

Investigation and analysis of Chinese and foreign college students' quality education

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Abstract: Divides my country's university quality education into four stages, Quality education "refers to the comprehensive development of education formed by long-term subjective acceptance or objective influence of the educated under certain environmental conditions. from five aspects of ideology and morality, humanities, psychology, body and practical innovation, respectively. Investigate and analyze the quality education of post-2000 college students, and investigate and analyze the quality education of typical foreign universities such as the United States, Britain, Germany and Japan, so as to form a comparison and learn from it.

Keywords: Colleges and universities, College students, Quality education, Research and analysis.

1. Preface

"Quality education" refers to the all-round development education formed by the educated under certain environmental conditions for a long period of subjective acceptance or objective influence, mainly including education in five aspects: ideology and morality, humanities, psychology, body and practical innovation.

2. Investigation and analysis of quality education for college students in China

2.1. The exploration of quality education for college students in my country is roughly divided into four stages.

Before February 1993, it was the stage of proposing and brewing quality education for college students. The characteristic of this stage is that the idea of quality education has gradually been valued in university education, mainly to strengthen humanities education in science and engineering majors, strengthen scientific spirit education in humanities majors, hold various lectures, stipulate required reading lists, and carry out second class and so on[1].

From September 1993 to April 1998, it was the pilot exploration stage of quality education for college students. During this period, emphasis was placed on the combination of humanities education and science education, emphasizing the effective way of combining knowledge imparting and individual internalization[2].

After April 1998, it will be fully implemented. For the third time in 1999, the whole church will comprehensively promote quality education and improve the quality of personnel training as the theme and focus of future work, which will effectively promote the development of university quality education in an in-depth direction[3].

After April 2010, it is the stage of in-depth promotion. The Ministry of Education has added 61 national college students' cultural quality education bases, jointly constructed by 104 colleges and universities, and incorporated cultural quality education into the undergraduate teaching quality and teaching reform projects of colleges and universities [4]

3. Research on the Quality Education of Chinese Universities

3.1. Ideological and Moral Quality

In the survey, whether there are ideals or not, 51.76% of college students have ideals, 32.94% of college students have no ideals, and 15.29% of college students are unclear or hard to say. Ideal, post-2000 college students have no clear goals and plans; in terms of life pursuits, 48.24% of students pursue material things, 27.06% of students tend to pursue spiritual pursuits, and 24.71% of students can't tell clearly, just take a step step. The survey shows that the "post-00s" have better material living conditions than the "post-90s", and material conditions are used as the standard for measuring values, showing a trend of diversification[5]. College students born after 2000 are active in thinking, strong in accepting new things, lack of discrimination, emphasize individuality and subjective feelings, lack of cooperation awareness, due to the influence of the Internet age, often in virtual reality, prone to depression, loneliness and other negative aspects. Emotions, double-sided or multi-faceted personality and personality [6].

3.2. Humanistic quality

The survey shows that post-2000 college students have precocious thinking, independent consciousness, and strong awareness of rights protection. In terms of language behavior, the pursuit of "alternative", maverick, tends to self-realization, lack of concern and contribution to social development, lack of independent thinking and problem-solving ability, weak sense of social responsibility[7]. Due to the addiction to the Internet, lack of practical experience, and weak practical ability, it is difficult to find and solve problems in practice. Due to rebellious personality, overconfident publicity, and lack of teamwork spirit, nearly 50% of post-00 college students believe that they have no real close friends, lack trust in friends, and have a generation gap with their parents and elders[8].

3.3. Psychological quality

The survey shows that there are some potential crises in the psychological quality of post-00s college students, such as feeling inexplicably empty, often feeling nervous, escaping

from reality, moody, and there are also obvious psychological pressures, which are concentrated in employment pressure, study pressure and interpersonal relationship. Relationship pressure etc[9].

3.4. Physical fitness

According to the survey, one-third of post-00s college students said that their physical fitness has declined after entering university. The reasons are that they have no time to exercise, lack of awareness of health protection, lack of basic knowledge of health preservation, or failure to develop the habit of health preservation. Wait, most of them feel that they are still young, it doesn't matter, and they can exchange money for health in the future[10].

3.5. Practical and innovative qualities

The survey shows that college students born after 2000 have relatively superior material conditions, but relatively weak independent living ability, practical ability and innovative practice awareness, such as whether they can wash clothes or cook a meal by themselves, etc[11]. In terms of living expenses, most post-2000 college students ask their parents for 1,500-3,000 yuan a month for living expenses, and only less than 20% of the students want to participate in work-study programs or social practice[12].

4. Investigation and Analysis of Foreign College Students' Quality Education

Foreign quality education is most typical in the United States, Britain and Germany.

4.1. Quality education in the United States

4.1.1. Emphasis on general education

In 1945, Harvard University President James Bryant Conant published "General Education in a Free Society", proposing that the purpose of general education is to cultivate "complete people", that is to train students to become a qualified "person" and "citizen". No matter what a college student will do in the future, he must not only have rich professional knowledge, but also have correct ideology and morality, a healthy body and a good sense of social responsibility[13].

4.1.2. Emphasis on cultivating creative and diversified parallel talents

Emphasis on exploration and creation is the basic requirement for the quality of college students in the United States. At the same time, individualization and diversification are taken as the quality training goals of college students[14]. The law emphasizes the internationalization of education, which means that the quality education in the United States has moved towards internationalization [15]

4.2. Quality education in the UK

4.2.1. Educational opportunities and enjoyable education under equal process

British education is divided into three major stages: compulsory education, continuing education, and higher education. The education form is gradually opened up, and students are encouraged to learn for life, with great flexibility[8]. At the same time, it emphasizes equal learning and happy learning, encourages students to solve problems independently, and encourages students to learn better and

better[17].

4.2.2. Exam-oriented education under equal education quality

Exam-oriented education exists all over the world. In comparison, the British emphasis on equal education in opportunity, process and quality has more effectively improved the quality of exam-oriented education and improved students' comprehensive Quality[18].

4.3. Germany's quality education that integrates individuality and social responsibility In Germany

A "dual system" vocational education model has been successfully implemented in Germany, without occupational discrimination. This is related to the education's emphasis on the sense of social responsibility[19]. In Germany, vocational education and general education are equally important and respected equally. Truck drivers and university professors have the same social status, which is the characteristic of quality education in Germany[20].

5. Conclusion

"Fair education", whether it is hardware facilities or teacher resources, there is basically no difference. Parents don't have to worry about sky-high school district housing prices, and don't have to link household registration with their children's education, nor worry about their children's lack of exercise and physical decline. In short, quality education is not only education itself, but more importantly, the importance and recognition of quality education by the government, the whole country, and the whole society!

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