

Theoretical concerns and compensation strategies on student-centered theory

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Abstract. Student-centered theory is the fundamental concept of current education reform, as well as the fundamental requirement of classroom instruction. Student-centered education has gone through four stages: enlightenment, development, formal proposal, and in-depth investigation. Student-centered education reform is a long-term investigation that emphasizes that by emphasizing students' dominant position, teachers return the classroom to students and realize the leap of students' freedom. However, the complexity of the real education field creates a new teaching dilemma due to the centrality of its theory, resulting in an excessive burden on students' academic burden and the exile of educators' responsibility. The way to fix the student center theory is to consider both the survival and development of students, ensure the return and responsibility of educators, and implement a student-centered reform that takes care of reality, according to the composition of the educational field and the core of the student center.

1 Introduction

The idea of student-centered education is growing in acceptance with the advancement of modern education. All mentions of education teaching reform in our nation focus on learners and the main body status of students' learning. For example, the Compulsory Education Curriculum Reform Program (2022 edition) clearly states that it will be implemented in accordance with learners' aptitude, create a learner-centered learning environment, highlight the main body status of students' learning, guide independent planning and supervision by students, and enhance the capacity for autonomous learning^[1]. It is undeniable that in a time of heightened academic competition, it is now accepted practice in the educational community to support student-centered classrooms and the development of learners' independence. Nevertheless, when the student-centered theory turns into a catchphrase, it is blindly pursued, and the students are centralized, but the quality of teaching will suffer^[2]. To advance the thorough development of educational and teaching reform, enhance the standard of moral education, and foster the holistic development of students, the idea of student-centered theory should be further explored, the

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characteristics of student-centered theory should be grasped, and the potential risks under the current concept should be thoroughly analyzed.

2 Construction of greenhouses: investigation of the development process of student-centered theory

Throughout the ages, many educators have focused on the growth and development of students. The student-centered educational concept has gone through four stages: enlightenment-development-formal proposal-in-depth practice.

2.1 The germination of the student-centered education concept

By examining the history of Western education, we find that many early educators have begun to pay attention to students. In the ancient Greek period, Socrates used the "midwife technique" in teaching and trained students' independent thinking through the "dialectical" process of the midwife technique. Plato believed that only through rational thinking can people acquire ideas and knowledge. This volume describes the metaphor of the process from the prisoner of the cave to the way out of the cave, whether the sunshine outside the cave or the ability to push people out of the cave, as the result of rational thinking^[3]. Therefore, Plato followed the Socrates teaching model and the question and answer model to debate between teachers and students. Under the guidance of teachers, students can find contradictions independently and think rationally. Aristotle put forward the idea of natural education on the basis of inheriting the idea of Plato's education. Aristotle believed that human growth has a certain order, and educators establish the direction and tasks of different stages of education according to the order of children's natural nature of development^[4]. This follows the nature of students' growth and focuses on the phased needs of students' growth.

In China's early education practice, although "teacher-centered" has a long history, some educators also guide students to grow up according to their individual differences. Confucius, a famous educator in China, realized that education is a process from inside to outside and paid attention to teaching students in accordance with their aptitude and teaching through the individual development of students. Confucius taught more than 3,000 students in his life. He was good at educating different students' personal experiences, interests and aspirations, and students as the subject of learning were valued. Under his teaching students in accordance with their aptitude, he has obtained the educational achievements of 72 people. In addition, the Book of Rites mentions that "the teaching of a gentleman is metaphor, tao, strong and restraint, and open."^[5] It is emphasized that in the process of educating students, guidance and encouragement inspire students to think deeply and then acquire knowledge.

In this period, subject to the limitations of the times, the concept of student-centered learning is relatively simple, and more students are advocated from the perspective of teachers. There are few student-centered educational practices, and there is no student-centered theory.

2.2 The development of the student-centered education concept

After the dark religious rule in the Middle Ages, student-centered thought was further awakened, and relying on naturalistic education, students' nature was brought to attention. Comenius believes that education borrows from and imitates nature, and the education of children in schools should follow the order of nature^[6]. To promote education that

conforms to the natural order. Comenius places naturalism under the perspective of pedagogy, emphasizes the development law of students' healthy growth from the perspective of teaching principles, teaching methods and school systems, and reflects the "student-centered" concept of focusing on the natural growth of students.

