

SOCIALIZATION OF PRIMARY SCHOOL CHILDREN IN THE PEOPLE'S REPUBLIC OF CHINA

Zhang Xiaoling

Vitebsk, VSU named after P.M. Masherov

(e-mail: 2689943390zxl@gmail.com)

This paper examines the organizational system, practice mode and development trend of socialization of primary school children in China. Through the analysis of policy documents, curriculum frameworks and educational practices, it is found that China has established a multi-level socialization system guided by the core values of socialism, which integrates the synergistic mechanism of school education, family education and social education. This paper elaborates on the role of teachers, curriculum setting, teaching methods, current challenges and future development directions, and provides a comprehensive perspective for understanding children's socialization in basic education in China.

As the core process of the individual's transformation from «biological person» to «social person», child socialization is an important field of interdisciplinary research in education, psychology and sociology. Under the socialist education system with Chinese characteristics, the socialization process of primary school (6-12 years old) is of special significance, which is not only the basic stage of knowledge impartation, but also the key period for the shaping of values, the internalization of behavioral norms and the acquisition of social roles. With the rapid social and economic transformation of China, factors such as changes in family structure, the popularization of information technology and the impact of globalization have posed new challenges to the traditional socialization model.

The Chinese Government attaches great importance to the socialization of children and has incorporated it into its national development strategy. The Programme for the Development of Chinese Children (2021-2030), implemented in 2021, clearly states that it is necessary to «cultivate children's good ideological and moral qualities, awareness of the rule of law, and behavioral habits», emphasizing «promoting the all-round development of children's morality, intelligence, physical fitness, aesthetics, and labor». At the same time, the Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition) systematically designs the content of socialized education at the primary school level, reflecting the country's strategic consideration of this issue.

From the perspective of academic research, Chinese education scholars such as Professor Tan Chuanbao of Beijing Normal University and Professor

Ye Lan of East China Normal University have long been concerned about the socialization of children, and have formed a theoretical framework with Chinese characteristics. Their research shows that in the context of Chinese culture, children's socialization is not only a matter of personal development, but also a basic project for national talent training and social stability. Therefore, it is of great significance to systematically study the organizational mechanism and practice mode of socialization of school-age children in primary schools in China to improve educational theory and guide educational practice.

Material and methods. This study uses a combination of literature analysis and policy interpretation to systematically investigate the organizational system and practice mode of socialization of primary school children in China. There are three main types of research materials:

Results and their discussion. The first is policy and regulatory documents, including the National Outline for the Development of Children in China (2021-2030), the Law on the Protection of Minors, the Compulsory Education Law and other national-level laws and policies, as well as the implementation opinions of local education administrative departments such as the Shanghai Municipal Education Commission on the enrollment of schools in the compulsory education stage. These documents reflect the State's institutional design and value orientation for the socialization of children.

The second is the curriculum teaching materials, focusing on the analysis of the textbook «Ethics and the Rule of Law», the «Young Pioneers Activities» guidebook, and the curriculum framework of comprehensive practical activities used in Chinese primary schools. These materials reflect the specific content and implementation path of socialization education.

The third is academic research results, including monographs, papers and research reports on children's socialization by Chinese scholars, especially relevant research by experts from normal colleges directly under the Ministry of Education. These documents provide theoretical support and practical reflection.

In terms of research methodology, the content analysis method was used to encode and extract themes from policy texts to identify key concepts and institutional arrangements. Through the comparative research method, the similarities and differences in socialization practices of different regions and different types of schools were analyzed. The case study method is used to investigate the socialization strategies in typical teaching practices.

The organizational system of socialized work

China has established a multi-level system of socialized organizations for children, led by the government, implemented by schools, cooperated by families, and participated by society. At the national level, the State Council Working Committee on Women and Children is responsible for overall planning and coordination, the Ministry of Education formulates specific policies, and local governments and education administrative departments are responsible for implementation. For example, the Shanghai Municipal Education Commission

clearly stipulates that schools in the compulsory education stage should «adhere to the principles of openness, fairness, and justice», and strengthen communication between families, schools, and societies through «campus open days» and other means, so as to create a good environment for children's socialization.

