

The Application of Blended Teaching Model in College English Oral Courses in the Post Epidemic Era

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Abstract: *English is the universal language of the world and an effective tool for us to communicate with others and understand the world. Having good oral English skills can help us better understand and learn advanced cultures and knowledge from other countries, and contribute to personal success and social development. Therefore, it is necessary to strengthen the ability of English oral teaching. The commonly used blended teaching mode is a very effective teaching method, and it must be firmly promoted and continuously improved. Therefore, this article will explore the problems in English oral teaching in the post pandemic era and the practical application of blended teaching mode.*

Keywords: post pandemic; Blended teaching; spoken English.

1. INTRODUCTION

The sudden outbreak of the epidemic has had a certain impact on teaching and brought about certain innovations in teaching models. The commonly used blended teaching model can effectively improve students' learning outcomes and better assist teachers in teaching. Therefore, it is necessary to strengthen the understanding and application of blended teaching mode. As the COVID-19 pandemic has swept across the world, lots of places, companies and services concerned with art have been seriously affected. Public art activities, such as art exhibitions, theaters, museums and other art institutions have been suspended. The world art industry is facing severe challenges. However, under the huge shadow brought by the epidemic, art still warms mankind with its unique charm and eternal power, pacifying people's mood and the panic. Questions on what kind of artistic talents we should cultivate, what kind of artistic charm we should present, and what kind of art discipline we need to build, have been raised and discussed, while the social function and cultural value of art is highlighted. The gradual commercialization of watercolor painting in China has had a profound impact on the art of painting. However, the commercialization of watercolor painting has brought some challenges and changes to the art of painting. With the development of urbanization and commercialization, watercolor painting began to attract the attention of the market and became a hot commodity. Some excellent watercolor painters began to try to put watercolor paintings to commercial use and explore new marketing strategies. There were many reasons for the commercialization of watercolor painting in the late Qing Dynasty, including social background, economic factors, technical factors and political factors. The interaction and influence of these factors promoted the development of commercialization of watercolor painting.

2. CONCEPT OF BLENDED TEACHING MODE

Blended teaching refers to the comprehensive teaching that combines the advantages of online and offline teaching to enhance students' learning interest and participation initiative. In the post pandemic era, blended learning has a very important impact on college English teaching and is an important measure to improve students' English proficiency, especially their oral proficiency. The Challenges and Opportunities of Oral English Teaching in the Post pandemic Era. The sudden outbreak of the epidemic has brought a certain impact on teaching, disrupting the teaching rhythm, affecting the teaching progress and teaching planning, and even affecting the evaluation method of students. Many teachers have relatively poor flexibility and adaptability, which may affect the teaching rhythm and mentality in the face of problems that may exist at any time. But at the same time, the emergence of the epidemic has also provided new models for teaching, such as micro classes, MOOCs, and other new teaching methods springing up like mushrooms after rain, making teaching more fresh and enhancing students' interest in learning, participation, and enthusiasm. At the same time, it also makes learning more convenient. Students can learn more high-quality resources on a larger platform and communicate with teachers and classmates at any time, Effectively solving difficulties and problems encountered during the learning process has improved learning efficiency. And it can also learn more flexibly and effectively without being limited by time and space. Teachers have also mastered richer teaching methods and tools, improving their teaching abilities and levels. However, there are also many challenges in English teaching in the post pandemic era, such as teaching content that only focuses on students' scores or vocabulary accumulation, while neglecting students' needs for social skills, communication skills, and expression skills in other aspects; For example, many teachers have incorrect understanding of online teaching, which leads to online teaching completely copying offline teaching and affecting teaching effectiveness.

2.1 The Definition of Task

When it comes to TBLT, scholars widely believe that tasks are a core component of task-based language teaching. Therefore, various definitions of 'task' have been given by scholars, and each has its focus.

2.2 The Definition of Task-based Language Teaching

Task-based Language Teaching (TBLT) is based on the idea of "learning by doing" or "experiential learning" (Dewey, 1997), which means learners acquire a language by doing things in real-life situations, rather than just understanding it. Besides, TBLT has a weak version and a strong version. Weak TBLT (also referred to as task-supported language teaching) allows learners to use tasks as a means of analyzing language, whereas strong TBLT advocates subconscious learning only through tasks. At present, the "task-based" teaching methods used in Chinese teaching are mostly "weak task-based" teaching mode (Feng, Tang, 2004).

