

# Analysis on the Evaluation Obstacles and Countermeasures of Quality Education

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**Abstract:** The evaluation of the quality education is neither convincing nor instructive, mainly because people from all walks of life do not understand the subject of evaluation of the quality education, the stakeholders' incomplete understanding of the object of it and the lack of consistent evaluation criteria among the subject of education evaluation. To overcome these defects, it is important to accurately understand the value orientation and essential requirements of the "subjectivity" of the quality education, so as to construct a common interactive subject of educational groups, jointly determine the evaluation criteria, and strengthen their respective qualities.

**Keywords:** Quality Education; Evaluations; Obstacles; Countermeasures

Many problems of quality education that related to "all-round development of education" and "new curriculum" remain unsolved, as a result, the new curriculum and the goal of "all-round development of education" face substantial obstacles. In recent years, many educators have reinterpreted and explained the connotation and extension of quality education with the concept of "core literacy". Some scholars have proposed to "start quality education again."<sup>[1]</sup> We need to realize soberly that how to evaluate the quality education and its implementation effect is still the bottleneck problem in the development of education.

## 1. Problem representation in evaluation of quality education

### 1.1 Quality education stakeholders are both unified and opposed

Quality education is a kind of progressive educational value orientation, which also conforms to the trend of world culture. It is also the reasonable, reasonable, legal and human requirements of all social parties, because, as a big testing country, people put forward the requirements of quality education, which is the common requirement of everyone. Therefore, people from all walks of life are also the demanders of quality education.

Students are "silent" demanders, because they are the biggest beneficiaries of quality education. Even under the current background, it is still found that the schoolwork burden of primary and secondary school students in some provinces and cities is too heavy, "loss in school and compensation outside school", and the burden of extra school work is increasing, which is becoming a major problem affecting the people's good life.<sup>[2]</sup> However, it is not difficult to find that it is the society, family and school that cause students' stress and physical and mental damage, which is an indisputable fact.

### 1.2 Attitudes and evaluations of quality education vary from all walks of life

After "quality education" was put forward, the response from all walks of life was not consistent: the decision-making circle caused a great response, many people full of enthusiasm, actively advocated. The theoretical circle has not carried out

much detailed research. “Most people are silent (not tacit), sometimes one or two objections, and sometimes three or four points of approval.”<sup>[3]</sup>The practical world “wanders between the decision-making circle and the theoretical circle”, at a loss, with a “game mentality” to deal with the policies of the higher authorities. As the object of education, students, although their burden will become heavier because of the wrong mentality of the practical community, they do not seem to participate in this evaluation. All walks of life have strong requirements for quality education, but the degree of participation in the evaluation is very inconsistent, which leads to many contradictions in quality education itself, and some people even raise doubts and ambiguities about quality education. Educators are confused by all kinds of censure and the terminology of foreign theories.<sup>[4]</sup>

### **1.3 The evaluation of quality education has changed from hot to cold**

When the quality education was put forward, people burst out with high enthusiasm and full of hope for quality education. They hoped that through the “golden finger” of quality education, the disadvantages of education could be cleaned up and a new world would be brought about. Therefore, articles, monographs, projects and practical explorations about quality education came out all over the world. At the turn of the century, hundreds of thousands of quality education papers were published every year, as if overnight, quality education “thousands of trees pear blossom.”

However, only a few scholars have sorted out the nature of education and the characteristics of quality education, and put forward that quality education should be studied in the social system to continue to improve the theory of quality education.<sup>[5]</sup> Due to the lack of operational standards, front-line workers have a lot of doubts and can not be solved smoothly, leading to the practice of “ experiment leads to success, but promotion leads to failure”, which leads to the extreme evaluation of “quality education is vigorous, examination oriented education is down-to-earth”. Many people seem to have gradually cooled down their enthusiasm for “quality education”.

