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An analogy study on public high school education in China and America

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Abstract: High school education plays an important role in the entire learning stage of young people. In the research on talent training models, it is not difficult to find that there are great differences between Chinese and American high school education models, and from the perspective of the training effect of innovative talents, American education mode presents a great advantage. This paper starts from the two major directions of curriculum setting and educational philosophy, and conducts a comparative study on the education status of public high schools in China and the United States. Through detailed and in-depth comparisons, readers have a deeper understanding of American education, which can serve as a reference for my country's public high school education reform.

Keywords: China and the United States, public high school, education research

1 Introduction

At the end of the 19th century and the beginning of the 20th century, the founders of modern education in China, He Ziyuan, Qiu Fengjia and others, were the first to open up the trend. They eliminated the interference of stubborn and conservative forces, successfully introduced American education, founded new schools, and brought civilian education into the vision of the Qing court. Due to the pressure of the situation, the Qing government had to open up to the educational innovation network. At the end of 1905, it promulgated a new school system, abolished the imperial examination system, and promoted new-style schools across the country. Western learning gradually became the main form of school education. The new school system divided schools into "Primary school", "middle school", "higher school" and "big school", etc., but the definition between "elementary school" and "middle school" was vague until (1909), the local imperial examinations were stopped. Later, it became clear and gradually differentiated into junior high school and high school. Compared with the previous primary education (primary school) and the primary stage of secondary education (junior high school), the teaching content of high school has a stronger theoretical color. Senior High School If the goal of primary and junior high school

education is to give students the basic survival ability in modern society, then the knowledge of high school has penetrated into the basic knowledge and research methods of the specialization and theory of various disciplines. In terms of epistemology, compared with the empirical tendencies and subjective feelings of elementary and junior high schools, the learning of senior high school requires students to use these systematic tools to analyze and solve slightly abstract problems in the corresponding fields after mastering the basic theories of each subject. Students have mastered the knowledge level required by ordinary high school education. After passing the graduation examination, they can theoretically directly enter into social work. At the same time, because high school education provides many theoretical tools suitable for further study, it is convenient for students to continue to receive higher education, so it is also considered a reasonable way to further study after graduating from high school.

In the United States, in the public school system represented by K-12 before higher education, the high school stage is mostly from grade 9 to grade 12, which are the first year, the second year, the third year and the fourth year. As the main body of American high schools, comprehensive middle schools have the characteristics of track system, credit

system and course selection system. In the 1950s, one of the functions of American public high schools was the classification machine, which classified teenagers into three categories: outstanding students, average students and poor students. Today, American public high schools still play the role of classification machines, classifying students into three categories: higher education, vocational and general. Although the standard of classification has diluted the concept of academic grades, its essence has not changed. There are three main types of courses. The first is based on the goal of students going to college as the basis for curriculum setting. This type of curriculum was conducted as early as 1893 by the then famous ten-member committee (composed of five university presidents headed by the former president of Harvard University, Elliott). At one point, it stipulated college admission requirements, and the proportion of high school students entering college at that time was about 1%. The second is to prepare students for life in the future, mainly represented by the philosopher Dewey and an organization called the Secondary Education Restructuring Committee, whose purpose is to cultivate well-rounded and literate citizens, thereby promoting democracy and peace in society as a whole. educational development. The third is to prepare students who are not ready to go on to work. It was written into federal legislation as early as after the First World War and gradually improved through the practice of vocational education. The purpose of vocational education Mainly to help young people adapt to various jobs in the manufacturing economy at that time.

As superpowers in the world today, China and the United States, high school education plays an important role in the overall education of the people. At present, American education is still in the leading position in the world. has important meaning.

