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УДК 378.046-021.68(510)

SOCIAL, POLITICAL AND ECONOMIC FACTORS OF SCHOOL RENEWAL IN CHINA

The article analyzes social, political and economic factors of school renewal in China. The article discloses political, economic and social processes in China from 70's of the 20th century to our days. Radical reorganization of the education system in China began in late 70's to enhance quality of education. Another reason for reorganization of the education system was to let all Chinese citizens study at school as many of them didn't have such possibility in the past.

The new program for education, which has defined the strategy of the Government of China for years to reform the general secondary education, was first officially announced at the XI Congress of the CPC in 1977. It became a part of the so-called «Four Modernizations Program» (industry, agriculture, science and technology and defense).

The government of China, which came to power after the death of Mao Zedong, announced a shift from broad political revolution to peaceful evolution of building «a socialism with Chinese characteristics». The need for reform was determined by internal factors, such as old management system, backward economy, etc. as well as external ones, such as accelerated development of Southeast Asian countries in the 1960-70 of the 20th century.

The development of science and technology, and the social progress, needed improvement of qualitative characteristics of human resources, increase of the number of skilled personnel, including scientific and technological ones. Education was officially recognized the basics of a perspective plan of country development and its modernization has become an important strategic element of economic development for the next 20 years.

In the last years of the twentieth century before joining the WTO it was decided to move from the strategy of “Catching up development” to the strategy of “preferences selection”. In 2010 the last “State Plan for Renewal and Development of Education in China was adopted for the period from 2010 to 2020”. Under the Plan, the educational reform aimed at improving the quality of the population, the development of education in close connection with scientific progress.

The article also explains methods and the main ideas of school renewal which are characterized by systematic sequence with the usage of effective tools for its implementation.

Keywords: school reorganization, school renewal, school reforming, school education, China, state plan.

Articulation of issue. Acceleration of scientific and technological progress, globalization processes, the need for entering into the post-industrial information society, the dependence of the efficiency of national economies development on quality of systematic education, received by the citizens, contribute to the growth of the role of education in society. Providing high, world-class quality education is not possible without the constant modernization of the education system, including school one. Education in Ukraine is now also in anticipation of new intensive reform. It should be based on advanced foreign pedagogical ideas and experience of successful school reform in other countries. In that respect, the experience of educational reform in China in the last three decades can be interesting and useful.

Analysis of recent research and publications. The processes of school education renewal in European countries, analysis of assumptions, detecting of reasons and factors that contribute to the promotion of educational reforms, strategy of modern reforms are in the focus of attention of Ukrainian researchers, such as O.Zabolotna, A. Dzhurylo, O.Lokshyna, A. Sbruieva and others. The works of N. Borevska, Gao Czy, Gou Fuchan, Lee Tsihua, Uiuutena, Tszyn Imin, Tsziang Tszuiun, O. Shparyk, Fu Siao Sia and others. Their papers are devoted to the analysis of aims and content of modern school reform in China and ways to improve Chinese education. However, in Ukrainian comparativistics there are no studies devoted to comprehensive and holistic analysis of the processes of renewal the school system in China.

Formation of the purposes of article and thesis statement. The aim of our study is to analyze the specifics of the Chinese educational reform, which is connected with both introduction of educational system of China into the global educational environment and internal factors (political system, economic system, national traditions and peculiarities of territory and population, etc.). Only taking into account both global and specific national factors of educational reform in China we can consider a set of reforms as the system of changes.

