

Research on the Integration of Examination-Oriented Education and Quality Education

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Abstract. Nowadays, there are two main educational modes in society, which are quality education and exam-oriented education. Both of these educational models have certain limitations, so the problem of how to choose and progress educational models has been widely discussed by various countries. China faces the same problem. This paper analyzes the current situation and problems in China's education and puts forward suggestions that are more conducive to the implementation and execution of China's education policy. First of all, this paper makes an understanding of the two most mainstream education models in present society, namely, exam-oriented education which emphasizes the supremacy of academic knowledge but is single, and quality-oriented education which emphasizes the all-round development but lacks the hard academic knowledge intake. Through the two examples of Britain and North Korea, this paper concludes that either exam-oriented education or quality-oriented education will have great limitations. Obviously, in the face of the ever-changing and ever-changing international trends and trends, China should adjust its policies or carry out reforms promptly, and combine examination-oriented education with quality education, so that new students can acquire sufficient academic knowledge and improve their comprehensive ability.

Keywords: Examination-oriented education, quality education, educational modes.

1. Introduction

Nowadays, with the pace of social progress, the demand for jobs and the pursuit of human literacy have led to quality-oriented education gradually replacing exam-oriented education as the core position in the educational field worldwide. More and more people believe that the single exam-oriented education limits the development direction of students' thinking and interest, thus forcing students to only focus on the exam, ignoring thinking and planning for the future and life.

In China, the competitive examination of officials for several years from the beginning of the imperial examination system in the Sui Dynasty determined that the basic education system of new China was examination-oriented. However, with the trend of change in the international community and the pursuit of comprehensive literacy, the Chinese government has gradually begun to carry out a deeper reform of the single exam-oriented education model.

The introduction of various policies also indicates that China's basic education has begun to transform into a quality education system. The new policy attaches importance to students' innovative ideas and updates educational ideas, which promotes the deepening reform of China's basic education curriculum to the direction of quality education in many aspects of morals, intelligence, physical fitness, work, and aesthetics [1]. Exam-oriented education and quality-oriented education each have their advantages and bring different effects and benefits.

The Chinese government is good at drawing up a set of policies that work for China based on different guidelines and blending them with China's national conditions, which can be seen in the implementation of policies in the education field. In fact, due to the short period, it takes for such policies to be updated and introduced, their impact on China's education sector is not obvious. Therefore, this article will take the education circles of the two countries as examples to analyze the relationship and difference between exam-oriented education and quality-oriented education, as well as the impact they bring, and combine them with China's national conditions to assume the impact of exam-oriented education and quality-oriented education on China's education circles, and then put forward questions and suggestions on the current situation of China's education circles.

2. The Connotation of Exam-Oriented Education and Quality-Oriented Education

2.1. Exam-Oriented Education

Exam-oriented education, as the name implies, is a close connection between education and examination, which means an education model that sees education as a way to increase enrollment rates. The exam-oriented education mode is to use the cramming education mode to let students constantly acquire a lot of knowledge in repeated learning. In the long history of the world, China has the longest history of using central examinations to regulate the national education model. Since ancient China standardized the imperial examination system, the examination organized by the central government became the main means to evaluate the learning ability and achievements of scholars, encourage excellent students, and select outstanding talents to become officials [2]. In addition, after modern China resumed the Gaokao system in 1977, the People's Republic of China continued the traditional educational model left by history.

At the same time, based on the development needs of new China, the government implemented an education policy focusing on training technical talents, resulting in the national education model increasingly tending to exam-oriented education centered on examination results. Unified examination content and merit-based admission are the core educational concepts [3].

2.2. Quality Education

Different from the uniqueness of exam-oriented education, quality-oriented education focuses on cultivating students' learning skills, thinking morality, and artistic and physical ability, rather than limiting themselves to learning subject knowledge. The characteristics of quality education are ensuring students' all-around development ability, taking students as the core point, attaching importance to students' interests and specialties, and providing comprehensive courses to cultivate students' various skills. Yeung and Chow put forward that the most needed Education model in today's society is Education for Sustainable Development [4]. They argue that thinking of systems, anticipatory, normative, strategic, and interpersonal competencies are considered the five most important competencies, it coincides with the concept of quality education, which has become the most important educational policy of UNESCO.

Since 2019, the Central Committee of the Communist Party of China and The State Council of China have issued policy guidelines on the modernization of China's education, aiming to adjust educational strategies to pay more attention to the all-round development and comprehensive skills of students [5]. In May 2023, the Chinese Ministry of Education again issued a planning notice on education reform, further reforming and deepening the already implemented quality-oriented education policy, and jointly promoting the all-round development of students' morality, intelligence, physical fitness, work, and aesthetics from concept to action [6].

