

## Exploring the Construction of “Three Complete Education” Coordination System

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**Abstract:** At present, the “Three Comprehensive Education” has been widely promoted at all levels and types of education, which has improved the overall quality of the participants and broadened the development horizon of the entire education system. But at the same time, due to a series of problems that the quality of teaching staff needs to be improved, the education chain is broken, and supporting facilities are not in place, the expected results have not yet been achieved. In view of the above shortcomings, it is necessary to optimize the existing operating mechanism, adopt measures such as constructing a linkage mechanism, highlighting the theme of education, promoting pilot reforms, and building a practical training base, so as to promote the effective improvement of education.

### 1. Introduction

Since February 2017, the Central Committee of the Communist Party of China and the State Council jointly put forward the development concept of “Three All-round Education” of “Education of All Staff, All-process Education, and All-round Education”. The country has responded positively. The General Office of the Ministry of Education has announced the first The two batches of comprehensive reform pilots for the “Three All-round Education” have achieved outstanding results. They have improved the effectiveness of education and education at both the macro and micro levels, but there are still many constraints that need to be resolved.

### 2. The Construction of the Coordination System is a Prerequisite for the “Three All-Round Education” to Achieve Practical Results

The development concept of “Three Fulls Educating People” emphasizes the holistic, full-process and all-round nature of education, and strives to establish an operating mechanism covering multiple aspects of student learning, life, and career development. During each period and node of their growth, Both can provide timely and effective guidance. The implementation of the “Three All-round Education” strategy requires the support of a coordination system; if there is no corresponding coordination system, it will be difficult for student groups to highlight their position as the object and subject of education, and they will not be able to form and strengthen the cultural consciousness of self-education. To a large extent, they will even fall into spiritual misunderstandings and predicaments such as extreme individualism and historical empiricism. Therefore, it is necessary to establish a coordination system corresponding to the development strategy of “Three All-round Education”, steadily realize the exchanges and cooperation between schools, families, society, and students, and create an open, shared and mutually promoted “four in one” “-Style education model, thus laying a solid foundation for the long-term advancement of the development strategy of “Three All-round Education”.

### 3. Restrictive Factors in the Construction of the “Three-All-Round Education” Coordination System

(1) All sectors of society have insufficient understanding of the necessity of building a coordination system

As a comprehensive, long-term, and complex educational project, the coordination system established for the development concept of “Three-Integrity Education” cannot be achieved overnight by relying on government forces alone, but requires attention, understanding and support from all parties in the society. In order to ensure its coordinated and efficient operation. However, as the value orientation is becoming increasingly diversified and differentiated, people from all walks of life lack consensus and believe that the content and form of teaching and educating are relatively fixed, and there is no need for too many optimizations and innovations. As for the corresponding coordination system, many people believe that its core task is to enrich teaching methods and adjust the classroom atmosphere, but do not really realize that it assists colleges and universities to carry out patriotic education and spread basic ethics, thereby promoting An important role in the overall development of the student body. Based on this cognition, it is naturally difficult for many people to realize the necessity and urgency of the construction of the coordination system. They still regard the coordination system as a supporting element and believe that it is dispensable and can be used. The school’s internal management methods ensure the normal development of education. This undoubtedly tore the linkage relationship between education and the coordination system, and did not proceed from the overall understanding. Of course, it also had a considerable negative impact on the implementation of the development strategy of “Three Complete Education”.

(2) Teachers, schools, and education and management departments lack initiative in building a coordination system

To accomplish the important task of Lide-Cultivation, not only requires schools to play a basic guiding role, but also requires the active participation of families, society, and students to form a benign pattern of multilateral cooperation. Therefore, the establishment and implementation of the coordination system is quite critical. However, in the process of implementing the development strategy of “Three Alls Educating People”, the school still undertakes the most important educational tasks such as teaching and educating, managing and educating people, serving and educating people, and families, society, and students have not been fully integrated into it. Establish an in-depth cooperative relationship with the school. In this context, the relevant educational management institutions and teachers have not yet shown the enthusiasm they should have to construct and promote the coordination system. Many teachers and education administrators believe that the development concept of “Three All-round Education” is only a subsidiary component of the school education system, and there is no need to establish a matching coordination mechanism separately, which leads to insufficient rigid constraints on the students in the school and still adopts it as a whole The existing education and teaching management model largely ignores the key role of constructing a coordination system in optimizing educational concepts, innovating teaching mechanisms, and cultivating students’ sense of independence and governance capabilities. The good habits of self-management, self-supervision, and self-improvement have weakened one’s consciousness and cognition as the subject of education.

(3) Lack of interaction between the various chains of education, and the focus of operation is not clear enough

It is one of the core goals of the development concept of “Three Quans Education” to fill the current gaps in domestic education, and guide the student group from the macro level to complete the virtue and cultivation of people. The construction of the coordination system is based on assisting the achievement of this goal. The “Three All-round Education” strategy will subdivide the education and teaching of schools into multiple processes and links. Specifically, the development strategy of “Three Alls Educating People” from the aspects of resource allocation, time and space division, etc., will finely coordinate the education of school students, involving this group during weekends, winter and summer vacations, internships, etc During the time period, we strive to avoid possible chain breaks and disconnected links in this series of closed chains. At present, many schools have not yet perfected the management mechanism that matches the development strategy of “Three All-round Education”, which makes it difficult to form an interactive relationship

between the above chains. “Positive education” began to be quickly offset by the “negative influence” carried by the society, resulting in the disconnection between nodes such as “in-school education”, “social influence”, and “out-of-school training”. While this interferes with the orderly construction of the coordination system, it also weakens the continuity, extensibility and effectiveness of educating people, and it is difficult to highlight the value and effectiveness of the development strategy of “three-dimensional education”.