With the ideological development of the Enlightenment movement, rationalism requires people to pay attention to themselves and to people's self-value, and objectified naturalism began to change to subjective naturalism^[7]. The humanistic connotation of the student center is further deepened. The famous educator Rousseau emphasized the value of students and their main position in education and established the educational concept based on children. He opposed excessive interference by adults in children, maintained free education and treated children as children to cultivate natural persons with independent and coordinated development of the body and mind. Rousseau's naturalistic thought further expands the value connotation of the student center and forms a systematic and theoretical naturalistic ideological system. His educational concept of dividing children into stages and returning to nature highlights the educational orientation of "student-centered" and all-round development.

In this period, from Comenius to Rousseau, the naturalistic ideological framework of education gradually became clear. Regardless of the educational concept, teaching methods or educational practice, the stage theory of emphasizing "education adapting to nature", paying attention to individual differences and students' growth showed the color of paying attention to students.

2.3 The formal proposal of the student-centered education concept

Under the influence of naturalistic educational thought and pragmatic philosophy, the value of student centers as "people" is further emphasized. Among them, Dewey put forward the famous "child-centered theory" to further enhance the status of "student-centered" theory. Dewey believes that education is an activity around students, and students are the starting point of education^[8]. He emphasized the focus of education reform, educational objectives, educational content, and educational activities in line with the interests and needs of students to increase students' experience and promote their growth^[9]. Dewey also proposed the education method of "activity center", believing that learning in activities can not only make learning become a pleasant experience but also help children gain experience, develop interest, solve problems and exercise their ability^[10].

With the rise of the progressive trend of thought, it is advocated that students have positive initiative, education starts from the needs and interests of students, and schools explore educational practice reform with "student-centered" significance. Many progressive schools' educational practice reforms emphasize the opposition to indoctrination education, cultivate and show students' personality, oppose external discipline and focus on free activities, oppose learning from textbooks and teachers and advocate learning from experience^[11]. With progressive education thought gradually becoming deeply rooted in people's hearts, classroom teaching has become more enjoyable, students have received more attention, students' active learning propositions have been recognized, and students' personalities have been fully developed.

With the rise of humanism, people-oriented thought extends to the field of education, and the educational concept of "student-centered" is formally put forward. In 1952, Carl Rogers proposed the "student-centered" educational concept in an academic seminar with the theme of "How the classroom affects people's behavior"^[12]. Rogers opposes students' passive learning state and advocates "self-realization" as the fundamental "only learning". He believes that education should help students develop a positive sense of self-awareness and make them "give full play to their function" and "self-realization". Rogers agrees with

the positive relationship between students' initiative and students' motivation, emphasizes the transformation of students' spontaneity and initiative into the motivation of learning, and combines students' potential, interests and needs so that students can realize free learning to promote the complete development and self-realization of individuals^[13].

During this period, the needs of students and self-dominance attracted the attention of the educational circle, the "student-centered" educational reform movement rose, the traditional "teacher-centered" educational concept was strongly impacted, and the "student-centered" educational trend was officially launched.

2.4 In-depth exploration of the student-centered education concept

At the advent of the new century, under the background of economic globalization and education internationalization, students become the focus of education and are required to fully integrate into the global knowledge society, and the education concept of student centers goes deep into the world. In 1998, UNESCO proposed Higher Education in the 21st Century: Prospects and Actions to take students as the focus of concern and make students participate in the reform of higher education^[14]. With the increasing attention given to students' subjectivity in China, the academic circle further excavates the student-centered concept and believes that education respects the development of individual power and the development of individual freedom^[15]. It proposes the development of education to the educated as their own responsibility and the initiative of development back to the educated^[16]. Students are the main purpose of teaching, and they should pay close attention to the development of students as people. In the teaching process, the classroom returns to students so that the classroom glows the vitality of life, allows the classroom to become a place for students to self-educate^[17], and changes the educational concept of the teacher center and the role of the teacher from a knowledge carrier to a partner of students^[18].

