

Belarusian State University does not use Chinese ICT it is possible to explain this issue in class from the beginning of teaching a discipline.

Finally, Chinese methods of preparing bibliography differ from the methods and rules that are common in Belarus. Sometimes Chinese students do not understand why their methods of preparing the sources of information are not acceptable in Belarusian State University. They need time to adjust themselves to a new system and good knowledge of the local rules of formatting bibliography; otherwise they can make mistakes and then feel uncomfortable when getting a low grade.

To sum up: An in-depth understanding of the learning attitudes and behaviors of Chinese students can provide useful information for Belarusian education policy makers, university administrators and Belarusian educators involved in the process of teaching foreign students.

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The Current Development Status of Social Sciences Education in China

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Abstract. In the 1950s Chinese higher education followed the Soviet model making a focus on the engineering education. Since 2000 higher education reforms, new comprehensive universities have been established, and social sciences education has also been improved. Recently, social science education greatly contributes to the country's economic and social development, and cultural prosperity. In 2021 the proportion of social science students among the national graduate students was 44 %. The top Chinese universities have high global ranks and run many projects, including those in social sciences. The dark side of this development is a limit in absorbing the young people who wish to study.

Keywords: higher education reform; high ranking universities; limits in higher education.

After the establishment of the People's Republic of China, China fully drew on the higher education model of the Soviet Union. In 1952, China launched a nation-wide adjustment of university departments, retaining 14 comprehensive universities and establishing single subject universities according to the industry standards. China started to vigorously promote independent engineering colleges and universities, and gradually established specialized colleges and majors in steel, geology, aviation, mining, and water conservancy.

With the development of specialized and scientific universities, social science education in China has gradually declined and became marginalized. During the Great Leap Forward, the degree of homogenization of social science education in Chinese universities and politics continued to deepen, with a significant tendency towards politicization.

After the end of the Cultural Revolution, higher education gradually moved towards the right track through rectification, adjustment, reform, rectification, and improvement. However, the university education reform in the 1980s did not fundamentally change the "marginalization" status of social science education in universities since the founding of New China, social science education has not yet been achieved.

In order to meet the demands of economic and political system reform, since 2000 China has followed the strategy of "co-construction, adjustment, cooperation, and merger" and implemented reforms in higher education [1]. As a result, many comprehensive and multidisciplinary universities have been established, breaking the limitations of excessive single subject colleges and single talent training models. In the reform of social sciences education and teaching, continuous deepening has also been achieved, achieving comprehensive development of talent cultivation and scientific research in terms of system, structure, scale, quality, and efficiency.

In recent years, the development of social science education in Chinese universities has made outstanding contributions to the country's economic and social development, cultural prosperity, and talent cultivation. People realized that social progress not only relies on natural science education, but also on social science education.

From 2000 to 2023, various universities in China have trained a total of 11.53 million graduates. Among them, in 2021, the proportion of social science students among the national graduate students was 44.11 %, slightly higher than 41.54 % in science and engineering; Among the fresh undergraduate students, social sciences accounted for 51.5 % [2]. These talents have become the leaders and core forces of various industries and management departments at all levels, making significant contributions to China's institutional changes and economic growth.

From 2000 to 2023, significant achievements have been made in the research and education of social sciences in Chinese universities, with significant improvements in various indicators such as research topics, funding, participants, and appraisal results. In 2022, the list of social science projects publicly announced by the Ministry of Education showed that a total of 2617 planning fund, youth fund, and self-funded projects passed expert evaluation, including 30 research projects on the theoretical system of socialism with Chinese characteristics, doubling from 15 in 2021, and 208 research projects on university counselors.

According to the ranking data of national social science fund projects approved by universities from 2019 to 2023, Sichuan University ranked first among universities in mainland China with 115 project approvals, while Renmin University of China and East China Normal University ranked second and third with 114 and 112 project approvals, respectively.

The top 10 universities in China also include Beijing Normal University, Xiamen University, Fudan University, Shandong University, Wuhan University, Peking University, and Central China Normal University.

The development of social sciences in universities has played a crucial role in promoting the construction of socialist politics, economy, culture, and society in China, as well as the reform and development of higher education.

However, there are some problems with the current system of higher education in China, including social sciences, that refers mainly to the state universities where most students would like to study both for undergraduate and graduate degrees. Regardless of decrease in birth rate in China, the number of youth is still much higher than the number of seats at the universities.

Therefore, many young people cannot enter the university at their home country, while only university degrees give the opportunities for good career and salary in the future. Such young people have a dilemma: either to stop education and lose a chance for prosperity in the future or go to study abroad. In the first and second decades of the 21st century millions of Chinese students went to the US and studied there. It was more expensive than in China, however, the expected long-term results were higher. Since the pandemic years such opportunity disappeared: the US stopped issuing the visas for foreign students. In the beginning of the third decade political reasons related to Chinese-American relationship made the situation even worse.

Practically, Chinese students can select only countries where they can for sure receive the university degrees. Belarus is among these countries. Chinese students with undergraduate education in social sciences go to Belarus to study for master degree. They like conditions for master education in Belarus: one-year term of education and possibility to study in English. The most popular degrees are in communication, journalism, and economy: all these specialties are in demand in China, and the quality of education seems to be similar to Chinese universities.

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Об использовании элементов эвристического обучения в формировании профессиональных компетенций студентов заочной формы обучения

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Аннотация. Обосновывается необходимость использования элементов эвристического обучения для формирования профессиональной компетентности студентов специальности «Психология» заочной формы получения высшего образования.

Ключевые слова: эвристическое обучение; заочная форма образования.

Известно, что эвристическое обучение предполагает отказ от конкретных готовых знаний и их репродукции в пользу самостоятельного поиска какой-либо информации, и создания собственного образовательного продукта [3]. При этом сами задания отличаются от традиционных такой формой подачи материала, как интересная и необычная формулировка, отсутствие заранее известного решения, что стимулирует тем самым активизацию творческого мышления, вовлечение в мотивированную деятельность при изучении учебного материала [4]. Появляется возможность увидеть потенциал каждого обучающегося на основе базовых знаний, способствовать его раскрытию, а также переходу личного опыта в образовательный компонент.

Российский педагог А. В. Хуторский в зависимости от доминирующего вида эвристической деятельности учащихся выделяет когнитивные, креативные и оргдеятельностные задания. Так, задания первого вида направлены на всестороннее изучение и познание объекта, задания второго вида позволят учащимся создать свой образовательный продукт в разных областях и задания оставшегося типа позволяют самим учащимся определить цели, организовать деятельность по изучению объектов, провести рефлексию и дать оценку своей работы [4]. Исходя из того, что когнитивные задания направлены на формирование и развитие познавательных умений учащихся (умение задавать вопросы, умение