

Dilemmas and Coping Strategies in the Implementation of Selective Class System in Senior Secondary Schools under the New College Entrance Examination Policy

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Abstract

The implementation of the senior high school elective class system has attracted widespread attention in the education sector, but the implementation of the class system is accompanied by problems and challenges. From the perspective of the new college entrance examination policy, this paper discusses the dilemmas faced by the implementation of the high school elective class system and proposes corresponding strategies. It aims to provide strong suggestions for the improvement of high school education. At the education management level, the restructuring of the school management system, the changing roles of teachers and students, and the issue of allocation of teaching and learning resources are all important aspects of the dilemma. At the student level, anxious subject choices, and challenges to individualized needs are at the heart of the problem. To cope with these dilemmas, this paper proposes a series of strategies, including policy adjustments, innovations in school management practices, teacher training and development, career planning and counseling, personalized learning support, and healthy psychology education. These strategies aim to help schools better manage time, resources, and demand to ensure that the implementation of the elective class system in senior secondary schools better meets students' needs and improves the quality of education, thereby promoting the development of senior secondary education in China.

Keywords

Classroom System; High School Entrance Examination; School Management.

1. Introduction

In September 2014, the Implementation Opinions of the State Council on Deepening the Reform of the Examination and Enrollment System was published to comprehensively promote the construction of a modern education examination and enrollment system with Chinese characteristics. To better adapt to the reform of the college entrance examination, the General Office of the State Council issued the Guiding Opinions on the Reform of the Parenting Method of Ordinary Senior High Schools in the New Era (hereinafter referred to as the Opinions) in 2019, which proposes to innovate in the organization and management of teaching and to promote the selection of classes in an orderly manner. "Each school around the world, according to the disciplinary talent cultivation law, the requirements of the optional subjects for college enrollment majors and students' interests and specialties, according to local conditions and orderly implementation of selecting courses to go to class, to meet the different developmental needs of students"[1]. The Program also gives guidance and puts forward corresponding requirements for the implementation of the shift system. The shift system conforms to the reform trend of China's college entrance examination and promotes the development of education and teaching in China. However, the development of the shift system

is still immature, which has led to the emergence of new class management problems in the implementation of the shift system, thus affecting the smooth implementation of teaching activities and the realization of the goal of educating people[2]. Therefore, in-depth research on class management problems in the shift system and targeted adjustments to current class management measures are the requirements given by the reform of the college entrance examination.

1.1. Background

High school education occupies a pivotal position in China's education system and is of inestimable importance in cultivating future social elites and promoting the development of the country. However, the continuous reform and development of the education system have also triggered a series of new challenges and opportunities. Among them, the implementation of the high school elective class system is a major reform in the field of Chinese high school education. The goal of this reform is to provide more opportunities for subject choices and to meet the diverse academic interests and developmental needs of students.

In the past, high school education in China emphasized basic subjects, and students were usually required to attend classes and study according to a prescribed schedule. However, the implementation of the high school elective class system has changed this tradition, providing students with more autonomy in their choices. Students can now choose different courses based on their interests and goals for college major selection, resulting in a more flexible learning experience.

This paper will analyze in depth the dilemmas faced in the implementation of the high school elective class system from the perspective of the new college entrance examination policy and put forward relevant strategies. It also emphasizes the importance of educational management and how to cope with the related dilemmas and challenges. The proposed strategies not only help to improve educational management practices but also enhance students' learning experience and achievement, thus promoting the development of high school education in China.

1.2. Research Questions and Objectives

The implementation of the Senior Secondary Elective Class System (SSECS) has triggered a series of dilemmas and challenges in senior secondary education, involving educational management, student demand, and allocation of teaching resources. Therefore, the central question of this paper is, what are the dilemmas in the implementation of the senior secondary elective class system, and how to cope with these dilemmas?

The purpose of this paper is to discuss the educational management dilemmas, and challenges faced by students, and proposed strategies in the implementation of the high school elective class system. Specific objectives include: analyzing the dilemmas of education management in the implementation of the senior secondary elective class system, including the adjustment of the school management system, the change of teachers' roles, and the allocation of teaching resources; exploring the dilemmas faced by students in the senior secondary elective class system, including the anxiety of subject choice and the difficulty of meeting individualized needs; and proposing strategies to cope with the dilemmas, covering policy adjustment, school management practice innovation, teacher training and development, student support, and health and psychological education.

By presenting these strategies, the aim is to provide educational administrators, teachers, and policymakers with some suggestions on how to address the challenges in upper secondary education.

