



Evolution of History of Chinese Educational History and Enlightenment of Modern Education Reform

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Abstract. The history of educational history is an objective evolution process of educational history, which not only provides people with a knowledge spectrum of the evolution of educational history, but also raises questions, limitations, and uncertainties in the research of educational history. The history of modern education in China began with the traditional Confucian education system before the Opium War in 1840, and after many changes, the socialist education system was constructed after the founding of New China. The characteristics of the evolution of the history of Chinese educational historiography include the transformation from tradition to modernity, from monism to pluralism, and from elite to popularization. These changes not only mark significant progress in China's education system, but also lay the foundation for China's modernization and globalization. The evolution of the history of Chinese educational history has brought important enlightenment to the modern educational reform. We should emphasize the importance of paying equal attention to the popularization and quality improvement of education, the synchronization of educational content with the development of the times, and the balance between educational reform and educational stability.

Keywords: Chinese educational history, history evolution, modern education reform

1 Introduction

In the wave of globalization and informationization, education, as an important way to cultivate talents and inherit culture, its reform and development has been the focus of attention of all sectors of society. China, as a country with a long tradition of education, has accumulated rich educational experience and wisdom in the long history. Especially in modern times, China's education has undergone many major changes, each of which has profoundly affected the development of the country and the fate of the people. With the introduction of the western concept of discipline classification and the establishment of the new educational system, the discipline of educational history, which has experienced a long gestation period, has finally emerged from the cocoon, and established its independent academic status earlier by

virtue of its profound humanistic background. With the modern transformation of historiography and the process of educational modernization, the discipline of educational history has gradually moved from transplantation to innovation, and has become an important member of the Chinese academic system. The discipline of educational history is not only an integral part of China's modernization, but also an important part of the renewal of traditional Chinese historiography [1]. Therefore, exploring the course of the initiation, establishment, and development of the discipline of educational history in China is undoubtedly of great enlightening significance for understanding the trend of Chinese historiography and even the modernization of education, and for exploring its relationship with social development. The history of historiography is a discipline that studies and expounds the development history of historiography itself. The purpose is to summarize the development of historiography and explore the direction of historiography by investigating the accumulation process of historical knowledge and the evolution of historiography methods, combing the origin, and exploring the whole story. The history of educational historiography takes the history of education as its research object. Its main task is to explore the law of the occurrence, development, and evolution of educational historiography, and to reveal its future development direction. From the perspective of disciplinary nature, the history of educational history belongs to the field of history, which is not only a branch of the discipline of educational history, but also a branch of the discipline of historical history. From the perspective of academic history, strengthening the study of the history of educational history can provide historical vitality and humanistic support for the development of education in a broader social field.

2 Development Overview of the History of Modern Chinese Educational History

2.1 History of Chinese Education from 1840 to 1919

Before the outbreak of the Opium War in 1840, China's education system was dominated by Confucian classics, with private schools and official schools as the main forms of education. With the invasion of Western powers and the signing of unequal treaties, Western science and technology and culture began to enter China, and some people of insight began to advocate learning Western science and technology in order to strive for self-improvement. If we take the Guimao Educational System promulgated and implemented in the 30th year of Guangxu (1904) as the starting point of modern education system, then the concept of educational history discipline has been gradually accepted by the Chinese people and established its position in the education system [2]. The concept of "history of education", which was first introduced into China, was put forward by Japanese scholars, who compiled relevant textbooks. This is Zhang Ben, who taught the course of educational history in the normal school of the late Qing Dynasty. The Historical Materials of Chinese Education compiled by Jiang Fu and the History of Chinese Education written by Liu

Yizheng have become the symbols of the beginning of the discipline of the history of Chinese education. In the first 20 years of the 20th century, influenced by the "new historiography" and accompanied by the modern transformation of historiography, the study of the history of education in China gradually got rid of the imitation of Japanese scholars, and the discipline consciousness was significantly enhanced, and attempts were made to explore and establish its own theoretical system of the discipline in terms of research objects, research methods and disciplinary functions.

