

**CHARACTERISTICS AND PROSPECTS FOR DEVELOPMENT
OF EDUCATION IN CHINA**

The paper outlines the characteristics of Chinese education and prospects of its development.

Tertiary education, generally understood as post-secondary school learning supported by universities, technical training institutes, community colleges, and research laboratories, is essential to a country's competitiveness in an increasingly innovation-driven global economy. Over the last decade, China has made considerable strides in advancing tertiary education, with the number of institutions more than doubling and government expenditures increasing from \$52.66 billion in 2003 to \$311 billion in 2014. The 211 Project and 985 Project, initiatives designed to raise research standards and cultivate rencai (people with talent), further demonstrate the effort Chinese leaders are making to modernize the country's education system.

At present, however, the quality of Chinese universities lags behind that of other countries. The Times Higher Education World University Rankings 2016-2017, a widely respected London-based university measure, includes only two Chinese institutions among the top 100 universities worldwide. Peking and Qinghua universities place 29th and 25th respectively, among the 978 tertiary institutions featured in the world ranking. By comparison, the study found that the United States is home to fifteen of the top twenty universities in the world. University rankings released by Shanghai Ranking Consultancy also reflect this division. Qinghua and Peking universities rank 58th and 71st in the consultancy's global comparison. China's 3rd and 4th nationally-ranked universities, Zhejiang and Fudan, fail to make the top 100. [2]

Despite the figures, China is becoming an increasingly popular alternative to the traditional international student cities of London, New York or Paris. With ambitious plans to significantly increase the number of international students in

the country, the Chinese government seems committed to showing a new side of an ancient country.

Statistics shows that from year to year, the number of international students in the country has been rising since 2011. By 2020 it is expected that more than half a million foreign students will be studying at a Chinese university. This is because of a number of government initiatives such as «One Belt, One Road», which aims to attract international students to the country.

For decades, China has been a one-way departure lounge for its young population heading out into the world. During the last 35 years it is estimated that more than 4.5 million Chinese studied outside the country. Twenty years ago a mere 3.4 million students were enrolled within Chinese universities: now there are more than 26 million, with about half a million overseas students. [3]

The country opens new prospects for foreign students:

- low tuition fees compared to the cost in the US, UK and elsewhere in Asia;
- own entrance exams, in-line with a British entrance exam. Some will offer a place with no testing required;
- low living costs;
- a number of scholarships for overseas students.

Here are some examples of close partnership with Ukraine: the Confucius Institute at T.G. Shevchenko Luhansk National University collaborates with Zhejiang Pedagogical University; Kyiv Polytechnic Institute cooperates with the Harbin Polytechnic Institute within the framework of the China State Scholarship Program.

The technical students can find benefits from Chinese education. One of the peculiarities of studying in China is predominance of natural and applied sciences (about 60% of students, against 14% in the USA, 18% in the Netherlands, 22% in Thailand, 26% in Japan, 30% in Malaysia) Thus, humanities (with the possible exception of sociologists) - make up a relatively small proportion of students, compared with developed countries or Asian

neighbors. The content of study programs is in PRC under strict state control. Particular attention deserves the development of scientific and research projects on the basis of the university, which often implements state research programs. In addition, in China, each university has its own journal, and most universities have their own publishing houses.

In China, as in the West, there is a standard three-level training program:

1. Undergraduate. Term of studies - 4 - 5 years. After successful completion of this stage, graduates receive a completed higher education with a Bachelor's degree. Control of knowledge in universities in China is carried out only in the examination form, there are no pass/fail exams. Examinations are conducted in a written form (tests) for each subject. It takes approximately two hours. Questions for preparation are not given in advance. Subjects are divided into compulsory and optional. For each subject in the curriculum, a certain number of lessons is assigned. If students score a sufficient number of points for a semester, they will be transferred to the next course. In Chinese universities there are no seminars, except for English, for example. In China, a general textbook for each subject is published for all universities, and the only one is recommended by the Ministry of Education. There are other textbooks, but basic - only one.

2. Master's degree. Term of studies - 2-3 years. After successful completion of this stage, graduates receive a completed higher education with the degree "Master".

3. Doctorate (analogue of the national postgraduate study). The term of studies is 2-4 years. After successful completion of this stage, graduates receive a completed higher education with a degree "Doctor".

All faculties in universities are almost the same as in Ukraine, Russia and CIS countries. But there are some that are absent in national higher educational institutions. For example, the faculties of political science and political education, scientific socialism, the management of the national economy, and others. Chinese students, regardless of specialty, study compulsory disciplines:

the history of the Chinese revolution, scientific socialism, philosophy and political economy.

The high standards of education are a first priority task for the Chinese government. The growth of industrial production and the economy are high requirements for the quality of education, and the investments that the Chinese government directs for educational programs reach 4% of China's GDP. Due to this, scientific centers are developing actively. In the centers not only existing technologies improve, but also completely new and unique ones develop. One of the most ambitious projects in the field of education is Project 211, according to which one hundred Chinese universities in 2021 should take the leading position in the world. [1]

In conclusion, we would like to say that a growing world demand for Chinese education and language programs suggests that China is increasingly integrated into the world economy. A wide range of specialties and areas for the preparation of bachelors, masters, postgraduates, programs of cooperation with foreign universities, affordable costs and high standards of living conditions prompt Chinese universities to strive for high standards of education and improvement.

REFERENCES

1. Головчанська Є. Руйнуємо міфи про освіту за кордоном. Навчання в Китаї – твої можливості, твоє майбутнє. [Електронний ресурс] / Univer TV // - Available at: <http://www.univer.tv/tips/perspectiva/ruynu-mo-m-fi-pro-osv-tu-za-kordonom-navchannya-v-kita-tvo-mozhlivost-tvo-maybutn/>
2. How does education in China compare with other countries? [Electronic resource] / ChinaPower // - Available at: <https://chinapower.csis.org/education-in-china/>
3. Stephen Spriggs. University life in: China [Electronic resource] / The world university ranking // - Available at: <https://www.timeshighereducation.com/student/advice/university-life-china#survey-answer>