

An Overview of 20 Years of National Research in the Faculty of Education and Research

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Abstract

The teaching and research system for basic education in new China has evolved with the changing times, and has undergone a course of development from weak to strong and from immature to mature. It should be said that the teaching and research office with its unique function mechanism has played an unignorable role in the teaching of basic education in China. This review will mainly study the teaching and research office from four aspects: the functions of the teaching and research office, the evolution of the teaching and research office system, the development and innovation of the teaching and research office, and the problems and countermeasures in the construction of the teaching and research office.

Keywords

Teaching and research Office; Faculty of Education and Research; The Development of the Teaching and Research Department.

1. Introduction

The local resource base coordinates the local curriculum resources and further refines the materials with educational significance, so as to avoid arbitrariness in curriculum development. Let its materials be shared within the region and become the cornerstone for schools in the region to move forward together. Third, to understand the curriculum reform situation and needs of schools at the grassroots level. Local resources provide the hardware for curriculum development, giving the curriculum a local character. The shape of the local curriculum should be comprehensive, practical and developed around the real life of teachers and students.

2. Organization of the Text

2.1. Functional Orientation of the Faculty Since 2000

2.1.1. Decision-Making Advice: Building Bridges

In decision-making consultation, the Faculty is the bridge that allows the ideas of policy makers and implementers to converge and intersect by pulling them from both ends of the bridge to the center. Through the communication and understanding between policy makers and implementers, the distortion and alienation of curriculum policies in the implementation process can be reduced.

The Office of Teaching and Research should clearly undertake the corresponding tasks of policy-making and consulting, so that the building of bridges can be organized. One of them is to collect information at the level of practice. Research is needed to provide the basis for the central and local introduction of major educational policies and measures by providing a large amount of practice-level information, and collecting information at the practice level. to test the rationality of the policies. Secondly, to find out the problems and analyze the reasons. Educational decisions are often distorted or twisted in the process of implementation, and the Education and Research Office needs to start from the practical level to analyze and determine

the causes of alienation, which helps to ensure the modernity of the decision-making, in order to prevent the decision from lagging behind the practice, which affects the feasibility of the decision.

2.1.2. Curriculum Development: Laying the Ladder

The curriculum development of the Education and Research Office is designed according to the characteristics of each locality, and its task is to develop the curriculum according to the local economic and political development under the guidance of the national curriculum. The most specific performance is reflected in, firstly, interpreting the national curriculum standards and formulating local curriculum programs. On the basis of correctly interpreting the national curriculum standards, it further develops local curriculum programs, plans how to implement the spirit and guidelines of the national curriculum to the local level, and provides theoretical support for its curriculum development, and secondly, establishes local resources. The local resource base coordinates the local curriculum resources and further refines the materials with educational significance, so as to avoid arbitrariness in curriculum development. Let its materials be shared within the region and become the cornerstone for schools in the region to move forward together. Third, to understand the curriculum reform situation and needs of schools at the grassroots level. Local resources provide the hardware for curriculum development, giving the curriculum a local character. The shape of the local curriculum should be comprehensive, practical and developed around the real life of teachers and students.

2.2. Evolution of the Faculty System

2.2.1. The Period of Conception and Creation (1949-1955)

After the founding of New China, the number of primary and secondary schools increased dramatically as a result of China's policy of "systematically implementing universal education" and "opening the door of education to workers, peasants and their children", while the number of teachers, although also increasing rapidly, was not able to keep pace with the increase in the number of students. At this time, although the number of teachers was also increasing rapidly, it still could not keep pace with the increase in the number of students, thus causing a decline in the quality of education and teaching. This caused the Party and the government to attach great importance to it. In 1955, People's Education issued a report on the necessity of strengthening the work of teaching research by the provincial and municipal departments and bureaus of education, the first in China to be officially recognized by the state as a more systematic and standardized system of teaching and research offices, thus improving the quality of teaching. It also regulated the training mechanism for teaching and researchers, the methodology of teaching and research work, and the selection of teaching and researchers, which greatly promoted the development of teaching and research offices at all levels.

2.2.2. Preliminary Development and Stagnation (1956-1976)

Before the "Cultural Revolution", many localities formulated some local teaching and research systems that suited the local reality according to the relevant policies of the Party and the government. The teaching and research activities of the teaching and researchers mainly included teacher training, experimentation and experience promotion of teaching reform, management of teaching operations, and preparation of teaching materials and teaching aids. Teaching business management mainly refers to the assistance of teaching researchers to the education administration department to strengthen the management and guidance of regular teaching in primary and secondary schools, as well as the preparation of teaching materials and teaching aids. Teacher training mainly involves the preparation of supplementary teaching materials, local teaching materials and teaching aids according to the requirements of the provincial education administrative departments. With the gradual institutionalization and

standardization of the planning of these forms of activities, it also promoted the initial shaping of the behavioral patterns of teaching and research activities.

