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named after I. P. Shamyakin»

## FROM IDEA TO INNOVATION

PROCEEDINGS OF THE XXVIII INTERNATIONAL  
ANNIVERSARY RESEACH TO PRACTICE STUDENT CONFERENCE

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The publications are addressed to teachers, graduate students, applicants and students of pedagogical educational institutions; researchers; readers who are interested in the development of education and upbringing in the People's Republic of China.

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## **THE FORMATION OF CULTURE OF INTERPERSONAL RELATIONS IN THE EDUCATIONAL PROCESS**

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The process of education is a process by which educators use educational influence purposefully and planfully to guide or promote the transformation of the body and mind of the students to the desired goal of the educator. The main contradiction in the process of school education is the contradiction between the educational requirements put forward by educators on behalf of the needs of society and the needs and development characteristics and levels of physical and mental development of the educated. This contradiction is the basic driving force to push forward the educational process.

Interpersonal relationships refer to the interdependent and interrelated social relationship among social groups, also known as social interaction, which belongs to the category of psychology. Human beings are social animals. Each individual has his own unique thoughts, background, attitude, personality, behavior pattern and values. However, interpersonal relationships have a great impact on everyone's mood, life and work, even on organizational atmosphere, communication, operation, efficiency and the relationship between individuals and groups.

*Interpersonal relationship* is a direct psychological relationship established between people in communication. It is characterized by [1]:

1. Individuality. In the principle of cultural individuality, the individual faces not the masses, but the self. Therefore, the practical rationality of this principle is not enlightenment, but self-consciousness. Self-consciousness is self-education, self-design, its basis on truth. Man can only be self-conscious and can achieve enlightenment, which is a fundamental principle of cultural individuality.

2. Immediacy. Interpersonal relationships are formed in the process of face-to-face communication, and individuals can really feel its existence. Without direct contact and communication will not produce interpersonal relationships. Once established, they will be directly experienced by people.

3. Emotion. Relationships are based on people's emotional activities with each other. Emotional factors are the main components of interpersonal relationships. There are two types of interpersonal emotional tendencies: one is the emotions that bring each other close and attract each other; the other is the emotion that makes people reject each other. People are close in psychological distance, personal experience feel comfortable, if there are contradictions and conflicts, will feel isolated and depressed.

The relationship between educators and students is "man-to-man". Rethinking the teaching process in a human way and in the height of life, and thinking about the relationship between the educator and students, parents' students is crucial. The relationship between educators and other participants of education process is developed and formed in the activities of communication. In order to form this relationship, the interaction between the two should be interactive first of all.

In the process of teaching, teachers are not only the main body of teaching, but also the object of learning [1]. Students are not only the object of teaching, but also the subject of learning. There are two subjects in the teaching process, that is, the main body of teaching – teachers, the main body of learning are the students.

In the "double subject", the most important influence is "teacher-led, student-oriented"[2]. That is, to affirm the dominant position of teachers in the process of education, to affirm the initiative of students in the process of education, students' initiative is the main content of the leading role of teachers, tasks and measures of their leading role.

The nature of teaching activities is positioned as "special co-knowledge activities", and the ever-changing and complex teaching process is removed from the whole of life activities. The simplicity is classified as special co-ionization activities. This is the key to all kinds of understandings about the relationship between educators and other participants of education process that it is difficult to get rid of the "subject-object" polar model.

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## **ORGANIZATION OF PEDAGOGICAL SUPPORT AND SUPERVISION OF GIFTED STUDENTS IN CHINESE SECONDARY SCHOOLS**

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Most fruitful development in China's educational society (including academic and vocational aspects) had been achieved in the past four decades under the reconstructed policies promulgated from the year of reform. A specific unique subject in educational system is how to organize pedagogical support and supervision for gifted students in secondary schools of China.

One of the major problems of developing the gifted children in psychological and pedagogical research is that these children may not grow up to be the gifted geniuses.

The study of gifted children in China began in 1978 by conducting a survey of a large number of gifted children. The results reflected that gifted children who show great talent in their childhood and adolescence, when they become adults, are no longer significantly different from their peers. Perhaps the only difference between them is that they achieve the desired results a few years earlier than their peers. This makes us re-evaluate the meaning of gifted children [1].

Pedagogical support and supervision of gifted students is sourced from their original families in addition to academic institutions.

The types of organizational models of pedagogical support and supervision of gifted students in China:

a) Classes for students of interest: widely spread in the foundation of educational system providing a range of subjects from science and liberal arts to PE, performing a fundamental function to pre-select and evaluate the candidates with gifts or talents.

b) Classes for stars: gifted students are organized into one group or class in the secondary schools; they spend less time on general education and focus more on one or several subjects to study them more deeply under the specified teaching concept, e.g., IT technology or Mathematics etc.

c) Classes of prodigies: a custom-designed program in the higher level academies that includes gifted students under age of 15, offering them more intensive courses and leading them into a new world of professional training [2].

Organizational foundations of experimental work with gifted students in secondary schools in China:

a) Policies from the central administration encourage an authorized support of experimental work: "Focus on teaching students in accordance with their aptitude and improving the training methods of exceptional students, providing a new opportunity for the development of gifted students' education" [3].

b) Secondary schools perform a function of selecting, evaluating, educating and transferring gifted students to the next level of studies. As a matter of fact, secondary schools themselves are the fundamental bases that provide pedagogical support and supervision of gifted students.

Implementation of a model of pedagogical support and supervision for gifted students in secondary schools in China:

a) Organization-wise: one or two classes are specially designed for gifted students with extraordinary potentials.

b) Custom-designed courses: Mathematics, Physics, Chemistry or IT are most common subjects offered to gifted students; however students with talents in the sphere of physical education will also find support at school.

c) Knowledge-to-practice platform: Varied domestic and international competitions are the platforms for the gifted to test their knowledge and interpretation of textbooks, to find the discrepancy between theory and reality, and socialize at the same time.

Methodologies for support of gifted students in secondary schools in China:

a) Respect for diversity of students' potentials, so that students with different characteristics can get an education suitable for their talents.

b) The harmonious development of intelligence and personality is the leading methodology of gifted students' education [4].

c) Inheritance of traditions and support of innovations, open-minded view of the world.

Over the years of development through the establishment of a systematic and humanized system of gifted students' education, more and more great importance and attention is given to the support of gifted students in secondary school. China will continue to regard the enhancement of the effectiveness of the education of gifted students as its common and long-term goal.

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## **THE FORMATION OF LEARNING MOTIVATION IN ADOLESCENCE**

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Motivation to learn is very complex, and includes one's one developmental level, beliefs in the value of learning and the belief in one's ability to be successful (academic-self-concept is actualized here). One definition from that discipline for motivation follows: «Motivation is an internal state that activates, guides and sustains behavior. Educational psychology research on motivation is concerned with the volition or will that students bring to a task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior, and their belief about the causes of their success or failure» [1].

*Features of learning motivation of adolescents.* According to the different sources of motivation, learning motivation can be divided into extrinsic motivation and intrinsic motivation. *Extrinsic motivation* means that learning motivation comes from outside of learning activities, or learning activities are driven by external forces. The most typical performance of extrinsic motivation is reward and punishment, followed by supervision and inspection of parents and teachers, feedback of learning effect, learning competition and so on. The function of external motivation is generally short-lived and passive, and the maintenance of learning activities can't rely on this kind of motivation.

Curiosity, learning purpose, learning attitude, ambition and other factors form *intrinsic learning motivation*. The function of intrinsic motivation is long-lasting and active. Therefore, the maintenance of learning activities mainly depends on intrinsic motivation. Most of the learning activities of adolescence students are caused, maintained and regulated by intrinsic motivation. However, some intrinsic motivations play a negative role in learning activities, most of them play a positive role for and need to be strengthened and consolidated. Adolescence students' extrinsic motivation and intrinsic motivation coexist at the same time, but intrinsic motivation is dominant and plays a leading role.

Means of formation of learning motivation of adolescents:

1. **Internal incentives:** The internal driving force of learning motivation comes from the individual's inner learning needs, which are derived from people's natural curiosity and thirst for knowledge. Students' desire for knowledge, interest in learning, the desire to improve their own ability and other internal motivation factors will promote students' interest in learning.

