

A Comparative Study of Chinese and American Family Education from the Perspective of *Gua Sha*

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ABSTRACT

Education is the foundation of the country's development. It is precisely because of the power of education that it can continuously send talents to the country's growth, thereby promoting the improvement of the country's technical, economic, and moral standards. As an important part of education, family education also plays a vital role in the cultivation of talents. However, due to the differences in geographical environment, humanistic environment, cultural environment, etc., family education in different countries is naturally different. Movies are the product of a specific culture and have a certain mapping significance for reflecting the current situation of society. The movie *Gua Sha* is a classic film and television work that deeply describes the differences between Chinese and Western cultures, and it can also make viewers truly feel the differences in family education between China and the United States. In this regard, the author will analyze the comparison of family education between China and the United States from the perspective of *Gua Sha*, and then summarize certain enlightenments to maximize the effect of family education and help children grow up healthily.

Keywords: *Gua Sha, family education, China and the United States, comparison*

1. INTRODUCTION

China is a country with a history of more than five thousand years of development. It has always been influenced by Confucianism, Taoism, and Legalism. Therefore, it pays great attention to the education of children. As an important supplement to campus education, family education has also received more attention now. This article compares the differences between Chinese and American family education through the movie *Gua Sha*, summarizes the advantages and disadvantages of both sides after attribution analysis, and finally puts forward some views and suggestions on the improvement of family education concepts. The author hopes that as the exchanges between countries become more frequent, family education can learn from each other and develop in a more reasonable and scientific direction.

2. INTRODUCTION TO THE STORYLINE OF THE MOVIE GUA SHA

The movie *Gua Sha* is the most classic film and television work in Chinese history that reflects the differences between Chinese and Western cultures. The film mainly tells the story of the Chinese Xu Datong

going to the United States to work hard to realize his American dream, but just as the beautiful dream is close at hand, a series of accidents happened: at the awards ceremony, because his son Dennis fought with his companions. The other party, after asking for an apology to no avail, Xu Datong slapped Dennis directly, which made many people present feel incredible. Then Dennis had a stomach ache and fever, and the grandfather at home used the guasha-therapy spread among the Chinese folk to treat Dennis. However, this treatment left many bloodstains on Dennis's body. In the United States, which is jealous of domestic violence and child abuse, when seeing the bloodstains on Dennis's body, the child protection organization also appealed and accused Dennis of personal injury. In order to ensure that his father successfully obtained the green card, Xu Datong assumed the responsibility of scraping Dennis and was accused of child abuse. In the end, he was deprived of custody and forbidden to meet with his son. In order to enable his son to stay at home and be taken care of by his wife, Xu was forced to agree to "separate"; the father resolutely returned to China. On Christmas Eve, Xu did not hesitate to climb the water pipe outside the window to enter the house in order to see Dennis. A large number of policemen downstairs

were waiting to catch him. At this time, Kunlan, a good friend who had experienced guasha-therapy, arrived and confirmed that Dennis' bloodstain was not abuse, but a traditional Chinese medical method. In the end, Xu Datong was found not guilty and the family reconciled. Reunited.

3. DIFFERENCES IN FAMILY EDUCATION BETWEEN CHINA AND THE UNITED STATES IN THE MOVIE GUA SHA AND THEIR REASONS

Family education refers to the education of children or young people in the family by parents or elders. As the earliest and longest education that people receive, family education plays a vital role in the development of people's body and mind and is the foundation of school education and social education. Affected by political, economic, cultural and other social factors, the family education concepts of China and the United States have their own characteristics. The difference in family education between China and the United States in the movie *Gua Sha* is mainly reflected in two aspects, namely the purpose of education and the method of education. The following is a detailed discussion:

