

Promoting High-Quality Development of Schools with the Guarantee of Culture-Oriented System

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Abstract: For a school, culture is the root and soul of its high-quality development, while systems are an important guarantee for its high-quality development. Running a school means inheriting and deepening its culture, as well as adhering to and improving its systems. The High School Affiliated to Southwest University has summed up two magic weapons, one is culture, the other is system, in the continuous exploration and improvement of junior high school education and teaching management. This paper mainly discusses how the High School affiliated to Southwest University promotes the educational characteristics and high-quality development of the school from the two aspects of culture and systems, by strengthening cultural identity and streamlining the teaching staff, improving the scientific system and building an efficient executive management team, constructing a systematic curriculum system of moral education, and strengthening students' growth concept of "morally uplifting all people", reforming the subject curriculum to awaken students' development space and potential, integrating resources inside and outside the school to lead students' all-round development, coordinating team-up education between families and schools to escort the healthy growth of students. The emphasis is on promoting and deepening educational reforms, solidly implementing policies to reduce workload and burden, improving the quality of education, enhancing student development, innovating management, and laying the foundation for lifelong learning of students.

1. Introduction

The High School Affiliated to Southwest University is a key high school attached to key universities directly under the Ministry of Education, a member school of the National Normal University affiliated high school consortium, and one of the key high schools directly under Chongqing. It is located in Beibei, the urban garden of Chongqing, the area with the best culture, where celebrities from the educational, scientific and cultural circles gathered during the Anti-Japanese War, the cultural construction by Liang Shuming, Yan Yangchu and Lu Zuofu was well-known throughout the country, and the cultural spirit of Lao She, Liang Shiqiu, Tao Xingzhi and other masters turned into inexhaustible nutrition for the school to nourish future generations in the Republic of China. The profound and broad traditional culture and the diverse and inclusive spirit of the university have condensed and practiced the rich and broad, wonderful and outstanding distinct personality and aesthetic characteristics of the school. Against the background of education being seriously alienated by the torrent of examination, the school has insisted on its unique educational

pursuit, its educational ideal of “running a university-style high school and a palace of true education”, its school-running concept of “cultivating and renewing people”, its school motto of “being conscientious and versatile”, its school spirit of “being diligent and sincere”, its academic atmosphere of “to appreciate the different beauty of everything in the world, and knowing the survival truth of everything in the world”, its teaching ethos of “being quiet and far-sighted and making no social distinctions in teaching”, to explore the “excellence in both quality and examination-oriented” training mode. It focuses on cohesion, strengthens the school cultural identity, puts quality first, pays attention to the multi-curriculum, constructs the systematic education and training system, cultivates the students' independent personality, to lay the foundation for the students' lifelong development, trains the modern national citizen, and forges the future national elite. As a result, it has long been known as “a dream workshop for young students”, “a leader in quality education” and “a bright educational pearl by the Jialing River”.

Culture is the root and soul of the school running and the system is the important guarantee of the school construction. The High School Affiliated to Southwest University has summed up two magic weapons, one is culture, the other is system, in the continuous exploration and improvement of junior high school education and teaching management. In the management, the school gives full play to the cohesion of culture and the guarantee of the system, and promotes the good educational effect of the school's development idea of “excellent quality and examination oriented education”. The teachers' team and the management team of the school pay high attention to the cutting-edge information, change their concept consciousness quickly, have strong innovative problem-solving ability and strong combat effectiveness and execution. It is precisely because of such a team that a high degree of cultural identity, standardized system construction, efficient decision-making and implementation, and rapid improvement in the quality of education and teaching are guaranteed. The High School Affiliated to Southwest University, taking advantage of the spring breeze of reform, has deeply explored the traditional and local cultural resources, further reduced the burden and improved the quality, and promoted the high-quality development of school education.

