



The Citizenship Education in China: Ideal, Reality and Prospect

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Abstract: This article introduces the development of civic education in China, and citizenship education system has three main components from the content, including citizenship education, patriotism education and moral education. It puts forward prospects from the perspective of goals, tasks, characteristics, organization, education fairness and implementing methods.

Keywords: Citizenship Education; Culture Self-Confidence; Socialization

Different ethnic groups and cultures have different understanding on citizenship education. Citizenship in the Chinese context (citizenship education), often refers to citizenship education, mainly refers to the training of qualified citizens for the purpose of education. As a country with a long history, citizenship education originated early in China. The Confucian educational thought has permeated the values of good citizens (gentlemen) from the Confucius times. With the development of history, each dynasty has different citizenship education based on different social background. As to the modern sense of citizenship education, it means the education that born in Democratic Revolution period, it experienced several stages: including “Xinmin education” that stemmed from the late Qing Dynasty to the new cultural movement period, the “national education” of the Anti-Japanese War, the “people’s education” in the early days of the founding of new China, the revival of the citizenship education thought after the reform and opening up, and the modern citizen education with the aim of “socialist core values” stage.

1. The connotation of Chinese citizenship education

About the connotation of citizenship education, Chinese scholars have different views, the main representative view is as follows:

- As we all know, the basic purpose of citizenship education is to cultivate good citizens for a certain country. The essence of citizenship education is to enable the younger generation to accept and inherit the traditional culture of predecessors, is to achieve socialization. (Zhang, 1997)
- The so-called “citizenship education” refers to the education of the country or society in accordance with the relevant laws, and cultivates the qualifications and competencies of its members with faithful fulfillment of the rights and obligations of citizens. The citizenship education includes the following objectives: recognition of their national identity; Civil rights and obligations of the character and ability to develop participation in social life interest, and for the country and the community to assume responsibility and responsibility. (Xiao, 2001)
- Citizenship education is a process that society makes citizens to become the main body who can enjoy the rights and fulfill the obligations and become effective members in the economic and social life through the training. (Lan and Gao, 2007)

Different scholars have different interpretation of citizenship education from different angles on the connotation, but summed up mainly from two aspects: First, a broad understanding, that everything for citizens of education is citizenship education; the second is a narrow understanding, that is, the training of qualified citizens. Its characteristics show several characteristics: first, from the purpose of the country is to cultivate a good citizen, improve the virtues of

citizens; second, showing a clear cultural color, is to make the younger generation to accept and inherit predecessors the traditional culture lies in the realization of socialization, the cultivation of students' feelings of family, and the recognition of the national identity of "Chinese children". Thirdly, the contents include the following objectives: recognition of their national identity; Civil rights and obligations of the character and ability; the development of participation in social life interest, and for the state and society to assume responsibility sense and responsibility; Fourth, unlike the Western concept of citizenship education, which focuses on civil rights, China's citizenship education values emphasize the fulfillment of obligations, and citizenship education is dominated by ideology and legal nature, which essentially cultivate talented people for the Communist Party of China.

2. Contents of Chinese citizenship education

China's citizenship education system has three main components from the content, including citizenship education, patriotism education and moral education.

- Citizenship education is a social or social group with certain views, moral norms, to impose a purposeful, planned, organized influence on their members, so that they meet a certain social requirements of the moral social practice activity. Citizenship education is the primary content of spiritual civilization construction and citizenship education in China, and it is also one of the main ways to solve social contradictions and problems.
- The education of patriotism mainly includes the long history education of the Chinese nation and the education of the great traditional culture, the Party's basic line and socialist modernization construction achievements education, China's national conditions education socialist democracy and legal education, peaceful reunification, "one country two systems" education.
- Moral education refers to all activities that have a purposeful and systematic influence on the moral aspects of social members, including social moral education, community moral education, school moral education and family moral education.

It can be seen that China's modern citizenship education includes three aspects: first, in the relationship between citizen and state, cultivate citizens' legitimacy of national system and legal system, and realize that as a citizen must have the inalienable right and the inalienable responsibility to their country, to carry out their own management power, and actively assume the responsibility of supervision and participation, the core is a kind of social awareness of the main body; the second is in the relationship between citizens and others, including civil rights and obligations of education; thirdly, the modern spirit of democracy, freedom, equality and sovereignty is the basic criterion of public life in modern society, which is the basic quality of modern citizens.

