

按照使用術語設定研究範圍變化研究
— 漢文教科教育及漢文教育中心

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In education, three factors of education-teacher, student, and textbook-complete the value of education by practically cooperating with one another. That is, if any one of these three factors is left out, any educational activity can't be completed. So, careful and specific considerations are necessary in performing educational activities.

Strictly speaking, 'Chinese Literature Subject Education' is very different from 'Chinese Literature Education' in each area of three factors of education. Because the scope of education is limited by subject or curriculum for 'Chinese Literature Subject Education', only teacher and student are involved in the educational activities. In addition, educational materials are mainly based on the textbook. Finally, those are meant that the agent of education is a 'teacher', the object of education is a 'student', and educational activities are based on 'textbooks' for 'Chinese Literature Subject Education'. Furthermore, those activities take place in a 'school', which is legally recognized.

On the other hand, 'Chinese Literature Education' as social education, not regular school education, can provide more variety of choices for teachers, students, textbooks, and places. The reason is that there are less restrictions legally in choosing them than 'Chinese Literature Subject Education'.

Therefore, 'Classical Chinese Education' is not equal to 'Classical Chinese Subject Education' or 'Classical Chinese Department Education'. Rather, the former include the latter, so has a wider definition than the latter. The problem is that this diverse and distinct forms of Classical Chinese education are often mistaken for Classical Chinese education performed only in regular school education.

The point is that we should recognize this problem. We should separate out

different forms of Classical Chinese education depending on three factors of education, and then specifically determine an area of research. So, in this paper, I tried to bring forward new, specific definition of Classical Chinese education.

Classical Chinese education is largely divided into two forms. One is 'Formal Classical Chinese Education', the other is 'Informal Classical Chinese Education'. 'Formal Classical Chinese Education' has a smaller scope than informal education, and is performed based on intentional, definite plans. So, each domain of three factors of education-teacher, student, and textbook-is limited. This Classical Chinese education is divided into 'Classical Chinese education in social education' and 'Classical Chinese Department education' in regular school education. Surely, the latter is more restrictive in choosing three factors of education than the former.

'Informal Classical Chinese Education' can be a kind of social assimilation. This form of education is possible because our letters and cultures are concerned with Chinese Characters and Classical Chinese. This education can be carried out unintentionally and unvoluntarily like acquiring Chinese Characters or Classical Chinese through signs or signboards in everyday life. Therefore, 'Informal Classical Chinese Education' should be treated as a kind of Classical Chinese education.

Key words: three factors of education, Formal Chinese Literature Education, Informal Chinese Literature Education, Chinese literature education in social education.