With the educational concept of "student-centered" being unanimously recognized by the educational circle, China takes the student center as the breakthrough point of educational reform and carries out the practice of educational reform. In 2001, the Ministry of Education in the Outline of Basic Education Curriculum Reform (Trial) advocated that students actively participate and be willing to explore, encourage teachers and students to actively interact in the teaching process, and pay attention to cultivating students' independence and autonomy^[19]. With the support of the student-centered education concept, the new curriculum reform started the teaching reform of teachers and the students' learning revolution. On the one hand, teachers set up the concept of cooperative teaching, transform the teaching content and teaching process from the past teaching preset classroom to a formed classroom, and build a student-centered teaching platform through independent, cooperative and inquiry teaching methods. On the other hand, students should change the identity cognition of the learning object in the past, emphasize the initiative, independence and initiative of self-learning, and make themselves master learning through the creation of a learning situation. In addition, in 2022, the Ministry of Education promulgated the newly revised Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition) (hereinafter referred to as the "New Curriculum Standards"), which proposed the transformation from subjects to people and from knowledge to literacy, that is, the establishment of a people-oriented and core literacy-oriented talent cultivation mode^[20]. Core literacy further deepens the student-centered teaching mode. In the process of education, core literacy focuses more on students' absorption and acceptance of knowledge, rather than on knowledge itself, which pays attention to whether knowledge is transformed into students' personal accomplishment and whether knowledge can realize the value of education. In classroom teaching, core literacy advocates the construction of a learning classroom, emphasizing that the essence of learning lies in students' learning rather than

teachers' teaching. Therefore, in classroom teaching, teachers should develop students' independent learning ability and make full use of students' independent learning ability to promote classroom teaching so that students can truly enter classroom learning.

Throughout the development and practice of the concept of student centers at home and abroad, it can be said that students' understanding as the subject of classroom learning has been widely accepted. Both the elaboration of theory and the practice of educational reform encourage students to rely on the teaching situation and flexible teaching content so that students can become protagonists of classroom learning.

3 Greenhouse flowers: Student-centered Eden experiment

To carry out teaching activities, it is necessary to follow the internal laws of education. The value of its education lies not only in the acquisition of knowledge but also in the process of students' knowledge construction. In this sense, "student-centered" emphasizes that teaching activities must start from the educated themselves, and the process of learning is the process of students' thinking and practice. In this process, the main position of the students is highlighted, the teacher returns the classroom to the students, and the students' "freedom" to achieve a leap.

3.1 Highlighting the main body status of students

First, the student center emphasizes the subject autonomy of students' classroom learning. In the process of classroom learning, students can enjoy greater autonomy, actively participate in the classroom learning environment, actively integrate into the classroom, grasp the learning activities and tasks, and become free "thinkers"^[21]. In the process of classroom learning, the student is the main body of learning, classroom teaching is the key to the students, teachers' teaching just means, only students master learning autonomy, they are more able to explore learning rules, understand the learning rules, experience the joy of exploration and learning, cultivate scientific learning attitude, and enhance learning emotion.

Second, the student center pays attention to the acquisition of students' voices in the classroom. In the classroom teaching process, students can enjoy sufficient voice in the classroom. Teachers and students are in an equal position in classroom teaching, and both enjoy an equal right to speak. The student center emphasizes the improvement of students' subject consciousness, so teachers guide students to improve their classroom discourse consciousness, give students opportunities to express freely, guide students to think deeply about the teaching content, and choose an acceptable discourse mode around the teaching field so that students can obtain discourse power in the classroom^[22]. In this process, students can put forward their own opinions on the teaching content and teaching methods, and teachers can adjust the teaching content and teaching methods according to the feedback of students. At the same time, diversified teaching methods such as independent exploration and group cooperation give students the freedom to express their own views.

Moreover, the student center requires teaching evaluation from the perspective of students, from reevaluation teaching to reevaluation. Traditional educational evaluation takes teachers as the center, gives priority to the evaluation of teachers' main role rather than the evaluation of students' learning quality, and weakens the cultivation of students' independent ability^[23]. The student center emphasizes the student's subject status, from the students' learning to evaluating the students' learning quality, through students' interest in learning, students' learning ability cultivation, students' learning authority, students' learning mode of shaping, and other "student center" dimensions, establishing a teachers' evaluation index system and highlighting the students' main body status.

3.2 Teachers' performance-style "exit" and invisible "presence"

First, the student-centered concept emphasizes that the teacher returns the classroom to the students, and the teacher performs the "exit". The educational concept of student centers updates the teachers' educational concept, and the teachers' role behavior changes with the publicity of the educational concept of student centers. In the education and teaching reform of the student center, teachers build a new teacher-student relationship and emphasize the main position of students^[24]. In the process of classroom teaching, to highlight the student center education idea, teachers in daily teaching evaluation, teaching competition, teaching public class evaluation, and student center teaching mode are often favored, which often guide teachers with independent learning and cooperative inquiry teaching methods to guide students to learn "performance".

