

Chinese Education Fairness Analysis on the Thought of Marxism Educational Equality

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Abstract

Educational equality is the common goal of human society. For a long time, countries of the world have made unremitting efforts to realize this goal, and have made considerable progress. The issue of education equality has become the weak link of educational work in the world today. In China, the problem of education equity is particularly outstanding and more complicated. For example: the educational differences between areas, schools, as well as urban and rural. These differences seriously restrict the development of education in China. Firstly, the study mainly keeps an eye on the beginning, process and result of fairness. Secondly, reasons of differences in Chinese education and its harm will be analyzed and discussed. Thirdly, ways to realize educational equality in China from economic development, resource allocation and policy formulation will also be put forward. In a word, the government should consider various factors affecting the education fairness in the formulation of relevant policies, re-examine the negative influence of unfair education on national economic development and social stability, and come up with more rational policies, achieve the healthy development of education based on fairly allocating the education resource.

Key words: Chinese Education Fairness; Thought; Marxism Educational equality

0 Introduction

Since Marxism appeared in 1940s, fairness and justice were frequently discussed by Marx. Representative works include 'critique of Hegel's philosophy of law', 'Holy Family', 'Communist Manifesto', 'Das Kapital', and 'critique of the Gotha Program'.

Among them, 'Das Kapital' and 'Communist Manifesto' best indicate Marx's viewpoint. Marx carefully studied about fairness and formed systematic theory of social justice, which is an important part of the Marxism. Although Marx has no special exposition to education fairness, his thought of social fairness can also reflect some of it.

1 Thought about Educational Fairness of Marxism

Marx's early thinking comes from the criticism and contradiction of Hegel's political justice. He clarified the connotation of fairness deeper. Before 1848, Marx paid more attention to the value of freedom. In 1848, he further clarified this term in 'Holy Family': Equality is one's own consciousness in practice. It is aware of others are equal to ourselves and treat them equally.' [1] That is, fairness is a relationship between people and society, people and people. This statement is made to criticize the pretended justice of the capitalist society, and put forward that only when bourgeoisie eliminated and the political supremacy of the proletariat established can realize the real justice. After 1871, Marx's thought about fairness turn to productive forces and relation of production. In his view, the realization of Justice is a historical process that can not be changed by human's will, and is determined by the social production practice. In 1875 'critique of the Gotha Program' published, marking the fair thought of Marx formed its own complete system. As a kind of idea, justice is produced in the practice of human's social production. Along with the development of the productive forces, people's view of justice is also developing. [2]

Through the analysis of Marx's thought of education fairness, its spiritual essence can be listed as follows: first, from the spiritual essence, Marx thought education equality is the basic connotation of the fundamental goal that everyone should develop freely and comprehensively. [3] In the second place, from the perspective of methodology, the realization of education fairness is not simple, which contains many complicated factors and it is hard to achieve even one factor has problem, so we should understand it historically and in a dialectical manner.

2 The Education Equality Problem Appeared in China

China have made great development of education undertakings under the complex and changeful circumstances. Especially when the reform and opening up policy was adopted, the class and composition factors affecting the education fairness before were canceled gradually. The popularization of nine-year compulsory education and

the recovery of the college entrance examination system made people have the equal opportunity of receiving higher education, meanwhile, national literacy also improved a lot. However, with the quickening pace of modernization, there still exist many problems in the field of education.

First of all, the regional source of pupils is unequal. Due to the high proportion of key universities, the eastern part of China have greater chances of admission. Therefore, the same papers can result in different cutoff scores of different places, which will bring unfairness in college entrance opportunity.

Secondly, investment for resources in cities and rural areas is not equal. From the perspective of the different qualities in education, primary education in cities is high-level and developed. Students in cities have advantages in policy, economy and environment compared with those of rural areas. No matter in hardware or software the education quality in cities is obviously better than rural. This will inevitably cause capital and talents flowing to cities, which will form a vicious circle that rural education resources are wasted and urban education resources are in short supply. There also exist differences in cultural environments between cities and rural areas, the different qualities of teachers, etc., Actually, the gap between students in cities and rural areas is very big in sharing educational resources.

