

Original Paper

Research on the Collective Values in the Reform of Basic Education Teaching Methods

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Abstract

In the context of quality education, personalized learning has emerged as the direction for future educational growth, but it has also had a significant impact on and challenged traditional teaching: where collectivism once faced a chilly reception, collective learning in primary and secondary classrooms has been marginalized over time. The concepts of collectivism and customized education do not contradict; rather, the organic integration of both concepts is the goal of the reform of basic education teaching techniques. In light of this, the author suggests that the collectivist value orientation be taken into consideration when reforming basic education teaching methods. This essay explores the collectivist value orientation, its interpretation of its connotation, and its value analysis. On the basis of the interpretation of the connotation and value analysis of collectivist value orientation, this paper discussed the necessity of collectivist value orientation in basic education teaching method reform and proposed that the reform of basic education teaching method to the deep development must be based on the traditional collective teaching activities, strengthen the collectivist value of the interpretation of the collectivist teaching method of innovative.

Keywords

basic education, teaching methodology reform, collectivist value orientation

1. Introduction

When discussing specific initiatives to develop high-quality education, the CPC Central Committee and the State Council's 2019 document China Education Modernization 2035 states explicitly that it will "innovate talent cultivation methods, implement teaching methods such as inspirational, exploratory, participatory, and cooperative teaching methods, as well as teaching and learning organization modes

such as classroom and elective systems, and cultivate students' spirit of inquiry" (2019). It is evident that the form and mode of teaching organization have a direct impact on the quality of quality teaching. With the intensive promotion of reform and the support of the idea of high-quality instruction, individualized teaching strategies to give students learning autonomy, and inquiry have substantially improved. Most educators believe that this approach to teaching and learning, which embodies the concept of individualized parenting, contributes to the development of individual needs (Bangert, Kulik, & Kulik, 1983). However, some teachers focus too much on personalized learning during this process, and there is a propensity to disregard the importance of collective learning. This leads to a gradual simplification and specialization of the teacher's teaching strategies, which eventually leads to the introduction of new machinery. The author holds that while the original, traditional collective teaching cannot be easily negated, exclusion, should see them in a certain range of rationality, teaching attaches importance to the concept of individualized education has its own realistic needs in line with the development of the times. As a result, the main goal of this article, from the standpoint of value orientation, is to completely grasp the value of collectivism on the basis of the elaboration of collectivism for the better free development of individuality.

2. Interpretation of the Connotation and Analysis of the Value of Collectivism in the Value Orientation of Teaching Methods in Basic Education

2.1 Interpretation of the Meaning of Collectivism in the Value Orientation of Teaching Methods in Basic Education

Education is distinguished from economic and social development, and the reform of teaching methods is a micro field, so when the theory of collectivism is used in the issue of value orientation of teaching method reform, its connotation has some new changes. Based on the original meaning of collectivism in the field of economics and sociology, combined with the reality of the current basic education reform, the author believes that the connotation of collectivism in the value orientation of teaching methods can be summarized in the following three aspects.

2.1.1 "Instructional Design Says that Collectivism Is the Basic Principle of Value That Guides the Design of Collective Teaching Methods

Collectivism is the fundamental guideline for dealing with individual and overall interests, and is the most basic starting point and guiding principle for adjusting the various normative requirements of people's interrelationships (Luo, 1982). Since the individual and the collective are inextricably linked, when collectivism is taken not only as the internal yardstick of individual behavior, but also as the basic basis for integrating the social order and carrying out institutional design, it is not only a moral principle, but also a basic value principle of society (Liu, 2008). Collectivism in teaching becomes the basic basis for guiding the design of teaching methods, as well as a fundamental value principle:

collective teaching means teaching activities in which the teacher uses collectivist-oriented teaching as the guiding principle to satisfy the learning of the students in the group and to promote the healthy development of the individuals in the group.