Schools are the main front of socialization, and Chinese primary schools have generally established a working mechanism with class teachers as the core, subject teachers as the coordinator, and Young Pioneers as the organization. The class teacher is not only responsible for class management, but also guides the formation of students' behavioral habits and values through themed class meetings and individual conversations. Subject teachers infiltrate socialized education in the teaching of various subjects; The Young Pioneers organized and carried out ceremonial education, volunteer service and other activities to strengthen the spirit of collectivism and social responsibility.

It is worth noting that China pays special attention to the socialization of special groups of children. Both the Preschool Education Law and the Compulsory Education Policy emphasize the need to provide an integrated educational environment for children with disabilities, requiring that «inclusive kindergartens should accept children with disabilities who can adapt to kindergarten life and provide them with assistance and facilitation». By 2025, China plans to enrol 97% of school-age children with disabilities in compulsory education, reflecting the concept of inclusive development of socialized education.

Curriculum and Teaching Methods

Socialized education in Chinese primary schools is mainly realized through three ways: formal curriculum, implicit curriculum and practical activities. The formal curriculum is centered on «Ethics and the Rule of Law», covering the education of personal morality, family virtues, social morality and patriotism. Subjects such as language and history also assume the function of transmitting values. The new version of the 2022 curriculum standards places special emphasis on the cultivation of core literacy, and takes «responsibility» as an important dimension.

In terms of teaching methods, Chinese teachers adopt a strategy that combines teaching and demonstration, situational experience and practical development. Teaching demonstrations are used to convey social norms and values; Situational experiences help children understand social roles through role-playing, case analysis, etc.; Practical cultivation relies on real situations such as Young Pioneer activities and community service to promote socialization. In accordance with the guiding spirit of the Preschool Education Law, the teaching of the lower grades of primary school also pays attention to gamification to avoid the tendency of «primary schooling» and ensure that the education method conforms to the laws of children's physical and mental development.

Table – The main educational programs of primary schools in China aimed at the socialization of children

Type of course	Main content:	Implementation	Socialization goals
Ethics and the rule of law	Values of education, awareness of the rule of law, and norms of conduct	Classroom teaching, thematic discussions	Correct values should be formed and social norms should be internalized
Young Pioneer activities	Collectivism, patriotism, volunteerism	Ritual education and practical activities	Foster a sense of collective belonging and social responsibility
Integrated Practice	Social participation, labor education, inquiry and learning	Community service, field trips	Develop social practice skills and problem-solving skills

The purpose and value orientation of socialization

The fundamental purpose of the socialization of primary school children in China is to cultivate «socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor». Specifically, there are three levels:

The first is the level of personal development, which helps children form good behavioral habits, psychological qualities and interpersonal skills. The Law on the Protection of Minors emphasizes the need to «promote the all-round development of minors' morality, intelligence, physical fitness, aesthetics, and labor», reflecting the concern for the overall growth of children.

The second is social integration, which cultivates children's awareness and ability to abide by social norms and fulfill social obligations. The compulsory education policy requires schools to «actively create conditions for multiple children from the same family to study in the same school, and arrange for school-age children with disabilities who have the ability to receive general education to study in the same class», reflecting the importance of social integration.

Third, at the level of national identity, through patriotic education and the cultivation of socialist core values, children's national identity and cultural self-confidence will be enhanced. China's Child Development Program takes «cultivating children's good ideological and moral qualities» as an important goal, reflecting the political dimension of socialized education.

This multi-level socialization goal system not only conforms to the general law of children's development, but also reflects the special requirements of socialist education with Chinese characteristics. As stated in the Programme for the Development of Children in China, it is necessary to «uphold the principle of giving priority to children, strengthen the responsibility of the government and social security for the rights and interests of children», and integrate the socialization of children into national development strategies.

Research Status and Development Challenges

The research on children's socialization in Chinese education circles mainly focuses on the following directions: first, the relationship between socialization and values education, such as the research on «core values education and life» by Professor Tan Chuanbao's team at Beijing Normal University; The second is the impact of information technology on socialization, such as the research team of East China Normal University on the new characteristics of children's socialization in the Internet environment; The third is the socialization of special children, such as the research of the Chinese Academy of Education Sciences on the integrated education of children with disabilities.

