

尹钟植 著



朝鲜民族博士学位论文

中国高等教育 50年回顾与展望

—普通·成人·少数民族高等教育1949.10—现在—



辽宁民族出版社

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序

中韩两国是一衣带水的邻国,在数千年创造各自的独特的文化的发展进程中,中韩两国人民的友好交流源远流长。尤其是在近代,有着遭受列强欺侮、凌辱的共同命运,也有过肩并肩抗击帝国主义侵略的历史。第二次世界大战结束后,由于众所周知的历史原因,中华人民共和国与韩国之间的交往断绝了数十年。1992年8月,中韩两国正式建立了外交关系,揭开了两国关系史上新的历史篇章。建交以来,两国人民之间的友好往来和政府之间的交流日益增多。1999年两国的人员交流达到130万人次,同年两国的交易额达到230亿美元,各自互为对方国家的第三大贸易伙伴。21世纪伊始,中韩两国在政治、经济、军事、文化等领域所进行的全方位交流仍表现出强劲的增长势头。

我从小就关心中国,向往中国,中国梦一直陪伴我长大。现在我终于圆了我的中国梦。1996年1月,偶然的机会我来到北京商学院(现为北京工商大学)参加了中韩房地产研讨会。与会期间接触中国同行时,发现我对中国的认识仅仅停留在略知皮毛的程度。会后便有了来中国留学的念头,但是下决心并非那么容易,已过不惑之年的我能否放下自己的事业来圆儿时的中国梦?经过几个不眠之夜,我艰难地选择了自我挑战的留学中国之路。

刚起步学习汉语,艰辛地理解中国时,有幸通过北京龙岳贸易

2003/10

有限责任公司李光玉董事长的介绍认识了中央民族大学的黄有福教授。会面后便产生了一种直觉,56个民族的学生们聚集在一起的中央民族大学是自己全面了解中国的最佳选择。

我拜前任校长哈径雄和黄有福教授为导师,进入中央民族大学民族学系,开始了民族教育研究方向博士生学习生活。岁月如梭,一晃过了3年的时光。头一年在黄教授的指导下我撰写了《中国商务:选择的理由》一书,在韩国YeshaLang出版社出版(1998年1月),作为第一部韩人撰写的较全面介绍中国的专著,受到世人的瞩目。后二年除了完成博士生课程外,精力集中在博士学位论文的撰写上。2000年5月,我的博士学位论文终于得到评审组专家们的一致通过。取得博士学位后的半年多时间里,在导师的指导下我继续进行修改,今天终于把三年留学生活的成果——《中国高等教育50年回顾与展望——普通·成人·少数民族高等教育:1949.10—现在》奉献给中韩两国的人民。在书稿付梓之际,再次向两位导师致以衷心的感谢。在我三年的留学生活中得到过中央民族大学亚太经济文化发展研究所所长权伍泽所长、图书馆的金贞爱主任、洪春海、徐红花研究生及韩国留学生金廷镐等人的关心和帮助,在此一并表示感谢。

最后祝愿中韩两国人民的友好关系代代相传。

中国中央民族大学民族学系民族学专业

韩国博士生 尹钟植

2000年5月

论 文 提 要

本课题的研究目的在于研究和分析新中国成立以后的普通高等教育、成人高等教育、少数民族高等教育发展的过程及其存在的问题,同时分析21世纪中国高等教育的发展趋向。

一、普通高等教育的发展和存在的问题

中国的普通高等教育发展史是中国高等教育史的主要组成部分,它以新中国的成立、“文化大革命”时期、改革开放政策的实施等历史时期为基准可分为三大阶段。

首先,让我们看一下新中国成立以后到“文化大革命”之前(1949—1966年)的中国高等教育。这一时期已战胜日本帝国主义的侵略,熄灭国内战争的炮火,开始建设社会主义国家。当时教育的重点是培养拥护和建设新成立的社会主义的社会主义新型人才。

“文革”时期的教育目标是培养具有社会主义信念和有一定教养的劳动者。基于这种理由,彻底废除资产阶级的教育制度,树立无产阶级的教育制度成为“文革”时期的教育目标及方针。