Finally, differences between schools are significant. From the category of school, take higher education in China as an example. Higher education in China is divided into general education and vocational education. It is generally believed that, general education is based on the education of culture and theory, the teaching mode is basic and comprehensive. The vocational education is based on the premise of vocational development. The teaching mode combines skills training and theoretical teaching together, focusing on the cultivation of students in job skills needed in society. Vocational education aims to cultivate applied talents and literate workers with professional knowledge. Compared with general education and adult education, vocational education focuses on the cultivation of practical skills and the ability of practical work. However, vocational education has not been treated correctly by the society. Enrollment, education and employment are all inferior to the 'key schools', especially enrollment difficult and graduates' poor employment. The investment of Vocational Education in this country is far from enough compared to the ordinary education. [4]

3 The damages of China education fairness problem

The causes analysis of education unfair phenomenon. Firstly, it will influence the student's personal development prospect, delaying the favorable opportunity for the development of students. Some students suffer from unfair treatment. Such as:

entrance when encountering high gate has erected, low quality of education and other unfair treatment after admission, these will delay their normal development. There is no equality under the system of the evaluation results, only by each school's graduation certificate, whether it can truly objective and accurately reflects the individual difference is difficult to determine. Secondly, it will damage to the student's personal sense of self-respect and self-confidence, it is not conducive to the healthy development of their personality. After tests, the entrance examination after the failure of the student that may be just cannot get into the focus of the so-called high school or college, students will think that they are not smart or think they are born loser, hit the growth stage of the students' mind. Not only it will not promote the function of education but also it will left the students' heart a shadow. At the same time, it still can make students form a strong level of consciousness, hurt students' confidence in social justice, which will affect the healthy development of the society as a whole.

Secondly, it will restrict the development of education itself. Both regional differences, urban and rural differences, intercollegiate restrict the development of China's education cause, under these differences to form the gap between the "key" and "normal". Not only triggering a wave of "choice", but also making the weakness by power, money and social relationship to select a pedagogue's education facing adverse condition. Choosing schools not only making it difficult to their aptitude, layered teaching, but also causing severe waste of teaching resources. This phenomenon has seriously affected the normal development of education system, and even produce education corruption.

4 Analysis of the problem

The reasons for the inequality of Chinese education mainly include two external causes and one internal cause.

External causes:

Economic development imbalance can't provide material guarantee for education fairness. The economic base determines the superstructure, as well as spiritual and cultural life level. Due to the low base of China's western region development and single industrial structure, development is relatively slow, leading to uneven development in the west and the east. This unevenness is a direct result of the emergence of education injustice problem factors. Moreover, the government management should be responsible. China has built the system of socialist market economy. However, since it has been in the environment of planned economy system for a long time, countries and arranged by the central government education, resulted in school education at various levels and of no enthusiasm, caused the long-term task of running education in our country is unknown, management responsibilities. At the

same time, the unbalanced distribution of education resources also becomes one of the reasons for the inequality of Chinese education. Finally, the education policy system construction is slow. China joined into the field of education policy research relatively late, which leads to the singleness of research method. Researchers are accustomed to the generalization and summarization of the literature, from concept to concept, from theory to theory. Without the necessary theory, it is difficult to have a correct theory practice. But, covering with the dot, on the education policy, people attaches great importance to the one-sided consideration and ignore the overall situation. People attaches great importance to the macroscopic problems and ignore the microcosmic problem solving. The political, economic and cultural factors can not be combined, which makes it difficult to solve the problem of policy for education.

