



Draw Lessons from the Quality Education of Foreign Chinese Schools to Improve Primary and Secondary School Students in China. Diversification of Quality Education

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Abstract. At present, the ways and methods of quality education in primary and secondary schools in China are similar, but the effects are quite different. For this reason, educators and sociologists have promoted quality education in many directions and achieved many scientific research results. How to carry out quality education in the big environment of society, school and family, improve students' harmonious integration in this big environment, and make them have a corresponding sense of responsibility in the future. In order to make quality education keep pace with the times. Primary and secondary schools in various countries have clear institutional requirements for promoting quality education. In recent years, education experts and scholars have proposed that we can learn from the experience of quality education in foreign Chinese schools, which has attracted attention from some experts and sociologists. If some experts and scholars start to make statistics on the quality education of Chinese schools in Southeast Asian countries and Chinese schools in various countries, for example, Malaysia's Ministry of Education has formulated a policy of balanced development of middle school students' five educations, and the school's academic affairs office, training office and extracurricular activities office are responsible for the specific implementation of the five aspects of morality, intelligence, physical fitness, beauty and labor, which has institutional guarantee in teaching practice.

Keywords: quality education, keep pace with the times, learn from Chinese schools

1 Introduction

It has been 22 years since China first announced the quality-improving education at the national level, which was born in 1993. The Outline of Education Reform and Development in China clearly pointed out [1]: The fundamental purpose of education reform and development is to improve the national quality, produce more talents and produce good talents. In the same year, the Outline of Education Reform and Development in

China and its Implementation Opinions, in the form of documents from the Central Committee of the Communist Party of China and the State Council, established the strategic direction of basic education from "exam-oriented education" to comprehensively improve the quality of the people [2], emphasizing all students and promoting the all-round development of morality, intelligence, physique, beauty and labor [3].

However, different regions and schools have different levels of understanding and implementation of quality education. At present, China's college entrance examination system is still based on college entrance examination scores, which provides "rich soil" for exam-oriented education, and the courses and time for quality education will make way for exam-oriented education. This phenomenon is not limited to schools, but even worse for parents of students. In particular, some parents of high school students are reluctant to take part in extracurricular activities and social practice, and they are worried that it will affect students' "dash for the college entrance examination". This phenomenon has a long history. Schools and teachers pay too much attention to grades and enrollment rate, and ignore the goal of quality education, which leads to the emphasis on knowledge and the neglect of ability training in teaching. In view of the above common phenomena, we think it is necessary to adhere to the seriousness and system of quality education.

We have investigated and analyzed the unsatisfactory implementation of quality education in China, which is mainly influenced by the following two reasons: 1. There are sufficient educational resources in cities and developed areas, while the lack of educational facilities in rural and economically underdeveloped areas leads to students' inability to enjoy high-quality quality educational resources and aggravate the education gap. 2. The forms and means of quality education are too rigid and random, which does not reflect the lively situation. Some teachers have not made systematic teaching plans for quality education, which makes some students feel tired of learning.

2 Significance of Learning from Malaysia as an Example of Quality Education

In 2025, the population of Chinese in Malaysia will be about 7.4 million, accounting for 22.2% of the total population (among the citizens). Chinese in Malaysia have a strong tradition of Chinese culture, such as their root identity and national consciousness. For example, when students introduce themselves for the first time, they will take the initiative to tell each other that I am from Chaoshan, Hakka, Cantonese and Fujian. The formation of Chinese in Malaysia can be traced back to before 1876. In the early immigration stage (before 1876), during the Han Dynasty, businessmen traded through the Straits of Malacca, laying the foundation for Chinese to move south. The official identity of Chinese in Malaysia is "Chinese" and it is the second largest nation in Malaysia.

Malay is the teaching language in public schools, as well as national Chinese schools and national Tamil schools with Chinese or Tamil as the main teaching language, as well as various private and international schools. Independent Chinese middle schools focus on Chinese teaching, emphasize the inheritance of Chinese culture, and offer

English and Malay as compulsory foreign languages, forming a "trilingual teaching" model to meet the challenges of globalization.

