

Research on the development course of comparative pedagogy discipline construction in China

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Abstract: Since the founding of the Party one hundred years ago, the development of comparative pedagogy in our country has gone through four stages: preliminary exploration stage, reform and reconstruction stage, high-speed development stage and multiple creation stage. After a hundred years of exploration and evolution, comparative pedagogy mainly involves three core issues: the nature of discipline, research methods and discipline value. Based on the characteristics of globalization and big data era, the discipline construction of comparative pedagogy in our country should deeply study the system of comparative pedagogy and constantly explore the value of comparative pedagogy; Starting from the current situation of education in China, we should build a comparative education with Chinese characteristics, highlight the practical function of comparative education, and actively participate in the global education governance.

In 1817, Julian published the Research Plan and Preliminary Opinions on Comparative pedagogy, which initiated the study of scientific comparative pedagogy^[1]. Comparative pedagogy is a subject that studies the experience and development trend of educational reform in the world. Before the founding of the Party, China's comparative education had a preliminary development; after that, the development of comparative pedagogy has experienced twists and turns, and even stalled for decades, but the struggle of comparative pedagogy has achieved remarkable results. By sorting out the development course of comparative pedagogy, this can recall the great contributions of comparative educators and think about how China develops comparative pedagogy in the new era.

1. The logical principle of the discipline construction of comparative education in China

1.1 Follow the guidance of Marxist theory and integrate Chinese and Western philosophical traditions

Following the guidance of Marxist theory is a consistent fundamental position in the construction of comparative education with Chinese characteristics. It not only constitutes the core topic of the research in this field, but also is the philosophical logic to be followed in the construction of comparative education with Chinese characteristics. Adhering to the guidance of Marxist theory is not only the feature of the construction of comparative education in China, but also the theoretical framework and methodology system construction of comparative education with Chinese

characteristics by taking Marxist theory system as the philosophical foundation. Starting from the philosophical category with Chinese characteristics, the theoretical system of Marxism, as a universal truth, endows the theory itself with Chinese characteristics in the process of combining with Chinese reality, and then provides the ideological foundation for the generation and development of the theoretical system of socialism with Chinese characteristics. In the field of disciplines, Marxism not only lays the foundation of scientific methodology for the development of specific disciplines, but also provides the concept guidance for the "foreign" disciplines to realize Chinese characteristics. Comparative pedagogy, as a discipline born in the west, should adhere to the position of Marxism in the process of sinicization and formation of Chinese characteristics, and provide the basis of rationality and legitimacy for the construction of comparative pedagogy with Chinese characteristics based on the universal principles of Marxism. In addition, adhering to the guidance of Marxist theory is also an important guarantee for the scientific construction of comparative education with Chinese characteristics. On the one hand, it lays a scientific methodology foundation for comparative education with Chinese characteristics, and on the other hand, it provides a philosophical perspective for the construction of the theoretical system of comparative education with Chinese characteristics. In terms of methodology, "no specific research method can replace Marxism as the basis of methodology". According to Marxist philosophy, the construction of comparative pedagogy with Chinese characteristics should first adhere to the guidance of dialectical materialism and historical materialism, and look at China's education and other countries from a comprehensive and developmental point of view. In accordance with the development law of Chinese comparative pedagogy, the educational reality of each region selects and constructs a specific methodology system according to the local reality of China. It is also necessary to form a philosophical vision of "harmony but difference", so that comparative education with Chinese characteristics can absorb the wisdom of Western philosophy, integrate the Chinese philosophy tradition, and highlight the Chinese characteristics, so as to fit the comparative thinking contained in comparative education research.^[2]

