



Svitlana BORYSIUK,

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Social Pedagogy and Social Work, Nizhyn Mykola Gogol State University (Nizhyn, Ukraine)

Світлана БОРИСЮК,

кандидат педагогічних наук, доцент, доцент кафедри соціальної педагогіки і соціальної роботи, Ніжинський державний університет імені Миколи Гоголя (м. Ніжин, Україна)
svitlanaborysiuk@gmail.com
ORCID ID 0000-0001-6245-5279

Ю Ян,

аспірант кафедри соціальної педагогіки і соціальної роботи, Ніжинський державний університет імені Миколи Гоголя (м. Ніжин, Україна)

Yu YANG,

PhD student at the Department of Social Pedagogy and Social Work, Nizhyn Mykola Gogol State University (Nizhyn, Ukraine)
发送时间: 2025年4月17日(星期四) 晚上11:56
收件人: "期待非同凡响的Me"978441168@qq.com

Halyna RUSYN,

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Primary Education and Educational Innovations, Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Галина РУСИН,

доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій, Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
galina.rusyn@cnu.edu.ua
ORCID ID 0000-0001-9601-5466

Galyna ROZLUTSKA,

Doctor of Pedagogical Sciences, Professor, Professor of General Pedagogy and Higher Education Pedagogy Department, Uzhhorod National University (Uzhhorod, Ukraine)

Галина РОЗЛУЦЬКА,

доктор педагогічних наук, професор, професор кафедри загальної педагогіки та педагогіки вищої школи, ДВНЗ «Ужгородський національний університет» (м. Ужгород, Україна)
grozlutska@ukr.net
ORCID ID 0000-0001-9062-5466

Bibliographic description of the article: Borysiuk S., Yu Yang, Rusyn H., Rozlutska G. (2025). Liang Qichao's Views on the Development of Pedagogical Education in China. *Mountain School of the Ukrainian Carpathians*. 33. 43-48.

Бібліографічний опис статті: Борисюк С., Ю Ян, Русин Г., Розлуцька Г. (2025). Погляди Лян Цічао на розвиток педагогічної освіти в Китаї. *Гірська школа Українських Карпат*. 33. 43-48.

УДК 378:37.011.3-051]37(510)(091)



LIANG QICHAO'S VIEWS ON THE DEVELOPMENT OF PEDAGOGICAL EDUCATION IN CHINA

Abstract. This article explores the historical and philosophical development of teacher education in China, with a particular focus on Liang Qichao's contributions. It begins by highlighting China's long tradition of valuing education, from ancient teachings to modern reforms, noting the pioneering work of educators like Kong Qiu and Han Gui. However, it was Liang Qichao who first formalized teacher training in the late Qing Dynasty. His 1896 publication «On Teacher Training» laid the foundation for establishing teacher training colleges in China, addressing both the inadequacies of the existing system and the essential need for reforms to cultivate high-quality educators. This reform, rooted in his patriotism and desire to strengthen China, aimed at improving teacher qualifications and instilling moral and intellectual values in educators.

The article further delves into the core of Liang Qichao's teacher education philosophy, emphasizing his vision of a specialized, multi-tiered teacher education system. Liang proposed a comprehensive, three-level educational structure consisting of normal teacher training schools, higher teacher training schools, and teacher training universities. He stressed the importance of teacher quality and believed that education should aim to produce "new people" who could adapt to the changing needs of society. His notion of "new people" was a blend of traditional Chinese values and Western ideals, aiming to foster a generation of well-rounded, morally upright citizens capable of contributing to national progress.

The article examines Liang's curriculum proposal for teacher education, which blended both Chinese and Western educational practices. Liang advocated for a curriculum that incorporated classical Chinese learning, Western scientific knowledge, and practical teaching methods. He emphasized the need for teachers to foster individuality in students, encourage critical thinking, and connect education with societal needs. His progressive views on teacher training marked a significant shift in Chinese education, shaping the trajectory of teacher education institutions in the country.

