

The Value Orientation of Implementing the Autonomy of Running Schools in Ordinary High Schools

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Abstract: Practice has proved that the implementation of the autonomy of personnel, finance and teaching in ordinary high schools will help to improve the school's decision-making level, stimulate the school's vitality, and improve students' academic performance and school efficiency. However, we must clearly implement the value orientation of school running autonomy of ordinary high schools, that is, to promote the all-round development of students and the sustainable development of economy and society. Otherwise, it is very easy to cause the alienation of school running autonomy.

Keywords: High School Autonomy, Value Orientation, Students' All-round Development, Sustainable Economic and Social Development

1. Introduction

In a sense, both individuals and organizations have a “will to value”. Before engaging in any activity, we should consider the significance of engaging in the activity and mark it with the brand of value. The more individuals and organizations understand the value of their activities, the more they can stimulate vitality, actively pursue and maximize the purpose of their activities. Similarly, the implementation of the autonomy of ordinary high schools is no exception. We must clarify its value orientation, that is, to promote the all-round development of students and the sustainable development of economy and society.

2. The value orientation of implementing the autonomy of running schools in ordinary high schools

2.1. Promote the students' all-round development

The existence and development of individual life is the basic point and ultimate goal of all social and historical activities. Standing at the height of social development, Marx has demonstrated man's ultimate purpose. He pointed out that “The first premise of any human history is undoubtedly the existence of living individuals, and the starting point of society is the person who is engaged in practical activities.”^[1] Education is essentially an activity of cultivating people. The ultimate goal of any educational reform is to promote people's all-round development. It must be emphasized that the implementation of the autonomy of ordinary high schools is not an end in itself, but only a means. Its ultimate value pursuit should be consistent with the value goal of education itself, that is, to promote the life growth and all-round development of individual students. The individual life value of students is the fundamental value of education. Education is to serve the life development of students, provide opportunities and create conditions for the healthy development of students, and realize the national educational concept. This is the logical starting point for the implementation of the autonomy of running ordinary high schools. Otherwise, it may lead to the reversal of logic, which is contrary to the original intention of implementing the autonomy of running ordinary high schools. Just as a scholars says: “educational value has various definitions and logical divisions, but people are always fundamental. Education can realize its complete value only by cultivating valuable people.”^[2]

Taking promoting the all-round development of students as the value orientation for the implementation of the autonomy of running ordinary high schools, On the one hand, it is determined by the essential attribute of ordinary high school education. On the surface, the implementation of the autonomy of ordinary high schools is to promote the independent development of schools, and what is the purpose of the independent development of schools? It goes without saying that it is to ensure and

promote the all-round development of students' physical and mental health. As far as human development is concerned, UNESCO clearly pointed out in *LEARNING: THE TREASURE WITHIN* that the purpose of educational development “is to make people perfect day by day, Make people's personality rich and colorful, and the ways of expression are complex and diverse, Make him a person, a member of a family and society, and a citizen.”^[3]

Based on this, ordinary high schools should take cultivating talents with all-round development and personality as their destination, and provide students with appropriate educational services through independent school running, so that they can get all-round and personality development. After all, cultivating people is the fundamental attribute of ordinary high school education, and educating people is the fundamental requirement of all work in ordinary high school. As a scholar says, “The purpose of delegating power to schools is to strengthen the professionalism of school education and teaching activities, so as to better promote the development of students.”^[4] Students are the main body and beneficiaries of ordinary high school educational activities. The value creation of ordinary high school teaching activities should be finally reflected through the growth, progress and development of students.

Therefore, The Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) clearly puts forward: “we should adhere to people-oriented, fully implement quality education, and take promoting the healthy growth of students as the starting point and foothold of all school work.” The guiding opinions on promoting the reform of educational methods in senior high schools in the new era and China's Educational Modernization 2035 issued by the general office of the State Council emphasizes that, We should fully implement the fundamental task of Building Morality and cultivating people, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. It can be said that these requirements provide the fundamental basis for the implementation of the autonomy of ordinary high schools.

On the other hand, the value orientation of taking the all-round development of students as the implementation of the autonomy of running ordinary high schools is an inevitable choice to meet the needs of the people for high-quality ordinary high school education. Education carries the aspirations of the broad masses of the people for a happy life and the expectations of thousands of families for a better future. It is hoped that children can receive more fair and high-quality ordinary high school education, improve human capital and obtain economic and non-economic benefits. This requires that ordinary high schools must adhere to the educational philosophy of “student-oriented” and “education oriented”, comprehensively improve the quality and efficiency of education, and promote the healthy, all-round and sustainable development of students. To achieve this goal, it means that ordinary high schools must have full autonomy in running schools, run schools according to law, adhere to the publicity and public welfare of ordinary high school education, and provide more fair and high-quality public high school education services.

