

Analysis of the Present Situation of Equal Educational Opportunity in China and Its Countermeasures

Abstract. The article analyzes the current situation of equal educational opportunity in China and proposes countermeasures to address any existing disparities. It assesses the extent to which all individuals, regardless of their background or socioeconomic status, have equal access to quality education in China. The analysis likely includes examining factors such as access to educational resources, quality of schools, funding disparities, discrimination, and barriers to education for marginalized groups. The proposed countermeasures could involve policy recommendations, initiatives, or strategies aimed at promoting equal educational opportunities for all individuals in China. This may include efforts to enhance access to education for underserved populations, address funding gaps between urban and rural schools, improve teacher training and support, combat discrimination, and promote inclusive education practices.

Keywords: equal education opportunity, China, educational democratization, regional differences.

The first to propose equality in education was the German Protestant Reformation Martin Luther King, Jr. (1483-1546), who proposed that the state should run schools, that children of both sexes should be enrolled, and that universal education should be implemented. Since then, in the 16th century and the 17th century,

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the and French thinkers and educationists tried their best to advocate the idea of equality in education, but did not fully implement equality in education in their own countries. History likes to make fun of people, the first use of state machinery, the implementation of coercive measures to start the practice of equality in education is the feudal city-state of Prussia, it 1763 the first law in history to enforce compulsory education. Three Views of equal opportunity in education.

The equality of the starting point of efficiency priority. It considers the rationality of economy and the equality of economic development. The equality of education can only be the equality of the starting point of education and the equality of access to education. The social function of education is to select the individuals with different abilities according to the achievement standards, and then make them into different social roles, so as to ensure the efficient and reasonable operation of the society. But in fact only with economic inequality to replace the status of inequality. The formal equality theory of equity priority. It calls for equal treatment of every child and equal access to education and for equality in the allocation of educational resources and in the educational process. Social equity as a yardstick of value ensures that all school-age children receive a common basic education. But it ignores the enormous differences in the real world, where the same education for all children deprives families of choice from different backgrounds and creates de facto inequality.

1. The achievement of educational democratization in China

1) A rational educational network has been set up, and the distribution of educational resources tends to be equal. The establishment of two education networks (complete school network and multi-level and multi-standard non-diploma education system) makes the allocation of educational resources a more reasonable pattern, a solid foundation has been laid for the people to enjoy full educational opportunities.

2) Extend the compulsory education period. The compulsory education opportunities enjoyed by our children and young people have reached the level of middle-developed countries.

3) Expand educational opportunities after junior high school.

4) The adult education system is basically formed. Our country has developed a adult education system from literacy to higher education.

5. Other measures to promote equal access to education. The policy of reducing points for ethnic minorities and reducing or exempting tuition fees for students from the poor classes.

2. Country education opportunity equal question present situation

1) Regional differences in educational opportunities. The difference between provinces (the difference between developed and underdeveloped regions). Differences between rural and urban areas (in terms of enrolment, dropout and illiteracy rates; in terms of educational conditions and teacher strength) [1]. 2) Social class differences in educational opportunities. Differences in professional class and educational opportunities. Students from the peasant and worker classes have a much lower chance of academic success and entry into higher education than students from the cadre and managerial classes, which are dominated by intellectual work. The gap between rich and poor and educational opportunities. Poverty is the most important factor that forces children out of school. Nearly half of school dropouts are engaged in work related to increasing family income. Moreover, the concentration of out-of-school children in economically underdeveloped Midwestern Sectional Figure Skating Championships also confirms that economic factors are the dominant factor in school dropouts. But in sharp contrast, the rich are spending large sums of money to educate their children in "Good taste". The difference between cultural class and educational opportunity. The higher the educational level of the parents, the higher the expectation of their children's education, and the greater the educational support for their children, the more direct the help they can provide in the educational process. The educational backwardness of ethnic minorities. It has a high illiteracy rate, a low enrolment rate, a high dropout rate and a low academic success rate. 3) The compulsory education stage of gender disparity in educational opportunities is characterized by low enrolment and high dropout rates among girls. The phenomenon of unequal access to education for girls is more prominent among the displaced students. Academic success rate decreases with the rise of the educational ladder.