Keywords: Liang Qichao, chinese teacher education, higher education, teacher training, youth education.

ПОГЛЯДИ ЛЯН ЦІЧАО НА РОЗВИТОК ПЕДАГОГІЧНОЇ ОСВІТИ В КИТАЇ

Анотація. У статті розглядаються історичний та філософський розвиток педагогічної освіти в Китаї з акцентом на внеску Лян Цічао. Вона починається з наголошення на давній традиції пошанування освіти в Китаї: від стародавніх учень до сучасних реформ, підкреслено новаторську діяльність таких мислителів і педагогів, як Конг Цю та Хан Гуй. Однак саме Лян Цічао наприкінці династії Цін уперше офіційно започаткував підготовку вчителів. Його публікація 1896 року «Про підготовку вчителів» заклала основу для створення педагогічних коледжів у Китаї, у ній увиразнено як недоліки чинної системи, так і необхідність реформ для підвищення якості освіти. Ця реформа, зумовлена патріотизмом Лян Цічао і його прагненням зміцнити Китай, була спрямована на підвищення кваліфікації вчителів і впровадження моральних та інтелектуальних цінностей у підготовку педагогів.

У статті також докладно розглядається педагогічна філософія Ляна Цічао, підкреслено його бачення спеціалізованої багаторівневої системи педагогічної освіти. Учений запропонував комплексну трирівневу структуру освіти, що включала нормальні педагогічні школи, вищі педагогічні школи та університети для підготовки вчителів. Розкрито важливість якості освіти вчителів та необхідності адаптуватися до змінюваних потреб суспільства. Наголошено на концепції «нових людей» та поєднанні традиційних китайських цінностей і західних ідеалів, спрямованих на виховання покоління всебічно розвинених, морально стійких громадян, здатних сприяти національному прогресу.

У статті проаналізовано ідеї вченого щодо навчальної програми для педагогічних закладів, що поєднували китайські й західні освітні практики, Лян Цічао виступав за програму, що включала класичні китайські знання, західну наукову освіту та практичні методи викладання. Виокремлено ідеї Ляна Цічао щодо необхідності виховання індивідуальності в учнів, стимулювання критичного мислення, взаємозв'язку освіти із потребами суспільства, новаторські погляди на підготовку вчителів, що стали значним поштовхом для розвитку педагогічної освіти в Китаї.

Ключові слова: Лян Цічао, китайська педагогічна освіта, вища школа, підготовка вчителя, виховання молоді.

INTRODUCTION

The problem formulation. Education is the basis for a hundred years of planning. Since ancient times, China has attached great importance to the development of education, stressing the important position of teachers, many educators in their educational theories have discussed the teacher's moral character, teacher's watch and other teacher's way, and put forward the method of teaching, such as Kong Qiu advocated the "teaching without class", "learning by applying", Han Gui wrote "Teacher Says" article. The teacher said" a text, and so on.

Analysis of recent research and publications. However, the first educator in history to specifically address the issue of training teachers through specialised institutions was Mr. Ren Gong Liang Qichao. «On Teachers' Training» was a great work published by Liang Qichao in 1896, which was devoted to the issue of teachers' training, laying the ideological foundation for the development of teachers' training in China and influencing the opening of teachers' training colleges in the later generations. Various aspects have been studied by Liang Qichao (1999), Zhang Xuemei, Zhao Xinghui (2023), Liang Qichao (1998), An Zunhua (2014), Liu Min (2018), Zeng Fanyan (1991), Huang Minlan (2003), Zheng Chunkui (2008), Wei Yixia (2016).

AIM AND TASKS RESEARCH

This article explores the historical and philosophical development of teacher education in China, with a particular focus on Liang Qichao's contributions.

RESEARCH METHODS

In the process of research, theoretical methods of scientific search were used: analysis, synthesis, generalization of scientific sources, educational and methodological literature, normative educational documents.



