

The Enlightenment of Japanese Family Education on Ideological and Moral Education in China

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Abstract: The ideological and moral education is an indispensable part of our school education. The perfection of ideological and moral education depends on the collaboration of family education and school education. In terms of family education, Japan has distinctive characteristics through the great attention of its government and colourful content of itself. However, the family education in our country has a lot of problems, such as the proliferation of meritocracy, the lack of social values and excessive parental intervention, which adversely affect the improvement of our ideological and moral education. Therefore, in order to effectively implement and develop the ideological and moral education of our country, we need to learn from the success of Japanese family education, and put it into the ideological and moral education in China. Then, the level and quality of ideological and moral education in China are expected to be improved.

1. Introduction

School and family are important places for ideological and moral education, and they complement each other [1]. In recent years, there are often reports in the news media about a series of serious consequences caused by the lack of ideological and moral education of a certain student. Among them, the lack of family education is an important cause of these incidents [2]. Therefore, it is inevitable for us to pay attention to family education and further integrate family education into school ideological and moral education. Japan, which is culturally and geographically related to our country, has attached great importance to family education since ancient times [3], and family education has a distinctive and pivotal role in its school education. Therefore, we should take example by the essence of it, and learn from the reasonable elements of Japanese family education so that we can integrate it into our ideological and moral education. As a result, the level and quality of our ideological and moral education can be improved.

2. Characteristics of Japanese Family Education

We have the impression that the Japanese people have excellent qualities of being unyielding, patriotic and united. The training and achievement of these qualities are closely related to the good national education in Japan. It is well known that Japan has a well-developed education industry, which places great emphasis on cultural traditions in education and so does family education. Some scholars believe that primary education spread to the grassroots in the Shogunate era because Japanese society had integrated education into daily life and education became a "faith" instead of religion [4]. In Japanese ideological and moral education, school education, family education, as well as social education, etc. constitute a complete system of education in Japan. And then the level of national and moral education effectively reflects the overall level of education in Japan. The family education is necessarily inseparable in daily education.

2.1. Family Education is Highly Valued by the Country

In 1966, the Central Education Review Board of Japan issued a document of about 4,000 words entitled "The Typical of Ideal Japan," which was intended to clarify the moral and ethical equanimity of the ideal Japanese and to provide the philosophical background for the proposed later philosophical education reform, in which the section dealing with the family was prominent: "Being a member of the family: making the family a place of love; making the family a place of rest; making the family a place of education as well as making an active family atmosphere" [5]. Now, it is clear that Japan attaches great importance to family education and regards the family as a place of education in a way that other countries have not yet been able to do.

Such a country that attaches importance to family education will certainly be reflected in school education. The concrete manifestation is that parents implement the school ideological and moral education in the family education so that the two can influence each other, constituting a perfect ideological and moral education system. Finally, the system plays an important role in the overall national ideological and moral education.

2.2. Family Education Holds Various Content

Since ancient times, Japan has attached great importance to family education. Traditionally, the Japanese family is the system that "men dominated outside while women dominated inside". That is, the man earn money to support the family, and the woman is in charge of the household and educate the children [6]. Therefore, most children in Japan are raised by their mothers, and this does not mean that mothers do not have the ability to work, but rather that Japan places a high value on family education. Because the majority of women in Japan are well educated and highly qualified, and some even have a bachelor's degree or higher. However, after they get married and have children, they respond to the call of society and the government to give up their jobs and devote themselves to raising their children. Obviously, Japan values the importance of family and children's growth.

In Japanese families, children are trained to be self-reliant and independent from an early age, and they are encouraged to do the housework that they are capable of. In addition, Japan also attaches importance to the cultivation of children's perseverance and creative personality, as well as the cultivation of their curiosity and adventurous spirit. When Japanese children fall down, instead of helping them up immediately, parents encourage them to get up on their own. When children grow up and encounter difficulties, parents encourage them to overcome them and move forward. Parents will try to answer any questions their children have for them and encourage them to ask more questions and express their own ideas and opinions. These spirits are early imbibed in the

family education, and slowly forging the basic qualities of a person: independence, resilience, honesty, etc. Of course, these qualities are also reflected in school education, but school education is always planned and phased, which results in a certain lack of ideological and moral education. The living and daily nature of family education exactly makes up for this.