2.The analogy of public high school education in China and the United States

2.1 Chinese public high school curriculum

2.1.1 Curriculum Structure of Chinese Public High Schools

China's public high schools have implemented the curriculum plans and curriculum standards of my country's public high schools since 2017. In terms of schooling system and hours, my country's public high school system is three years. There are 52 weeks in each academic year, including 40 weeks of teaching time, 1 week of social practice, and 11

weeks of vacations (including winter and summer vacations, holidays and busy agricultural vacations). There are 35 lessons per week, and each lesson is counted as 45 minutes. 18 hours is 1 credit. In terms of course categories, my country's public high school curriculum consists of compulsory, optional compulsory and elective courses. Among them, compulsory and optional compulsory courses are national courses, and elective courses are school-based courses. Compulsory courses are set by the state according to the needs of students' all-round development, and all students must take them all. The optional compulsory courses are set by the state according to the needs of students' personality development and entrance examinations. Students who take part in the national unified examination for admission to ordinary colleges and universities must choose relevant subjects to study within the scope of this type of course; other students must also choose some subjects to study according to their interests and hobbies to meet the requirements for graduation credits. Elective courses are developed and set by the school according to the diverse needs of students, the needs of local social, economic, and cultural development, the recommendations of subject curriculum standards, and the characteristics of the school. Students choose to study independently.

The new curriculum plan abandons the division of arts and sciences. The compulsory subjects for students are set by the state according to the needs of students' all-round development and must be taken by every student. These courses are the common basis for the development of ordinary high school students, and these foundations are the common knowledge of subject knowledge. The foundation, the common foundation of social life, and the common foundation of students' self-development. The optional compulsory courses are set by the state according to the needs of students' personality development and entrance examinations. The selection of compulsory courses is divided into two parts, one is the courses required for the exam, and the other is the courses that you need. Students can choose courses according to their interests and preferences while meeting the minimum credit requirements. This kind of course is similar to the current university course, part of it is the compulsory course required by the subject, and the other part is the second-class subject course selected by the senior year under the subject background. For example, students majoring in education have completed the compulsory

courses required by their majors, such as pedagogy, educational psychology, history of Chinese and foreign education, etc., and can choose courses such as school moral education and curriculum design in senior grades. Meet the different interests and development directions of students. Elective courses are courses that are expanded, improved and integrated by the state on the basis of compulsory and elective courses. In addition, schools will also offer school-based courses that are relevant to the economic and cultural development of the region. Only by providing students with the most valuable subject knowledge in the natural sciences, social sciences and humanities can students have the ability to think in subjects and solve problems; only by providing students with different course options, can they cultivate outstanding talents with individual characteristics. At the same time, it will also enable students to have the ability to develop independently. Only when students have mastered the knowledge base and found a learning method that suits them can they develop independent learning, understand themselves correctly, and even have a clear plan for their future.

2.1.2 Course selection methods in Chinese public high schools

Chinese public high schools offer Chinese, mathematics, foreign language, ideology and politics, history, geography, physics, chemistry, biology, technology (including information technology and general technology), art (or music, art), sports and health subjects and comprehensive practice activities, national curriculum such as labor, as well as school-based curriculum. The specific credit arrangements are as follows:

Table 1 Chinese public high school course credit arrangement

Subject	Required Credits	Optional Required Credits	Elective Credits
Language	8	0~6	0~6
Math	8	0~6	0~6
Foreign language	6	0~8	0~4
Ideological and Political	6	0~6	0~4
History	4	0~6	0~4
Geography	4	0~6	0~4
Physics	6	0~6	0~4
Chemistry	4	0~6	0~4
Biology	4	0~6	0~4

Technology (including information technology and general technology)	6	0~18	0~4
Art (or music, fine arts)	6	0~18	0~4
Sports and Health	12	0~18	0~4
Comprehensive Practice Activities	8		
labor	6		
Total	88	≥42	≥14

From the above table, we can see that the proportion of compulsory courses in the curriculum of public high schools in my country has reached 61%, while the proportion of elective courses is only less than 10%. The serious imbalance in the proportion of compulsory courses and elective courses is the main problem in our country's public high school curriculum. In the course selection method of public high schools, the selection of compulsory courses and elective courses set by the curriculum standards is generally selected by the local education bureau based on the school's teacher conditions and hardware equipment. There is no form of independent course selection for public high school students in my country. All courses are formulated by the school, and the courses within the scope of elective courses are also planned and offered by the school. From the first year of high school, elective courses have been set up in each subject, and the corresponding elective courses for each semester are formulated through the discussion of the school's teaching and research department, and the timetable is distributed uniformly.

