

HISTORICAL AND THEORETICAL BACKGROUND OF THE DEVELOPMENT  
OF HIGHER EDUCATION IN CHINA

**Teterina Vera Vladimirovna,**

Candidate of Pedagogical Sciences, Associate Professor,  
Department of Pedagogy and Educational Management,  
Vitebsk State P.M. Masherov University

**Fan Yuankun,**

Master student Vitebsk State P.M. Masherov University

*History is the science of the future*

*The article deals with the historical analysis and theoretical background of the development of higher education in China, covering the period from ancient to modern times.*

**Introduction.** The scientific and technological progress, the economic and political development of China determine the increasingly important role of education, where higher education takes an important place and a leading role. Due to the global process of globalization there is a pressing need to modernize the Chinese system of higher education which is impossible without taking into account the historical traditions of its development. In this regard the problem of historical and theoretical background of Chinese higher education development becomes particularly relevant.

**Main part.** The history and theoretical development of higher education in China spans many different stages from ancient to modern times. Ancient Chinese higher education has a history of more than 2,000 years, originating from the Spring and Autumn Period and the Warring States Period. At that time, the "Imperial College" was one of the earliest official institutions of higher education, mainly teaching Confucian classics. In the Tang and Song dynasties, with the improvement and development of the imperial examination system, the Imperial College became an important institution for training officials, marking the initial formation of China's ancient higher education system. Education during that period was centered on Confucianism, emphasizing the cultivation of moral cultivation and literary talent. The origin of China's higher education in the modern sense was the "Westernization Movement" (1861–1895) after the Opium War in 1840. The late Qing government tried to strengthen its national strength

by introducing Western science and technology and established new-style schools and other schools specializing in teaching foreign languages and natural sciences. The advanced Western higher education system was introduced into China. This article mainly discusses China's higher education in the modern sense (from 1840 to the present). From the perspective of the history of more than 100 years of modern times, the historical development background of China's higher education includes three important stages, namely: (1) the emergence of modern higher education in the late Qing Dynasty; (2) higher education during the Republic of China period; (3) the development of modern higher education since the founding of the People's Republic of China [1, p. 1–104]. During the history of more than 100 years, higher education has been exercising the process of innovation it is still continuing the process of borrowing the advanced Western university system.

After the Opium War in 1840 the Westernization Movement in the late Qing Dynasty rose, and Western training gradually entered, and many new-style schools emerged. The new-style schools established during this period mainly focused on foreign language and military studies, such as the Tongwenguan in Beijing, the Guangfangyanguan in Shanghai, the Fujian Shipbuilding Academy, the Tianjin Naval Academy, the Hubei Military Academy, the Jiangnan Naval Academy, etc. The early military schools mainly started with engineering technology, which was different from the two major military academies of the Army

---

Officers School and the Huangpu Military Academy in the Republic of China, which began studies with political tactics. At this time, many other types of schools also appeared, such as the Telegraph School, the Road and Mining School, the Chinese and Western School, the Practical School, the Jiangnan Higher School, etc. In addition, Western churches also established schools in China, mainly teaching foreign languages and spreading religious ideas, such as St. John's College in Shanghai. After China's defeat in the Sino-Japanese War of 1895, the voice of reform became louder. That year, the Tianjin Chinese and Western School were renamed to Beiyang University, and the first modern university in China was born. In 1898, the Reform Movement of 1898 led to the establishment of the Imperial University of Peking, the first national university and comprehensive university in modern China. In 1902, the new imperial school regulations were promulgated, and a high tide of school establishment emerged in both government and private schools across the country. During that period, many new-style schools or academies achieved remarkable educational results, cultivating many modern Chinese talents who devoted themselves to serving in various industries in the development of modern China. Among the early universities in China before 1912, the Imperial University of Peking and the Beiyang University were the two most important universities in China, and the Imperial University of Peking was also the highest institution of education in the country at that time.