1.2 Focus on the degree of multidirectional cultural integration, and return to the local research vision

The key to the survival and development of Chinese comparative pedagogy is to break down the barrier of Western center, based on the excellent traditional culture of China and build a theoretical system of comparative education with Chinese characteristics. The necessary condition for the construction of comparative education with Chinese characteristics lies in absorbing and innovating the excellent traditional culture of China, guided by the dialectical and integrated cultural logic. The answer to the question of why and how to carry out the discipline construction based on the excellent traditional culture of China is to further understand and follow the actual requirements of the cultural logic of the discipline construction of comparative education with Chinese characteristics. First of all, the rationality of comparative pedagogy with Chinese characteristics based on the construction of excellent traditional Chinese culture can be demonstrated from the "self-doing" function of education and the internal attributes of culture. From the perspective of the function of education, education in each country or under different cultural backgrounds plays the function of "doing for itself", that is, education in each country serves the social development of its own country based on its own history and culture. Therefore, comparative pedagogy, as a discipline that studies the education of different cultures and aims to improve THE education OF "others" by drawing on the beneficial experience of "others" education, should also take into account the social and cultural structure of "others" and promote the academic quality of paying attention to the culture of the students. In addition, although there is heterogeneity between different cultures, according to hermeneutics, "different cultures have their common facts and truths, universal rules of reason and universal concepts," which means that

human beings can understand the structure and meaning of other cultures through interpretation. Therefore, based on the difference and identity of different cultures, the discipline construction of Chinese comparative education should not only regard the excellent traditional culture of China as the source of its own characteristics, but also treat different cultures with an integrated perspective, give play to the "international cultural understanding function" of comparative education, so as to make the student number of comparative education with Chinese characteristics open. Secondly, how to build comparative pedagogy with Chinese characteristics based on Chinese excellent traditional culture? In essence, the answer to this question contains the practical adherence to the cultural logic of the construction of comparative education with Chinese characteristics. With the development of The Times, the disciplinary function of comparative pedagogy with Chinese characteristics has gradually changed from the "self-serving" function of only serving the development of Chinese education to the "for others" function of serving the common development of human education, which is also a new turn made by comparative pedagogy in the new era in line with the development concept of a community with a shared future for mankind. It shows that comparative pedagogy with Chinese characteristics undertakes the mission of helping Chinese education "go global". Therefore, based on the excellent traditional Chinese culture, comparative pedagogy with Chinese characteristics should break away from self-centeredness and cultural narrowness, and seek the common educational essence in different cultural contexts, so that Chinese comparative pedagogy can obtain its due position in the international comparative education stage, and then provide Chinese solutions and make Chinese contributions to the pluralistic development and harmonious coexistence of global education. To sum up, no matter what is advocated or what should be done, the construction of comparative education with Chinese characteristics should take the excellent traditional Chinese culture as the parent, and observe and integrate multiple cultures from a dialectical and integrated perspective, so as to constantly seek new growth points for comparative education research in China.^[3]

2. The development course of comparative education discipline in China

Although comparative pedagogy in our country has been developing for one hundred years, it has gone through twists and turns. It was not until the beginning of the 20th century that comparative pedagogy in our country had its disciplinary significance. In 1927, the first book of comparative pedagogy in our country, *Comparative Theory of Education in Various Countries*, was edited by Zhuang Zexun and published by the Commercial Press. It made a comprehensive study of the education in America, Britain, France and Germany. After that, comparative pedagogy had a brief development. From the founding of the People's Republic of China to the 1960s, China carried out the study of comprehensively learning from the Soviet Union. Later, due to the outbreak of the Cultural Revolution, comparative pedagogy was also in a state of stagnation for several times. Until the reform and opening up in 1978, comparative pedagogy ushered in the best opportunity for reconstruction and development. It learned from developed countries such as the United States, Britain, France, Germany and Japan, and then developed rapidly. Entering the new era, China began to comprehensively include the education of other developing countries and even its own country into the research, and realized the urgency of comprehensively studying the education of all countries in the world. On the basis of fully reading a large number of documents, the author makes a review of the development process of comparative pedagogy in our country from four stages.

