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The Present Condition and Prospect of Ideal Guidance for Senior High School Students in Zhengzhou, China

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Abstract: *In recent years, China has been paying close attention to the status and role of student development guidance in promoting educational reform and realizing quality education. As a key content and an important link, ideal guidance plays an important role in promoting the development of students and the reform of senior high school curriculum. In order to understand the current situation of high school students' ideal guidance in Zhengzhou, this research group took Zhengzhou High School as the research object, and made investigation and research on education administrators, class teachers, subject teachers and students. According to the research, the ideal guidance of senior middle school students in Zhengzhou takes the ideal and belief as the foundation of students' development, takes the "3+1" guidance throughout the whole process of education, and takes multiple measures to give attention to both the core qualities and students' needs, the guiding force of realizing the ideal of Trinity. In the course of the investigation, there are also some problems in the way of guidance: for example, the form of group guidance is more than individual dialogue; the content of guidance is out of line with the needs of students and the students' sense of experience is insufficient; and the teachers' guidance ability is limited, insufficient professional learning and training. Based on this, the paper puts forward the idea of promoting the construction of ideal guidance curriculum, the scientific training of teachers, and the popularization of individualized individual consultation.*

Keywords: *General high school; Student development guidance; Ideal guidance*

Introduction

From July 2010, China reform related documents proposed for the first time "establishing a student development guidance system", emphasizing that schools should add new services and support students' "development" to the new era functions. By June 2019, the General Office of the State Council issued a document that clarified It is pointed out that strengthen the guidance of students' ideals, psychology, study, life, career planning, etc. to help students establish correct ideals and beliefs, correctly understand themselves, and better adapt to high school study life.Obviously, China has strengthened the importance of student development guidance in promoting education reform and realizing quality education year by year. The ideal guidance of students is the fundamental problem of the direction of China's education. With the advancement of curriculum reform and comprehensive reform of college entrance examination in senior high school and the concept of "student development guidance", the value, content and method of ideal guidance for senior high school students in the perspective of school education have aroused the research interest of our research group. We randomly selected 827 staff (including teachers and administrators) of Zhengzhou public high

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school to conduct a questionnaire survey, and conducted sampling interviews with education administrators, class teachers, subject teachers and students.

Practice and Experience

School Education Thinking: Ideals and Beliefs are the Foundation of Student Development

At the National Education Conference, Xi Jinping said that we should give top priority to the cultivation of ideals and beliefs, that is, we should educate students to establish a common ideal of building socialism with Chinese characteristics. All schools in Zhengzhou should be guided by the socialist core values, carry out the basic task of moral education, and promote the comprehensive quality of students as the goal of student development. In the questionnaire survey, 83.19% of the teachers agreed that “the school attaches great importance to the ideal guidance of students”. During the interview, many administrators and teachers mentioned that the education of ideals and beliefs is the most important work in guiding students’ development, “The leading of world outlook, outlook on life and values is the most important thing. If a student’s outlook goes wrong, the talent training will be a complete failure.”

Some high schools also combine national development requirements with school culture in order to advance students’ ideal guidance work. Take S High School, for example, “By carrying forward the spirit of Qian Xuesen, our school has carried out a variety of practical activities,” said an education administrator. Inspire students with patriotism to be grateful and serve the country, cultivate their sense of responsibility, teach them to love the motherland, hometown and school; inspire students with dedication to continue to serve the community and give back to society and others; With the spirit of truth-seeking, students are encouraged to devote themselves to academic research and social practice, to get closer to society and nature, to test the true knowledge, and to learn to be a person; guide students with the spirit of innovation to develop community activities, carry out self-research-oriented learning, and scale new heights of science,” said another class teacher, in guiding students with their ideals and beliefs, “We should combine the school motto of ‘Love the Country, Love the Collective, Serve the Society, Keep Up With the Times’ to guide students to set up lofty ideals and integrate personal ideals into the construction and development of the times.”

School Education Content: "3+1" Guidance Runs Through the Entire Education Process

In June 2019, General Office of the State Council clearly pointed out that “To strengthen the guidance of students’ ideal, psychology, study, life and career; to help students establish the right ideal and faith, correct self-understanding, better adapt to high school life; manage the relationship between personal interests and social needs, and improve the ability to choose courses, subjects, specialities and future development.” After sampling interviews, the guidance for students' ideals in Zhengzhou ordinary high schools includes the content of "3+1", namely: world outlook, outlook on life, values and ideals and beliefs.

After the interview, we learned that the ideal guidance work for students in Zhengzhou high school started as

soon as the students entered the first year of high school, and implemented phased and focused promotion. When talking about the ideal guidance work of the school, most of the teachers interviewed said: the guidance work runs through the whole process, full of the whole process and space of the head teacher's work, subject teaching, community activities and so on. At the same time, it accompanies the whole time of students from entering the school (grade 1), subject selection, review sprint (grade 3) and college preference.