Second, the student-centered concept emphasizes the guiding role of the teacher, making it "invisible" in the classroom. The specific classroom of the student center is to construct a student-centered classroom education and teaching space, use the classroom tools that fit the students' temperament, elaborate the acceptable teaching discourse of students, and then construct an equal and symbiotic classroom relationship between teachers and students^[25]. In the process of building the student-centered classroom environment, teachers play the role of guides and service providers. As a guide, teachers let students find, think and solve problems by themselves. Guide students through relevant learning resources and the reform of learning mode, guide students to study independently and help them find their own potential. In this process, students are the masters of their own teaching activities, students become the subject of teaching from the object of learning, and teachers are invisible in the classroom.

3.3 Students' freedom to achieve a "leap"

First, the student-centered concept promotes the leap of students' educational freedom. Educational freedom refers to the fact that education creates conditions for individual rationality to determine their own development in full and free communication^[26]. In the past, due to the asymmetry of the relationship between teachers and students, students failed to establish subject consciousness and develop subject ability and did not obtain the freedom of independent choice. The student center emphasizes the status of students as the main body of education and creates conditions for students to decide their own development in full and free communication to realize the leap of educational freedom. On the one hand, the student-centered education concept gives students a negative and free choice. The student-centered education concept fully respects students' independent choices, gives students the ability to choose, and accepts the diversity of students' choices. The student-centered education concept opens more choice doors for students and creates conditions for the realization of students' personalized development. On the other hand, the student center education concept opens up the door to positive freedom. Positive freedom is the freedom of autonomy and the freedom to choose to make decisions^[27]. The educational concept of student centers respects students' freedom of expression and learning, encourages independent development in independent choice, further realizes the freedom of personality development, and then realizes self-value and self-pursuit.

The educational reform of the student center guarantees the realization of freedom. In the process of education and learning, the education reform of the student center reduces the control of students, protects their freedom from interference from external affairs, and creates a free platform through classroom teaching, which is embodied in four aspects. First, a free teaching environment should be created. The student center advocates that students study in an environment without pressure or any authority. By creating a relaxed and happy

learning atmosphere, students can feel relaxed and happy in the learning process. Second, a free and equal teacher-student relationship should be shaped. In classroom teaching, an equal teacher-student relationship should be constructed, students' views should be fully respected, students' curiosity should be stimulated, and teaching communication should be carried out in a "nonauthoritative" way to draw into the relationship between teachers and students. Third, students are allowed to express themselves freely. Group cooperation, project-type cooperation and other teaching modes do not restrict the expression of students' views, give full play to their strengths in classroom learning, and output their own views and positions. Fourth, give students the opportunity to choose. The student center encourages teaching students in accordance with their aptitude so that each student can grow up comprehensively. In the process of education and teaching, students are allowed to choose learning forms, learning strategies and other aspects and fully respect students' choices.

4 Outdoor rainstorms: the theoretical concerns of student-centered theory

Throughout the development process of student center theory and the practice of education reform in China, the teaching practice of student centers has deepened. However, in practical educational practice, the student center is subject to the complexity and conflict of the educational field, and the neutral color of its theory cannot avoid the oppression of the field, resulting in the excessive commitment of students' academic achievement and the exile of educators' responsibilities.

4.1 The realistic education field is full of complex competition and conflicts

In the prevailing diploma society, an excessively raised diploma leads to a deviation between educational demands and the essence of education. With the importance of education, the diploma has become a "cultural currency", which can represent cultural capital and social evaluation and can form a status group to gain high social prestige with the diploma^[28]. Education is an important way to obtain a diploma. To gain a higher status in social stratification and the advantage of cultural capital brought by the diploma, different identity groups will fight in the real education field. The essential attribute of education is suppressed by education screening. It is not oriented by the overall development of people but falls into the vortex of education and utilitarianism. Under extreme diplomas and entialism, examinations and grades receive too much attention, which easily leads to the wavering of educational values, the incomplete function of educational courses, and the forced transfer of educational content to the acquisition of a diploma^[29]. Therefore, in the educational situation of China, the educational demand for a diploma gives priority to the educational demand for comprehensive talent cultivation.

