

Ю. ЛЭЙ, Ц. ЧЖАН, А. М. РОМАНОВА

Республика Беларусь, Минск, Белорусский национальный
технический университет

ACTUAL PROBLEMS OF MODERN EDUCATION IN CHINA

Концепцию современного образования можно определить, как единство форм и характеристик, подходящих для современных производственных, экономических, культурных систем, науки и техники. На примере КНР авторы показывают, с решением каких проблем сталкивается сегодня абитуриент, стремящийся в конечном итоге получить высшее образование.

The concept of modern education can be defined as:

a) education with the content of large-scale production and social unity socializing the educated into people who can adapt to the modern society with the unity of modern productive forces and production relation's activity [1];

c) education of people who are committed to the integration of productive labor and cultivate all-round development from the development of large-scale capitalist industry and commodity economy to the historical period when communism was fully realized [6].

These definitions attempt to reveal the commonalities of modern education. However, in the implementation of modern education, there are also many practical problems.

1. *It is difficult for teachers to teach at ease.* The fundamental reason why it is difficult for teachers to teach with peace of mind is that, except for a few developed regions, teachers' treatment in most regions can only maintain the most basic survival. Under such circumstances, it is difficult to ask teachers to teach with peace of mind. The evaluation of professional titles is too complicated, and there is more or less injustice in it, which also makes it difficult for teachers to teach with peace of mind. The key to the title issue is the treatment. A professional title is the only way for teachers to increase their income. However, it's really hard to get a job title these days. Coupled with the more or less injustice, an excellent teacher in a certain school may not be able to be awarded a senior professional title for the rest of his life. Then, some teachers with administrative positions and some teachers with long sleeves and good dance can be rated relatively easily. If teachers don't have a very open-minded mind, it is difficult to deal with it lightly and teach with peace of mind. Performance pay is similar to professional title evaluation, it is designed to treat teachers, and there will be more or less injustice. In a word, it is difficult for teachers to live a dignified and decent life with the treatment of teachers.

2. *The education that should be devoted to cultivating happy people should be narrowed down to the education of fractions.* Looking at the current situation of Chinese education in modern times, scores are all used as measurement standards, and scores have become the goal that students are chasing day and night. A good score can make teachers look at you differently, a good score can make your classmates admire you in every possible way, and a high score can make you famous and let you go to a famous university. Scores are ranked first in almost all schools, and it is a common practice in schools to evaluate students' moral literacy by scores.

For example, a student whose scores are often among the best will always have high scores in his moral evaluations, quality and moral evaluations, and it is unknown whether the student can really achieve high scores. For example, China's education has increasingly permeated students' daily life while revealing drawbacks and injustices. Students have become slaves to scores, whether they give up or not, the vast majority of students are led by their grades. They have almost reached a state of frantic study for the sake of grades. They often study until one or two in the middle of the night, and even get up at six in the morning. But students can only choose to use their youth as a bet to win a promising future. There are always only a few people who can achieve success, and those students with low scores seem to have departed from the idea that education is to cultivate people into happy people. In short, the emergence and development of modern education has promoted the development of society to a certain extent, but we cannot ignore the problems existing in the practical application of modern education. We need to find the problem and solve it as soon as possible [2].

3. *The postgraduate entrance examination fever also reflects the fighting spirit and fighting spirit of young people.* The only thing that needs attention is that the teaching and learning of the postgraduate courses cannot be emphasized blindly. Higher education should be the improvement of comprehensive quality. For example, in China, with the announcement of the national line for postgraduate entrance examination in 2022, the score lines of various professional classifications have generally risen a lot. Compared with previous years, the difficulty of this year's postgraduate entrance examination has increased significantly. The number of applicants for postgraduate entrance examination is 4.57 million, and the number of planned enrollment is 1.10 million, which means that more than 3 million people cannot fulfill their dream of graduate school enrollment. Such a huge scale of postgraduate enrollment still cannot meet the huge demand for postgraduate entrance examinations. How to prevent postgraduate entrance examinations from becoming a "new type" of examination-oriented education deserves attention [3].

4. *The job market for college graduates is not optimistic.* Some places attach great importance to the employment rate of college graduates, and even take it as one of the basis for dynamic adjustment of college majors. If the professional adjustment does not consider the students' study needs, but pays more attention to the employment rate, then more and more colleges and universities will try to improve the employment rate. However, postgraduate entrance examination and going abroad have always been regarded as employment. In this case, the extreme situation caused is that very few colleges and universities even start preparing students for postgraduate entrance examination as soon as they enter the school, but do not take postgraduate entrance examination courses. For example, every year in China more than 10 million college graduates want to be employed, which is indeed a large number, and no matter how big the job market is, it is difficult to satisfy. In the case of the raging epidemic, such employment difficulties have not decreased but increased. Difficulty in finding employment has led many college graduates to choose to delay their employment through postgraduate entrance exams [6].

5. *The intrinsic motivation of the candidates themselves to change their identities is the important factors to boost the popularity of postgraduate entrance examinations.* There are many people in the society who have this perception, that is, some

people like directly equate the label of a college with the quality of graduates. Although this kind of discrimination is very unreasonable, it is difficult for individuals to change. Therefore, college graduates have to work hard on their own, trying to upgrade their background through postgraduate entrance exams when the college entrance examination is not satisfactory. For example, in China under the joint promotion of many of the above factors, it is normal for the high fever to persist in the postgraduate entrance examination. In a sense, the craze for postgraduate entrance exams also reflects the spirit of struggle and struggle among young people, indicating that many college students are not lying flat, but are striving to change their living environment in their own way. Therefore, the positive aspects of the postgraduate entrance examination are worthy of recognition. Because of this, it is normal for many schools to vigorously focus on postgraduate entrance examinations [7].

Thus, we can conclude that in the past, when we said exam-oriented education, it was generally aimed at basic education, and nowadays, the reason why postgraduate entrance examination is hot, and may even move towards exam-oriented education, is more complicated.

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