2.2.3. Period of Restoration and Reconstruction and Rapid Development (1977-2000)

In 1990, on the basis of absorbing the excellent experience of the institutional construction of teaching and research offices around the country, clearly stipulated that the teaching and research office was an institution set up by the local education administrative department to undertake teaching research and subject teaching business management in primary and secondary schools, and required the establishment of a sound network of three-level teaching and research offices at the provincial, municipal and county levels.

Under the statute of the teaching and research office system, the teaching and research activities of the teaching and researchers have gradually formed five basic modes of teaching and research behavior: research-oriented teaching and research, guidance-oriented teaching.

2.2.4. Exploration and Innovation Period (2001 to present)

Entering the new century, the most direct impact on the construction of the system of the Teaching and Research Office is the new curriculum reform of basic education. The curriculum reform requires that "teaching and research offices become regional curriculum development centers to take part in decision-making, professional leadership and quality monitoring roles". In order to adapt to the development of the new situation, many places have introduced some local policies and regulations that reflect the new concept of the development of teaching and research offices. The new teaching and research activities of teaching and researchers to regulate the behavior. The introduction of these systems has accelerated the transformation of the functions of the Teaching and Research Office.

3. Development and Innovation of the Faculty

The development of new economy characterized by new technologies, new industries, new business forms and new modes requires higher education to realize all-round innovation in terms of concepts, contents, standards and methods, and the construction of new engineering disciplines is the result of such innovation. To establish a long-term mechanism conducive to teaching and academic cross-fertilization and innovative development in the context of new engineering disciplines, the teaching and research department as a grass-roots teaching organization once again plays an important role. Virtual Teaching and Research Office is an interdisciplinary, inter-school and even international teaching and research workers, in order to solve common and forward-looking problems in higher education teaching and learning, using the Internet information technology to form a teaching and research team. As a new exploration of the construction of grassroots teaching organizations, an accurate understanding of its connotation is a prerequisite for the construction of good and play a good role in its function, an accurate understanding of the connotation of the virtual teaching and research office must grasp two keys: First, "must pay attention to his special point", and the virtual teaching and research office is a special teaching and learning academic organizations; Second, "must pay attention to his difference with other forms of movement. Note the difference between him and other forms of movement", and as a "teaching and research", it is different from the existing traditional (entity) teaching and research, on the "virtual", it is the same with other existing teaching and research. University academic community is a group of scholars who share the same academic interests and visions, follow academic rules, and uphold the same or similar behavioral orientation. The virtual teaching and research office is voluntarily combined by the relevant teachers based on the common love of education and teaching, the common academic interest in the exploration of the laws of education and teaching in colleges and universities, and the vision of improving the teaching and learning academic level and creating a culture of teaching excellence, which has the characteristics of an academic

community. As a teaching academic community, virtual teaching and research has the characteristics of autonomy, self-awareness and self-discipline of general scientific research academic community, but also has its own specificity. General academic community tends to focus on the natural sciences, humanities and social sciences in specific areas, categories and even specific issues. Virtual faculty, on the other hand, focuses on the common problems encountered by teachers of different disciplines specializing in education and teaching in higher education, the future development of education and teaching trends, and so on. Such problems are often those that cannot be grasped in a comprehensive and macro way by the physical teaching and research departments because of the division into disciplines and specialties, and they are also those that are difficult to resolve and thus obscured because of their administrative affiliation.

4. Conclusion

School administrators from the ideological concept to fully understand the importance of the teaching and research departments as grass-roots teaching and academic research organizations. It is not only the foundation of the function of colleges and universities, but also the basis for the implementation of school reform initiatives. Secondly, the teaching and research departments should be given appropriate rights and freedoms to overcome the excessive constraints of administrative forces and to give the departments appropriate rights in the allocation and distribution of human, financial and material resources, teachers' evaluation and more decision-making power in academic affairs and full freedom to engage in teaching activities. Once again, the school should, according to the actual situation of the school as well as the needs of teaching and research, actively build an evaluation system to stimulate teachers' teaching reform and research, and fully reflect the school's encouragement and recognition of the proper function of the basic teaching and research departments. In addition, it is also necessary to formulate policies and take corresponding measures to advocate active exchanges and cooperation among teachers of related professional teaching and research departments, break through the professional barriers and boundaries, and fully absorb the research results of related disciplines, so as to realize the innovation of knowledge and ideas through exchanges, sharing and integration.

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