2. Strengthening Cultural Identity and Streamlining the Teaching Staff

School culture refers to a whole set of ideas, rules and regulations, language habits, ritual behaviors, material environment and other organisms generated by the history with school values as the core, including leadership and management culture, curriculum and teaching culture, student activity culture, service culture and environmental culture, etc., which are not only the results created by teachers and students for a long time, but also edify, restrain and educate every teacher and student in an objective form of existence, that is, to generate, promote and strengthen school identity of teachers and students. Thus, the construction of school culture is the new theme of the current reform of primary and secondary schools, which is of great significance from fully implementing the concept of quality education and promoting the vivid, lively and harmonious development of young students to highlighting the characteristics of running schools, building school brands, promoting school development and enhancing school competitiveness. Cultural construction is an inherent demand for learning connotation-based development, which can provide a solid foundation for a school to become a characteristic and high-quality school [1]. The cultural identity of the school refers to the acceptance, affirmation and appreciation of the school culture by teachers and students in psychology, from the school motto reflecting the school-running concept and value orientation to the rules and regulations regulating various behaviors of the school, and the construction and utilization of the school environment. A strong school identity will produce a common sense of belonging, pride and honor, and a conscious, positive and high sense of responsibility, thus forming a strong driving force for teachers and students to work and study hard, and creating a good ideological foundation and

cultural atmosphere for the development of the school. Moreover, a high degree of school identity will reduce the psychological and time cost of communication between teachers and students, and stimulate them to participate in various undertakings of the school as the main body.

School cultural identity is not innate or just a generalisation, but needs to be broken down into levels, implemented systematically and built, nurtured, promoted and strengthened consistently. The High School Affiliated to Southwest University pays attention to the hierarchical decomposition of the core team of school culture and implements it systematically and persistently, which is embodied in the identity of school culture, the characteristics of teaching and research group culture, the systematicness of grade culture and the diversity of class culture. Every year, the school will enrich and improve the cultural connotation of the school, strengthen team building, through various forms of activities such as faculty development, etiquette training, discussion, cultural display, exhibition and appraisal activities of grade group, teaching and research group and charming class, women's civilized post, March 8 red flag collective declaration and evaluation activities, entrance ceremony, class building ceremony, coming-of-age ceremony, graduation ceremony, withdrawal ceremony, league admission ceremony, so as to discuss the development plan of the school, listen to the opinions and suggestions of the teaching staff extensively, and stimulate the sense of responsibility and honor of the teaching staff to participate in the development of the school. Particularly, all grade groups and classes in junior middle school have their own management concepts and cultural systems. For example: junior Grade 2021 has the moral spirit of making no social distinctions in teaching, and being quiet and far-reaching, the management spirit of people-oriented, efficient implementation, the working spirit with consistent goals and full efforts, and the management ideas of pioneering, enterprising and innovative. Junior Grade 2020 has formed the management concept of "relaxation and moderation, people first" with the power of true unity with high concentration of thoughts and the attitude of bending down to listen. Junior Grade 2019 has the management concept of "adhering to the school's concept of 'excellence in both quality and examination-oriented' training mode", and taking the four dimensions of "width, depth, focus and newness" as the starting point in education". With team culture carriers such as grade emblem, class emblem, grade flag, class flag, grade ethos, class ethos, t-shirts for teachers in the whole grade, class t-shirt, class song, etc., a strong hierarchical team management culture can be found in large-scale activities such as colorful festivals, sports meetings, lecture halls and research studies every year. As a result, it constitutes a spiral development of school administrative units such as classes and grades under the guidance of school culture, which provides a reliable guarantee for the formulation of scientific systems and the efficient implementation of decisions.

3. Improving the Scientific System and Building an Efficient Executive Management Team

School system construction is the core requirement for school development, with the fundamental goal of promoting the sustainable development of the school, professional development of teachers, and lifelong development of students [2]. An excellent school must have shared culture, perfect system and standardized management, because scientific and standardized management is an important guarantee for the efficient operation of the school and the realization of its educational goals. Establishment of the system makes the management work rule-based and evidence-based. The system is continuously modified and perfected in the management process, and gradually becomes sound, scientific and standardized. It can effectively reach an agreement between individual wishes and school goals, and turn the development needs of the school into the common needs of the school and itself, and into their own conscious pursuit, so that the school and teachers and students can realize self-management, self-restraint and self-development on the basis of common interests.