2. Literature Review

2.1. Senior Secondary Elective Class System

A walking class system is generally regarded as a way of teaching organization, which is relative to fixed class teaching[3]. Scholars represented by Liu Maoxiang believe that the class system is "a form of teaching organization in which ordinary high schools not only open different levels of classes according to students' performance, but also prepare different combinations of courses according to student's interests, hobbies and specialties, to let students independently choose their future development paths according to their circumstances, and then, according to the results of students' choice of courses, the school will concentrate the students who have chosen the same course at the same time to form a temporary class group for teaching. According to the result of student's course selection, the school will gather the students who choose the same course at the same time to form a temporary class group to conduct the teaching organization form"[4]. In terms of the organization of classroom teaching, scholars represented by He Yang classify the classroom system into three types: classroom teaching for the whole subject is called "complete classroom teaching"; classroom teaching for some subjects in stratified or elective classes, and classroom teaching for some subjects in fixed classes is called "large classroom teaching"; classroom teaching for some subjects in fixed classes, and classroom teaching for some subjects in fixed classes is called "large classroom teaching"; classroom teaching for some subjects in fixed classes, and classroom teaching for others in fixed classes. The system is mainly based on fixed classes, with individual subjects being taught in different classes, which are called "small classes"[5].

Combining the views of related scholars and the purpose of this paper, we define a shifting class system as a form of teaching organization in which schools respect students' choice of subjects for the college entrance examination under the background of the reform of the new college entrance examination and arrange for students to move to different teaching classes to study their chosen subjects by the actual situation of the school and the objectives of teaching and learning while retaining the traditional classes. Several features of the system are: first, students move to different teaching classes[6]; second, teaching classes co-exist with traditional classes[7]; and third, except for the subjects they choose to study in the teaching classes, students spend the rest of their study life in the traditional classes[8].

2.2. Relationship between the Senior Secondary School Selective Placement System and the New College Entrance Examination Policy

There is a close relationship between the senior secondary school selective class system and the new college entrance examination policy[9]. The NSS policy plays a key role in the formulation and implementation of the senior secondary school choice system. In terms of policy formulation and guidance, the NSS policy is used to set out the basic framework of the senior secondary school choice system. Government departments and educational institutions formulate the NSS policy to specify the rules for the implementation of the system, including subject settings, credit requirements, assessment methods, and so on[10]. The NSS policy guides schools and education organizations to ensure compliance and consistency of the system. In terms of the driving force of education reform: the NSSE policy can be used as an engine to promote the implementation of the senior secondary selective placement system. The government and policymakers can encourage schools and educational institutions to adopt the system through policy formulation to promote education reform and enhance students' academic achievement. In terms of resource allocation and support: The government can stipulate in its policies the allocation of resources and support to ensure the effective implementation of the senior secondary elective choice system. This may include the provision of funding, teachers, training, and educational resources to help schools adapt to the new

system. (c) In terms of policy adjustment and improvement: NSS policies are usually dynamic, and the government and policymakers may adjust and improve the NSS policies in the light of the implementation effects and the needs of the society. This may include adjusting curriculum requirements, assessment methods, support measures, etc[11,12].

In conclusion, the relationship between the senior secondary school choice system and the NSSE policy is interdependent. The NSSE policy provides the legal basis and guidance for the system, while the NSSE policy is also affected by its actual implementation, and policy adjustments may be inspired by the needs and feedback of schools and students. This relationship is crucial in the context of education reform and improving student learning outcomes. Wise policy formulation and flexibility can facilitate the successful implementation of the senior secondary school choice system and ensure its effectiveness in the education system.

3. Analysis of the Dilemma

3.1. Dilemmas at the Level of Education Management

3.1.1. Restructuring of the School Management System

The restructuring of the school management system is of key importance in the implementation of the senior secondary elective course system. This new education model requires schools to re-plan the curriculum, including the design of core, elective, and interest courses. In addition, schools need to adjust their timetables to cater to the needs of students choosing different courses at different time slots[13]. Teacher deployment also needs to be reconsidered to ensure that there are enough teachers who can teach different subjects and curricula, and teachers need to be trained to enhance their ability to teach multiple subjects. Schools also need to consider subject combinations to ensure that the schedules of different subjects are coordinated with each other to avoid time clashes. Assessment methods need to be revisited to accommodate diverse course choices and student achievement. Student support and counseling have also become more important, including the provision of career counseling and psychological counseling services to help students plan their subject choices and career planning. The allocation of teaching resources needs to be more refined to ensure that students have access to the learning materials and equipment they need. In addition, data management and monitoring systems need to be put in place to monitor student's learning progress and curriculum choices to better understand students' needs and make adjustments accordingly. Through these adjustments to the management system, schools can better meet students' individual learning needs, improve the quality of education, and ensure the effective implementation of the senior secondary elective choice system.

