



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

The Traditional Chinese Education on Modern Educational Management in China

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Abstract

The aims of this research are: 1) Analyze the differences and similarities between traditional Chinese educational cultural concepts and modern educational concepts. 2) Refer to relevant literature and summarize the advantages and disadvantages of traditional Chinese education culture on modern education management. 3) Propose improvement suggestions based on current policies and study their feasibility. The modern educational concept is an advanced educational concept in the 21st century, which draws on the experience brought by many years of educational achievements. However, in order to build a modern educational concept and management method with Chinese local educational characteristics, it is necessary to achieve the organic integration of "traditional educational concepts" and "contemporary school educational management methods". After integrating the values leadership, moral leadership, and curriculum and teaching leadership of both, we can gain new experiences and inspiration from them. That is to strengthen basic education, advocate comprehensive quality education, introduce high-tech, and attach importance to educational evaluation.

Keywords: Traditional Chinese Education, Modern Educational, Educational Management

Introduction

China is one of the countries with a long history in the world, with a history of 5000 years. In the long history, China has formed a traditional culture with Confucianism as the main body, drawing on the strengths of others, and reflecting national characteristics. After the



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formation of traditional culture in China, it has had a huge impact on education, forming a unique educational tradition and system. The formation of the imperial examination system, academy system, and private school system in later generations is closely related to the development of traditional Chinese culture. To this day, traditional culture still plays an indispensable role in the development of education in China. Cultural inheritance is the main function of education, and traditional Chinese culture is closely related to education. It has been inherited in China's education and has had a significant impact on education.

But this kind of influence is relative, Li Jinbao proposed that in the information age, our classroom teaching should integrate modern educational technology with traditional teaching in order to achieve the best teaching effect. (Li Jinbao, 2014) it has experiences worth inheriting, as well as dross that needs to be discarded. Due to its influence, modern education management in China has presented a new situation that is similar but not entirely the same as modern universal education management. This historical and traditional reason has subtly or directly influenced the modern education management methods in China in many aspects. And we need to have a deep understanding of the advantages and disadvantages of these traditional experiences, distinguish them, discard their shortcomings, and integrate excellent experiences into modern education in order to pursue those that are in line with China's national conditions. This will also be a new experience for international educational concepts.

Objectives

1. Analyze the differences and similarities between traditional Chinese educational cultural concepts and modern educational concepts.
2. Refer to relevant literature and summarize the advantages and disadvantages of traditional Chinese education culture on modern education management.
3. Propose improvement suggestions based on current policies and study their feasibility.

Literature Review

To discuss research viewpoints. The researcher has therefore defined the scope of the research in 2 areas, which are:

Advantage

In China's traditional ethnic culture, education is about chopping down content and important fruits. Education imparts knowledge and skills, The process of inheriting and developing traditional Chinese culture is a bridge and stumbling block, and educational



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management is the inheritance and promotion of traditional Chinese culture.

Content and teaching management are aimed at providing students with a learning environment that is conducive to inheriting traditional Chinese culture. Chinese education system middle schools are important places for inheriting traditional Chinese culture. Education managers are responsible for the special settings and management of teaching methods for schools and students, such as Chinese language teaching. Increase education on ancient literary works and classical poetry, allowing students to understand, appreciate, and support the knowledge treasure trove of ancient Chinese culture. At the same time, schools organize cultural festivals and traditional activities, and students participate on their own, discussing ethnic traditional culture and Asia.

Secondly, educational management can help students cultivate and inherit the values and moral concepts of traditional Chinese culture. Traditional Chinese culture emphasizes moral ethics and humanistic care, and educational managers can emphasize these values through curriculum design and educational activities. For example, in moral education classes, traditional Chinese moral classics such as the Analects and the Great Learning can be explained and discussed, guiding students to distinguish right from wrong, cultivate themselves, govern the country and the world. In addition, schools can also organize moral lectures and social practice activities, allowing students to personally experience the ethical ideas and social responsibilities contained in traditional Chinese culture.

Once again, educational management can provide students with opportunities to deeply understand and study traditional Chinese culture. Educational managers can encourage and support students to participate in scientific research projects and cultural research, cultivate their research abilities and deep understanding of traditional Chinese culture. Schools can establish research centers or colleges for traditional Chinese culture, providing students with specialized learning and research platforms. At the same time, educational managers can also invite students to participate in research projects and cultural research, cultivate their research abilities and deep understanding of traditional Chinese culture. Invite experts and scholars to give lectures and exchange ideas at the school, providing students with more academic resources and inspiration, and inspiring their enthusiasm for researching traditional Chinese culture.