To match the academic demands of the diploma society, it is necessary to obtain quality educational resources. However, in the real education field, the contradiction of unbalanced and inadequate educational development is still prominent. Subject to the limitations of economic and natural conditions, the development imbalance of educational regional elements and educational group elements is still significant. The imbalance of regional factors means that the overall development of education in China's regions is still short board, and the imbalance between the eastern region and the central and western regions and between urban and rural education is still prominent. The imbalance of group elements refers to the differences in the social and public education resources enjoyed by different learning groups^[30]. Students in different regions enjoy different investments in educational

funds, school teaching hardware facilities and the quality of teachers in the teaching process. Poor groups, such as accompanying children, left-behind children, poor children and other student groups, enjoy insufficient education and teaching conditions.

Under the premise of the imbalance of educational resources, parents compete for educational resources to allow their children to provide high-quality educational resources. To seize educational resources, parents' involvement in education is increasingly strengthened and differentiated. To prevent children from being separated by premature occupations, thus losing "diplomas" and the opportunity to find "good jobs" in the future, parents often conspired with after-school training to lead the students' education and teaching model. At the same time, different families have different levels of educational involvement, and the Matthew effect objectively exists between classes. Due to the gap in the original experience and resources of parents in different classes, a gap in family parenting style is created. Generally, compared with lower middle-class parents adopting the "natural" growth mode, parents of the middle class and above adopt the "cooperative cultivation" mode and invest more resources to allow their children to carry out cultural training and skill training in family education^[31]. Although public education adopts the same training mode, students with more capital tend to be more self-disciplined, independent and active and are often able to gain a higher position in the competition of the education field.

4.2 The theoretical neutral color cannot respond to the dilemma of reality

The core values of student centers cannot respond to real needs. The original intention of the student center was to change cramming education, correct the forgetting of students' characteristics by the traditional teaching mode, and let students become free and all-round people. However, in the educational situation in China, the entrance anxiety of education and the scramble for educational resources brought about by the diploma society still control Chinese students, parents and teachers. Whether it is primary school, middle school, junior high school or high school college, education screening has always existed. The job market environment takes education screening as a tool for talent selection, and the orientation of the diploma society is still prominent. However, the education reform of the student center that simply emphasizes students' personalized development and obtains spiritual freedom cannot match the talent selection mechanism of current society. Under the condition of limited educational opportunities, students and parents are more willing to follow the traditional teaching mode and spend educational screening more efficiently than becoming the experimental products of student-centered reform. The "enrollment rate" is still an important indicator to evaluate teachers' teaching achievements, which leads to the core of education in the student center easily becoming a utopian ideal and a bubble that is easily punctured by reality.

The formalization of the educational practice of the student center has questioned its realistic educational effect. To carry out the educational concept of a "student center", many teachers return the classroom to students, reduce teachers' teaching, and encourage students to become the masters of the classroom. To highlight the dominant position of students, some teachers simply adopt the method of independent inquiry and group cooperation and take the formal "master" as the real "student-centered" teaching experience, while the logic and depth of knowledge explanation are eroded by empty discourse power. Although teachers and students try to work toward the theme of "student center", simplification, form of teaching mode change, the student center teaching value and teaching effect, student center simply into "group homework show", students in order to complete the so-called group cooperation, spend a lot of time and energy, focus on part of learning, and ignore the overall teaching knowledge learning, lead to the continuity of teaching content and

systematic, shallow teaching quality. The student-centered teaching mode focuses on the scene layout of students' decisions and cannot go deep into the depths of knowledge. Its teaching strategies are not recognized by students, and the teaching results even cause students' dissatisfaction, which makes the education and teaching along the logic of student-centered eventually lead to the embarrassing situation of nothingness.