3.1.2. Changing Roles of Teachers

The implementation of the Senior Secondary Elective Class System (SSECS) has brought about significant changes in the roles of teachers and students. Under this system, teachers are no longer just the transmitters of knowledge but are like mentors and guides to students. They need to help students plan their subject choices, provide career advice, and encourage them to pursue their areas of interest[14]. At the same time, teachers need to have interdisciplinary educational backgrounds and teaching skills to be able to teach different subjects. Students' curriculum choices are more individualized, so teachers need to adapt to the needs of different students and provide customized support and guidance. This makes teachers' roles more diverse and challenging, requiring them to better adapt to students' individual learning needs.

3.1.3. Allocation of Teaching Resources

Under the senior secondary elective class system, the allocation of teaching and learning resources has become an important management task. School administrators must ensure that

resources are equitably distributed to meet the needs of different subjects and programs. This includes the rational allocation of funds, purchase of teaching materials and technical equipment, and provision of teacher support. Consideration needs to be given to the allocation of sufficient classrooms and learning spaces to support the instructional needs of different programs. In addition, administrators need to ensure that resources are utilized effectively to enhance teaching and learning. Proper allocation of resources is essential to safeguard the learning experience of students and the quality of education, and therefore needs to be carefully planned and managed to meet the needs of students and teachers.

3.2. Dilemmas at the Student Level

3.2.1. Anxiety about Subject Choice

Discipline choice anxiety is a notable dilemma in the implementation of the high school elective program. This anxiety stems from the need for students to make choices among multiple disciplines and courses that may have a significant impact on their future career and academic development[15]. Diverse options and uncertain career plans may lead to students feeling uneasy and confused. They may worry about whether they have sufficient academic ability to cope with their chosen course of study, or they may try to maintain a competitive edge over their peers. In addition, family expectations may increase subject choice anxiety. The key to addressing subject choice anxiety is to provide adequate support and guidance to help students make informed decisions, reduce anxiety, and ensure that they choose courses that match their interests and abilities.

3.2.2. Individualized Needs are Difficult to Meet

Difficulty in meeting individualized needs is a notable problem in the implementation of the high school elective class system. Although the system is intended to provide a wider choice of subjects, there are still some dilemmas to be resolved. Some students may have difficulty in finding courses that fully meet their individual needs and interests. This may lead to feelings of dissatisfaction and unfulfillment as they look forward to a more personalized learning experience. Schools and educational administrators need to work to provide more customized options to meet the diverse needs of students[16]. Difficulty in meeting individualized needs involves the allocation of educational resources. Schools need to balance the allocation of resources across subjects and programs to ensure that all areas are properly supported. This may require better resource management and planning to ensure that students' individualized needs are met.

In conclusion, the difficulty in meeting individualized needs is an important challenge under the senior secondary elective choice system. Schools and education administrators need to make continuous efforts to provide more personalized learning opportunities to meet the diversified needs of students while ensuring fair and balanced resource allocation. This will help improve students' learning outcomes and satisfaction while promoting diversity and inclusion in education.

4. Exploring Strategies

4.1. Educational Management Strategies

4.1.1. Adjustment of Educational Policies

The Government and school administrators can address the dilemma by formulating new education policies. This includes adjusting the regulations on subject choices to provide more flexibility for students while ensuring the quality of programs in various fields. Policy adjustments could also cover college planning and career counseling aspects to help students better understand the job prospects and development opportunities in different disciplines.

4.1.2. Innovations in School Management Practices

Against the background of the NSS, schools can adopt a series of innovative practices to better adapt to the new education model. First of all, schools can introduce subject choice counseling to provide students with more information about different subjects and curricula to help them choose wisely the courses that suit them. In addition, interdisciplinary collaboration is also an innovative initiative to help students better understand the relationship between disciplines and provide more subject choices by integrating the curricula of different disciplines. Schools can also set up learning support centers to provide students with personalized academic counseling and support to help them cope with subject choice anxiety and academic stress. Schools can organize subject choice fairs to help students better understand the prospects of different subjects so that they can make informed decisions. Through these innovative practices, schools can better meet the personalized needs of students, improve the quality of learning, promote education reform, and enhance the quality of education.