So, how to combine the internal drive to form students' learning motivation? First of all, we should actively respond to the needs of students' autonomy, and then we should meet the needs of students' ability for development. When students are involved in learning, they often ask questions. At this time, educators must provide sufficient conditions and opportunities to answer students' questions, that is, to accept and feedback problems in time, so that students can solve problems as soon as possible, and maintain a high enthusiasm for learning all the time.

2. External incentives. The external factors that attract individuals to engage in learning activities.

Reward excellent students: The reward here is divided into material reward and praise. Among them, praise is the most common. Guide students to realize the instrumental value of learning: Learning is a way to achieve a certain purpose or get a certain function. If students can be made aware of this, they want to learn, their attitude towards learning will be different.

3. External pressure. External pressure refers to the requirements of the environment of students, forcing learners to engage in learning activities. Different from the external incentives, the autonomy of external pressure is weaker.

In fact, the division of internal motivation and external motivation is not absolute. As learning motivation is the internal psychological power to promote people to engage in learning activities, any external requirements and external forces must be transformed into the internal needs of individuals in order to become the driving force of learning.

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## **IDEAS OF PATERNALISM IN CHINESE PEDAGOGY**

**Chen Xiaorui (People's Republic of China)**

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Raising children is a great and difficult task for humanity. In China, since ancient times, great attention has been paid to the proper education of the younger generation.

Among the key values of China's educational philosophy, the ideas of paternalism that support traditional social norms and responsibilities should be highlighted.

Family rules in China have strictly regulated not only the relationship between parents and children, but also ensured the assimilation of social experience by the younger generation, contributed to the preservation of continuity, hierarchy, and traditionalism as the key social dominants of the Chinese worldview.

The entire nation in China was regarded as a "large family", in which the emperor was considered to be "the father". [1] Accordingly, the power in the family belonged to the father and the power in the state to the emperor. Such a system of education was of a collective nature, involving education by the collective and through the collective.

These ideas determined certain educational goals: a person's understanding of their place in society, humanity, and virtue.

The ideas of paternalism are reflected in the basic rules of education, which all parents should follow when raising children. According to these rules, the child must work hard, have dedication, patience, humility, respect for those who are older, leadership qualities, and be skilled in various fields [1].

Therefore, an important social task of all parents was to instill in their children a system of values in which these paternalistic ideas would form the basis of behaviour, attitude towards themselves, society, and the state.

Traditional ideas of paternalism, characteristic of the Chinese educational system, have not lost their relevance in our time. They are considered the core of the traditional philosophical doctrine of China, which in many ways provided a special path for the Chinese people.

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## **THE ORGANIZATIONAL BASIS OF THE STUDENT EDUCATION SYSTEM IN CHINA'S HIGHER EDUCATION INSTITUTIONS**

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Modern trends and features of the development of higher education in China are related to the reform processes, which are caused by the contradiction between the new requirements of the high-tech economy and industry to university graduates and the traditional methods of their training in the system of secondary and higher education.

The main educational concept of our country is that every student should become a significant person in society and achieve all the benefits in life. The priority is the unshakable authority of the teacher, mandatory attendance at all lectures and seminars, demanding studies and, of course, careful compliance with disciplinary standards. However, along with iron discipline and strict standards, the universities of our country demonstrate scientific openness, the use of the latest technologies, active implementation of practical classes and cooperation with the best universities around the world. Most universities in China are equipped with innovative laboratories, have extensive libraries and all the conditions for making real scientific discoveries.

The structure of the educational system of our country is implemented through two categories of educational institutions that provide professional education and adult education. The following levels of vocational education are distinguished: primary, secondary, higher vocational education and vocational training.

The basis for admission to higher education institutions is the Unified State Exam, which is also the final exam for high school students. And also this exam is the main qualification criterion for the selection of applicants for admission to a higher educational institution.

From the point of view of the hierarchical structure of education, higher educational institutions train bachelors, masters, graduates with a doctor's degree and other types of education.

For bachelor's, master's, and doctoral degrees, the list of specialties corresponds to the allocation of 13 branches of science (Philosophy, Economics, Law, Pedagogy, Literature, History, Natural science, Industry, Agriculture, Medicine, Military affairs, Management and Art History). For the preparation of bachelors in each of these branches, several enlarged groups of specialties are allocated (the first level of branches of science), which are divided into specific specialties (the second level of branches of science).

The labor intensity of training in the higher education system is calculated in credits.

A successful student of the bachelor's degree program receives a diploma of higher education, with a successful defense of the final thesis and the corresponding total score of credit units in academic disciplines, the graduate is awarded a bachelor's degree.

Postgraduate education provides for the preparation of masters (training period-2–3 years) and doctors (training period – 3–4 years). The training of masters is carried out for those with a bachelor's degree, and doctors – for those with a master's degree. The specialties of the master's and doctoral programs are divided into academic and applied ones. For each type of master's and doctoral studies (academic and applied) in each of the 13 branches of science, several enlarged groups of scientific specialties are allocated, which are then divided into specific scientific specialties.

For example, in the academic master's and doctoral programs, the pedagogy branch is divided into three broad groups: Pedagogy, Psychology, and Physical Education, while in the applied master's and doctoral programs, this branch includes four broad groups: Pedagogy, Physical Education, International Chinese language teaching, and Practical Psychology.

Thanks to the above basic information, we can clearly understand the basic organizational form of the Chinese education system, which corresponds to the international organizational forms of structuring the education system.

Regardless of the organizational form of education, the list of subjects studied, we, as teachers, must pay the most important attention to the formation and realization of the educational potential of graduates of higher educational institutions.

In our country, no matter how much the modern education system has been improved, the core of education and upbringing remains unchanged – "human orientation" – this is a topic that we cannot but touch upon, since, in our opinion, the ideology of modern Chinese education is based on the values of the modern socio-cultural space of China, which include the fundamental value ideas of the traditional Chinese culture, functionally significant of which are the fundamental ideas that are in demand in modern society, such as: "human orientation", meeting the needs of people, comprehensively improving the quality of their lives, and more.

Based on the above, when designing the system of student education and upbringing in higher educational institutions in China, we also accept "people-oriented" as the main fundamental principle that will serve as the basis for introducing modern pedagogical innovations into this system.

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## **AXIOLOGICAL FOUNDATIONS OF PATRIOTIC EDUCATION IN CHINA** **Chen Yao (People's Republic of China)**

**Scientific advisor – Marina Shcherbin, Cand. Sc. (Pedagogy), Associate Professor**

In modern conditions, the instilment of patriotism is one of the priority areas of education. Patriotism is a deep national feeling formed by the traditions and history of the country. Patriotism plays an important role as a spiritual support and spiritual wealth of the people. Fostering patriotism is not only "a project to improve the overall quality of life of the entire nation, but also an important part of China's core socialist values" [2].

According to the researchers, "cultural identity is the root of national unity and the soul of national unity" [1]. The promotion of the spirit of patriotism is an inexhaustible driving force for the younger generation in building socialism with specific Chinese features. As a spiritual bridge connecting the individual and the nation-state, it provides a high level of recognition of the history and culture of the Chinese nation and consistently appeals to the interests of the entire national community.

Patriotism has pronounced value characteristics of its time. Thus, in ancient China, patriotism contributed to the integration of the Chinese nation during the period of communal life. In the new era, patriotism and patriotic education are used to guide people, to establish a firm understanding of national unity, to cultivate strong feelings of protecting national priorities, and to preserve national identity.

History enriches the axiological foundations of patriotism and puts forward new demands on people. However, for the country and the nation of China, common values and traditions were an important ideological basis for uniting people and a powerful spiritual driving force for the constant pursuit of progress. Patriotism is a tradition of the Chinese nation, a common spiritual pillar of the people, and an important element in building socialism.

For this reason, patriotic education based on the traditional values of the Chinese people – love for their country, respect for history, unity, and hard work for the common good, is still the key task of educating the younger generation. It is important to guide young people to form the right ideals, beliefs, outlook on life and values, and to promote the prosperity of the Chinese nation.