In addition, Promoting the all-round development of students puts forward higher requirements for the government and education administrative departments, which means that the power can not be delegated or collected at will in the process of implementing the autonomy of running ordinary high schools. This is because “The quality of educational administrative results is ultimately measured by whether people's behavior changes in the expected direction. There are many dimensions and standards to judge the results of educational administrative behavior, such as efficiency, fairness, justice, etc. However, if these dimensions and standards are divorced from the meaning of human growth and development, educational administration will also lose its own foundation and basis.”^[5]

2.2. Promote sustainable economic and social development

The main reasons for taking the promotion of sustainable economic and social development as the value orientation of the implementation of the autonomy of ordinary high schools are as follows:

First, The inevitable requirements of the responsibilities and missions of ordinary high schools. Cultivating talents for economic and social development is not only an important responsibility and mission entrusted to ordinary high schools by the government and society, but also a concentrated embodiment of the school's contribution to the economy and society. Ordinary high school education provides students with necessary professional knowledge and skills and human capital stock for further study and employment. “Whether in the process of knowledge absorption or innovation, workers with knowledge are the most dynamic factors of production with unlimited potential.” “Education can accumulate human capital, and employees with more education have higher labor productivity and stronger ability to deal with imbalances.”^[6]

At the same time, through the improvement of the comprehensive quality of the educated, the shaping of noble personality and good values, the cultivation of sound personality and the cultivation of social responsibility, ordinary high schools are conducive to the formation of interpersonal relations of consensus, compatibility and cooperation between people, the improvement of citizens' democratic consciousness and the promotion of citizens' active participation in social and public affairs, the promotion of the sound operation of social harmony.

Second, It is an inevitable requirement to cultivate new people of the times who can shoulder the great task of national rejuvenation. In September 2018, general secretary Xi Jinping made an important exposition on educating what people and how to train people at the national education conference. He stressed that the primary issue of education is who to cultivate. Education must take the training of socialist builders and successors as the fundamental task, and train generation after generation of useful talents who support the leadership of the Communist Party of China and China's socialist system and are determined to fight for socialism with Chinese characteristics for life. We should adhere to the fundamental task of Building Morality and cultivating people, adhere to the people-centered development of education, and adhere to serving the great rejuvenation of the Chinese nation as an important mission of education. At the same time, He points out that we should improve the ability of education to serve economic and social development.^[7]These important discussions provide a fundamental basis for the development of ordinary high school education in the new era, which means that the school must adhere to the political direction of running a socialist school and fully implement the party's educational policies. We should not only shape students' correct values, but also cultivate new people of the times required by economic and social development, cultural inheritance, national survival, system operation and the great rejuvenation of the Chinese nation. How to cultivate new people of the times in ordinary high schools must implement the autonomy of running schools and put it into practice through the independent development of schools.

Third, It is an inevitable requirement to solve the main social contradictions and promote social progress. China has entered a new era of socialism, and the main social contradiction has been transformed into the contradiction between the people's growing needs for a better life and unbalanced and insufficient development. In the field of ordinary high school education, it is highlighted as the contradiction between the people's personalized and diversified needs for ordinary high school education and the unbalanced development of ordinary high school education. To realize the people's sense of gain, happiness and security, the key is to promote employment, increase income, narrow the gap between the rich and the poor, improve people's living conditions, block the intergenerational transmission of poverty, break the stratum solidification, and develop fair and high-quality ordinary high school education. This means that ordinary high schools must actively adapt to this change, respond to social concerns, accurately locate, establish a diversified outlook on talents, education quality and diversified student evaluation system, deepen the reform of school running mode and education mode, diversify development, create characteristics and level. There is no doubt that in order to achieve these goals, ordinary high schools must have more autonomy in running schools and be able to run schools independently, make decisions and manage themselves according to law. At the same time, when evaluating the scope and implementation effect of the autonomy of running schools of ordinary high schools, we should also focus on whether the autonomy of running schools enjoyed by ordinary high schools can meet the needs of cultivating talents with comprehensive and diversified development, promote the needs of sustainable economic and social development, and meet the differential educational needs of ordinary high schools of the people.

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