2.1.2 “Habit Formation”—Collectivism Is a Collective Culture That Encourages the Gradual Development of Behavioral Habits in Teaching and Learning

Collectivism is in line with the general cultural phenomenon of our country’s “great unity”. Clyde Clarkson in *The Mirror of Man* “defines culture as the total way of life of a people; the social heritage of an individual from his group; the ways of thinking, feeling, and believing; the abstractions derived from behavior; the anthropologist’s theories about the true behavior of a group of human beings; the centralized storehouse of knowledge; and a standardized set of adaptations to recurring problems; Acquired behavior; mechanisms that regulate and standardize behavior; a set of skills for adapting to the external environment and to other people; a deposit of history” (Kluckhohn, 2017). According to such views, collectivism exists as a culture that promotes the gradual development of behavioral habits in collective teaching, and in basic education and teaching activities, teachers choose collective teaching methods to help students grow in a collective atmosphere while reasonably absorbing and applying the positive elements of collectivism embedded in the collective through the concepts, habits, and behaviors of the group in their lives and studies, and transforming them into their own good behavior. Collective teaching with a collectivist value orientation is a reasonable factor in habit formation, and by utilizing collectivist culture, it can effectively promote the smooth and orderly development of collective teaching.

2.1.3 “Social adaptation”—Collectivism Is the Theoretical Basis that Guarantees the Ultimate Goal of Teaching Methods

The ultimate goal of a teacher’s choice of teaching methods is to train people who are better adapted to society. From clan society to feudal patriarchal society, Chinese society has always been adhering to the collective standard. Whether it is the Chinese nomenclature, which begins with the family name to emphasize the collective status of the family, or the maintenance of clan blood ties, all of them show a steady development of collectivist value norms. The choice of teaching methods for teachers in basic education often takes the goal of talent cultivation as the dominant value to pursue, but the ultimate point is to prompt people to better adapt to society. In fact, the emphasis on collectivism is for the individual better adapted to society: society is composed of countless individuals, without individual progress, naturally there is no way to talk about the development of the collective. Individuals can develop only in a collective or society, and individual development must be effectively combined with collective development, using collectivist thinking to guide teaching practice.

2.2 Analysis of the Value of Collectivism in the Value Orientation of Teaching Methods in Basic Education

The value of collectivism in individual development and social progress is becoming more and more prominent, and the value of collectivism in basic education is of great value in coordinating the conflict between collective teaching and individualized teaching in basic education, unifying the relationship between the collective and the individual in basic education in order to better guide the teaching practice, and alleviating the contradiction between fairness and efficiency in the teaching methods of basic education.

2.2.1 Reconciliation of the Conflict between Collective and Individualized Instruction in Basic Education

Collective teaching and individualized teaching are the two forms of teaching organization in basic education. The core of collective teaching is that teachers teach the whole group of students. Individualized teaching is not so much a form of teaching organization as a form of teaching ideology, the core of which lies in the emphasis on respecting students' individuality and tailoring teaching to students' abilities. As the basic education curriculum reform develops in depth and society's requirements for talent training change, the problem of value conflict arises. Value conflict at the social level has such a wide impact that it is difficult to avoid it in the field of school education, and even more microscopically, it penetrates into the field of classroom teaching, forming a conflict of teaching values, which then affects teachers' and students' teaching choices and teaching behaviors (Qi, 2014). The introduction of individualistic values, caused by the collision with traditional collectivist values and thus formed in the collective teaching and individualized teaching contradictory conflict is particularly prominent. And the introduction of collectivist ideas precisely to the collective teaching form and individualized teaching ideas to find a fit: collectivism can guide educators according to the common characteristics of collective teaching and individualized teaching to choose the most stimulating the interest of educated people's teaching content and teaching methods, in order to improve the appropriateness of teaching.