In terms of course content, elective courses can be divided into academic elective courses and vocational elective courses. The former focuses on fundamentals and basic skills. Such elective courses help enrich students' spiritual life, expand students' horizons, give full play to students' strengths, and cultivate students' individuality, which are of special significance to students' academic trends. The purpose of the latter is to enable middle school students to understand the history and current situation of the development of industry, agriculture and commerce, master some knowledge and skills, and make certain preparations for

future employment. From the way of offering, elective courses can be divided into limited elective courses and optional elective courses. Restricted elective courses are grouped according to the different directions of students' development to form directional elective subject groups for students to take elective courses. It can adapt to the needs of social development and students' ability orientation. Any elective course is not divided into fixed groups, and there are enough elective courses that are suitable for further studies and employment, allowing students to choose freely under the guidance of teachers, which can avoid the narrowness of development caused by premature professional differentiation.

Although the relationship between compulsory courses and elective courses is not primary or secondary, but their respective proportions are different. Too few elective courses make it difficult to adapt to students' personality differences and develop students' interests and specialties. Too many elective courses will affect the cultivation of students' basic cultural and scientific quality. Looking at the development of elective courses in the world, I think that with the improvement of grades, the ratio of elective courses should be increased year by year, and the ratio of elective courses to compulsory courses should be set at 3:7 within three years. It is more reasonable. As for the internal relationship of elective courses, since the main goal of limited elective courses is to promote students' orientation, limited elective courses should become the main part of high school elective courses, accounting for about 70%. The optional elective courses are very necessary for the development of students' interests, specialties and personality, and can be controlled within 30%. In this way, we can avoid the blindness and randomness of elective courses, and give students a certain degree of freedom, so that students can develop their own personality.

2.1.3 Graduation Requirements for Chinese Public High Schools

Compared with the graduation requirements of American public high schools, the graduation requirements of public high schools in my country are much simpler. Although there are differences in the graduation requirements of public high schools in various provinces in my country, the main requirements for graduation are as follows:

① A certain number of credits have been obtained in the specified fields of study, and the total credits have reached 144 credits (96 credits for compulsory courses and 48 credits

for elective courses, including no less than 6 credits for vocational skills elective courses and no less than 6 credits for social practice elective courses no more than 8 credits);

② Participate in the examination of all subjects of the general high school academic level, and no more than one subject is unqualified;

③ Among the 4 evaluation items in the comprehensive quality evaluation, no more than one item is unqualified.

Students who meet the above requirements can graduate from high school.

2.2 American public high school curriculum

2.2.1 Curriculum Structure of American Public High Schools

American public high schools divide all courses into three levels: regular, honor, and Advanced Placement Program. Ordinary courses refer to non-threshold courses that all students can choose, without any requirements, and with low difficulty; honor courses and college preparatory courses require students to have a certain GPA before they can take elective courses, which are more difficult than ordinary courses and are suitable for study. Students with high level and receptive ability.

American public high schools have a humanized training model, which not only teaches students basic knowledge, but also maximizes students' specialties and hobbies. Similar to Chinese high schools, the basic subjects offered by American public high schools can be divided into six categories according to their content: literature subjects, mathematics subjects, foreign language subjects, natural science subjects, sociology subjects and humanities subjects. Subject. These basic courses are generally extensive in course content, such as mathematics, which offers courses of different levels of difficulty, such as geometry, algebra, statistics, and calculus. Unlike Chinese high schools, in addition to basic courses, American public high schools also offer some courses that we can only see in Chinese universities, such as economics courses, philosophy courses, and architecture courses. There are also courses that are completely based on students' interests, such as cooking classes, modeling classes, acting classes, etc. All in all, the rich, multi-level and multi-category curriculum structure of American public high schools can not only better take into account the development needs of students in all aspects, but also put forward more requirements for teachers' teaching modes and students' learning methods. .

