

On the Development of Traditional Education Theory from China's Educational Thought

Xiaonan Chen

Liaoning Normal University, Dalian, Liaoning 116029

Abstract: Guided by the important exposition made by the General Secretary at the National Education Conference on persisting in taking root in China, this paper discusses the connotation, classification, value and modern transformation of traditional education theory. The article holds that the traditional educational theory is a unique and far-reaching ideological system formed by the Chinese nation in the long-term educational practice, which contains many essences that transcend time and space, cross the country, are of eternal value and have contemporary significance. The article points out that the creative transformation and innovative development of traditional education theory is based on China's traditional education thought, with creation and innovation as the means and development as the driving force, which combines traditional education thought with the requirements of the times, endows it with new connotation of the times and modern expression forms, realizes the modern transformation, promotion and transcendence of traditional education thought, integrates the local civilization of China education with the world civilization, and finally establishes the China education system with world significance, which makes China's education thought and development model go global.

Keywords: Traditional educational theory; Creative transformation; Innovative development

1. Background

Education is a national plan and the key to rejuvenating the country. At the National Education Conference, the General Secretary emphasized that we should persist in running education in China, grasp the laws of education, and run a satisfactory education for the people. An important aspect of running education in China is to grasp the development context of China's traditional education theory, draw theoretical wisdom from the tradition to solve contemporary education problems, and realize the creative transformation and innovative development of traditional education theory. What is the traditional educational theory? What are its characteristics and values? How can it be combined with modern education to realize modern transformation? These problems deserve our in-depth consideration and discussion.

2. Methods

The creative transformation and innovative development of traditional education theory is the inheritance and development of traditional education theory, and it is also the supplement and perfection of modern education theory. This paper discusses the creative transformation and innovative development of traditional education theory from three angles: inheritance and innovation, cultural criticism and comparative education.

2.1 Inheritance and Innovation Law

Traditional educational theory is a unique and far-reaching ideological system formed by the Chinese nation in the long-term educational practice, which contains many essences that transcend time and space, cross the country, are of eternal value and have contemporary significance. What do you mainly study in primary school? The first is to sweep to deal with the festival of advance and retreat. Through the form, we can exchange ideas and cultures and gather hundreds of dialects together, so that our culture from ancient times to the present will not be interrupted. We must preserve and strongly maintain the carrier function of Chinese characters' form, sound and meaning as a whole. Number, including astronomy, geography, calendar and other aspects of the most basic knowledge and common sense.

2.2 The cultural criticism method

The traditional education theory is produced and developed under the specific historical and cultural background, which reflects the specific historical and cultural values and ideology. Cultural criticism is to critically examine the cultural background and connotation of traditional education theory, and reveal the cultural limitations and contradictions of traditional education theory, as well as the cultural renewal and reform.

2.3 The comparative education method

Traditional educational theory is the unique wealth of the Chinese nation and an important part of world education. The comparative education method is to compare and draw lessons from the traditional education theory and the education theory of other countries or regions, find out the advantages and disadvantages of the traditional education theory, and the direction and way of improvement and development. For example, the traditional education theory emphasizes the ideas of "reading thousands of books, following Wan Li Road", "being knowledgeable, interrogating, thinking carefully, distinguishing clearly and being faithful", which embodies the Chinese nation's thirst for knowledge and love for learning, and also cultivates many learned people and outstanding talents. However, the traditional educational theory also has some problems, such as paying too much attention to book knowledge, ignoring practical experience and lacking innovative spirit, which is not conducive to the scientific and forward-looking education. While comparing the advantages and disadvantages of traditional education theory and other education theories, we can learn from the advanced concepts and effective methods of other education theories, so that traditional education theory and modern education theory can complement and improve each other.

2.4 The value analysis method

Traditional education theory is a unique and far-reaching ideological system formed by the Chinese nation in the long-term educational practice. It not only reflects the Chinese nation's educational concepts and methods, but also embodies the Chinese nation's values and orientation. From the perspective of value analysis, this paper discusses the value connotation, value characteristics, value evaluation and value creation of traditional education theory, and discusses the value inheritance and innovation of traditional education theory in modern education.