2.3 The Definition of Technology-Mediated TBLT

The definition of Technology-mediated TBLT, in general, can be viewed as reciprocal elements between technology and TBLT which constitute a unique approach (González-Lloret, Ortega, 2014). In particular, TBLT as a method of teaching languages can be considerably improved by embracing new technology, and TBLT can offer a programmatic basis for the successful application of new technologies in language education. Similar to traditional TBLT, Technology-mediated TBLT can be categorized into weak and strong forms. Weak form of technology-mediated TBLT "would rely on technology as a pedagogical tool to extend traditional paper and pencil pedagogical tasks and traditional learning activities" (Payant, Bright, 2017). In this form, tasks are similar to traditional ones, but technology is used to aid the tasks. A strong form of technology-mediated TBLT "seeks to integrate TBLT within virtual learning spaces" (Payant, Bright, 2017). This form takes into account the technology-mediated environment, which includes correspondence via e-mail, reading and writing on the web, and online interaction with other students.

2.4 Technology-Mediated Task-based Language in Oral English Teaching

Many academics have demonstrated the efficiency of technology-mediated TBLT in a variety of settings. For the application of technology-mediated TBLT in the process of oral English, foreign scholars have done more related research on this. Among them, Peterson (2009) in early time examines technology-mediated activities can encourage engagement throughout the process as well as co-constructive new rules and interactional resources to produce target language output.

However, in the research of oral English teaching in China, the technology-mediated TBLT is relatively late compared with foreign countries, but it has also attracted the attention of scholars. Initially, Yu (2016) implemented the application of task-based teaching mediated by technology in the process of oral English, and found that teachers can obtain students' feedback information in a timely and accurate manner and provide strong guidance, so as to achieve effective oral English teaching. According to Yu (2016), it can be proved that TMTBLT has value and the ability to be applied in a Chinese context.

Therefore, it is essential to use technology into the teaching of oral English in Chinese classroom. However, TMTBLT oral English teaching in the network environment is also facing transformation and challenges. The problems of how to optimize and utilize technology-mediated resources is still faced by English teachers.

2.5 Blending Technologies into Communicative Tasks

In oral English teaching, teachers should consider the available technology-mediated resources, and combine tasks with technology to improve students' learning interest and experience, so as to promote the effectiveness of teaching process. At the same time, by applying technology in oral language teaching, teachers can better detect and correct students' accuracy and fluency in speaking, thereby helping students improve their oral language proficiency.

Specifically, in task-based teaching, teachers can use technological tools (such as video conversations, voice recorders, etc.) to create realistic task scenarios and form related communication task groups, thus guiding students to complete communication tasks effectively. Moreover, evaluation is also essential in the post-task cycle. Teachers can adopt technology-mediated evaluation tools (such as recording tools) to effectively improve learners' performance in speaking, thereby enhancing the effectiveness of oral teaching in large-class teaching environments.

2.6 Providing Adequate Training for Learners

Although operating a new technology in the process of oral teaching has authenticity and the higher degree of freedom, a certain degree of complexity is often involved in the process of learning. Thus, learners will be perplexed if instructions are unclear and teacher scaffolding is inadequate. Therefore, in the implementation of TMTBLT teaching, teachers should provide training,

guidance and feedback to learners in the pre-task, during-task and post-task stages to ensure that learners can fully understand the task, and help students arrange rationally in each task circle to achieve the efficiency of task implementation and communication.

Besides, a training program that is effective should encompass micro-level features whereby students are guided to develop particular meta-cognitive strategies (e.g., paying attention to linguistic features during text-based chatting), cognitive strategies (e.g., how to discuss meaning and form in online chatting), social strategies (e.g., building rapport with others and maintaining group dynamics in the online environment), and affective strategies (e.g., keeping themselves motivated and engaged without being physically close to the teacher or peers).

2.7 Selecting Technological Platform for Oral English Teaching

Implementing technology-mediated task-based teaching should select and apply online websites, social media and mobile learning applications to ensure that learners engage in meaningful, goal-oriented communication. At present, Chinese teachers have begun to use WeChat voice dialogue, English fun dubbing, Fluent Speaking English and other technological affordances as post-task achievement tests in oral teaching. However, for creating more authentic situations, teachers had better develop and choose more technology platforms to provide students with authentic and rich communicative tasks.

