



Analysis on the Evolution and Development of Chinese Education Based on the History of Chinese and Foreign Education

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Abstract: This paper provides an overview of the evolution of Chinese and foreign education, examining the origins, historical developments, and current reforms in both contexts. The study explores the relationship between human history and the development of education, emphasizing the influence of geographical location, lifestyle, and thinking patterns on different educational origins. The research methods employed include literature research and comparative analysis, enabling a comprehensive understanding of the evolution and development of education. Furthermore, the paper discusses the ongoing education reforms in contemporary China, such as curriculum reform, teacher training, and the promotion of innovative education. It highlights the importance of improving educational resources, addressing the rigidity of the education system, and fostering a closer connection between education and employment. The paper concludes by emphasizing the need for comprehensive measures to overcome the bottlenecks in Chinese education, including increased investment, system reforms, and the cultivation of comprehensive talents with international vision and global competitiveness. Overall, this study provides valuable insights into the historical trajectory and future directions of Chinese education.

Keywords: Chinese Education History, Foreign Education History, Evolution, Development

Introduction

Through the in-depth study and study of the development history of Chinese and foreign education, it is not difficult to see that the origin of education is closely related to the origin of human beings. Due to the geographical location, life style, differences in thinking patterns and many other factors, there have been different human origins in history, and correspondingly different origins of education. In the long history of nearly five thousand years, China is one of the ancient civilizations in the world and one of the earliest developed countries in the world. Both the legends contained in ancient books and the cultural relics excavated in the primitive cultural sites can prove that the ancestors of the Chinese nation have created a splendid human culture and developed education in the long-term reproduction. At present, the origin of education has the theory of the biogenesis of education, the psychological origin of education and the labor origin of education. Although different scholars have different origins, these origins have so far been out of logical analysis and reasoning, lack of scientific basis and support for anthropology, archaeology, ethnology, etc., and we still need continuous in-depth research and exploration. The evolution of Chinese education is a complex and diverse process, which has been deeply influenced by the history of Chinese and foreign education. The study of Chinese and foreign education history has provided us with valuable historical experience and wisdom, and helped us to better understand the development trajectory and characteristics of Chinese education. Through the study of the history of education at home and abroad, we can see the reform of educational system, the transformation of educational concept and the innovation of educational practice, which have had a profound impact on the evolution of Chinese education.

The paper aims to examine Chinese and foreign educational history, focusing on the formation of different stages of education, educational thoughts, and systems. Its objective is to summarize the historical experience of educational development, providing valuable materials and inspiration for contemporary education. It acknowledges scholars' in-depth research on educational ideas, systems, and policies, as well as the importance of international cooperation projects and academic conferences for research exchange. The study recognizes the rapid development of education and various branches of science in educational research, mentioning influential scholars like William Bagley and Michael Apple who have contributed significantly to the field.

Literature Review

The Education is the product of the development of human society, which exists in the production and labor process of human society, and continues to develop and progress with the development of society. In other words, whenever it involves all aspects of education, it involves human history. Human history is also the basis of the development of

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educational history. Yang Xianjiang's book *The New Education Outline* pointed out: "The occurrence of education is limited to the actual life needs of the local people at that time, it is a means to help human social life"[1]. Through learning and studying the existing basic knowledge of Chinese and foreign educational history, we can understand the formation of each stage of education, the educational thought and educational system at that time, and summarize the historical experience of educational development to better provide powerful materials and inspiration for the development of contemporary education.

Current situation

The study of Chinese and foreign educational history has made certain achievements in the academic circles. Many scholars have conducted in-depth studies on the history of education in China and other countries, including educational ideas, educational system, educational policies, etc. At the same time, there are also some international cooperation projects and academic conferences, which promote the exchange and cooperation of educational history research between China and foreign countries.