During that period, many famous education promoters emerged, who contributed to the development of higher education in China during the late Qing Dynasty. Zeng Guofan, the leader of the Hunan Army, also made achievements in education. He believed that education was the foundation of national prosperity and advocated "learning from the barbarians to control the barbarians", that is, learning advanced Western technology and management experience to enhance national strength. He founded the first modern foreign language education school in China, the "Imperial Tongwenguan" (1862), and added science and culture courses in the fifth year of Tongzhi (1866). Zhang Zhidong was a famous politician and educator in the late Qing Dynasty. He proposed the educational concept of "Chinese training as the foundation and Western learning as the application", emphasizing the absorption of Western science and technology on the basis of maintaining Chinese traditional culture. He founded many industrial and technical schools, such as the Hubei Self-Strengthening School, aiming to cultivate practical talents and contribute to the country's industrialization process.

Li Hongzhang, one of the prominent promoters of the Westernization Movement, recognized the importance of studying Western culture. In terms of education, he supported the establishment of new-style schools and sent students abroad to receive advanced education, training the first batch of overseas scholars for China.

As the starting point of modern higher education in China, the late Qing Dynasty mainly drew on the "pragmatic education concept" of Western countries. Those concepts emphasized practicality and technicality, which was different from traditional Confucian education and also had an impact on China's traditional ideas. The pragmatic education concept focused on the combination of education and social practice. For example, the Imperial University of Peking (now Beijing Normal University), which was established during the Westernization Movement, cultivated modern talents based on Western education and introduced advanced ideas at the time. That concept emphasized the practicality and technicality of education and believed that education should serve the development of social economy and the modernization of the country. The educational concepts of the late Qing Dynasty included: education for saving the country; pragmatic education; education with morality as the core; education for popularization and equality, etc. Those concepts had important historical significance at the time and also had certain reference value for modern education. Considering the national conditions of China at that time, the education during that period was mainly vocational education, and the specific majors often included biology, geology, manufacturing, ship driving, etc., the most of which were related to military. The introduction of professional knowledge also reflected the demand of Chinese society for military modernization at that time.

The schools that emerged during the Westernization Movement in the late Qing Dynasty were not built on the basis of secondary education, so they were far from being called "universities" and could only be regarded as the prototype of modern higher education in China.

The development process of Chinese universities underwent three important transformations in the past century: the first transformation was in the early 1920s, marked by the release of the new school system in 1922. At that time, Chinese higher education mainly used the American higher education model as a reference for reform; the second transformation occurred after the founding of the People's Republic of China, marked by the establishment of Renmin University of China in 1950 and the reform of Harbin Institute of Technology, and Chinese higher education began

to copy the former Soviet Union's higher education model in its entirety; the third transformation was after the reform and opening up, marked by the promulgation of the "Decision of the Central Committee of the Communist Party of China on Reform of the Education System" in 1985. Chinese higher education mainly followed the European and American higher education model, learned from the advanced development experience of higher education in countries around the world, and embarked on the road of independent exploration and construction of a socialist higher education model with Chinese characteristics.

The first important transformation in the century-long history of Chinese universities was marked by the promulgation of a new school system in 1922. The educational content and structure of the new school system in was mainly based on the American national education system. The reason for that was that during the Chinese New Culture Movement that began in 1915 a large number of students, who studied in the United States, returned to China after completing their studies. At that time, the influence of the United States on China gradually surpassed that of other European powers. For example, John Dewey was invited to give lectures in China in 1919, and Cai Yuanpei and others investigated the American education system, that also showed that the education community favored the American education system. In the 1920s, Chinese universities followed the transformation of the American higher education model, emphasizing the function of higher education to serve social reality, which objectively met the demand for talents for the development of China's national capitalist industry at that time. At the same time, it emphasized that higher education should be democratic, which coincided with the ideological trend of science and democracy around the May Fourth Movement in 1919.