RESULTS OF THE RESEARCH

The Origin of Liang Qichao's Ideas on Teacher Education. Liang Qichao's understanding of the purpose and significance of teacher education has improved and deepened in a new and higher level. He positioned teacher education as "the foundation of all schools", and in 1986, he published an article entitled "On Teacher Education in the Context of Changing the Law", which was the first time in the history of Chinese education that a special article was devoted to the issue of teacher education. In "On Teacher Education", Liang Qichao pointed out that "the rise of a nation lies in the rise of learning, and the rise of learning depends on teachers". Teachers are God in the minds of students, and their moral writings have a great influence on students, and they also had a great influence on the Chinese education sector at that time. Liang Qichao had already realised that the role of teachers was pivotal. To raise the role of teachers to a new level and role, the ability, quality, learning, morality, as well as the character of teachers are among the important factors affecting education at present. Whether at the level of the society, at the level of the school, or from the teachers and the students themselves, the strong role of teachers in education should be emphasized (Liang Qichao, 1999).

However, in the context of Chinese society at that time, faced with the heavy pressure of internal and external problems, many teachers simply did not achieve the quality of teaching and educating people, as well as the level of knowledge, morality and culture that should be possessed, in which, although there is no lack of a number of outstanding talents, but most of them are indiscriminately, therefore, in the context of the Chinese teachers of varying levels of quality, indiscriminately, Western teachers and there are all kinds of confusions and problems. Under the domestic background of the time, Liang Qichao put forward the reform of Chinese education, must pay attention to

Teacher training, teacher training needs to develop teacher training schools, teacher education, and therefore put forward: "want to reform the old habits, the rise of wisdom, must be the establishment of teacher training colleges for the first sense (Zhang Xuemei, 2023).

Therefore, the issues of strengthening the role of teachers, improving their qualifications, changing the problems and confusions of foreign teaching, as well as improving the standard of teachers became the reason and ultimate aim of teacher education! Therefore, Liang Qichao proposed the reform of founding teacher training colleges in China.

The introduction of teacher training as a system in China was made possible by the two books written by Huang Zunxian in the 1880s, *Nihon Kokushi - Academic Journal*, and *Nihon Miscellany Poems and Wide Notes*. However, neither Huang Zunxian himself nor any other educational thinker realised the importance of teacher training, and no one proposed the development of teacher training and the founding of teacher training schools in their own countries (Liang Qichao, 1998). It was not until 1896 that Liang Qichao, in his attempt to reform education, formally put forward the idea of establishing teacher training in China for the first time, and published an article in the *Times* on "Changing the Law - On Teacher Training", which was devoted to the shortcomings of the traditional education system and the importance and necessity of establishing teacher training. Liang Qichao's idea of teacher education was put forward against the objective background of the society at that time and his own patriotic sentiments and educational ideals were inseparable (An Zunhua, 2014).

The impetus for the formation and development of Liang Qichao's ideas on teacher education came from his passionate patriotic fervour and his sense of national responsibility to "take the prosperity and demise of the world as his own responsibility". This strong patriotic feeling drove him to actively explore new ways of enriching the country and strengthening the people, and to form the progressive proposition that education should be used as a means of promoting teacher training and rescuing the country.

The Connotation of Liang Qichao's Ideas on Teacher Education. The idea and practice of teacher education first emerged in France in the 17th century, and the teacher education system was first formed in France, Germany, the United States, Japan and other countries in the following two centuries. During the late Qing Dynasty, some enlightened Chinese scholars began to reflect on the causes of China's decline in the light of the advantages of the Western powers, and some scholars, such as Huang Zunxian, talked about the Western teacher education system, but there was a lack of systematic discussion. The formation of the old Chinese teacher education thought, mainly from Liang Qichao for the realization of the dream of a strong country and China's domestic and international situation of profound analysis, he is a broad view and about the take, thick and thin, written and published in the history of modern Chinese education for the first time in China, a more systematic and dedicated to the discussion of China's teacher training issues in the monumental work - "Changing Laws and General Discussions on teacher training".