2.2.2 Course selection method in American public high

schools

American public high schools implement credit system management, and students have to choose not only elective courses, but also compulsory courses. Most schools require students to complete 21-23 credits before graduation, so it is a very careful thing for all students to choose courses before the start of each semester. There are many factors that restrict students' course selection, such as students' usual grades, graduation requirements, personal interests, teachers' suggestions, and parents' needs. In American public high schools, most schools take a total of six courses in a semester. Courses are generally selected according to their learning order and difficulty level. For example, mathematics subjects are selected in the order of geometry, algebra, advanced algebra, pre-calculus, and calculus. Students in the ninth grade usually can only choose general courses, and the required courses are basically the same. Mathematics is geometry, science is biology, etc. The ninth grade is a transitional stage for students, so the course is not difficult. In the tenth grade, most courses can choose the honors level. As long as the students can meet the teacher's evaluation standards, the teacher will recommend that the students choose the corresponding courses of honors difficulty in the next semester. Usually by the eleventh grade, high-achieving students begin taking college preparatory courses, or courses that take college credit for credit. This type of course is usually difficult, but as long as you pass the AP exam with a high score at the end of the semester, you can redeem credit for the corresponding course in the first year of college. The graduation requirements for each high school are basically the same, and the difference is within two credits. Literature subjects, mathematics subjects and academic subjects are compulsory for four years, sociology subjects and natural science subjects are compulsory for three years, foreign language subjects are compulsory for two years, and health education subjects are compulsory for one year.

2.2.3 Graduation requirements of American public high schools

American public high schools are four-year (ninth to twelfth grades), and in recent years, they have adopted a free course selection and credit system similar to that of universities. That is to say, students of the same grade can choose different courses according to their own time and interests. . The difference from universities is that high schools are not divided into "majors", and all students must

meet certain academic credit requirements accumulated over four years in order to graduate. Therefore, this "free choice" is actually subject to certain restrictions. Major subjects such as English, sociology, mathematics, science, etc. have certain credit requirements, that is, each must take as many courses and pass the exam. As for the credit statistics method, each school is not the same, some courses count as one point, and some courses count as three or four points, so it should be calculated according to the specific situation. As for the secondary subjects, at present, American public high schools all have foreign language credit requirements, and some schools require each student to take at least two or three years of foreign language. If you master a foreign language, you cannot be exempted from learning a foreign language by taking an exam. For example, students from China cannot count Chinese as foreign language credits, but must take one other foreign language (such as Spanish, French, etc.). There are also athletic credit requirements. Some schools even have art credit requirements. Therefore, at the beginning of the freshmen entering the school, it is necessary to understand the four-year curriculum arrangement and make overall planning in advance. The school will also introduce the course situation in detail to students and parents, and students can also seek the opinions of school counselors, who are choosing courses. If the arrangement is not good, some credits may not be taken before graduation, and it will be more passive. There are many outstanding students with very good grades who have to give up AP courses in their final year to make up credits because of lack of physical education or some associate credits. It can be seen that, unlike Chinese high school students who follow their classes when they enter the school, the United States has been cultivating students' ability to plan and arrange well since middle school.

Some school districts and schools have high school graduating students choose "graduation projects" to encourage creativity, imagination, self-discipline, and practicality, and to prepare for university projects. Students who have chosen this as a graduation grade are asked to have a teacher as a consultant. In the last half semester of high school, you can skip classes, skip exams, and concentrate on your subjects. The content of the subject is chosen by the students themselves, usually both practical and theoretical. It also needs to do a lot of research or experiments. Finally, a public speech introduction is required. This is a challenge to students' comprehensive ability, so not all students are

usually required to do it. Most of the students who choose to do "graduation projects" are capable and outstanding students.