Main part. Analysis of publications on the issue of education reform in China (N. Borevska, Gao Ji, Go Fuchan, Wuiutena, Jin Imin, Jiang Jiun, Chen Zhaomin, O. Shparyk, Fu Xiao Xia and others) and legislative acts on education, approved by the authorities of the PRC («Education Act», «Compulsory Education Act», «State Plan for Renewal and Development of Education in PRC for the period from 2010 to 2020» and others), gives us the reason to say that the choice of strategy for educational reform in China, in late 70's - early 80's was determined not only by the general trends of education development in Asia and the world, but also by the specific formation of Chinese society, namely:

- reorganization of the system of state government while maintaining in the coming years of one-party system and the leading role of the Communist Party;
- economic reforms and the development of private entrepreneurship (including education);
- scientific and technical progress, the rapid development of science and turning it into a priority area;
- changes in the cultural life of the society, social transformations;
- non-conformity of education to the requirements of the society, that developed rapidly ;
- globalization and integration processes [1; 2; 3, 4].

Radical reorganization of the education system in China began in late 70's. It has become an integral part of the ambitious, wide-ranging reforms that completely changed the Chinese society. From a backward agricultural country with an authoritarian government, one-party system and the low level of education of the population, China for the historically short period has become a powerful modern state with advanced market economy and an efficient education system due to thoughtful and consistent reforms in all spheres of life

The government of China, which came to power after the death of Mao Zedong, announced a shift from broad political revolution to peaceful evolution of building «a socialism with Chinese characteristics». The need for reform was determined by internal factors, such as old management system, backward economy, etc. as well as external ones, such as accelerated development of

Southeast Asian countries in the 1960-70 of the 20th century. The level of economic development was extremely low compared with the developed countries and the number of population was enormous (about 1 bln. in the late 70's). Nearly 80% of China's population lived in rural areas and had education at the primary school level. Only about 1.6% of the population had higher education [5, p.144]. Thus, the economic and demographic factors have become decisive when choosing the strategy of educational reform in China.

The choice of educational reform strategy in China was determined by a set of economic and political changes in the country that led to the specifics of the transition period, that is, from agro-industrial model of command and administrative economy with a single state property to more democratic industrial society with multistructural market economy.

The new program for education, which for years defined the strategy of the Government of China to reform the general secondary education, was first officially announced at the XI Congress of the CPC in 1977. It became a part of the so-called «Four Modernizations Program» (industry, agriculture, science and technology and defense). Its priority was the development of science and technology, which increased the importance of education reform at this stage. The reformers set out to create the added value in the country to finance the economy, which after the so-called policy of «Great Leap Forward» was on the brink of disaster. The primary objective of the reform was to solve the problem of motivation of workers and peasants and the elimination of distortions, typical for highly centralized, command economies.

Chinese economic reforms of the end of the last century took place in several stages and, as stated in the editorial of the leading Chinese newspaper «People's Daily», they were not a part of a strategic plan. A new phase began with the resolution of immediate life necessities and was a response to the needs of the practice. «By wading a river we at first touch the stones», in such a way described the progress of economic reforms their ideologist Deng Xiaoping [6].

China in this period is characterized as «the years of settlement» (Lu Dada), because at this time the distortions in agriculture were corrected, attempts of prolonged economic and social crisis recovery were made. Losses caused to the education by the «cultural revolution», according to the Education Minister Jiang Nansyana, were greater than those in the industry. Therefore, the period of crisis recovery in education was extended to 1985 (for the economy this period was limited to 1982) [7]. According to Chinese tradition, education was seen as the basis of all reforms, changes in the economy and social sphere. In 1977 Deng Xiaoping said that China should modernize education and science in order to become a powerful modern state with advanced level of economy [5, p. 133-142].

The aim of the reforms of Deng Xiaoping was the restoration and recovery of the economy. It should be emphasized that not the restructuring of the socialist system in the country was meant, but only the renewal of economic system, not the elimination of the socialist system or change of the political system, but only the renewal of a planned highly developed economy. The gradual transition to market economy mechanism was planned.

For the first time in many years, the Chinese leader began to contact with the world that attracted the attention of foreign businessmen to the country. The rich source of raw materials and cheap labor attracted investors. The Government of China announced the development priorities are not the heavy industry but the agriculture and the production of consumer goods. These industries do not require significant investment at an early stage and provide a significant number of job positions [8].

