

# The Construction of School Culture under the Background of Chinese Modernization: Dilemma and Outlet

Aichun Zhang<sup>1,2,#</sup>, Shijin Tao<sup>3,#,\*</sup>, Hui Mo<sup>4</sup>

<sup>1</sup>Research Center of Rural Education and Cultural development of the Key Research Institute of Humanities and Social Sciences in Hubei Province; College of Education, Hubei University of Science and Technology, Xianning, Hubei, China

<sup>2</sup>School of Education, Guangzhou University, Guangzhou, Guangdong, China

<sup>3</sup>Bay Area Experimental School, Guangzhou, Guangdong, China

<sup>4</sup>Guangzhou Sontan Polytechnic College, Guangzhou, Guangdong, China

<sup>#</sup>Aichun Zhang and Shijin Tao contributed equally to the article

<sup>\*</sup>Corresponding Author.

**Abstract:** In the process of China's modernization, the construction of school culture has gone through five stages, from the introduction of western educational ideas in the incubation period to the subsequent exploration period and the new stage of connotative development, school culture has always been closely linked with the modernization of education and mutually promoting each other. The material, institutional and spiritual aspects of school culture provide a solid foundation, a strong guarantee and a strong driving force for educational modernization. Meanwhile, the advancement of educational modernization also enriches the connotation of school culture. At present, there are many phenomena in the construction of school culture, such as the dislocation of the school main body, the wavering of the cultural foundation, the multiple deviation of the tendency, the distortion of the construction path, the weak quality support, the lack of development impetus, the impact of the change of time, and the prominent cultural crisis. In view of these difficulties, we should clarify the goal, practice the original intention, deepen the connotation, strengthen the quality, stimulate the motivation, adapt to the change, and resolve the crisis.

**Keywords:** Chinese Modernization; School Culture Construction; Dilemma; Improvement

## 1. Introduction

In the process of China's modernization, the

modernization of education is very important. School education is one of the main forms of education, and school education modernization is an important part of social modernization. As an important chapter, the construction of school culture carries the lofty mission of inheriting culture and cultivating new people. The modernization of Chinese education and school culture are closely linked and promote each other. The modernization of Chinese education, as a modernization process with Chinese characteristics, aims to promote the transformation of education from the traditional society to the modern society, from the agricultural society to the industrial society, transition from an information society to an intelligent society. In this process, school culture, as an important cornerstone of educational modernization, its material, institutional and spiritual development provides a solid foundation, strong guarantee and strong impetus for educational modernization. At the same time, the promotion of educational modernization has further enriched the connotation of school culture and promoted its prosperity and development. The interaction between the two has jointly promoted the continuous progress and development of China's education cause. The material aspect of school culture provides a solid foundation for the modernization of Chinese-style education [1]. This includes the construction of campus infrastructure, the upgrading of teaching equipment and the optimal allocation of educational resources. The improvement of these material conditions provides the necessary hardware support for the modernization of education, which makes

the education and teaching activities more efficient and convenient; the institutional level of school culture provides a strong guarantee for the modernization of Chinese-style education [2]. This includes the improvement of the school management system, the formulation and implementation of educational policies, and the establishment of educational evaluation systems. The perfection of these systems and norms provides a stable system environment for the modernization of education, and ensures the orderly progress of education and teaching and the continuous improvement of quality. The spiritual aspect of school culture has injected a strong impetus into the modernization of Chinese education. This includes the school's educational ideas, values and the common spiritual pursuit of teachers and students. These spiritual aspects are the soul and core of educational modernization, which motivate educators and students to pursue excellence and innovation, and promote the continuous development of educational modernization.

## **2. Development History of School Culture Construction under the Background of Chinese Modernization**

Along with China's modernization process, the construction of school culture has gone through five development periods with unique Chinese characteristics. These five periods are not only important stages in the process of China's educational modernization, but also cultural treasures in the historical process of the great rejuvenation of the Chinese nation. They each shine their unique light, leaving a profound historical imprint and rich cultural connotation. Specifically, these five stages of development can be summarized as the incubation period, the foundation period, the generation period, the exploration period, and the new stage of conformal development.

### **2.1 Incubation Period (1840-1949)**

It is the embryonic stage of education modernization and school culture construction. After the defeat of the Opium War, the western modern educational ideas began to pour in. The Qing government began to carry out the Westernization movement, abolishing imperial examinations, reviving schools, learning from the West and exploring the modern academic system [3]. The modernization of Chinese

education quietly sprout in the turbulent historical background, with the influx of western educational ideas, the traditional education system began to change. Despite the war, the exploration of China's educational modernization has not stopped, and the construction of school culture has quietly sprout, with anti-imperialism and anti-feudalism as the core, laying the foundation of revolutionary culture, and also providing ideological support and organizational guarantee for the subsequent development of educational modernization.

