



Differences in the Education System between China and the United States

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Abstract. In recent years, China's economic and cultural strength has risen, and education in China has also received increasing attention. This article will use literature analysis to address the current educational differences between China and the United States. Starting from the history and culture of the two countries, current educational concepts, and educational models, this article will combine literature analysis to analyze the characteristics, advantages, and disadvantages of Chinese education, intuitively experience the differences in education between the two countries, and propose feasible improvement plans to optimize and improve educational models. This article aims to make more people see the differences between the two countries and promote the better development of education in China. Through comparative analysis, it can be concluded that the lack of innovation vitality in China is the main sticking point in the field of education. In order to cultivate more practical talents for the country, Chinese universities should learn from the performance evaluation and teaching feedback methods of higher education in the United States, reform teaching models, build a student learning quality evaluation and feedback system, enhance students' understanding of themselves, unleash their potential, and enhance their learning enthusiasm.

Keywords: China and the United States; Education mode; difference

1 Introduction

With the continuous development of globalization, there are exchanges and frictions between China and the United States, and the differences in higher education between China and the United States are gradually showing in front of everyone. Due to significant differences in historical traditions, social culture, and other aspects, the two countries have formed different education systems. Two different styles of education have brought different social development outcomes to their respective students. The development of Chinese culture is diverse, and its traditional culture is guided by Confucianism; American culture originated from Puritan culture and was formed by the migration of Puritans to North America as a value system^[1]. Due to differences in guiding ideology, Chinese education is modular in nature, adopting a continuous and repetitive approach of instilling corresponding answers, laying a solid foundation for

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students. The United States places more emphasis on the establishment of practical courses, with students conducting group discussions under the guidance of mentors instead of teaching in large classes [2]. Therefore, Chinese students often have a stronger grasp of basic knowledge than American students, and can achieve good results in exam oriented education. However, they lag behind American students in innovation and hands-on practice. This article will analyse the differences in the education system between China and the United States.

2 Chinese Educational Philosophy

Chinese culture has a long history, and over time, Confucianism has played an undeniable role in the development of Chinese education. Throughout the feudal dynasties of China, Confucianism was regarded as the main governing ideology, and thus became the governing tool of all dynasties. Although Confucianism on the one hand suppresses people's personalities and implements the great unity of thought; On the other hand, it implements patriarchal dictatorship, and Confucianism is still reflected in people's lives, deeply rooted in the thoughts of the Chinese people. However, it attaches great importance to education and has created teaching methods such as "individualized teaching", emphasizing the need to pay attention to individual differences in teaching and advocating inspiring teaching. Everything has a dual nature, and Confucianism emphasizes a family centered approach rather than an individual centered approach, with a deeply rooted cultural trait of the family. In China, the national government plays an important leadership role in the existing education governance model [3]. This has led to the fact that in today's education model in China, the collective is always prioritized and "collective honor" is emphasized. When there is a conflict between personal interests and the overall interests, most people will choose to sacrifice personal interests to meet the collective interests. Therefore, in China's education system, a class is often seen as a whole, and every member of the class must contribute to the maintenance of class honor to the best of their ability. This idea of overall unity was proposed by the ancients as early as the Western Zhou Dynasty, and it is also reflected in education. In China's education system, knowledge starts from the whole, and there are universal connections and mutual influences between them, forming an integrated knowledge system. Therefore, in the learning process, teachers often require students to build an overall knowledge system or present a unit of overall knowledge in the form of mind maps, which is the core task of learning in Chinese classrooms.

Similarly, Confucianism emphasizes "education without discrimination", believing that people of any level should receive equal education and advocating for mass education. So Chinese style classrooms are often presented in a large class format, with students from different levels receiving knowledge from the same teacher in the same classroom. This provides a great opportunity for 'humble children' to receive higher education. This phenomenon originated from the Chaju system in the Han Dynasty and later developed into the imperial examination system in the Sui and Tang dynasties. After a long period of development and improvement, it formed the current "col-

lege entrance examination". In the eyes of most Chinese parents, the college entrance examination is the last straw for their children to achieve success and success, and they try their best to hold onto it tightly^[4]. Chinese students in the context of education often require the consolidation of basic knowledge through memorization, memorization, and other means.

3 American Educational Philosophy

The United States is a country of immigrants, with a multicultural society. Therefore, it also reflects the characteristics of multiculturalism in the field of education. Influenced by the early Puritan ideology, religion, and a generation of early risers studying in Europe, they believe that all human beings are born equal, without distinction between high and low. Since the European colonizers invaded the "New World" in the 17th century, they have gradually built a comprehensive and distinctive education system based on their original educational ideas and systems, and according to their special geographical environment, cultural foundation, and social needs^[5]. Therefore, American education places greater emphasis on the individual role of students in education. They place greater emphasis on individual uniqueness and the realization of personal values, opposing unified patterns, standards, and value orientations. In the United States, schools need to cultivate talents with a sense of social responsibility, innovative spirit, cooperative awareness, and practical ability, and enable them to achieve all-round development.

The main atmosphere of school education in the United States is public and private. Public schools mainly undertake the task of national compulsory education, while private schools undertake the task of elite education. And public schools provide free food and accommodation for students to ensure that they have sufficient time to study. At the same time, both private colleges and public universities pay great attention to the diversity and practicality of curriculum content, and advocate combining scientific knowledge and humanities knowledge to teach students.

The core of American education is to cultivate students' ability to think independently, emphasizing their personalized development, advocating for "individuality" rather than "unity". They believe that 'creativity' is the most precious asset of humanity, and it cannot be obtained from books or teachers, but from students themselves. Therefore, in American schools, teachers do not specify the scope and content of knowledge for students. They often encourage students to discover and innovate, and advocate for themselves to discover and solve problems.

