

Analysis on the Evaluation System of Educational Modernization

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Abstract: In nearly 150 years of history, from the initial self-proclaimed, negative reference to today's creative learning, during which experienced twists and turns, repeated, or even turbulence, but also finally entered a smooth development track. Education modernization from the initial emphasis on the external conditions of education, such as the modernization of school planning and construction, and then to a little easier, such as the popularity of education, curriculum and other scientific, and so on, and then critical, essential education modernization gradually appear. This development process to promote us to take the initiative to grasp this opportunity to play the value of education modernization guide, to overcome the key issues of education modernization. Therefore, this study focuses on the value elements of educational modernization and the value dimension in the evaluation index system of educational modernization, and puts it in the comparative view of Chinese and western countries to grasp the different value orientation of national education modernization at different levels of modern development. Horizontal dimension of the comparison; from the vertical dimension analysis, to understand the modernization of education in China and the occurrence of change. Across the East and the West, through the past and present, in the layers of analysis to tap the current value of modern education, where the value of what kind of development and experience, in the repeated comparison of trade-offs to clarify the value of education modernization, and put forward the current education Some Suggestions on the Choice of Value Dimension of Modern Evaluation Index System.

Keywords: Education Modernization, Evaluation System, Analysis

1. INTRODUCTION

Since the opening of China's national borders, modernization has not left people's attention, to the middle of the last century, four modern put forward to mention the height of the complex, and now has become the topic of common circles. But we never seriously thought about the modernization brought us what? What kind of expectations have we given to modernization? The existence of the value of expectation denies that modernization is a purely objective process of change. W has been educated to modernize itself as a modern vassal, and little to think

about the modernization of education itself. When the economy and science and technology to a certain extent, people's eyes gradually shifted to a more difficult task: education and culture of modernization. Society is shouting, but also doubts, education modernization needs what kind of value guide, the foundation of China's education modernization is the spirit of Western modern transplantation Or the reconstruction of traditional Chinese culture? The fate of the times requires us to pay attention to the value of education modernization connotation. First of all, to clarify China's current level of education in the development of modernization, is the first level of the problem, the evaluation of the identification function; education modernization evaluation of our behavior what kind of impact, "the next step we should do" Is the second level of the problem, the promotion of the role of evaluation. Countries and places are holding a lot of statistical data, but if the information does not reflect the value of education and modernization of the target, can not carry people's expectations of the modernization of education expectations, it is just some meaningless accumulation of numbers. To make meaningful reflection, we must fall on the value dimension of evaluation, and pay attention to the value orientation behind the evaluation. The complexity of education itself and the current background of China's educational modernization, concerned about the value of education modernization evaluation of the dimension of the complex network can be clear in the complex, this is the requirements of the development of the times.

2 MODERNIZATION AND EDUCATION MODERNIZATION

Most of the concept of modernization from abroad cited or extended to redefine, generally followed a consistent conceptual framework. However, the situation of educational modernization is very different at home and abroad. The differences between China and the West are different. They are not recognized as a new concept of consensus. The modernization of education in different countries has their own cultural characteristics. Thomas (HywelThomas) on Australia, England, New Zealand, Scotland and the United States five countries the concept of modernization of education were discussed separately, can be used as an important

reference.

From the analysis of 1, foreign countries do not regard education modernization as a word for word meaning analysis, but as a phenomenon or project, and therefore is a combination of education and modernization. Every country's education modernization is closely related to the actual educational situation and cultural appearance of the country, the connotation of different, and must be the most urgent and most need to solve the education problem. Therefore, China's education modernization research and even promote the inevitable based on their own culture, especially the concept of educational modernization analysis, there is no reference to the existence of the template. The consensus on the definition of educational modernization in China is to see the modernization of education as a process of historical change, such as Gu Mingyuan, Zheng Jinzhou, Feng Junjun, Chu Hongqi and others. S1 from the perspective of historical development of education modernization is easy to ignore the process of education in the modern transformation, so the concept of education modernization can not define its value characteristics. And there is a big difference in this study. Such as Zhu Xudong that is the acquisition of modern educational elements, that is, the legitimacy of educational power and educational rights, the spread of educational functions and separation, the participation of education in the public and universal. 62 Yuan Ben Tao describes the characteristics of modern education as human modernization, the combination of education and productive labor, the unity of education and democracy, and the openness of democracy. 63 Chu Hongqi refers to the expansion of educational modernity as the fundamental feature of educational modernization. Scholars from the value of the modernization of education to carry out a wide range of understanding is the concept of education modernization of the emperor of a try, and thus with scholars on education and even under the contemporary education and recognition of consciousness, is based on the value of the times Construction. Any concept is a period of time through the language community in its life practice and practice of communication to reach a consensus, with the value of the concept of educational modernization is no exception.