Primary and secondary schools in Malaysia pay special attention to quality education and cultivate students' innovative spirit, and pay attention to cultivating students' critical thinking, innovative ability and multi-skills [4], and promote all-round development through extracurricular activities, clubs and international courses.

3 Form of Quality Education for Middle School Students in Malaysia and The Proportion of Class Hours

The education authority in Kuala Lumpur, Malaysia is the Ministry of Education Malaysia (MOE), and its Malay full name is Kementerian Pendidikan Malaysia (KPM). Malaysia's Ministry of Education is the federal-level core government department responsible for national education affairs, which manages the education system and compulsory education as a whole. Malaysia's secondary schools are compulsory (11 years of compulsory education, including 6 years of primary schools and 5 years of secondary schools). Malaysia's Ministry of Education has made quality education during compulsory education a compulsory course, and implemented it according to the plan formulated by the Ministry of Education. In September, 2016, Zhang Shengwen, Deputy Minister of Education of Malaysia, said after attending the "Love School Project Seminar" that the Ministry of Education would include the love education in 51 primary schools selected by the Malaysian Chinese Association in the quality education plan. It also said that the quality education of Chinese schools should be extended to non-Chinese schools and all compulsory schools.

The purpose of quality education during compulsory education in primary and secondary schools in Malaysia is mainly to solve the following social problems:

1. Today's education system must teach children to learn to survive and live, and schools should not only pay attention to hardware equipment, but also implement the teaching content of quality education.

2. I don't want the education system to only teach children to survive, but they don't have the ability to live, so that they don't understand the environment and will only create indifference for society.

3. Quality education is a series of auxiliary plans through environment, culture, service, management and teaching and educating people, which is closely related to the concept conveyed in the grand blueprint of education, that is, it is not the general blind pursuit of test scores as the educational goal.

At present, there are 17,440 students and 1,306 teachers participating in the love education program and quality education in Malaysia. The purpose of this implemented program is to implement the true meaning of education, advocate environmental and cultural management, and let children truly feel the significance of education. Kuala Lumpur, the capital of Malaysia, has 92 public and private secondary schools registered by the education department. In their teaching courses, they attach great importance to multicultural integration, which not only embodies Malay culture as the main body, but

also pays attention to the traditional education of Chinese culture, and pays more attention to cultivating students with international vision. Chinese traditional education emphasizes that middle schools should focus on Chinese teaching, and at the same time, English and Malay are offered as compulsory foreign languages, forming a "trilingual teaching" teaching method, so that students can learn to think globally when facing problems. Cultivating innovative ability and diversified learning enthusiasm, paying more attention to students' participation in various public welfare activities in the community through various extracurricular activities, clubs and international courses has achieved the goal of promoting all-round development.

4 Manifestation of Quality Education in Malaysia's Public and Private Secondaryschools

Organize and participate in large-scale public welfare activities as volunteers during the world public welfare day.

Located in Selangor, Klang, Malaysia, is the capital and imperial city of the state. On June 5, 2024, in World Environment Day, all middle school students in Klang held an "environmental jogging" activity in seven Tzu Chi community environmental protection stations on June 16, in order to wake up the community people not to throw garbage at will. During the activity, chemistry teachers and physics teachers explained to students in detail how the garbage affects the environment and the chemical process that some garbage cannot be degraded in the natural environment.

In the "Giving Back" project in Banting, Selangor, the university cooperates with Tamil middle school students to distribute food baskets to local families, beautify the school environment (planting mulberry seedlings, decorating tires and repainting fences), and identify community problems (such as vandalism and cyber bullying) through discussion and propose solutions. Public and private secondary schools in Kuala Lumpur carry out community service and assistance activities for the disadvantaged groups from time to time, organize students to visit the elderly who are recuperating in the nursing homes in their communities, take the initiative to participate in voluntary services such as environmental cleaning, weeding and cooking during the visit, listen to their ideas and expectations of society during the chat with the elderly, take notes carefully, and discuss the problems with teachers when they return to school. Through practical forms such as labor and community activities, students' sense of social responsibility and self-reliance have been greatly improved.