At that time, family education in Japan did not just stop at childhood, but continued into one's youth and beyond. In a country where the overall education level of the nation is quite high, the excellent quality of the family itself also determines the obvious advantages of Japanese family education, where the growth of children and teenagers is often positively influenced by the family and elders during a long period of family life.

3. The Problems of Family Education in China

The tradition of family education in China has a long history. It is not difficult to find that many wise and virtuous talents in history grew up with good family education. Li Qingzhao, a famous female lyricist, was born in a scholarly family, and her father, Li Gefei, had a rich collection of books, so she built up a remarkable literary foundation in a good family education environment at a very young age, then she wrote this fantastic lyric, "Seeking and searching, cold and clear, miserable and tragic. It is hard to rest when it is still cold at the beginning of the year." However, in recent years, some problems have emerged in China's family education, and they have impacted school education to a certain extent, which in turn has had many negative effects on ideological and moral education.

3.1. Children are under great pressure during their growth

In the minds of Chinese people, the "the sense of family" has a very deep imprint. People often put all their family's rise and fall on their later generations. Therefore, for Chinese children, learning is not only their own business, but also the mission of the family and the rise and fall of the family to a greater extent. This is the reason why Chinese students who study abroad often show extraordinary academic ability and achievement and often make their surrounding classmates feel uneasy [7]. Some people have criticized such families in China as a sign of paternalism, score-pursuing, and eagerness for success.

As we all know, parents are the best teachers of children, though children get their moral values from the outside world, and family is the first place where children receive education. Parents are the first teachers of children, and family education plays a fundamental role in the formation and growth of children's values. However, not all parents have received good family education for a long time in the past, and there are many traditional roots in their minds, such as eagerness for success, concern for personal gains and losses, egotism, hypocrisy and so on. Therefore, Chinese children always focus on individual performance without regard to the collective interests, and their values are biased. The dating shows in China constantly appear in TV. Many men and women who are pursuit of wealth and materials appeared in the programs and say that they would rather cry in a luxury car than smile on a bicycle. We have to admit that this is the failure of our family education.

3.2. Excessive interference in the growth process

The parents interfere excessively with their children's future is one of the problems. It is not uncommon for us to hear the idea that my child must listen to me. Although we can understand the polite intentions and start point of love of parents, excessive interference is always inappropriate. It's woeful that children have a step-by-step and compromised lifestyle, and not being able to participate in their own lives and futures [8]. With such a family education, children are too

dependent on their parents, lacking in their own ideas. As a result, they cannot take charge when things get tough. When they go to school, parents always choose the best school for their children; when they work, they make all their efforts to find the best job; when they fall in love, they choose the most suitable and perfect one as their children's mate. It can be seen that children who received "alienation" in the family are hardly to be taught ideological and moral education in school.

4. Inspirations of Japanese Family Education to China

Through the above comparison and analysis, it is easy to see that Japan has a lot to learn in terms of family education, so as to make up for the problems in family education of China [9]. To a certain extent, family education is reflected in family moral education, and the latter one will have an effect on the former one. In order to build a perfect ideological and moral education system in China, we should actively learn some reasonable practices of Japan in education, which is of great significance to improve the quality and level of ideological and moral education in China.

4.1. Emphasis on Family Education and Integration of Education

Through studying Japanese family education, we can see that there are many aspects of it that we should study. In Japan, family education is highly valued by the government, and relevant documents have been formulated to implement family education, because it occupies an important position in the whole national education. In our cultural tradition, we have always attached great importance to the significance of family education for individuals. With the change and development of the times, we need to cultivate the awareness of the importance of family education through the supports of government to further carry forward this spirit, and then put this awareness into practice.