In the form of institutional culture construction project, all functional departments sort out and improve job responsibilities (to the specific personnel), management system and management process one by one, and report to each department in three days, listen to opinions intensively, and then revise and improve. The Administrative Work Positions in the High School Affiliated to Southwest University has been produced, with clear division of labor and responsibility management, and standardized management. On this basis, the school has improved and perfected more than 120 school management rules, regulations, specifications and plans, including the Responsibilities and Processes of Functional Departments, Responsibilities of Staff and Workers, Bidding Process and Detailed Rules, Annual Assessment Plan for Teachers and Staff, Detailed Rules for the Employment of Teachers and Staff, Award Plan for Outstanding Contributions of Teachers and Staff, Work Manual for the Head Teacher, Student Handbook, Continuing Education Plan for Teachers, Bamboo Shoots Plan-The Implementation and Management Plan for Teacher Training, Excellent Teacher Training Plan and Implementation Rules, Measures for the Administration of Educational and Scientific Research Projects, Rules for the Annual Evaluation of Teaching and Research Groups, Provisional Regulations on Teaching Practices, Implementation Rules for Target Management of Teaching Achievements, Work Evaluation Scheme for Grade Groups, Evaluation Scheme for School-based Teaching and Research, Responsibility for Job Safety, Emergency Response Plans and Procedures, Convention on Family-school Safety and Commitment for Honest Admission of Students. On this basis, all grade groups and classes refine them into Detailed Rules for the Evaluation of Grade Teacher Education and Teaching, Regular Rules for Grade Classroom Management, Regular Meeting System for Grades, Convention for Grade Students, Detailed Rules for the Management of 1+5 Practical Class in Each Grade, Charter of Parents' Committee for Grades, Convention for Classes, and Regular Evaluation for Class Students, etc. to ensure the standardized and orderly management of grades, classes, teaching and research groups and basic units of the school.

A scientific and standardized management system needs a diligent, progressive, pragmatic and innovative management team to implement it efficiently. The school has pushed the administration, which has been providing service behind the scenes, to the front by organizing academic committee members and representatives of the teachers' congress to participate in the debriefing and evaluation of middle-level and above cadres, so as to open up channels for service management and win the understanding and support of the whole school staff on the management team. On the basis of full investigation, the school draws up the five-year development plan of the school. On this basis, each teaching and research group and each faculty member make their own five-year development plan, while each grade group makes their own three-year development plan. The school enriches the school service management team through open competition for middle-level cadres inside and outside the school, and fully operates the five-person working group mechanism on the basis of planning the junior and senior high school executive management team, that is, each group has five members: a grade cadre in charge, a grade leader, a grade branch secretary, an assistant to the grade leader and a grade youth committee. The school employs a grade leader, and the junior high school appoints a middle-level cadre to contact, guide and coordinate the grade development affairs. The grade group responsibility system is implemented by taking the grade group as a unit. The grade leader is the first responsible person of the grade group, the organizer and implementer of the school education and teaching work, and an important part of the management team of teachers and students, as the first-line manager responsible for overall management of the school such as earnestly managing the grade head teacher, the grade moral education activities and the grade teaching work, responsible to the school, and directly contacts the directors of each department (functional department). The branch secretary is responsible for the work of the team, the teacher training, the parents' Committee, etc. The assistant to the grade leader is responsible for the daily routine work of the grade and assists the team leader. The youth committee member is responsible for the work of teams, grade student

branches and youth league branches. The work assessment of the grade leader, branch secretary, assistant to the grade leader and youth committee members shall be carried out by the school assessment team and teachers' representatives convened by the Administration Joint Committee. In the form of funds for special activities of grade groups, the school ensures that all the work of the five-person working group runs consciously, actively and comprehensively, and gives full play to the initiative and creativity of grade teachers in education management, teaching reform, curriculum setting, student activities, family-school cooperation, etc. under the overall requirements of the school, so as to ensure the scientific, standardized and innovative operation of all grades and create a harmonious, united and characteristic efficient execution team, which is particularly capable of fighting.

