

Analysis on the main problems in the remedial education and the necessity of regulation

—Taking the investigation of Changchun City as an example

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Abstract. As an important form of education, remedial education has developed rapidly in recent years, and its social influence has been expanding. However, its development process is accompanied by many problems, which restricts the healthy development of remedial education to a certain extent. Based on the analysis of the main problems in remedial education, this paper believes that it is imperative to regulate remedial education in a timely manner and deal with related issues.

1. Introduction

In the current society, the phenomenon of remedial education is becoming more and more popular. The number of remedial education institutions is increasing day by day. The number of people participating in remedial education has grown steadily. Remedial education has become a social phenomenon similar to people's daily "food and clothing", it is known as "shadow education" because it mimics the mainstream school curriculum and changes its shape when the mainstream does so.[1] This also reflects the increasingly important status and role of remedial education. However, like the development process of many new things, the development process of remedial education is not always smooth, always accompanied by various problems, and because the remedial education is developing rapidly, these problems have not been effectively dealt with in time. It is bound to accumulate into mountains and generate major problems.

2. Main problems in remedial education

2.1 Many remedial institutions fail to meet the schooling conditions stipulated by the education management department

With the progress of society and the development of living standards, education and related tutoring education are increasingly valued by members of the society. The market demand for extracurricular remedial education has also expanded and become more active, which has attracted a large number of members of society. He has entered this field and started to organize and operate remedial institutions. Among these large number of remedial education institutions, most of the institutions are far from the regulations set by the administrative department in terms of hardware conditions such as teaching venues and teacher levels, and do not meet the specific requirements of the administrative management department. Therefore, it is impossible to pass administrative examination and approval and keep long-term illegal status, the rational planning and long-term development can not be discussed. According to the author's understanding, the Changchun Municipal Education Bureau's 2010 "Changchun Citizens' Non-degree School Setting Standards" clearly stipulates that a remedial education institution registered in Changchun City must have an area of not less than 150 square meters. The average number of school premises for which the average is not less than 1.5 square meters, the amount of funds for the start-up institution is not less than RMB 100,000. The person in charge of the organization (principal) shall have a diploma in college or above and more than 3 years of experience in

education and teaching. Teachers employed in the institution shall have the qualifications prescribed by the state and have a teacher qualification certificate. At the same time, the management personnel in the organization shall include full-time finance. Personnel and institutions shall sign employment contracts with the appointed teachers and staff members to clarify the rights and obligations between the parties in writing. However, according to the survey conducted by the author and the members of the research team in the remedial education industry in Changchun City, most of the remedial education institutions surveyed did not meet the above requirements, and even worse, one condition was not met! Of course, this is not possible to obtain a school license issued by the education management department, and it has been in an illegal business for a long time. The long-term objective existence of this "non-registration" status not only increases the difficulty of administrative supervision of the education management department, but also increases the potential risks in the field of remedial education. It is highlighted by some small remedial education outside the supervision area. Institutions, "casually" open, "willful" business, and even the bad events of the organization's loss of money, people go to the sky, so that the students and parents of the tutorial students suffer, there is no way to defend their rights.

2.2 There are many unreasonable phenomena in remedial education

In addition to the serious violations of unlicensed schooling, there are still many unreasonable phenomena in the field of remedial education, which affects the healthy development of remedial education to a certain extent and needs to be resolved. The courses offered in the remedial institutions are arbitrarily priced, ranging from tens of yuan in a class to more than one hundred yuan in a class. This not only increases the financial burden of the students' families, but also undermines the traditional perception of educational equity and the ecological balance in the field of education. For example, "attracting" some teachers in mainstream education into the field of remedial education to look for big money, the impact is extremely bad. The level of teachers is uneven, there is no teacher qualification certificate, and even the "teachers" without any educational experience are full of remedial education. In the remedial education market, they can not only truly preach and teach, but they may also affect the formation of a healthy world outlook for tutoring students. The remedial education institutions are over-concentrated in developed areas such as cities, and the number of tutoring institutions in towns and remote mountainous areas is small. This has caused the original educational differences between the students of the two places to be expanded by "tutorials" and produced a serious Matthew effect. This differentiation in education level eventually became an accomplice to the maintenance and aggravation of the urban-rural dual structure.