(4) The special policy support is limited and the degree of financial support is low

The establishment and orderly operation of the coordination system is inseparable from special policies, especially adequate financial support. In recent years, state support has gradually increased, which has created favorable conditions for the full implementation of the development strategy of “Three All-round Education”. At the same time, we also need to see that although our schools continue to promote system reforms and establish a series of specialized policies and guidance systems, their focus is still on student employment, school safety, management upgrades, etc., making the school’s The flow of financial resources, human resources, and material resources are all focused on promoting student employment and entrepreneurship, and promoting school assessment, evaluation, evaluation, awards and other activities, but it has not given more attention and support to the development strategy of “Three All-round Education” , Especially in terms of special funding support. At present, various schools in China still give priority to the allocation and unified management of special funds for employment work, safety work and other issues, and for the development of innovation and education, and the implementation of the “three comprehensive education” development Strategy, there is no rigid funding indicator constraint, which greatly weakens the material basis for the establishment and operation of the coordination system, and it is difficult to provide sufficient and long-term guarantee for it.

#### **4. The Construction Path of the Coordination System of “Three Complete Education”**

(1) Encourage the enthusiasm of all sectors of the society to participate, and work together to build a “three-dimensional education” coordination system

The coordinated operation of the “Three All-round Education” coordination system relies on the establishment of collaborative relationships between schools, society, families, and students to jointly promote the long-term development of this educational project. All sectors of the society should scientifically and comprehensively understand the necessity, urgency, and long-term nature of establishing a “three-dimensional education” coordination system, and further establish a linkage mechanism of student information among schools, society, families, and students, and delimit each Power, responsibilities and functions, establish a matching reward and punishment management mechanism, encourage all parties to actively participate in the support and publicity activities of the “three-dimensional education” coordination system, and release continuous and strong appeal, appeal and cohesion, Improve the subject consciousness of each participating individual and steadily form a development pattern of open sharing, mutual assistance and win-win.

(2) Highlight the orientation of comprehensive education, create a coordinated atmosphere, and build an open and interactive linkage development system

In the context of the development of the “Three Complete Education”, each individual in the social system is the main body that promotes the growth of students. In addition to the school’s own party committees at all levels, local governments also give full play to their coordinating and guiding functions, effectively advocating and motivating all sectors of the society to pay attention to and support the construction and promotion of the “Three-Integrity Education” coordination system, and continuously improve different societies The individual’s sense of mission and sense of responsibility in this educational project will continue to stimulate positive energy to implement the responsibilities of relevant subjects when propagating and promoting the development strategy of “Three All-round Education”, and gradually eliminate them in a quantitative and digitized manner. Establish a visual and measurement coordination system to condense the joint development of education and gradually create a coordinated, lively and innovative education and teaching atmosphere, so that the student group can really contact, understand and even support the “three

quakes” The promotion of “education” in education and teaching activities.

(3) Strengthen the construction of field inspections and training bases, so that teachers and students have practical experience

The practice education base is an important carrier to promote the implementation of the development strategy of “Three Alls Education”, and it is also the key to building a coordination system. Taking into account the current development of domestic education, the improvement of laboratories, internship training bases and the creation of a practical teaching sharing platform should be the breakthrough points. Based on the principle of resource sharing and complementary advantages, gradually establish an experimental teaching demonstration center and students’ off-campus practice. A three-dimensional pattern composed of education bases and training bases. On this basis, steadily establish a base group that combines teaching and scientific research, and deep cooperation between schools and society, and according to the actual conditions of their institutions, adopts various methods such as school-institute cooperation, school-enterprise alliance, and school introduction, which are reasonable and patriotic. Establish a connection between the socialist education base and national defense education, and further strengthen the interactive relationship between urban communities, rural towns, industrial and mining enterprises, and social service organizations, so as to promote close exchanges and in-depth interactions between various practice bases, so that the “three The “All Education” coordination system operates more coordinately and efficiently.

(4) Promote dynamic and interactive teaching and education models, and improve education methods and approaches

As education enters a new stage of development, the connotation and denotation of “three-dimensional education” have also shown more diversified and complex manifestations. The original education and teaching model has been unable to adapt to the new situation and must be changed. Innovative mode of operation. Therefore, in addition to making full use of the local government and the internal strength of the school to establish a basic management system, the construction, improvement and reform of the “three-dimensional education” coordination system also requires dynamic interactive teaching and moral education as a teaching method. Promote the key points, rationally aggregate the education forces inside and outside the school, re-allocate education resources inside and outside the class, and gradually establish an interactive and shared education mechanism, with a wide-angle, all-round, and multi-field development method, based on the increasing individuality and difference of the university student population In order to continuously enhance the pertinence of college students’ ideological and political education, and fully implement the development strategy of “Three-Integrity Education”

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