In terms of the characteristics of that transformation, at the institutional level, a higher education system with the American university model as the main reference was formed; at the conceptual level, a new concept of democratization and socialization of higher education was proposed, which played a positive role in the development of Chinese higher education. At the same time, from the perspective of the driving force of the transformation, under the turbulent social background of China at that time, domestic educators and scholars, especially those who returned from the United States, were the direct driving force for that university transformation. In general, that was a higher education transformation driven from the inside out and from the bottom up by the internal forces of higher education, which in turn led to changes in government policies.

In the third stage of China's higher education development, the early days of the founding of New China, with the rapid changes in China's society, politics, economy and culture, China's university model underwent another major transformation. Before the founding of the People's Republic of China, higher education institutions were mainly divided into two types. The first type was the old Chinese higher education system left by the Kuomintang government during the Republic of China period, which was mainly based on the American higher education model. It included 124 public universities, 21 church universities and 60 private universities (reformed into public universities in 1952). The second type was the universities founded by the Communist Party of China during the Chinese Liberation Movement.

In 1949 the policy of education reform was established at the First National Education Work Conference: "Based on the new education experience of the old liberated areas, absorbing the useful experience of the old education, and making use of the advanced experience of the Soviet higher education model, the task was to build a new democratic education system" [2, p. 2]. However, in the specific practice of education reform in the following twenty years, it embarked on a path of completely copying the former Soviet Union's education model. In 1952, the Ministry of Education of China carried out the adjustment of colleges and departments of higher education institutions across the country in accordance with the policy of "focusing on cultivating talents and teachers for industrial construction, developing specialized colleges, and rectifying and strengthening comprehensive universities" [3, p. 1]. At the same time, the Ministry of Education abandoned the European and American higher education model and adopted the Soviet higher education model instead. It compiled Soviet textbooks according to the content of Soviet higher education and made major adjustments to the country's higher education institutions. Private universities and church universities were basically all cancelled. The promulgation of the "Draft Charter of Higher Education Institutions of the People's Republic of China" in 1956 marked the basic establishment of the higher education system based on the former Soviet model.

During that period, the study of Soviet education content included: (1) education system and management system. Major reforms and adjustments were made in the education and management systems, which were mainly based on the Soviet model [4, p. 22]. That included the establishment of a new education system and the adjustment and improvement of the settings and management methods of educational institutions

---

at all levels and types. (2) Curriculum content and teaching methods. A large number of Soviet educational works were introduced, and Soviet education experts were invited to China to give lectures and impart advanced educational concepts and teaching methods [5, p. 17]. The collectivist education theory and other contents involved in those works became the object of study for the Chinese education community. By learning from the Soviet curriculum content and teaching methods, China's education system began to focus on cultivating students' collectivist concepts and emphasizing the importance of moral education. (3) Teacher team building. China sent a delegation to visit the Soviet Union to learn from its advanced educational experience, and at the same time invited Soviet education experts to give lectures in China to strengthen the construction of the teachers' team [5, p. 20]. That exchange not only improved the professional quality of Chinese teachers, but also promoted the educational cooperation and friendship between the two countries. (4) Higher education construction. Drawing on the Soviet experience, colleges and universities were adjusted to optimize the professional settings and improve the quality of teaching [6, p. 155]. At the same time, China also established a number of key universities, such as Renmin University of China and Harbin Institute of Technology. The construction and development of those universities was influenced by the Soviet higher education model. (5) Vocational and technical education. Influenced by the Soviet Union, China began to attach importance to the development of vocational and technical education and established a series of vocational schools and technical colleges to meet the needs of national industrialization and modernization. After the founding of the People's Republic of China, with the great social changes, it was necessary to establish a socialist higher education system that was adapted to the social status quo. Therefore, whether in terms of the education system or the education concept, the Soviet Union's relatively mature socialist education system became a reference. After six years of reform, China established a higher education model of centralized management and fragmentation that adapted to the socialist political system and planned economic system. From the perspective of the driving force of that transformation, the government's decision-making played a decisive role in this transformation. That was a top-down transformation driven by the government decisions to form a new higher education system.

