

A Short Study on the Constructing Mechanism of Basic Education Community

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Abstract: The importance and urgency on the constructions of Basic Education Community originate from the needs of the balanced developments of basic education, the realizations of the Educational Internationalization and the healthy promotions of the Belt and Road Initiative. Social Interaction Theory, Educational Governance Theory and Educational Ecosystem Theory have played positive leading roles in the constructions of basic education communities. The governments, schools, families, communities, other educational actors and some organizations or institutions in the society who are involved in the constructions of the basic education communities ought to be burdened with their own responsibilities and obligations under the guidance of these theories.

Keywords: Constructing Mechanism; Basic Education Community

1. The Connotation of Basic Education Community

To grasp the connotation of Basic Education Community comprehensively, we should understand what is Community at first. The concept of Community was firstly proposed by the German sociologist Ferdinand Tonnies in his 1887's book *Community and Society: the Basic Concept of Pure Sociology* (also translated as *Community and Society*) He pointed out that Community was a group formed by some positive relationships, an associative relation which uniformly acted on the inside and outside, and a combination of real and organic lives. And he emphasized that Community was a group determined by individual wills and related to each other, which was the basic condition of Community. To play roles internally and externally was its function and to achieve organic lives was its essence (Tonnies, 2011). Community can represent not only an entity but also a category of relations, which are marked by the common pursuits of values and the universal spiritual ideas. After long-term developments, the connotation of Community has constantly changed and it is difficult for scholars to reach a consensus on the understanding and cognition of Community until now, but its common characteristics are multiplicity, publicity, intercommunity, voluntariness and changeability, and it can be given a descriptive definition from the perspective of commonalities that Community is a group of people based on common goals, self-identifications and senses of belonging whose members can experience (Zhang Zhimin, Zhao Shikui, Ren Zhiguang, etc, 2010). Educational Community was a social organization which gradually formed on account of the Community's basic characteristics, education's specific connotations and development requires. It was a new concept generated after the applications of community theories in the field of education. The first person to explore its practices was the American educator John Dewey. Many scholars have explained the concept of Educational Community and each had his own reasons. After sorting out these concepts, the present writer agree with Chen Hongmei's definition that Educational Community was a group which spontaneously combined with the common educational goals or value pursuits of multiple different educational actors and actively carried out various educational activities according to the mutually agreed modes of conducts or operations so as to achieve the talents' training and promote the better developments of the society. The general characteristics of Educational Community are the consistency of goals, the sharability of resources and the standardization of operations (Chen Hongmei, 2015). The basic requirements for its constructions are to ensure the shared goals, conduct autonomous managements based on the institutional provisions or conventions and highlight the characteristics of Educational Community. Basic Education Community discussed in this paper refers to the ones which come from basic education stage in the fields of school education. They have the typical characteristics of Educational Community but the constructions have their own inherent particularities. All of their essences and functions are to promote the healthy growths of primary and secondary school students and the harmony and stability of the society.

2. The Origin of Basic Education Community

To Build basic education communities originates from the urgent needs of the balanced developments of basic education, the realizations of Educational Internationalization and the healthy promotions of the Belt and Road Initiative.

Basic education plays a fundamental role in the whole national education system and it is the guarantee for the healthy and sustainable developments of the whole education cause and an indispensable condition for promoting social progresses. Basic education's balanced developments include the balanced developments of basic education among regions such as urban and rural areas, counties or districts, cities or states, provinces and even countries, nationalities or races, the balanced developments between primary and secondary schools of different levels within the region and the equal welfare of basic education for different groups such as advantaged groups and disadvantaged groups. No matter what levels of balanced developments in basic education, it is of great significance to improve the qualities of basic education, promote social justice and harmony and fulfill the era missions of education. From the perspectives of the basic education's practices, we can find out a fact that educational resources are in short supply, the allocations of educational resources are unbalanced, and different families, schools, governments and relevant departments and so on are defective on the understanding and participating of basic education, which directly restricts the due effects of basic education. Building basic education communities is the beneficial way to solve this dilemma, because the basic education communities can promote the sharing and co-construction of regional high-quality educational resources and then improve and optimize the running conditions of basic education. The basic education communities are also conducive to the mutual exchanges and co-operations for each actor of basic education. And all of them shall finally promote the balanced developments and realize the fundamental tasks of basic education.