2.2 History of Chinese Education from 1920 to 1949

After 1919, modern historiography was basically finalized, and the theory and method system of historiography tended to be mature. Some branch disciplines absorbed the nutrients provided by the parent body of historiography and promoted their independent disciplinary status one after another. Influenced by this, the research object of the discipline of educational history has been clarified, the research content has been established, the research paradigm has been standardized, and the value of the discipline has been recognized. It was not until the mid-1930s that the discipline of educational history was formally established [3]. Specifically, the formation and diversification of the view of educational history have brought about fundamental changes in the study of educational history. Under the guidance of positivism and materialism, scholars attach great importance to exploring the law of educational development from different perspectives, thus enriching the theoretical basis of the study of educational history. The status of educational history as a professional basic course in normal universities has been established, and educational history textbooks have begun to be written in accordance with the theoretical system of educational history, thus gradually building a "theoretical" knowledge system and discipline system [4]. A number of representative works and scholars of educational history have been produced. From Liu Yizheng and Wang Feng to Shu Xincheng and Chen Dongyuan, and then to Chen Qingzhi and Yang Xianjiang, they have written academic works on the history of education with profound knowledge of Chinese culture, open research perspective and persistent academic spirit, and have made pioneering contributions to the development of the discipline of the history of education in China. The academic operation mechanism adapted to the social development has been initially established, and the academic research of educational history has been strengthened to participate in, serve and reform the new education.

2.3 History of Chinese Education from 1949 to the Present

From 1949 to the present, the history of Chinese education shows the process from restoration and reconstruction to rapid development, and then to the pursuit of high quality and internationalization. As an important cornerstone of national development, the reform and development of education has always been closely linked with the strategic objectives of the country. After the founding of the People's Republic of China, a new socialist education system has been constructed by imitating the education model of the former Soviet Union. Under the guidance of class struggle

determinism, class analysis has become the only way to study the history of education. Subsequently, due to the interference of left-leaning ideology, the healthy study of the history of education was repeatedly hindered, and class struggle and politics in command made the independent discipline status of the history of education further lost. The study of educational history under the orientation of revolutionary history takes revolution as the criterion for evaluating educational historical figures and events, takes class analysis as the basic method, takes political purpose as the purpose of educational history research, and presents the characteristics of obvious dependence on politics. After the reform and opening up, with the establishment of the policy of “bringing order out of chaos”, the study of educational history has been restored and developed again, “the study of educational history has changed from the orientation of revolutionary history to the orientation of modernization”, and the theory of modernization has become an important cornerstone for analyzing and judging educational historical events, historical figures and historical activities. The modernization-oriented study of the history of education strives to deal with the relationship between modernization and tradition, learning from the West and localization, the positive influence of modern Western culture and education and the cultural aggression of colonialists, and strives to grasp the interactive relationship between educational modernization and social modernization. It strives to show the profound and extensive transformation track of traditional education at all levels since modern times from the perspective of combining theory with reality [5].

3 Characteristics of the Evolution of the History of Chinese Educational Historiography

At the beginning of the 20th century, Liang Qichao took the lead in putting forward the concept of history of historiography and the idea of establishing a discipline system. Through the unremitting efforts of several generations of scholars over the past hundred years, the discipline system of historiography has gradually been perfected, including the history of educational historiography. The characteristics of the evolution of the history of Chinese educational history can be summarized as follows.

3.1 Evolution from Tradition to Modernity

The transformation of modern education in China is a historic leap, which marks the profound transformation of China from traditional feudal society to modern state system. In this process, the education system has experienced the evolution from the traditional model with Confucian classics as the core, attaching importance to moral cultivation and cultural inheritance to the modern model with the introduction of modern educational concepts such as Western science, democracy and the rule of law. This transformation not only reflects the awakening of Chinese society at the ideological, cultural and political levels, but also reflects the urgent need of the

country to cultivate citizens with modern knowledge and skills. With the abolition of the imperial examination system and the establishment of the new school system, Chinese education began to focus on the diversification of curriculum content and the modernization of teaching methods, to promote the popularization of education and improve the overall quality of the people. At the same time, the diversity of educational ideas and the contention of different educational concepts have promoted the renewal of educational concepts and promoted education to pay more attention to the development of personality and the cultivation of innovative ability [6]. In addition, education is closely integrated with national construction and has become an important force in promoting social progress and modernization. In the process of this transformation, Chinese education has not only absorbed the advanced educational ideas of the West, but also made great efforts to maintain and carry forward the essence of traditional culture, seeking the balance between cultural inheritance and innovation, laying a solid foundation for China's modernization and globalization [7].