3 EDUCATION MODERNIZATION EVALUATION SYSTEM

Indicator is a measure of the development of a system with W statistics, education indicators is to reflect the development of education system with a series of statistics. There are two kinds of relationship between educational index and educational index system. One kind thinks that both are equivalent and can be mixed. The other is that the two are not consistent, but the educational index system is based on the concept of

education indicators. The educational index system is not simply compiled by the educational indicators, but rather in a logical order of precedence and reflects the interrelationships. "Nuttall further explained the meaning of the educational index system, including three meanings: First, the educational index system is not a simple integration of educational indicators, but a collection of various educational statistics based on the theoretical model, the education system Accurate description; the second is not only the summary of simple statistical data, but the W indicator combination of the form of education system shows the various parts of the situation and the relationship between them; Third, the indicators of education indicators selected indicators must take into account the logic And the empirical, through the index system can be the diagnosis of the status of education.

There is little analysis of the concept of evaluation index of educational modernization, and only one index of the regional education modernization index system is defined. The evaluation index of educational modernity is defined as the scientific, systematic and developed index system based on the educational development practice, W orientation and innovation orientation of developed areas with high economic and social development level. This definition of the area of education in the region to judge the criteria, ignoring the other regions, and even foreign education practice, the concept of definition is not tight. Which follows the concept of the index system, and does not indicate the characteristics of the educational modernization index system. Education modernization evaluation index system is essentially a combination of concepts, first of all to be based on educational indicators, followed by W education modernization evaluation as the core. This study argues that the educational modernization index system is composed of multiple sets of educational modernization indicators, and W some logical relationship between the indicators. It is able to accurately describe the status of educational modernization systems and shows the level of modernization of the various parts of the education system and the relationship between them.

4 THE INSPIRATION OF THE CHOICE OF VALUE DIMENSION OF EDUCATIONAL MODERNIZATION

In the study of the value elements of modernization education in China and the West, it can be found that the modernization of western education is more meaningful and practical, and it is also confirmed by the comparative analysis of educational modernization index system. The most obvious value orientation of the whole index system is the emphasis on the ability and quality that people should have in modern society. The index system of the advanced countries is relatively perfect. The value of "learning

results" as an independent value dimension is elaborated, and this is also the value of the most important value, such as the quality of the "educational institution" and the "learning Social support" 尅偉 dimension around the human modernization and set specific indicators. In this orientation, the school exists as a human institution, itself has its own unique purpose and characteristics, and also serves as an important dimension of the indicator. The United States of America's indicators are set with a sensible value orientation, which implies the transformation of thinking, from the modernization of human beings to the modernization of human beings. This is the most lacking in China's index system. Although the value dimension of the evaluation system of China's modernization of education has gone through the stage of simply emphasizing equipment and technology, the thinking of W people is still lacking. Most of the evaluation system is divided into different areas of education, and then think about the modernization of various fields, ignoring the modernization of education nuclear Tuen. On the contrary, China's educational practitioners have realized that the modernization of education is also the core of human and non-material, front-line teachers and principals built by the modern quality of the dimension is not backward. The choice of the value dimension in the index system has not yet realized the transformation of this kind of thinking, the thinking of the work and the thinking of the field dominated, and the practical wisdom of the educators has not been fully utilized. China's education modernization evaluation index is set to reflect the level of modernization of education, W monitoring mainly; while the Western developed countries are more behavioral tendencies. In the case of the two values of equity education and teacher specialization, China's education fairness is more about monitoring the allocation of resources, the situation of students' education and the opportunity of admission. The setting of western indicators is mainly concerned with what kind of behavior More conducive to the promotion of education, such as the United States proposed the establishment of students to understand the personal files of students personalized, special needs, teachers received professional training. Teachers in the professional aspects of China is more emphasis on the level of teachers; the West is more thinking about what kind of professional preparation; and what kind of professional support to promote the professional development of teachers. At present, the core values of educational modernization, such as science, democracy, freedom, fairness and the rule of law, are still the products of the West from their source, and their elaboration is still the western discourse system. China's education modernization trial team to get rid of this shadow, out of a background based on their own culture and modernization of education /