3.1. Differences in Educational Purposes and Reasons

3.1.1. The performance of differences in educational purposes

On the one hand, from the perspective of specific goals, the purpose of family education in our country is to cultivate children into "talents" ("talents" are those with excellent academic performance, being able to enter a good school, and get a high degree of education). Career life can be spent in good times. In the film, at the hearing, Xu Datong proved that he is a good father who loves children and did not abuse Dennis. He told about his expectations for Dennis's future: scientists, artists, presidents, millionaires... and showed that he would look at Dennis[1]. As the continuation of his own life and Xu family bloodline. After his father came to live with them in the United States, in order to create an environment for Dennis to be admitted to a high-level private elementary school in the United States, Jane insisted on speaking English in front of Dennis. She was also worried about Dennis's grandfather's appearance and using chopsticks, and did not want Dennis to absorb too much. Something with Chinese elements. All these show that Xu Datong and his wife are extremely utilitarian in the family education of Dennis, and tend to ignore the children's interests and wishes, and lead the children on the path they think is right. The purpose of family education in the United States is to nurture "people", to train children into "social people" who can adapt to various environments and survive

independently[2]. To cultivate such a "social person", parents need to take into account the children's personality, social skills, civic awareness and other issues so that the children can better adapt to society.

3.1.2. Reasons for differences in educational purposes

This difference in the purpose of family education between China and the United States is inseparable from the historically dominant economic formation. China is a country with a long history. Historically, the small-scale peasant economy was dominant, and the mobility of personnel was small. Under the influence of the imperial examination system, the concept of "everything is inferior, only high school" still affects parents' educational philosophy[3]. The United States, as a multicultural immigrant country, has a short history and is less affected by historical concepts. The vigorous development of the Industrial Revolution has increased employment opportunities in the United States, making employment pressure in the United States relatively small[4]. Affected by this, American parents have a broader view of career choices, so they mainly cultivate their children's social adaptability.

3.2. Differences in education methods and reasons

3.2.1. The performance of differences in education methods

Chinese families value children's obedience to their parents. Children have less choice at home. Many things are done according to the wishes of their parents or their parents take care of them instead. American families value democracy and equality, and respect children's personalities and human rights. They treat their children as independent and equal family members and establish equal relationships with their children. At the beginning of the movie, Xu Datong's son Dennis and his boss Quinlan's son Paul were fighting while playing a game. Xu Datong did not ask indiscriminately and forced Dennis to apologize to Paul. After Dennis refused to obey, Xu Datong slapped Dennis directly in front of everyone. After Dennis was angry and ignored Xu Datong, Xu Datong's father comforted his grandson by saying that "beating is a personal curse or love, not being a man is not a talent". Corresponding to this is the practice of American father Quinlan. He did not intervene in his son's affairs. Instead, he persuaded Xu Datong not to pursue it and let the children handle their own affairs. From this we can see that Xu Datong actually regarded Dennis as his own property and did not respect Dennis' independence as a person, which hurt Dennis's self-esteem. Dennis's rebellion that "the father who beats the child is not a good father" is a

manifestation of the American educational philosophy he accepted as a second-generation immigrant.

3.2.2. Reasons for differences in education methods

Rooted in the cultural concept of traditional collectivism, China emphasizes public face, and emphasizes the maintenance of individual behavior and the harmonious unity of group concepts and evaluations, rather than accommodation to individual wishes. Affected by the cultural concept of individualism, Americans' view of face emphasizes personal face, emphasizes personal freedom of action and the satisfaction of personal desires, and its essence is the social values centered on the individual. Xu Datong slapped Dennis openly in order not to embarrass the boss, but the boss Quinlan found it unreasonable. This is precisely affected by the different outlook on face under the difference between collectivism and individualism. At the same time, collectivism emphasizes the absolute obedience and loyalty of individuals to the group to gain protection from the group, while individualism emphasizes the independence of individuals[5]. This difference explains the difference that Chinese families provide unlimited care and require obedience, while American families provide limited care and encourage independence.