Nowadays, with the development of society, the development of education has advancing by leaps and bounds, and various branches of science have appeared in the field of educational research. If we search on the China Knowledge Network is the keyword "history of Chinese and foreign education", we can find many academic papers related to education development research, including 8 doctoral papers, 1 master's thesis and 71 academic journal papers. Dr. Wang Xiaoding's "Research on Sino-American Relations (1840-1927)", Dr. Yi Qin's "Knowledge Teaching and Academic Research: The Development prospect of Chinese Education History", Dr. He Guangquan's "Critical Research on Chinese Education from 1949-1981", Dr. Wang Jin's "Research on Modern Sino-British Education Exchange", etc. And William Bagley (William K. Bagnall): American historian of education, his research results include "The History of American Education" and "Research Methods of Education History", which have a profound influence on the study of the history of American education. Michael Sur (Michael W. Apple): An American educator, whose research work includes *Education and Power* and *The Critique of Education and Culture*, focusing on educational policy, power relations, and cultural criticism.

The critical analysis of the literature review on educational history would evaluate the scope and depth of existing research, considering aspects such as educational ideas, systems, policies, and their societal impact. It would assess the rigor and validity of methodological approaches employed by scholars and explore alternative approaches that could provide new insights. The analysis would evaluate the influence and reception of key works by scholars like William Bagley and Michael Apple, taking into account criticisms and alternative perspectives. It would highlight the benefits of comparative and international perspectives in studying educational history and discuss emerging trends and areas requiring further exploration.

The evolution stage of education in China

1. Ancient Confucian education (2000 BC-1912 AD): Confucianism had a profound influence on Chinese education. Education mainly focuses on classical reading, etiquette, morality and literature, and trains scholars and officials. Confucius' views on education more than two thousand years ago played a very important role in inspiring the study of educational theory today. In the *Brief History of Chinese Education* compiled by Wang Bingzhao and others, it is proposed that "the role of education is divided into two aspects: one is the social role of education, and the other is the role of education on human development. These two aspects are interrelated, because the role of education on society is fundamentally realized through the cultivation of human beings"^[2]. Confucius' educational theory has involved both aspects.

2. The imperial examination system (605-1905): originated in the Sui Dynasty, prevailed in the Tang Dynasty and continued until the Qing Dynasty. The imperial examination system was a system of selecting talents through examination in ancient China. This system has lasted for thousands of years in Chinese history and has had a significant impact on Chinese education. "Schools at all levels have three kinds of ten-day test, annual test and graduation test. The ten-day test is the nature of the test, in the day before the inquiry. The annual test is to assess the students' study in a year. Graduation test is also the qualification test, the students have two classics, four students learn the three classics, every winter reported to the supervision department"^[3]. These ancient examination forms laid the foundation of the traditional Chinese education examination to some extent. China's education examination system resumed the college entrance examination system in 1978 to the mid-1990s to the early 2000s, the reform of the college entrance examination admission method, and then to the implementation of comprehensive quality evaluation and college entrance examination reform since 2014, which has always continued the improvement and improvement of the original examination methods of ten-day test, age test and graduation test.

3. New Education (late 19th century-early 20th century): In the process of modernization, western educational ideas began to be introduced into China. China began to introduce western educational systems and concepts, and established some modern schools and universities, such as the Metropolitan University (now Peking University) and Nanyang Public School (now Nanyang Technological University).

4. The Republic of China (1949-present): After the founding of the People's Republic of China, China carried out a large-scale educational reform. Education is regarded as an important field of national construction and personnel

training. Nine-year compulsory education was implemented and the popularization of basic education on a large scale. Since then, higher education has also developed rapidly, with many universities and research institutions being established.

5. Modern Education Reform (from the end of the 20th century to the present): With the development of Chinese society and the rapid growth of economy, education reform is also going out continuously. Emphasis will be placed on improving the quality of education, promoting innovation ability and cultivating talents for all-round development. In addition, it also focuses on the development of vocational education and lifelong learning.

In general, Chinese education has experienced the evolution process from ancient Confucian education to modern education, constantly adapting to the needs of the society and the development of The Times.

The evolution stage of foreign education

1. Foreign education in ancient times was in ancient Greece and ancient Rome, focusing on family education. Private education and family education occupy the dominant position, which is also the main purpose of cultivating students' moral character and civic consciousness in the ancient Chinese education period. "Before the Hellenistic period, in the educational systems of the confederations, whether cultivating the 50 citizens who were brave and brave or early involved in politics, the purpose of education was ultimately directed to the country and the city-states, and the development of individual talents depended on the requirements of the city-states. In the Greek period, the individual gradually became the center of education" [4]. This is enough to show that education was no longer suppressed by the city-states, and education became a personal matter. Foreign education in the Middle Ages was mainly controlled by the church, with religious education as the main core. Ecclesiastical schools became an important institution for the cultivation of clergy and the dissemination of the Christian faith.