3. Implementation of Chinese citizenship education

China's current practice of citizenship education, its realization is mainly through: integrating citizenship education into school moral education; penetrating citizenship education in the daily life of students and related courses; setting up an independent citizenship education courses and integrated courses; integrating school citizenship education and social citizenship education in the practice of social participation in cultivating their civic awareness. Citizenship education is a general term for various educational activities in a modern society that guides people to participate effectively in state and social public life and cultivate sound self-discipline and civic virtue. The content of citizenship education needs to be grasped from four aspects: ethnical knowledge, ethnical attitude, ethnical behavior and ethnical ability. Implementation of citizenship education should combine the family, school and social and other power to form a systematic citizenship education network. Among them, the family citizenship education is the foundation, the school citizenship education is the main channel, social citizenship education is the first two extension and supplement. Here, we focus on the situation of school citizenship education:

In school education all over the world, all students accept education in the legal, moral, economic, social and other aspects, the education not only teach students the relevant citizen knowledge, but also cultivate students' true emotion and attitudes, and provide systematic education for its future life.

- (1) Content of school citizenship education

- From the perspective of knowledge, mainly refers to the citizenship knowledge, that is, citizens should have the basic knowledge in economic, legal, ethical and social life exchanges. This knowledge is the basis of the formation of civic awareness, to develop a good quality and behavior of citizens, through learning these knowledge, educators should not only have the general feelings and awareness of citizens, but also clear the rights and obligations of citizens from a certain theoretical height to grasp the relationship between citizens and the state, the individual and the community.
- From the perspective of attitudes, it mainly refers to citizens' emotion and civic consciousness. Citizens' emotions are the emotional experiences of citizens in realizing and fulfilling their rights and obligations, such as dignity, sense of rightness, sense of participation, sense of duty and justice. Sense of responsibility, compassion and conscience; civic consciousness includes social consciousness, rights and obligation consciousness, democratic consciousness, legal consciousness, moral consciousness and ecological consciousness.
- From the perspective of behavior, mainly refers to the behavior of citizens, that is, citizens comply with legal and ethical behavior, including the citizen's concern and supervision of government work, and actively participate in the conduct of democratic affairs, the use of law to protect the interests of citizens, poverty alleviation behavior, etc. Citizen's behavior is the external manifestation of civic awareness, is a fundamental measure of the quality of citizenship.
- From the perspective of competence, including the ability to understand, analyze the ability, the ability to think independently, to identify the ability of non-good and evil and ugly, attention and participation in social activities. In short, the choice of citizenship education content should be very broad, it is the relationship between citizens and the state's rights and obligations as the core, where directly or indirectly contribute to the integration of students into the state and social life and keep in harmony with the community knowledge, ability and behavior way, are the contents of citizenship education.

(2) The ways of civil education in schools

- First of all, the maximum ways of civil education in schools are to make their curriculum more organized. In the past few years, the cultivation of citizens' awareness has been accompanied by citizenship education, which made some progress but also some problems. As a part of citizenship education, the cultivation of civil education is not qualified with the advantages which should have as a separate course, lacking the ways of the combination of citizen consciousness's character and rules, much less to say there's no rational evaluation methods, which made the cultivation of our civil consciousness stand in a stationery state, and made this phenomenon easily become an inevitable trend. In 1985, China started to have course of Citizen, but due to the immature conditions and shallow demonstration, it was replaced by latter citizenship lessons as it was lack of the basis and content. As the development of reform and opening-up and market economy, China's civil education is faced with a good opportunity and the cultivation of citizen consciousness should be mentioned in schedule.
- Secondly, the contents should be integrated into daily world. In terms of current Chinese society, to achieve the development of society and the construction of civil society, China must go through the criticism of daily life and the process of reconstruction, making people transcend traditional daily life construction and the bond of creating self-activities let them jump into a nondaily state from the daily life state, try to be a qualified citizen. There are several principles must be obeyed if people want to spread the contents of citizen consciousness to students' daily life. Firstly, they have to choose something that is closely attached to students' family life, campus life and social life. Secondly, they have to choose something that students can experience on their own. Thirdly, they have to select something that can cultivate students' emotion and quality. Fourthly, they have to choose some practical contents which are beneficial for students to solve daily and national identity problems.

4. Reflection on the practice of citizenship education in China

Although China's citizenship education has gone through decades of development, making it get more and more attention of the whole society. There are also some practical problems in the process.

- At the point of the values of citizenship education. Citizenship education inevitably encounters conflicts of val-

ue orientation. On the one hand, it originated from the western liberty concepts of citizen, advocate the supremacy of civil liberties and civil rights, they believe that the primary goal of education is to cultivate the citizen consciousness and the priority of rights from the supreme consciousness of citizens. On the other hand, the traditional Confucian thoughts and the ethics which was cumulated by thousands of years, culture tradition but also contains a profound obligation on ethical orientation, it emphasizes the ethical obligation has the priority of ethical rights, it holds the idea that citizenship education should give priority to cultivate citizens who have a sense of responsibility and social responsibility.

