

Reform and Innovation of Basic Education Management System in the New Era

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Abstract

In recent years, great achievements have been made in basic education, and the problems in system management have gradually emerged with the development of society. This paper discusses the reform of China's basic education management system in the new period, introduces China's current basic education management system, then discusses the problems existing in China's basic education management system, and finally puts forward corresponding reform opinions and suggestions for these problems.

Keywords

Elementary education; Management system; Reform and innovation.

1. Introduction

Since the reform and opening up, China's economy and society have made great development, and the reform of basic education has also made great achievements. With the continuous deepening of the reform of government institutions, the problems existing in the basic education management system have gradually become prominent: unbalanced education, unfair education, backward education methods, imperfect education system and so on, which hinder the development of the basic education management system to a certain extent, so we must continue to strengthen the reform of the basic education management system. Innovate working ideas and promote the reform of competent education departments to develop in a more fair and balanced direction.

2. Overview of China's Current Basic Education Management System

Educational management system is the general name of educational management system and organization system. School is the basic organization form of education. The school must regulate and coordinate the activities of various organizations through the management system. Under the general command of the state's macro-control, local governments are responsible for China's current education and implement a hierarchical management system. The Ministry of education is the main responsible department for formulating laws, policies, guidelines and plans in China. The provincial education department is responsible for the work of local basic education. China's current education management system is divided into four levels: central level, provincial level, municipal level and county level, forming a vertical system of education management. Educational administrative organizations at all levels constitute a horizontal system of educational management and form a complete educational administrative management system. China's basic education management system is based on bureaucracy, and the bureaucratic management model has had an important impact on China's basic education. In management, bureaucracy generally refers to the modern social organizational form characterized by authorization stratification, centralization unification and command obedience. The establishment of basic education management on the basis of bureaucracy has certain practical rationality, because when basic education was established, China was in the

early stage of industrialization. At present, with the continuous acceleration of China's industrialization process, bureaucracy can no longer meet the development requirements of the times, but China has not fully reached the level of post industrial society, Therefore, the management form of bureaucracy cannot be completely abandoned.

3. Analysis on the Problems Existing in the Management System of Basic Education in China

China's current basic education management system is a traditional vertical management mode from top to bottom. This flat management mode has many levels and personnel, which increases the management expenses, and is easy to lead to the lag and distortion of the information chain under this management system, it is easy to lead to the lack of school running vitality, which has also become the core problem in the reform of educational administrative system and an important factor in the emergence of disadvantages. The contradiction between the high centralization of basic education and the new management system has become an important problem faced by the basic education system. The management organization of the traditional bureaucratic system is bloated and the "unit system" of division is implemented, which leads to the expansion of professional institutions to a certain extent. The administrative organs assume the authority of business departments and schools, and the management effect is not good. The supply mode of bureaucracy leads to difficult communication and low management efficiency under the bureaucratic system, personal initiative can not be developed. Reduced to a working machine under the bureaucratic organization, it is easy to lose personality.

3.1. Lack of Competition Mechanism in Basic Education

In China's traditional education management system, the education administrative department has not supervised the quality of basic education, nor issued the evaluation system of basic education management. There is no corresponding evaluation mechanism in terms of course compilation, course setting, or teaching methods. In addition, China's examination and evaluation system is also relatively backward. Students still don't get rid of heavy homework, and the learning pressure is still great.

In the management of basic education under the bureaucratic system, the government undertakes all educational affairs. As a result, education lacks vitality. Lack of competitiveness. Administrative efficiency and public service quality are monopolized by public service institutions, lack of effective competition, can not use the market to eliminate the fittest, and can not effectively promote the improvement of school running quality. There is no so-called competition mechanism among the same level in basic education. Regardless of the education and teaching quality of public schools, they can obtain corresponding funds, teachers and students. The teaching level of teachers will not affect the payment of remuneration. The competition between schools is not to improve the teaching quality, but to maximize the benefits of schools, which are not in line with the requirements of the development of market economy.

3.2. The Layout of Basic Education Structure Is Unbalanced

There are great differences in the allocation of resources in various regions, and the educational resources in cities are far ahead of those in rural areas. The primary factor leading to the imbalance of basic education resources in China is the imbalance of local financial strength. Urban education is generally better than rural education, and the burden of rural education resources is almost borne by the grass-roots government, resulting in the imbalance of the promotion of compulsory education.