Educational Internationalization is a process of educational practices which establishes and implements the standards with international mutual recognition and aims at cultivating people with international visions and communication abilities under the background of globalization, the supposed direction of the education's all-round developments and the actual embodiment of education facing the world. Its fundamental purpose is to effectively allocate and make full use of the educational resources scattered all over the world by the ways of international opening, exchanging and cooperating in all countries, so as to achieve better developments of education cause for each country in the world and cultivate more and better international talents, and then promote the healthy and harmonious developments of the politics, economies and cultures of the whole world. In China, in 1983 the comrade Deng Xiaoping put forward that education needed to face modernization, the world and the future, which clearly showed the directions of China's education reforms and developments in the new era and also meant the vision that China's education must move towards the internationalization. China has experienced useful attempts to gradually expand basic international exchanges and co-operations and a series of measures to promote the sustainable developments of the basic education's internationalization, and has achieved fruitful results. But there were several worrying problems, such as understanding Educational Internationalization statically, learning educational experiences blindly from Britain, Germany, the United States and other countries, cooperating formalistically and integrating resources poorly and so on. These deviations led to the unsound and incomplete internationalization of China's basic schooling. The pace of internationalization of China's basic education cannot be stopped and its high qualities must be guaranteed at the same time, which require us to achieve better mutual exchanges and co-operations in the process of importing and exporting educational resources such as educational concepts, educational systems, teaching contents, teaching methods, educational management models, funds, courses, teachers, students and so on. In terms of nature and manner, we need to construct basic education communities. Therefore, constructing basic education communities has become the necessary and actual requirements to the Educational Internationalization.

In 2013 China put forward the Belt and Road Initiative. Connectivity is at the heart of the Belt and Road Initiative and its connotation can be summarized as Five Links and Three Communities. The Five Links are the communicating policies, connecting infrastructures, advancing trades, integrating capitals and exchanging people-to-people. And the Three Communities mean the Interest Community, Destiny Community and Responsibility Community, which make up an indivisible whole. Their ultimate objective are to achieve a Community with a Shared Future for Mankind and win-win advances in the global. That China proposed the Belt and Road Initiative is not for the own profit-driven developments of China, but to share the China's development effectiveness and to provide the China's wisdom and solutions of the global governance in solving the serious problems which the world and regional economies are facing at present. Although the connectivity constructions of the Belt and Road Initiative do not mention the word education, it emphasizes the training of professional talents in the effective promotions of the Five Links' constructions. The cultivation of talents cannot be separated from education, so in a way talents are the key to the healthy promotions of the Belt and Road Initiative and its foundation lies in education. Although the effectiveness of the talents' training in basic education which promotes the Belt and Road Initiative is not as direct and obvious as that of higher education, the basic education is the enlightenment education that lays the cornerstone of life and a good foundation for the talents' training of the higher education. In other words, the target orientations and the school-running levels of the basic education determine the future of individuals and countries to some extents. Its healthy developments are conducive to promoting the people-to-people exchanges, language communications and cultural interchanges among the countries along the Belt and Road, promoting the training of international competitive talents and the mutual learning in the education among the countries along the Belt and Road, and expanding the international influences of China's education. Under the background of the Belt and Road Initiative, our basic education has some problems in the talents' training, such as the insufficient education courses for the national conditions of the countries along the Belt and Road, the low degrees of internationalization of basic education courses and

the hysteresis of the training moods and so on, which directly affect the qualities of talents' training of basic education, and then reduce the powers of basic education to serve the healthy promotions of the Belt and Road Initiative to a certain extent. How to tackle these problems? In terms of contents, it is necessary in integrating the internal resources, transform the societal resources, excavate the overseas resources and exploit the emerging resources. In terms of methods, it is necessary in innovating the modes of talents' training, strengthen the inter-school and international exchanges and co-operations, accelerate the constructions of the international curriculum systems and enhance the mutual understandings of cultures. In essence, it is necessary in building up basic education communities. Only in this way can we promote the prosperities of the basic education in China and the countries along the Belt and Road and then ensure that the basic education can provides its due talent and intellectual supports for the beneficial promotions of the Belt and Road Initiative.