- Content and practice: the goal of citizenship education is too politicized, its contents are beyond teenagers' reality. The methods of education put too much emphasis on teaching materials, which was detached from the majority of students. Citizenship education' contents are too simple, which makes them hard to adapt the diversity of social and students' development.
- The overall design: the development of citizenship education is not sufficient and not mature, lack of integrated design of civic awareness education. They put more emphasis on civic awareness of social responsibility or obligation awareness, while the rights awareness has been neglected; When carrying out civic awareness education, they emphasize to draw a line with the capitalist ideology, while they always ignore the rivalry with the feudal civic awareness.

The causes of this are from various aspects, mainly include:

Firstly, the contents of these courses contain the area of ethical aspects, it also aims at mastering knowledge to achieve ethical education. The ideological and moral education of knowledge, curriculum, scientific evaluation has also led to the school moral education originated by knowledge mastering, neglect the cultivation of students' character, ethical awareness, ethical emotion and ethical behaviors. Secondly, the course content is repeated, jumbled, it's even impossible to distinguish the differences among primary school, high school and university, the related courses of each grade of each school, have similar purposes. Thirdly, the civic ethical education is a common education for all citizens, different social classes, different nationalities, different religious beliefs, the individuals should accept the education, education is the bottom line of life. Basic education is the common education for citizens. Therefore, ethical education should emphasize civic common education. Reviewing our basic education curriculum, it puts more emphasis on advanced requirements while common requirements weren't attached great importance. Scholar (Zhang, 2011) made a survey of primary school society textbook which wasn't published by People Education Publishing House in 2000 and politics textbook which was published in 2002, the result indicates that in 2000 published textbooks, patriotism education accounted for the proportion of 21%, while the civil rights education is only 3% of GDP; even in 2002 the new morality and society on teaching, Civil rights education's proportion is just about 5%.

5. Global citizenship education: The development's direction of Chinese citizenship education

The 21 century's China, after 30 years of reform and opening-up as well as the impact of globalization, has become a powerful country whose economy was rapidly developed, international influence was increasingly enhanced. Globalization created precious opportunity for China's economy, also provides an inevitable practical problem for Chinese society. For instance, as the development of Chinese Belt and Road, Chinese overseas investment has been improved, the influence was enhanced, making it's more international at the area of letting elites going out and inviting more elites into our country. The collision of thoughts, cultural integration, and the flow of talents, during this process, the values of young generation will be more diverse, civic awareness would step on a higher level. In the process of the strike of Internet, information and multiple culture, China must establish our own citizenship education concept in keeping the balance of cultural character and international development, build good international images. But in China, along with various side effects in recent years, citizens begin to consider about the excessive pursuit of GDP economic development modes, and expect more about environment protection and sustainable development. In this reality, Chinese citizenship education begins to face the conflicts between internationalization and localization, which presents an important challenge: how to focus on the background of globalization, the modernization, reanalyze citizenship education and consider

about it. First, there's a need to adapt to the new concept of citizenship education globalization and its services strategy and policy. Second, Chinese enterprise is displaying an increasingly power on the international stage. Therefore, China must possess a large number of international-viewed talents. Third, when accepting talents from around the world, at the same time, enterprises should also have a more global environment citizen.

The differences between international citizenship education and current citizenship education lies in, have the global awareness of global concern. The global consciousness, not only to perform as the basic rights and obligations of citizens from the global level. With global knowledge and the performance of global citizen skills and responsibilities. Hence, under the background of globalization, Chinese citizenship education must regard cultivating global citizens as the trend of citizenship education reform, and the cultivation of citizens' culture identity. Between the relationship of civil rights and obligations, they tend to emphasize the balance among them. Between the relationship of citizenship education and ethical education, they tend to emphasize citizenship education should be based on universal moral action.

Therefore, Chinese citizenship education, under the background of globalization, should be changed in the following aspects: 1) target—from the development of qualified personnel for the society to promote the overall development of human beings; 2) mission—from the accumulation of knowledge accumulated to obtain Sustainable development; 3) characteristics—from collectivization, standardization to individualization, individualized education; 4) organization—from the classroom as the basic system to the problem-centered interdisciplinary structure; 5) education fair—from the general rights of all people to education for equality of opportunity, equality of process, the results of equality; 6) way—from teaching, reading to emphasize the practical process, creative process (extensive social experience, complete life concept).

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