Internal cause:

"Exam-oriented education" and "elite education" of the education law is in conflict with the idea that everyone is equal to accept education. At present, internal evaluation of most Chinese schools calculates the teachers' teaching work performance evaluation on the basis of student achievement, which inevitably leads to the teacher in the process of teaching putting much effort in cultivating good student, and neglecting the education and training of the majority of students. "Exam-oriented education" and "elite education" make the most of the students being ignored, influencing the education process fairness. Because there is no unified standard for education evaluation, the education fairness loss phenomenon cannot be detected in the implementation process. The failure to respond timely accurate countermeasures against the unfair phenomenon, makes the education unfair phenomenon spreading rapidly, ultimately affecting the students all-round development. ^[5]

5 China's education fair implementation path

Firstly, promoting balance development of the regional economy. Economic development can promote the development of education, education development can also promote the economic development, they are the mutual dialectical relationship. If you want to realize education fairness, economic development cannot be ignored. Adhering to the economic construction as the center, accelerating economic development to realize the education fairness and laying a solid material foundation is also the most basic idea of Marxism. China's unbalanced regional economic development is the fundamental reason for restricting the development of education in our country unfairness. The government in their own can be controlled in the range of its economic policy tilt, the western region, to a certain protection policy, vigorously

develop the east, western union industry, change the Midwest economic development situation, and gradually narrow the gap.

Secondly, correctly handle the relationship between education equity and efficiency, achieve the overall consideration. Realize the education fairness is going to correctly handle the relationship between fairness and efficiency. The relationship between education's fairness and efficiency is actually the allocation of education resources and use. The same scale of fairness is still the basic problem, but for the present China, just put everyone in the same starting point is clearly impossible and unreasonable. In the process of resource allocation, which is enough to meet the demands of basic education resources, and to realize the development of diversified education, is the most reasonable and fair.

Thirdly, strengthening the functions of the government supervision, perfecting the relevant laws and regulations, making starting point fair further. There are a lot of reasons result in China's current education unfairness. Legal policy lag can also cause the unfairness. The government should resolve it through policy of perfect and innovation. Education policy is fair or not, will directly impact on the improvement of education quality and the realization of education starting point fairness. Firstly, the government in the process of making policy should increase in the Midwest and remote rural preferential policy. Increasing investments in the Midwest and rural education, the city and township on the education resource allocation gradually narrowed, gradually formed the government-led, social participation diversified pattern of running school, the backward area education conditions are fundamental change. Secondly, strengthening supervision, to ensure that the policy will not appear in the process of implementation of a series of distorted phenomenon, therefore in the process of carrying out the policy, intensify supervision is very important. At the same time, we also should strengthen the supervision of education corruption and education privilege. Finally, taking the preferential policy, paying close attention to social vulnerable groups, in the presence of between different groups, to take the public welfare education policy and intensify for compensation of the vulnerable group, etc.

Fourthly, establishing reasonable education evaluation system and consolidating the education process and result of fairness. Education is for the implementation of the strategy relying on science and education, on the one hand, it is for cultivating talents with innovative spirit and practice ability, servicing to the national construction better; On the other hand, it is for satisfying people's demand for education, the government has a responsibility to do a good job in the people's satisfactory education. ^[6]Government may establish scientific periodic evaluation standard according to actual circumstances, according to the law of education and teaching courses by experts, a course or a course as a stage to evaluate education goal, including comprehensive evaluation of quality of students. Using the authority of the

government of all the students' learning process and learning result evaluation, report and give feedback. Countries in the process of evaluation can be based on regional economy, culture, science and technology development level is different, give corresponding preferential policies. On the one hand, it can greatly encourage the enthusiasm of students' learning, on the other hand, it can also improve enthusiasm of the school. For some ordinary students and ordinary colleges, they can through their own efforts recognized by society and government, greatly improve the result of the education process fairness and justice, to realize the education fairness. Not only that the countries in the process of education evaluation also can timely grasp the talent distribution problem and find the problems in education but also do check leakage fill a vacancy in a timely manner.

Education fairness is a prominent attention of Chinese people's livelihood issues, the government also has been committed to solve the problem. As long as adhering to the correct direction, finding the causes of the formation of problems, finding the breakthrough point, solving the problem through the joint efforts of government and society, the problem can be properly solved if effective and reasonable measures are taken, promoting the development of social justice further.

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