3. The Constructing Mechanism of Basic Education Community

The constructions of basic education communities should be carried out under the guidance of a certain theories. Social interaction theory, educational governance theory and educational ecosystem theory will play active leading roles in the constructions of basic education communities. The professor Zheng Hangsheng believed that interactions were the most basic and common phenomenon of daily lives in human society. The social interactions referred to the interdependent social interaction activities depending on the dissemination of information between individuals, individuals and groups, groups and groups (Zheng Hangsheng, 2003). There are four dimensions to investigate the social interactions, they are the dimensions that reflects the directions of the social interaction, the depth of the social interactions, the breadth of the scope in social interactions and the frequency of the social interactions in a given period of time. Its types reflect as collaborating, competing, conflicting, forcing, conforming and obeying (Zheng Hangsheng, 2003). To the constructions of the basic education communities, the Social Interaction Theory can provide the ideas of mutual benefits and win-wins, the specific thoughts and the achievements of the diverse and heterogeneous educational subjects' consensus values, which mean that the Social Interaction Theory has the positive guiding values for the constructions of the basic education communities. The founder of the Governance Theory was the American scholar James N. Rosino. He pointed out that governance was an activity supported by a mutual goal, and the subjects of these activities were not the governments necessarily, nor did they need to rely on the coercive powers of the countries to achieve (Zheng Hangsheng, 2007). The Chinese scholar Yu Keping believed that governance was a continuous process of reconciling and taking joint actions to solve the conflicts or different interests. Governance had four basic characteristics, such as governing was a process, governing was a kind of coordination, governing involved both the public and the private sectors and governing was a continuous process of interactions. To be specific, governance was not a set of rules or a kind of activity, but a process. The bases of the governance process were not to control, but to coordinate. Governance involved both public sectors and private sectors. Governance was not a formal institution, but a continuous process of interactions (Commission on Global Governance, 1995). The scholar Yu referred to governance as a good governance, whose basic elements included legitimacy, transparency, accountability, rule of law, responsiveness and effectiveness (Yu Keping, 2000). Therefore, governance becomes the main way of operations for the basic education communities. It requires the various stakeholders of a basic education community to dialogue, cooperate, participate, negotiate and allocate the rights fairly and reasonably. Lawrence A. Cremin, an American educator and the former dean of Teachers College at Columbia University, was the first advocate of educational ecology. He believed that education should be regarded as an animate, complex and unified system and all factors(schools and other educators)were organically connected in the educational ecosystem. And this kind of relation dynamically presented the state of unity and contradiction, balance and imbalance. Therefore, it is needed for schools not only to engage with other educational institutions but also to have their own agendas. And the latter one is intended to maintain the integrity and the balance of the school itself (Lawrence A. Cremin, 1980). In China, the studies on educational ecosystem are mainly divided into macro and micro levels. The macro educational ecosystem involves ecological environments, imports of human and financial and material information, flexible regulations and exports of talents and achievements, while the micro one is reflected in micro-system analyses such as curriculum objectives, methods and evaluations. To construct basic education communities is to change the unfavorable situations of some primary and secondary schools or even weak schools and then to build the exchanges and co-operations with other educational actors(such as families, communities, society, social organizations or educational institutions, quality schools, etc.)and establish the good public relations, so as to organically integrate educational resources, give full play to their respective advantages and create good and harmonious educational ecological environments for the talents' training of schools.

There is a close relationship between the constructions of basic education communities and the governments, schools, families, communities, some organizations, other schools or institutions in the society. Based on the guidance of Social Interaction Theory, Governance Theory and Education Ecosystem Theory, the governments at all levels should strengthen their own guidance and supporting effectiveness in the processes of constructing basic education communities, such as issuing some basic education development policies with international consciousness, completing relevant education laws and regulations, improving the educational investments to the weak areas and strengthening its supervisions, so as to ensure the rational uses of the basic educational resources. The schools should invest positively and actively. For some examples, the primary

and secondary schools ought to update the educational concepts with the times under the guidance of the national educational policies, deepen the educational reforms comprehensively, strengthen the responsibilities of educating people and promote their service capabilities. They are also required to improve the overall qualities of the teachers. And they should continue to reform and innovate the management measures so as to improve the levels of their managements. To the families, they must cooperate closely, such as creating good family atmospheres, improving the qualities of parents' education and expanding the channels for the parents' participation. The communities should give their strong dedications, such as strengthen their own managements, establishing the common governance concepts with the schools, cooperating with the schools to do well in the related work and effectively fulfilling their own responsibilities and obligations in the interaction with the schools. The society also need to participate widely. For some instances, the non-political parties, government organizations, groups, institutions and other civil organizations can create suitable environments. These groups can rich the educational resources according to the local conditions so as to better contribute to the powers of serving education's healthy developments. And the social citizens ought to take part in the education positively and actively by the way of multiple dimensions, multiple contents and multiple channels. In addition, the primary and secondary schools have to actively strive for the educational resources from the overseas. That is to say, they should selectively import the high-quality educational resources such as concepts, systems, teaching experience, management modes, funds, courses, projects, teachers and so on through the mechanisms of mutual exchanges, utilization and co-operations and apply them locally, so as to enhance the school's strengths and generate the shared progress atmospheres. Only in this way can the constructions of the basic education communities be effective high-lightly.

4. Conclusion

The concept of Community was firstly proposed by the German sociologist Tennes in his 1887's book *Community and Society: the Basic Concept of Pure Sociology* (also translated as *Community and Society*). After long-term developments, its connotation has constantly changed and it is difficult for scholars to reach a consensus on the understanding and cognition of Community until now, but its common characteristics are multiplicity, publicity, intercommunity, voluntariness and changeability. Educational Community was a novel concept generated after the community theories which have been applied to the field of education and the first person to explore its practices was the American educator John Dewey. Basic Education Community refers to the Educational Community in the basic education stage of school education, which has the general characteristics of Educational Community and its constructions have their own inherent particularities. The essence and purpose are to promote the healthy growths of primary and secondary school students and the harmony and stability of society. Basic Education Community originated from the needs of the balanced developments of basic education, the realizations of the Educational Internationalization and the healthy promotions of the Belt and Road Initiative. Social Interaction Theory, Educational Governance Theory and Educational Ecosystem Theory have played positive leading roles in the constructions of basic education communities. The governments, schools, families, communities, some organizations or institutions in the society and the other educational actors who are involved in the constructions of the basic education communities ought to be burdened with their own responsibilities and obligations under the guidance of these theories.

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