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Philosophical conceptualisation of the education system in China.

Abstract.

The aim of this article is to examine the characteristics of the education system in China from an historical perspective and how this has affected Chinese society.

This is a topical issue and by identifying the major socio-cultural influences will help successful planning and development of the modernization of the Chinese higher education system. The aims of rearing and educating children are subject to change as philosophy, pyscho-padagogical theories and society's demands change.

There is a need for a different approach to education that not only teaches knowledge and skills, but also considers morality and ethical issues. This approach should be built on the cultural and moral values already found in Chinese society and its education system.

The article examines the problem of sociophilosophical analysis of the specific features characteristic for institutionalization of education in China. The article formulates the criteria which allow to generalize progressive experience of how the Chinese society is adopted to the challenges of globalization. These criteria are meant to correlate with the complex of methodological approaches directed by basic principles of post-nonclassical paradigm of sociophilosophical science.

Key words: education, society, system, institutionalization, globalization, modernization.