4.3 The excessive commitment of students' academic achievement and the exile of educators' responsibilities

The student-centered model tends to overlook the value of the teacher-centered model in the educational context. The research practice of Western education reform finds that the education reform of student centers can improve students' independent learning ability. When student-centered theory is introduced into China, our educational circle follows Western views. Therefore, in the past practice of educational reform, the slogan of replacing teacher centers with student centers is similar to thunderous ears. However, is the teacher center and teacher dominance truly what rumors say is the control and oppression of students' education and teaching? A questionnaire test of primary and secondary school students in Hong Kong found that teacher centers can also improve students' independent learning ability, and teachers can strive to create a relatively friendly teaching atmosphere and encourage students to actively participate in the classroom^[32]. It can be seen that in the context of classroom education in China, it is an interactive field with assistance and integration, and even the teaching mode of the teacher center can also carry out subjective interaction between teachers and students. Therefore, ignoring the role of the education field in the context of Chinese culture, using Western small-class student center teaching to carry out curriculum reform, and treating the student center and teacher center with a binary opposite attitude often lead to the counterproductive reform of student center education.

The student-centered model easily leads to excessive responsibility for students' academic studies. The student-centered model advocates students' independent learning. This not only requires students to have a higher mastery of their knowledge and skills but also emphasizes the cultivation of students' self-discipline habits. In the stage of physical growth of students, their self-discipline, independent thinking and independent choice abilities are relatively weak. When people impulsively use the student-centered mode to deliver the choice opportunity and classroom discourse power to students, it is difficult for students to carry the idea of only using internal independent learning to obtain knowledge, improve their ability and even achieve "the leap of freedom"^[33]. It even says that behind the student-centered practice mode is the distorted understanding of students' independent decision-making, and its advocacy directly attributes the learning responsibility to the students themselves. Instead, the original student center on students falls into the misunderstanding of personal orientation, and students become the direct recipients of this model and are forced to bear all the burden of their academic achievement.

The student-centered model tends to trigger the exile of educators' responsibilities. With the generalization of the expression form of the student center, many educators blindly simplify the student center, pay too much attention to student organization and interaction, and ignore teachers' responsibility and educational discipline. In the past, teachers demonstrated the logic and concepts of knowledge formation in a short time through classroom teaching and guided students to master the knowledge and content more efficiently. Through teachers' teaching and guidance, students can understand knowledge and master knowledge faster. Currently, teachers lead the classroom through teaching and impart knowledge. In the actual teaching supervision and evaluation, they will be considered to lack student-centered consciousness and be labeled as full teaching. Under the background of education marketization and the popularization of higher education,

student center theory advocates a relatively relaxed and happy classroom environment and eliminates the classroom atmosphere in an entertaining way^[34]. In a relatively relaxed and pleasant classroom atmosphere, it is easy to push the student center to extreme personalization, the authority of teachers gradually declines, teachers gradually become the service providers of teaching, and students become the consumers of teaching. Therefore, teachers must cater to all the needs of students. It can be said that in this extreme thinking, teachers receive less respect, and students are increasingly "defiant". In contrast, this classroom teaching of students provides the reason for teachers' 'laissez-faire'. Its essence is to escape the essence of teaching and learning, make students stay away from the deep thinking of learning, and lead to the exile of educators' responsibilities.

5 Meeting the storm: rethinking and reasoning of student-centered theory

Although the construction of the concept of the student center has gone through different times, changed the education and teaching mode, and developed personalized student learning experience, the practice has proven that the student center cannot justify itself. Therefore, we need to think about and manage the student center from the ideological level and the technical level to realize the expectation of making the people satisfied with the education.

5.1 Considering the two dimensions of survival and development

The student center education philosophy focuses on the living world and helps students create possibilities for survival. Education has the function of socialization, which cultivates people to adapt to social life. People are the starting point of education but also the final destination of education, its survival structure of "people-education-society"^[35]. To realize the purpose of education, the concept of student-centered education not only stays in the concept construction of scientific and rational but also should be rooted in the real world of students, show the survival connection between students and society, so that students meet the needs of social development, and then fundamentally realize the jump of students' life state. The educational concept of student centers should fully consider the value and significance of survival theory education and should not exclude the tool of education. Respect the needs of students who choose survival and take teaching as a practice in line with survival and process. Its teaching effect can improve students' knowledge, obtain value-added results, and master the process of learning skills. In other words, the student-centered education concept not only emphasizes students' learning subjectivity and initiative but is also based on the needs of survival to boost students' performance through reform. Through the examination exercise and homework exercise, students can obtain the opportunity for educational screening with the result of academic performance and then obtain the possibility of survival richness in life.

