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Humanities Education in China: In search of Social Harmony and Chinese Nationalism

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ABSTRACT

This paper explores the idea of China as a country of individuals who create the thing we call Chinese culture through the teaching of our own art, literature, and philosophy. This ideas in this paper show how interactions between social changes, social harmony, and historical memory shape school education in China. As a historical review and documentary analysis, it traces the historical development of the arts and music education and examines the Chinese government's role in such interactions over time. (online-learning.harvard.edu/course/china-humanities-individual-chinese-culture)

Keywords: *China, Humanities, Education, Technology, Art*

I. INTRODUCTION

China's own education system has simultaneously undergone an unprecedented expansion and modernization. It's now the world's largest education system after the number of tertiary students surged sixfold from just 7.4 million in 2000 to nearly 45 million in 2018, while the country's tertiary gross enrollment rate (GER) spiked from 7.6 percent to 50 percent (compared with a current average GER of 75 percent in high income countries, per UNESCO). By common definitions, China has now achieved universal participation in higher education.

The author teaches in the fields of study related to arts, dance and guzheng. The school opened in 2021 serving the elderly groups and currently offers the following subjects; dance, singing, art calligraphy yoga, Beijing opera etc. to give them instructions in literature and the arts.

This concept of humanities as coming from the Latin words "*humanities" which is western in origin but its meaning as the fact or quality of being human* is universal regardless of race, or creed or ideology, or even politics (Hayes, University of Chicago). The fields of humanities include literature and language, fine arts and music, as areas of knowledge dedicated to the pursuit of discovering , and understanding the nature of man not as a biological specimen or a qualitative chemical element composed of matter and molecules but MAN as a person, a human being – as thinking, choosing, reasoning, dreaming, envisioning human being – trying to discover or create new ways and means to make life not only livable in this challenging times but more meaningful for himself and others (DEWEY, J. (1902/1990) *The Child and the Curriculum*. Chicago: The University of Chicago Press. Google Scholar

II. RESEARCH METHOD

This paper is qualitative research, taking Chinese culture as the background, taking Chinese students and education, art and music as a sample, this paper examines and analyzes the current situation of educational development in these fields, the role of government and organizations in them, the interaction between them and the development of educational progress and other factors. As an exploratory article, we can better understand the background of technical empowerment, Chinese education will move to a new height. Of course, the future development of the education system also needs to solve some problems, for this theme music education, the key is how to balance ideas of social harmony, musical cultures and nationalism in school music education in the contexts of current Chinese education policies, teacher education and the

globally oriented economics of China today. (DEWEY, J. (1902/1990) *The Child and the Curriculum*. Chicago: The University of Chicago Press. Google Scholar)

III. DISCUSSION

3.1 Present Education Situation in China

China is now training more Doctoral (PhD) students than the U.S., and that in 2018 the number of scientific, technical, and medical research papers published by Chinese researchers exceeded for the first time those produced by scholars from other countries. China now spends more on research and development than the countries that make up the entire European Union combined, and it is soon expected to overtake the U.S. in research expenditures as well.

Chinese higher education institutions (HEIs) currently pump out around 8 million graduates —more graduates than the Unites States and India produce combined. That number is expected to grow by another 300 percent in 2030. Needless to say, this massification of higher education has been accompanied by an exponential growth in the number of HEIs. The BBC reported in 2016 that one new university opened its doors in China each week. Altogether, China now has 514,000 educational institutions and 270 million students enrolled at all levels of education.

What's more, China's top universities now provide education of increasingly high quality. Long absent from international university rankings, top-tier universities are now increasingly represented among the top 200 in rankings like those of the *Times Higher Education* (THE). Fast-ascending flagship institutions like Tsinghua University and Peking University are now considered to be among Asia's most reputable institutions and appear in the top 30 in both the world university ranking. In fact, Chinese universities' quality improvements and other factors have helped turn China itself into an important destination country of international students from Asia, Africa, and elsewhere. (Ref: DELLO-IACOVO, B. (2009) 'Curriculum reform and "Quality Education" in China: an overview'. *International Journal of Educational Development*, 29 (3), 241–249.