4.1.3. Teacher Training and Development

To accommodate multidisciplinary needs and multicurricular instruction, school administrators need to invest in multidisciplinary training for teachers. This includes providing courses and workshops to help teachers improve their multidisciplinary pedagogical skills and to promote integration and collaboration among different disciplines. Teachers also need to understand the pedagogical approaches and curriculum content of different disciplines to better meet the needs of their students.

Teacher training should also focus on future development and personal growth. To better cope with subject choice anxiety and academic stress, teachers need to be equipped with counseling and academic support skills to help students cope with challenges effectively. Multidisciplinary training and personal development of teachers will help improve the quality of their teaching and will contribute to a more innovative and adaptive education system that is better equipped to meet the challenges of the future.

4.2. Student Support Strategies

4.2.1. Professional Planning and Counseling

Schools can help students better understand the outlook of major choices and future career development opportunities in different disciplines by providing professional counseling on university major selection planning, to help students make informed choices of courses and university major selection pathways that suit them.

4.2.2. Personalized Learning Support

Schools can adopt a range of strategies to provide personalized learning support to meet the diverse needs of students. Pupils' learning levels and subject interests can be identified to help them choose the right curriculum for them. Personalized learning plans can be adapted to meet the needs of students, providing them with additional support and challenges. Schools can also provide additional learning support to help students with subject choice anxiety and academic difficulties. In addition, schools can use technology and online learning resources to provide personalized learning experiences that allow students to learn at their own pace and interest. Through these personalized learning support strategies, schools can better meet the diverse needs of students and improve their academic achievement while promoting diversity and inclusion in education. This helps ensure that every student can discover potential in their high school education and build a strong foundation for future success.

4.2.3. Mental Health Education

Schools can help students cope with subject choice anxiety and academic stress by providing healthy mental education activities. This includes providing mental health education programs that teach students skills related to emotional management, coping with stress, and problem-

solving. Schools can also set up mental health support centers to provide students with individual counseling and tutoring to help them better manage challenges and anxiety. These healthy mental education strategies help to increase students' mental resilience and enhance their coping skills, helping them to better cope with the stress and uncertainty of subject choices. By focusing on students' mental health, schools can create an environment that is more conducive to learning and growth, and support their improved academic performance and holistic development.

5. Conclusion

5.1. Summarizing Findings

The implementation of the Senior Secondary Elective Class System (SSECS) has given rise to a series of dilemmas, including anxiety about subject choices and difficulties in meeting individualized needs. The roles of students and teachers under this new system have also undergone significant changes, while school management has to face challenges such as resource allocation and pedagogical support. To cope with these issues, schools and policymakers have adopted a range of coping strategies, including, firstly, adjustments to education policies are key. This includes providing greater flexibility in subject choices to meet the diversified needs of students. This move helps reduce students' choice anxiety and makes it easier for them to find courses that suit them.

Secondly, the importance of multidisciplinary education and training for teachers cannot be overlooked. This helps to improve teachers' multidisciplinary educational competencies and promotes interdisciplinary collaboration to better support students' learning needs.

In terms of student support strategies, university major planning and counseling, personalized learning support, and healthy psychoeducation are all key tools for coping with subject choice anxiety and academic stress. This helps to improve students' resilience and enhance their coping skills, helping them to better cope with the challenges of discipline choice.

In addition, initiatives to provide online learning resources and organize subject choice showcases provide students with more subject choices and development opportunities.

Taken together, these strategies have helped schools to better adapt to the challenges posed by the NSS senior secondary elective choices by providing more subject choices, personalized support, and resource management. However, in implementing these strategies, schools need to pay close attention to the needs of students and teachers to ensure quality education and support for education reform and improvement of education quality. Through these efforts, schools can better meet the challenges of future education and create more opportunities for the future development of students.

5.2. Prospects

Students will be required to choose subjects that suit their development and articulate effectively with their university majors, and the choice will be more scientific and rationalized in the future. Schools will adopt innovative educational technologies, including virtual reality and artificial intelligence, to provide more engaging and effective subject choices and learning styles; teacher training will be further improved to equip teachers with a more comprehensive range of educational competencies; education management will become more flexible, allowing education policies to be adapted to meet social and economic changes, as well as the evolving needs of students; and finally, diversity and inclusion will be a key concern in education in the future. and inclusiveness will be key concerns for the future. Education management will aim to ensure that every student has equal access to quality education.

In summary, the future senior secondary elective choices will be characterized by more innovation, personalized support, and comprehensive interdisciplinary competency

development to better meet the needs of the evolving student population and to nurture future citizens with a global outlook and comprehensive competencies. This will require continuous efforts and improvements at the education management level to ensure that the education system is constantly adapting to the changing education environment.

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