In 1978 China adopted a more active policy of opening up to the outside world, marked by the issuance of the "Decision of the Central Committee of the Communist Party of China on Reform

of the Education System" in 1985. That was, it mainly followed the European and American higher education model, while referring to the development experience of universities in various countries around the world, and embarked on the road of independent exploration and construction of a socialist higher education model with Chinese characteristics. In the following decade, China's higher education teaching and research entered a period of rapid development. In the process of learning from the experience of developed countries, especially European and American countries, higher education also broke through the Soviet-style system formed in the past 30 years and returned to the European and American university model. In the process of studying the advanced higher education development experience of countries around the world, the reason why European and American universities became the main object was that in the 20th century, the huge role was played by higher education in Europe and the United States. In addition, the internationalization trend of higher education made it inevitable for Chinese universities to keep pace with the international community. Drawing on and learning from the more advanced university education models in the world also became an inevitable choice for the development of Chinese universities.

In the new transition period, China has become very rational in its reference to the European and American higher education systems: (1) it has no longer taken the model of a certain country as the main reference, but has expanded the reference to the advanced experience of universities in Europe and the United States, and even in countries around the world; (2) higher education research, especially comparative higher education research, has flourished unprecedentedly. Through research, theoretical guidance for university transformation has been enhanced; (3) from the point of view China's specific national conditions, various reforms to modernize China's higher education have been steadily promoted. China has not only developed its traditional education and historical experience, but also, after the reform and opening up, China's higher education has begun to compare and identify with Western educational content. This means that while China is developing its own education, it is also learning and transplanting Western modern education.

Internationalization has become the core strategy for the development of higher education in almost all countries around the world. Many outstanding educators have emerged in China. Professor Gu Mingyuan is one of the founders of comparative education in New China. He has been engaged in teaching, scientific research

and management for a long time and has always adhered to the concept of “rooting in China and looking at the world”. He proposed and promoted the development of comparative education, and made important contributions to the expansion of the international vision of Chinese education. He emphasized that education should be oriented towards modernization, the world and the future. This idea has important guiding significance for China’s education reform. Zhou Mansheng, former deputy director and researcher of the National Education Development Research Center, believes that public international classes have actively contributed to the process of reforms and have played an important leading role in the process of international development. The international departments of public schools make full use of the background and advantages of public schools, combining the introduced foreign courses with local courses, setting up pilot projects in international classes and integrating successfully in experiences and promoting them to ordinary classes, driving the overall education and school teaching.

The analysis and integration of Western higher education is both synchronic and diachronic. Synchronic refers to the comparison with Western education of the same period. When China was pursuing modernization, it used the contemporary Western experience as a reference and a model for a Chinese reform. However, in the process of the reform it occurred that compared with the current Western education, it might be backward. To catch up with the current Western education, China’s new education has not been stabilized yet and needs reforming. This is diachronic modernization. Great importance must be attached to diachronic issues and that must be brought in line with national conditions so that China can gradually catch up with educationally developed countries.

From the perspective of the characteristics of the transformation. At first this is an all-round and multi-level reform that covers the main areas and aspects of higher education. Secondly, the enhancement of rational choice ability and independent exploration ability is the main difference between this university transformation and the previous two transformations. Thirdly, the main development direction is the shift from the elite higher education model based on the planned economic system to the mass higher education model based on the market economic system with Chinese characteristics. At the same time, the reform also brings together the efforts and wisdom of the government, universities, higher education researchers, and researchers.

The theoretical development of higher education in China has also gone through multiple stages from ancient times to modern times, and each

stage has its own unique educational theories and practical achievements. Ancient Chinese higher education originated in the Spring and Autumn Period and the Warring States Period. The Imperial College was the earliest official institution of higher learning, which taught Confucian classics, emphasized “Confucian concepts”, and formed a hierarchical system with benevolence as the core. During the Tang and Song Dynasties, the imperial examination system was improved, and the Imperial College became an important institution for training officials, forming the prototype of the ancient Chinese higher education examination system, emphasizing the cultivation of moral and literary talent. With the rise of the westernization movement in the late Qing Dynasty, western training gradually entered, and new-style schools such as the Beijing Tongwenguan appeared, mainly studying foreign languages and military affairs, focusing on military and modernization requirements. After the failure of the Sino-Japanese War of 1894–1895, the call for the reform was high, and Beiyang University and Imperial University of Peking were established successively, marking the birth of modern universities in China. The educational concepts of this period included education for saving the country, practical education, education with morality as the core, and popularization and equalization of education.