3.2 Rapid Economic Growth.

Fast developments are part and parcel of China's spectacular economic growth since the adoption of Deng Xiaoping's economic liberalization reforms in 1978.No other country in history underwent a more rapid and large-scale process of industrialization than China—an enormous transformation that within decades turned the country from an impoverished agricultural society into an industrial manufacturing powerhouse. Between the 1980s and today, China's economy expanded at an average rate of approximately 10 percent. (Ref: DIKOTTER, F. (1996) Culture, race and nation: the formation of national identity in twentieth century China. *Journal of International Affairs*, 49 (2), 590–605.Google Scholar)

3.3 Major Use of Technology in Teaching Music in China

Baidu is the maker of China's largest search engine and Peter Fang, its senior director of corporate development, will join Tonara's board. The startup says Baidu's help will allow it to speed up its expansion in China. Via TechCrunch

(Image Courtesy of TCTechCrunch)

The main difference between Tonara and other digital sheet music apps is that it "listens" to players and automatically flips pages during performances or rehearsals. The app is able to track a player's position in the score regardless of background noise, tempo changes and even mistakes. This is in addition to allowing users to store all their sheet music digitally in one place.

The app can be used with pianos as well as other classical instruments, and when a mistake is made by the player, such as misinterpreting the rhythms or changing the temp, Tonara continues to follow and display where on the score the player is using a "smart cursor".(image Courtesy of CrunchBase)

The app was launched in 2011 as an iPad application during the TechCrunch Disrupt conference. There was a live string quartet and piano on stage, as well as vocal performance – all using Tonara. It has been described as "sheet music for the iPad generation" and is expected to have the same effect on sheet music that Kindle had on hardback books.

"Tonara's mission is to redefine the way music is taught, learned and practiced around the world by bringing music education into the digital age. We are excited by Baidu's endorsement of Tonara's vision and potential," said Guy Bauman, CEO of Tonara, in a statement. "We're thrilled to cooperate with Baidu in reaching out to the Chinese audience." (Ref Via GeekTime)

3.4 Conceptual Paradigm:

3.4.1 The Future of Technology versus Learning Theories

To truly understand the future of technology in education, and in order to give any recommendations for the future usage of technology, we must come to an understanding of the major issues pertaining to the use of technology. Primarily, the major issues in technology can be divided into three main areas: the integration of modern technology into existing learning theory, the evaluation of the effectiveness of technology within instructional settings, and the trials of successful technology integration into similar fields. Unless technology can be supported by previous learning theories, then technology is merely a distraction to the educational process and will ultimately be needlessly costly in terms of both time and finances.

Historically accepted learning theories have a great deal of research and design principles exploring their assumptions and tenets. It is of great importance to the validity of its use that technology is compatible with previous learning theories and methodologies. Learning theories provide insight into how individuals learn and thus provide methods for designing effective lessons. Thus, technology can be used most effectively for educational purposes if it is compatible with previously developed learning theory frameworks. Technology and its use in Education: Present Roles and Future Prospects 10

3.4.2 Technology versus Teaching of Humanities

It should be noted that one possible limitation of previously developed learning theory is that those theories may not keep up with the increasing technological developments of our modern age. However, as long as technology serves an educational purpose, which focuses on results based in learning, then any new developments in technology should be compatible with existing learning theories. It is only when technology fails to serve an educational purpose that technology would fail to meet the standards and principles of all established learning theories. Thus, learning theory can provide an important tool for determining if technology is being used merely for the sake of technology or for an educational purpose.

However, just because the use of technology can be justified in terms of current learning theory, we cannot merely assume that the use of technology immediately and solely brings about an increase in effective learning. The use of technology within the framework of education, specifically instructional design, must be evaluated using certain empirical methods.

The final major issue in the use of technology for educational purposes pertains to the use of technology within the educational endeavors of other fields. It should be noted that education in China is not the sole monopoly of our primary, secondary, and university educational systems. Education is a lifelong process, and much like our teachers who must attend professional development, other professionals in fields often unrelated to the educational world must develop and attend educational seminars, professional development, and training sessions to improve their job performance, advance their careers, or learn important new information. Career fields such as healthcare, the military, and business have found novel methods of using technology to meet their constituent's needs, as well as faced unique challenges associated with using technology for educational purposes. An analysis of these fields, along with their corresponding uses of technology for educational purposes, may serve as evidence to help justify the increasing use of technology within the educational field.