2.2.2 To Harmonize the Collective and Individual Dialectic in Basic Education in Order to Better Guide Pedagogical Practice

From a sociological point of view, basic education is a key part of the entire education system, and teaching methods determine the quality of the entire educational activity. In the practice of reforming the teaching methods of basic education in China, in emphasizing the value of human subjectivity and the independent development of human beings, the "out-of-context" interpretation of the humanistic philosophy of education has directly led to the fact that education in China treats human beings too harshly, so that the "human value" of the humanistic philosophy of education is "too much", and the "human value" of the humanistic philosophy of education is "too little" (Liu, 2017). The "human

value” and “significance of existence” of the humanistic philosophy of education have not been realized in education, but have been alienated into the external force controlling the development of human beings and education, and the celebration of human beings has exceeded rational control, resulting in excessive personal development. The celebration of human beings is beyond rational control, leading to the social phenomenon of excessive individualism and group indifference. Collectivist value orientation from the needs of society for talent training, reflecting the requirements of collective development, but also to meet the realization of individual value, the main emphasis is on the community relationship between the educated, emphasizing that the collective is the basis for promoting the free development of the individual, and the individual’s true freedom and comprehensive development must rely on the strength of the collective, leaving the collective individual also cannot realize individual self-worth. Taking collectivism as the value orientation of basic education is as a kind of value education itself to play the role of influencing the educated, and to better promote the free and comprehensive development of the individual while guaranteeing the collective teaching.

2.2.3 Mitigating the Conflict between Equity and Efficiency in the Use of Teaching Methods in Basic Education

Educational equity has always been an important goal of basic education. However, in the traditional use of group teaching methods, the teacher usually takes the middle status level students in the whole class as a benchmark and abstracts a virtual student for teaching (so that the superior and inferior students in the class are easily neglected). Remedial instruction is then provided to these neglected students in the form of individualized instruction. This combination itself breeds a kind of educational unfairness, which is to satisfy the overall teaching goal at the expense of a part of the students. Although individualized remedial teaching is carried out later, it increases the cost and psychological burden of this part of the neglected students. Efficiency and equity are the two basic goals pursued by modern education. But in practice it is difficult to integrate these two, pay attention to the efficiency of the need to expand the scale, it is difficult to maintain fairness; pay attention to fairness, we need to reduce the scale of the implementation of small group teaching and individualized teaching, it is difficult to take into account the efficiency (Zhu, 2007). To realize the efficiency and equity of basic education, it is necessary to adhere to both individualized and collective teaching in the form of teaching organization. Collectivism in basic education makes collective teaching and individualized teaching organic integration possible, and to a certain extent can guarantee the fairness of education; and individualized teaching is also by the original make-up teaching into the collective teaching, thus greatly improving the efficiency of teaching. In addition, the educational value orientation of collectivism enables the full development of individual differences and personalities, and promotes the realization of educational equity while fostering collective cohesion and ensuring the formation of individual free will.

3. The Need to Emphasize the Collectivist Value Orientation in the Reform of Teaching Methods in Basic Education

Some scholars believe that “educational value orientation is the soul of educational reform and plays a directional role in educational development” (Feng, 2009). The policy direction, realistic problems and methodological choices of basic education are all deeply influenced by the value orientation of education. However, in the practice of basic education reform some teachers have deviated from the policy interpretation, leading to the tendency of over-emphasizing individual values and neglecting collective values in teaching methods. Therefore, it is necessary to adjust the gap between policy direction, reality and value orientation, and to emphasize the collectivist value orientation in the reform of basic education teaching methods.

3.1 Collectivist Values as a Guide to the Direction of Basic Education Policy

China’s basic education reform has chosen a top-down government-led reform route, and the top-level design of education policy has become the main driving force of the reform. Since the essence of education policy is the coordination and distribution of educational relations and values of all parties, the value orientation of education policy will directly affect the results of the distribution of the interests of all parties in basic education. In 2017, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council, in issuing the “Opinions on the Deepening of Reform of Educational System and Mechanisms,” proposed that we should “guide students to learn to self-manage, learn to work with others, learn to live a collective life, learn to handle the relationship between the individual and society, and observe and fulfill ethical codes and behavioral norms” (2017). The aim is to emphasize the important value of collective cooperation for the development of students’ personality, so it can be seen that the cultivation of collective consciousness, cooperative spirit and cooperative ability has become the focus of basic education, and that collectivism will certainly become the value orientation of China’s basic education and an important goal of teaching reform.

