

COMMENT ON “EVALUATION ON THE INTERACTION BETWEEN CHINESE TRADITIONAL PHILOSOPHICAL CULTURE AND HIGHER EDUCATION IDEAS”

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Commented Article: ZHANG, Yan. Evaluation on the Interaction between Chinese Traditional Philosophical Culture and Higher Education Ideas. **Trans/Form/Ação**: Unesp Journal of Philosophy, v. 47, n. 4, e0240055, 2024. Available at: <https://revistas.marilia.unesp.br/index.php/transformacao/article/view/14625>.

Received: 05/09/2023 | Approved: 12/09/2023 | Published: 27/02/2024

 <https://doi.org/10.1590/0101-3173.2024.v47.n4.e0240109>



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COMMENT ON “EVALUATION ON THE INTERACTION BETWEEN CHINESE TRADITIONAL PHILOSOPHICAL CULTURE AND HIGHER EDUCATION IDEAS”

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The concept of higher education in China is rooted in the rich traditional culture and embodies the Chinese people’s unique humanistic spirit and philosophical thought. However, the current understanding of higher education is facing several challenges, such as a lack of accurate target positioning, an overemphasis on theoretical teaching at the expense of practical application, and a disconnect from market and societal needs. It is crucial to address these issues and revitalize the concept of higher education in the new era. This article focuses on traditional Chinese philosophical culture and explores its interactive relationship with higher education concepts. By examining the dynamics, significance and methods of interaction between traditional Chinese philosophical culture and higher education, the study aims to shed light on how these two spheres can mutually influence and benefit each other. The findings highlight the immense significance of the interaction between traditional Chinese philosophical culture and higher education concepts. This interaction serves as a vital starting point for educational reforms and showcases new achievements in the new era. By delving into the interactive relationship between these two realms, this research aims to enhance understanding of the concept of higher education, comprehend its significance in

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the new era in terms of knowledge and behavior, and provide a solid theoretical foundation for higher education reform.

The interactive relationship between traditional Chinese philosophical culture and higher education concepts is shown. This article aims to address the challenges faced by the current understanding of higher education and provide insights to promote its rejuvenation and relevance in the new era.

1 INTERACTION BETWEEN TRADITIONAL CHINESE PHILOSOPHICAL CULTURE AND HIGHER EDUCATION CONCEPTS

From another perspective, the interaction between Chinese traditional philosophical culture and higher education concepts can also be explored through the lens of higher education philosophy. Higher education philosophy is a discipline with its own unique and comprehensive system, which delves into the philosophical ideas related to higher education (De; Philip, 2021, p. 28). By examining the interaction between the two, we can approach it from two angles.

We can start by examining the concepts of Chinese traditional philosophical culture and higher education philosophy themselves. Higher education concepts can be viewed as a philosophy applied to the discipline of higher education, allowing for philosophical reflection and judgment on fundamental problems or related theories. By taking a philosophical perspective, higher education can enhance its academic level and promote its development and transformation in a more constructive direction.

We can explore the relationship between higher education concepts and other disciplines, particularly philosophy. Philosophy has a strong connection to higher education concepts, as it encompasses various aspects of higher education development. By embracing a systematic perspective and employing a dynamic and adaptable mindset, we can effectively keep pace with the modern society's changing nature and the rapid development of sports. Traditional Chinese philosophical thinking provides valuable insights into understanding the nature and human society's development, which can be interconnected and compatible with the evolving field of higher education.

Examining the interaction between Chinese traditional philosophical culture and higher education concepts, from the standpoint of higher education philosophy, allows for a comprehensive exploration of their philosophical foundations. By adopting a dynamic mindset and drawing upon traditional wisdom, higher education can keep pace with societal changes, innovate, and effectively address the challenges and opportunities of the present era.

Chinese traditional human science holds significant contemporary value and can be effectively integrated with the sinicization of Marxism and practical human science. By excavating the elements of modernity within Chinese traditional human science, a sinicized Marxist human science can be constructed, achieving an organic combination of creative transformation in Chinese traditional human theory and the sinicization of Marxist practical human science.

To achieve this creative transformation, the scientific practice view of Marxist philosophy serves as a crucial theoretical foundation. By focusing on the scientific practice of humanism in Marxism, key elements, such as the subjective spirit of being alive and healthy, the emphasis on justice over personal gain, the pursuit of excellence and self-improvement, and the aspiration for inner sageliness and outer kingliness, can be extracted and stimulated from traditional human nature theory. These elements are then harmonized with the scientific practice concept of Marxist philosophy to establish a cohesive and unified framework.

Moreover, integrating rational elements from Western anthropology is essential to endow the new theoretical framework with value rationality in the contemporary era. This approach creates a practical existentialism with distinct Chinese characteristics while incorporating elements from both Chinese and Western cultures.

In the process of cultural construction, the power of excellent traditional Chinese culture must not be overlooked, and it should be fully integrated into university education. Innovative methods of ideological and political education can be employed, fostering a positive campus cultural atmosphere and cultivating a strong teaching team. Various activities should be carried out to enhance students' understanding and appreciation of excellent traditional Chinese culture, nurturing well-rounded individuals with high political literacy, strong ideological and moral character, and exceptional technical abilities. These efforts contribute to the nation's prosperity and rejuvenation, as well as to its people.

2 PRACTICAL SIGNIFICANCE OF THE INTERACTION BETWEEN TRADITIONAL CHINESE PHILOSOPHICAL CULTURE AND HIGHER EDUCATION CONCEPTS

Chinese traditional philosophy and culture have a profound impact on the development of Chinese art and provide valuable guidance for the renewal and improvement of higher education concepts in China. They reveal the fundamental methods and principles of higher education and integrate the epistemology and methodology of this field.