(I) Formulation and Characteristics of the Normal Education System

The two earliest teacher-training schools in China, the Nanyang Public School Teachers' College (1897) and the Normal Hall of the Peking University Hall (1902), were strictly speaking only a department of the academy, not an independent school. Looking at the current situation of teacher education in China, in 1902, Liang Qichao suggested imitating the Japanese school system in the Private Discussion on Educational Policies, and drew the Table of Educational System alone, highlighting the teacher education system.

First, the formulation of the three-tier teacher education system. Liang Qichao specially drew up a three-tiered and more complete teacher education system. The first tier was a normal teacher training school equivalent to a secondary school, with three or four years of study; the second tier was a higher teacher training school, equivalent to a university school, with four years of study; and the third tier was a teacher training university, the same as a



university college, with free research during the training period and no restriction on the number of years of study. The third level is the teacher training university, which is the same as the university college, and during the period of study, students are free to study for as many years as they like. Moreover, each level of school trains teachers for various types of schools at all levels, with the normal teacher training schools training teachers for primary schools, the higher teacher training schools training teachers for secondary schools, and the teacher training universities training teachers for the universities or teachers from the other two teacher training schools.

Secondly, the characteristics of Liang's teacher education system. In this Table of Education System, on the one hand, teacher education was included in specialised education, which was more complete in the whole education system and had its own independent system. Teacher education had a higher status, for example, teacher training universities had an equal status with colleges. On the other hand, teacher education was divided into different levels, each level had its own academic year, and each level was connected to each other and progressed step by step, reflecting the objective law of educational development. At that time, the teacher education system in Japan was divided into two levels: the General Normal School and the Higher Normal School. The General Normal School recruited graduates from primary and secondary schools and trained teachers for primary schools; the Higher Normal School trained teachers for secondary schools and the General Normal School. From this, it can be seen that Liang Qichao, in the light of his own country's situation, made some modifications while following the Japanese teacher training system, and added the level of teacher training university to the level of higher teacher training in Japan, which demonstrated the great importance Liang Qichao attached to teacher training, and at the same time expressed his higher expectations for the quality of teacher training, hoping to train a group of outstanding teachers in teacher training schools and to ensure the quality of teachers through teacher training.

By comparing Liang Qichao's "Table of Educational System" and the "Imjin School System" promulgated by the Qing government, it can be found that Liang Qichao divided the teacher education system into three levels, and in the "Imjin School System", teacher education was divided into two levels, namely, Teacher Training Hall and Teacher Training Hall, and the teacher training school was included in the school system but not independent. In the "renyin school system", teacher education was divided into teacher training colleges and teacher training centres, and although teacher training colleges were included in the school system, they were not independent, and the highest level of teacher training colleges was equivalent to the second level of higher teacher training colleges classified by Liang Qichao (Liu Min, 2018).

Liang Qichao independently drew this "Table of Educational System", although it is the product of imitating the educational system of advanced countries, but before him, there is no other educator so systematically and comprehensively discusses the educational system, let alone in the educational system of the teacher education in such an important position. This is unparalleled by any other educator before him.

A View of the Purpose of Teacher Education with the New People as its Goal

As the first educator in the history of modern education in China to specifically discuss the need for education to have a correct goal, Liang Qichao's view of the purpose of education was formed inseparably from his ideal of education to save the country. In particular, Liang Qichao's discussion of the role and purpose of teacher education reflects his view of the purpose of teacher education as the goal of the new people.