It should be noted that tasks in such form are the same as traditional tasks only through technology-tool aid display. The technology should be appropriate so that it does not divert the learners' attention from learning the target language. Therefore, teachers are recommended to implement a weak form of technology-mediated communicative tasks by using free technological tools and incorporating technology in small learning tasks. (Payant, Bright, 2017).

3. PROBLEMS IN THE TEACHING OF COLLEGE ENGLISH ORAL COURSES

This study synthesis the TBLT approach and technology-mediated resources to explore a technology-mediated task-based language teaching (TMTBLT) ways to enhance oral English teaching based on Chinese context. In the network environment, teachers and students can search for the resources they want according to the needs of the communicative task, which can fully mobilize the enthusiasm of teachers and students in communication. But as Ellis (2009) mentioned, the technology-mediated task-based teaching in Asia is still in the exploratory stage, thus domestic scholars and front-line teachers need to continue practicing and improving in oral language teaching research. In recent times, there has been a significant upsurge in the enrollment of learners at the tertiary level who are studying English as a foreign language (EFL), particularly among Chinese university learners. This trend is accompanied by the growing popularity of online English courses. As education continues to be influenced by advancements in technology, learners are becoming more accustomed to learning environments supported by new technologies. Online learning environments, viewed as alternatives to traditional classrooms, represent one such reflection of these technological advancements in education. The integration of technology- infused learning experiences in foreign language courses represents an emerging paradigm shift.

3.1 Insufficient emphasis

Due to the influence of traditional Chinese education, grades remain a top priority for teachers and students. On the contrary, they do not attach importance to oral expression ability, resulting in poor oral proficiency among students. On the one hand, teachers did not recognize the importance of oral teaching and believed that oral teaching did not help students improve their grades. Therefore, in the teaching process, more energy and emphasis were placed on the written test content, and too much time was spent on students memorizing words and grammar, Telling students the routines of problem-solving and the techniques for achieving high scores, but failing to teach them how to improve their oral expression skills. On the other hand, the teaching schedule in schools is also not reasonable enough. Most of the class hours are arranged to improve written exam skills, and oral expression accounts for very few class hours. Even many schools do not arrange oral teaching classes, resulting in students having no way to learn.

3.2 Insufficient information technology teaching

In the current era of information technology, the utilization of information technology can achieve twice the result with half the effort, and the same is true for English oral teaching. However, the utilization rate of information technology in actual teaching is relatively low. On the one hand, the teaching carrier is relatively traditional, and information platforms and channels such as online learning software and voice laboratories have good teaching effects. However, many schools do not have sufficient funding support to equip them, and still use CDs, paper materials, etc. On the other hand, the teaching methods are relatively single, and many schools still use multimedia displays and other methods when carrying out oral teaching, but rarely use MOOCs, micro classes, flipped classrooms, etc. The teaching content is also relatively single and lacks interest. Finally, the utilization rate of information technology among students is not high during the learning process. More students use audio and video oral resources for individual learning, and rarely engage in two-way communication and exchange through English chat and other means.

3.3 Insufficient teacher abilities

The ability and level of teachers will directly affect teaching effectiveness and also affect students' English speaking ability. Currently, there are problems with the ability and level of English teachers in some universities, which seriously affect course teaching. First of all, some teachers' teaching concepts are relatively backward, and they still stay in the traditional teaching concepts. They believe that scores are paramount, and they do not realize the importance of students' comprehensive development. They focus most of their energy on practicing reading comprehension and grammar. In the process of oral English teaching, there is formalism, which is just a formalism, without in-depth research and teaching. In these processes, there is a lack of communication and exchange with students, and students are not regarded as the masters of the classroom, resulting in a decrease in their interest in learning. Secondly, some teachers have relatively backward teaching methods and low utilization of information technology, resulting in insufficient effectiveness of teaching. Motivation, which can be broadly defined as the psychological impetus that drives action (Barak et al., 2016), plays a fundamental part in the language learning process. Specifically, within the realm of language acquisition, motivation refers to learners' inclination toward the objective of acquiring a target foreign language. As articulated by Ellis (2008), motivation represents learners' endeavors, fueled by their aspirations or necessities, to engage in foreign language learning. It encompasses various facets, including cognition, emotions, feelings, and external factors. In the study conducted by Lightbrown and Spada (1993), foreign language learning motivation is described as a multifaceted phenomenon influenced by two primary factors: learners' communicative needs and their attitudes towards the foreign language learning community. This notion aligns with the concepts of integrative motivation and instrumental motivation introduced by Gardner and Lambert (1978). Integrative motivation pertains to the willingness to partake in activities within the target foreign language community and develop language proficiency (Gardner, 2001). Conversely, instrumental motivation involves the aspiration to master a foreign language for purposes such as employment, self-improvement, or social advancement (Lamb, 2017). Additionally, Deci and Ryan (1989) introduced two supplementary types of motivation: intrinsic motivation, characterized by personal enthusiasm and enjoyment in acquiring a foreign language for its intrinsic value, and extrinsic motivation, originating from the pursuit of specific learning objectives, such as fulfilling language prerequisites, earning a degree or certification, or improving professional proficiency.