As a matter of fact, it is only in a collective or social context that an individual can achieve the free and comprehensive development of his or her personality. Both collectivized teaching with a collectivist value orientation and individualized teaching with an individual value orientation are important forms of teaching organization in basic education, undertaking the important task of educating people. Analyze the content of the “Basic Education Curriculum Reform Implementation Outline (for trial implementation)”: “Teachers should interact actively with students and develop together in the teaching process, pay attention to cultivating students’ independence and autonomy, guide students to question, investigate, inquire, learn by doing, and promote students’ active and individualized learning under the guidance of teachers” (2001). It aims to advocate independent learning, inquiry learning and cooperative learning. However, we should make it clear that the basis of self-learning, inquiry learning,

and cooperative learning is based on the fundamental premise of collective effective teaching, and if personalized education does not have collective teaching as its knowledge structure, then the realization of comprehensive development of personality will lack reasonable convenience and strong support. In other words, collective teaching is one of the important ways to realize personalized education.

Therefore, in the context of building a learning society, basic education policy should formulate a top-level design that promotes the balanced development of individualized teaching and collective teaching. Collectivist values point the way to the integration of individualized teaching on a collective basis, while providing a theoretical basis and a guide to action for basic education reform.

3.2 The Diagnosis of the Reality of the Basic Education Reform Requires that the Reform of the Teaching Methodology Emphasizes the Collectivist Values

Some teachers in basic education lack a rational understanding of the cultivation goals and educational values of quality education, and they simply permeate all aspects of their teaching with the idea of emphasizing the value of the individual. Over time, this “individualized education” has become an “ideology” or “meta-theory” in the educational field, and has become the standard for measuring or judging teaching activities, which ultimately leads to The end result is a decline in educators’ sense of collective teaching, a weakening of the motivation to organize collective activities, and a decline in the traditional concept of collective parenting. These real-life problems are an important manifestation of the decline in the nurturing function of collective teaching, and the fundamental reason why reform of basic education teaching methods needs to emphasize the value orientation of collectivism.

The declining sense of collective teaching requires educators to focus on collectivist values. Collectivism is a teaching content, but also a value. Most teachers in basic education still agree with the value of collective teaching, but it is undeniable that, with the collision of individualism and collective thinking and the strengthening of the concept of pragmatism, the collective teaching consciousness of teachers as a whole shows a declining trend. Some teachers in the basic education reform in the choice of teaching methods show a detachment from the collectivist teaching, collectivist education practice is extremely lack of a single teaching method, and most of the individualized teaching, seldom the use of the collective education ecological environment and collectivist education value of teaching activities.

Decreased motivation to organize collective activities requires educators to pay attention to collectivist values. Collective activity is one of the forms of expression of the teacher’s teaching methodology, and is the process by which the educated person is placed in the collective and develops his or her own independent personality. Collectivism implies the concern and requirement for the free and comprehensive development of human beings, which can guide students to form correct values and realize more lofty value pursuits. Therefore, a very important way for personalized education to be effective is to organize the educated to participate in collective activities. However, since the implementation of the basic education curriculum reform, the value conflict between educational ideals

and educational realities has affected the teachers' teaching concepts, and many teachers attach importance to the cultivation of individuality of the educated but neglect the value of the collective, and show a one-sided tendency in the interpretation of the value of the teaching method, usually replacing the traditional collective teaching with individualized teaching activities, and lack of interest in collective teaching activities, which correspondingly eliminates the enthusiasm of the organization of the collective activities. The enthusiasm of organizing collective activities has been dissolved accordingly.