The so-called «open door policy», conducted by the new leaders of the country since the late 70's played an important role in the development of the strategy of education renewal in the first period. According to the ideologue of Chinese reforms Deng Xiaoping, «education should be aimed at modernization, to the whole world, to the future» [2, p. 17]. The policy of openness promoted the decentralization of Chinese education, which ceased to be a sphere of interest of public educational institutions, and became a matter of the whole society. The priority was given to the mass personnel training and development abroad.

As for Lu Dada, the formation of a national strategy of «socialist education system with Chinese characteristics» in China's was highly influenced by global conclusions which were officially recognized by the leaders of the state in the «Education Development Plan XXI»: «In the 21st century, where the knowledge economy, based on high technologies will dominate, the complex power of any state and its international competitiveness will largely depend on the level of education, renewal of science, technology and knowledge» [6, p.25].

As the directing and leading force in China is the Chinese Communist Party (multi-party system, though formed, but other parties have no significant effect either on the external or the internal politics of the state), we will track the stages of renewal upon documents adopted at the Congresses of and plenary sessions of the CCP. Every Congress defined the directions for the further reform taking into consideration the challenges and failures over the past 5 years.

In the XII Congress of the CCP (1982) the following strategic directions of country development for the next 20 years were determined, namely: agriculture; energy; transport; education and science. It was mentioned that it was necessary to impart primary education and improve its quality, to form and develop secondary and higher vocational education, create a system of adult education at various levels, including the workers and peasants, to eliminate illiteracy in rural areas, to improve the educational and cultural level of nation. Attention to education has been consistently high in the coming years. But at this stage it has not become the most important lever for the reform.

However, at the XIII Congress of the CPC (1987) modernization of science, technology and education has been put on the first place among the priorities of development. Such enhanced attention of education was caused by the understanding of the need to transfer industrial building to a higher level, the emergence of new, high-tech industries, use of technological and scientific progress in all spheres of life. The country's leadership announced the formation of multi-level technology system that will combine traditional and innovative high technologies [9].

The development of science and technology, and also the social progress, needed improvement of qualitative characteristics of human resources, increase of the number of skilled personnel, including scientific and technological ones. Education was officially recognized the basics of a perspective plan of country development and its modernization has become an important strategic element of economic development for the next 20 years. The «PRC Education Act» states that «the state builds spiritual civilization by the statement high ideals and morality, general education implementation, education in the spirit of discipline and law, development and implementation of instructions for different categories of cities and villages. The state supports public morality, characterized by love to motherland, its people, work, science and socialism, educates the population in the spirit of patriotism, collectivism, internationalism» [10].

Thus, the transition to a market economy and increased weight of commodity-market relations in society prompted the leadership of the country to openness in public life, the Maoist slogan «class struggle is the crucial link» was removed. A new state ideology was developed, which center was an economic construction, socialist modernization, improvement of democracy and the rule of law.

In order to create a system of education that would meet the requirements of market economy after the XV Congress of the CPC (1997) «The program of renewal and development of education in China» was adopted and became a basic document of education in the country in the 90's of the 20th century and at the beginning of the 21st century. In the introduction to the program it is stated that the country is the principle of country development are the education and science. The training of more than 100 million of skilled workers and more than 10 million of world-class specialists with higher education requires the appropriate educational system and creating an extensive system of personnel training and development. The presence of so many trained specialists of different level will be crucial to the country's development in the 21st century and make the modernization of education a strategic objective [11].

In the last years of the twentieth century before joining the WTO it was decided to move from the strategy of «Catching up development» to the strategy of «preferences selection» [10]. The

main such advantage were human resources, i.e. the conversion of the population redundancy from the demographic problem to the resource advantage, namely the human capital. During this period the legislation base that fixed the priority role of education in the state was actively developed. China's first «Education Act» (1995) substantiated the legal grounds and gave the legal guarantees of the priority development of education (mainly budget funding of compulsory education, system of tax benefits for educational institutions and their investors, etc.). The Act has strengthened the thesis of the priority development of education on economic growth due to the continuous growth of investments in education.