American schools place special emphasis on cultivating students' creativity, valuing the development of their abilities and qualities, and encouraging students to freely unleash their talents. In the United States, people often see students inventing and creating under the guidance of their teachers. In the United States, creative education is not only a way to cultivate students' creativity, but also a basic educational concept. Therefore, the educational philosophy of the United States places great emphasis on creative education. They believe that in childhood, creative thinking should be trained and cultivated, so that students can learn to think and solve problems from an early

age; Attention should be paid to inspiring and encouraging students to think; Education should be based on the laws of children's physical and mental development and the characteristics of children's thinking; Attention should be paid to inspiring and training students' ability to think independently and explore problems independently; Attention should be paid to inspiring and guiding students in problem-solving methods, cultivating their innovative thinking and ability.

4 Comparison of Education Concepts between China and the United States

Under the influence of humanistic psychology and constructivism theory, western modern education has formed concept [6]. This concept is reflected in the fact that students are the main body of the classroom. In American classrooms, teachers always consciously guide students to engage in group discussions and cooperation, and everyone's viewpoints can be clearly expressed. Teachers encourage students to express their own opinions and clearly define their beliefs, which can further cultivate students' confidence and demeanor. The small class teaching mode allows teachers to observe what each student is doing up close, quickly respond to students' questions, and greatly improve teaching efficiency [7]. In China, due to the influence of the traditional "respecting teachers and valuing the way" ideology, the atmosphere in Chinese classrooms is often serious. Teachers and students emphasize classroom discipline, respect teachers, and refrain from offending teachers. Therefore, Chinese students often hold a sense of awe and respect towards their teachers, and generally dare not question the content they teach [4]. Similarly, traditional Chinese education emphasizes the selection and management of teachers, with little consideration given to their enthusiasm and initiative in the teaching process. This results in teachers not being able to play their leading role in the teaching process, and students can only passively accept the knowledge taught by teachers, greatly reducing students' enthusiasm for learning and enthusiasm for learning.

Due to the small class teaching model in the United States and the influence of democracy, the distance between teachers and students is not very far, and students and teachers get along more like friends. In contrast, the distance between teachers and students in large class Chinese classrooms is relatively long, and there is not much communication between the two, resulting in the problem of teachers not being able to timely understand the learning situation of each student.

American education aims to inspire students to think, encourage them to question and propose their own ideas, and less set "standard answers". They focus on cultivating students' critical thinking ability, and believe that critical thinking ability is one of the most important abilities in lifelong learning and life. In China, students are not encouraged to question their teachers' opinions or authoritative statements, or to present their own opinions. They hope to follow the teachers' lesson plans, remember standard answers, master problem-solving skills proficiently, and learn how to draw inferences from others. Due to the fact that "education" mainly focuses on problem-solving skills, it does not attach much importance to exploring the principles behind

knowledge. So, in the context of education, when some students are willing to explore and ask many questions, the teacher may feel disgusted, thinking that students only need to remember the formula and use the formula to solve the problem correctly. Even if the students learn, asking too many questions will make the teacher feel that they are wrong.

With the continuous development of culture, the two countries have gradually attached importance to the cultivation of student leadership, and the differences are also gradually reflected. The United States will integrate leadership into university life, encourage students to lead small groups, and provide opportunities for individuals regardless of their academic performance. In China, it only targets a small portion of the student elite group, mainly concentrated among the leaders of student organizations and outstanding student groups, and the leadership ability only belongs to those in leadership positions ^[8]. Due to the narrow target group of students and the low number of students who meet the requirements, many Chinese students may not know how to respond and have no way to start when facing problems alone.

In recent years, the COVID-19 is rampant, and offline courses cannot be carried out normally. Most colleges and universities change offline courses to online courses. After experiencing a period of online learning, the author found that online learning in China is mainly based on listening, with only a few courses offering experiential, exploratory, and problem-solving online learning activities ^[9]. Comparative Study on Higher Online Education between China and the United States Higher Medical Education in China. In the United States, online learning is primarily interactive. In online courses in China, teachers often turn on videos, microphones, and provide one-way teaching to students through screen sharing, while students are not forced to turn on cameras. During class, teachers will teach according to their own lesson plans, lacking communication and interaction with students. When students ask questions or interrupt the teacher, it is considered to interrupt the teacher's pace of class. This leads to teachers not being aware of students' class status, greatly reducing their learning efficiency and motivation. In online courses in the United States, teachers require students to turn on cameras to understand their learning status, and add discussion, questioning, and other links during the teaching process to strengthen communication and interaction with students to ensure their enthusiasm for learning.

For Chinese students, the quality of their grades and rankings puts a lot of pressure on them, as their parents always "hope for success". In the United States, each student's transcript is considered personal property, and parents are not allowed to bring too much pressure to their children ^[10]. So, American students often have much better hands-on skills and creativity than Chinese students because they have plenty of after-school time to practice and explore the content they are interested in, rather than blindly pursuing high or low scores. The modernization of Chinese education is a transcendence of traditional or Western modernization, a local modernization, and a critical inheritance of the development experience of Western higher education ^[11].

5 Conclusion

Overall, there are significant differences in cultural education between China and the United States, and there are many aspects of the education model in the United States that China can learn from and learn from. For example, universities have adjusted the score evaluation system with a high proportion of final exams to stimulate students' learning enthusiasm. Universities can add mid-term exams and regular tests during the teaching process to gain a deeper understanding of students' learning situation. This can not only avoid students' temporary cramming, but also promote the modernization of China's higher education. Simply learning and introducing the American education system without focusing on practice is superficial. Only by adapting to the country's history and current national conditions, learning from their strengths and making up for their weaknesses, is the wisest attitude and method to embark on a path of education with Chinese characteristics.

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