maintaining the effectiveness of examination-oriented education in China is the promotion of the principal's demand for schools and its own educational value. The principal's teaching leadership has a positive and important impact on the academic performance of Chinese high school students.

In China, the debate between examination-oriented education and quality education has also continued, and there are different opinions on the concept of quality education. In the process of implementing quality education, it is always shrouded in the background of counterproductive events,

and the voice of doubt is endless. Although teaching leadership is reflected both in examination-oriented education and in quality education, however, educational concepts, as people's more certain understanding and views on educational issues, affect the quality of quality education to some extent, while because the stereotypes of most parents or older generations hinder the smooth implementation of quality education, many parents only pay attention to the grades of students, but in some local party and government leaders and educational administrative departments, they pay attention to the student's transition rate, which also affects the implementation of quality education; Another resistance comes from the fact that teacher training can not keep up with the requirements of quality education. Although teacher training has some results in recent years, it still does not meet the requirements of quality education. Some schools in remote areas lack equipment and materials. Further lead to teachers' learning requirements can not be met.

2.2. Advanced educational concepts and guaranteed accountability system

Britain has a leading position in all aspects of education, and excellent education is also the reason why many parents and students choose British education. In the aspect of examination-oriented education, the A-level of Education Advanced Level, the official curriculum of British high schools, which is same as the Chinese high school standard three-year curriculum in China. A-level has two years, the first year of AS standards, students choose 3-4 courses of interest according to their own interests, the second year is the A2 level, students choose three excellent courses from the AS level to continue to study. In terms of teaching quality, the teaching quality of private schools has more advantages. With the permission of economic strength and policy, Chinese students will also choose private schools to receive education. A-level exams are likely to be more competitive and competitive internationally than China's, as A-level courses have expanded to more countries in recent years ^[3]. However, the lack of correlation or weak correlation between grades and degree scores has been widely explored, and through the analysis of university graduate data, even in 1983, there is no sufficient reason to prove that there is no relationship between A level and degree scores. From the author's conclusion, it can be found that the test between A level and degree achievement is statistically significant, but relatively weak. At this stage, therefore, the A-level exam is the so-called examination-oriented education in the UK ^[3].

In this aspect of quality education, from kindergarten to university, British education pays attention to the cultivation of professionals, whether in the examination or teaching of any person as far as possible to play the personality of students. Schools, for example, usually develop individual personality-appropriate learning plans for students in the basic education stage to develop their own personality. Quality education in Britain is also reflected in the development of students' hands-on ability. Some schools also enable students to learn the skills necessary for daily life, such as hydraulic engineering, electrical engineering, furniture maintenance, etc., and more practical institutions in universities, such as the "Work Center", set up by The University of Sheffield to provide students with hands-on ability; In thinking training, teachers usually only teach 15-20 minutes, most of the time for students to explore and self-study, teachers also pay great attention to the atmosphere of the classroom, pay attention to the independent completion of students and focus on the task, and in the examination, Britain is not like the domestic examination is mostly to choose and fill in the blanks, quality education in Britain with the analysis and summary of the problem, test students' deep thinking ability, most of the questions are simple answers; Contrary to the domestic one, in the British university classroom, in the course of the teacher's teaching, students can always refute the professor's views and say their own views. Many times, students say "I don't think so~" to the teacher to answer different views from the professor to make the problem fully discussed.

In today's British higher education, the issues of trust, control, professional autonomy and accountability in quality education are clearly guaranteed, and there are some differences in quality

education between England, Wales, Northern Ireland and Scotland within the UK [4]. Scotland, for example, is trying to focus on intensive quality education, where students may be under more competitive and academic pressure, but the essence is still to encourage continuous improvement of quality education, while England and Northern Ireland, while ensuring academic progress, maximize quality assurance and seek transparency and flexibility in education [4]. To pursue better quality education, in 2010, the long-term Research Assessment Exercise (RAE) framework was established and gradually shifted to the newly adjusted research framework.

2.3. The overall performance of SAT in the United States

SAT(Scholastic Assessment Test), also known as the "American College Entrance Examination ", is considered to be the best way to test students' rote memorization in the United States, with a total score of 1600 SAT reading (400) Grammar (400) and mathematics (800), A total score of 24(reading comprehension 8, Analysis of 8 points, English Writing 8) Part of the composition SAT in the United States is also known as the "wealth test"[5]. There is a relationship between SAT achievement and socioeconomic factors, but SAT achievement is more relevant to family income and education in the view of UCLA scholars. To a certain extent, it examines students' financial minds and abilities. Studies show that students with a family income of more than \$100000 generally SAT verbal section a standard deviation higher than students with less than \$100000, so SAT grades also reflect the family's hard power gap at some level [5].