4. Constructing a Systematic Curriculum System of Moral Education, and Strengthening Students' Growth Concept of "Morally Uplifting All People"

Deepening the curriculum reform is a strategic measure to improve the national quality, build an innovative country and a strong country with human resources, and an important content to promote the modernization of education. The basic, comprehensive, compulsory and innovative nature of middle school education (junior middle school), as well as the characteristics of students' physical development, psychological development and learning activities, all pose severe challenges for curriculum reform. The moral education system, as an important foundation for promoting high-quality development of moral education in schools, promotes the systematic development of moral education work by clarifying the core objectives of moral education policies, analyzing value guidance, and integrating the relationships among various elements of school moral education work [3]. Junior high school students are generally aged from 11 to 15. During this period, they will experience sharp and uneven physiological development, psychological development full of contradictions such as independence and dependence, self-consciousness and impulsiveness, maturity and childishness, various and complicated learning activities, interest differentiation, and unstable ideals. The speed, depth and firmness of students' mastery of knowledge, skills and ethics are closely related to their own level of psychological development. Therefore, the implementation of junior high school education and teaching must follow the law of students' physical and mental development, proceed from students' reality, suit the internal cause of students' psychology, and teach students in accordance with their aptitude.

Relying on the university's scientific research advantages, the school has established a team of well-known curriculum construction experts, including Song Naiqing, Chen Shijian, Jin Yule and Zhu Dequan, to guide the backbone teachers of the school, set up a "2+1" learning segment training target system, a "three-dimensional curriculum system" covering moral education courses, subject courses and hidden courses, and implement a classified, hierarchical and itemized teaching model. Specifically, "moral education" is the premise and foundation of school education. Therefore, under the guidance of "3D" moral education theory, the middle school of our school attaches special importance to the setting of moral education system curriculum system in junior and senior high schools, making the moral education curriculum thematic, segmented, standardized and systematic. For example, the theme courses of "Sunshine Starting Line" for personality education and "I Love My Family" were offered for Grade one students in junior high school, the theme courses of "Beautiful Life" for personal planning and "Brave Hear" for building willpower character were offered for Grade two students, and the theme courses of "Climbing the Peak Bravely" for goal incentive and "Telling Your Destination" for ideal and belief cultivation were offered for Grade three students. For example, the personality education course of "Sunshine Starting Line" includes a one-week entrance ceremony, a class building ceremony, a teacher worship ceremony, the class team

building, class system construction, class culture construction, school discipline and study examination, school history and school situation education, primary and secondary school connection guidance education, a parent's lecture to connect the primary and secondary schools, followed by a persistent monthly training of students' behaviors and habits in life, hygiene, courtesy, fitness, study and communication through a variety of thematic activities.

5. Reforming the Subject Curriculum to Awaken Students' Development Space and Potential

In school curriculum development, it is important to integrate the perspectives of students, academic disciplines, and the school, and to take students as the purpose and method of curriculum construction. Attention should be given to the school-based, local, and unique characteristics of curriculum development, and to the logical structure of subject knowledge and subject education [4]. The junior high school education and teaching in the school pays attention to the systematic connection between junior and senior high schools, which includes the flexibility of subject curriculum, the systematization of subject teaching content, the scientific cultivation of learning methods and habits, and the goal of students' stage growth. In terms of the orientation of academic year training objectives, the first and second grades of junior high school pay attention to cultivating students' comprehensive quality and academic accomplishment, and strive to lay the foundation for their high school study and lifelong development, and the third grade turns to combining students' comprehensive accomplishment with the entrance examination. In terms of subject curriculum, attention is paid to the systematicness of subject teaching and the particularity of learning segments, the stimulation of students' interest in learning, the cultivation of subject thinking and the accumulation of subject accomplishment, so as to make questioning a fashion and research a habit, with the goal of awakening the space and potential of students' development.