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## **ON THE ISSUE OF MANAGING AN EDUCATIONAL INSTITUTION IN CHINA**

**Chen Yingfu (People's Republic of China)**

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Management activity started from the common labor in the life of human groups and has a history of tens of thousands of years. As for what management is, until now, experts and scholars still have different opinions, and there is no unified consensus on the matter.

Frederick Winslow Taylor, the "father of scientific management", believes that "management is known exactly what you want others to do and making them does it in the best way" (Principles of Scientific Management). In Taylor's view, management is directing others to do their work in the best way possible [1, p. 142]. Nobel laureate, Herbert A. Simon defined management as: "Management is making decisions" [2, p. 21]. According to Peter F. Ducker, "Management is a job with its own skills, tools and methods; Management is a kind of organ, is to give life to the organization, active, dynamic organs; Management is a science, a systematic and everywhere applicable knowledge; Management is also a culture". Adam Smith's main innovation in management theory was to turn "the slow progress of the handicraft era into a real boom in production" [3, p. 149].

In conclusion, management refers to specific conditions which allow, by means of planning, organizing, commanding, coordinating, controlling and innovating, to effectively make a decision on how to use manpower, material and financial resources, information and other resources, in order to efficiently achieve the established process of organizational goals. Management is an activity process composed of planning, organizing, commanding, coordinating and controlling functions. Management in a broad sense refers to the use of scientific means to arrange and organize social activities so that they can be carried out in an orderly manner. Its corresponding English is Administration, or Regulation. In the narrow sense, management refers to a series of activities of planning, organizing, coordinating, controlling and making decisions to ensure that all business activities of an organization are carried out.

Management of a higher education institution is a complex living mechanism. Its structure includes management of educational activities, management of educational activities, management of scientific activities, management of the material and technical base, management of the economic activities of the university, etc.

The research of education management started relatively late in China. In 1996, Xie Lili published three articles on the educate management of college students under the condition of credit system. In 2004, Zhang Yong put forward the countermeasures of university student management under the condition of credit system. In 2008, Yang Yi explored a new approach to effective education management. Zhao Hualon talked about the education management of business school.

After 2010, the research of education management developed quickly. In 2012, Sun Yuan from Tianjin TV University discussed the enlightenment and significance of education management of foreign open universities to China's open education

management in his article "Problems and Countermeasures of Teaching Management in Radio and Television Universities". Sun Lining made a lot of research on the characteristics and countermeasures of the education management of Qingdao TV University in the book "Research on the Problems and Countermeasures of the Modern Distance Education Teaching Management in Radio and Television University". Cay Limy in Shaanxi's radio and Television University, with a comparative study of the education management in America, Britain and china, put forward an idea that China's current distance education needs to change ideas, establish lifelong education, and ensure the quality of teaching.

Su Jim identifies six systems that existed in the history of university management in China: the system of the rector's responsibility (1950–1956), the system of responsibility of the pedagogical council under the leadership of the party committee (1956–1961), the system of responsibility of the pedagogical council headed by the rector under the leadership of the party committee (1961–1966), the system of separation of powers of the rector under the leadership of the party committee (1978–1985), the system of responsibility of the rector (1985–1989), the system of responsibility of the rector under the leadership of the party committee (since 1989) [4, p. 78–81].

Education management is a very complicated system engineering, it is mainly composed of managers, management object, management, facilities, management norms, basic elements, such as the management goal of managers is the subjective factors of the teaching management, teaching management personnel quality of high and low, directly affects the teaching management level and efficiency [5, p. 86].

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## **THE EDUCATION SYSTEM IN CHINA DURING THE QING DYNASTY**

**Chen Zhuo (People's Republic of China)**

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The education system in China has a long history. It reached its prime in the VII–X centuries. It is during this period that the formation of the education system and the organization of pedagogical activity takes place: a hierarchy of educational institutions arises, schools of various levels of education are established, and it also becomes possible to continue education at a higher level.

During the Qing Dynasty, cultural and educational policies were defined and a basic system of national supervision, science, local government, and imperial expertise was established. Another important achievement of this period to be considered is the further development of relations between educational institutions of various profiles – administration in the field of education reached the highest development and had no analogues in any country of the world at that time.

The structure of the education system largely followed that of the Ming Dynasty, which was divided into two categories: central and local. In the Qing Dynasty, there was Guojiqian - a school established for the members of the royal family, Jueluo and Eight official schools in the central government, as well as local governments, prefectural and county schools, social schools, and Yixue.

The local education system in the Qing Dynasty consisted of public schools, county schools, academies, and private schools.

The Qing Dynasty established a full system of step education and pursued the spirit of "promoting Confucianism and evaluating Taoism" at all stages of preschool, primary, secondary, and higher education, reflecting the civilizational legacy of ancient Confucian education.

Thus, the hierarchical structure of education, continuity at all stages, strict control over the organization of education by the state – these are the features that exist in the education system of China to this day.

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## ON THE INTERNATIONALIZATION OF UNIVERSITIES IN BELARUS AND CHINA

**Cheng Xin (People's Republic of China)**

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International cooperation allows different countries to share experience and innovations in the educational field. In modern conditions of globalization, integration processes lead to internationalization in the field of higher education, including the internationalization of an individual university. In the scientific literature, various interpretations of the concept of "internationalization" are given. The most complete is the definition of Jane Knight, Adjunct Professor at the Institute of Higher Education at the University of Toronto: "Internationalization is the process of introducing an international component into the research, educational and administrative functions of higher education" [1, p. 2].

In world practice, there are four strategies for the internationalization of higher education:

- 1) *mutual understanding approach* – a coordinated approach;
- 2) *skilled migration approach* – a strategy for attracting skilled labor;

- 3) *revenue-generating approach* – income generation strategy;
- 4) *capacity building approach* – a strategy of expanding opportunities [2, p. 4].

The advantages of internationalization include an increase in the availability of higher education, the universalization of knowledge, the emergence of international quality standards and an increase in the innovativeness of higher education, the expansion and strengthening of international cooperation.

In the concept of internationalization of higher education, it is customary to distinguish two components: internal and external. Taking into account the fact that all students in the course of training should have the opportunity to acquire intercultural competence, the development of the concept of "internal" internationalization begins: the combination of intercultural and international dimensions in the curriculum, the learning process, research and educational activities of universities, which contributes to the development of international and intercultural skills among students, even if they have never been abroad.

External internationalization is described by the term "cross-border education". This term refers to all types of study programs, courses, or educational services, including distance learning, in the implementation of which the institution awarding the qualification and the student receiving it are located in different countries.

Interaction between the Republic of Belarus and the People's Republic of China in the field of education is carried out in accordance with two intergovernmental and three interdepartmental agreements. The main forms of internationalization of universities in Belarus and China include:

- exchange of students, undergraduates, postgraduates, teaching and research workers (under intergovernmental, interministerial and interuniversity agreements);
- implementation of joint projects in the field of education;
- mutual participation of students, pedagogical and scientific workers in educational events, mass sports, social, scientific and innovative activities (forum, summer school, etc.);
- organization of advanced training, internships, retraining of pedagogical and scientific workers (joint programs on the systems "2 + 2", "2 + 3", "3 + 1").

In our opinion, the main result of internationalization is associated with increasing the global competitiveness of leading universities through bringing educational programs, scientific and innovative potential to the best world standards. At the same time, an integrated approach is most effective, in which internationalization is considered not as a separate task, but as an integral component of the goals and objectives of the development of the university, the processes of their implementation, which is reflected in the strategic documents of universities.

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## **THE ROLE OF MUSIC IN EDUCATIONAL DRAMA IN PRIMARY AND SECONDARY SCHOOLS**

**Cui Hongyu (People's Republic of China)**

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Over the last decade quality education has become a major goal for art education. Its fundamental purpose is to reach all students, comprehensively improve their basic qualities, cultivate their innovative spirit and practical ability, and help their all-round development. As an educational method and teaching means, educational drama integrates drama elements into the educational process. It utilizes music as the main teaching method in primary and secondary schools, since it meets the requirements of the objectives of music education at those levels. Under the guidelines of "creative teaching" and other theories, it includes staff participation, role transformation, teacher-student interaction, innovative activities, and other elements. It is an effective way for students to achieve educational goals and achieve all-round personality development in drama practice, which is of great significance to school education [1].

