Reflection #1

Education System In China

Education in countries across the globe is viewed as the major pillar in driving the economy. If the general population of a particular country has many uneducated citizens, the country usually experiences laxity regarding progress. As a result, the nations have designed unique systems so as to be able to achieve their educational goals. The essay below will try to give a vivid description of how the education system in the Chinese culture has been designed as well as its major tenets.

In China, citizens attend school for 12 years i.e. First six years to cover elementary education, the next three years for middle school and then, the last three years to be spent on the secondary level education (Lo, 1989). The elementary and middle school education are mandatory as provided for by the law of the land. By the age of 6, any child in China is expected to have started schooling although others might choose to start earlier. Normally, graduation from the middle school level is usually at the age of 15 years.

The ministry of education in China is charged with the responsibility of ensuring that effective policies that are critical to the development of the curriculum are put in place. For example, the curriculum standards for mathematics basically for high schools enacted in the year 2004 (You, 2007). Math teachers in the China nation touch on two aspects which are the memorization of basic knowledge as well as the mastering of core competencies.

Teachers are the implementers of the curriculum. The putting in place of new model techniques essential in the process of in-servicing the teachers was made a reality in the year 2003. This was geared towards making the learning process more meaningful and productive. Becoming a teacher in China is in some ways based on the level of teaching. High school teachers train for four years whereas those in the elementary level train for three years. The entire process of teacher education is wholly directed by the Chinese government. Teachers are expected to abide by the requirements of the professional development.

Each and every lesson in the Chinese system of education consists of specific tasks designed for instruction. As a result, teachers are expected to set objectives they intend to achieve at the end of the lesson. If the goals are not met, more time is created and emphasis put on the areas unclear to the learners.

Of great concern to note are the values as well as beliefs attached to the Chinese education system. They attach a lot of value to education hence set very high standards and the teachers in conjunction with parents work tirelessly towards achieving the set standards. Self-improvement is a value highly. Cherished. This is evidenced in the manner in which their lessons are designed. The values are fundamental in ensuring that there is quality in the learning process. As a result, Chinese children stand out as the best and effective.

 References

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