The success or failure of family education is an important factor in the healthy growth of children, and is also the key to the effective realization of ideological and moral education in schools. In China's family education, there are still many problems, especially serious one is the pragmatic attitude, which means that parents have a clear purpose and goal for the cultivation of children. Beyond that, there is nothing related to them. The ultimate goal is for their children to achieve fame and fortune, and they never care about their personal spirits, values and so on. This can only make the children into a successful individual in the eyes of the family, but from the viewpoint of society the situation is much different. In the original intention of ideological and moral education, there will be more failures in this cultivation, which will have a great negative impact on individuals, families and society. Therefore, our government and society should pay attention to family education by all means to realize the value and significance of ideological and moral education, so that family education, school education and social education can be organically integrated to realize the integration of education. Then, the phenomenon can help the construction and development of our ideological and moral education system.

4.2. Transforming Parents' Values to Promote Healthy Development of Their Children

Parents have the long-cherished wish to see their sons and daughters become elites of society, but they often overlook the spirit and values behind this concept that are not conducive to the growth of their children. With the development of society, competition is becoming more and more intense, and we should strive to enhance our social values while realizing our personal values. In Chinese family education, parents' eagerness for their children to be successful when they grow up often leads to a rush for success, thus neglecting the basic values of society, including the sense of public morality, public awareness, cooperation and so on. In the long run, children who receive

family education will be deeply influenced by these ideas and then ignore some public values of the society. Obviously, it is also difficult for the people who hold such a concept to understand and absorb the basic values of ideological character education when they receive it. Therefore, we must change parents' social values, and focus on the healthy development of their children's intellectual and spiritual life. We must let their family education incorporate more elements of social values, which will have positive significance for their children's healthy growth, for the success of ideological and moral education in schools, and for the orderly development of society.

4.3. Improving the Overall Quality of Parents and Lowering Educational Expectations Appropriately

The overall quality of Japanese parents is higher than that of Chinese parents, and so is the level of family education. In Japanese families, mothers are responsible for the education of children. However, the vast majority of them are well-educated and of high quality. According to statistics, the literacy rate of Japanese women exceeded 14% as early as the Shogunate period, and with the development of society, more than one-third of the Japanese women population has a college degree. In contrast, Chinese parents have not received good education for a long time, and they still had the bad roots of traditional thinking. Therefore, it is important to improve the overall quality of parents so that they can act as the first teacher of their children and make the family a good place of education.

In terms of expectations for educational goals, Japan is more relaxed than China. In terms of parents' expectation of their children's education level, they are more likely to say that it is enough for their children to graduate from high school (14.0% in Japan compared to 1.6% in China); the ratio of those who want their children to have a master's degree (12.5% in China compared to 1.0% in Japan) and a doctorate degree (17.1% in China compared to 0.3% in Japan) is much higher in China than in Japan. Chinese parents have high expectations of their children, and they are very strict in their studies with a lot of details [10]. Their children's success seems to depend on their academic performance, which tends to ignore their children's personality, individuality and strengths and respect for their ideas. It is necessary for parents, who are the main body of family education, to learn more about the success of Japanese families, such as practicing more, encouraging more and spoiling less. Also learning to let their children follow their own hearts, and explore the world according to their own hobbies to show a rich and colourful life, rather than knowledge on books or the ability on certificates.

5. Conclusions

As Chinese saying goes, stones from other hills may serve to polish the jade of this one, and it means that learn from others advantages to perfect yourself. We should positively learn from the more successful family education methods in Japan, and take useful experience from the comparison. At the same time, in the period of learning, we should take into account the actual situation in China, learning the essence and discarding the dregs on the basis of critical thinking. Furthermore, we should explore family education methods suitable for China's national conditions, so as to effectively put the work of ideological and moral education into practice with effective results and improve the construction and development of China's ideological and moral education system.

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