The decline of the collective parenting ideology requires educators to emphasize collectivist values. Traditionally, collective teaching is characterized by teachers teaching the same content to multiple students at the same time. There is a large body of research that emphasizes the positive effects of group work on cognition, metacognition, affective-volition, affective-volition, and cognitive-ability (Johnson & Johnson, 2009). Students in the collective educational field by the educational impact not only includes the growth of knowledge and ability to acquire, collective teaching form of "class group" is as a "nurturing" place, with its own unique organizational structure, rules and regulations and other aspects to play as a whole organization of nurturing function. The "class group" in the form of collective teaching serves as a place for "educating people," and with its own unique organizational structure, rules and regulations, and other aspects, it performs the function of educating people as an organization. However, this kind of nurturing ideology has gradually been neglected by educators. In the current construction of class groups, the "nurturing" function of class groups has not been brought into full play, and the "class group" has been treated as a "class", except as an "administrative framework" that facilitates the management of the school and teachers. Apart from serving as an "administrative framework" to facilitate school and teacher management and an "organizational structure" to facilitate centralized instruction, "class groups" have not, or have not sufficiently, become a "support system" for students' learning and growth. The "class group" does not, or has not sufficiently, become a support system for students' learning and growth—The construction of the class group ignores students' real feelings, emotional needs and emotional conditions, and the development of the "emotional" dimension required for the growth of a complete human being is excluded from the function of the class group (Wang, 2019).

3.3 Collectivist Value Orientation as a Contingent Value Pursuit in the Choice of Teaching Methods in Basic Education

The target orientation and value orientation of the society on talent cultivation is the fundamental motive of the reform of teaching methods, and the value orientation of education influences the establishment of educational purposes, the selection of teaching methods, the choice of teaching content, and plays a directional and regulatory role in the whole educational activities. The collectivist value orientation itself contains the value pursuit of the purpose of basic education teaching reform, and

emphasizing the collectivist value orientation is the due value pursuit of basic education teaching method reform, and also provides reference for the rational interpretation of collectivism by basic education teachers.

From the perspective of the subjective dimension of the collectivist value orientation, the value orientation of education has varied from one era to another. In the context of globalization, the awareness of human cooperation is increasing, the concept of community and its value are becoming more and more prominent, and the collectivist value orientation has become the main trend of change in the field of education. Collectivist values are the glue that binds the members of the collective, various organizations and the society, and play a great role of inspiration and cohesion for each member of the collective. It is also because of this powerful function of collectivism that more and more educational reformers have begun to emphasize the value of collectivism.

From the perspective of the content dimension of the collectivist value orientation, the value of education ultimately points to the free and comprehensive development of human beings. The collectivist value orientation is based on the realization of educational goals, paying attention to students' individuality as well as the cultivation of students' values, and adopting a variety of ways to promote the comprehensive and individualized development of students. With the deepening of the education reform, the development of students' abilities has been given unprecedented attention, and individualized teaching has been expected, but people have found in their exploration that this teaching idea is most suitable for individual forms of teaching, and the implementation of individualized teaching in collective teaching will not only lead to unfair education, but also to unsatisfactory teaching efficiency. The introduction of the idea of collective teaching has precisely found a point of convergence between the form of collective teaching and the idea of individualized teaching, realizing the integration between collective teaching and individualized teaching (Zhu, 2007).

From the perspective of the practical dimension of the collectivist value orientation, it has an important role in the practical activities of teaching and learning (Liang, 2012). Education is a special social practice activity to promote human development, which is more embodied in the dimension of human interaction. Collective teaching, as a form of pedagogical interaction, fully embodies the idea of pedagogical interaction. Whether it is the teaching content of the cultivation and sensitization, the classroom environment of the cultivation and infection, or the educator's daily teaching behavior of the example of the demonstration can make the students in the process of interaction unconsciously by the inculcation and sensitization, after repeated teaching practice, education, cultivation, the students in the collective teaching activities consciously in a time and again to foster the cultivation of civilized and polite, flexible thinking, sports and exercise, aesthetics and labor habits; to foster the cultivation of Patriotism, collectivism awareness ... so on and so forth, in the collective teaching practice to cultivate moral, intellectual, physical, aesthetic and labor all-round development of the socialist successor.

