



Modernization of School Education in England

Keiji KUBOTA

Professor, M.Ed.

Email : kubota@gifu-nct.ac.jp

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● Research Outline

CURRENT CONDITION AND RESTORATION OF THE MODERN PEDAGOGY

A modern pedagogic characteristic includes a point emphasizing two kinds of functions. One is the forced function that an adult cultivates a child and the other is the helping function that an adult supports the process that a child creates depending on own characteristic by oneself. As for the person who established latter child priority principle, an opinion to be French Rousseau of the 18th century is influential. He was a philosopher of the French Revolution period, there is after the war Japan in the criticism that demanded the origin of the modern thought from popular revolution thought formally. In addition, child priority principle in itself may be pointed out with a cause of the “education dilapidation” with a spread of the “individualism” and the decline of the community.

PREMISE CONFIRMATION OF THE SCHOOL EDUCATION REFORM

My interest finds the sense of values of the root that brought about a modern school system while there is even the indication that modernization thought in itself invited the end to and is to pursue a historic premise of the school education that reform is required in form to receive a social change represented by declining birthrate. It is the England to have been considered to be a model of the modernization in world history, but it is the 19th century that a common view and done tradition historical study were established. The study to intend reexamination of the modern history is named revisionism by criticism for the traditional historical study, but I think that it is not unrelated to the 1970s when this came up first that there was switch to the principle of Thatcher. I will continue the historical study investigation like this.

