Investigation of Philanthropic Chinese Traditional Culture Education

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Abstract. In recent years, philanthropic Chinese traditional culture education has been paid more and more attention. Many philanthropic institutions of traditional Chinese culture education carrying forward traditional culture and promoting traditional Chinese culture education, providing lots of philanthropic education for the households. Due to the problems of systematic content of philanthropic traditional Chinese culture education, many projects are difficult to be oriented by the family needs of residents, and effectively improve the quality of family life through philanthropic education of traditional Chinese culture. Based on the investigation and analysis, this study briefly summarizes the current situation of the philanthropic education of traditional Chinese culture, in order to promote advocacy of the philanthropic education of traditional Chinese culture, mobilize participation of the community, and cultivate better social environment of Chinese traditional culture education.

Introduction

Philanthropic Chinese traditional culture education affected more and more children and families in China. However, although there are many participants and followers in the philanthropic education such as classical reading and traditional skills education, it’s difficult to promoted and popularized to the public through one-way education.

Since the 1990s, the popularity of traditional Chinese learning among the people continued increase. In 2015, the people's education press launched the national experimental textbook of Chinese traditional culture and education for primary and secondary schools, selected 12 classics of traditional Chinese text, and started traditional Chinese culture education in each period of study. In October 2016, Dunhe foundation, Yuelu Academy and Phoenix Satellite TV jointly organized a large-scale cultural philanthropic promotion activity, and held a global Chinese traditional culture ceremony. In September 2017, Chinese traditional culture philanthropic fund held conference of traditional culture philanthropic fund project in Xi'an. This philanthropic fund start philanthropic activities such as research and dissemination of traditional culture topics, protection and utilization of cultural heritage, friendship and exchange of traditional culture at home and abroad. In 2018, China Academy Program and China traditional culture education project took the lead in launching the "Chinese traditional culture volunteer action" in China, committed to scientific planning, construction and improvement of the traditional culture education system, and carry out a series of philanthropic activities on traditional culture volunteers activities.

Philanthropic education has to make systematic investigation and research on the residents' needs, so as to improve the philanthropic education more effectively. This research surveyed the current situation of philanthropic Chinese culture education.
**Objectives**

In this study, teachers, students, parents and staff of philanthropic institutions of traditional Chinese culture education are taken as the main objects of investigation, and the combination of questionnaire survey and interview is adopted. The research goal mainly focuses on the satisfaction of the philanthropic Chinese culture education to the family needs, including the current situation of the philanthropic institutions to carry out the Chinese culture education, the residents' cognition of the philanthropic Chinese culture education, the analysis of the main problems existing in the philanthropic Chinese culture education and their causes, and the restrictive practical factors, and puts forward the countermeasures and suggestions to further improve the philanthropic Chinese culture education.

**Analysis**

According to the investigation and analysis, the current problems of philanthropic traditional Chinese culture education are as follows:

First, the qualifications and abilities of philanthropic institutions of traditional Chinese learning and education. Most of the philanthropic education institutions belong to non-profit social organizations. They are registered in the social organization management department of the civil affairs department when they are certified. Only a part of them are registered or put on record in the competent education department. In the established urban areas, there are only a handful of philanthropic education institutions with excellent qualifications. In terms of the operation of the institutions, the financing ability, business ability, personnel management, resource integration, crisis public relations and other necessary abilities of philanthropic institutions are also different, which to a large extent limits the undertaking and Realization of the mission of philanthropic traditional culture education.

Second, the content of philanthropic Chinese culture education systematic construction. Because the current Chinese culture education is in the exploratory stage as a whole, most of the philanthropic Chinese culture education institutions use self-made teaching materials or no special teaching materials, and the teaching content is decided by the teachers themselves, which makes the Chinese culture education lack of due systematization, standardization, zero fragmentation and fragmentation characteristics, and the teaching effect is difficult to be effectively guaranteed. Although some schools and out of school educational institutions try to independently develop the teaching materials of traditional Chinese learning, make the syllabus, training syllabus, handouts, etc., whether the opening plan and curriculum setting are reasonable, and whether the curriculum teaching is effective, etc. need to be further tested in practice.