“文化大革命”给国家、社会多方面招徕了无可挽回的损失,尤其高等教育部门受到了史无前例的损失。

1976年毛泽东逝世,由王洪文、张春桥、江青、姚文元组成的“四人帮”垮台。1977年邓小平恢复工作以后,积极倡导“四个现代化”

建设,实施了经济建设为主的政策。教育政策也逐渐摆脱了“文革”时期的僵化状态,提高了教育质量和科学文化水平,推动了社会主义经济建设。

二、成人高等教育的发展和存在的问题

成人高等教育机构包括短期业余职工大学、广播电视大学、函授大学、干部专科学校、自学考试等。中国成人高等教育的发展历史也和普通高等教育一样,从新中国成立开始,以“文革”为界线至今为止可分为三个阶段。

(一) 让我们看一下新中国成立以后到“文化大革命”之前(1949—1965年)的中国成人教育发展过程。这一过程可分为三个小部分。

(1) 1949—1957年初步建设时期;

(2) 1958—1960年大发展阶段;

(3) 1961—1965年调整、巩固、稳步发展的阶段。

(二) “文化大革命”时期中国成人高等教育状况

“文化大革命”时期是中国成人教育的第二发展阶段。这一时期,中国的成人高等教育再一次遭到了严重的破坏。“文革”时期教职工被迫下乡参加劳动,教学设施遭到破坏。

(三) 改革开放以后中国成人高等教育状况(1978—现在)

改革开放对人才的需求的急剧增加,促进了成人高等教育比重的增大,使成人教育也迎来了正规化的局面。这一时期纠正了十年动乱时期的错误政策,“文革”中受到迫害的教职工得到复职,从而促进了学校的发展。这一时期中国成人高等教育发展特征可概括为:发展迅速,成果涌现;教学手段和办学形式多样化;办学的焦点放在经济建设上,设立了专业学科等等。

三、少数民族高等教育的发展和存在的问题

(一) 新中国成立以后到“文化大革命”之前的中国少数民族高等教育状况(1949—1966年)

首先,简单浏览一下中国少数民族高等教育的发展历史。

从1949—1957年可称为社会主义少数民族教育的创建时期,这一时期引导少数民族人民走向了社会主义,完成了社会主义改造。

(二)“文化大革命”时期的中国少数民族高等教育状况(1966—1978年)

与其他教育一样,“文化大革命”时期少数民族高等教育也受到很大的摧残。以全国少数民族高等学校为首的民族教育机构停止了4年的招生,8所民族院校(全国10所民族学院)被撤消或停止办学,而且促进民族教育发展的很多措施被取消,许多教职工也遭受了迫害。

如上所述,“文革”时期民族教育质量大幅度下降。

(三)改革开放以后中国少数民族高等教育状况(1978—现在)

这一时期把实事求是的改革开放政策定为国策,开始进行四个现代化建设,纠正了政治思想上的混乱和民族教育事业上的混乱。这一时期中国民族教育事业发展速度很快,教育质量和效益有了大幅度提高。

四、21世纪教育改革动向

21世纪经济时代的到来必然是社会发展的结果。它将进一步促进教育、科学技术、经济的紧密结合。

世界各国都把重点放在高等教育方面,大力进行教育改革。

高等教育改革的对象如下:

1. 首先可以列出普通高等教育结构的弊端。现存的学科教育类型不符合现代化建设中的中国现实需要。

2. 成人教育也脱离了现实,无法提供适合经济发展的人才。并且只注重学历的社会风气很浓,没有形成真正培养能力的成熟的外在环境。

3. 下面可列出高等职业技术教育的落后状态。高等职业技术教育的落后不能为中国的第二阶段经济发展战略的成功实现提供

实用型、应用型人才。

4. 高等教育经费极其短缺。

21世纪教育的另一个特征是国际化时代的到来。这种教育领域的国际化也适用于学位制度,今日很多国家呈现出新的发展面貌。

五、先进国家的改革动向

首先,日本教育的最大特征是停止了过去以模仿为主的教育模式,为取得更具创造性的发展,重视个性教育,培养有创造性的人才,形成终身学习体制,顺应信息社会,倡导国际社会做贡献等方面。

第二,英国改革了以往教育部门主管政策的教育制度,建立以教授和学生为主的、尊重个性的教育政策。中国应学习英国,建立教育的地区性、独立性、特殊性政策,并且分化大学的机能。