Students must graduate on time, not just by taking courses, but also by meeting certain grade requirements before they can earn credits by passing this course. American high schools usually use A, B, C, and D to evaluate students' grades (GPA). The total score of each course includes usual tests and exams, homework, classroom performance, and mid-term and final exams. Generally, the total score must reach C- or above to be considered as a pass, otherwise you need to retake the course. If you don't work hard and get poor grades in exams and assignments, you won't be able to get the overall grade just by taking the final exam. At present, all states in the United States have unified entrance examination requirements for high school students. Generally, a "state test" is required in the second year of high school (tenth grade) (each state has its own questions and requirements). Students must pass this type of test to graduate from high school. Repeat or fail to get a diploma. As for the SAT and other tests, they are not required for high school graduation, but are only useful reference scores for those who want to apply for colleges, so not all high school students take the test.

The attendance of American public high schools is very strict. Every student must register when entering the school every day, and the teachers of each course (including self-study classes) must count the attendance. The school publishes a list of absentees every day. Whether you miss a day or a class, you can't escape the record. Whether each course can be passed, including the number of unexcused absences that cannot exceed a certain value. Whether a student can graduate on time or not will also be assessed on the overall attendance.

2.3 An analogy between Chinese and American public high school education concepts

2.3.1 Test-taking ability and qualified citizenship

Chinese modern education is generally too utilitarian, which has a lot to do with the imperial examination system in ancient China. China's current education system and the selection criteria for the college entrance examination determine that grades are the main criteria for judging the merits of students. And the social employment system is also "emphasis on education, less ability", usually what kind of university can be admitted to a large extent determines people's occupation, income, social status and future

development space. Due to the scarcity of high-quality educational resources in colleges and universities, the Chinese are willing to compare the college entrance examination to "thousands of troops crossing a single-plank bridge". In this context, the ability to prepare for the college entrance examination has become an overriding priority. Apart from the college entrance examination subjects, there are only very few physical education and music classes. Students have very little leisure time for cultural life, and their parents do not need them to undertake any housework. Secondary education is seriously out of touch with university and society. In fact, most of the students are "ascetic monks" who study in their teenage years and have no interest in learning at all. The core idea of American education is to cultivate qualified citizens, which is mainly influenced by American educator John Dewey and British educator John Henry Newman. The views advocated by American pragmatist educational thinker John Dewey, such as "education is life", "school is society", and "the goal of education is to cultivate qualified citizens", have influenced the current educational system and educational model in the United States to a great extent. He also proposed two basic elements of qualified citizenship: a spirit of individuality and a spirit of cooperation. Newman made a famous statement on the educational goals of universities in his book "The Ideal of University", "University education is to teach people how to adapt to others, how to put themselves in others' shoes, how to communicate their ideas to others, Influence others, how to understand and tolerate each other. He can get along well with any group of people; he can have something in common with anyone. He knows when to speak and when to be silent..." What Newman describes is exactly the basic qualities a qualified citizen should possess. The common feature of the two educators is that the main responsibility of schools is to cultivate students' humanistic spirit rather than knowledge accumulation. In the United States, the humanistic spirit is essentially a spirit of freedom, self-awareness and criticism, the ability to judge good and evil, beauty and ugliness, right and wrong, tolerance, respect and cooperation, and even the harmonious coexistence of man and nature.

The difference in the emphasis on practical subjects and humanities in the education process between China and the United States reflects the different understandings of the educational purpose in the field of education: whether education is to cultivate people with all-round development,

or to cultivate people to be able to work. machine. We do not advocate that scientific education and humanistic education be regarded as irreconcilable and completely opposite poles. As products of Western culture, the two complement each other, and it is in the core of Western humanism that the seeds of modern science are bred. Therefore, in the process of education, the two should not be neglected. Science education aims to help students seek truth, while humanities education aims to guide people to pursue light. Only with the navigation and escort of the humanistic spirit can the development of science show vigorous vitality and truly reflect the core value of benefiting society and mankind.