1. The Formation of the Goal of "New People"

Liang Qichao's views on the purpose of teacher education can be divided into two stages. Firstly, during the period of the Restoration and Reform of China, Liang Qichao put forward the view of the purpose of teacher education as "the doctrine of politics and science", in which he hoped to create a team of teachers with new ideas and knowledge of the western political and management systems, so as to enable these "new teachers" to play an important role in school education. He hoped to create a team of teachers with new ideas and knowledge of western political and management systems, so that these "new teachers" could play a guiding role in school education and train a new group of political management talents. In the second stage, after the failure of the Reform, Liang Qichao realised that the goal of saving China could not be accomplished by training only a small number of political talents. Therefore, from the perspective of the whole social group, he proposed that teacher training should produce "new people" with the qualities of national ideology, public morality, aggressiveness, autonomy, unity, public morality, and martial arts. What is a new people? Liang Qichao that "the meaning of the new people are two: one said that the quenching force of its original and new. Second, it is said to adopt its original no and new. Without one of the two, the time is no work." That is, on the one hand, to promote the Chinese people for thousands of years in the accumulation of traditional culture in the essence of the part, and constantly update and reform, and abandon its backward things; On the other hand, is to continue to learn from foreign advanced culture, make up for the shortcomings of our culture, to help transform the Chinese people's national character, so that they become new national to adapt to the needs of the new era. Liang Qichao's idea of the qualities of such new nationals would be branded with the characteristics of both traditional Chinese culture and western culture. In other words, the new nationals that Liang Qichao wanted to cultivate were the combination of the eastern "gentleman" and the western "citizen"

2. The Importance of the Quality of "New People" (Zeng Fanyan, 1991).

Liang Qichao emphasised that teacher training colleges should pay special attention to shaping the personalities of teacher trainees. Teacher-training students, both as students of teacher-training colleges and as future teachers, had



to make themselves "new citizens" and to teach others to become "new citizens". Therefore, Liang Qichao took "new people" as the purpose of teacher training, emphasised that the quality of "new people" was essential for teacher trainees, and encouraged teacher trainees to be clear about their duties, "to take the world as their own", to study hard, and to seek their own personality. He encouraged the teacher trainees to be clear about their duties and to "take the world as their own", to study hard, to seek perfection in their personalities, and to seek to establish themselves as human beings. At the same time, he attached great importance to the all-round development of teacher trainees, and called upon them to cultivate their wisdom, experience their personality, and protect their free will. The "Sayings of Young China" is a work of Liang Qichao expounding his thoughts on youth education, in which he puts forward the important role of the youth in the wisdom of the nation, the wealth of the nation, the strength of the nation, the independence of the nation, the freedom of the nation, and the progress of the nation, and expresses the importance he attaches to and the expectation of the education of the young students. But ask, how can a teenager be wise? How can a teenager be independent? School education occupies an important position in the three major education systems and is crucial to the training of young people, while teachers are the key to youth education. Therefore, only teachers with the quality of "new people" can produce students with the new people's ideas, so that "if teachers are wise, young people will be wise, and if teachers make progress, young people will make progress".

(III) Xing Zhi Xue's View of Teacher Training Curriculum

At the end of the Qing Dynasty, the curriculum of traditional school education was mostly set up to adapt to the imperial examinations, and the content of the curriculum was based on the Four Books, the Five Classics, and the Chen-Zhu School of Reasoning. Liang Qichao's view of the teacher education curriculum came from his understanding of foreign teacher education programmes and his own educational insights.

1. Curriculum Content of Learning from China and the West

Because modern China lacked experience in teacher education, Liang Qichao advocated that teacher education initiatives should actively learn from foreign practices. He believed that the curriculum of teacher education was the key, and that the reason why Western education only learnt the skin of the West was because of the improper curriculum. Liang Qichao's thinking on how to set up the content of the teacher education programme was mainly based on the experience of Japanese teacher education. He learnt that the Japanese teacher training curriculum was very rich and comprehensive, covering dozens of courses such as teacher ethics, teaching methodology, subject knowledge and practical crafts. So should the curriculum of Chinese teacher education be set up in the same way? Liang Qichao believed that the curriculum of teacher education should depend on the national conditions of each country, so he did not copy the Japanese curriculum, but according to the national conditions of our country, follow the principle of "slightly according to its system and improve", reduce some of the contents that are not suitable for the Chinese national conditions, and increase the current curriculum. He drew up a complete outline of the curriculum of the teacher training school, including the six classics, the speciality of Gezhi, the history of the past dynasties, the situation of the countries, the origin of the characters and the characters of the countries of the six major categories. This six-category curriculum reflects that Liang Qichao took traditional education as the basis and expanded the teacher education programme to include the study of Western scientific and technological knowledge and the knowledge of other languages. The purpose of such a programme was to enable teacher trainees to learn from both the East and the West, and to learn from both the past and the present, so as to benefit the society. In addition, Liang Qichao, as the first modern educator to discuss teaching materials and methods, believed that teacher training classes should offer courses on teaching methods and "the way of teaching". Therefore, Liang Qichao had very high requirements for the courses offered to teacher training students, not only focusing on both basic and professional courses, but also emphasising the importance of teacher training.