In summary, educational management plays an important role in the inheritance of traditional Chinese culture. It creates a conducive learning environment, cultivates core values and moral concepts of traditional culture, provides opportunities for in-depth understanding and research of traditional culture, and emphasizes the cultivation and construction of the



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teaching staff to promote the inheritance and promotion of traditional Chinese culture. Only through the efforts of educational management can China's traditional culture be better inherited and developed.

Inferiority

The influence of traditional culture, such as the imperial examination system, on school education is very profound. Before the Sui and Tang dynasties, officials were recommended to become officials. After the Sui and Tang dynasties, if one wants to become an official, they must go through the selection of the imperial examination to obtain the qualification to accept the examination of the Ministry of Personnel. Only after passing the examination of the Ministry of Personnel can one be appointed as an official. Therefore, the training objectives and teaching content of schools revolve around the imperial examination.

The school becomes a preparatory agency or subordinate to the imperial examination, and the school's training goal is to prepare to participate in the imperial examination.

The imperial examination system focuses on rhetoric, so schools also pay attention to rhetoric rather than practical learning. The imperial examination system emphasizes pasting scriptures and memorizing meanings, and schools also adopt these examination methods. As a result, students only focus on memorization rather than seeking meaning. Under the control of the imperial examination system, school education cultivates talents who are good at memorizing classic chapters and sentences, but lack practical learning. Scholars learn for the imperial examination system, while schools teach for it. This has led to the inevitable development of ancient Chinese school education towards exam-oriented education.

The content of the imperial examination will inevitably become the teaching content of schools. The teaching plans of the Tang Dynasty's Guozhi School, Taixue School, and Simen School were arranged in accordance with the requirements of the "Nine Classics for Scholarly Selection" in the imperial examination. Classics were divided into three categories: large, medium, and small. It was stipulated that those who could pass the Two Classics must have one major and one minor or one major and one minor; those who could pass the Three Classics must have one major, one medium, and one minor; and those who could pass the Five Classics must have both major and minor classics. However, the "Filial Piety Classic" and "Analects" are common compulsory courses. As for the teaching subjects of law, calligraphy, and mathematics, they are the same as the subjects of the imperial examination, such as emphasizing character development and studying current affairs and policies, which are also in line with the requirements of the imperial examination. For example, the imperial



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examination focused on poetry and prose, so even in rural schools from the Tang Dynasty to the Qing Dynasty, poetry was widely practiced, and learning poetry became a social trend at that time.

The formation of learning and education perspectives has a profound impact, and the "official centered" ideology is deeply rooted

There is an ancient Chinese saying “The path of the imperial examination was difficult, but even if someone died in the literary world, there was nothing to hate. Three trials of hard work turned into ghosts, and two sentences of fame and achievement wrongly harmed people.” Thousands of scholars pursue it for life, tirelessly and never regret it until death, because this is the only way for them, especially ordinary people, to change their identity and destiny. Therefore, society has formed a saying that "everything is inferior, only reading is high"; "Two ears deaf to things outside the window, one heart reading only the books of sages"; The distorted learning and educational views of "Five-foot Boy, Shame Without Words" have deeply rooted the idea of "official centeredness" in people's hearts and have had an impact to this day. To conform to this social trend, schools teach for the imperial examination, and the educational function is gradually declining. The ancient education that began in the Sui and Tang dynasties followed the path of taking exams, which lasted for more than 1300 years until the Song, Yuan, Ming, and Qing dynasties. The imperial examination system not only influenced ancient education in China after the Sui and Tang dynasties, but our current education model is still influenced by it. "Rich families do not need to buy good fields, as there are thousands of millets in books."; When going out, don't hate not being with anyone. In books, there are many carriages and horses like clusters; The concept that "there is a golden house in books and a beautiful face in books" still stubbornly exists in the minds of most people, which is why there are problems in today's education industry such as exam-oriented education, one-sided pursuit of enrollment rates, and incorrect career choices among college students.

The Road to Integration of Education

Although there are certain conflicts and differences between the traditional and modern aspects of education, they cannot be integrated together. How to integrate traditional and modern education, so that students can experience the charm of traditional education in modern teaching? Here are a few suggestions:



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