First, the allocation of educational resources in various regions is seriously uneven. Rural education resources lag far behind cities. The imbalance of local financial strength is the key factor leading to the imbalance of basic education resources in China. Urban education is always better than rural education. The educational burden of rural disadvantage is on the grass-roots government, and the imbalance in the promotion of compulsory education is more obvious. Secondly, the development of education in the East and the West is unbalanced, and there is a large gap between the investment of education funds in the East and the West. Educational opportunities are not equal enough, and there is a large gap in funds between regions.

3.3. The Evaluation Mechanism of Basic Education Management Is Not Perfect

Basic education lacks an accurate evaluation mechanism, the traditional evaluation model is backward, lacks a comprehensive, scientific and perfect evaluation system, and also lacks the quality supervision of the educational administrative department. There is a lack of a set of evaluation system for quality education management, and there is a lack of corresponding evaluation mechanism in teaching methods, curriculum and textbook compilation. At the same time, China still lacks a set of scientific examination and evaluation system, and students are still unable to get rid of heavy homework, which is under great pressure, which is not conducive to the all-round and healthy development of students.

4. New Ideas on the Reform of Basic Education Management System in the New Era

4.1. The Government Should Constantly Optimize the Power Structure and Management Level

Throughout the reform of basic education management system since the founding of the people's Republic of China, we can see that education, as an important part of social management and public services, belongs to the central and local cross affairs. Developing and managing education is an important responsibility of governments at all levels, and it is also the key to understand the reform of China's basic education management system. The central government should strengthen its responsibility for macro management, guidance and supervision of national education, pay attention to the formulation of laws and policies, give priority to the protection of rural teachers, and increase financial support for rural education. Local governments should strengthen the "provincial overall planning", undertake more responsibilities, promote the rational allocation of resources and funds, plan the layout adjustment of rural basic education schools, strengthen business guidance and financial support for schools, and provide necessary basic guarantee for improving the quality of compulsory education as a whole. At the same time, local governments are encouraged to carry out bold reform and exploration according to their own actual situation and local conditions, and innovate the original system under the guidance of the central policy.

First, constantly optimize the organizational structure of basic education management to make it tend to flat development, which is conducive to the accuracy of information transmission and the macro management of administrative heads. The flat organizational structure is conducive to give full play to the creativity, enthusiasm and initiative of subordinates, shift the focus of power downward, and quickly reflect the changes of external forms. Secondly, continuously optimize the functions and powers of education departments at all levels to avoid the expansion of education functions, break the current situation of highly centralized education and meet the needs of new hierarchical management. Thirdly, We should constantly strengthen the autonomy and enthusiasm of running schools.

4.2. Improve the Management System and Promote Educational Equity

Change the current situation of education imbalance between urban and rural areas and between regions. We will promote the overall planning of urban and rural educational resources and increase investment in education in backward areas in the West and the vast rural areas. Actively promote the reform of decision-making power system and promote educational equity the government should continue to increase investment in education and encourage industries and enterprises to set up education. Promote diversified development of education, all regions should pay attention to "adjusting measures to local conditions". According to regional development, they will face the risk of data loss or tampering. On the one hand, colleges and universities should strengthen the practice of "fire prevention" and formulate different educational policies to promote educational equity to the greatest extent.

4.3. Introduce the Competition Mechanism and Establish A Scientific Education Evaluation System

The traditional educational management system leads to low educational efficiency and a serious waste of educational and teaching resources. Therefore, the competition mechanism should be introduced, such as allowing students to choose schools, developing private education, etc., and determining the amount of superior funding according to the number of students, which can promote schools to pay more attention to the dominant position of students focus on running schools and improve the quality of running schools. At the same time, we should gradually improve the scientific evaluation mechanism and formulate an evaluation mechanism suitable for China's national conditions and the development of the times from the development needs.

Under the influence of globalization and information society, with the deepening of China's government institutional reform, the problems existing in the management of basic education system have become increasingly prominent, such as imperfect education system, backward education methods, unbalanced education resources, and so on. These problems have a certain hindering effect on the development of China's basic education management system. Therefore, we should constantly speed up the reform of basic education management system and innovate educational ideas, so as to improve the per capita education level and quality of the whole society and continuously promote social development.

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