3.2 Evolution from Monism to Pluralism

With the introduction of western educational ideas and the growth of domestic social demand, the field of Chinese educational thought has shown an unprecedented active situation. Pragmatism education thought emphasizes that education should be closely linked with real life and cultivate student's practical operation ability and problem-solving ability. Pragmatic education advocates the development of society and economy through science and technology education. In order to meet the needs of industrialization, vocational education has been paid more and more attention in China. Vocational education focuses on the training of students' professional skills to meet the needs of the society for all kinds of technical personnel. The emergence of this form of education indicates that Chinese education has begun to attach importance to the connection with the labor market and provide students with more targeted career preparation. In the context of political change and social progress, the idea of democratic education began to spread in China. Democratic education advocates that education should cultivate student's critical thinking, civic responsibility and the ability to participate in social affairs [8]. This idea emphasizes the equality and universality of education, and holds that everyone should have the right to receive education. Under the influence of diversified educational thoughts, China's education has begun a series of reforms and explorations. From curriculum to teaching methods, from school management to educational evaluation, they are trying to break the traditional shackles and introduce a more open and flexible educational model. The diversification of educational thought is a direct reflection of the diversification of social needs. With the development of economy and the progress of society, the demand for talents in society has become more diverse and specific. Educational thought and practice must adapt to this change and meet the needs of different groups and social levels.

3.3 Evolution from Elite to Popularization

In feudal society, education mainly served the elite, represented by the imperial examination system. The purpose of education was to select officials and safeguard the interests of the ruling class. Under this education system, educational resources are highly concentrated, and it is difficult for ordinary people to obtain educational opportunities. From the end of the 19th century to the beginning of the 20th century, with the introduction of Western culture and the transformation of Chinese society, China began to try to establish a modern education system. Both the "New Learning" Movement in the late Qing Dynasty and the "New Culture Movement" in the Republic of China emphasized the popularization and democratization of education. These movements promoted the renewal of educational concepts and laid the ideological foundation for the popularization of education. After the founding of New China, the government attached great importance to education and took education popularization as an important strategy for national development. Through the formulation of a series of policies and regulations, such as the Compulsory Education Law, China began to implement nine-year compulsory education to ensure that every child has the right to receive basic education. The implementation of this policy has greatly improved the cultural quality and scientific literacy of the people, and provided talent support for the country's economic construction and social development. The realization of universal education not only improves the overall quality of the people, but also promotes social equity and justice. The equalization of educational opportunities gives everyone the opportunity to change their destiny and realize their personal value through education. This is of great significance to narrow the gap between social strata and promote social harmony.

4 Enlightenment to Modern Education Reform

4.1 Pay Equal Attention to Education Popularization and Quality Improvement

In the course of the development of modern education in China, the popularization of education is regarded as the cornerstone of improving the overall quality of the people. With the progress of society and the development of economy, the popularization of education is deepening, and more and more people can receive basic education, which not only improves the basic cultural quality of citizens, but also trains many knowledgeable and skilled talents for the society. However, universal education is only the first step in the development of education. The improvement of education quality is also very important, which is directly related to whether education can cultivate talents who meet the needs of the times and have innovative and practical abilities [9]. The improvement of educational quality means the enrichment of educational content, the innovation of teaching methods, the optimal allocation of educational resources and the improvement of educational evaluation system. These factors work together to improve the pertinence and effectiveness of education and promote the all-round development of students. Specifically, education

reform needs to focus on the following aspects. First, the fair distribution of educational resources. To ensure that every child can enjoy high-quality educational resources and narrow the educational gap between urban and rural areas, regions, and schools. Second, the construction of the teaching staff. Improve the professional quality and teaching ability of teachers, and establish a high-quality teaching team. Third, the innovation of teaching methods. More flexible and diverse teaching methods are adopted to stimulate student's interest in learning and cultivate their innovative thinking and practical ability. Fourth, the improvement of education evaluation system. Establish a comprehensive, objective, and fair educational evaluation system to promote the all-round development of students. Through these measures, the education reform aims to realize the transformation, so that every student can receive high-quality education and lay a solid foundation for their future development.