3.4 Weak oral foundation

The vast majority of students have a relatively weak foundation in English speaking, resulting in difficulty in learning English speaking. On the one hand, most students lack an environment for exercising their English speaking skills. During their school years, many students often lack opportunities to speak both at home and at school. Most parents are not good at English and there are no corresponding activities organized in the school, resulting in students learning English that is mute. In the long run, this may lead to students lacking confidence and being hesitant to speak English. On the other hand, most students have a relatively limited vocabulary, and when they want to express themselves, they find that there are no available vocabulary. This is mainly because many students have problems with the way they memorize words. Through rote memorization, they often remember words in a short period of time but forget them over time. Moreover, the substantial acknowledgment of the influential role of motivating factors in online learning environments has emerged in recent years. While these studies do not specifically concentrate on second language (L2) courses, their outcomes remain relevant to individuals learning foreign languages within a virtual classroom milieu. Besides, the study by Hartnett et al. (2011) characterizes online learning motivation as a complex and multifaceted phenomenon, influenced by individual traits and specific contextual elements. Investigating motivation in online courses is essential due to the observed decline in student engagement and the elevated rates of attrition that raise significant motivational considerations in distance education and instructional design.

3.5 Anxiety within the foreign language instructional environment can arise from the dynamic between educators and students or from students' concerns about their educational success or failure

Horwitz (1986) conducted research on Foreign Language Anxiety (FLA), which encompasses a range of intricate emotions associated with self-perception, personal beliefs, and performance in acquiring a second language. Anxiety can be elicited by the dread of negative evaluation, apprehension in communication, and test-related concerns, particularly during language learning evaluations. Thus, FLA refers to an unwanted emotional response characterized by stress during the foreign language learning experience. Hence, anxiety plays a critical role throughout the entire language acquisition process. The research encompassed a cohort of 356 individuals, comprising 201 males and 155 females. These participants were students in their first and second years, pursuing majors in disciplines other than English, specifically in liberal arts and science, at a higher vocational college situated in the northeastern region of China. It is crucial to emphasize that all the participants were enrolled in mandatory English courses offered by their college, which carried academic credit. The cumulative Mean score of 2.66 ($M = 2.66$) suggests that the survey participants generally agreed with the mentioned indicators. Among these indicators, test anxiety was in the first rank obtaining a mean score of 2.73, followed by communication apprehension garnering a mean of 2.72. General anxiety was the third highest, with a mean of 2.64, while fear of negative evaluation had the lowest mean of 2.56. When comparing these four means, it is evident that there is only a slight distinction among them. Therefore, it is clear that students experience anxiety while engaging in an online English learning environment.

4. THE APPLICATION OF HYBRID TEACHING MODE IN COLLEGE ENGLISH ORAL COURSES

Online learning encompasses the process of acquiring knowledge through the internet, leveraging technological advancements. Bates (2016) defines it as any form of internet-based learning, while Moubayed et al. (2020) describe it as learning that occurs via the Internet, promoting interaction among teachers, students, and peers. The Internet facilitates the exchange of ideas and engagement with teachers and peers, thereby enhancing students' learning experiences.

Online education offers several advantages. Firstly, it provides accessibility to students anytime and anywhere. Secondly, it supports learner-centeredness, allowing teachers to assume a facilitator role. Thirdly, online learning stimulates students' perception and engagement. Fourthly, it encourages interaction and cooperative learning. Fifthly, the online learning environment serves as a potent platform for self-regulation, exploration of various topics, and meaningful learning. Finally, online learning promotes independent study.

Despite its benefits, there are also disadvantages associated with online learning. Firstly, it can weaken social connections among friends due to the lack of physical interaction. Secondly, some students struggle to maintain focus and may become fatigued and disinterested in this mode of study. Moreover, students and teachers who are unfamiliar with technological tools may face challenges that hinder the teaching and learning process. Additionally, the costs of internet access, technological devices, computers, and laptops can pose financial burdens during the educational process of instruction and acquisition. (Mohammadi et al., 2011).