2.3. Connection and Characteristics

The characteristics of exam-oriented education and quality-oriented education seem to be quite different, they complement each other. In the early years of the founding of the People's Republic of China, to meet the demand of a large number of intellectuals and scientific and technological talents, the government resumed the college entrance examination system in 1977 and advocated the exam-oriented education model. Although there is uniformity in students' input of knowledge in exam-oriented education, it is obvious that this policy has achieved great achievements. The implementation of exam-oriented education promoted the popularization of knowledge throughout China from the 1980s to the early 21st century. Remarkable achievements were also made in the field of science and technology, and the overall quality of education was greatly improved [7].

To deal with the problems caused by unitary exam-oriented education, the Chinese government has reformed the quality of education in the direction of the original educational policy. With the deepening of quality-oriented education reform, the new generation of students in China has shown

a high level of comprehensive quality and innovative ability. They not only acquire diverse academic knowledge but also enhance their ability to collaborate, criticize, and think creatively and morally [8].

Combining the all-round development ability derived from quality-oriented education with the professional knowledge derived from exam-oriented education, Chinese students grow up in a more scientific education model. Absolutely, in the field of education, China has once again opened up a reform route suitable for its national conditions, although this road is still some difficulties and doubts.

3. Adaptability and Advantages of Different Education Models from the Perspective of National Comparison

3.1. British

British is one of the undoubted educational powerhouses. In British, secondary school students still adopt A more traditional exam-based education model, with emphasis on General Certificate of Secondary Education and A-Level S1 [9]. As a result, British students generally have high academic standards and are among the best in Europe in international assessments [10]. However, the British government adopts the model of quality education and open education after students graduate from secondary school, aiming to cultivate students' comprehensive literacy [10]. Various comprehensive student support centers also play their role in the reform of quality Education in Britain, such as Vocational Education and Training, which focuses on cultivating students' practical skills and employability. It plays a vital role in the vocational education of British students [9]. Therefore, the exam-oriented education model of British middle schools ensures the basic academic ability of students, and then the quality-oriented education model helps British students acquire more practical and college comprehensive ability. As a result, British educational standards can be among the best in Europe and even on the international stage.

3.2. North Korea

North Korea can be regarded as one of the developing countries that has risen rapidly in recent years, and the North Korean education model is also unique. North Korea's education system is based on examination-oriented education, in which hard power such as science and technology, state law, and military courses are the top priorities in North Korea's education sector [11].

The exam-oriented education model has shown great disadvantages in the field of education in North Korea. The emphasis of education in North Korea is centered on rote memorization of knowledge and blind pursuit of policies and laws, thus limiting the opportunities for students to innovate and think independently [11]. However, although there was still inequality in educational resources after North Korea adopted the strategy of universalizing and structuring the education system, it also implemented the expansion of the popularization of education to a certain extent [12].

Under the relatively weak national strength foundation, the huge benefits brought by exam-oriented education can not be underestimated. Standardized evaluations and merit-based admission programs have led North Korean education circles to place more emphasis on core subjects. Students with solid academic knowledge have brought excellent science and technology to North Korea, and brutal but efficient evaluation and selection methods in education have selected a large number of talents for society [12]. The exam-oriented education model is undoubtedly the most appropriate and most effective policy in North Korea in recent years, so the basic national strength of North Korea has been greatly improved in recent years.

3.3. China

After the resumption of the college entrance examination in 1977 in China, the exam-oriented education reform ushered in a group of new talents in the Chinese education sector. After the re-implementation of the college entrance examination policy, the Chinese government, adhering to the belief of selecting national pillars, carried out the exam-oriented education model to the end, and

made great contributions to the development of New China. The academic competitiveness of Chinese students is gradually improving, and they rank among the top in international assessments such as PISA, Chinese universities and colleges are also gradually rising in the global rankings [13]. But soon, the single exam-oriented education model can no longer adapt to the development trend and trends of international society in the new time, so quality education reform has been put on the agenda.

Regarding the reform of quality education, the Chinese Government has pursued policies that include elements conducive to physical and mental health, a variety of subjects, extra-curricular activities, and a variety of teaching methods. The effect of the reform has also taken shape in a short time. The reform of quality education has enabled Chinese students to achieve more comprehensive development in all aspects. The rich curriculum content and extracurricular activities have cultivated the creativity and practical ability of Chinese students. The no longer heavy homework schedule has also effectively eased the mental pressure of contemporary Chinese students. Diverse subjects also bring more choices to students [14].