4. COMPARATIVE ANALYSIS OF THE ADVANTAGES AND DISADVANTAGES OF CHINESE AND AMERICAN FAMILY EDUCATION CONCEPTS

4.1. Advantages and disadvantages of Chinese education and education concepts

The concept of family education in China is influenced by collectivism, and the children cultivated are less self-centered and more able to integrate into the family; influenced by Confucianism, Chinese families are based on love and kinship, attach importance to family traditions, and emphasize Chinese traditions. The inheritance of virtues, family members respect the old and love the young, and value family affection, are conducive to family stability and social harmony. However, the excessive care of parents will lead to strong dependence on children, which is not conducive to children's independence, and even the phenomenon of "gnawing the old" in China is not uncommon, and even has a tendency to increase; for educational purposes, Chinese parents tend to judge children by "scores only". The performance of children often underestimate the cultivation of other aspects of quality, which is not conducive to the overall development of children; education methods require obedience, and obedient children are good children, which inhibits the

development of children's independent thinking ability. If this happens, it is not conducive to children's innovation. The play of consciousness.

4.2. Advantages and disadvantages of American family education concept

On the one hand, American family education methods are conducive to cultivating children's early independence and enhancing their sense of autonomy; individualistic values are conducive to children's independent thinking and creative awareness; American family education legislation is relatively advanced and complete, and parents' guardianship and awareness of children Education is restricted by law and full of rational thinking. On the other hand, too much emphasis is placed on "learning" in educational purposes, which makes children's learning level drop; and parents who treat their children independently at an early age are not conducive to their children's completion of school. The rate of part-time jobs for American children is much higher than that in China. Some Americans After working for many years, students still need to bear the burden of student loans; the education method is too rational, so that the children have a less sense of responsibility for supporting the elderly, and the children's parent-child relationship is relatively indifferent when they grow up, and their social responsibility is not strong.

5. ENLIGHTENMENT FROM THE DIFFERENCES IN FAMILY EDUCATION BETWEEN CHINA AND THE UNITED STATES

With the in-depth development of the third scientific and technological revolution and globalization, the process of China's reform and opening up has continued to accelerate, and cultural exchanges between China and the United States have become increasingly close. Learning from different cultures will help the two countries' family education concepts adapt to the times and become more rational. Moreover, China's modernization process has had a huge impact on the traditional family structure. The family structure has become smaller and more nuclei. Broken families and inter-generational direct families have grown rapidly. The urban-rural dual structure in the changing family structure has led to large-scale population movements. The number of migrant children and left-behind children has increased sharply, and family stability has declined. In this regard, the government and parents of our country should pay more attention to family education, in response to the above situation, absorb the essence of American family education, and update related concepts of family education. In addition to absorbing the essence of American education, parents should also change their educational concepts from the perspective of cultural

values, and use socialist core values as the guide to excavate and inherit the excellent traditional family education concepts in our country to enhance cultural confidence. On the other hand, my country's traditional family education concept also has something worth learning from the United States. For example, attach importance to the construction of family style, lead by example, and conduct proper moral education for children to promote further stability of the family and society.

6. CONCLUSION

To sum up, because of differences in traditional culture, development history, etc., there are big differences in the concept of family education between China and the United States. This article takes *Gua Sha* as a case, compares the differences between Chinese and American families from two levels of educational goals and educational methods, and conducts attribution analysis. Then, it summarizes the pros and cons of family education in the two countries: under the Chinese family education philosophy, children's traditional virtues of sacredness will be well cultivated, but they are prone to dependence, and children's independent ability is not strong. Although the United States respects individual differences and values children's independent and rational thinking, it has an adverse effect on children's academic progress and sense of responsibility. Based on this, the author believes in the final stage that as my country's reform and opening up process accelerates and Sino-US exchanges are becoming more frequent, the Chinese family education concept needs to absorb the essence of American education in terms of cultivating children's independence and innovation consciousness, and build family traditions. Responsibility training and moral education should continue to be maintained. The author believes that in this way, the educational power of Chinese families will become a huge energy, making more and more talents become national pillars.

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