第三,美国为奖励成绩优异的学生,建立了奖励优秀项目及个人研究的制度,采用了灵活的学制。即制定学习成绩优秀的学生提前完成学业的通融性学制管理方法。这与较固定的、不重视学生能力的中国的教育现实形成鲜明的对比。

下面看一下法国的教育动向。法国废除单一的教育形式,通过符合各地区实情和特色的新“有关公共教育的权限转让法”来形成中央行政体制的地方分权化。中国也应当通过教育的地方管理形成各地区社会对教育的参与。

六、结论

本课题以普通高等教育、成人高等教育、少数民族高等教育等中国高等教育的发展史和发展中的问题为研究对象,总体上分析一下中国高等教育的发展走向。

分析今日中国高等教育发展中存在的问题。如普通高等教育中教育结构不合理、教育内容脱离现实等问题;成人高等教育中教育质量低、教育内容脱离现实等问题;少数民族高等教育中几乎完

全脱离民族教育本来的宗旨,侧重经济性问题。

为了解决这些教育发展中的问题,可试行下列方案。

1. 确保教育目的;
2. 提高高等教育质量;
3. 扩大教育投资;
4. 扩大并有效使用教育贷款;
5. 扩大高等职业技术教育;
6. 通过多种经营方式,培养有个性的人才;
7. 加大大学的自主化管理;
8. 促进大学的多样化和特性化;
9. 加强大学的研究力量,增强国际竞争力;
10. 制定中国少数民族高等教育法。

ABSTRACT

The purpose of my study is to make a study and analysis of the development of common higher education, adult education and national minority higher education and their problems and besides, to attempt an analysis of the developmental trends of Chinese higher education in the 21st century.

I. Developmental process of common higher education and the problems that appeared with it.

The history of Chinese common higher education is the main component of the history of Chinese higher education. It may be divided into three stages: from the founding of the New China to the beginning of the Cultural Revolution, the period of the Cultural Revolution, and the period of implementing the opening and reform policies.

First, let us have a look at the higher education during the period beginning with the founding of New China to the beginning of the Cultural Revolution(1949—1966). By then the Chinese people had defeated Japanese imperialism, won the civil war and were constructing a socialist country. The educa-

tion at that time emphasized the training of cadres that would support and safeguard the newly founded socialism.

The education target during the Cultural Revolution was to train laborers who should have socialist idea. For this reason, to abolish the bourgeois system and instead, to set up proletarian education policy was the main target and educational policy in this period.

The Cultural Revolution incurred irredeemable losses on the country and the society in many ways, especially in institutes of higher education.

After the death of Mao Zedong and the downfall of the Gang— of— Four (Wang Hongwen, Zhang Chunqiao, Jiang Qing and Yao Wenyuan) in 1976, Deng Xiaoping came into power in 1977. He initiated the " four modernizations" , to implement policies that focused on economic development. Education policy also gradually came out of its rigid situation. It up— graded its quality and scientific— cultural level, strengthened the policy of contributing to the socialist construction.

II. Developmental process of adult higher education and the problems that appeared with it.

The institutes of adult higher education include short— term universities using part— time staff— and— workers, Broadcasting and TV universities, correspondence universities, colleges for professional training, and self— study examinations, etc. Like the history of the common higher education, the history of the Chinese adult higher education also may be divided into the same three stages.

1) First of all, let us have a look at the development process of the Chinese adult education during the period beginning with the founding of New China to the start of Cultural Revolution(1949—1965). This process may be divided into three sub—stages.

(1) 1949—1957 Initial construction period.

(2) 1958—1960 Making an all—out effort.

(3) 1961—1965 Regulation, consolidation and steady development of adult education.

2) The Chinese adult education in the Cultural Revolution.

The Cultural Revolution was the second development stage of the Chinese adult education. During the stage it suffered great damages and losses. Teaching and administrative staffs were forced to go to the countryside to do farm work, and teaching equipment was all damaged.

3) The Chinese adult education since the reform and opening—up to the outside world(1978—present).