2.3 Remedial education institutions frequently use blind spots in regulatory activities

The Chinese government has not yet issued a special and unified system regulation for the regulation education activities. The laws and regulations on the "Private Education Promotion Law", "Administrative Licensing Law", "Company Law" and "Regulations on the Registration of Business Enterprises" are all playing the social role of regulating remedial education in each field in parallel. Due to the introduction of these regulations and the main object-oriented differences, they are not completely unified and harmonious. This not only causes long-term management problems in the regulation process, but also some regulations that are frequently used by the remedial education institutions. The blind spot has become a serious problem in regulatory activities. Among those institutions that fail to meet the standards set by the private non-academic schools prescribed by the education administration, some operators use the edge-bill strategy, that is, through the registration of business registration without the effective coordination of the education management department and the business administration department. Obtain the "Business Administration License" through the industrial and commercial registration education consulting company, and then enroll students under the banner of education consultation to avoid supervision and inspection by the education management department. From the perspective of social management, this kind of business activity that goes beyond the scope of industrial and commercial registration is also a kind of illegal operation. However, under

the condition that the education department and the industrial and commercial department fail to coordinate effectively, it is used reasonably by the institutional operators.

2.4 Collective participation in remedial education has led to a variety of educational problems

Participation in remedial education as an unconventional collective behavior is seriously deviated from the content of "conventional" quality education. With the increasing popularity of remedial education, the content of "regular" quality education will be seriously affected and caused a variety of educational problems. For example, after the students' self-employment time is occupied by the remedial education, there is little time left for physical and mental rest and physical exercise. There have been reports that the physical condition of Chinese children has generally declined in the past decade. This situation in terms of killing chickens and taking eggs is extremely harmful for growing children. The collective participation in the situation of remedial education has significantly changed the ecological environment in which students live. The relationship between students has changed from a competitive relationship to a certain degree of conflict, which is not conducive to the formation of their interpersonal relationships. Specifically, as public goods provided by the state and the government,[2] mainstream education is open to most members of society. The learning process is open and transparent, and the interaction between students is based on the rules and fairness. The form of interaction is also mostly individual efforts and persistence, etc. As a personal item provided by an individual, remedial education is only for a few members of society. The learning process is closed and confidential, and the interaction between students is alienated into a much more intense conflict than competition. The destruction of rules is not uncommon. Forms have appeared in the search for people to test and sell questions.

The objective existence of these problems has a different degree of influence and impact on the healthy and orderly development of remedial education, the effective maintenance of the legitimate rights and interests of the participants in the remedial education, and the overall planning of the entire education system of the country. Therefore, it is necessary to effectively regulate and deal with the remedial education. This is not only a necessary condition for guaranteeing the remedial education and the healthy development of the entire education system, but also an inevitable requirement for the relevant government departments to actively protect the legitimate rights and interests of members of society.

3. The necessity of regulating remedial education

3.1 Most of the participants in the remedial education are teenagers. At this time, they are in the critical period of socialization of personality formation.

The knowledge, concepts and attitudes of life of the tutoring institutions and their teachers will be learned and learned by these young people to varying degrees, which will directly affect their values, outlook on life and worldview. Eriksson divides the socialization process of people into eight stages, each of which has its core tasks. Eriksson believes that the youth (10-20 years old) is the period of chaotic roles, during this period, teenagers pay special attention to observing and understanding the meanings of various social roles around them, and learn to play different roles to achieve self-identification of roles.[3] If the social roles observed and contacted by these adolescents at this stage are not correct enough, deviation from the mainstream norms of society will inevitably affect their socialized reference standards and normal socialization processes to a certain extent, leading to the occurrence of self-identification bias. In the interviews between the author and the members of the research team, there were students who told us that the teachers in the remedial class told them that they should work hard to earn money, because they have everything when they have money! This will cause students to form unreasonable values and seriously affect the healthy growth of students. Therefore, strengthening the supervision and regulation of tutoring institutions is conducive to the standardization of tutoring education and the improvement of teaching quality, creating a healthy and

harmonious learning environment for the youth groups participating in remedial education, ensuring the smooth realization of their socialization process and individual healthy growing up.