Nowadays, people pay more and more attention to the benefits of educational drama. There is drama educational theater in Britain and creative drama teaching in America. In Hong Kong, Taiwan and China educational drama has been listed as an official education project, and Shanghai in particular has also incorporated drama teaching into basic education. Therefore, the role of educational drama in comprehensive education in primary and secondary schools should not be underestimated [2].

Educational drama refers to the ways of using the artistic expressive means of drama in classroom teaching to achieve the learning goal and educational goal. Students can reach the learning goal in the process of participatory, impromptu and creative drama, and achieve personality development and psychological development through the use of a virtual situation, role playing, interactive cooperation, imitation, games, creative reflection and other activities. The educational goal of all-round development includes such important elements as spiritual purification and social cognition. As a new educational idea and teaching method, educational drama has attracted the attention of educators due to its unique charm and educational value [3].

However, due to the limitations of the traditional art education curriculum, there are some obstacles in the development of educational drama. Compared with other comprehensive educational courses, music education courses, which belong to the same category of art, have greater usability and development potential, so applying educational drama to music education in primary and secondary schools, whether in terms of teacher training or in the implementation of teaching process, is optimal [4].

At present, quality-oriented education for all and the all-round development of students have become the strategic goal of the development of school education. The newly started course in quality assessment of art in primary and secondary schools provides a platform for the development of educational drama, which is an innovative way of education and is worthy of attention.

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## **PEDAGOGICAL COMMUNICATION IN THE STRUCTURE OF THE TEACHER'S PROFESSIONAL ACTIVITY**

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The problem of increasing the effectiveness of pedagogical activity is relevant for pedagogical theory and practice. It is generally recognized that an important role in the structure of a teacher's professional activity belongs to pedagogical communication. The main content of pedagogical work is interaction, relationships with other people, during which the education and upbringing of students is carried out. Pedagogical activity is built in accordance with the psychological laws of communication (B. F. Lomov), and the specificity of pedagogical work lies in the fact that communicative activity is its basis (V. A. Kan-Kalik). The content of the teacher's labor, as noted by L. M. Mitina, is to promote the development of the student, and the main "tool" is pedagogical communication.

Psychological and educational research found that the effectiveness of the teaching process is largely dependent on the quality of the teacher's communicative activity (A. A. Bodalev, V. A. Kan Kalik, A. A. Leontyev L. M. Mitin, V. A. Slastenin, A. I. Shcherbakov and others). Pedagogical communication is an important means of forming the personality of students, as well as one of the indicators of the professional success of teachers.

In the works of A. A. Leontyev, pedagogical communication is considered as professional communication between teachers and students in the classroom and outside of it, which performs certain pedagogical functions and is aimed at creating a favorable psychological atmosphere, optimizing educational activities and relations between the teacher and the student [3, p. 287]. This definition shows that important indicators of productive pedagogical communication are the creation of a favorable psychological climate, psychological optimization of the interaction between the teacher and students.

For the successful implementation of the goals and objectives of pedagogical communication, the position of the teacher in communication is significant. Researchers distinguish “closed” and “open” positions. The “closed position” is manifested in an impersonal manner of presentation, the absence of an emotional-value attitude

towards information and the communication partner. The teacher's "open position" in communication is manifested in a tolerant and respectful attitude towards the opponent's opinion, the ability to listen to the interlocutor's point of view, critically comprehend his position, and in the readiness for dialogue with students. For teachers, as A. K. Markova notes, it is important to remember that the best communication is not the ability to maintain discipline, but the ability to convey spiritual values to students. The language to be used in interactions with children is not the language of commands, but a language of trust. In this regard, "open" pedagogical communication can be considered to be the best, since the teachers stimulate the initiative and independence of schoolchildren's judgments, show a creative approach in the process of pedagogical interaction [1, p. 33].

Communication in pedagogical practice acts as a system with many functions. In the research works by different scientists, various approaches to the classification and meaningful characteristics of these functions are presented. For example, L. M. Mitina believes that the main functions of pedagogical communication are as follows:

1. Information function. It is carried out in the process of exchange of information between the teacher and the student. The teacher's speech is the main means of familiarizing students with the cultural heritage, teaching them both its content and different types of thinking. At the same time, non-verbal aspects of communication play a significant role in the transmission of information, establishing contact, and regulating relationships.

2. Socio-perceptual function. Communication as a dialogue presupposes people's knowledge and understanding of each other. The function of social perception in pedagogical communication is that the teacher is attentive to the child's behavior, his words, gestures, intonations, changes in appearance and behavior, and takes into account their cognitive and personal interests.

3. The function of self-presentation in pedagogical communication helps both teachers and students express themselves. In acts of communication, the teacher's inner world is presented; conditions are created for the development and presentation of the student's position.

4. The interactive function of pedagogical communication is the exchange of images, ideas, and actions. The effectiveness of communication largely depends on the teacher's ability to establish feedback with students.

5. Affective function of communication involves the influence on the emotional state of the participants. Positive emotions and comfortable environment create conditions for creative joint activities [2, p. 28–31].

Thus, pedagogical communication is an important factor influencing the improvement of the quality of pedagogical activity and its results. The effectiveness of professional and pedagogical communication depends on a number of conditions. The most important of them should be considered the value attitude towards communicative activity, its participants; high level of communicative knowledge and skills; creativity, personal development of the teacher.

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## **MANAGING THE PROCESS OF FORMATION OF THE CULTURE OF FAMILY RELATIONS IN CHINA**

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The family, connected by blood ties, is the smallest, but at the same time the most stable unit of society. For many millennia of historical development, the culture of the Chinese traditional family has acquired a rich and diverse independent content.

The concept of family culture implies a relatively stable way of life, traditions, style, morals, moral norms in the hereditary process of several generations of one family, as well as the attitude towards people in society [1]. The concept of family culture has two important components: spiritual and material. Spiritual culture includes relations between family members, ways of family education, the atmosphere in the family, and family values. Material culture includes household etiquette, clothing, hygiene, and food. Mutual love and respect in the family, equality and democracy are the innermost aspirations of every person, as well as the basis of harmony and stability in family relations.

Chinese civilization is woven from the concepts of family, the continuity of generations and the inherited centuries-old traditions of their ancestors. Therefore, in Chinese traditional culture, "jiafeng" plays a very important role. Zeng Shiqiang explains what "Jiafeng" actually means in his work "Protect Jiafeng". We Chinese often tell people that this is a family secret. What do we mean by this term? There are so many rare gems, but which one can compare to jiafeng? Jiafeng is a kind of family that has inherited those things that are difficult to accurately express in words, you can say that they are certain customs. Jiafeng is a particularly important family heirloom. Simply put, it is a norm [2]. The morality and moral qualities of the child are manifested in his words and behavior. In China, morality is expressed not in following religious norms, but in the ones created by our parents and other ancestors. You can't blame society or the school for the moral behavior of the child, because everything is inherent in the family. Namely, jiafeng is of fundamental importance in teaching and upbringing. The Chinese believe that "Of the hundred virtues, filial piety is the most important." Therefore, in the jiafeng program, the most important thing is the respect of children. Professor Zeng Shiqiang says that parents love for their children is natural, but children's respect for the older generation requires education and awareness. In large Chinese families, where several generations of the family live together, the values of respect for elders are instilled by adults, oral instructions and their own example of behavior, so that the child gets used to the

situation and passes on their skills to the next one. In modern conditions of small families, it is necessary that three generations of relatives coexist in the family, since children directly look at how parents address their parents and adopt their behavior. This is one of the most realistic, accessible, and convenient ways to cultivate manners. If a parent has his parents in his heart, then the children will have their parents in their hearts as well.

The concept of traditional Chinese family culture is based on one main concept of "peace" in the understanding of Confucianism, which includes love for family and friends, care, respect, harmony. They say that if there is peace in the family, then everything thrives. The mottos of the traditional culture of the Chinese family, such as the desire for unity, the preservation of existing differences and consciousness, are the main sources of the theory of harmonious culture. In a functionally healthy family, moral principles are successfully formed, mental and other qualities of the individual are successfully brought up. It is necessary to pay attention to the conditions for the formation of family culture, and also to know that such a microelement cell of society as the family performs the function of a moral guide in education [3].