Language subjects pay special attention to the cultivation of students' basic language skills in junior high schools. The discipline of Chinese pays attention to the Comprehensive Chinese-orientated practice, and includes calligraphy, speech and reading in the curriculum. Teachers pay attention to classroom expansion in their teaching, and carefully guide students to study famous works through the compilation of literary classics such as *The Analects of Confucius*, *The Classic of Three Characters*, *Disciples' Rules*, *The Charm of Tang Poetries* and *The Voices Within*. In addition, in the forms of calligraphy competitions, reading competitions, speech competitions, cultural lectures, monthly recommendation of good books, and reading clubs, students can contact and consciously inherit China culture through reading classics, research and lectures, understand the wonderful and rich inner world of cultural masters, and take them as examples to follow, so that students can develop a gentle and jade-like gentleman style, and let them have their own judgment on things and an outstanding eloquence. Scientific guidance to the norms and skills of answering questions is given, even if Grade three focuses on the exams. Moreover, the children are also able to work with ease with the accumulation in grade one and grade two. Foreign language teaching focuses on the cultivation of oral expression and communicative ability and the improvement of students' English subject vision and quality. A separate oral English class is set up, and the teaching materials such as *People's Education Press, Benevolent Edition* and *Oxford Edition* are used for reference, so as to systematically teach English subjects, enrich English books and publications for teachers and students, and strive to improve students' listening, speaking, reading, writing and translation abilities in an all-round way. It advocates a variety of English subject teaching styles and classroom forms to enrich the teaching content, either with wit and humor, or with freshness and elegance, or with poetic flavor, or with stirring reflection and fierce debate. At the same time, students can be edified and exercised in a relaxed and pleasant language environment by adopting various activities such as oral English test, English calligraphy competition and English competence display, so as to effectively improve

their English level. As a science to study quantitative relations and spatial forms, mathematics has a strict symbol system, a unique formula structure, and an image language. It has three remarkable characteristics: high abstraction, strict logic and wide application. In mathematics teaching, attention is paid to arousing students' interest in mathematics learning, cultivating their self-consciousness of teaching reflection and cultivating artistic and rational subject thoughts. The teaching of physics, chemistry, geography, biology and other disciplines starts with the study of the phenomena around them. Experimental equipment and videos are made by themselves to study and solve practical problems. Meanwhile, heterogeneous and comparative teaching in the same class is carried out to stimulate the initiative and creativity of teachers and students in teaching and learning.

6. Integrating Resources Inside and Outside the School to Lead Students' All-Round Development

Effective development of a specialized school should take a student-centered approach, with the goal of promoting human development, and with comprehensive development as the main theme [5]. Putting students first means prioritizing their progress, development, and growth [6], and focusing on the "all-round person development", emphasizing the integration of their body, mind, spirit, and soul; stimulating their emotions, spirituality, inspiration, and intuition; developing their imagination, creativity, and multiple intelligences, so as to promote harmonious development between humans and nature, between individuals, and between people and society [7]. On the basis of enriching the teaching contents and teaching forms of the traditional standardized courses, the school, in order to fully meet the diversity and plasticity of students' development, trains students with at least one sports skill and one interest and hobby. By binding the hierarchical teaching of classes with the modular and itemized teaching of "1+5" practical classroom, it integrates the advantages of resources inside and outside the school, stimulates the excavation of teachers' charm advantages, promotes the cultivation of characteristic teachers, enriches the teaching contents and forms of students, so as to promote their all-round, healthy and happy growth. For example, they have set up Travel English, Happy English, Illustrated history, The Wisdom of Traveling, Mathematics and Origami, Tangram, Mathematics and Life, Mathematics and Thinking, etc., and hired folk artists in Beibei to teach paper cutting and dough kneading, artists in Beibei cultural center to read, preside over and give lectures, and well-known university calligraphy professors, doctors and postgraduates to teach calligraphy. A total of 50 course are provided for students and parents to choose independently, such as appreciation of fine arts, ink painting and stick figure, martial arts, taekwondo, tennis and other ball disciplines in physical education, body building, etiquette, computer animation and robots.

