

1. Record Nr.	UNINA9911057021803321
Autore	Zhu Yongxin
Titolo	Chinese Thoughts on Education: A Historical Perspective, Volume 2 : The Modern and Contemporary Periods // by Yongxin Zhu
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2026
ISBN	981-9515-03-3
Edizione	[1st ed. 2026.]
Descrizione fisica	1 online resource (458 pages)
Collana	Education Series
Disciplina	370.9
Soggetti	Education - History Education - Philosophy China - History History of Education Educational Philosophy Philosophy of Education History of China
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part 1 The Modern Section -- Chapter 1 The Interaction and Integration of Chinese and Western Thoughts on Education -- Chapter 2 Modern Chinese Thoughts on Westernization Education -- Chapter 3 Modern Chinese Thoughts on Modernization Education -- Chapter 4 Modern Chinese Thoughts on Personalized Education -- Chapter 5 Modern Chinese Thoughts on Populace Education -- Chapter 6 Modern Chinese Thoughts on Rural Education -- Chapter 7 Modern Chinese Thoughts on Life Education -- Part 2 The Contemporary Section -- Chapter 8 Evolution of Contemporary Chinese Education -- Chapter 9 The Founding Period of Contemporary Chinese Thoughts on Education (1949-1956) -- Chapter 10 The Exploratory Period of Contemporary Chinese Thoughts on Education (1957-1963) -- Chapter 11 The Chaotic Period of Contemporary Chinese Thoughts on Education (1964-1976) -- Chapter 12 The Reconstruction Period of Contemporary Chinese Thoughts on Education (1977-1990) -- Chapter 13 The Advancing Period of Contemporary Chinese Thoughts on Education (1991-) -- Chapter 14 The Basic Theories of Contemporary

Chinese Education -- Chapter 15 Contemporary Chinese Thoughts on Teaching -- Chapter 16 Contemporary Chinese Thoughts on Moral Education -- Chapter 17 Chinese Educational Science in the 21st Century -- Afterword.

Sommario/riassunto

This book is structured in two major parts: the Modern Period and the Contemporary Period. The former (1840–1949) explores the interaction and integration of Chinese and Western educational ideas, with chapters dedicated to key trends. The latter (1949–2010) traces the evolution of educational thought through distinct historical stages. The overarching theme is China’s educational modernization as a contested, adaptive process—shaped by efforts to reconcile traditional values with global ideas, address national crises, and meet the needs of diverse populations. In the modern era, it focuses on how educators sought to “save the nation through education”, debating whether reform or revolution was the path forward. In the contemporary era, it explores how education served socialist nation-building, navigated political upheavals, and evolved to support economic development and global integration. This volume is an indispensable resource for anyone seeking to understand China’s educational past and its implications for global education discourse. It is more than a history of Chinese education—it is a study of how a nation’s intellectual and educational journey reflects its quest for prosperity, equity, and cultural continuity. It invites readers to rethink assumptions about “modern” education and appreciate the complexity of educational reform in a rapidly changing society.