The first stage was the development of higher education in the late Qing Dynasty, during which practical education was the main focus. Yung Wing, an educator in the late Qing Dynasty, was an advocate and promoter of modern overseas education in China. In his book “The Spread of Western Learning to the East”, he advocated learning advanced Western science and technology and cultural knowledge to cultivate new talents. Yung Wing was the first person to propose sending students abroad. He believed that if China wanted to achieve prosperity, it must send young children to study in the United States to learn advanced Western systems and technologies. Yung Wing contributed to the rise and development of modern overseas education in China, cultivated a group of talents with international outlook and professional knowledge for higher education, promoted the exchange and integration of Chinese and Western cultures, and had a profound impact on the modernization of Chinese higher education. Yan Fu was a modern Chinese thinker and educator. He translated Western academic works such as “Evolution and Ethics”, “The Wealth of Nations”, “On the Boundary of Rights and Limits between the State and the Individual”, “Study of Logic”, and “The Spirit of Laws” and spread Western ideas such as evolution, economics, politics, and sociology. He proposed the idea of “encouraging

the people's strength, enlightening the people's wisdom, and renewing the people's morality" to save the country through education, and emphasized the cultivation of talents with independent thinking ability and innovative spirit [7, p. 99]. Yan Fu introduced advanced Western scientific and cultural knowledge and academic thoughts to Chinese higher education, promoted the transformation of traditional Chinese education, curriculum and teaching content to modern ones and cultivated a group of intellectuals with new ideas and new knowledge. Zeng Guofan, being not a professional educator, still made great contributions to China's modern education. He introduced the concept of ethical education. Although Zeng Guofan was a feudal scholar-official, he had a certain sense of openness and put forward the educational thought of "Western learning for practical use". He set up a translation office to train translation talents, translated foreign books and introduced advanced Western science and technology. At the same time, he founded a technical school. Zeng Guofan supported Rong Hong in establishing a mechanical school in the Jiangnan Manufacturing General Bureau, which trained a group of early skilled technical workers and engineering technicians for China. He also sent young children to study abroad, which trained a group of technical backbones for China's modern industry. He relied on the principle of "equal emphasis on knowledge and practice" and believed that in order to cultivate and train a large number of useful talents, it was necessary to start with educational methods. He emphasized that education could not be divorced from reality and advocated that education should only be connected with social reality.

The second stage was the Republic of China period. At the beginning of the 20th century, China's higher education experienced its first transformation. In 1922, a new school system was promulgated, which mainly referred to the American higher education model. It emphasized that higher education should serve social reality and advocated democratization and socialization. Cai Yuanpei, a famous modern Chinese educator and revolutionary, was the first Minister of Education of the Republic of China and the President of Peking University. He promoted the reform of Peking University, advocated academic freedom and ideological liberation, and emphasized that universities should study advanced knowledge. Cai Yuanpei published an article under the title "Opinions on New Education" and proposed the educational purpose of "five pronged stages of education". (1) Military and national education should be used to strengthen the army in order to defend the country, resist power, restore national sovereignty, and prevent military dictatorship.