The norms and rules of the ethics of kinship relations in family culture are the main and most important components of the culture of family relations and include the norms of communication between parents and children, husband and wife, senior and junior members. Communication between parents and children implies "fujijiao", raising children, caring; the relationship between husband and wife implies the justice of the husband and the gentleness of the wife, hard work and diligence in the household, sharing of sorrows and joys; relationships in the field of old age-youth involve subordination, tolerance for elders and modesty on the part of young people. The harmony of the family is the harmony of society. "Ren", "Yi", "Li", "Zhi", "Xin" and many other similar concepts are today a priority and a necessity for a harmonious society. In Chinese society, the rule "the old man in the family is like a jewel in the house" and other proverbs are widely spread.

Bringing benefits to society, the culture of family relations is a model of beauty, harmony and stability. The culture of family relations is a "magnetic field that attracts all the vital forces, the spirit", thereby increasing the moral qualities of family members, strengthening family unity.

Thus, in order for the culture of family relations to reflect the relationships of family members, their cordiality, responsibility for fulfilling obligations and appreciation to society, it is necessary that each family sincerely strives for this, takes an active life position, leads a healthy, optimistic lifestyle, thinks progressively, and creates all conditions for the development of harmony in the family.

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## **THE ORGANIZATION AND MANAGEMENT BASIS OF TEACHER'S PROFESSIONAL ABILITY TRAINING PROCESS IN CHINESE MIDDLE SCHOOL**

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Teachers undoubtedly play an important role in school education, and the teaching profession is very particular, especially middle school teachers. For sensitive but immature middle school students the most important elements are: knowledge, all-round ability, literacy, the quality of the use of time, and the professional abilities of middle school teachers. In this era of information development, middle school teachers need to develop their professional skills more than ever.

With the arrival of the information age, the requirements for teachers have also been improved, but the development and training of teachers is still an exploration in progress. Nowadays, in order to actively promote the development of teachers, the state has promulgated many programs and guide-lines, which are the main reference sources for teachers' professional ability evaluation, and is also the ideals for teachers to strive for and improve their abilities. Only high-level teachers can truly contribute to the development of state education.

Children in middle school are at the stage of rapid physical and mental development, they also spend most of their time in school. The importance of the development students is self-evident. All-round education and development of students is the responsibility and mission of middle school teachers. In order to really help the realization of the goals of middle school education and promote the healthy and harmonious development of students, teachers must pay attention to self-development and improve their professional level.

The rapid development of information technology has put forward higher requirements for middle school teachers. However, a perfect assessment and evaluation system for the professional ability of middle school teachers has not been established yet, which leads to uneven levels of professional ability. Therefore, a special examination system should be established to test the professional ability of middle school teachers. This would not only enable teachers to actively improve their personal ability, but would also help schools, society and the state to achieve an understanding of the professional ability of teachers, eliminate some deficiencies, which naturally plays a positive role in the continuous progress of the professional ability of teachers in general [1].

Pedagogical colleges and universities are the main training places for middle school teachers. Pedagogical colleges should be viewed as main source of the organization and management of the professional ability training process of middle school teachers, so that their professional ability can be improved from the start. Pedagogical colleges and universities must do a good job in training of middle school teachers, not only to make the curriculum and content of pedagogical college students meet their development needs and direction, to lay a good foundation for them

to really engage in the cause, but also to take into account all aspects of their ability, such as teaching ability, moral ethics, mental health, professional level and ability, their practical skills. It is a continuous improvement process, where students are trained in all aspects, so that their theoretical knowledge can really be used in practice. It can also help them realize their level of professional ability and make necessary corrections [4].

The organization and management of the professional ability training process of middle school teachers is most important. It is necessary for middle school teachers to realize their love for this profession [5]. When you choose this profession you must shoulder the responsibility of adhering to the ideal of teaching and educating people, the concept of lifelong learning development, you must follow the rules, actively learn new knowledge and skills, and constantly improve yourself professionally.

To sum up, the organization and management of the professional ability training process of middle school teachers in China is a complex and systematic process. It needs the active cooperation of many departments and the support of many policies, to gradually establish a perfect system. The government departments, pedagogical colleges, local middle schools, and the teachers themselves synthesizing the educational resources and training theories, reasonably and fully benefits the schools, constantly improves their professional qualities, and pursues the lofty goal of continuous learning. It maximizes the utilization of resources within the conditions permitted by the state policies. The country, the region and the school build up the positive atmosphere, establish the optimal organizational conditions and management foundations for the cultivation of middle school teachers' professional ability, thus creating a high quality professional middle school education work force for our country.

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## CHARACTERISTIC FEATURES OF THE IMPLEMENTATION OF PRESCHOOL EDUCATION IN CHINA

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A special place in the education system takes its first stage – preschool education. During the period of preschool childhood, the fundamental foundations of the personality are formed, therefore it is so important for any society to have a high-quality educational system that ensures the effective development of a preschool child. At the same time, it should be noted that each specific country has developed its own approaches to its organization. The functioning of the preschool education system is influenced by a number of factors: historical, social and cultural, economic and pedagogical proper. The People's Republic of China and the Republic of Belarus have rich experience in the upbringing and education of preschool children. The study of this experience will make it possible to improve the theory and practice of teaching and upbringing of preschool children in the context of world pedagogical experience.

There are about 180 million children in China between the ages of 0 to 6. 40 million live in urban areas. About 20 million newborns are born annually. By 2020, the number of children in preschool institutions was 44.71 million.

We have identified several characteristic features of the implementation of preschool education in the People's Republic of China:

1. *Functioning of preschool institutions of different forms of ownership.* In China, there are public and private preschool institutions and institutions of mixed ownership, which are funded by the state and individual enterprises.

2. *Preschool education in China is optional.* Nine-year schooling is compulsory in China. Attending kindergarten is voluntary rather than compulsory. Parents can independently decide whether to send their children to nurseries or kindergartens and to which preschool institutions. Such a choice is often associated with the individual characteristics of the child, the pedagogical position of the parents, their material and social status.

3. *Combination of tasks of care, education and development.* Preschool age, on the one hand, is a period of active personal development and formation, and on the other hand, the most vulnerable age, requiring increased attention of adults, their care and attention. Therefore, in preschool institutions, much attention is paid to the organization of the safe life of children in combination with the tasks of harmonious and versatile development of the personality, their physical, intellectual, and moral qualities.

4. *The variability of preschool education institutions.* Simultaneously with the functioning of traditional forms (kindergartens), individual preschool groups are actively developing on the basis of general educational institutions and on the basis of additional education institutions. Groups of general developmental, compensatory, health-improving, and other types are also being created. On the basis of kindergartens and institutions of additional education, centers for support of a child, adaptation groups are created, intended for a joint short-term stay of a child and a parent. The systematic education of preschool children in a family environment is gaining popularity.

The main types of pre-school education institutions in China are early education centers, kindergartens and pre-school classes. By 2020, there were 14500 early education centers and 281200 kindergartens and preschool classes.

5. *Lack of a unified state program for the education of preschool children.* The implementation of education in preschool institutions in China is not compulsory, but most kindergartens have their own preschool education programs, which, as a rule, are focused not on creating an integral system of teaching preschool children through specially organized classes, but on the inclusion of cognitive content in the daily life of children. Teaching preschoolers is closely related to their real needs for sensory and speech development of the child, mastering the basics of arithmetic and important social skills with the mandatory protection of children's health. Mostly all preschool education programs are aimed at ensuring the successful adaptation of children to school.

The content of preschool class comprises not only knowledge, but also social adaptability and social communication ability, including Chinese reading comprehension, mathematics, English, mental health.

6. *Activation of professional training of preschool pedagogical staff.* In connection with the expansion of the network of preschool institutions, caused by the need to include as many children as possible in the preschool education system, their preparation for school education, the training of preschool pedagogical staff has been significantly intensified. Only highly qualified teachers who have the necessary knowledge, skills, and abilities in the field of pedagogy and psychology, methods of teaching and upbringing of preschool children will ensure the progressive and effective development of preschool institutions, especially in rural areas.

Chinese preschool pedagogical staff, who study professional preschool education knowledge at university stage and want to become preschool teachers, must be trained to obtain teacher qualification certificate before they can take up their jobs.