### **2.2 Foundation Period (1949-1976)**

After the founding of New China, many things remained to be done, and the cause of education developed vigorously. After the literacy campaign began, the rural education coverage increased, the illiteracy rate decreased, and the political literacy of school members increased. The construction of school culture is in full swing, and the school has become an important position to train talents for social service. With the spring breeze of reform and opening up, the construction of school culture has entered a new stage of development along with the modernization of education.

### **2.3 Generation Period (1976-1993)**

In this period, the multi-cultural exchange and integration, the characteristics of the school gradually emerged. Implementing nine-year compulsory education step by step, building interest subject groups, attaching importance to the cultivation of basic knowledge and basic ability, etc, forming the construction of school culture with Chinese characteristics, and accumulating valuable experience in the exploration, laying a solid foundation for subsequent development.

### **2.4 Exploratory Period (1993-2012)**

Facing the new century, the construction of school culture ushered in an exploratory period, during which education entered the stage of popularization, education reform was further promoted, and school culture innovation emerged endlessly. The construction of university culture, moral education system of primary and secondary schools, and campus culture construction of primary and secondary schools were developed in the course of

exploration, and cultural construction became increasingly mature, forming a school culture system with distinctive characteristics of The Times.

### **2.5 New Stage of Connotative Development (2012 To 2035)**

With the arrival of the new era, the construction of school culture has entered a new stage of connotative development. Cultural confidence has become the key word of The Times, and the characteristics of school culture are more distinct. In the new era, the school culture construction has a new mission, and the school culture construction has entered a new journey of high-quality development, which provides strong support for training new people who take on the great responsibility of national rejuvenation.

### **3. The Existing Dilemma of School Culture Construction under the Background of Chinese Modernization**

With the rapid development of Chinese society and the advancement of modernization, the construction of school culture has gradually become the focus of attention in the field of education. School culture is not only related to the all-round development of students, but also an important part of the country's soft power. However, under the background of China's modernization, the construction of school culture is faced with many difficulties, and an effective way is urgently needed.

#### **3.1 The Main Body of the School Is Dislocated and the Cultural Foundation Is Shaken**

"At present, although the construction of primary and secondary school culture has received widespread attention and made some progress, there are some problems in the overall view, such as lack of ontological consciousness, lack of value guidance, habit of top-down, insufficient attention to cultivate people, insufficient integration of curriculum, and common stereotyped presupposition [4]." At present, the disorientation of school subjectivity is not only reflected in the deviation of educational practice, but also in the neglect and forgetting of school core values and educational concepts. The lack of school subjectivity in the construction of school culture is embodied in the weakening of its

accumulation, inheritance and participation of other members [5]. If the long-term excessive pursuit of high scores and enrollment rates leads to the curriculum, teaching methods and evaluation system are centered on the examination, ignoring the cultivation of students' comprehensive quality and the needs of personalized development. This deviation from the original intention of education will seriously weaken the subjectivity of the school and shake its cultural foundation. In the long run, the school cultural atmosphere has become increasingly utilitarian, the competition between students is huge, the lack of humanistic care and cooperation spirit, which not only affects the physical and mental health of students, but also restricts the sustainable development of the school.

#### **3.2 Tendency to Multiple Deviations, Construction Path Distortion**

The road of education modernization with Chinese characteristics should shift from the balanced development oriented by fixed cost growth and equity to the high-quality and balanced development oriented by reform and innovation [6]. Nowadays, the construction of school culture often emphasizes the reform of a certain aspect, but neglects the characteristics of "interactive generation" and "integrity", which makes the construction of school culture become a form [7]. In the process of cultural construction, multiple deviations often result from a one-sided understanding or neglect of educational concepts and cultural values. For example, schools excessively pursue formalization and commercialization in cultural construction, and hold a large number of artistic evening parties and community activities, but these activities often lack profound cultural connotation and educational significance [8]. In addition, in the introduction of foreign culture, the lack of critical thinking and prudent attitude, blind pursuit of novelty and stimulation, resulting in campus culture become superficial and impetuous. These deviations not only distort the correct path of cultural construction, but also affect the healthy development of school culture.

#### **3.3 Weak Quality Support and Lack of Development Impetus**

The weak support of school cultural quality is

often manifested as the lack of cultural connotation, the uneven quality of teachers and students and the deterioration of educational environment [9]. For example, a lot of resources have been invested in skills education, but the moral education and professional quality training of students are inadequate. Some teachers lack professional quality and professionalism, teaching quality is uneven; There are many problems such as moral anomy and lax discipline among students [10]. These problems not only weaken the cultural quality support of schools, but also lead to the lack of development motivation of schools. In the fierce competitive environment, it is difficult to attract excellent teachers and students, and it is difficult to form unique cultural characteristics and competitive advantages.