Family background, school learning opportunities and school curriculum will also affect students' play in SAT. African-Americans, Hispanics and Amerindians were shown to receive lower quality in teaching resources than ordinary white, Asian and Pacific Islanders, which also led to lower SAT scores for students of some races. For decades, in some public schools, schools have been powerless to solve the problems of poor and minority students, which has also become one of the reasons why some competent families prefer to send their children to private schools. Overall, the school effect is also one of the factors that affect SAT achievement, and the various models in this paper support this view. In the end, the author suggests that schools should make reforms to deal with bias, injustice or discriminatory phenomena, so that the SAT score difference can be further reduced.

In America, There is a idea about quality education, even professors and their parents will not hold this view, but it's just nothing. In terms of quality education, American students focus on personality, freedom, the fundamental purpose is to stimulate and develop students' creativity, In American culture, and disdain to let preschoolers learn about subjects from basic education, Nor does it advocate early entry into competition; To college, A total of 545 SAT across the country in 1996, 365 of whom applied for Harvard University, But 165 people were rejected, The rejection rate is 45 percent, admissions office doesn't just admit students by grades, It's a combination of scores and students' qualities, Obviously these rejected students don't have a comprehensive quality, In 2018, The University of Chicago no longer require a SAT or ACT test, As can be seen from this initiative, They focus more on students' abilities in society, rather than a so-called "high achiever ".

3. The reform direction of examination-oriented education and quality education in China

3.1. Comprehensive development through learning from British and America

In the current Chinese educational background, there is a certain degree of contradiction between "college entrance examination" and "quality education". In view of the potential benefits of teaching leadership mentioned above, it is important to pay attention to the influence of the four dimensions on students' achievement and to determine effective strategies to train school leaders so that they can lead and practice under different circumstances. Only in this way can examination-oriented education play a role in reform to some extent.

With the popularization of quality education in China, two aspects show drawbacks in the process of development, which are comprehensive quality of students and the comprehensive quality of teachers [6]. Among Chinese students, the psychological quality of students is poor, and the investigation of students' psychological quality is often the weak link of Chinese education, so the inspection of central quality in quality education in the future will also be one of the key points. The comprehensive quality of teachers is also another difficult problem facing quality education in China at present, that is, the teaching level of schools, teachers' personal skills, teaching ideas and educational methods should also be changed with the change of the system, so as to better promote the further optimization of teaching.

The most important point is to combine the current quality education model between Britain and the United States. We can see from the above that quality education in both countries is now in a relatively perfect stage, both focusing on the training of high quality students, and whether from the establishment of RAE or from the British educational supervision agency, the British Bureau of Educational Standards (Ofsted), both these efforts are being made to ensure the implementation of quality education [6]. At present, China should draw on such programmes, establish a nationwide quality education supervision system gradually, and adjust the current organizational structure model, evaluating quality education every year. Besides, it's significant to balance quality education and examination-oriented education, and take the initiative to develop their advantages from the main body of students. However, we can not abandon our own advantages, Chinese students generally have a strong ability, we should maximize the benefits and comprehensive development in the development of their learning ability, so as to further develop quality education. In combination with the above contents, quality education should be better integrated with examination-oriented education. Although there are differences between the two educational methods, they can find common points, among which, The popularization of quality education and the experience of quality education in Britain and the United States are important factors for the success of quality education in China.

3.2. Quality education can have a depth development in psychological methods

A kind of positive psychology "Positive Education" has been proposed by some scholars recently, this method is a valid way that can be used for reference in China's junior high school [7]. In this study, school leaders and teachers play a great role. This study takes a school in Guangzhou as a case study, the students in this school are under great academic pressure, and the students feel less welfare in the school, which is also a common problem in China's junior high school. Three years after the implementation of the author's recommendations, students' academic stress and attitude towards learning have changed. Therefore, welfare-oriented education in China can be used as a direction of educational reform in the future. In this case, not only students' academic achievements have been improved, but also welfare skills have been acquired to a certain extent. This is what active education advocates [7]. On the basis of the combination of examination-oriented education and quality education in our country, the elements of active education are added and diversified reform is carried out in many aspects.

4. Conclusion

On the whole, the selection system of examination-oriented education in the three countries has its own advantages and disadvantages. Chinese high school students may face greater academic pressure, but at present, the college entrance examination is the best method in line with the current system. A-Level has a more extensive design level, and this system can inspire students' interests so that the reform of education in China can take example by A-Level; SAT in America also has a content which in a fixed pattern. However, educational resources are not fair in many states. Therefore, China should

perfect its own regulatory system, draw lessons from the excellent experience of Britain and the United States, actively improve the relationship between the two, so that the education system can be most closely related to the current situation of China's education system, and carry out diversified reform.

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