Third, teachers for philanthropic education. Lack of excellent teachers is a common phenomenon in the philanthropic education of traditional Chinese learning. In the system, the primary and secondary school Chinese teaching tasks are mainly undertaken by Chinese and history teachers, and they are basically self-taught by teachers, lacking of conventional Chinese teacher training. For teachers, the teaching of Chinese learning is not easy and smooth. Many teachers themselves lack of in-depth research and understanding on the concept definition, contemporary significance, teaching content, methods and other issues of Chinese learning, which leads to the relaxation and unsustainability of Chinese learning teaching. The shortage of teachers is also a major problem for the Chinese culture education institutions outside the system.

**Suggestions**

Formulates policies to standardize the content of Chinese culture education. Philanthropic Chinese culture education is an important part of national quality education. The government and society pay great attention to it. Therefore, the philanthropic education of traditional Chinese learning first needs the government's leadership, and the competent education department expressly stipulates the content,
teaching materials and teaching methods of the education of traditional Chinese learning in primary and secondary schools.

Establish a training system as soon as possible. The contradiction between the serious shortage of Chinese culture education teachers and the rising of Chinese culture education can only be solved through the training of teachers in a short period of time. It is necessary to integrate the training of Chinese teachers in primary and secondary schools into the content system of teachers' continuing education, and improve the cultural quality of Chinese teachers in primary and secondary schools in an all-round way through systematic and organized continuing education. The government should also strengthen its support for the education of traditional Chinese learning in rural schools, for example, by setting up special funds to guarantee the funds needed for the education of traditional Chinese learning in rural schools; establishing a linkage mechanism for the education and teaching of traditional Chinese learning in urban and rural areas; or, under the leadership of the competent department of education, organizing experienced teachers of traditional Chinese learning to go to rural schools to hold the teaching observation activities of traditional Chinese learning. We will encourage the development of educational exchanges between urban and rural areas in traditional Chinese Studies and narrow the educational gap between urban and rural areas.

Cultivate a supportive environment. The effective development of philanthropic education also depends on the support of parents and civil society. As the basic content of social basic organization and social organism, community can play an active role in the education and dissemination of Chinese culture Relying on Community. With the platform of community academies, we can integrate all kinds of educational resources, give full play to the advantages of community education, and integrate Chinese learning education into the teaching content system of community academies, so as to cultivate the cultural atmosphere of Chinese learning in communities and families, drive public parents to understand Chinese learning, recognize the essence of Chinese learning culture, and effectively play the role of families in the public education of Chinese learning.

Summary

From the perspective of the cognition of the residents' family members, the importance of philanthropic education of traditional Chinese medicine has been widely recognized. The majority of family members hold a positive attitude towards the development of Chinese culture education in philanthropic institutions, recognize the necessity of Chinese culture education, and recognize that Chinese culture education has a positive impact. Teachers, students and parents all think that family education plays an important role in Chinese culture education, and most parents are willing to spend time learning Chinese classics. The survey found that there are a large number of extracurricular interest classes around primary and secondary schools, which is related to the enhancement of students' parents' awareness of learning Chinese culture.

Philanthropic education is rich and diversified, covering all aspects of family. China's excellent traditional culture is rich in connotation and vast. Traditional culture includes contents of enlightenment, four books and five classics, six arts and hundreds of schools of thought. For example, hundreds of schools of thought include "Confucianism, Buddhism, Taoism, punishment, name, law, ink", etc.; six arts include "rites, music, shooting, imperial, calligraphy, number". At present, the philanthropic Chinese culture education not only expands the Chinese culture education through the related contents of the auxiliary Chinese, history and other courses, but also organizes various classical reading activities, traditional skills teaching, and other activities to inherit and promote the traditional Chinese culture education.

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