

и требует повышения коммуникативной компетенции студентов, совершенствования их филологической подготовки, целенаправленно формируемой на занятиях по иностранному языку через разнообразные формы, методы и приемы работы.

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#### **PROBLEMS OF THE PEDAGOGICAL COMMUNICATION IN THE CONTEXT OF SECONDARY EDUCATION IN CHINA**

Pedagogical communication is a dual construction of educational activities that are carried out jointly by teachers and students, based on reasonable assumptions about human nature as a logical premise, under the concept of equality, with language as the main mode of communication, and with the inner, conscious co-growth of teachers and students, and cultural understanding as the aim.

The problems in achieving productive pedagogical communication include two aspects: the teacher-student communication and relationship between students.

In teacher-student communication, teachers are in a dominant position in terms of cognitive, emotional, ethical and social relations, and even consider themselves superior to their students.

Problems in the aspect of teacher-student communication reflect the following theses:

- (1) Teachers are too subjective
- (2) The one-sidedness of communication
- (3) The monopoly of teacher in communication
- (4) The implicative nature of communication
- (5) Formality of communication
- (6) The confusing nature of communication

These issues are considered in more detail below.

- (1) Teachers are too subjective

In the teacher-student relationship of modern education, the teacher is often the dominant educational process, the controller and manager of the classroom, instilling

knowledge as an authority, imposing his or her views on the students, making demands and making evaluations: the students can only passively accept the indoctrination, without doubts or negations, becoming conscious obedient of the teacher's authority. In this kind of teaching practice, there is only one subject, the teacher, and the students are only the object of the teacher's teaching, i.e. the object. The process of teaching and learning is understood to be a process in which the subject transforms the object in a way that some people transform others.

Traditional teaching suppresses the development of students' subjectivity, and this dichotomous way of thinking replaces or overshadows the learning activities of students with the teaching activities of teachers. According to the survey, 93.8% of students' classroom communication behaviours were rated as answering questions, while only 1.7% and 1.8% of students asked questions and engaged in other types of communication [1].

### (2) The one-sidedness of communication

Communication between teachers and students is mainly fixed between the teacher and a few privileged students, with unequal opportunities for each student to participate in communication. In the secondary school classroom, we noticed that the students who answered questions were always concentrated among a few students, while most of the students in the class did not participate in the actual communication activities. For example, in a class of 60 students in a secondary school, 16 students answered the questions asked by the teacher during the language lesson, accounting for about 27% of the number of students who should have answered the questions, and the 16 students who answered the questions were basically seated in the first four rows of 12 students with good academic performance. This was surprisingly the case in almost every class over the course of another half term. That is to say, in almost every lesson, it was these 16 students who stood up to answer the teacher's questions, accounting for 27% of the class, while the other 44 students hardly answered any questions. In addition, in my questionnaire, when asked the question "Who are the students who answer the most questions in class when the teacher asks them", 76% of the students said that they were the ones who did well in their studies [2]. The problem was more pronounced in the upper grades than in the lower grades. Although we cannot conclude that students who do not answer questions do not participate in the teaching and learning activities, at least it shows that the teacher does not communicate much with all the students in the class, that she does not give each student an equal opportunity to express his or her opinion, and that the communication with the students is one-sided and parochial, at the expense of the development of the majority of students.

### (3) The monopoly of teacher in communication

In teacher-student communication, teachers are in a dominant position in terms of cognitive, emotional, ethical and social relations, and even "consider themselves superior to their students, giving them an earful and failing to treat them as equals, let alone opening themselves up to them." In this situation, classroom communication can easily turn into a monopoly of communication by the teacher, and in the questionnaire "the teacher is the first to ask for communication", 77% of the students agreed and 21% agreed more), with initiative: students can only be passive performers, and all the teacher has to do is All the teacher had to do was to manage and control the students [3].