(2) Utilitarian education should be used to enrich the livelihood of the people, develop the production industry of the country, and seek national prosperity. (3) Civic moral education should be used to cultivate the spirit of freedom, equality and fraternity to eliminate the tragedy of war and bloody battles between the rich and the poor. (4) Worldview education should advocate the concept of entities that transcend the phenomenal world, so that people should forget about pursuits and self, and always should aim at the eternal happiness of all mankind. (5) Aesthetic education should connect the phenomenal world with the entity world, helping to complete worldview education [8, p. 1]. Under the historical conditions at that time, he considered the social function of education and its great dynamic role in the development of people in a relatively comprehensive manner. In response to the current problems of Chinese society, he proposed an educational program that focused on both treating the symptoms and the root causes, which had a profound impact on the educational thought and practice of the Republic of China. The militarist education, utilitarian education and moral education advocated by him were widely recognized as soon as they were proposed, and they became popular for a while. Although people were initially indifferent to aesthetic education, especially to worldview education, after the New Culture Movement, he implemented the school policy of "freedom of thought and inclusiveness" and achieved great success, people gradually recognized it.

Tao Xingzhi was a famous educator, thinker and social activist in modern China. He wrote books such as "Reform of Chinese Education", "Records of Bell Ringing in Ancient Temples", "Free Talks of Zhaifu", "Letters of Xingzhi" and "Collection of Poems of Xingzhi". He proposed the educational ideas of "life education", "practical education" and "overall development", advocated the educational reform of "taking life as the source", emphasized the educational goal of "people-oriented" policy and the reform of rural education. In order to cultivate children with special talents, he founded Yucai School; promoted democratic education to cultivate revolutionary talents and founded Social University [9, p. 1].

The third stage is connected with the foundation of the People's Republic of China. China's higher education underwent a second transformation and began borrowing from the Soviet Union higher education model. In 1952, the colleges and departments were adjusted to establish a socialist higher education system. In 1985 the "Decision of the Central Committee of the Communist Party of China on the Reform of the Education System" was promulgated, and China's higher

education turned to the European and American model and explored the socialist higher education model with Chinese characteristics. Gu Mingyuan did a lot for the development of comparative education. He wrote the work "Introduction to Comparative Education: Education and National Development", which explained the objects, tasks and methods of comparative education research from the perspective of education and national development, and studied the various elements of the education system from a dynamic perspective, reflecting the new trends in the world's comparative education research. He emphasized that education should be oriented towards modernization, the world and the future. "The old school system is no longer suitable for the current situation of my country's socialist modernization construction with Chinese characteristics in the new era and the education development strategy and policy." He suggested: "The current structure of higher education is top-heavy and homogeneous. Higher education institutions should be classified and stratified and managed. According to the current situation of my country's economic and social development, it is necessary to highlight the status of applied senior specialized talent training in the new school system" [10, p. 33]. Zhou Mansheng believed that public international classes played a leading role in international development, combining imported courses with local courses and promoting successful experiences. He wrote works such as "Basic Characteristics and Laws of World Education Development" and "Basic Trends in the Development of International Vocational Education and Its Implications for the Development of Vocational Education in my country". He revealed the political, economic, scientific, and cultural backgrounds that affected the development of international education and focused on the characteristics and trends of regular educational development and reform in the 1990s. He also looked forward to and analyzed the macro trends of international education and the role of the government in educational development. He also conducted scientific analysis of educational issues from the perspectives of different countries' social and economic levels, industrial structures, scientific and technological development, population changes, social values and political lines. He examined the latest developments in education in various countries from a global perspective and made international comparisons of China's educational development.

China's higher education community widely introduced and absorbed Western educational concepts, teaching methods, management systems, etc. Many Western educational ideas and practices were introduced into China, providing new

perspectives for the reform and development of China's higher education. However, in the process of learning and drawing on, some problems also emerged. For example, some universities blindly copied the Western model and ignored China's national conditions and educational reality, resulting in the phenomenon of "not adapting to the local conditions". Since then, more attention was paid to innovation and Chinese traditions. Colleges and universities began to explore educational models and management methods suitable for China's national conditions based on their own characteristics and advantages. At that stage, China's higher education began to show a diversified development trend, and universities in different regions and types were trying to find a development path suitable for the country.