4.2 Synchronize Educational Content with the Development of the Times

During the New Culture Movement, Chinese society underwent profound changes. During this period, the reflection of traditional culture and the introduction of western scientific knowledge are remarkable examples of the synchronization of educational content and the development of the times. Education began to attach importance to the cultivation of critical thinking, encourage students to question and reflect on traditional ideas, and at the same time absorb western scientific methods and democratic ideas, laying the foundation for social progress and modernization. Modern educational reform should continue this tradition, constantly update the content of education, and make it keep pace with the times [10]. This means that the content of education should keep up with the development of science and technology, reflect the changes of society and meet the needs of economic construction. At the same time, the renewal of educational content should also focus on cultivating student's humanistic quality and social responsibility. In the context of globalization, education should also strengthen the cultivation of international vision, so that students can understand different cultures and learn to communicate and cooperate in a multicultural environment. In the cultivation of practical ability, the renewal of educational content should pay more attention to the combination with practical application. Through project-based learning, experimental teaching and social practice, students can learn and apply knowledge in practical operation and improve their ability to solve practical problems. The content of education keeps pace with the development of the times, which is an important direction of educational reform. By constantly updating the content of education, we can cultivate a new generation of talents with innovative spirit, practical ability and international vision, and contribute to the development and progress of society. This is not only a requirement for education itself, but also a challenge for educators, which requires us to constantly explore and practice in order to meet the development needs of the times.

4.3 Balance Education Reform and Education Stability

The balance between education reform and education stability is an important principle to promote the development of education. The historical experience of educational reform in modern China tells us that educational reform is not accomplished overnight, but a complex process that requires long-term persistence and continuous efforts. In this process, it is essential to balance the promotion of reform and the stability of the education system. The purpose of educational reform is to meet the needs of the development of the times, improve the quality of education and train talents to meet the needs of social development. However, the reform itself is often accompanied by uncertainty and risk, which may have an impact on the existing educational order. Therefore, education reform needs to be carried out on the premise of ensuring the stability of the education system and avoiding the chaos and instability caused by the reform. Modern educational reform should make long-term plans, clarify the objectives and directions of the reform, and formulate practical reform measures. These plans should be based on in-depth analysis of the current situation of education and accurate prediction of future development trends to ensure that the reform measures are both forward-looking and able to meet the actual needs of society. At the same time, education reform needs to avoid frequent changes and maintain the continuity and stability of policies. Frequent policy changes will not only consume a lot of administrative resources, but also may lead to confusion and resistance to reform among educators and students. Therefore, education reform should focus on the stability of policies to ensure that reform measures can be implemented continuously and effectively. The balance between educational reform and educational stability is an important principle to promote the development of education. Modern education reform needs to make long-term plans to maintain the continuity and stability of policies.

5 Conclusions

The evolution of the history of Chinese educational historiography provides us with valuable experience and enlightenment. The popularization of education is the basis of improving the overall quality of the people, and the improvement of the quality of education is the key to cultivate innovative talents to meet the needs of the times. Only by paying equal attention to both can we realize the all-round development of education. The content of education should keep up with the development of science and technology, reflect the changes of society and meet the needs of economic construction. At the same time, it is an important direction of educational reform to pay attention to the cultivation of student's humanistic quality and sense of social responsibility, as well as international vision. Education reform is a long-term and complex process, which requires sustained efforts and stable policy support. Long-term planning to maintain policy continuity and stability is essential to ensure the effectiveness and sustainability of education reform.

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