## **2. The triple obstacles and countermeasures of quality education evaluation**

The author thinks that quality education and its evaluation fall into an awkward situation, mainly because people from all walks of life have no clear understanding of the subject of quality education evaluation, can not determine who is the subject of evaluation, there is no balance between the decision-making, theoretical and practical circles; the understanding of the object of quality education evaluation is not comprehensive, and it is simply limited to the evaluation of students’ learning results. It is caused by the lack of sufficient attention to their learning process and peripheral conditions, in particular, the quality of teachers, managers and other members of the community and the lack of consistent evaluation standards. Generally speaking, the problems of quality education evaluation mainly include the standard, subject and object of quality education evaluation.

### **2.1 What is quality: The evaluation standard of quality education**

The “quality education” carried out in China is established under the international background of pursuing the concept of subjective education. The concept of subject education has two major connotations: human being is the subject, education should respect and enhance the subjectivity of human beings, and cultivate people with subjectivity. The relationship between people is the relationship of interactive subjects; education returns to the life world, and education has the same dominant position in society, The community composed of teachers and students is the main body of education group, which is equal to political subject, economic subject and cultural subject. Therefore, quality education is not only a social tool, not a “quality education” as people generally understand, but a social activity with humanistic character. The subjectivity of education requires that the evaluation of education must be a combination of “qualitative evaluation” and “quantitative evaluation”, in which the selection function of evaluation is the means for the development of education and the development of students, it is subordinated to the needs of society and student development, and it is necessary to combine “diagnostic evaluation”, “formative evaluation” and “summative evaluation” as the basic means of evaluation. It requires students as the center, pursuing education quality and equity, paying attention to the all-round development of every student, and realizing the essential requirement of education based on educating people. Therefore, the practice of conducting “quality education” by examination, decomposing and quantifying the quality, and carrying out “rigid management” and “rigid evaluation” runs counter to quality education.

In addition, quality education is also developing and historical. The connotation and extension of quality education should also develop with the development of society, so should its evaluation standard. For example, in the new historical period, how

to effectively integrate the content of ecological civilization education into the evaluation index of quality education, how to incorporate the idea of community of human destiny into the important guiding ideology of quality education evaluation, etc., all need to do effective thinking and trying.

## **2.2 Who requires the quality: The subject of evaluation**

Generally speaking, the person who puts forward specific requirements for a certain event is often the evaluator of the event, that is, the “appealing subject” should be the evaluation subject. However, in the process of carrying out quality education in China, it is not clear who is the evaluation subject.

From the reality, all sectors of society, including teachers and students, have a strong demand for quality education. Therefore, the evaluation subject of quality education should be people from all walks of life, and students and teachers are also inevitable evaluation subjects. The question is, what is the relationship between the subjects? How to determine the evaluation subject in specific affairs? For example, in the evaluation of “students’ growth”, how to deal with the relationship among students and other people? If this problem is not clear, quality education can only be empty talk, let alone how to put quality education into practice, because there is no evaluation subject and no supervisor. Therefore, the problem can only be solved by taking the form of dialogue and communication among people from all walks of life to form an “interactive evaluation subject” with unobstructed information.

## **2.3 Whose quality is required: The problem of evaluation object**

“Teachers should teach students how to behave, how to seek knowledge, how to do things, how to keep fit, how to appreciate beauty, how to create; students should learn to be human, learn to seek knowledge,...” “Quality education is a basic education to promote students’ physical and mental development for the purpose of improving national morality, science and culture, labor technology, physical and psychological quality”. From these requirements, we can see that the so-called “quality education” mainly requires students, but at the same time, it ignores the subjectivity of education, resulting in a unique logical paradox. The conclusion of this problem should be drawn from the concept of “group interactive subject”, that is, each subject is not only the evaluation subject, but also the evaluation object. In the process of common restriction, negotiation and communication, and equal dialogue, each evaluation object must accept the supervision of other evaluation subjects, and at the same time, it is also the evaluation subject. This requires that each evaluation subject not only has the right to communicate and restrain others, but also has the ability to strengthen their own quality and reflect on themselves.

## **References**

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