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TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION SYSTEM IN CHINA

ТЕНДЕНЦИИ РАЗВИТИЯ СИСТЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ В КИТАЕ

Статья посвящена анализу тенденций развития высшего университетского образования в Китае. Доступность качественного высшего образования является обязательным компонентом построения общества социальной справедливости. Параллельно с курсом на совершенствование системы высшего образования в Китае формируется сеть элитных университетов, претендующих на лидирующие позиции в мировых рейтингах учреждений высшего образования.

The development of university education is considered by the government of the People's Republic of China as one of the strategies for raising the political status, a necessary condition for achieving the geopolitical, economic, scientific and technological influence of China. Accessibility of quality higher education is a mandatory component in building a society of social justice. Simultaneously with the course to improve the system of higher education, China is forming a network of elite universities claiming leading positions in the world rankings of institutions of higher education (HEI). Analyzing modern university education in China, the following feature of its development can be noticed: wide application of foreign experience. The Chinese system of higher education was originally based on borrowing models of university education from Japan, European countries, the USA, the USSR; maintaining the influence of the leading ideas of Confucianism (spiritual self-improvement, acquiring knowledge and benefiting society) in the moral education of students, which is reflected in the relationship (teacher – student, student – student, subordinate – leader), as well as in the organization of educational courses in the framework of higher education, etc.; encouraging students to study abroad and return to their country to promote innovative education. The tradition was born at the end of the nineteenth century, when, after the defeat of China in the opium wars, serious scientific and technical process lag behind the countries of Western Europe, USA, Japan; the influence of politics, age-old traditions, requests rapidly developing labor market, features training of highly qualified specialists and university faculty, etc.; spiritual and moral education of students, which is a tradition of Chinese education. Ideological education remains an important part of the educational program of every university; active participation of the Communist Party of China (CPC), both in the development of a common strategy for the development of the education system, and in practical implementation of specific mechanisms for its management. The institutions of party administration include the central executive organs of the CPC, local executive party committees, party organizations of the central and local government agencies (including the Ministry of Education of the PRC) and primary party committees of the HEIs. The procedure for the activities of bodies of state and party power to manage the system of higher education is prescribed in special projects and plans [1]; qualitative segmentation of the Chinese higher education systems.

University education in China begins its history in 1978 with the proclamation of education as a priority direction of development, the basis comprehensive renewal of the country. Decree of CPC Central Committee on Reforms in the Education System (1985) determined the development of Chinese higher education in decades. Ideas for rapid modernization of higher education, development of science and technology were enshrined in the relevant documents in the 1990s: in the Education Reform and Development Program (1993), Law of the People's Republic of China on Education (1995), Law of the People's Republic of China On Higher Education (1998), State medium and long term reform program and Development of Education for 2010–2020, 13th Five-Year Plan for Socio-Economic Development of China (2016–2020).

The Higher Education Law of the People's Republic of China, currently in force, guarantees the freedom of scientific research, literary and artistic creativity, as well as cultural events at HEI. This document provides for the following methods of education: full-time and part-time forms of education; professional courses within the framework of special training programs (duration 2–3 years); bachelor's degree (duration 4–5 years) and master's degree (duration 2–3 years); obtaining three academic degrees: bachelor's degree, master and candidate of sciences.

China's Higher Education 2020 outlined three strategic goals: 1) creation of a system of multi-level education with Chinese characteristics as a modern system of lifelong learning for the Chinese; 2) improvement of the mechanism for ensuring; 3) integration of science and education, development of links between education and industry, economy and culture, the introduction of scientific and technical innovations in the educational sphere.

The implementation of these strategic goals and objectives in the previous decade made internal and external calls that required timely and effective overcoming difficult: demographic fluctuations in the number of children of school age, applicants caused by the policy of planning a birth. The solution to this problem was not only the removal of restrictions on the birth of children in the family, but also the transition to politics encouragement of large families; a bias towards preparing students for competition in exams, which had a negative impact on the quality of education, which led to a decrease in the creative initiative of students, underestimation their moral, physical and aesthetic education. This issue was resolved through restrictions on private and additional education, modernizing the content of schooling, stimulating the interaction of social productive forces and education, updating the system of public hiring, and education quality assessment systems; which not only does not meet the needs of fast economic development, but also hinders the improvement of the quality of higher education.

According to a 2021 study of systems of higher education of the 50 leading countries of the world China ranks 1st in absolute numbers (number of students, teachers, number of universities, etc.), but only 18th in terms of competitiveness of education [3].

Modern higher education in China is characterized by impressive extensive development and rapid growth in international rankings. So, Times Higher Education (THE) rating 2020 showed that 6 universities in mainland China ranked in the top 100 HEIs world: Tsinghua University (20th place), Beijing University (23rd), Fudan University (70th), University of Electronic Science and Technology of China (87th), Zhejiang University (94th).

The report of the Ministry of Science and Technology of the People's Republic of China states that in 2018 115 university technoparks functioned in the country, within the framework of which there were 10,127 innovative enterprises. The latter are important platforms for scientific research [2].

Much attention is currently being paid to development of e-learning, which, by solving many social and economic problems, gives the opportunity to receive education for everyone, while significantly reducing the cost of this area. According to China's Internet Network Development Statistical Report in March 2020, the number of Internet users in the country reached 904 million people, and the number of people receiving education online – 423 million people, an increase of 110, rapidly developing Chinese economy with highly skilled labor resources; 2% compared to the end of 2018 [4].

The result of the fulfillment of the tasks set in the document «On long-term reforms and a plan state education development (2010–2020)», according to the intensive development strategy of

higher education by 2035 China plans to form the most scale world's most advanced system of high-quality and affordable higher education and increase its competitiveness in international arena.

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ON THE ISSUE OF THE RELEVANCE OF THE PEDAGOGICAL VIEWS OF SENECA THE YOUNGER

К ВОПРОСУ ОБ АКТУАЛЬНОСТИ ПЕДАГОГИЧЕСКИХ ВЗГЛЯДОВ СЕНЕКИ МЛАДШЕГО

Статья посвящена проблеме перспективности педагогических воззрений Сенеки Младшего в современной воспитательной практике, в частности для формирования сознательного гражданина и высокоморальной личности. Делается вывод о применимости предложенной мыслителем модели воспитания, основанной на привитии идеи личной ответственности и лояльности традиционным ценностям.

The ancient educational thought in the early Roman Empire was a stage of the development of world education, which had a great influence on the further development of world history and teaching process. The relevance of the appeal to this period is due to the fact that an analysis of ancient Roman educational thought has the logic to fully understand the development of basic educational ideals and trace them back to subsequent times and cultures. Research strategies in modern history and educational philosophy are based on the analysis of written sources. This attitude allows us to see the wider context of key educational practices at a given time.

Implied sources in relation to Antiquity include the writings of Roman statesmen, writers, philosophers, and tutors. Among them, an important place is occupied by Lucius Annaeus Seneca the Younger (4 BC – 65 AD), whose writings reflected his teacher's key idea that states that strongly statesmen are those who care about their moral self-education and encourage their citizens to do so. It is important that this author was the educator of the future emperor and had the opportunity to put his ideas into practice.