education of the road, but this courage is not reflected in the educational modernization of the value of the index system in the choice of value. The path and mode of modernization depends on the handling of various confounding factors in the transition from traditional society to modern society. China's traditional culture has a variety of factors in favor of modernization, in the transition time point of some new modernization / education modernization factors are gradually sprouting, but because the Chinese government wins weak, and can not take full advantage of these factors embarked on the path of natural evolution, After several twists and turns, the traditional factors are gradually disappearing, new sprouting factors have been strangled in the cradle. Whether it is the concept of educational modernization, or the analysis of key features can be clearly seen that the education system is extremely vulnerable to the impact of other social systems and dependent. The modernization of external conditions of education does require the support of other systems, but can not ignore the modernization of education itself, nor can it lose the independence of education. The modernization of education itself is an educational growth in terms of its essential characteristics. From the macro, it is reflected in the progress and transformation of world civilization to rely more on the way of education than military conquest, education will become the most important driving force of modernization, rather than the original definition of "maidservant" role. A variety of professional organizations and professional schools, will become a modern organization and modern life of the nuclear also. Western education has shown the danger of over-technical and commercialization, which is the number of philosophers who have come from Weber to worry about alienation of education due to the expansion of instrumental rationality. The growth of instrumental rationality leads to the advancement of economy and technology in modern society. The realization of the value of educational modernization needs to provide the background input and guarantee for education based on the material basis, the development of economy and technology. Relying on instrumental rationality for the pursuit of efficiency and utilitarianity, mankind works by creating all kinds of tools as much as possible to satisfy its own material aspirations. But the creativity and transitivity of mankind are equally surprising, and the transfer of what is created by the instrumental rationality to some more valuable activity, such as education. Therefore, in the crisis and alienation brought about by the criticality of the instrument, it should first recognize its role as a means of achieving certain values. But people tend to forget the benefits that may be accompanied by the benefits of instrumental rationality, especially the rationality of other rational forms of rationality - the rationality of

communication. Unlike instrumental rationality, communication plays a different role in different areas. Modern society should be a more effective, humane, impartial and equal society than W to all, and a value concept must be transplanted to other fields such as the field of education, the economic field and so on.

5 CONCLUSION

There is a lot of commonality between the value elements of modern Chinese and western education. Popular and popular, secular and scientific, practical and professional is the initial pursuit of the modernization of education, the current also faces some similar real problems, such as the modernization of teachers, education governance modernization, education and fairness. But in the development process, development model, value priority is different. Educational equity and human modernization are two values that are reflected in the US index system. The most prominent of the Republic of Macedonia is the modernization of educational governance, the formation of institutional mechanisms, organizational construction, laws and regulations and multi-agent participation, including educational governance, systematic construction experience. China is in the critical period of educational modernization. Many complicated problems need to be solved, such as the

modernization of teachers, the fairness of educational process, the modernization of educational governance and the modernization of human beings. The index system is concerned, but it is not clear enough. In the later period, it is necessary to strengthen the orientation of educational modernization evaluation index system, enhance its value lead, and carefully handle the relationship between tradition and modernity in advancing the process of educational modernization.

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