## **METHODS FOR EFFECTIVE MANAGEMENT OF THE LEARNING PROCESS OF STUDENTS IN SECONDARY SCHOOL**

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Modern educational technology is the use of modern educational ideas, theories, modern information technology and system methods to promote the theory and practice of the optimization of educational effects through the design, development, utilization, evaluation and management of the teaching and learning process and teaching and learning resources.

Modern educational technology is a technology of education, it is an educational practice under the guidance of modern educational theories. In middle schools, modern educational technology can support the realization of modern educational ideas, support the implementation of education and teaching reforms, enrich the form of teaching materials and curriculum content, and optimize the teaching process.

Promoting the optimization of educational effects by means of modern educational technology is inseparable from the management of modern educational technology, especially the management of modern educational technology resources.

In the article, we will describe the *methods of effective management* of the learning process of secondary school students:

- collective learning;
- differentiated learning;
- programmed learning;
- modular learning [1].

The modern technology of *collective learning* presupposes such an organization in which each student teaches everyone by communicating in pairs. The specificity of this technology lies in the observance of the following principles: the presence of interchangeable pairs of students, mutual learning, mutual control, mutual management.

*Differentiated learning* takes into account the age and individual characteristics of students. Carrying out differentiated teaching, the teacher works with groups of students, taking into account some of their common qualities that are significant for the educational process. In the understanding of differentiation (from Latin difference – "dividing the whole into different parts, forms, steps"), three main aspects can be distinguished: taking into account the individual characteristics of students, grouping students based on these characteristics, and variability of the educational process in groups.

*Programmed learning* is individual self-study according to a pre-developed training program using special teaching aids (programmed textbook, special teaching machines, computers, etc.), which provide each student with the opportunity to carry out the learning process in accordance with individual characteristics.

*Modular learning* assumes such an organization of the educational process in which the student works with the training program presented in the form of modules. The basis for the formation of modules is the curriculum of the subject. The module itself can present the content of the academic subject in three levels: full, abbreviated, in-depth. The number of modules depends on the characteristics of the subject itself and on the desired frequency of monitoring the process of learning. The module contains cognitive (theoretical) and practical (educational and professional) parts. Each module logically ends with a form of control.

Scientists and teachers are looking for ways to improve the efficiency of the educational process. The urgency of this problem is evident at the present time in connection with the continuing growth of the flow of information and the need to reduce the overload of schoolchildren.

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## **ACTUAL PROBLEMS OF MULTICULTURALISM IN CHINA**

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As a multi-ethnic country with 56 nationalities, China is facing the process of cultural pluralism. Now the economic life of the Chinese nation has been integrated under the framework of cultural diversity, forming a pattern of mutual development and common prosperity.

The pluralistic culture of the Chinese nation is composed of religious beliefs, thoughts and values, customs and habits, and the behavior patterns.

Along with China's joining WTO, Chinese multiculturalism is better integrated into the world culture, and it is also further impacted by other cultures in the world dominated by the strong western culture.

The processes taking place in China related to the policy of multiculturalism have a number of features that can be divided into two groups. The first group is associated with the increase in the influence of Western culture, and the second – with the processes of popularization and dissemination of Chinese culture in the world. Let's consider these groups of features in more details.

The main facts characterizing the highlighted tendencies of the first group are:

### **1. The neglect of national festivals and the popularity of foreign festivals!**

Festival has a specific cultural connotation, is a national cultural symbol, it accumulates the national belief, ethics, emotion and many other aspects. Like language, it is an important way for ethnic groups to inherit culture, exchange feelings and unite people. Acceptance of a festival means different degrees of recognition of this culture; the stronger the sense of autonomy, the stronger the corresponding cultural identity. If most people are keen to celebrate foreign festivals and neglect traditional ones (people feel that the atmosphere of traditional festivals is getting weaker and weaker), it will not be beneficial to carry forward traditional culture, invigorate national spirit, and enhance national cohesion and identity. Further, if one day, most people are proud to speak foreign languages, eat western food, celebrate foreign festivals and watch foreign films, the Chinese nation will probably be in danger.

Nowadays, it is not a good thing that young people generally lack understanding of traditional culture, lack of enthusiasm, lack of self-confidence, and have a strong affinity for western culture.

### **2. Loss of national culture and crisis of cultural identity**

Chinese good culture flows abroad and is used by others, while foreign bad phenomena flow to China, and the Chinese themselves are losing their own good culture.

In the past two years, China's local culture, national culture has been lost. The popular Matouqin in Inner Mongolia has been declared as the intangible cultural heritage of Mongolia, the shadow play, which is widely known in China, has also been declared as the cultural heritage of Indonesia, and the Dragon Boat Festival sacrifice of Jiangling has been successful in Korea. All this is worth reflecting on.

Dunhuang is very familiar to everyone. However, we have to face the fact that Dunhuang is in Gansu, while Dunhuangxue is not in China. Some people in the United States are studying China's Shanhai Classic. Japanese sent scholars to Yunnan to study minority culture. South Korea studies Chinese culture and the people of China. Chinese culture, unprecedented "do not belong to" ourselves.

In recent years, Chinese culture has spread all over the world with economic and trade. China frequently holds the Year of Cultural Exchange with other countries. Chinese culture plays a more and more important role in economy and trade.

The main facts characterizing the tendencies of the second group include:

1. Chinese to the World.

Confucius Institute came into being – a public welfare institution that undertakes the international promotion and dissemination of Chinese culture. Since the first overseas Confucius Institute was listed in 2004, by the end of November 2009, 282 Confucius Institutes and 272 Confucius classrooms have been built in 88 countries and regions, and the network Confucius Institutes and broadcast Confucius Institutes have been opened.

In addition to the Confucius Institute, in recent years, there have been more cultural exchanges of various forms in Asia and the world. Cultural exchange activities have opened a window and laid a bridge through which the culture of China and Asia and even the world has been communicated and the feelings of the people of other countries and the Chinese people have been enhanced. At the same time it also affected the economic development of countries.

2. The rise of Chinese fever worldwide.

With the brilliant achievements of China's economy, the 2008 Beijing Olympic Games and the 2010 Shanghai World Expo, China is becoming the focus of the world.

Now many countries are discussing China and introducing China. They introduce Chinese culture, Chinese diet, Chinese folklore to their people. China is becoming a part of their life.

How to improve the competitiveness of Chinese multiculturalism so that our culture is not assimilated by western culture under globalization? This is a question worthy of our consideration and attention.

Protect our traditional culture and carry forward our traditions, as they are our base and the source of competition.

## **FORMATION OF PEDAGOGICAL CULTURE OF PARENTS USING THE INFORMATION AND TELECOMMUNICATIONS NETWORK INTERNET**

**He Jiangfeng (People's Republic of China)**

**Scientific advisor – Natalia Stasilovich, Cand. Sc. (Psychology)**

Modern society is inseparable from the Internet, whether it is shopping or communication. Every traditional industry becomes very technological as long as it is connected with to the Internet. "Education", one of the most important issues of mankind for thousands of years, is also expected to be integrated with the Internet. This article discusses the content of formation pedagogical culture of parents using Internet from the current situation in China. Starting from the difficulties faced,

the article proposes measures for the reform of *Internet family education* like a part of pedagogical culture of parents. Cultivating a good family tradition should actively establish parents' online schools and increase parental participation

*What is Internet family education?* When the world's first computer came out in 1946, who would have thought that this giant, occupying an area like a house, could finally enter the homes of ordinary people. In 1969, when the "Arpanet Project" was launched in the United States, no one thought that the Internet would be available in cities and villages all over the world today [1]. In terms of the breadth and depth of influence, the greatest invention of mankind in the 20 th century was the computer and the Internet. Mankind invented the computer, and at the same time expanded the human brain; mankind invented the Internet, and created another world outside the real world.

Regarding Internet education, China has already conducted research on the matter in the last century. At that time, computer technology and education were only starting to become integrated, and education online only became feasible in the period of web search and knowledge sharing (including information). The application of Internet education to family education is a research topic worth looking forward to.