4.1 Preparation before class - making materials such as micro lessons

Pre class preparation has a very important impact on the effectiveness of classroom teaching, so it is necessary to do a good job of pre class preparation. Firstly, it is necessary to strengthen observation and understanding of students, analyze their learning status and current learning stage, and be good at capturing their interests to enhance their learning interest. Secondly, it is necessary to strengthen the screening and planning of learning content, combine it with the learning syllabus, and carefully select teaching content. When selecting micro course resources, it is also necessary to consider the learning situation and characteristics of students, as well as the quality of micro course resources, to ensure the scientific nature of teaching content. Once again, we need to set scientific goals. Due to the varying levels of students' abilities, it is necessary to fully consider the overall situation and level when setting goals. Different goals should be set based on different levels of students, and each goal should have clear pronunciation, vocabulary, etc. Finally, it is necessary to flexibly adjust the teaching environment. College students have relatively strong self-control abilities, and there are relatively few safety hazards in outdoor teaching. Therefore, offline teaching can organize students to participate outdoors, effectively improving their participation enthusiasm.

4.2 Strengthen in class teaching - mixed online and offline

Classroom teaching mainly includes two methods: online and offline. When teaching online, it is necessary to strengthen attention and guidance to students. Firstly, students should be assigned learning tasks, including learning duration, learning content, problems to be solved during the learning process, and homework after class, to ensure that students can be more targeted during the learning process. Secondly, it is necessary to organize a Q&A meeting to solve problems encountered during online learning, and try to use English throughout the discussion process as much as possible, which not only exercises students' English proficiency but also effectively improves teaching effectiveness. Finally, feedback and reflection should be strengthened. Students can express their views on this lesson or their feelings during the learning process, as well as suggestions for future course arrangements. Offline teaching experience.

Cheng Zhong also needs to innovate teaching methods to give students a better enthusiasm for participation. Teachers can organize more role-playing or scenario simulation activities to allow students to take on their roles, complete communication and communication work according to the character characteristics of the characters, exercise their English expression skills, and regularly hold speech competitions to create opportunities for students to speak English. In offline activities, it is important to pay attention to the richness and fun of activities to improve students' practical abilities.

4.3 Strengthen post class evaluation

Teaching evaluation has a very important impact on improving teaching effectiveness, therefore it is necessary to strengthen the promotion of teaching evaluation. On the one hand, strengthening the evaluation of teacher teaching can help teachers better examine the problems and shortcomings that exist in the teaching process, thus effectively improving. We should focus on the scientific nature of teaching objectives, the rationality of teaching arrangements, the understanding and mastery of students, and the rationality of homework arrangements, in order to judge the richness of teaching methods and the level of teaching ability of teachers. On the other hand, it is necessary to strengthen the evaluation of students, based on their actual situation before teaching, to determine whether they can make good progress in the teaching process. Emphasis should be placed on students' homework completion, online courseware learning such as micro courses, classroom performance, and overall ability

improvement. For outstanding students, it is necessary to fully recognize their efforts and progress, and give them full recognition, so that they can have more room and motivation for progress. For students with slightly poor performance, it is also necessary to help them analyze the reasons and find solutions to improve their skills.

4.4 The Reform of Basic Education Evaluation Needs to Be Deepened

Educational evaluation policy is the "weather vane" of educational evaluation reform. Since the reform and opening up, Chinese educational evaluation policy has experienced four periods: standardized construction, diversification and improvement, scientific reform, and systematic integration. There are many educational evaluation issues related to basic education, including basic education school evaluation, teacher evaluation and student evaluation. The seriousness of the evaluation problems of basic education schools is mainly determined by the importance of the evaluation object's responsibility and role in the development and growth of teachers and students, the overall education and even economic and social development, and the vulnerability of its relative status in the evaluation. The external dominance, the "three evaluations and one investigation" of loan sharks, and the administrativeization of "promoting construction with evaluation" replaced the professionalization of "assisting construction with evaluation". The management system and management system are not sound enough, the regulations and development plans formulated have not reached the due strategic level, and the necessary norms and professionalism are lacking. Teacher evaluation problems in basic education are mainly manifested in the teachers' subjectivity in daily education and teaching activities, the wide range of evaluation objects, the complexity of the evaluation process, and the evaluation results. There are many problems in the evaluation of teachers' professional titles and performance evaluation, which can not only fully reflect the overall direction of the school's teaching work, but also directly affect their attentive education and evaluation of students, and indirectly affect Employer's evaluation.

