

Research on the Problems and Countermeasures in the Comprehensive Quality Training of Chinese Primary School Students

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Abstract. Quality education is a kind of educational mode that aims at improving the comprehensive quality of the educated. It mainly includes people's moral quality, intellectual quality, physical quality, aesthetic quality, labor skills quality, etc. In order to improve the overall quality of its citizens, China defined the concept of quality education as early as 1994 in the Outline of China's Educational Reform and Development. China has been making a lot of efforts on the road to implementing quality education in an all-around way. However, in the primary school stage, the key period of cultivating students' comprehensive ability, the implementation of quality education is affected by many factors, and some problems appear. This paper puts forward some views and suggestions on the problems in the cultivation of comprehensive quality for Chinese primary school students. By improving education policies, school education, and family education, primary school students can grow into comprehensive talents with all-around development in morality, intelligence, physique, beauty, and labor.

Keywords: Quality education, Comprehensive ability, Talent Quality, Primary education.

1. Introduction

In the 21st century, the world has entered the era of the knowledge economy, and the ability of scientific and technological innovation has become the most important factor to enhance the comprehensive national strength of a country. At the same time, the country's demand for talent is also undergoing profound changes. What kind of talents can meet the needs of the times? What kind of quality of people can better survive and develop today? These have become the focus of attention of the national education department and educators. According to the development status quo of China's socialist market economy, with the gradual marketization of human resource allocation and the continuous renewal of employment mechanism, the talents who can create more value for the society no longer have certain characteristics but have enough potential and cultivation in different aspects such as personal quality, knowledge and experience, cooperation and communication, innovation and decision-making. In order to cultivate many all-around talents and promote the rapid and efficient development of the country and society, China has continuously emphasized and deepened the concept of "quality education" in its educational reform in recent years. Especially for the primary stage of comprehensive quality training, the education sector attaches great importance. However, the real implementation of quality education is not very ideal. Because of the influence of the idea of examination-oriented education for a long time, the investment of the government, schools, teachers, and parents in quality education has not met the requirements, and the cultivation of students' comprehensive quality is not comprehensive and balanced. There are many factors in the implementation of quality education. This paper summarizes the problems of national education policy, school teaching system, teachers' teaching methods, and family education in the cultivation of pupils' comprehensive quality through literature analysis. By putting forward various countermeasures, the paper aims to improve the understanding of society, schools, teachers and parents on quality education, so as to make them understand the true meaning of quality education and the relationship between quality education and examination-oriented education. It aims to let them not only pay attention to the study of basic knowledge of the subject but also balance the proportion of morality, intelligence, physique, beauty, and labor in the cultivation of primary school

students' comprehensive quality. In addition, it aims to train primary school students to become high-skilled talents who can adapt to the development of the times and create social value.

2. Problems in the Comprehensive Development of Chinese Primary School Students

2.1. National Education Policies

Since the establishment of the imperial examination system in China during the Sui Dynasty, the examination has been the main way in which the country selects talents. Through examinations, rulers promoted the mobility of social classes and maintained the stability of the country. Today's "college entrance examination policy" serves the same social function as the former "imperial examination system", which was used as an important means to achieve higher social status and complete the class leap. The content of education, therefore, revolves around the content of the examinations, and the exam-oriented education model is deeply rooted in the Chinese cultural environment [1]. Under this "test-based" education model, students rely on rote memorization of books and practice problems to improve their performance and are gradually reduced to learning machines and slaves to grades.

However, it is not only the knowledge but also the ability of a person who can truly contribute to the development of a country's comprehensive national power. At the stage of knowledge education, students who are well-rounded in moral, intellectual, physical, and aesthetic development are better adapted to work in society [2]. Education is not only about giving students excellent grades, but also about cultivating a healthy body and mind, a sound personality, and a high moral character to make them become well-rounded and comprehensive talents [2]. To improve the quality of the population, the national education department and various educators have made many efforts to improve education policies. In recent years, most of the educational policies introduced by the country have focused on the all-round development of students' personalities in terms of knowledge, abilities, talents, and interests. For example, the policy of "quality education", which focuses on the development of human intellectual potential and the formation of a sound personality, and the policy of "double reduction", which reduces the academic pressure of primary and secondary school students. Although these policies are to a certain extent conducive to the development of students' overall quality, students' examination results are still an important factor in their entry into higher education under the influence of the current system of using subject examination scores as a criterion for further education. It is the common expectation of students, parents, and teachers to let students enter a school with relatively good educational resources and teaching quality.