One example is the traditional Chinese ideology of education without discrimination and gradual progress, which can serve as a guiding principle for higher education teaching. This approach promotes inclusive and progressive education that values each student's unique abilities and encourages their gradual growth and development (Kato, 2022, p. 1345).

Additionally, the cultivation of students' creative thinking and aesthetic abilities, advocated in contemporary aesthetic education concepts, finds its roots in the idea of harmony without difference and pragmatism from traditional Chinese philosophical culture.

Moreover, Chinese traditional philosophical culture has significantly influenced various schools of thought within higher education, uncovering the deeper meanings and connotations of higher education. It has played a positive role in shaping the methods, systems and strategies employed in higher education. By integrating traditional Chinese philosophical ideas into teaching, higher education can benefit from a more comprehensive and culturally grounded approach, leading to its overall improvement.

The traditional Chinese theories of cosmology and biochemistry provide a localized philosophical framework to support the cross-border integration, advocated by modern higher education concepts, and the construction of an open and integrated new education ecosystem. Historically, higher education has faced challenges related to the division of liberal arts and sciences in high schools, fragmented disciplines and overly specialized majors in universities, all of which have hindered the quality of talent cultivation and the level of scientific research innovation in higher education. From the perspective of traditional Chinese philosophy and culture, these issues can be compared to the separation of yin and yang, lacking the necessary interaction and coordination among disciplines, akin to the balance of yin and yang. As a result, breaking these limitations and achieving independent innovation in higher education become difficult.

The separation of science and engineering, as well as the divide between humanities and science, engineering and agriculture, has significantly impacted talent cultivation for modernization in China. To address these challenges, it becomes imperative to reform educational philosophy and systems. The current new concept of higher education, in contrast to traditional ideas, emphasizes source innovation at the scientific level and promotes the intersection of multiple disciplines. The new concept highlights the importance of integrating and interacting between disciplines and different cultures, offering practical needs and profound philosophical principles to support educational advancement.

The effective incorporation of Chinese traditional philosophical ideas into higher education teaching is crucial for the advancement of contemporary higher education in China. By embracing the wisdom and principles derived from traditional Chinese philosophy, higher education can enhance its quality and relevance, fostering the students' well-rounded development and contributing to the society's overall progress. Modern higher education is an empirical education. Therefore, in higher education, attention should be paid to combining practice with theory, emphasizing the need to use highly dialectical thinking to promote students' in-depth understanding of educational concepts and practice. The traditional Chinese philosophical culture is based on persistence and application, and advocates that

education should grasp both ends of the matter and coordinate the two ones in order to achieve balance and nature. The theory of “holding the two and using the middle” has great reference value for modern Chinese higher education concepts and teaching methods. It points out that different educational concepts cannot be completely denied or copied, but they should be considered dialectically from the standpoint of discipline construction. It is necessary to explore and summarize higher education theories with a proactive and exemplary attitude, pay attention to students’ learning needs, rely on sufficient teaching resources, establish correct educational concepts, guide students to experience a rich and colorful learning life, and improve their overall quality.

This article delves into the interactive relationship between traditional Chinese philosophical culture and higher education concepts. By analyzing their interaction, significance and ways to achieve integration, it aims to uphold and develop higher education with Chinese characteristics. Traditional Chinese philosophical culture holds explanatory power and a guiding role in contemporary reality. The purpose of philosophy is to understand and interpret the world, guiding human activities accordingly (Machado; Ana, 2022, p. 38). Traditional Chinese philosophy should focus on practical work, exploring new materials, issues, viewpoints, and theories in the context of reform and development to inherit and develop the traditional philosophical culture.

When facing global educational philosophy issues, traditional Chinese philosophy can offer unique solutions and showcase its distinctive charm. The interactive study of traditional Chinese philosophical culture and higher education concepts deepens people’s sense of identity with traditional Chinese philosophy and enhances their understanding of higher education concepts through the integration of knowledge and practice. Furthermore, this study provides Chinese wisdom and solutions for global higher education, symbolizing the recovery and development of traditional Chinese philosophical culture.

CONCLUSIONS

This article explores the interactive relationship between traditional Chinese philosophical culture and higher education concepts, analyzing their significance and ways of achieving interaction. To uphold and develop higher education with Chinese characteristics, it is essential to harness the explanatory power of traditional Chinese philosophical culture and its guiding role in reality. Traditional Chinese philosophy should focus on practical applications, exploring new materials, issues, viewpoints, and theories to achieve its inheritance and development in the context of reform and development.

In addressing global educational philosophy issues, traditional Chinese philosophy can offer unique solutions and demonstrate its charm. The interaction between traditional

Chinese philosophical culture and higher education concepts deepens people's sense of identity with the former and enhances their understanding of higher education concepts through the integration of knowledge and practice. This interactive study not only provides Chinese wisdom and solutions for global higher education, but also signifies the recovery and development of traditional Chinese philosophical culture.

Emphasizing the unity of knowledge and action is crucial for today's higher education concepts, aligning with its developmental laws and needs. In contrast, the Western intellectual community often collaborates with business, pursuing endless change and innovation. Capitalism is often defined as a process of "creative destruction," highlighting the role of knowledge as both a part of order and a catalyst for change.

The differences between Chinese and Western education and intellectual circles continue to shape the research direction and focus of this article, and exploring this pattern will shed light on the future of higher education in both regions. Overall, the interactive integration of traditional Chinese philosophical culture and higher education concepts holds immense promise for advancing educational development and fostering innovative approaches in the new era. This is our comments to Zhang (2024).

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