An increasing number of talents has been in great need since the reform and opening—up. This enlarged the proportion of the adult education and made the adult education become a regular educational branch. The wrong policies implemented during the ten years of Cultural Revolution were abandoned, the teaching and administrative staffs who were persecuted during the Cultural Revolution were rehabilitated, and this in turn brought about a great advance in adult education. The characteristics of Chinese adult education during this period may be summarized as follows; a rapid development appeared, many achievements gained, teaching

methods and forms diversified, the purpose of setting up adult education schools for the improvement of economic construction, and many specialized disciplines being set up.

III. Developmental process of national minority higher education and the problems that appeared with it.

1) The Chinese national minority higher education during the period beginning with the founding of New China to the start of Cultural Revolution(1949—1966).

First of all, let us have a look at the history of Chinese national minority higher education.

The period from 1949 to 1957 may be called the initial stage of socialist education for national minorities, the party and the government led national minority people to embark on socialist road and to complete socialist transformation.

2) The Chinese national minority higher education during the Cultural Revolution (1966—1978).

Like other forms of education, national minority higher education was also destroyed during the Cultural Revolution. All institutes of higher education headed by national minority colleges were compelled to stop enrolling new students for four years. Eight out of ten colleges for national minorities were ordered to stop working. Many good measures conducive to the development of national minority education were cancelled and many teaching and administrative staffs were persecuted.

Overall, the quality of ethnic education worsened during the Cultural Revolution.

3) The Chinese national minority education since the reform and opening—up to the outside world(1978—

present).

Being practical and realistic was regarded as the state policy for the reform and opening-up during this period. The party and government began the "four-modernizations" drive and cleared the previous confusion in political ideology and in ethnic education. During this period the Chinese ethnic education has enjoyed the fastest development and the quality of education has seen a great improvement.

IV. The trends of educational reform in the 21st century.

The coming of the 21st century intelligence economy is the necessity of social development. It will further bring about the unity of education, science-technology, and economy.

All the countries of the world put attention to higher education and carry out educational reform accordingly.

The objects of Chinese higher educational reform are as follows.

1) Number of examples of malpractice in the common higher education structure were cited. The existing patterns of science education do not accord with the demands of China's modernization construction.

2) The adult education also is divorced from reality, and it could not provide the society with qualified talents for economic development. For the present, the society put too much attention to the record of formal schooling and neglected to cultivate a mature outer environment to train the students' working ability.

3) The backward situation of higher professional technological education is also demonstrated. The backwardness of higher

professional technological education cannot provide the Chinese economic development with qualified talents.

4) A serious shortage of funds in higher education. Another characteristic of the 21st century education is the coming of internationalization. The internationalization of educational institutes is also suitable for academic degree system. Today many countries have demonstrated such new trends of development.

V. The educational reform trends of advanced countries.

Firstly, the characteristic feature of Japan's education is that it has stopped the educational pattern of imitation. In order to realize creative development, it attaches importance to the education of individuality and the training of talents with creativity ability. Therefore it set up a whole—life study system, caught up with information society, and made contributions to international society.

Secondly, Britain has abandoned the educational system in which government education departments were in control of educational policies. Instead, it set up an educational policy in which teachers and students play the dominant role. China should learn from Britain, set up local autonomous educational administrative systems, actively carry out the policy that would respect the locality, independence, and particularity of education and even separate and weaken the function of colleges institutions.

Thirdly, in order to record outstanding students, the USA has set up a system to reward good projects and qualified individuals. It has adopted a flexible length of schooling, i.

e. , students with good academic record may get their period of schooling shortened. This constitutes a sharp contrast to the existing Chinese education system, which does not pay attention to students' ability.

France has also changed its education system. It has annulled its former unitary system of education and has adopted a system that would divert the power of central authorities to local authorities, so that local education might conform to the local reality. China also should let local societies partake in and control educational administration through decentralization.

VI. Conclusion

Through the study of the common higher education, adult higher education and national minority higher education, we have made an analysis of the development trends of the Chinese higher education.

After making an analysis of the problems with the present —day Chinese higher education, we find that in the common higher education " the educational level is very low" and " the content of education is divorced from reality" . And we find that the national minority education " has almost broken away from its original purpose and put too much attention to economic benefits" .

In order to solve these problems originated from the system of education, we should put stress on the following plans.

1. Be sure the purpose of education can be realized.
2. Improve the quality of higher education.