*Reform of China's Internet family education.* There are two important problems associated with the formation of the pedagogical culture of parents using the information and telecommunications network Internet. First, parental authority faces challenges. In traditional Chinese education, children's behavior is generally guided by their parents. Under normal circumstances, the authority of parents in educating their children is reflected in the following three aspects:

- personality authority,
- authority derived from blood kinship,
- intellectual authority.

However, the limited knowledge of parents has been covered by the wireless function of the Internet. The intellectual authority of parents is reduced from house to house, and family education is like walking on thin ice [2].

Second, the conflict of values between the two generations. After the Internet enters people's sight, cultural exchanges and infiltrations have become diversified. Under this trend, young people's attitude is proactive, and they can accept and recognize new cultures sensitively and quickly; while most parents have grown up in a relatively closed and stable social environment and inherited the values of traditional culture. Facing the impact of online culture, they have become more conservative and powerless.

*The formation of the pedagogical culture of parents using the Internet.* First of all, fostering a good family tradition should actively establish a parent network school to improve the overall quality of parents. With the rapid development of the Internet, it's now playing an increasingly important role in life. The establishment of a parent networks in schools and the organic integration of the Internet and family education can improve the personal quality of parents to a large extent. For example, open parent education online courses, the student teacher will teach the class parents online, explain to them the current student education methods and family education content, and then carry out targeted family education, and improve many families' educational deficiencies.

Secondly, fostering a good family traditions should be done by the means of using current new media to increase parental participation. Weibo, WeChat and clients play an important role in the development of the current society. Many parents always hold their mobile phones and do not let go after returning home (use WeChat and chat). They think that educating children is the responsibility of the school, which in turn leads to disadvantages of family education. Therefore, we should make good use of the current strong influence of the two micro-enterprises (school and family). Schools in various places can actively set up education public accounts to guide parents to conduct good family education, and then cultivate good family traditions.

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### **ART AS A MEANS OF DEVELOPING A MULTICULTURAL PERSONALITY**

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Multiculturalism and tolerance (as the admission of other views and forms of manifestation) can be seen already in the very nature of art. The display of the real world, different in embodiment, confirms this. Thus, a composer reflects his vision and attitude through sound, melody; an artist through color, line, form; a writer – in a word. The assumption of variability in the reflection of a specific phenomenon, event does not impoverish, but enriches and enhances the reflection and understanding of what is depicted, makes it possible to see, understand, consider it from different positions.

Turning to the world of art in the educational process contains an inexhaustible potential for the formation of a person’s tolerance. Artistic and aesthetic education contains the purposeful impact of various types of art, influencing the development of aesthetic feelings and taste, the understanding of the language of art, the development of the ability to evaluate it, enjoy it and try oneself in creative activity.

The specific emotional and sensory impact of art is beneficially combined with the impressionability, credulity and imitation inherent in a preschooler. Due to this coincidence, art within the framework of artistic and aesthetic activity has a powerful influence on the formation and development of tolerance in the personality of a child. Initially influencing the emotional sphere, it includes spiritual forces in the work, then it is subjected to comprehension, comparison, and further influences the choice of a style of behavior.

Of particular importance in the development of multicultural education is the development of an aesthetic assessment, which «through a personal relationship reveals the universal value of an object, its objective significance for humanity. Hence, the invariance and plurality of the artistic meaning of the work is the following: the same artistic content is refracted in different heads in different ways» [1, p. 242].

The holistic impact of art on a person is determined by its polyfunctionality. When highlighting the tolerant aspect of the functional influence of art, we proceeded from the theoretical premises of Yu. B. Borev, reflecting as widely as possible the possibilities of forming tolerance through art.

The functional capabilities of art in multicultural education are shown in Table 1.1.

Table 1.1 – Functionality of art in multicultural education

<b>Art functions</b>	<b>The functional capabilities of art in multicultural education</b>
Social transforming function (art as an activity)	Art awakens sensitivity to violations of social harmony, orients towards the transformation of the world and affects the development of the activity component of multicultural education
Compensatory function (art as a consolation)	Art affects the inner harmony of the individual, affects his psyche, is able to maintain and restore mental balance, thereby influencing the emotional component of multicultural education
Cognitive-heuristic function (art as knowledge and enlightenment)	Art affects the inner harmony of the individual, affects his psyche, is able to maintain and restore mental balance, thereby influencing the emotional component of multicultural education
Artistic-conceptual function (art as an analysis of the state of the world)	Communication with art contributes to the development of the cognitive component of multicultural education, combining personal experience with the experience of other people, acts as a means of understanding the diversity of the world and self-knowledge of the individual
Anticipation function (art as prediction)	Admitting any inhuman idea of the development of society, art depicts it in development, showing its futility, thereby awakening in people alertness and activity in relation to such ideas
Communicative function (art as communication)	Through art, people of different eras, cultures, views have the opportunity to communicate, express different points of view, perceive an idea that is different from their own. Uniting humanity, art increases the spiritual potential of people
Information function (art as a message)	Art fills the cognitive component of multicultural education with all its means. In international communication, the language of art is easier to learn than the word, it is informationally broader and more qualitatively higher, clearer, more imaginative and flexible.
Educational function (art as catharsis)	The impact of art is aimed at socializing the individual, developing the ability to perceive different views, enriching the experience of other people, while streamlining their own structure of feelings and thoughts
Inspiring function (art as a suggestion)	Close in action to the educational function is characterized by the simultaneity and suggestion of a certain system of thoughts, thereby increasing its influence on the human psyche
Aesthetic function (art as the formation of creative spirit and value orientations)	The aesthetic impact of art contributes to the development of value orientations, artistic taste, the ability to build social relations according to the laws of beauty, forms creative activity, embodied in various activities
Hedonic function (art as delight)	The impact of art is to develop the ability to praise the harmony, dignity and differences of objects of the surrounding world and enjoy their diversity

The specificity of art as a unique form of reflection of the world lies in its hedonistic function. Even in antiquity, it was noticed that art teaches, entertains. In the general pedagogical aspect, its cognitive and educational functions are especially significant. Delivering aesthetic pleasure, art carries out information, transfer of experience and knowledge. Art recreates life in its entirety and thereby expands, deepens the real experience of the child.

The use of paintings, music, literary works and works of art of other genres in the educational process enriches the child's spiritual world, creating a pattern of vivid images and actions of artistic heroes, reflecting their world of feelings and value judgments. A special role in the multicultural education of preschoolers by artistic means is assigned to the complex, when one phenomenon is displayed in different ways. For example, the reflection of the beauty of autumn in art, music, poetry. At the same time, it is important for the teacher to note that the beauty and grandeur of the nature of the native land does not surpass, but complements the overall picture of the whole nature, that the nature of distant, 'alien' places of the Earth is no less beautiful than its own. The richness of such a versatile display of nature only emphasizes that the world is beautiful in its diversity.

In order to form national identity, the use of folk music and folklore is most beneficial. Folk music is a mirror of the life of the people, where historical events and the spiritual atmosphere of the entire life of the people are captured. Performing and listening to folk songs introduces the child to the traditions, history of the people, impregnates him with national culture, develops his spirituality. The importance of understanding the fact that every nation has its own musical language is of great importance in multicultural education. And this language, unlike the spoken language, is understandable to all other peoples without translation. Various folk melodies from different countries of the world vividly illustrate this theme. The bright coloring of such a comparison captivates with its many-sidedness, inspires children in an effort to understand the features of the national character through music.

Poems, songs about the Motherland, peace and friendship are available and rich material for multicultural education. Music potentially contains a manifestation of tolerance, when a composer of one nationality reflects the national flavor of another people in his work. Thus, the Russian composer D.B. Kabalevsky wrote variations of a Japanese song, the Azerbaijani composer Kara Karaev, ballet based on African dances and songs 'Trail of Thunder', etc. Such facts testify to the tolerance of the artist's personality and have an educational impact on children.

A sign of the emerging tolerance is the ability to put oneself in the place of another person, to perceive another person not partially, but holistically, as similar and equal to oneself, at the same time different and akin to oneself. The contribution of art to this process consists in the development of an aesthetic need in the child, as a result of which «the need for the beautiful asserts moral beauty» [2, p. 99]. This acts as a stimulus for the development of their own creative abilities, desires to express artistically their own experiences and feelings.