The next Congresses of the CPC (2002 and 2007) defined the strategic perspective of education in the XXI century. The documents of the Congresses stated that the rise of the nation, the transformation of China into one of the most powerful countries in the world, providing of social protection is not possible without creating conditions for the transformation of the country into "a state of labor recourses" - from workers with complete general basic education and the ability to raise their skills throughout life to highly educated technical staff and world-class researchers [6]. Thus, for the first time at the national level among the priorities of education the pre-school education and education of disabled people was named.

At the XVII Congress of the CPC the renewal of the country was summarized and it was decided to continue the construction of socialism with Chinese specific features. The need to implement the scientific concepts and the best world renewal experience was emphasized. The main task of education was to turn China into a country of highly skilled manpower. This sustainable development education was defined as a priority of the nation development [5, p.33].

In July 2010 the «State Plan for Renewal and Development of Education in China for the period from 2010 to 2020» was approved by the State Council of the PRC. Under the Plan, the educational reform aimed at improving the quality of the population, the development of education in close connection with scientific progress. It is recognized that with the growth of industrialization, informatization, urbanization, diversification of economy the education has to face the new challenges. Together with the transformation of economic and political systems in China gradually occurs also the transformation paradigm of education. According to a new paradigm a Human, harmony of needs of the individual and society are put in the center of education. From the focus on economic growth education goes to the concept of «comprehensive increase of life quality».

Thus, the reforms in China are characterized by a systematic sequence with the usage of effective tools for its implementation. Social orientation of the reforms significantly ensures their success. Every ordinary citizen feels the positive changes and, therefore, becomes an active participant of the reform. The aim of reforms is close and understandable to all segments of the population and meets their patriotic aspirations. Besides, China's success in obtaining a leading position in the global scientific and educational space is based on ensuring long-term unity of financial, human, technological, knowledge resources and strategies to improve qualitative and quantitative indices.

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СОЦІАЛЬНІ, ПОЛІТИЧНІ ТА ЕКОНОМІЧНІ ФАКТОРИ ШКІЛЬНОГО ООНОВЛЕННЯ В КНР

У статті аналізуються соціальні, політичні та економічні чинники реформування школи в Китаї; розкриваються політичні, економічні та соціальні процеси в Китаї з 70-х років ХХ-го століття до наших днів. Радикальна реорганізація системи освіти в Китаї почалася наприкінці 70-х років з метою підвищення якості освіти. Ще одна причина реорганізації системи освіти полягала в тому, щоб дати можливість всім китайським громадянам вчитися в школі, оскільки багато хто з них не мали такої можливості в минулому. У 2010 році було прийнято останній «Державний план по відновленню та розвитку освіти в Китаї на період з 2010 по 2020 рік». У статті також пояснюються методи та основні ідеї оновлення школи.

Ключові слова: реорганізація школи, оновлення школи, реформування школи, шкільна освіта, Китай, державний план.

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СОЦИАЛЬНЫЕ, ПОЛИТИЧЕСКИЕ И ЭКОНОМИЧЕСКИЕ ФАКТОРЫ ШКОЛЬНОГО ОБНОВЛЕНИЯ В КНР

В статье анализируются социальные, политические и экономические факторы реформирования школы в Китае; раскрываются политические, экономические и социальные процессы в Китае с 70-х годов ХХ-го века до наших дней. Радикальная реорганизация системы образования в Китае началась в конце 70-х годов с целью повышения качества образования. Еще одна причина реорганизации системы образования заключалась в том, чтобы дать возможность всем китайским гражданам учиться в школе, поскольку многие из них не имели такой возможности в раннее. В 2010 году был принят последний «Государственный план по обновлению и развитию образования в Китае на период с 2010 по 2020 год». В статье также объясняются методы и основные идеи обновления школы.

Ключевые слова: реорганизация школы, обновление школы, реформирование школы, школьное образование, Китай, государственный план.