Although the meaning of "quality education" is clearly defined and required in policy, there is still a great deal of difficulty in its actual implementation. Some scholars argue that quality education is not implemented because it is contradictory to exam-based education, but others argue that quality education and exam-based education are both essentially about equipping students with more knowledge and are not completely opposed to each other [3]. Given the current situation of China's educational environment, the co-existence of exam-oriented education and quality education is inevitable. How to reduce the contradictions between the two and make them complementary and integrated, working together to cultivate talents with holistic development is a question that should be thoroughly discussed by the national education authorities and educators.

2.2. School Level

2.2.1 Lack of attention to the non-subject-based curriculum in schools

Although academic pressure is lower at the primary level and there is more time to develop students' interests compared to secondary schools. However, the reality is that schools attach far less importance to non-disciplinary subjects than to academic subjects, both in terms of the resources invested in teaching and in terms of the number of lesson hours. Firstly, most schools are ill-equipped for teaching and learning. Many schools focus on the main curriculum, so teaching resources for non-

subject courses are very limited. Teaching resources such as art teaching aids, sports equipment, and music classrooms do not meet the teaching requirements of the subject, which largely reduces the quality of students' learning. In addition, eighty percent of the classroom time in primary schools is taken up by culture classes. It is not uncommon for the few weekly art lessons to be replaced by math lessons and for PE lessons to be self-study in class. Many schools are more concerned with students' subject examination results, neglecting the development of their physical fitness, aesthetic sensibilities, and hobbies. Schools do not provide a certain number of non-subject-based courses for students at a stage that is most suitable for nurturing their all-around development, greatly reducing their exposure to non-subject-based courses. Such a country of education can stifle the talents and personalities of some students and is very detrimental to the overall development of primary school students.

2.2.2 Problems with classroom teaching in primary schools

Firstly, most primary schools in China are organized on a classroom basis, with teachers planning classroom content according to the learning progress of the class as a whole. However, this form of teaching can neglect the individual development of students. This is especially true for primary school students who are not fully mature and cannot accurately judge whether they have mastered their knowledge or have the sense to take the initiative to seek help from the teacher. In addition to learning, if students have problems with interpersonal interactions or moral codes in the classroom and do not receive timely attention and solutions from the teacher, this has a serious impact on their physical and mental development. Secondly, teachers' teaching methods are homogeneous and stifle students' creative spirit. Under the premise of a classroom-based teaching organization, teachers tend to use the traditional lecture method in the classroom. This method of teaching relies on the teacher's experience and results in less student participation in the classroom. Influenced by exam-oriented education, almost all the content students learn is what the teacher teaches, and what the teacher teaches is what will be tested in exams. To complete the teaching schedule and save classroom time, teachers demonstrate or tell students the results of many experiments that require students' hands or conclusions that require students' reasoning and thinking directly, so that students don't know how knowledge comes into being. Students lack the space to think and explore on their own and will only mechanically copy and recite book knowledge without internalizing it, let alone applying it in real practice. If such a teaching mode affects students for a long time, it will stifle their creative spirit and the spirit of research. They will not take the initiative to think and will not dare to challenge authority. The pursuit of a fixed standard answer greatly inhibits the development of student diversity. Thirdly, the teaching objective is single, and the main position of students in teaching is ignored. Because subject examination results are the main measure of teaching outcomes, teachers take the completion of planned teaching tasks in the classroom as an important principle for curriculum evaluation. To ensure that the teaching tasks are completed within the limited classroom time, teachers design every aspect of the classroom in advance. This includes some questioning sessions where the teacher has even prepared the lesson with pre-determined answers to student responses. Creative, personalized questions from students are ignored in case they disrupt the class plan. This not only fails to respect students' subjectivity in teaching but also neglects the development of students' emotions, interests, and personalities.

2.3. Problems in Family Education

Since the idea of quality education was put forward, parents no longer focus on their children's academic performance. More and more parents are willing to spend time and money to cultivate their children's interests and hobbies and improve their children's comprehensive quality. This is a good thing for children to promote their diversity. However, the actual situation is that the "grade-only theory" has not been eliminated from parents' thinking. In addition to academic achievements, children's interests and hobbies have also become part of the comparison [4]. Many parents fail to respect their children's ideas and instead choose what they consider to be more "advanced" interests. In the cultivation of children's specialty, competition, grade examination, and admission points as the

fundamental purpose [4]. The utilitarian thoughts of parents increase the pressure on children, make them produce a resistant mood, and cannot improve their comprehensive quality of true love.