The main challenges include: the weakening of traditional socialization functions due to changes in family structure; the impact of the flood of online information on the formation of values; the difference in the quality of socialization brought about by the imbalance of educational resources. In view of these problems, scholars suggested strengthening home-school-community coordination, optimizing the network environment, and improving the support system for children with special needs.

The future development trend is reflected in three aspects: first, socialization education pays more attention to children's subjectivity and participation, and the new clause in the Law on the Protection of Minors that «the opinions of minors shall be heard in handling matters involving minors» reflects this shift; Second, the method emphasizes more experiential and practical, avoiding simple preaching; Third, in terms of content, more attention is paid to mental health, media literacy and other new-era literacy to meet the needs of social development.

Conclusion. This study systematically examines the policy framework, organizational system and practice model of socialization of primary school-age children in China, and draws the following main conclusions:

First, China has established a systematic and complete system of socialization of children, guided by national policies, with school education as the mainstay, and families and society participating. This system not only follows the general law of children's development, but also embodies the value pursuit of socialist education with Chinese characteristics.

Second, socialized education is implemented through multiple channels, including specialized moral education courses, subject penetration and practical activities, forming an educational network that combines inside and outside the classroom, inside and outside the school. The teaching method emphasizes the

unity of knowledge and action, and pays attention to emotional experience and behavior formation.

Third, Chinese scholars have increasingly deepened their research on socialization issues, forming an academic tradition that combines theory and practice. Future research will pay more attention to issues such as children's subjectivity, the impact of new media, and social equity, so as to provide a scientific basis for policy formulation and practice improvement.

Fourth, in the face of the new challenges of social transformation, it is necessary to further strengthen collaborative innovation in the socialization of children in China, optimize the cooperation mechanism between home, school and society, improve the balance of education quality, and better promote the all-round development of every child.

In short, the socialization of primary school-age children in China embodies the unity of national strategies and educational laws, and the combination of traditional values and modern concepts, which provides a valuable case for understanding the socialization of children in the context of globalization. Future research can further explore the influence of cultural factors on socialization patterns and evaluate the practical effects of different socialization strategies.

The list of sources used:

1. Chinese government website. (2022). Special Education Improvement Action Plan Released: 97% Compulsory Education Enrollment Rate for School-age Children with Disabilities in 2025_Policy Interpretation. Retrieved from https://www.gov.cn/zhengce/2022-01/25/content_5670400.html
2. Nanfang Daily. (2024). Kindergarten staff should conduct background checks and health checks. Ministry of education. Retrieved from http://www.moe.gov.cn/fbh/live/2024/56271/mtbd/202411/t20241112_1162443.html
3. Shanghai Municipal Commission of Education. (2025). Implementation Opinions of the Municipal Education Commission on the Enrollment and Enrollment of Compulsory Education Schools in the City in 2025. Retrieved from <https://www.shanghai.gov.cn/nw12344/20250327/9d524c40947141639a2c40666ee4490d.html>
4. Ministry of Foreign Affairs of the People's Republic of China. (2023). Combined Report of the People's Republic of China on the Implementation of the Convention on the Rights of the Child. Retrieved from https://www.mfa.gov.cn/wjb_673085/zfxgk_674865/gknlb/tywj/tyqk/202311/t20231122_11185101.html
5. Tan Chuanbao. (2020). Principles of Moral Education. Beijing Normal University Press.
6. Ye Lan. (2018). Regression Breakthrough: Pedagogical Outline of "Life and Practice". East China Normal University Press.
7. Ministry of Education. (2022). Compulsory Education Curriculum Scheme and Curriculum Standards (2022 Edition). Beijing Normal University Press.
8. State Council. (2021). Outline for the Development of Children in China (2021-2030). People's Publishing House.
9. National People's Congress. (2020). Law of the People's Republic of China on the Protection of Minors. Law Press.
10. Npc. (2021). Law of the People's Republic of China on the Promotion of Family Education. Law Press.