



DOI:10.14121/j.cnki.1008-3855.2022.08.005





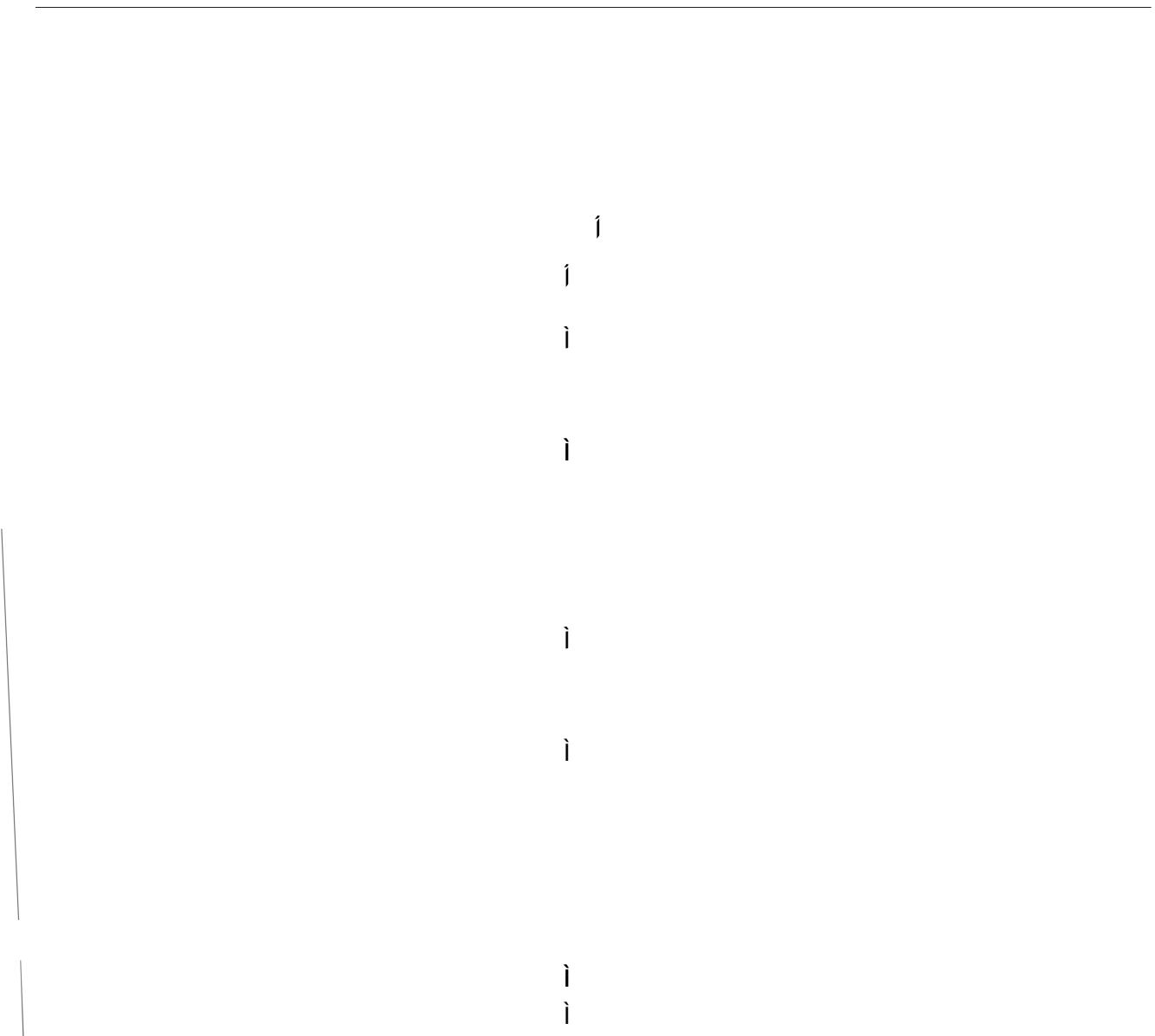


---

J







- 
- [1] . [J]. 2003 10 :11-16.
- [2][IR] . [M]. : 2013:3.
- [3] . [J]. 2016 7B/8B :109-110.
- [4][6][R] . [M]. : 2013:128 132.
- [5][ ] . [M]. : 2003:95.
- [7][8] . [N].  
2017-10-8-28-1.
- [9] . [J]. 2002 5 :57-60.
- [10] . [J]. 2001 2 :93-99.
- [11] . [J]. 2016 4 :67-78.
- [12] . [J]. 2019 3 :59-67.
- [13] . [J]. 1999 6 :39-43.
- [14][17][18][ ] . [M]. : 2002:14 237,238.
- [15][ ] . [M]. : 2015:35.
- [16] . [M]. : 1982:135.
- [19] . [M]. : 2005:257.
- [20] . 2 [M]. : 1997:13.

College of Education Science, Shanxi University, Taiyuan 030006

:Throughout the development of the history of education, the inherent quality of education, which is finally integrated into the collective unconscious, now seems to exist in the three basic dimensions of civilization, professionalism and art. Educational civilization is the quality of educational spirit, which is manifested in educational purpose, educational ethics and educational behavior. The specialty of education is the quality of education technology , which is embodied in two aspects: educational understanding and educational operation. The art of education is the quality of the realm of education, which focuses on the beauty and emotional appeal of education. To clarify the basic dimensions of education s internal quality improvement in theory can not only meet the theoretical needs of practice, but also enrich the practical implications of education theory. If we want to carry out the action of improving the inner quality of education, we can clarify the basic direction, specifically, we should create rationally from the three dimensions of civilization, professionalism and art.

:inner quality of education, civilization, professional, art, education development