

HIGHER EDUCATION SYSTEM IN CHINA

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The most important factor determining modern requirements for education is the need not just for performance in work, but for creativity. A creative approach to business has become necessary due to the changed conditions of production.

All universities in China are public. Each institution has its own specifics, training standards and has a narrower specialization than Western universities. Education is paid and for the Chinese, having a higher education means moving up the career ladder. The system of higher education in China is similar to the Western system (Bologna) and includes three levels:

- bachelor's degree. The term of study is 4-5 years. Graduates receive higher education with the degree of "Bachelor".
- magistracy. The term of study is 2-3 years. Graduates receive higher education with the degree of "Master".
- PhD. The term of study is 2-4 years. Graduates receive higher education with the degree of "Doctor".

Today, a number of universities conduct lectures and seminars in real time. Network learning can be organized both autonomously and based on the deployment of information and educational environments [1].

In some countries, television and satellite technologies are actively used. Currently, distance learning is considered as an independent form of education of the XXI century, as well as an innovative component of full-time and distance learning.

Universities are gradually changing the principle of organizing the educational process, creating conditions for the implementation of flexible, individualized learning organized in a virtual information and educational environment.

Nowadays, there are schools at universities in China. If a student is admitted there, it guarantees successful admission to that university in the future. School graduates take exams that are equivalent to university entrance exams.

References

1. **Nind, M.** Methods that teach: developing pedagogic research methods, developing pedagogy / Melaine Nind & Sarah Lewthwaite // International Journal of Research & Method in Education. – 2018. – Vol. 41, No. 4. – P. 398–410.