The first stage (1978-1989) is the initial stage of comparative education. It is embodied in: (1) the establishment of the society. In 1979, the Institute of Foreign Education Studies of the Chinese Society of Education was formally established, and China's comparative education has since had its own professional academic organization. (2) Master's and doctor's degrees needs to be established. In 1981, "Comparative education" was listed as a secondary discipline of Chinese education, and Beijing

Normal University and East China Normal University were the first to set up master's programs in comparative education. In 1984, Beijing Normal University and Hangzhou University approved the doctoral program, and Mr. Wang Chengxu and Mr. Gu Mingyuan became the first doctoral supervisors of comparative pedagogy in our country. (3) In 1982, the first comparative education textbook in New China, edited by Wang Chengxu, Zhu Bo and Gu Mingyuan, was published, becoming a landmark work in the history of comparative education in China. (4) Issue periodicals. Developments in Foreign Education (Beijing Normal University), Materials on Foreign Education (East China Normal University), Studies on Foreign Education (Northeast Normal University), and Foreign Primary and Secondary Education (Shanghai Normal University) were officially published, setting the stage for the development of academic research on comparative education.^[4]

The second stage (1990-1999) is the mature stage of comparative education. It is embodied in the following aspects: (1) A large number of comparative education textbooks have emerged and papers on comparative education have increased. (2) The country research has been deepened, and the systematic research on foreign education has been started. (3) Methodological research has gradually become a hot topic. Xue Liyin's book *Contemporary Comparative Education Methodology*, published in 1993, made a systematic review and in-depth analysis of the methodology of comparative education, which set off a research upsurge on the methodology of comparative education in China. Comparative education researchers are trying to establish the theory and method of comparative education with Chinese characteristics. (4) The branch research fields of comparative pedagogy have gradually become clear. Comparative higher education, comparative preschool education, comparative vocational education and comparative teaching theory have formed a relatively complete system of comparative education subjects.

The third stage (2000-2009) is the rapid development stage of comparative education. Thanks to the discipline construction in the first two stages, the rapid development of comparative education after the new century is embodied in: (1) the emergence of large-scale series and reference books of comparative education. For example, Gu Mingyuan edited "Comparative Education Series", Pei Dina and Wu Guozhen edited "Foreign Primary and Secondary Education series", etc. (2) The number of doctoral and master programs increased. In 1992, 2 doctoral programs and 8 master's programs were approved. By 2009, comparative pedagogy in our country had 9 doctoral programs and 34 master's programs. (3) The research field continues to expand. Global education, European Union education and African education have become new research points in comparative education.

The fourth stage (2010 to present) is the diversified development stage of comparative education disciplines. It is embodied in the following aspects: (1) Diversified research methods. Comparative pedagogy widely draws on and applies various research methods of social science, such as ethnography and phenomenological interpretation, so that the research methods of comparative pedagogy enter the track of diversified development. (2) Diversification of research paradigms. With the development of society and the change of research topics, the broadening OF research fields, the enrichment of methodology and method system, the research paradigm of comparative education has gradually become the research paradigm of multiculturalism. (3) Diversified research objects. Country research has changed from a single study of developed countries to a comprehensive study of all countries in the world, and from a macro comparative study to a macro and micro two-way extension of comparative research. As China puts forward the Belt and Road Initiative, it has begun to pay attention to education in countries along the Belt and Road. The academic community also actively conducts research on the educational policies of international organizations such as UNESCO, UNICEF, World Bank, and Organization for Economic Cooperation and Development.

3. Conclusion

Throughout the course of the development of comparative pedagogy in China, the proposal of the construction of comparative pedagogy with Chinese characteristics has initiated a new stage of the conscious development of comparative pedagogy in China, and at the same time has endowed Chinese comparative educators with new tasks and missions. In recent years, Chinese comparative educators have begun to face local needs and have made important contributions to the construction of comparative education theories, from proposing cultural research paradigms, using comparative education as a forum for international educational exchanges, to constructing comparative education theories of "harmony but difference", and to forming analysis models of dialectical practice theory. All these promote the development of comparative pedagogy in China towards a conscious and endogenous direction. However, up to now, the theoretical system of comparative education in China has not yet been formed, and the construction of methodology is still in the exploratory stage. Therefore, the construction of comparative education subject with Chinese characteristics has a long way to go. Chinese comparative educators should not only avoid the formation of the concept of "the same as what has been right, different from what has been wrong", but also avoid the idealized western education center theory. On the basis of following the logic of the construction of comparative education subject with Chinese characteristics, they should truly expand the field of comparative education research. Strengthen their own academic position, and constantly improve the discourse power in the field of international comparative education.

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