From a macro point of view, the reform policy in different periods is the most suitable for the national conditions at that time. Under the influence of changes in national conditions and world trends, China's education model combines exam-oriented education and quality-oriented education, which has shaped a unique educational system with Chinese characteristics.

4. Problems and Revelation

From the above cases, it can be found that the implementation of education policies is closely related to national conditions and social trends. There is no doubt that the arbitrary implementation of exam-oriented education or quality education will cause a certain degree of negative effects in the field of education, accompanied by the single effect of policy. Exam-oriented education and quality-oriented education are not in absolute opposition, which can be concluded from the cases of both Britain and China. Based on exam-oriented education and supplemented by quality-oriented education, the two complement each other and adjust the details of the policy according to the national conditions. This method has made great achievements in today's education industry.

Although China has made a lot of returns and benefits in education reform, there are still many problems and loopholes in the field of education in China. The implementation of quality education reform in China is not long, and the distribution of urban and rural areas in China is wide and complex, so the implementation of education reform in many remote towns is not perfect and practical. This problem not only leads to a huge difference in educational resources and educational concepts between urban and rural areas in China but also increases the pressure on students to study, resulting in students' mental health problems that cannot be improved.

China has a large population base, and higher education resources cannot be guaranteed to all people, so when Chinese students enter the middle school stage, the huge pressure to study will be swept up. The reform of quality-oriented education is still being implemented, and the idea of only scores is deeply rooted in the Chinese education field. The drawbacks of the one-time exam-oriented education will occur together with the pressure to enter higher education. Students will pay too much attention to exam results, face huge academic pressure, and neglect the overall development and improvement of comprehensive ability [15]. Therefore, it is particularly important to respond to the policy and implement the reform at the grassroots level, while deepening the education reform again to balance the education system and model across the country.

In China, vast territory and a large population are both factors that can frustrate the implementation and implementation of policies. On the one hand, many rural areas in China have great problems in implementing educational reform policies. The content of the quality education reform policy of the Chinese government is not general, but as mentioned above, the difficulties of the reform road also come from deep-rooted stubborn ideas and the pressure of further study that cannot be ignored. The understanding of education and the concept of learning determine the mentality and behavior of

students themselves, teachers, and parents. Therefore, it is essential to promote the content of quality education and the benefits of all-round development throughout the country. Only by changing the concept of education from the ideological root can people get greater benefits and lay the foundation for further reform.

In addition, the huge pressure to study has also brought difficulties to the reform. This factor is closely related to China's educational resources and employment resources. Due to the uneven educational resources in urban and rural areas and the large number of students, the admission rate for China's high school entrance examination and college entrance examinations is very low. The reason for the low employment resources in China is not only the large population base, but also the almost disastrous business closures and layoffs three years after the epidemic, and the high unemployment rate has led to the graduation anxiety of current students. Therefore, substantial investment in campus and workplace resources is essential. For example, vigorously promoting learning and employment in the education industry and introducing a large number of talents into the education industry can not only alleviate unemployment but also expand educational resources and improve the enrollment rate. At the same time, it is also very important to ensure the quality of the talents engaged in education.

The above is about the quality education reform implementation and improvement of the suggested direction. With the changes in China's national conditions and world trends, making further improvements on this basis will undoubtedly alleviate the current difficulties in China's education industry in theory.

5. Conclusion

To sum up, in the process of the long-term development of society, the change of educational ideas has a huge influence. With the transition of the 20th century to the 21st century, due to the factors of international trends and social demand, the educational mode tends to change from a single exam-oriented education to a more comprehensive quality education. And as various countries experiment with reform, the results are not quite as smooth as one might expect. In most countries now undergoing positive change, combining the two would be more transformative and minimize negative effects than replacing test-oriented education entirely with quality education.

The Chinese government has actively followed this trend of change. The Chinese government not only adopts the transformation to the quality-oriented education model but also finds a balance between quality-oriented education and exam-oriented education according to the national conditions. This means that the academic character of exam-oriented education can be retained in the theoretical results of China's educational reform, and more comprehensive knowledge can be imparted to students.

Unfortunately, despite comprehensive policies and strong theories, the results of reform have been unsatisfactory because of China's large land area and large population. Most of the problems lie in people's misunderstanding of the educational concept and the huge pressure students feel. Therefore, improving the problem of outdated concepts, easing the pressure on education, and implementing reform policies are essential actions of the Chinese government.

Assuming that China's education reform can achieve great benefits, it can not only be used as a reference for scholars in the international education industry to study and follow suit but also bring a huge positive impact on the international education industry.

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