In summary, the fundamental value of collectivism has been pointed out from multidimensional perspectives and different sides—Collectivism is to better promote the free and comprehensive development of individuals. Taking into account the real needs of policy-making and educational subjects as well as the general background of the development of the times, the reform of teaching methods in basic education attaches importance to the value orientation of collectivism, which is both necessary and reasonable.

4. Paths to the Realization of the Reform of Teaching Methods in Basic Education that Attach Importance to the Value Orientation of Collectivism

It is necessary to build on traditional teaching practices, view the realization of the collectivist value orientation as the fundamental goal, and follow the development path of “inheritance + innovation” in order to realize the collectivist value orientation of the reform of teaching methods in basic education.

4.1 Based on Traditional Collective Teaching Activities, Mining and Refining the Essence of Collectivism in Traditional Teaching

“Inheritance” is the basis of “innovation”, “innovation” is the purpose of “inheritance”, and the two complement each other. According to the above point of view, the reform of basic education teaching methods that emphasize the value orientation of collectivism should first be based on the collectivist resources that can be used in traditional collective culture. China has always emphasized the “collective” and the values and spirit associated with it. For example, “tribe”, “clan”, “clan” etc., this preference with collectivist value orientation is reflected in the education process has become a collective culture to rely on the choice of education, teaching, organizing teaching activities. This preference with collectivist value orientation is reflected in the education process, which becomes a factor of choosing education and organizing teaching activities based on collective culture. Secondly, the value of collectivism in traditional teaching is not abandoned. As a matter of fact, collective teaching in the traditional sense in China, such as the Imperial College in the Han Dynasty, the academies in the Song Dynasty, and the later class lectures, all have the characteristics of collective teaching, and all are forms of collectivized teaching. Compared with individual teaching, it expands the object of education, accelerates the teaching progress, improves the efficiency of teaching, and is a way of adapting teaching to modern society. Again, the collectivization factor in social development is not ignored. With the development of teaching technology and social demand for personalized increase, the rise of various forms of teaching, for example, group cooperative teaching, small class teaching, distance learning etc., are collectivized teaching gradually absorbed the advantages of individualized teaching in order to transform themselves to individualized teaching, but does not mean that the traditional form of teaching under the annihilation of collectivism.

In the author's view, genuine high-quality teaching should fully explore the value of collective activities, so as to make the organic integration of collective teaching and personalized teaching. This integration should be a combination of the collectivism embodied in traditional teaching and personalized education through adaptive transformation and innovative development, and on this basis, explore teaching methods that are organically unified with the socialization and personalization functions to adapt to the present and realize the future of education. In other words, through a more detailed and accurate interpretation of the content of collectivism, while exploring the core values of traditional collective teaching methods and approaches, we should also excel in combining them with modern contexts and appropriately extending their practical significance and value, so that they can better serve teaching and learning in the reform and development of basic education.

4.2 Strengthening the Elaboration of the Value of Collectivism and Promoting the Creative Transformation of Collectivism in Teaching Practice

In order to bring about a deeper change in the teaching methods of basic education, efforts must be made at the basic level of value orientation. The author believes that collectivism should not take a "fundamentalist" attitude, collectivism as a combination of science and practice of values, only to eliminate the things that do not adapt to the development of the times, the spirit of transcendence of the era of liberation, in the clarification of the new era of collectivism on the basis of the new connotation of collectivism to further clarify the importance of the value of the value orientation of basic education teaching methods for the comprehensive development of individuals, and its creative transformation and creative transformation. Basic education teaching methods in the value orientation for the comprehensive development of individuals, and its creative transformation and innovative development can become the theoretical basis for guiding today's education and teaching practice. Dewey, the famous American pragmatist educator, advocated "learning by doing", and regarded the process of teaching as "the process of doing", advocating that the curriculum should be combined with the students' experience, so that the students can learn through experience. According to such views, "it is only in the collective that the individual can acquire the means for the full development of his talents, that is to say, it is only in the collective that individual freedom is possible" (Ma, 2015). In view of this, the reform of teaching methods in basic education from the perspective of traditional education should guide educators to recognize the irreplaceable role played by the principle of collectivism in the process of correcting the limitations of individualized society, strengthen the interpretation of the value of collectivism, and help them to realize that collectivism is not a moralistic sermon that restricts the freedom and development of the individual, but rather, it is a strong concern for and pursuit of the real realization of the individual's freedom and all-around development, implying a strong concern for the individual's freedom and all-around development. Instead, it has a strong concern for and pursuit of the real realization of individual freedom and comprehensive development, and implies the negation and