4.5 The Allocation of Basic Education Teacher Resources Needs to Be Continuously Optimized

The effective allocation of high-quality teacher resources is an important way to achieve "fair and quality" education in China. Schools in remote mountain villages still face shortage of teachers and difficulty in recruiting, and there is a contrasting shortage of teachers in county- level primary schools. Generally speaking, county primary schools have basically reached a balanced level, but just looking at a certain value may be "averaged" by other data, and more data is needed to dig out some local and specific problems, rather than just looking at the whole, ignoring the fact that there is a shortage of teachers in some remote mountainous areas. The difference in the professional title level of urban and rural teachers has narrowed, but it is more difficult to evaluate and hire rural teachers. Existing studies have shown that there is not much difference in the level of teachers' professional titles between urban and rural areas, which shows that in recent years, county schools have vigorously promoted the biased policy of giving priority to teachers' professional titles, which has promoted the level of teachers' professional titles to a certain extent. However, according to actual research, although there is no significant difference in the level of professional titles of teachers between urban and rural areas, teachers still encounter some difficulties in the evaluation and employment of professional titles in educational practice. Teachers' satisfaction with teachers' school environment is still low. Among them, there is a significant difference in the school environment satisfaction of urban and rural primary school teachers, and the average level of environmental satisfaction of urban and rural junior high school teachers is relatively low; urban and rural junior high school teachers have a significant difference in school environment satisfaction, and the satisfaction of junior high school teachers in county towns is lower than that of junior high school teachers, but the mean value of urban and rural junior high school teachers' satisfaction with school environment is lower horizontally.

4.6 The Digital Level of Basic Education Informatization Needs to Be Significantly Improved

The survey conducted by Yu Siyan et al. on 29 districts (counties) in 10 cities in Guangdong Province shows that in the process of promoting the high-quality and balanced development of compulsory education, there are still uncoordinated development mechanisms, low level of integration of technology and classroom teaching, and "high-quality" education informatization in Guangdong Province. Insufficient construction of digital teaching resources, imperfect information training system and other problems. Zhu Zhiting and others studied the digital transformation of education in Shanghai, led the development of a series of standards for Shanghai's education digital base as the No. 1 project of education digital transformation, and participated in the construction of three pilot areas in Baoshan District, Changning District and Xuhui District. Through preliminary research and practice, it is found that information network, platform system, digital resources, smart campus, innovative applications, and trustworthy security are the six key directions of the new infrastructure of education informatization. As basic education in an important field of people's livelihood, although its informatization work has been vigorously promoted and achieved certain results, the research on its digital transformation is still relatively weak, and relevant theoretical research and path guidance are urgently needed. To sum up, the key issues of Chinese basic education are mainly in the aspects of education evaluation, teacher team construction and informatization and digital empowerment education.

5. CONCLUSION

There are still some problems in the current teaching process of college English oral courses, such as insufficient attention from universities, insufficient level of information technology teaching, insufficient teacher abilities, and weak oral foundation, all of which can affect students' English oral expression ability. Therefore, it is necessary to strengthen the application of blended teaching mode, strengthen pre class preparation, create micro courses, strengthen teaching in class, adopt a combination of online and offline methods, strengthen post class evaluation, and effectively promote the improvement of learning level. The study combs the achievements and existing problems of Chinese basic education development since the reform and opening up 40 years ago, and based on the theory of educational equity and equalization of public services, and compares the data released by the Ministry of Education in 2012 and 2021, it can be found that compulsory education the number of schools in the stage has been reduced, the enrollment and enrollment have increased to a certain extent, and the nine-year compulsory education consolidation rate has increased; the gross enrollment rate in high school has increased by 6.4%, full-time teachers have increased significantly, and the student-teacher ratio has been further optimized. This study found that the key issues of Chinese basic education are mainly in the aspects of education evaluation, teacher team construction, and digital empowerment education. Therefore, it is proposed to implement the evaluation content of basic education under the guidance of the "Overall Plan for Deepening Educational Evaluation Reform in the New Era"; Guided by the policy of public-funded normal students, improve the quality of teacher supply; take the digitalization of education as the guide, to accelerate the development of basic education and other policy recommendations, so as to promote the development of basic education in China.

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