3.2 Remedial education is an important part of the national education system and has a significant impact on mainstream education

The centennial plan is education-oriented. The education includes both mainstream education and institutions established by the state and the government, as well as private education forms such as remedial education established by private investment. Because the two are not only related to the individual character development and life skills acquisition of the members of the society, but also related to the transmission and continuation of social culture, both are important performers of the socialization mechanism. The author believes that mainstream education pays attention to the socialization function of education, and tends to quality education and the comprehensive development of members of society. However, the supplementary education emphasizes the selective function of education, and tends to improve the scores of students in exam-oriented education and tutoring. The obvious difference between the two is not only the basis for complementing each other, but also the possibility of mutual influence and mutual penetration. Therefore, we must seriously treat and deal with the remedial education as a "social activity" and encourage its normal development. At the same time, it is necessary to prevent the influence of "score" thinking and the interest-seeking consciousness that interferes with the normal mainstream educational activities, which leads to the tendency of "test-oriented education" and "marketization".

3.3 Remedial education has obvious catalytic effects due to its rapid development. Any minor problems need to be dealt with in time to avoid rapid fermentation in the short term due to catalytic effects, and then become a major problem that is difficult to deal with and solve.

As a kind of "social activity" embedded in the social field, remedial education is deeply influenced by the market rules in the society, and naturally has a tendency to pursue profits. These can be seen in the network and the media many times in recent years. In many cases, such as "high price tuition" and "illegal enrollment", it can be said that compared with the mainstream education rationally designed by the state and the government, the relatively "grassroots" remedial education is a kind of "multiple illness", which is more prone to deviation behavior. At the same time, as tutoring education is on the fast track of rapid development, the rapid development speed is augmenting the positive social role of remedial education, and it also promotes the problems associated with tutoring education to be accelerated and fermented. Therefore, we must pay enough attention to the remedial education, focusing on its biased behaviors based on embeddedness, as well as its catalytic effects due to rapid development, and strive to prevent micro-duration.

3.4 The phenomenon of remedial education is closely related to social equity

"Social fairness is the core content of the social value system, an important measure to measure the overall progress of society, and a lofty goal and value ideal pursued by the human generation." [4] The 17th National Congress of the Communist Party of China clearly pointed out that "education is the cornerstone of national rejuvenation, and education equity is an important foundation for social equity." Equity in education means that members of society should have equal access to educational resources in the field of education and should not be differentiated by the conditions of individual pre-existing conditions such as birth and race. The true educational fair includes two parts: process fairness and outcome fairness. The former shows that members of the individual society have equal opportunities to participate in various educational activities, while the latter shows that members of the individual society have an average of various educational resources. The former is the guarantee for the latter, especially when the educational resources are tight. At present, China is also in a state of intense educational resources, especially for high-level educational resources. How to distribute these relatively tight educational resources as equitably as possible is an important issue related to the harmonious and healthy development of society. In the face of this issue, what we should not avoid is

the emergence of the test-oriented education situation and the “national tutoring” situation. Before the formation of a program that cannot cure the situation of exam-oriented education in the short term, efforts should be made to ensure that children of low- and middle-income families are not left behind in the phenomenon of “national tutoring” due to economic constraints. Avoiding the injustice of the educational process is a transitional choice that is relatively “palliative”. At this time, remedial education has become the most important role in this process because it has a fairness in the educational process.

4. Summary

Remedial education covers a large area, affecting a large number of people. A large number of students and families are involved in it, and this number is constantly expanding. At the same time, because education is a scarce social mobile resource, it is related to the social status and self of individual member development. This is because of such a major social significance, we must face up to the main problems in remedial education, effectively handle and regulate the phenomenon of remedial education, so that it can be used to avoid disadvantages and develop healthily and reasonably.

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