An administrator at N High School said of students' ideal guidance, "The ideal guide may sound abstract and empty, but it runs through three years of high school and is integrated into every aspect of education. For students, every moment of education can not be separated from the correct outlook and ideals and beliefs of the lead. The head teacher of H High School described the content of students' ideal guidance: "For students' ideal guidance, the head teacher, political teachers and teachers of other subjects all take it as teaching content.". We will focus on students of different grades and focus on current affairs, to carry out special class meetings, timely guidance and discussion. In a word, ideal guidance is a big and small job," said a former high school senior (now a freshman) at H High School, "Schools often give us ideal guidance, including world outlook, outlook on life, values and ideals and beliefs. I think it is very useful, and this energy will support our life and learning."

School Education Method: Give Consideration to Core Literacy and Students' Needs

In the choice of education methods, we found that Zhengzhou high schools pay attention to adopting a variety of measures, combining centralized guidance and individual guidance, and paying attention to both core literacy and student needs. From the core literacy to carry out the systematic design of the guidance content, taking into account the stage characteristics of the student's development, the characteristics of the learning stage and the individual needs for characteristic and personalized guidance.

Many school teachers advocate the form of theme class meeting. A head teacher of A High School said, "We usually carry out class meetings around the themes of outlook on life, values, consumption, communication between men and women, gratitude and so on, so that students can experience the diversity of society, and learn to understand and accommodate others, and avoid some common wrong ideas and ideas.". There are also many schools mentioned activities such as school meetings and flag-raising ceremonies, as well as career planning classes, experience sharing sessions for outstanding graduates and group guidance initiatives such as film-viewing class.

A manager of S High School mentioned the "life tutor" system, that is, "every teacher will be responsible for 6 to 8 students in the class, and give targeted development guidance. Teachers can often talk with students and guide them in their study, life and psychology. Through daily conversation, we can understand the difficulties of students in their study and life, and help them solve them in time. "

In addition, many high school administrators and teachers mentioned individual guidance. A head teacher of F High School said, "In terms of the development of different students, there are common problems that need to

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be solved, and more of them are individual problems. So, I talked to students in a targeted manner, and stayed with students frequently to help students grow up healthily." N High School education management staff proposed that the school adopts a combination of psychological counseling rooms and mentor assignments to provide students with timely and targeted ideal guidance for the individual.

A student of S High School mentioned that the school pays attention to the combination of collective guidance and individual guidance, and conducts guidance work according to the characteristics and needs of different stages. "In the three years of high school, the school will carry out the ideal guidance education for us in each stage. For example, in military training, the school will organize lectures on freshmen's ideal of entering the school, which points out the direction for the establishment of our world outlook, outlook on life and values. At ordinary times, the school will carry out career education courses, class meetings, tomb sweeping activities, May 4th youth activities, adult rituals, etc. to educate and guide our ideals and beliefs, which play an important leading role in our life goals and future planning. Especially in the second grade of senior high school, the school will hold a report meeting according to the students' liberal arts and science classes, and the head teacher will provide professional guidance according to the different characteristics and personal interests of each student, so that we can have a more clear and specific ideal goal in the future."

School Education Mechanism: The Trinity Forms, an Ideal Guiding Force

The content of ideal guidance for students includes world outlook, outlook on life, values and ideals and beliefs. Ideal education guidance is rooted in the society. Schools play a leading role, and families play the role of subjectivity in the trinity education mechanism is its inherent requirement.

A subject teacher in N High School stressed the leading and integrating role of the school when talking about work related to ideal guidance, “The school should construct the guidance target system, integrate the education content, unite the multi-resources and strength, and form the whole resultant force of the high school students’ ideal guidance work.”. Another educational administrator believes that students’ ideal guidance can not be separated from social resources, “Contact universities and other institutions, hire outside experts in different fields to give students an overview of the relevant industry and development trends, and encourage students to combine their own interests to help them set ambitious and practical life goals.”. A head teacher at S High School emphasized the role of family in ideal guidance, “With the help of parents, we can make up the blind area of education. Parents are the participants of ideal guidance. The family is an important place for ideal guidance. We should give full play to the role of both school and family. At the same time, teachers should also pay attention to the ideological work of parents, so as to prevent parents from blocking students’ ideal guidance work because of their different ideas.”

Problems and Deficiencies

More Group Counseling, Less Individual Dialogue

In general, the school’s guidance for students’ development should be integrated with the country’s overall education development plan, in addition to carrying out localized research and study in the light of students’

core literacy requirements, therefore, in most cases, the ideal guidance work for students is collectively carried out based on the school, grade, and class. Most schools were able to supplement the work with individual guidance and dialogue guidance, but the number and frequency were relatively low.

Individual dialogues can effectively supplement problems that cannot be solved by collective guidance. This method is highly adaptable, makes it easier to find specific problems, and can provide timely feedback and solve problems.