Since the beginning of the 21st century, China's higher education has further accelerated the pace of reforms, paying more attention to independent exploration and rational choice. In the decade from 2012 to 2022, China's higher education has achieved tremendous development. In terms of scale, higher education has entered the stage of universalization; in terms of strength, the overall level has entered the world's first echelon; in terms of quality, a network of top talents in basic disciplines has been formed; in terms of structure, the adaptability of talent training has been significantly enhanced. At the policy level, the state has introduced a series of measures to support the reform and the development of higher education, providing colleges and universities with a more relaxed and free development space. At the same time, colleges and universities have also actively responded to the call of the state to strengthen connotation construction, to improve the quality of education and to cultivate high-quality talents with international vision and innovation ability. In this process, China's higher education has integrated the advantages of Chinese and Western educational theories and formed a unique education model. This model focuses not only on transferring the knowledge and cultivating the skills, but also emphasizes the comprehensive development and personality growth of students; it respects academic freedom and academic rules, and emphasizes social service and social responsibility.

**Conclusion.** The historical background of the development of higher education in China has its own unique educational theories and practical achievements. Chinese higher education originated in the Spring and Autumn Period and the Warring States Period. It was mainly Confucian education. During the Tang and Song Dynasties, the imperial examination system was improved, and the Imperial College became an important institution

---

for training officials, forming the ancient Chinese higher education system. In the late Qing Dynasty the Westernization Movement emerged, and Western training gradually entered that led to the appearance of new-style schools. In the early 20th century, Chinese higher education experienced its first transformation mainly referring to the American higher education model. At the time of the second transformation the Soviet higher education model was fully borrowed. During its history the Chinese higher education has gradually formed a socialist education model with Chinese characteristics. This education model not only meets the Chinese national conditions and educational reality, but also provides useful reference and inspiration for the development of higher education in the world. Chinese higher education will continue to adhere to the basic principles of independent exploration and rational choice, will deepen reforms and innovations and will strive to form a more complete and mature university education model with Chinese characteristics.

#### Literature

1. Pan Maoyuan. 100 Years of Higher Education in China / Pan Maoyuan. – Uagdong: Higher Education Press, 2003. – 387 p.
2. Meng Zhongyuan. A historical review of the three transformations of Chinese universities over the past century / Meng Zhongyuan. – URL: <https://zhuanlan.zhihu.com/p/115590687> (date of access: 16.11.2024).
3. Take root in the land of China and forge ahead on the journey of strengthening the country. The 70 years of reform and development of higher education in the People's Republic of China. URL: [http://www.moe.gov.cn/jyb\\_xwfb/s5147/201909/t20190924\\_400593.html](http://www.moe.gov.cn/jyb_xwfb/s5147/201909/t20190924_400593.html) (date of access: 09.11.2024).
4. Zhang Lin. A Historical Review and Reflection on Learning from Soviet Educational Experience in the Early Years of the Founding of the People's Republic of China / Zhang Lin. – Journal of Henan Normal University. – 2005. – № 2. – P. 22–27.
5. Chang Xiaohong. The spread and influence of Soviet collectivist education theory in New China / Chang Xiaohong. – East China Normal University, 2014. – 31 p.
6. Wu Lina. Review and reflection on the Soviet Union's educational experience in the early days of the founding of the People's Republic of China / Wu Lina, Yu Juan. – Sun Yat-sen University Graduate Journal. – 2012. – № 34(04). – P. 151–158.
7. Song Yuqiu. The Development of Modern Higher Education in China in the Late Qing Dynasty / Song Yuqiu – New Silk Road. – 2023. – № 06. – P. 98–100.
8. A Review of Zeng Guofan's Research in Recent Years. – URL: <http://iqh.ruc.edu.cn/qdzzsyj/rwyj/17ea2275fd48468da4072fe9e9dda714.htm> (date of access: 19.01.2025).
9. Classics | Educators in the Republic of China (II) Committed to education and serving the country URL: [https://www.sohu.com/a/76302369\\_387173](https://www.sohu.com/a/76302369_387173) (date of access: 19.01.2025).
10. Gu Mingyuan. Hot Wind Collection: Gu Mingyuan's Thoughts on Education / Gu Mingyuan. – China Renmin University Press, 2024. – 228 p.