2.4.1 Value connotation

(1) Moral values: Traditional educational theories emphasize values such as "benevolence, righteousness, courtesy, wisdom and faith", "loyalty, filial piety and righteousness" and "the golden mean", which embodies the moral ideals and social norms of the Chinese nation and also affects the purpose, content, methods and evaluation of education. The traditional education theory holds that the fundamental purpose of education is to cultivate moral personality, the core content of education is moral education, the basic method of education is the dignity of teachers, and the highest standard of education is both ability and political integrity.

(2) Wisdom value: The traditional educational theory emphasizes such values as "read thousands of books, follow Wan Li Road", "be knowledgeable, interrogate, think carefully, distinguish clearly, and stick to it", which reflects the Chinese nation's thirst for knowledge and love for learning, and also affects the contents, methods, processes and effects of education.

2.4.2 Value characteristics

(1) Comprehensiveness: The values of traditional education theory are diverse, covering many aspects such as morality, wisdom, aesthetic education and humanities, forming a comprehensive value system. The value goal of traditional education theory is harmonious, which pursues the harmonious unity of man and nature, man and society, man and self, and forms a harmonious value ideal. The value methods of traditional education theory are diverse, and a variety of value strategies are formed by using various means.

(2) Profound: The values of traditional education theory are profound, which originated from the historical accumulation and cultural inheritance of the Chinese nation, reflected the spiritual pursuit and gene of the Chinese nation, and had profound cultural connotations. The value goal of traditional education theory is far-reaching, pointing to the all-round development of human beings and the common progress of society, reflecting the development vision and mission of the Chinese nation, and having great social significance and influence.

2.4.3 The value evaluation of traditional education theory is a complex and pluralistic process, which needs to consider many aspects and factors comprehensively. In the specific evaluation process, we can start from the following aspects

(1) Historical value: Traditional educational theory has played an important role in the long history of the Chinese nation and made important contributions to promoting social progress and personnel training. Therefore, we can evaluate it from the perspective of historical value and analyze the position and role of traditional education theory in history.

(2) Cultural value: Traditional educational theory is an important part of the excellent culture of the Chinese nation, which is of great significance for inheriting and carrying forward the excellent culture of the Chinese nation. Therefore, we can evaluate it from the perspective of cultural value and analyze the role of traditional education theory in cultural inheritance and innovation.

2.4.4 Value creation

The value creation of traditional educational theory is a process of continuous development and innovation. In modern education, we can realize the value creation of traditional education theory through the following aspects:

(1) Inheritance and innovation: On the basis of inheriting the traditional educational theory, combining with modern educational concepts

and methods, innovation and development are carried out. For example, classic culture, moral education, thinking training and other elements in traditional education theory can be combined with quality education, innovative education, practical education and other ideas in modern education to form educational thoughts and models with the characteristics of the times.

(2) Integration and reference: traditional education theory and modern education theory are integrated and used for reference to form a complementary and perfect modern education system. For example, the concepts of heuristic teaching and individualized teaching in traditional education theory can be combined with cooperative learning and individualized teaching in modern education to form more scientific and effective educational methods and means.

3. Conclusion

The article holds that the traditional educational theory is a unique and far-reaching ideological system formed by the Chinese nation in the long-term educational practice, which contains many essences that transcend time and space, cross the country, are of eternal value and have contemporary significance.

References

- [1] Wang Binru. (2023). Multiple Intelligences Theory and Traditional Education Evaluation. *Scientific Consultation (Science and Technology Management)* (01), 248-250.
- [2] Wang Wei. (2022). Theoretical Deficiencies and Solutions of Basic Education in China. *Scientific Consultation (Science and Technology Management)* (12), 211-213.
- [3] Peng Yuchen, Yang Jun & Zhang Weike. (2021). Analysis of the impact of lifelong education theory on basic education. *Fortune Times* (04), 60-61.
- [4] Liu Junyan & Cui Yameng. (2020). The integration of Marxist theory and China's traditional educational thought in China's new era vocational education concept. *Think tank era* (10), 245-247.
- [5] Ai Zi. (2018). Doctoral dissertation on the development of Marxist tradition in the basic theory of education in the new period, Northeast Normal University.
- [6] Lv Junhua. (2011). Reflections on the China-based pedagogy. *Management Engineer* (02), 65-68.
- [7] Yang Yongming (2011). On the theoretical basis of quality education. *Journal of anyang normal University* (01), 122-125.

About the author: Xiaonan Chen, Female, In-school student, Liaoning Normal University, Education Major, Principle of education