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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

evaluation can be used to strengthen the inspection of the implementation of the school's training programs and teaching plans, including strengthening the evaluation of students' comprehensive literacy.

2. *The improvement of the system.* It is necessary to oppose the simple and rude practice of judging heroes by origin, especially the practice of systematically labeling colleges and universities. The professional adjustment should not pay too much attention to the employment rate, but mainly depends on the students' own willingness to choose. Even if there is zero employment, as long as there are students willing to study, it should be allowed to open. Moreover, how to calculate the employment rate scientifically is also worth studying.

3. *Transformation of Exam-oriented Education and Quality-oriented Education.* The idea of long-term test-oriented education is deeply rooted. In terms of educational concept, exam-oriented education has a deep influence on teachers, classmates and parents. Teachers believe that carrying out quality education will affect the time and energy investment in cultural courses. The level of educators hinders the implementation of quality education is extremely important. Teachers in many places are not necessarily professional backgrounds, and many people have not received systematic theoretical training in the subjects they teach, which is not conducive to the implementation of quality education [2].

4. *The assessment mechanism should match the concept of quality education.* The evaluation system of school teaching quality still follows the traditional evaluation system. The orientation of this evaluation mechanism will make schools invest a lot of material and man power to carry out cultural teaching, that is, the orientation of exam-oriented education.

5. *The provision of teachers and teaching equipment should be sufficient.* Due to the emphasis on the education of cultural courses over the years, schools pay more attention to the introduction and cultivation of teachers of cultural courses, but do not pay attention to the cultivation of teachers of music, physical education, art and so on. The proportion is relatively small, and the assessment of teachers for quality education is small; the teaching supporting facilities are not perfect, which affects the quality of teaching; the modernization of teaching methods is slow, which affects the skills training of students to participate in social life practice, and it is difficult to complete skills and skills [3].

6. *To change the educational concept of teachers, it is worth taking the following steps:* a) having the correct educational purpose; b) shifting the focus of education to the quality education based on improving the quality of the whole people; c) gradually changing the educational evaluation index system; d) making students' achievement of all-round development (rather than one-sided pursuit of results) the central point of the evaluation system; e) attaching importance to communication among all parties; f) making education process run through the school, society, and family. After all, the cultivation of students' overall literacy cannot be achieved only by the school's efforts; to increase investment in education, quality education requires schools [4].

Also, it should be noted that education is a quasi-public undertaking. As its biggest beneficiary and public welfare provider, the public financial funds provided by the government have always been the foundation for the support and development of

higher education. This is reflected both in the United States with the highest degree of marketization, and in the European Union with the highest degree of market integration. The percentage distribution of various incomes of top public universities in the United States (%) is presented in table below [5].

Table 1 – The percentage distribution of various incomes of top public universities in the United States (%)

School Name	Government Grants and Contracts				Operating income		Tuition and Fees	Business service	independent operation	Other
	Federal	State	Local	Total	Private grant contract	Total subsidy contract				
UC-Berkeley	13.9	3.4	7.0	24.3	0.3	24.6	25.6	9.5	0.0	1.5
UCLA	9.1	0.8	3.3	13.2	0.8	14.0	10.7	54.1	0.0	1.8
UM-Ann Arbor	10.8	0.1	0.0	10.9	2.1	13.0	12.4	43.6	0.0	0.0
UW-Seattle	20.6	1.6	0.0	22.3	3.5	25.7	16.9	33.9	0.0	2.4
UIUC	15.9	2.1	0.3	18.4	3.6	22.0	26.2	14.1	0.2	0.8
UCSD	16.9	1.1	5.8	23.8	0.3	24.1	12.1	49.1	0.0	1.8
UCSB	12.3	0.6	4.5	17.3	0.1	17.4	30.2	13.9	0.0	3.1
Gatech	34.7	0.9	0.0	35.6	13.3	48.9	20.2	9.9	0.0	0.0
UC-Davis	10.1	3.5	3.7	17.3	0.3	17.6	11.5	52.9	0.0	1.6
Top 11 public Universities	16.2	1.6	2.3	20.1	3.8	24.0	18.3	28.0	0.0	1.8
All U.S. public Universities	8.7	1.9	3.6	14.1	-	-	20.6	20.6	0.5	5.8

Thus, the support of teaching equipment, including multimedia teaching environment, good art training environment, well-equipped playground, etc., requires the whole society to participate in the teaching investment and running of the school; strengthen the on-the-job training of teachers, and establish a reasonable teaching team.

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