3. We can define 3 reasons for unequal educational opportunities: 1) For economic reasons, China's modernization has chosen the non-balanced development strategy of gradient promotion, which has

strengthened the country's comprehensive economic strength, but at the same time, it has also widened the existing differences. There is a widening of regional disparities; a widening of the urban-rural gap, which is all-round; and a widening of the wealth gap between social classes, which all have large gaps in their economic incomes. These three gaps constitute a powerful economic barrier to the equalization of educational opportunities. The different levels of economic development between provinces and regions directly affect the total amount of their education investment. 2) Culture is a kind of family background. Family members, especially parents, will have a direct and strong influence on the educational opportunities of their children. On the macro level, culture is a kind of social background. Negative culture is an important social source of unequal educational opportunities. 3) Historical and geographical factors the educational backwardness of ethnic minorities is to a large extent related to the historical and geographical conditions of their social development. The majority of ethnic minorities live in pastoral and mountainous areas, which creates a physical and geographic barrier to their education.

4. Reasons within education. The internal causes of education are strictly screened and fiercely competitive examinations mark the educational model of elite training. It excludes students who are incompatible with the meritocratic model and deprives them of the opportunity to continue their education. The unitary educational structure can't meet the diversified educational needs of the people. The systematic education of our country has its inherent defect, which has produced the education to the student's inherent repulsion. Thinking about the countermeasures and choosing the countermeasures of equal opportunity must be based on the objective level of social development. Otherwise, the result must be haste makes waste. The compulsory education compulsory education is a national basic education protected by law. It is obligatory, national and fundamental. The equalization strategy at the compulsory education stage should give priority to equity, give consideration to efficiency and pay attention to the trend of personality development.

In order to implement the fair priority strategy, the educational administration should change from the Key system to the Balanced

system, that is, to ensure the equal distribution of educational resources and the equal conditions for running schools, implement a standardized system of school-running conditions. We should dilute the key awareness and gradually abolish key schools. To abolish the Screening system, we must reform the method of junior high school enrollment, and carry out the spirit of Enrolling students in a nearby school and drawing a section for enrollment. The compulsory education has changed its focus to improve education in rural areas, where the current compulsory education of universal access is low and the task of providing universal access to education is heavy. Strategies for equalisation at the compulsory education stage it is advisable to adopt strategies for equalisation at the compulsory education stage that give priority to efficiency, give consideration to equity and increase opportunities for education choices in a timely manner. The professionalization and universalization of senior secondary education is the first diversion stage after the compulsory education period. It performs two social functions, namely, the transfer of qualified freshmen to higher level schools and the transfer of qualified workers to all walks of life. More vocational schools should be set up or students should be prepared for vocational skills. Popularization should be extended gradually [2].

Higher Education should improve its efficiency, speed up the development of Lenient in and strict out system, can expand educational opportunities, but also the use of competitive mechanism to ensure the quality of higher education. Form a government-based, social participation in the multi-main pattern of running schools. To implement the strategy of lifelong education and create diversified educational opportunities for adults, the main target of lifelong education is adults. The adult education system should focus on job training and Continuing education, and establish a multi-level, multi-specification and diversified adult education network.

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Анализ современной ситуации равных образовательных возможностей в Китае

Аннотация. В статье анализируется текущая ситуация с обеспечением равных образовательных возможностей в Китае и предлагаются контрмеры по устранению существующих проявлений неравенства. В ней оценивается степень, в соответствии с которой все люди, независимо от их происхождения или социально-экономического статуса, имеют равный доступ к качественному образованию в Китае. Анализ включает изучение таких факторов, как доступ к образовательным ресурсам, качество школ, неравенство в финансировании, дискриминация и барьеры на пути к образованию для маргинализированных групп. Предлагаемые контрмеры могут включать политические рекомендации, инициативы или стратегии, нацеленные на содействие обеспечению равных возможностей в области образования для всех в Китае. Это может включать усилия по расширению доступа к образованию для неохваченных слоев населения, устранению разрыва в финансировании городских и сельских школ, улучшению подготовки и поддержки учителей, борьбе с дискриминацией и развитию практики инклюзивного образования.

Ключевые слова: равные образовательные возможности, Китай, демократизация образования, региональные различия.

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