#### (4) The implicative nature of communication

Communication that is implicative is often seemingly rigid. In contrast, this type of communication deviates from authenticity, and is more of an axe to grind and less natural. For example, in classroom teaching, to enhance communication between students, teachers will ask them to quiz each other. However, when one of them cannot answer the other, the other student will say, "That's a good question, but I haven't thought about it yet, let's discuss it after class", and so on. And a similar scenario often exists when teachers interact with students, where the teacher usually praises the student for being a good thinker and asking such a good question, and then leaves it for the next class to solve, citing class time constraints and other reasons, and eventually only hangs on to it. The teacher does not consider the problem from the students' point of view, and simply follows the ideas and thoughts he has designed and programmed to communicate with the students, often with a certain amount of far-fetchedness and artifice. For example, in a language class, when the teacher reads a text, students are asked to close their eyes and listen, giving full play to their imagination. Not all students were willing to close their eyes, and because of the content and length of the text, there was no guarantee that every student would be able to 'listen' with their eyes closed as requested by the teacher. We know that the essence of teaching communication is to promote mutual understanding and communication between the two sides, to ensure that the whole process of teaching communication goes smoothly and to complete the teaching task effectively [4]. However, this kind of communication ignores students' inner experiences and feelings, and has obvious "false" and "far-fetched" elements, making the process of communication unable to meet the expectations and needs of both sides, and losing its reciprocity and mutual benefit, as well as its value of existence.

#### (5) Formality of communication

In the current secondary school classroom, the problem of formality is quite serious, mainly referring to the form of communication without substantive content. This is evident in the emphasis on the transmission of knowledge and the neglect of communication between subjects: performative teacher-student communication, etc. For example, some classrooms have questions and answers, talk and laugh, lively and lively atmosphere, but in fact the teachers and students are performing for the listeners. In classroom teaching there is often a phenomenon: when the teacher asks a question to the students, a student has already made a correct answer, and other students in the class also already know that the answer is correct, but the teacher continues to ask other students whether the answer is correct, and another example is that students have their own ideas about a certain problem, and when answering the teacher's question, in order to give the teacher a good impression, they have to they have to guess the teacher's intention and give the answer that the teacher wants, so that the students cannot really understand the question according to their own understanding and cannot reach a deeper communication with the question and the teacher [5; 6].

This kind of formal communication is not only present in classroom questions, but sometimes also in classroom discussions. For example, teachers organise discussions for the sake of discussions rather than to facilitate interaction and communication between students, and students learn for the sake of learning rather than to develop their own knowledge, abilities and values. It is the existence of these problems

that leads to the emergence of many 'empty shells' in classroom communication. We know that "the core of education is the awakening of the personality and the mind" and that education is "the spiritual union of man and man". In this sense, this is a form of classroom teaching communication, which is not educational and not a real teaching communication activity.

(6) The confusing nature of communication

In classroom teaching, the role of teachers and students is unbalanced, and as the subjectivity of students continues to rise, the role of students is exaggerated and the role of teachers is weakened, which has become a new problem in the current communication and teaching practice. In classroom communication activities, teachers often seem powerless in front of students, cannot well guide the student body in a specific situation within the communication, but by the students, cannot fully master the classroom, and even cannot well complete the teaching task, resulting in classroom inefficiency, resulting in the disorder and chaos of teaching communication. For example, in a practical training teaching class in a secondary school, the teacher allows students to do hands-on practice, but due to the excessive number of students and the confusing division of labour among the various groups, some students have completed their practice, but some students have nothing to do, leading to a hasty evaluation summary by the teacher before the end of the class. Although it appeared to be a group activity, the teacher's sense of role was weakened and the students were once in a free state, which did not reflect the interaction and communication between teachers and students, resulting in the whole class being cluttered and disorganised.

According to research studies on secondary school classrooms: in the limited classroom communication, teacher-student communication occupies 93.2% of the total, while communication between students only accounts for 6.8%. It is evident that communication activities between students are very scarce, resulting in a serious lack of their communication relationships [1; 2].

From the aspect of the communication between students problems in the aspect of communication between students include:

- (1) Narrowness of communication
- (2) Inefficiency of communication
- (3) Performative nature of communication
- (4) Improper competition

These issues are considered in more detail below.