It creates brand activity courses and becomes a dream workshop for students. Respecting students' personalities and enriching the forms of activities so that students can learn and grow in happiness are the educational pursuits of the attached high school and the true life portrayal of the students in the attached high school. It has a Colorful Festival covering 13 sub-projects, such as Good Voice, Dream Show, Barter of Love, English Evening, Art Performance, Micro-Video Performance, as well as more than 30 normally operated club activities such as Tech Week, Sports Festival, Lecture Hall for Moral Education, Mr. Little Lecture, research study, science and technology education, environmental education, and simulation of United Nations, chemistry club, reading club, literature club, martial arts club, art troupe and street dance club. We always believe that the more students exercise, the more they grow, so we have created conditions for students to participate in all kinds of competitions at all levels, such as the first Chinese dictation conference of CCTV, Outlook English, Classics Reading, scientific and technological innovation competitions, environmental knowledge competitions, computer production competitions, robot and internet competitions and so on.

7. Coordinating Team-Up Education between Families and Schools to Escort the Healthy Growth of Students

The integration of the “five aspects of education” provides a new approach to achieving high-quality development in basic education, which covers not only learners, educators, and educational media within the education system, but also family education and social education outside the education system [8]. Nowadays, new and unusual information is flooding to students through various channels, which has a profound impact on the psychological development of junior high school students. School education must be in trinity with family education and social education, performing their respective duties, cooperating with each other and working closely together. Therefore, it is an important guarantee for junior high school students to realize the integration of “family-school-society” education, stimulate parents’ initiative and enthusiasm in cooperating with school education, and mobilize various factors to exert positive educational influence on students.

Through the establishment of parent committees at the class, grade and school levels, the school has improved the organization and regulations of parent committees, stimulated parents’ school identity, respected parents’ right to participate in school education, and guided parents to participate in school education management, so as to ensure their whole-process, global and full-time participation in school education and teaching supervision. Specifically, at the parents’ meeting at the beginning of each grade, parents will sign up on their own initiative. Each grade will establish relevant information files. After one semester of communication and cooperation, the head teacher and the subject teachers will recommend a member of the grade parent committee from each class who will automatically be the head of parent committee of each class. The five-member group of the grade organizes regular meetings of the grade parents’ committee and democratically elects a core team of six members, including a head, a deputy head, an assistant, a commissary in charge of organization, a commissary in charge of publicity and a member in charge of finance. The core team is responsible for formulating and improving the regulations and general rules of the committee. At the grade parents’ meeting, the membership certificate of the parents’ committee will be issued, which will be noticed in the form of WeChat group and QQ group. Parents’ committee participates in school education and teaching management in the following ways: selecting and subscribing school uniforms, supervising classroom teaching, arranging special topics for parents’ committees, organizing regular meetings of parents’ committees, making electronic publications of parents’ committees, guiding students’ research activities in classes and grades, guiding students’ associations in classes, and assisting students in various activities in grades, etc. It is precisely because the school respects parents as friends and communicates sincerely as comrades-in-arms in education that it has established an equal, friendly and harmonious family-school cooperative relationship to jointly escort students’ healthy growth.

At the same time, the school has also made full use of social resources, given full play to regional advantages and established good cooperative relations with relevant units, which not only enriches the school educational resources, but also creates a platform for diverse learning experiences. In addition to the geography museum, history museum and biology museum of Southwest University, high-end laboratories and experimental fields of well-known experts, Chongqing Natural Museum, Chongqing Science and Technology Museum, Beibei District Cultural Center, Beibei Waterworks, Beibei District Environmental Protection Bureau, etc. also create unique, rich and diverse resources for students’ subject research, professional experience and research travel.

8. Conclusions

The ultimate goal of developing school characteristics is to promote better development of every student and meet the social needs of the public. The success of education lies not only in the fact that

students have learned knowledge, but also in their desire, motivation and ability to explore knowledge for life, and more importantly, in what knowledge students have learned and how to apply and transform it, laying the foundation for their lifelong growth. As a key period of basic education, junior high school education period is an important stage in the formation of students' outlook on life, world outlook and values when students are malleable. Therefore, they need the guidance of those who really care about students' physical and mental development, the careful training of educators with conscience, the guidance of missing family education and the integration of diverse social resources. Only when the family, school and society cooperate fully can the role of school education be brought into full play and students' all-round, healthy and happy growth be guaranteed to the maximum extent, laying the foundation for students' lifelong development. Apparently, the research on school cultural construction promotes both the sustainable development of school culture and high-quality development of the school, ultimately enhancing the school's core competitiveness and brand effect.

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