

The Significance of Innovative Application of Foreign Pedagogic Methods

Peiyu Gu

Nanjing Normal University of Special Education, Nanjing 210038, Jiangsu, China

*“In learning you will teach, and in teaching you will learn.”
—Phil Collins*

INTERNATIONAL educational conversations, an important component of cultural communication of humanity, play a significant role in advancing the education development of all countries and territories. Meanwhile, it is equally important to remember that all educational theories and practices derive from concrete contexts. The universalization of a well-acclaimed pedagogical method is not as easy as assumed (Yu & Li, 2010).

The principal purpose of introducing foreign educational theories is to address problems with a nation’s education system. That means this type of introduction requires a process of “localization” to adapt non-native educational theories to local practical circumstances. Localization is as essential to the application of educational theories as it is to that of any other category of theories in that the origination and development of all concepts are deep-seated in specific historical and geographical contexts, marked by the philosophical principles, thinking patterns, discourse styles, and other cultural elements of a tradition (Zheng & Wang, 2000).

The localization of a foreign pedagogical theory typically entails two key components. First off, a thorough understanding of the tradition and status quo of a nation’s education system is the precondition for the adoption of foreign pedagogical theories. What foreign pedagogical theories to borrow depend on profound knowledge of local educational practice? A blindly introduced foreign education paradigm is of no practical significance for educational improvement of the recipient country (Guo, 1993). More importantly, critical evaluation and continuous modification are needed in the process of localizing a foreign educational theory. The successful localization of a foreign pedagogical method is often the result of morphing it into a model that is congruent with the local education needs. The sustainable application of a non-native educational theory depends on its

© 2024 Insights Publisher. All rights reserved.



Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 License

(<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed by the Insights Publisher.

effectiveness in addressing educational issues faced by the recipient nation. Mechanical replications of foreign educational notions can only result in the disconnection between teaching theories and practices, leading to the failure of their localization (Wang, 2013). Prior experiences have suggested that it is unwise to reject advanced ideas originating in foreign lands, but equally so to take them in blindly without discrimination and modification.

Amid the intensifying educational reform across the globe, new instructional models and paradigms of all sorts have emerged over the past few decades, informing China's ongoing curriculum reform. Nevertheless, years of Chinese basic education curriculum reform have shown that unthoughtful introduction of "internationally popular" teaching approaches did not help fix problems with Chinese education. Mechanically borrowing from world-famous pedagogical theories or rushing into changes to established instructional paradigms proves irrational practices. Instead, a productive application of foreign educational strategies should be based on the innovative adaptation of them to the current education system as well as on the creative integration of native effective teaching methods (Zhang & Zhang, 2014).

The project-based learning model (PBL) was introduced into the Chinese education community in the late 20th century and since has been widely experimented in its basic education. "The Compulsory Education Curriculum Program and Course Standards 2022" clearly stipulate that theme-based and project-based learning be adopted in primary and junior secondary education, initiating a new round of popularization of PBL in China. This issue of *Science Insights Education Frontiers* includes two papers on the application of PBL in Chinese compulsory education. *Difficulties with the Application of Project-Based Learning in Chinese Compulsory Education* gives a brief overview of the evolution and features of PBL and focuses on analyzing the challenges in the integration of PBL into regular curriculum instruction in China (Zhao, 2024). *Protocol-Guided Learning as a Facilitator of the Integration of Project-Based Learning into Chinese Compulsory Education* explores the significance of the protocol-guided learning method for the successful implementation of project-based learning in Chinese compulsory education by delineating the characteristics of protocol-guided learning and expounding on its potential roles in supporting the application of project-based learning in Chinese compulsory education schools (Lu & Zhou, 2024). We hope that these articles can provide meaningful implications for advancing the localization of PBL in China.

References

- Guo, G. (1993). The sinicization of education sciences. *Journal of the Chinese Society of Education*, 1993(2):54-56. Available at: https://kns.cnki.net/kcms2/article/abstract?v=K_cp52o2S78iDXRgA4f_RcVdjXODewtQgNYerYneRpe2aCINkiH9FXd6aXOet-UM5dHisU6LLX5RGYn4oGGMLbnVhrzUFL3hTMGOTIF9KXvidciyuWW0kQoi0Vn9M-l&uniplatform=NZKPT&language=CHS
- Lu, C., & Zhou, L. (2024). Protocol-guided learning as a facilitator of the integration of project-based learning into Chinese compulsory education. *Science Insights Education Frontiers*, 22(2):3597-3614. DOI: <https://doi.org/10.15354/sief.24.re372>
- Wang, F. (2013). The Relationship between Teaching and Curriculum Theories (doctoral dissertation). Capital Normal University. Available at: https://kns.cnki.net/kcms2/article/abstract?v=K_cp52o2S79ecYcBZw3eIcstrVvz20SEx5Et2NbWY42uhp4w1trTCGhmHMrbKfKhqNkEFxXIIrFVA0RWtCgtDG8f_2Xg5dDESxhNldV2MmMorBAL4j0jzY0yX9MwuPEvnDQNEjpPVIIsBdWb-BDTZFIBZSt6K2&uniplatform=NZKPT&language=CHS
- Yu, W. & Li, S. (2010). Three preconditions for the localization of educational theories. *Educational Research*, 2010(4):17-24. Available at: https://kns.cnki.net/kcms2/article/abstract?v=K_cp52o2S7-MPLvoQ4mKXKQ1c17Oo8ji0YphdxxnVb8jHLucHLRcPLsQxi28fg1iS02EQm7uqEj-lI2t8qWZAAPDKWncH006s41Udhw3mwRXXS9pbsYxBKbrZlqPjZX&uniplatform=NZKPT&language=CHS

- Zhang, S. & Zhang, C. (2014). The international and Chinese perspectives of basic education curriculum reform. *Educational Science Research*, 2014(3):17-23. Available at: https://kns.cnki.net/kcms2/article/abstract?v=K_cp52o2S78C6ieN9pmUVrsF_SbTCxIRkaiHFYY4whl6ywxvghFEoSZUjn_RYi8ea62HGnBzvH-GikvKNhXnev2x1-9nGE2E1pbd6GyiYEsnezhKksxqL_iPxXj0FPA&uniplatform=NZKPT&language=CHS
- Zhao, T. (2024). Difficulties with the application of project-based learning in Chinese compulsory education. *Science Insights Education Frontiers*, 22(2):3615-3627. DOI: <https://doi.org/10.15354/sief.24.re383>
- Zheng, H. & Wang, W. (2000). The connotations and purposes of the localization of sociological theories. *Journal of Jilin University (Social Sciences)*, 2000(1):40-46. DOI: <https://doi.org/10.15939/j.jjsse.2000.01.008>

Correspondence to:

Peiyu Gu
Nanjing Normal University of Special Education
Nanjing 210038
Jiangsu
China
E-mail: 354953165@qq.com

Conflict of Interests: None

Doi: 10.15354/sief.24.co311