2.3.2 *Scientism and Pluralistic Teaching*

In order to catch up with the United States and the United States as soon as possible, China's basic education attaches great importance to physics, chemistry, biology and other scientific disciplines. The entire society's belief in science and desire to pursue material have reached an unparalleled height, which has led to the emergence of a variety of religions. "Scientism". Under this model, China's higher education has been popularized rapidly, and the economy has developed rapidly, but at the same time, social contradictions have also increased. In 1983, Professor Howard Gardner, a cognitive psychologist at Harvard University, first proposed the theory of multiple intelligences in his book "The Structure of Intelligence". After years of research, he and his team gradually perfected this theory. The theory divides human intelligence into 9 different types, namely: musical intelligence, visual-spatial intelligence, linguistic intelligence, logic-mathematical intelligence, body-kinetic intelligence, interpersonal intelligence, introspective intelligence, natural intelligence, spiritual intelligence and existential intelligence. Gardner's "multiple intelligences" theory breaks through the assumptions of traditional intelligence theories, and at least provides strong theoretical support for American public high school curriculum and student evaluation.

In terms of curriculum setting, the rich curriculum resources, course selection system, and class-taking system basically meet the needs of students for employment, further studies, and hobbies. For example, public high schools set up vocational and technical education (which is further divided into applied technology, business education, family and consumption), English, visual and performing arts (which are further divided into art, music, and stage play) in the

curriculum.), international language, mathematics, body and health, driving, science, social science and other nine major areas plus special education, divided into nearly 150 compulsory elective courses. In terms of student evaluation, the theory of multiple intelligences emphasizes that evaluation should not be based on a single cultural class academic performance as the only standard, but should evaluate students' intelligence in different aspects from multiple perspectives and with a comprehensive and developmental perspective.

2.3.3 *Seeking commonality and seeking difference*

The question of seeking common ground and seeking differences can also be understood as a question of acceptance, inheritance, questioning, and innovation. Among the educational concepts of Chinese public high schools, the most important thing is to cultivate a strict and rigorous academic spirit. Chinese people respect knowledge, worship reading, and have always been in a sacred mentality of fully accepting and inheriting well-known scholars and the knowledge systems they represent. The examination system of China's public high schools is a standardized test, seeking accurate and unique answers. Classroom teaching in Chinese public high schools is a typical teacher-centered teaching model. Teachers usually teach knowledge and supervise students authoritatively and solemnly in front of the podium. The teaching mode is characterized by large knowledge capacity, rigorous structure, serious attitude and high learning efficiency, but at the same time, it also makes students rely too much on teachers and textbooks and cannot ask breakthrough and creative questions.

In contrast, the United States pays more attention to cultivating the spirit of innovation. The educational philosophy of American public high schools is to train students to dare to question experts and scholars, to challenge authority, and to learn knowledge in an expanding and creative way, rather than passive inheritance. style. Another educational concept generally recognized by American high schools is respect for differences. Education is different from manufacturing. Manufacturing needs standardization. Only standardization can lead to large-scale industrial production. Education needs individualization. Let each child gradually discover their potential, build self-confidence, make their own creative contributions to society in different fields, and at the same time realize self-worth. This is the true meaning of American high school education. In the teaching process,

teachers encourage students to express their views and methods at any time. Teachers guide students to carry out independent and personalized thinking activities, prohibit teachers from providing "the only correct answer" to many questions related to politics, religion, history, geography and literature, encourage the existence of multiple different opinions, and do not allow teachers to think on behalf of students. In the test, the focus of the assessment is not the level of performance analysis ability, but the rationality of the analysis answer itself.

2.3.4 Higher order thinking and extensive knowledge

The knowledge of various subjects in Chinese high schools is generally developed in depth, that is, the knowledge taught is not broad, but the connotation and extension of the knowledge points involved are deeply excavated. The requirements for some higher-order thinking abilities such as "reasoning ability", "analytical and comprehensive ability" and "applied mathematics ability to deal with physical problems" are very high. In the United States, education pursues a broad range of knowledge, which is mainly reflected in three aspects: first, as mentioned above, there are many subjects; The third is to emphasize "learning from practice", especially in scientific subjects, and a large number of demonstration experiments and group experiments will be done in the classroom.