2. Combination of Chinese and Western curriculum organisation

In the method of teaching organisation and implementation, Liang Qichao advocated the introduction and creative use of western teaching materials and methods, as well as the absorption of positive traditional teaching experience. For example, he highly praised the excellence of the "Records of Learning" in expounding educational principles and teaching methods. "The Record of Learning is a piece that talks about the teacher training school." Liang Qichao put forward several ideas for the organisation and implementation of the curriculum of the Teachers' Training College, one being that teaching should be gradual and promote individuality. Learning from near and far, gradually expanding horizons, schools, teachers, students, all three are human relationships, so that everyone can show their own strengths, to give full play to their personal potential; Second, teaching should be good to start the heavy guide, teaching in a fun way.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Teachers should guide the students according to the situation, and pay attention to the guidance of the learning method and the cultivation of students' self-learning ability, so that the students are willing to learn and more innovative. Thirdly, teaching should be combined with school and society, and learning should be applied. Liang Qichao emphasised that "school and society can never be separated", and that students should focus on the combination of learning, thinking, practising and acting, and encourage students to discuss social issues with each other. In particular, he believed that teacher trainees should set up the correct concept of serving the society, and after graduation, they should still regard themselves as students and never abandon the knowledge and skills learnt in school.



REFERENCES

- Liang Qichao. (1999). Complete Works of Liang Qichao. Beijing Publishing House.
- Zhang Xuemei, Zhao Xinghui. (2023). The failure of the reform movement and the development of Liang Qichao's youth educational thoughts. Journal of Jilin Provincial Institute of Education, 7, 179-180. URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLWDzR5W5TaHtgEDkv=NZKPT&language=CHS
- Liang Qichao. (1998). Liang Qichao's family calligraphy and annotated edition. Lijiang Publishing House.
- An Zunhua. (2014). On Liang Qichao's thoughts on normal education. Guizhou Academy of Social Sciences, 3, 137-138. URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLXAOGjUopdNT6bd5CUQ3IfPo=&uniplatform=NZKPT&language=CHS
- Liu Min. (2018). Re-discussing Liang Qichao and Beijing Normal University. Journal of Education, 14(1). URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLUIiLvN-o-V1ytw==&uniplatform=NZKPT&language=CHS
- Zeng Fanyan. (1991). Review of Liang Qichao's educational thoughts. Journal of Guizhou Normal University (Social Science Edition), 3. URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLWPAInH1tVJ_PJBgrB6Dggu7Wj8aNSfg=&uniplatform=NZKPT&language=CHS
- Huang Minlan. (2003). Liang Qichao's pioneering contribution to modern education. Journal of Shaanxi Education Institute, 1. URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLXxLj1u14DBHydv73R_tplatform=NZKPT&language=CHS
- Zheng Chunkui. (2008). On Liang Qichao's educational thoughts. Social Science Front, 3. URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLWtF3O9lodNlvZPnf9Blanguage=CHS
- Wei Yixia. (2016). On Liang Qichao's Enlightenment Thoughts and Educational Thoughts. Journal of Yanshan University (Philosophy and Social Sciences Editio), 17(1). URL: https://kns.cnki.net/kcms2/article/abstract?v=C_qHzaiysLXjunPKn9vzusot9Zr_713_osa3gfmqx3KqQ==&uniplatform=NZKPT&language=CHS

Received
Accepted

12.06.2025
02.07.2025