On The Development History, Current Situation And Future Prospect of Private Education in China

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Abstract
With the deepening of the reform of education system, private education has gradually become an important part of the national education system, playing a more and more important role. This paper will analyze the development history and current situation of private education to explore the future development direction of private education for peer discussion.

Keywords
Private education; Development history; Vision of the future.

1. The Development History of Private Education in China

After the founding of new China, private education in China has gone through six periods.

1.1. Reorganization and Management
In 1951, the government took over private and missionary schools abroad, and by 1956, the private sector had disappeared altogether. Under the circumstance of restriction theory at that time, private education became history.

1.2. The Re-emergence of Private Education
In 1982, China's Constitution encouraged state-owned enterprises, collective economic organizations and other social forces to carry out various educational undertakings in accordance with the law. Private education is gradually transformed from restrictive theory to supplementary theory.

1.3. Expansion of the Scale
In 1993, the Program for Education Reform and Development in China formulated a 16-word policy, namely, "vigorously support, actively encourage, strengthen management and give correct guidance". The number of private educational institutions soared from more than 400 in 1993 to more than 1,200 in 1995. Private education is gradually transformed from supplementary theory to collaborative development.

1.4. Administration in Accordance with the Law
In July 1997, the State Council promulgated relevant regulations to clarify the legal status of privately-run education institutions, which also means that China's privately-run education has entered a new era of lawfully administered and run schools. Private education has gradually changed from synergetic theory to constitutive theory.

1.5. Common Development
In 1999, relevant regulations issued by the State Council pointed out that private schools and public schools should develop together. During this period, both public and private colleges and universities developed rapidly and achieved common development. Private education is gradually transformed from the theory of composition to the theory of common development.
1.6. Rapid Expansion

Yellow River Institute of Science and Technology was the first to implement the top-up of private colleges in 2000. Subsequently, eight private schools successively realized the top-up in four years. In 2005, more than a dozen private vocational colleges and universities have been upgraded. In 2011, private colleges and universities have emerged as pilot units to train postgraduate students for professional master’s degree. The development of private schools shows a rapid upward trend.

2. The Current Situation of Private Education in China

China’s contemporary private education can be said to be accompanied by the reform and opening up and gradually developed. China’s private education has experienced more than 20 years of development, and at present, has been booming, and infiltrated into all fields and all levels of education. At the 31st session of the ninth session of the standing committee of the National People's Congress held in 2002, the Private Education Promotion Law is passed in the conference and issued. The status of private education is determined through legislation, so that private education and public education have the same legal status, which is conducive to the future development of private education. The proposal of the promotion law, on the other hand, shows that there are still some problems in private teaching, which need to be improved in the future development practice. At present, private education has not been fully standardized, and the industrialization of private education is still in further practice.

3. Future Prospect of Private Education in China

3.1. Using the Advantages of Private Education to Solve the Problem of Educational Efficiency and Quality

In the future development process of private education, private schools can make use of their own mechanism and system advantages and follow the rules to solve the problem of efficiency and quality. The first is to follow the rules of the market to improve the efficiency of running the school. The second is to follow the rules of education and improve the quality of schooling. Only by following these two rules can the school continuously enhance the core competitiveness in the educational career.

Private schools have advantages in the system. They can establish a modern school system on the basis of clear property rights. The maturity of an organization does not depend on individual ability, but mainly relies on institutional ability and corporate governance to stimulate each individual’s creativity and enthusiasm. The advantageous mechanism of private schools should firmly grasp the three management elements of target management, cost center and internal entrepreneurship, build a flat management organization structure, and transform mandatory leadership into conceptual leadership, so that each major can face the market directly and meet the needs of social and economic development.

3.2. Based on the Local Conditions, Changing the Development model

The former characteristics of private education in China include pyramid scheme enrollment mode, blanket appropriate transmission mode, blind employment situation and extensive school-running mode. If private schools want to develop in the long run, they need to change the development mode of private schools. In the future development of private education institutions, they should focus on local development and realize the following changes: (1) Gradually transform from serving the whole country to serving the local, and provide professional talents for the adjustment of local industrial structure and social and economic development as the main goal; (2) from the simple full-time teaching to a variety of forms of
teaching change, in line with the local construction of learning society development needs;(3) from relying on tuition school gradually changed to the school to subsidize the school, to promote the development of enterprises, promote the development of the whole staff entrepreneurship, for the school's future development to provide a strong economic force, thus forming a good development cycle of the enterprise to subsidize the school, and the school to drive the enterprise.

To sum up, in order to realize the long-term development of private education, we must make good use of its own advantages and improve the quality and efficiency of education. In addition, it should be based on the local, constantly changing the new development mode, so as to achieve the sustainable development of private education.

References