2. The historical foundation of modern education is the rise of education in the Renaissance period, which began to pursue humanism and personal development. The rise of schools and universities has promoted the development of the humanities and natural sciences. "The Renaissance was an anti-feudal, anti-theological, humanistic new cultural movement launched by the emerging European bourgeoisie in the field of ideology" [5]. Entering the period of industrial Revolution education, the arrival of the industrial revolution gave birth to the establishment of a modern education system. Universal education became the responsibility of the government, and public schools began to rise to provide educational opportunities for the working class and poor families. "In 1790, the British Samuel Slater, (1768-1835) established the first hydraulic powered cotton mill in Pawket, Rhode Island. Its opening is considered to be the beginning of the American Industrial Revolution" [6]. The beginning of the industrial Revolution also brought about the prosperity of culture and education. The evolution of these stages reflects social and cultural changes, as well as constant thinking and improvement of educational goals and approaches. The evolution of education may vary between countries and regions, but overall it experience a similar development process.

Research Method

1. Literature research method: Through consulting historical documents, educational laws and regulations, educational policies and other materials, understand the changes in the system, content and goals of Chinese and foreign education in different historical periods, read, analyze, classify and summarize relevant materials, so that the author can comprehensively understand the evolution and development process of education. "As a branch subject of history in educational history, reliable historical materials and scientific historical theories are the two indispensable bases for educational research" [7].

2. Comparative research method: compare Chinese education with that of other countries or regions, and analyze its similarities and differences. Through comparative research, the characteristics, advantages and disadvantages of education in different countries in different periods can be revealed. Through the analysis and restoration of historical events and representative figures, as well as the influence of external factors on the evolution of their education. The American historian M. Nakosteen once said, "Not knowing the past is not only the present meaningless, but there is no hope for the future" [8]. In other words, through historical research, we can better understand the education under the social background of different periods, so as to practice more in the present, deal with and adapt to the future development.

Education Reform and Future Development in Contemporary China

1. The main contents of China's education reform include curriculum reform, education system reform, teacher training and development, innovative education, education evaluation reform and education internationalization. These reforms aim to improve the quality of education, promote the all-round development of students, and promote the equity and modernization of education. In May 1985, the Central Committee of the Communist Party of China on the Reform of the Education System further proposed that not only primary education, but also junior middle school education, and take nine-year compulsory education as a fundamental cause of the construction of the four modernizations. After 1986, the Compulsory Education Law of the People's Republic of China and the Outline of China's Education Reform and Development were promulgated successively, providing a legal guarantee for the development of compulsory education, pointing the way forward, and providing unprecedented opportunities for development [9]. In 1993, China began to implement the "comprehensively promote quality-oriented education" plan, emphasizing the cultivation of

students' comprehensive quality and innovation ability. In 2001, China began to implement the nine-year compulsory education reform and launch the new curriculum standard reform, aiming at improving education equity and improving the quality of education. Curriculum reform is mainly to promote quality-oriented education and cultivate students' innovative ability and comprehensive quality. In other words, these two reforms focus on cultivating students' subjectivity, practicality enables students to develop judgment thinking and innovation ability.

2. Teachers are the key force of education reform, and the future education reform will pay more attention to teacher training and development. Improving teachers' professional level and teaching ability, and encouraging teachers' innovation and enthusiasm, will be an important direction of the future education reform. At present, teacher training is facing many problems. First of all, there is still a certain gap in social status and treatment, so it is necessary to improve the social status and respect of teachers so as to retain the professional teacher team of talent training majors. Secondly, educational resources and educational conditions need to be optimized and improved, and educational investment is a lasting project. Confucius believed that as a teacher, the first condition is to have "Never be contented with your study; never be impatient with your teaching" spirit. Teachers must learn well, then teach well, learn well is the foundation of teaching well. At the same time, teachers only "never get tired of learning", in order to stimulate students' desire for knowledge. Confucius was a teacher all his life and never stopped learning. He said, "I am not born to know, but also to be the one who seeks it"^[10]. "In a city of ten chambers, there must be people who are as loyal as the hills. They are not as eager to learn as they are"^[11]. "Where he went, where he learned," everything, "worship teachers everywhere," ask questions, "impermanence teacher"^[12]. He said, "In three people, there must be my teacher"^[13].