(1) Narrowness of communication

From the perspective of the range of communication between students, it is clear that student-to-student communication is fixed in a narrow range between top students and top students, poor students and poor students, boys and boys, and girls and girls, with more communication between extroverted students than introverted students, and more initiative among top students than among poor students. In addition, communication activities may also be influenced by factors such as culture and family background. The most prominent manifestation of this is that students from well-off families usually stay together, rejecting and looking down on students from less well-off families and not communicating or communicating with them, etc. There is no good state of complementary and joint communication and all-round interaction among multiple subjects.

## (2) Inefficiency of communication

From the perspective of the efficiency and effectiveness of communication between students, classroom communication activities between students are often difficult to achieve the pre-designed communication goals, due to certain limitations of teaching communication, such as group size pre-defined and fixed for a long time, the time and procedures of communication and cooperation strictly limited by teachers, coupled with the fact that some students often show shyness and nervousness when communicating or expressing themselves, and cannot communicate properly. As a result, formal communication between students and pupils is in a coping situation, with less substantive exchange of ideas and cross-fertilisation, classroom communication teaching is inefficient and students generally feel that they have gained little, making it difficult to promote the development of students' knowledge and skills and the formation of a complete personality.

## (3) Performative nature of communication

At present, the main form of organization of communication between students is cooperative group learning, but due to teachers' lack of in-depth analysis and understanding of the specific content of teaching communication, resulting in requiring students to conduct group discussion and communication in every classroom and on every issue, not only wasting a lot of time, but also frequent and boring communication activities stifling students' enthusiasm to participate in communication, entirely to cope with teachers' requirements and They simply perform. In addition, as teachers did not provide any guidance on how students should communicate with each other, students lacked the necessary communication etiquette and communication skills, resulting in poor communication that was often formal and of low quality [7].

## (4) Improper competition

Competition for learning is one of the motivating factors in student-student interaction. Introducing competition mechanisms into classroom teaching is conducive to mobilising students' enthusiasm and initiative in learning and motivating them to make unremitting efforts to achieve a certain goal. However, in educational practice, teachers often use improper methods such as ranking scores and rewarding the best and punishing the worst, which leads to the formation of students' improper competition mentality. This is highlighted by the fact that students often speak first in class, refute and attack other people's views, are jealous and hate each other, and also by the fact that students with good academic performance do not disclose their solutions to problems, do not lend learning aids, etc. Under such circumstances, it is almost impossible for students to cooperate with each other, and when they encounter problems, they rarely ask other students for advice or take the initiative to help others, and there is no substantial connection between them, they lack a sense of collective responsibility and they basically belong to negative, exclusionary competition [8]. This kind of inappropriate competition tends to cause excessive tension, withdrawal and anxiety among students, as well as conflicts and even hostility between them, which affects the formation of good interpersonal relationships among students.

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### **PROSPECTS OF SCHOOL POSTGRADUATE EXAMINATION IN CHINA**

*В ряде школ КНР подготовка к вступительным экзаменам в УВО превращена в “новое” образование, ориентированное на экзамены. Не только качество подготовки обучаемых, но и качество последующей национальной инновационной системы могут претерпеть серьезные изменения, если образование будет ориентированным исключительно на предстоящие экзамены. Авторы анализируют, как предотвратить превращение вступительных экзаменов в “новый тип” образования, ориентированный исключительно на успешную сдачу вступительных экзаменов.*

Even in very ordinary colleges and universities, there will be excellent people. When selecting high-level talents, we should pay attention to the comprehensive potential of candidates themselves, rather than focusing on some external factors. Graduate education belongs to the highest level of education in the country, and its quality affects not only the individual's life direction, but also the quality of the national innovation system.

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 [1.]

Preventing school postgraduate entrance examinations from becoming a “new type” of examination-oriented education deserves attention takes several stages (listed below).

1. ***The whole society should work together to pay attention to the problem of postgraduate entrance examination.*** In particular, opportunities such as undergraduate