Chinese independent middle schools (such as Sabah Chongzheng Middle School, Mapo Zhonghua Middle School and Baba Middle School): Although these schools have a large number of students (such as Chongzheng Middle School, which has more than 2,200 students), the classes are divided carefully, and each class usually has 20-30 students. The main purpose of this is to ensure that teachers can pay attention to the individual differences of students in the teaching process, so as to facilitate teaching according to their individual needs. Teachers in these schools often organize students with common interests to participate in various social activities organized by local vol-

unteer associations. Students from ordinary public and private middle schools in Malaysia participate in a variety of social and volunteer activities, covering animal welfare, environmental protection, community service, cultural heritage and other fields.

Quality education in Malaysia is mainly reflected in focusing on cultural inheritance and cross-cultural integration. In the famous "Youth Pride Action" 2025 public welfare activity, Malaysian students from China went deep into the aboriginal village of Bayang, Gambangji, Perak, painted murals (expressing Ma Youyi with Banton's poems), cooked food by themselves, raised daily necessities, and felt the experience of staying and living together in aboriginal homes. In the exchange program for young people in Malaysia, students from the two countries deeply explored and understood the history of the formation and development of Chinese in Malaysia, and learned about the arduous journey of Chinese in Malaysia to Chinese by going to local museums.

The above activities not only cultivate students' sense of social responsibility [5], but also learn in advance the vocational skills and adaptability after entering the workplace in the future, and at the same time deeply understand the importance of multicultural communication. These are all the connotations of "all-round cultivation" in Malaysian secondary education, that is, quality education.

The Ministry of Education of Malaysia has formulated a policy of balanced development of five educations for middle school students, which is implemented by the academic affairs office, training office and extracurricular activities office of the school in five aspects, namely, morality, intelligence, physical education, beauty and labor, which has greatly guaranteed the system. In order to encourage students to participate in social voluntary activities, improve the level of international cultural exchanges, and support students to participate in various international large-scale sports events held in Malaysia. For example, the 29th Southeast Asian Games hosted and held in Malaysia in 2017 was attended by 4,700 athletes, which required a large number of volunteers who knew English. During the Games, student volunteers provided a lot of services for the participating athletes, such as accommodation guidance, remote mobilization guidance, transportation guidance and language translation. After the games, more than 1,800 student volunteers from Form 5 participated, which was highly praised by the organizers. The Ministry of Education of Malaysia actively advocates and promotes the implementation of quality education in the national education system through policy advocacy, practice promotion and long-term planning.

5 The Overall Development Trend of Quality Education for Primary and Secondary School Students in the World

Many countries generally regard moral education as the key goal of education in the 21st century. For example, the American Education Objectives Act of 2000 makes it clear that moral education is one of the eight educational objectives. For example, Japan reserves 35 class hours for moral education in the syllabus. For example, the German Youth Employment Protection Act, in view of the social practice needs of middle school students, includes compulsory internship as part of school education and strictly

regulates internship rights and interests. Students aged 14-15 need to participate in 2-4 weeks unpaid internship, which is bound by the Youth Employment Protection Law. In order to better understand how the laws and regulations on quality education in other countries are formed and what specific requirements these laws and regulations have for students in various countries, it is necessary to elaborate and analyze the quality education in the United States, Japan and Germany in the following articles.

1. In the last century, according to the general decline of students' moral education quality, the United States formulated the "2000 Education Goals: American Education Act", the main core goal of which is to improve the quality of American education, and at the same time remind educators of educational institutions to have the mission of improving students' moral education, so that students can be fully prepared to deal with the complex situation of the job market before employment, and students should learn to have a variety of reserves of survival skills in the severe job market during their school years. Formulate national education standards and promote the reform of teaching, teaching methods and courses, so that all students can have the knowledge and survival skills to adapt to the competitive pressure of the 21st century society, especially the job market and the economic market.

The United States attaches great importance to students' participation in social practice activities from primary and secondary schools, and most of these students participate in social practice activities as volunteers [6]. The school will be led by specialized teachers to participate in social practice activities with different contents according to each student's personal hobbies and interests. For example, going to the community to help the elderly or disabled people take care of their daily lives, participating in charitable activities in society and helping charities raise money, participating in tree planting and greening activities in streets and municipalities and watering green plants regularly, and assisting local animal protection associations to provide food and shelter for stray animals.