3. Innovative education refers to the educational mode that pays attention to cultivating students' innovative thinking, creativity and entrepreneurial spirit in the process of education. Students are encouraged to exercise their ability to solve problems and develop innovative thinking through practical operation and project practice. In order to promote the development of innovative education, it is necessary to strengthen the training and support of teachers, and improve their innovative educational ideas and teaching ability. The development direction of innovative education in China is to run the concept of innovative education through the whole education system, from kindergarten to higher education, and to cultivate more talents with innovative spirit and entrepreneurial ability. At the same time, it is also necessary to strengthen the cooperation with enterprises and scientific research institutions, to provide students with more practical opportunities and innovative resources, and to promote the combination of innovative education and practical application. In short, looking forward to the innovative development of education in contemporary China, the integration of science and technology and education, innovative education model, vocational education and skill training, teacher professional development, and the fairness and inclusiveness of education are all important development directions. Through continuous innovation and reform, China's education will be able to better adapt to the needs of social development, cultivate innovative spirit and practice ability, further strengthen cooperation with international education institutions and schools, the introduction of international advanced education concept and experience, cultivate comprehensive talents with international vision and global competitiveness.

The bottleneck of education development in China

1. Uneven educational resources: The development of education between urban and rural areas is unbalanced, and some poor areas are relatively short of educational resources, with insufficient teachers and poor educational facilities.
2. Rigidity of education system: the traditional education system and teaching mode are relatively rigid, lack of innovation and flexibility, and unable to meet the needs of modern society for diversified and personalized education.
3. Educational evaluation is too utilitarian: paying too much attention to examination scores and graduation rate, ignoring students' all-round development and the cultivation of creativity, leading to too exam-oriented educational process and students' lack of comprehensive quality and practical ability.
4. Insufficient construction of teachers: some regions and schools have the insufficient number of teachers, the unreasonable structure of teachers, and the imperfect mechanism of teacher training and career development system, which affects the improvement of education quality.
5. Insufficient investment in education: Although China's investment in education is increasing year by year, compared with developed countries, the overall proportion of education expenditure in GDP is still relatively low, leading to the unbalanced allocation of education resources and the need to improve education quality.
6. connection between education and employment: The connection between education and employment is not close enough, some graduates are facing employment difficulties, and there is a disconnect between education and industrial demand.

These bottlenecks require comprehensive measures, increase investment in education, reform the education system, improve the quality of teachers, promote educational innovation, and promote educational equity, so as to promote the all-round development of China's education.

Suggestions:

- Enhance teacher training programs and professional development to improve the quality of education delivery.

- Promote curriculum reform to align educational content with the needs of the modern world and foster critical thinking, creativity, and problem-solving skills.
- Invest in infrastructure and resources, particularly in rural and underprivileged areas, to ensure equal access to quality education.
- Strengthen collaboration between educational institutions and industries to bridge the gap between academic learning and practical skills required in the job market.
- Encourage research and innovation in educational methodologies and technologies to enhance teaching and learning outcomes.
- Improve the evaluation and assessment systems to ensure fair and comprehensive evaluation of students' abilities and progress.
- Foster international cooperation and exchange programs to learn from successful educational practices and explore global perspectives on education.
- Promote parental involvement and community engagement to create a supportive and conducive learning environment.
- Address disparities in education across different regions and social groups by implementing targeted policies and interventions.
- Increase investment in education, both public and private, to provide adequate funding for educational institutions and initiatives.

Conclusion

Ancient Chinese education emphasized the inheritance of Confucianism and moral character development. Modern education in China was influenced by the West, leading to reforms and adjustments in the education system. Since the reform and opening up, China's education has experienced rapid development, focusing on quality-oriented, innovative, and vocational education. However, current challenges and opportunities require Chinese education to adapt to the new era and cultivate innovative and well-rounded individuals. In conclusion, Chinese education has evolved from classical to modern, and future efforts should prioritize reform, improved quality, and the cultivation of talent to support national development.

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