transcendence of the materialistic state of human beings in an individualized society.

In addition to the theoretical interpretation of collectivist values, collectivist value-oriented teaching methods and approaches should also be oriented towards basic education teaching practice, and the practical exploration of related teaching activities should be strengthened. For example, through collective teaching activities, we should explore the integrated teaching of subject-based curricula, carry out research-based cooperative learning, and cultivate a “community” of students for cooperative development. Through in-depth understanding and grasping of the basic characteristics of students, and taking students’ needs as a starting point, we will make timely adjustments to the relevant teaching methods and approaches, promote the creative transformation of collectivism in teaching practice, and effectively safeguard the overall quality and level of the integration and innovation of collectivism and the reform of teaching methods in basic education.

4.3 Innovative Collectivist Teaching Methods to Enhance the Penetration of the Collective Education Function

In recent years, the main thrust of the reform of basic education in China has been the integration of modern educational technology and teaching, with information technology serving as the mainstay. This integration is also a significant symbol of the modernization of education. The use of “Internet +” technologies in the classroom can accommodate both teachers’ classroom presentations and students’ distant independent learning needs. Therefore, the main goal of cutting-edge collectivist teaching strategies is to encourage the integration and use of information technology and education teaching.

In order to promote the development of “Internet + offline teaching”, and in accordance with the requirements of serving teachers’ teaching and students’ learning, China has initially established a multimedia educational resource system covering all grades and subjects in basic education. The form of teaching based on “Internet +” has gradually brought about changes in teaching methods while equalizing educational resources and accelerating the narrowing of the education gap between urban and rural areas. For example, Chengdu Seven Middle School promotes the balance of education in the region through distance education, but also brings changes to the teaching methods of remote partner schools: in addition to the online Chengdu Seven Middle School’s collective teaching live class in the same classroom in a different location, offline teachers are targeted to individualized guidance for students in collaborative teaching. This is a major breakthrough in the teaching field of a new teaching method reform; from the traditional chalk and blackboard to multimedia, network live class, “flipped classroom”, “micro-teaching”, this kind of teaching in the form of individual teaching, in essence, is a special form of collectivized teaching. According to the 2019 Work Points of the Ministry of Education, “the deep integration of information technology and education and teaching will be promoted in 2019”. It can be seen that the inclusion of “Internet +” technology in the reform of basic education teaching methods is the general trend of development and change in the field of education. China’s basic

education teaching method reform wants to break the classroom dominated by personalized teaching, we must make use of information technology's time and space and efficiency advantages to make up for the shortcomings of collective teaching, so as to enhance the impact of collective education.

5. Conclusion

In the context of the continuous development of the concept of personalized teaching, educators should not only pay attention to the teaching content and educational objects, but also pay more attention to the teaching methods in the specific practice. How to better reflect the concept of individualized teaching and how the concept of individualized teaching should form a logical chain with the collectivist teaching method are new issues that educators need to consider. How to tap the value of collectivist teaching methods research will be a long-term and arduous task, is the return of the current educational theory, but also the process of wave forward. The current primary and secondary school teachers should systematically plan to promote the development of primary and secondary school teaching methods and models from the conceptual level, methodological level and practical level.

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