3. Recommendations

3.1. National Level

The problem of poor implementation of quality education boils down to educators' misunderstanding of it [5]. The country should provide a more profound explanation of what quality education is. The implementation of quality education is not about abolishing exams nor neglecting subjects such as math and languages, but about enabling students to improve their abilities in a more comprehensive, free, and extensive way in the process of acquiring knowledge. For educators to thoroughly implement the quality education approach into their specific educational work, the country also needs to take several measures. For example, the assessment of primary school students' physical quality, moral quality, and survival ability can be increased and counted in the comprehensive quality assessment. The comprehensive quality assessment should also be used as an important basis for students to advance to higher education, instead of being determined by subject examination results only. Local education departments should also strengthen their supervision of schools by offering various quality education courses and carrying out various comprehensive activities. The country needs to enhance the understanding of the comprehensive quality development level of primary school students to keep pace with the times. For the country to cultivate talents with all-around development in moral, intellectual, physical, aesthetic, and labor aspects, it is necessary to put the value of quality education and examination-based education on the same footing for human development.

3.2. School Level

3.2.1 Balanced curriculum hours and resources for each subject

Schools should adjust the proportion of lesson time for each subject under the requirements for the all-round development of moral, intellectual, physical, aesthetic, and vocational education. It is forbidden to compress the teaching time of non-subject courses to complete the teaching tasks of the subject courses. Students are guaranteed access to the right amount of education in all areas. School space, space, equipment, and facilities are to be allocated to each subject in a balanced manner. Particular attention should be paid to the acquisition of teaching aids such as sports equipment, musical instruments, and drawing aids. For the lack of specialist teacher resources for non-disciplinary subjects in some schools, methods such as employing quality teachers such as qualified social professionals or volunteers, or making full use of free online learning resources, can be used [6]. Only when schools correct their attitudes towards teaching non-disciplinary subjects can students develop holistically and in multiple areas of school life.

3.2.2 Adopting a variety of teaching methods

The classroom is the main place where students acquire knowledge and skills. The effectiveness of the classroom determines to a large extent the quality of education. Teachers should take the development of students as the basis of the classroom teaching process. Different students have different personality traits, learning habits, and levels of receptiveness to knowledge. Teachers should respect the individualized differences of students in teaching and tailor different research methods for different students so that they can personalize and diversify their learning [7]. Teachers need to focus on the process of student learning rather than the outcome. Students are the subjects of education, and teachers need to understand what students are thinking and inspired by in the process of learning, rather than just focusing on how much of their teaching task has been completed. This helps students to apply their knowledge more effectively in practice. Teachers also need to adopt a variety of teaching methods to stimulate students' engagement and motivation in the classroom. Excessive 'verbalization' in the classroom can be boring and inattentive. Therefore, teachers can allow students

to work in groups to improve their teamwork skills, to do hands-on work to improve their innovative research skills, or to stimulate students' interest in learning through multimedia internet teaching [8,9].

3.2.3 Paying attention to extra-curricular activities

Extracurricular activities are of great help to the development of primary school students' overall quality. Through oral communication activities, students can improve their communication and expression skills; through labor practice activities, students can develop a love of work; through social practice activities, students can broaden their horizons and increase their understanding of social life [10]. Many extra-curricular activities can promote students' psychological development [11]. Therefore, schools need to strengthen their infrastructure and provide material support for extra-curricular activities. Even schools in less economically developed areas should do their best to enrich the school life of their students. The gap between students in that area and those in developed areas in terms of comprehensive ability should be narrowed so that they can better adapt to society.

3.3. Family Level

Parents must be open-minded about their children's hobbies and interests and listen to their children's voices from their perspective. For children who do not have their own opinions, parents should help them to choose their hobbies according to their children's personality characteristics and their physical and mental development to determine what they love and what they can persist in learning. Parents must help their children to choose hobbies that they will be able to pursue and that they will be able to stick to. Choosing the right hobby for the child will have a positive impact on their overall development.

4. Conclusion

The implementation of quality education in primary schools needs the support of the country, schools, and parents. In order to carry out quality education in primary school smoothly, they need to lay a good material foundation and public opinion environment together. The country should carry out educational reform purposefully, deeply, and pertinently through political means. The country has made use of educational reform to change people's educational thinking in many ways and establish and improve a correct view of talents. Schools should connect inside and outside the classroom, inside and outside the school, build a platform for students to cultivate their comprehensive abilities, and give students the opportunity to develop a healthy personality. Teachers should change their teaching ideas and innovate teaching methods. Teachers should enhance the interest of the classroom and respect the students in the teaching of the main position. School education should not only improve the scientific and cultural knowledge level of primary school students but also mobilize their subjective initiative in learning so that students can form the habit of active thinking. Parents should attach importance to the role of family education and cooperate with the country and schools to carry out quality education. Parents should promote the physical and mental health development of primary school students through family education so that they have good physical and psychological quality. Society, schools, and parents should work together to cultivate students' moral cognition and moral will so as to comprehensively improve students' ideological and moral quality. The three should work together to solve the problems in the cultivation of pupils' comprehensive quality, and finally, make pupils become comprehensive talents in all aspects of development.

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