IV.CONCLUSIONS

4.1 Teaching the Elderly in Dingtai Training Institutions, Guiyang Yunyan District

In the elderly in line with healthcare education, which primarily takes place in Dingtai Training institutions, education has seen an increasing use of technology designed for educational purposes. For example, technology databases, such as those hosted by the National Institute of Health, allow for easy access and communication between students and an evolving research field. As Locatis (2007) notes, "the knowledge explosion in healthcare for the elderly mandated the use of information systems to teach problem solving, to keep educators current, and to facilitate lifelong learning" (p. 200).

There are also reports, such as *Educators for the Twenty-First Century*, that recommend the use of technology within the classroom setting in order to further facilitate the development of problem-based learning techniques (Locatis, 2007).

4.2 Future Prospects for Educational Technology

Given how much impact has already occurred from existing technology in a multitude of fields, further successful developments and applications of educational technology can be expected. These developments will serve to benefit any field which has incorporated technology into their educational mission. In fact, giving the aforementioned existing trends, recommendations can be made regarding the future use of technology, in order to ensure the next wave of development and innovation.

The first recommendation relates to distance learning for professional development. While it has been mentioned that distance learning may result in cost saving, especially when teachers are no longer required to travel to receive additional training, such savings may be nullified if multiple agencies are responsible for the same training content. The leaders of our profession need to establish a single entity for training delivery.

By following these recommendations, the aforementioned present-day trends in technology can see their effects on the field of education accelerated. This in turn may lead to new unforeseen developments and truly take our field to the next level in terms of effectively having our students learn and utilize knowledge. If present technology, such as distributed learning and informational technology systems, are to realize their potential impact in the future, we must continue to develop and support those technologies.

Traditionally, behaviorism, cognitive learning theory, and constructivism have been recognized as the three primary learning theories in education; each theory, respectively, focuses on learning as a change in behavior, learning as an internal process followed by an application, and learning as information constructed by the learner (Driscoll, 2007). As previously mentioned during the discussion on the role of technology in an educational setting, technology, through the facilitation of social interaction, can be used in both cognitive and constructivist methods. For example, multimedia projects, simulations, and technology assisted lessons can be used to overcome the assumed cognitive load limitations addressed under cognitive learning theory (Driscoll, 2007). Furthermore, the use of online social experiences as a learning community, such as wikis and discussion boards, helps achieve the social requirements associated with learning, as designated by both cognitive and constructivist learning theory (Ravenscroft,

In terms of its present status and use for educational purposes, technology is fulfilling an ever increasing role in both the traditional education field, and in other fields which are utilizing technology for educational purposes. Within the educational field we can see technology as a means of removing barriers for students and teachers alike. First, technology can remove financial and geographical barriers through distributed learning. This allows students and teachers to experience educational opportunities that they might have otherwise never been able to encounter. Second, technology is bringing about a new focus on problem and skill-based learning. Information databases, such as EPSS, are being used to assist teachers in the acquisition of new knowledge and provide professional support outside of the traditional professional development seminar. In addition, information databases are assisting students in making the transition from knowledge retention to real world problem solving.

Furthermore, technology has been shown to have sound theoretical foundations within the educational field. Various learning theories have been shown to be compatible with the usage of technology in education, especially those that attribute social interaction and simulation to forms of learning. Evaluative frameworks, normally reserved for traditional training programs, have also been successfully applied to technology-based training. In other words, while providing benefits for students, the use of technology does not detract from the effectiveness of education or violate long standing educational principles. Technology can work within the educational system and does not need to be viewed as in conflict with the historical precedence of the field.

In conclusion, technology has already served an important role in education in multiple fields. Specifically, technology has been of great use to the educational field in terms of its focus on improving the effectiveness and efficiency of the educational experiences of both students and teachers. Continued use and development of technology can serve to further benefit the Technology and its use in Education: Present Roles and Future Prospects 18

educational field and recommendations based on the development of existing trends in education should be pursued for great gains in educational achievement.

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