

Real-life dilemmas and responses to equalisation in education

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Abstract: With the rapid development of the economy, the implementation and development of basic education is the necessary guarantee for the realization of an educational power and the objective requirement of social progress and human development. However, there are still some insurmountable problems in China's modern education equity. For example, China's education resources, education process and teacher allocation have still not changed the unbalanced state of China's urban and rural education development. Realizing education equity is one of the urgent needs of today's education. In order to solve this problem, this paper uses the qualitative analysis method to analyze and study the current situation and implementation measures of education in the United States, Finland and China, and puts forward reasonable solutions, which has important practical significance for promoting the balanced development of basic education in China.

Key words:Balanced education; Educational equity; Regional differences

1 Definitions

(1) Theoretical implications.

This article analyses national initiatives to implement regional balanced development of basic education from the perspective of globalisation of education, bridging the gaps in the understanding of balanced development of education, breaking away from traditional concepts of education and extending balanced development of education from the policy level to the conceptual level.

(2) Relevance

By analysing the educational models and policy approaches of developed countries such as the United States and Finland, comparing the actual situation and problems presented by the development of education in China, and offering constructive advice in the context of economic development and practical initiatives; promoting the development of education in China.

2.Theoretical foundations of educational equalisation

The academic community has not yet developed a unified concept of educational equilibrium, but in recent years the theoretical community has described the meaning of educational equilibrium from different perspectives. In philosophy, 'equilibrium' is used to describe a stable, harmonious and orderly relationship between elements, where things are in equilibrium, i.e. where the internal contradictions of things have reached a temporary, relative unity. Marshall, on the other hand, introduced this idea into economics, arguing that equilibrium is a state of relative balance between demand and supply through the allocation of limited resources. Educational equilibrium is a transposition and variation of economic equilibrium in the field of education, i.e. the allocation of educational resources through rational means to achieve the ideal state of demand for educational resources.

The balanced development of basic education is not without a source, and this article analyses it from the perspectives of jurisprudence, ethics and pedagogy.

From an ethical perspective, this paper borrows the principle of difference as proposed by the American scholar Rawls: the use of unequal means to achieve equality by prescribing some unequal content. Rawls attempts to achieve a balance of social interests through the maximisation of resources in favour of the disadvantaged, in order to maximise the overall interest in the outcome. In other words he argues that in order to achieve de facto equality, formal equality has to be broken down, and that the use of equal scales for de facto unequal individuals inevitably results in disparities. For example, disadvantaged groups are disadvantaged from the outset and their education is incomplete and deficient. He advocates the necessary adjustment and compensation for the education of disadvantaged groups formed in the process of educational development, so that disadvantaged groups generally receive the benefits of social cooperation in education, thus achieving equality and balance in education.

From an educational point of view, educational equity is a sub-system of social equity, subject to economic and political factors, and educational balance is placed under the concept of educational equity. The concept of "equity of opportunity in education", as put forward by the American sociologist Coleman in his report, is now widely accepted internationally. At the same time, the real aim of education should be to reduce the unequal impact of environmental factors on different pupils through the educational process, thereby reducing the impact of these factors on the future adult life of the child.

It is thus clear that the implementation of a balanced compulsory education has the backing of the community as well as adequate theoretical support, and that its implementation affects the well-being and future of countless students.

3.The problems facing the equalisation of education in China

As the development of education is constrained by a variety of social factors, there is still a problem of unbalanced education in China, which contains three levels: firstly, balanced development between regions,

secondly, balanced development between schools within regions, and thirdly, balanced development between groups, especially the education of disadvantaged groups. At present, the development of basic education in China is unbalanced, with education in the eastern coastal region being significantly higher than in the western region and education in the cities being significantly higher than in the countryside. Changing the uneven development of education is a very complex and difficult problem that requires long-term research.

There are significant differences in the development of education between regions in China, particularly in the developed and backward regions in the eastern and western parts of the country. This disparity is usually directly reflected in the gap in education funding. Although the government has increased its investment in education in the backward regions in recent years, as the main source of its funding comes from the local government, if the local government's financial revenue is insufficient, it will directly lead to an imbalance in the development of education, and the most intuitive difference is reflected in the quality of education.

School conditions: According to the National Basic Standards for Physical Education and Sanitation in Schools issued by the Ministry of Education in 2007, the average classroom area per capita is clearly defined as follows: primary schools should be at least 1.15 square metres, secondary schools should be at least 1.12 square metres, the distance between the front edge of the desks and the blackboard should be at least 2 metres, there should be a longitudinal aisle not less than 0.6 metres wide between the rows of desks in the room, and a horizontal aisle not less than 0.6 metres wide should be provided behind the classroom. There should be a horizontal aisle of not less than 0.6 metres, the blackboard should be intact and without damage, no glare, good pen hanging performance, easy to wipe, and heating equipment in cold areas. It is clear that the current development of education in China has met the basic provisions of the standard in the vast majority of areas, and on this basis has made maximum improvements according to the local economic situation. However, there are still some areas in China that are limited by their regional economic and cultural factors, such as, firstly, the lack of sports field area. Secondly, the standard of equipment configuration is not suitable for the requirements of the new curriculum, laboratory equipment is lacking and outdated, there is a lack of "professional laboratory staff", and modern educational facilities have not yet been introduced into the classrooms. Thirdly, the accommodation conditions for teachers and students need to be improved and the teaching infrastructure is too weak.

The level of teachers: First of all, the level of teachers to a certain extent affects the students' ability to receive knowledge, and students' knowledge formation has not only innate factors but also the cultivation of acquired habits. Some teachers are not aware enough, their ability is lacking, and their concepts cannot be updated in time. Difficult to form a scientific concept of teaching, which does not promote the development of students. Secondly, the level of education and quality of primary and secondary school teachers in developed cities is dominated by

postgraduate and undergraduate students, while the level of their teachers in backward areas can only be maintained at a level where they can teach. At the same time, the number of teachers of various subjects in the backward regions shows a structural imbalance, and there is a serious imbalance in the structure of teachers' disciplines. The gap in teachers' concepts, professionalism and teacher training will inevitably lead to a gap in talent training. Finally, teacher capacity development likewise requires a renewal of district perceptions and a broader focus and investment, and is not something that can be achieved overnight.

4. Summary

Promoting the balanced development of education, reducing the differences between urban and rural areas and regions, especially between schools in the same region, plays a vital role in improving the overall quality of education in society. Realizing the equality of educational quality resources is a systematic project involving the responsibilities of many interest groups and departments, which must be guaranteed through a perfect system, and also requires the full cooperation of all parties in the society to ensure the effective implementation of various measures and maximize the learning needs of students. At the same time, it is necessary to put forward feasible policy approaches, narrow the regional gap according to local conditions, minimize the imbalance in education, and ensure the construction and investment of teachers, students and infrastructure.

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