The Content of the Guidance Work is out of Touch with the Needs of Students

In a survey of S High School students in a certain grade, it is found that students are not very clear about the "3+1" ideal guidance, that is, the content of world outlook, outlook on life, values and ideals and beliefs. The degree of understanding is 35.9%, but the degree of demand is 60.7%. A subject teacher of the school said, "There is some misplacement of 'supply and demand' in the guidance of students. What the teacher provides does not correspond well to the needs of the students. The teacher cannot fully and timely grasp what the students lack. What do you want? This also brings up another problem that the implementation effect is poor and the recognition of students is also low." At the same time, the students also expressed a similar idea that the well-designed curriculum and project activities of the school are like rigid indoctrination of knowledge, and they do not have such needs. 89.36% of teachers believe that "ideal guidance in schools is often integrated with subject courses", and 73.76% of the teachers surveyed believe that the school does not "offer specialized, systematic and complete career guidance courses".

Combining the requirements of the reform of education methods and the reform of the college entrance examination system, the development of student ideal guidance should also be transformed from teacher-based to student-based. The content of guidance and activity methods should be innovated by students, giving full play to their subjective initiative, and truly enriching the guidance methods while achieving consistent supply and demand.

Teachers' Guidance Ability and Professional Quality are Limited

Student development guidance is a new requirement and challenge for schools and teachers under the background of educational development and reform. This requires teachers to not only possess the corresponding subject knowledge and skills, but also have the ability to understand and grasp the current situation, requirements and goals of student development. Research has found that although they can recognize the importance of ideal guidance for students, many teachers have encountered difficulties when actually carrying out the work.

The results of the questionnaire survey showed that 23.82% of the teachers did not think they were "capable of the ideal guidance work for students of all grades", and 72.07% of the teachers thought that the school had organized special training. When talking about restricting the work of student development guidance, the teacher in charge of the first class of S High School said,"The first question to bear the brunt of student development guidance is" who will guide". First of all, the professional training for teachers and the

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establishment of the system are not comprehensive enough, so there are still great loopholes and deficiencies in guiding students; Secondly, the guidance tools are limited and not updated in time, which leads to the deviation of timeliness and accuracy in testing; Finally, in many cases, not all guidance activities can be recognized by students through personal experience, which requires us to explore more ways to promote the development of students' guidance".

How to design courses according to the specific conditions of students, how to provide timely and effective guidance, how to evaluate the effect of guidance, how to make good use of existing tools and develop new tools, these are the common puzzles faced by teachers.

Expectations and Prospects

The development of the ideal guidance work for ordinary high school students should be mainly based on the actual development of high school students, highlight the pertinence and effectiveness of the guidance work, explore and build a guidance work system for all students, grasp individual differences between students, and realize high school education, and effective integration with social and family education. Combining with the status quo of the ideal guidance work of ordinary senior high school students in Zhengzhou, there are expectations and prospects for the future ideal guidance work of students in the following aspects:

Systematically Promote the Construction of Ideal Guidance Courses

Only when the goal and content are systematically designed can the teacher's ideal guidance work be based on, and the effectiveness of the guidance can be evaluated scientifically. In this process, the school can also take advantage of its own resources to develop, supplement and utilize resources, and give full play to its subjective initiative to construct a diversified ideal guidance curriculum with school characteristics, and promote the curriculum to be more in line with the actual development of students.

Promote the Scientific Training and Construction of the Teaching Team

In the new era and new requirements, it is extremely important to cultivate a team of teachers who can undertake the guidance of student development. Facing the latest requirements of the country for the development and guidance of students and the urgent need of students for teacher guidance, teachers have the external and internal need to improve their guidance ability. In this context, it is necessary to establish a teacher training and training mechanism that undertake ideal guidance to improve the quality and professional ability of instructors. It is also necessary to set up a student progress guidance expert database to attract experts and scholars in psychology, politics, career planning, etc. , to fully strengthen the social and community forces for student progress guidance, and to achieve multi-party education.

Popularize Personalized Individual Consultation

At present, there is insufficient individual consultation for students' ideal guidance, and students' sense of participation and initiative are insufficient. The main reasons are the lack of ideal guidance curriculum system

construction and insufficient teacher team strength. The popularization of personalized individual consultation is not only to increase the individual guidance for students, but also requires teachers to see the situation and needs of the individual development of students, and to reform the concept from "teaching" to "help". Individual counseling requires teachers to have a wealth of observation, thinking, identification and guidance abilities, and also puts forward requirements for the number of full-time instructors. Individual counseling can give full play to students' subjective initiative, stimulate students' thinking and participation, and improve the effectiveness of guidance.

The new situation of educational development and reform and the reform of education methods has brought some new challenges to the ideal education guidance. At the same time, educational institutions and schools at all levels should continue to seek new breakthroughs. Educational administrative departments, educational research institutions, and schools should continue to seek new breakthroughs. A joint force of research and reform should be formed to jointly promote the innovation of the ability and quality of the education team, promote the structural and scientific reform of the ideal guidance of students, the content and methods of student development guidance, and promote student development, teacher growth, and educational reform.

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