Goal 2000: American Education Act focuses on the following five aspects. ①The scope of the core curriculum system has been expanded, for example, three new courses have been added, namely, citizen and government, economy, art, ②The new national educational goals and standards all require digital quantification. ③There is a legal basis for the government and the community to cooperate in the process of moral education in schools at all levels. ④Vocational education and technological development are guaranteed by system and law, ⑤Educational equity and basic guarantee must reflect the equality of educational opportunities for all citizens.

In addition to the core focus of the above education law, the United States has also enacted another bill to support agricultural and industrial education and emphasize the social service function of higher education. The historical background of the expansion of the core curriculum in the new American education law stems from the educational reform plan put forward by President Clinton in 1993, which added three new courses (citizen and government, economy and art) to the core curriculum from the original (English, mathematics, natural science, history and geography) and set the national unified teaching standards. This reform reflects the transformation of American education

from "industrial social academic ability" to "symbiotic social academic ability", focusing on cultivating comprehensive ability to adapt to diverse cultural societies.

2. The syllabus of primary and secondary schools in Japan is a textbook approved by the state, and the local authorities can adjust the teaching content according to the actual situation. The concept of quality education pays attention to the all-round development of students [7]. In addition to the knowledge imparted to students by school teachers, it also emphasizes the cooperation and team spirit among students, and students should have great autonomy and self-discipline in the process of learning. According to the requirements of the School Education Law, Japanese primary and secondary school students' participation in volunteer activities is included in quality education, which is divided into three categories: life and cultural experience, natural experience and social experience. When natural disasters (such as typhoons) occur, Japanese students participate in international rescue operations through consortia and student volunteer centers, for example, supporting typhoon-stricken areas in the Philippines and showing their sense of social responsibility.

Japan's School Education Law has undergone many revisions since it was first formulated, and the last revision was in 1953. The purpose of the revision is to make educational institutions have updated requirements for comprehensively cultivating primary and secondary school students' sense of social responsibility because of the ever-changing international situation and in order to meet the new social talent demand, so that schools at all levels and all kinds of schools have a legal basis for implementation, and at the same time, the above social activities are more standardized by combining laws.

3. Students in vocational middle schools and ordinary middle schools in Germany must practice in grades 9 and 10. German middle school students over the age of 15 have more than one internship during their school years, and some students also take part in the second internship in the last school year before graduating from high school. This kind of work practice for middle school students is unpaid, and it is a part of school education or training, and it is a compulsory practice. The internship period is generally 2 to 4 weeks. Students over the age of 15 should not work more than 8 hours a day and 40 hours a week. Students under the age of 15 should not work more than 7 hours a day and 35 hours a week during their internship [8]. The Youth Protection Law strictly stipulates the rest time for interns.

German school education attaches great importance to practice, and students' education always focuses on the needs of society and job market. Every student knows that all the knowledge and skills learned in school are for survival after reaching the society. Middle school students can get a preliminary understanding of what kind of career they like through internships. Major companies in Germany attach great importance to students' social practical experience and resumes when recruiting new employees. The way for German middle school students to find an internship unit is the same as that for China college students to find a job after graduation. German middle school students should write a cover letter, send an email, write a detailed resume or call the company for job hunting. After receiving the interview notice from the company, you should carefully prepare your academic achievements and awards in the last year. After arriv-

ing at the interview site of the company, you should introduce your academic achievements and various honors to the interviewer in detail before you can get the interviewer's approval.

6 Conclusion

Promoting the quality and progress of quality education among primary and secondary school students has always been a long-term concern of educational circles in various countries, especially overseas Chinese communities. The educational systems in each country are different, but they all have one thing in common, that is, designing learning paths according to students' interests and talents, and correctly guiding students to actively participate in social activities by schools and teachers. Enhance students' international vision and global awareness, take multiculturalism as the course content, and cultivate cross-cultural understanding ability.

The content of moral education and the ways and methods of quality education in China should keep pace with the times, strengthen patriotism, legal education and civic awareness, and make greater contributions to the realization of the Chinese dream of the great rejuvenation of the Chinese nation [9].

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