The educational philosophy of the student center regards the development of "the freedom to realize the feasible ability" as an important educational task. Viable ability enables a person to achieve various possible combinations of functional activities^[36]. It reflects the ideal state in which people can truly choose what is worth doing and achieve success. Man is not a pure existence, and the meaning of human existence is the direction of his life^[37]. The educational nature of education cannot be covered by the instrumental attribute of education. The educational reform of the student center ensures that the value of students as people will not be eliminated by utilitarian-oriented needs and bear the pressure and burden brought by utilitarianism. The intrinsic value orientation of student-centered

theory is that each student becomes the best self. Students accept themselves, explore themselves through education through the student-centered education model, dig themselves, become themselves and develop themselves. By improving core quality, students can become independent and complete individuals and realize a free-living state.

5.2 Educators' educational responsibility and "return to the field"

The practice of educational reform in the student center must emphasize the responsibility of teachers as educators. There is contention in the practice of "student-centered" educational reform, which reduces the leading role of teachers in education and teaching and reduces the discourse authority of teachers directly or deeply^[38]. When the discourse authority of teachers is weakened and students become the subjects of learning, it is easy to trigger the exile of teachers' responsibilities as educators. General Secretary Xi Jinping said, "Teachers undertake the most solemn and sacred mission[39]" . Student-centered theory repair needs to ensure that the educators' educational responsibility and "return to the field" rather than the students alone bear the pressure of excessive academic achievement.

To ensure that education is satisfactory to the people is the direction of educators to take responsibility and return to the field. First, teachers adhere to the pursuit of education that satisfies the people. Teachers shoulder the responsibility of satisfying the people. In the background of student-centered education reform, teachers should not be invisible in teaching but should pay more attention to the educational demands of students, parents, society and multiple other subjects and cultivate new people with high-quality teaching so that every student can develop in a healthy and all-round way. Second, teachers should make clear their own responsibilities and role positioning. As so-called, teachers preach and solve doubts. In the practice of educational reform in the student center, teachers must also assume the responsibility of teaching truth, teaching their studies and answering doubts. On the one hand, teachers return to the field to preach and solve doubts, help students fully understand themselves, mobilize learning initiative and enthusiasm, and guide students to choose independently so that students can have more confidence and ability to carry out learning and practice, overcome difficulties, and unswervingly take a good road in life. On the other hand, teachers teach by words and deeds to give students the freedom to achieve feasible ability. Teachers will apply the education concept to the whole process of education, guided by the cultivation of core literacy, according to the students' personal experience, interest choice, and learning ability according to their aptitude. Through high-quality knowledge, the introduction of hierarchical exploration guides students to not deviate from the right direction, constantly improves students' feelings of "sobering" type learning joy, and enhances students' learning feelings and satisfaction.

5.3 Implement the student-centered reform that cares for realistic demands

The education reform of the student center should focus on realistic demands. Under the existing education system, the distribution of educational resources is uneven, and upper middle-class students who have more capital can often obtain a higher position in the competition of the education field. The student center of education reform should not only focus on the original capital of students' education needs but also pay more attention to the realistic demand of capital students. Students with less capital can access the student center of education reform, receive fair treatment of public education, diversify their education choices, and improve their education competitiveness to obtain future social survival and development opportunities.

The educational reform of the student center achieves the unity of individuality and sociality. On the one hand, in the process of reform in the field of education, teachers carry

out appropriate education. Suitable for education is suitable for each student's growth in education. Every student is an independent individual. Teachers teach students according to their aptitude according to their individual differences to realize the personalized development of students. On the other hand, teachers focus on the sociality of educational purposes. The education reform of the student center should not only stay in the individual-oriented education mode but also develop the sociality of people so that students can successfully complete the initial socialization in school, which is exactly the key to paying attention to realistic educational demands. In the process of education and teaching, teachers convey social values and social needs, improve students' comprehensive literacy and ability, and cultivate students to be people who smoothly adapt to society and meet the needs of social development.

6 Conclusion

Quality-oriented education and exam-oriented education are not totally opposite. The Hengshui model or "Zhang Guimei" exam-oriented education criticized by the academic circle also contains the hope of the masses for a better life. The student center is not a castle in the air or an ideal theoretical statement. For the vast majority of the people, students acquire knowledge and skills for survival and development through the education system, to acquire proper social status and social resources is to provide education to the satisfaction of the people. Especially for the poor families, students through hard work to achieve class mobility, access to certain social resources, the future has a stable and development work, is in the student-centered.

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