2.3.5 Competitive awareness and cooperation sharing

China attaches great importance to cultivating students' "competitive awareness" in both family education and school education - they like to "comparison" with others in everything. Students are compared with others when they are studying, teachers are compared with other teachers when teaching subjects, and class teachers are compared with other classes when they substitute classes. Students are encouraged to have a sense of competition when doing ideological education work. The idea of "Comparison" has indeed played a positive role in cultivating students' learning motivation and perseverance in learning; but at the same time, it also makes Chinese people conservative and difficult to cooperate with others.

American high school education is permeated with this educational concept of cooperation and sharing. In the world literature class, each student actively contributes ideas and suggestions around a theme; group experiments in science classes such as physics and chemistry students, group members work together to complete a project; teachers of the

same subject share and exchange their own innovative experiments during group lesson preparation, etc.

3 Characteristics of public high school education in China and the United States

3.1 Rich course content

American public high school courses cover more areas than Chinese high school courses. American public high school courses involve literature, science, art, sports, economics, architecture, sociology and other fields, and even some vocational and technical disciplines, while Chinese high school courses only involve literature, science, sports and sociology. The curriculum content of American public high schools is richer than that of Chinese high schools. For example, physical education classes, American public high school physical education classes not only have physical training courses similar to Chinese high school physical education classes, but also offer various ball classes, swimming classes and taekwondo classes. This is compared with Chinese universities. resemblance. Another example is the foreign language courses in American public high schools. Unlike Chinese high schools that only offer English as a foreign language course, most high schools in the United States offer foreign language courses in four or more languages. In comparison, the curriculum content of Chinese high schools is quite utilitarian. What courses students study is directly linked to the college entrance examination.

3.2 Practical course content

American public high schools pay great attention to the practicality of courses when setting courses, and pay attention to the cultivation of students' living ability, practical ability and professional ability. Vocational education courses and life courses occupy a very important position in the curriculum settings of American public high schools. These courses are closely related to life occupation skills and pave the way for students' future life and career planning. For academic courses, American public high schools pay more attention to the practicality of courses in terms of course content and teaching methods, advocate applying what they have learned, and clarify theories more clearly with practice as the starting point.

3.3 Course content standard

China's high school curriculum setting pays great attention to the cultivation of students' basic knowledge. The content learned in high school is the basic content that must

be mastered for future studies and employment. Therefore, China will pay special attention to the curriculum content in the middle school education stage. Basic, pay attention to students' mastery of basic knowledge. Second, although the fields of Chinese high school curriculum are not as extensive and rich in content as American high schools, the curriculum content of Chinese high schools is indeed very systematic. According to the students' receptive ability, the curriculum is very logical. The curriculum of Third China High School is very uniform. Although China has a large territory, diverse ethnic groups and a large population, the courses offered in high schools are almost the same in different provinces, cities and ethnic groups. Although the versions of textbooks used are different, the content is Much the same.

3.4 Inflexible system

The curriculum setting of Chinese high schools highlights the following problems: First, the curriculum emphasizes too much on the academic and basic nature, thus ignoring the cultivation of practical ability. The second is that although Chinese high school courses are also divided into compulsory courses and elective courses, in actual learning, schools still pay too much attention to courses that affect students' further education, while ignoring other subjects that are more inclined to hobbies. The third is that the content of the course involves a deeper level of knowledge, which cannot be adjusted according to the level of students, and has no flexibility.

4. Conclusion

This paper starts with the current situation of public high school education in China and the United States, conducts an analogous study on the curriculum and educational concepts of Chinese and American public high schools, and summarizes the differences in various aspects of public high school education between China and the United States. Through research and analysis, we concluded that American public high schools have rich curriculum content, extensive coverage, and practical curriculum content, while Chinese public high schools require standardized curriculum construction and lack of flexibility in educational content. Through the research of this paper, it is hoped that it can provide reference for the reform and development of Chinese public high school education.

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