### **3.4 The Impact of the Times Changes, and the Cultural Crisis Is Prominent**

With the continuous development of The Times, profound changes have taken place in society, economy and culture. These changes have brought unprecedented challenges and impacts to the school culture system. Taking an international school as an example, the school actively introduces advanced international educational concepts and resources under the background of globalization, but it also faces the problems of cultural integration and cultural conflict. The students of the school come from different countries and regions, with different cultural backgrounds and values, which makes the construction of campus culture more complicated and diversified. If schools fail to adapt to these changes and adjust their culture building strategies and directions in time, they may face the risk of cultural crisis. In addition, the extensive application of modern technology, especially information technology and big data, has brought great convenience to the education and teaching of schools, but it also brings the risk of technological alienation. Over-reliance on online education platforms and intelligent teaching tools has led to reduced interaction between students and teachers and alienated teacher-student relations. At the same time, big data technology has also been abused, and there have been problems such as violating personal privacy and leaking student information. This kind of technological

alienation not only weakens the essence of education, but also affects the healthy development of school culture.

## **4. Improvement Strategies for School Culture Construction under the Background of Chinese Modernization**

With the promotion of China's modernization, the construction of school culture has also entered the stage of connotative development, but to break through the current predicament of school culture construction, its improvement path is a multi-dimensional and systematic project.

### **4.1 Clear Goals, Practice the Original Intention**

The primary task of school culture construction is to establish a clear educational goal, which is the compass to guide the development direction of school culture. The core goal should be "inheriting excellent traditional Chinese culture and cultivating students' innovative spirit and practical ability". In order to achieve this goal, schools should design a series of targeted cultural activities. For example, to carry out "Chinese classics reading" activities, so that students can appreciate the charm of ancient culture; Organize "traditional culture knowledge competition" to deepen students' understanding of traditional culture; At the same time, the "science and technology innovation laboratory" is set up to encourage students to carry out scientific research projects and cultivate their innovative spirit and practical ability. [11] In addition, traditional culture and modern elements can also be integrated, and Chinese traditional culture can be deeply studied to extract elements beneficial to modern education, such as "benevolence" and "harmony", and integrate them into school culture. At the same time, combining modern scientific and technological means, such as the use of virtual reality (VR), augmented reality (AR) and other technologies, to innovate traditional cultural education methods, so that students can feel the charm of traditional culture in the experience. These activities can not only enrich the cultural connotation of the school, but also allow students to experience the power of culture in practice, and truly achieve "clear goals and practice the original intention".

#### **4.2 Correct Route and Deepen the Connotation**

At present, the construction of school culture often focuses on a certain aspect and lacks the overall grasp, resulting in the process of school culture construction being visible, but reduced to form, without connotation and foundation. In the process of school culture construction, it is necessary to correct the deviation and deepen the cultural connotation. Some campus cultural activities too pursue the formal lively and novel, but ignore the essence and connotation of culture. In order to change this situation, schools should review and rectify the existing cultural activities [12]. For example, in response to the problem of excessive commercialization of campus art shows, schools can adjust the selection criteria of programs, pay attention to the artistry and education of programs, and encourage teachers and students to create original programs to show the unique cultural charm of the school. At the same time, schools can dig deep into their own cultural characteristics and historical traditions, through the school history exhibitions, cultural lectures and other activities, so that teachers and students can have a deeper understanding of the school's cultural heritage and historical inheritance. These measures are helpful to correct the deviation in campus cultural activities, deepen the cultural connotation, and make the school culture more healthy, rich and meaningful.

#### **4.3 Strengthen Quality and Stimulate Motivation**

To strengthen the quality of school culture, we need to start with the quality of teachers and students and the education environment. In terms of improving the quality of teachers and students, schools can organize teachers to participate in educational training, academic exchanges and other activities to improve teachers' professional quality and educational ability. At the same time, a variety of student activities, such as science and technology innovation competition, social practice, etc., are carried out to cultivate students' innovative spirit and practical ability [13]. In terms of optimizing the educational environment, schools can increase investment to improve campus facilities, such as building libraries and art centers, so as to provide good learning and

development space for teachers and students. At the same time, strengthen the construction of campus culture, create a positive learning atmosphere and teacher-student relationship. These measures help to improve the quality of school culture, strengthen the cohesion and centripetal force of the school, and inject new impetus into the sustainable development of the school.

#### **4.4 Adapt to Changes and Resolve Crises**

Facing the challenges and crises of The Times, the construction of school culture needs to actively adapt and seek innovation. In the era of globalization and information technology, schools should pay attention to the cutting-edge trends and latest trends in the field of education, and introduce new technologies and new methods into the construction of school culture in a timely manner [14]. For example, using information technology to build digital libraries and online learning platforms, etc., to provide students with more convenient and efficient learning resources; we will develop new teaching models such as online education and distance learning to broaden students' learning channels and horizons. At the same time, schools should also strengthen educational exchanges and cooperation with other countries and regions, learn from their successful experiences and practices, and jointly cope with global educational challenges and crises. In addition, schools should also focus on cultivating students' innovative ability and adaptability, such as setting up innovation laboratories and encouraging students to participate in scientific research projects, so that they can exercise their ability and quality in practice. These measures help to make the construction of school culture more in line with the needs of the development of The Times, and effectively cope with the challenges and crises brought by changes.

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