The level of development of such skills in a child clearly reflects his individuality. Communication with art contributes to multicultural education, the establishment of the principles of tolerant relations and leads to the organization of creative and transformative activities, the principles of which are respect for freedom and equality of partners.

The formation of tolerance in artistic and aesthetic activity is accompanied by the development of a number of skills acquired in the process of perceiving works of art, communicating with them and the artistic creativity of preschoolers.

Thus, influencing the feelings and thoughts of the child, art as a pedagogical tool has a beneficial effect on the spiritual world, asserts the aesthetic views of the child, is examples of various reflections of the surrounding world, which in general has a positive effect on the multicultural education of preschoolers.

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### **MODERN APPROACHES TO THE ORGANIZATION OF MONITORING THE QUALITY OF THE EDUCATIONAL PROCESS**

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The current stage of the society's development is characterized by the formation of fundamentally new priorities in the educational sphere, the most important of which is to improve the quality of education. The quality of education is understood as an integral characteristic of the educational process and its results, expressing the measure of their compliance with the current regulatory documents. The concept of "quality of education" refers to both the result and the process. It is necessary to know how the quality assessment of the educational process is organized.

The assessment of the quality of education (assessment system) includes assessments of the quality of education from the point of view of the external environment – i.e., assessments by consumers of educational services, and internal quality assessments within the education system itself. The quality of the educational process can be assessed by a set of indicators: the quality of the educational program; the quality of the potential of the teaching staff involved in the educational process; the quality of the potential of students; the quality of educational process facilities (material and technical, laboratory and experimental facilities, educational and methodological support, classrooms, etc.); the quality of educational technologies; the quality of management of educational systems and processes, etc.

To assess how effective and high-quality the educational process is, the monitoring of the quality of the educational process is used. Monitoring in education is a system of selection, processing, storage and dissemination of information about the educational system or its individual elements, focusing on the information support of management, which allows us to judge the state of the object at any time and can

provide a forecast of its development [1]. The main purpose of monitoring in education is the timely and prompt identification of changes that have occurred as a result of the work of an educational organization.

Monitoring of the educational process mainly presents standard quantitative criteria, test performance standards, etc. Thanks to the collected data, we can identify difficulties in mastering academic subjects, identify the effectiveness of new methods of work of teachers, and determine the reasons for the failures of each student, linking them to subject, socio-economic or any other factors.

Depending on the goals, the following types of monitoring of social systems, including the educational process, are distinguished:

*information*, involves the structuring, accumulation, dissemination of information and does not provide for a specially organized survey at the stage of information collection;

*basic*, identifies new problems and dangers before they are realized in the field of management;

*problematic*, allows you to explore the patterns of processes, the typology of problems known and which are urgent in terms of management;

*management*, aims to track and evaluate the effectiveness, consequences and secondary effects of decisions made. For the education system, this type of monitoring can be expanded by studying the effect of influence, when the task is to build assessment systems to determine the dynamics and quality of the influence of external or internal factors.

The conditions for the effectiveness of monitoring are highlighted:

- the use of a systematic approach, thanks to which there is a coordinated work on the collection, processing, analysis and interpretation of information;

- a combination of quantitative and qualitative measurement methods in monitoring;

- a representative set of monitoring indicators, taking into account various factors, including those that indirectly affect learning outcomes;

- correct interpretation of monitoring data, taking into account various influences and relationships between indicators;

- representativeness of the sample groups of students participating in the monitoring;

- involvement of qualified specialists and teachers in conducting and monitoring;

- use of high-quality tools and modern software for processing and analyzing monitoring data;

- methodological and financial assistance from the educational authorities at different levels.

Thus, for the effective organization of monitoring of the quality of the educational process, it is necessary to comply with a number of conditions and use a set of criteria and indicators that contain the most important signs of the quality of the functioning of the educational process, the quality of the conditions created for it and the quality of educational results.

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### **ORGANIZATION AND MANAGEMENT OF METHODOLOGICAL WORK IN AN EDUCATIONAL INSTITUTION**

**Jiang Suhang (People's Republic of China)**

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Improving the efficiency and quality of education in educational institutions is directly linked to the modernization of the entire education system. This, in turn, is inseparable from the regular updating of state educational standards, the organization of a system for monitoring the implementation of all programs and the quality of training, the improvement of teachers' qualifications, and the organization of effective methodological work in educational institutions.

In the context of the introduction of pedagogical innovations, in the content of methodological work, a special place is occupied by the creative, transformative activity of teachers. Teachers who take part in the development and testing of new educational programs, improving the system of educational work, preparing teaching aids, didactic and diagnostic materials, become involved in the scientific and methodological process, purposefully organized within the framework of the methodological work of the educational institution. Undoubtedly, such a mode of work needs high-quality management on the part of the head of the institution.

In order to determine the essence and content of methodological work in an educational institution, we will analyze this concept and determine the specifics of the organization of methodological work, taking into account the modern requirements of regulatory documents implemented in the education system.

The main feature of methodological work, which distinguishes it from other types of teacher activity, is the close relationship between everyday pedagogical activity and the solution of specific practical problems. This, in turn, allows teachers to be motivated in obtaining relevant knowledge and ways of doing things that can solve them.

The methodological space created in an educational institution, as M. M. Potashnik notes, involves a system of interrelated measures aimed at comprehensively improving the skills and professionalism of each teacher, at developing and increasing the creative potential of the teaching staff as a whole, as well as improving the quality and efficiency of the educational process [1]. According to the scientist, methodological work is part of the continuous education of teaching staff to master the most rational methods and techniques of teaching and educating students, to increase the level of general didactic and methodological readiness of the teacher to organize and conduct educational work, to exchange experience between members of the teaching staff, to identify and promote relevant pedagogical experience. This position allows for a diverse consideration of the essence of methodological work in the conditions of an educational institution, as well as taking into account the needs of all subjects of the educational process.

Carefully thought-out management of methodological work in the conditions of innovative development of an educational institution, while maintaining a strategic focus on improving the quality of the educational process, ensures the implementation of the needs and interests of the teaching staff in general and individual teachers in particular. In fact, the management process is aimed at solving the following tasks: scientific and methodological support of the innovation implementation process; improving the scientific and professional competence of the administration and teachers, providing an opportunity for creative search for solutions to psychological and pedagogical problems. Of particular relevance is the definition of modern trends and the construction of a model of methodological work in an educational institution aimed at improving the competence of teachers.

The process of managing methodological work in the context of innovative development of an educational institution is focused on the implementation of a set of conditions that allow for the effectiveness of the educational process: the formation of mobile creative groups from among teachers, taking into account professional needs and existing educational trends, as well as providing the opportunity to choose partners; creating an interactive educational space for the teaching staff to freely choose ways to design and implement innovative ideas in their professional activities, as well as directions for improving their professional competencies; increasing the mobility and productivity of teachers by redistributing role positions in the team when solving educational and professional tasks.

Thus, carefully thought-out and systematically organized methodological work becomes the most important component of the functioning of an educational institution. The effectiveness of the process of managing methodological work largely depends on the improvement of the professionalism of teaching staff and the growth of the quality of education of students.

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## **HISTORICAL PERIODIZATION OF EDUCATION DEVELOPMENT IN ANCIENT CHINA**

**Jiang Zhixian (People's Republic of China)**

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China belongs to the type of civilizations that can be called "eternal civilizations". After the period of agriculture-based culture, the first dynasties began to rule China (the beginning of the Xia dynasty belongs to the XXII century BC, and the Shang dynasty to the XVIII century BC). The entire subsequent history of China is also associated with the rule of the dynasty of emperors.

In China, writing arose very early (in the II millennium BC) and a huge number of written sources provide rich material for the study of the history of the development of education in China.

However, many early texts were canonized, overgrown with commentaries, and it is often difficult to separate real historical facts from their later interpretation. So, for example, the reign of the first Chinese Xia dynasty is accompanied by such legends about the authority and virtue of rulers, which gives reason to define the Xia dynasty as "golden age", the ideal of antiquity [1, 17].

The analysis of the studied historical sources allows us to conclude that the stages of the rule of dynasties that experienced an upswing, stability and decline can be distinguished as the historical periods of the development of education in ancient China. Among the dynasties whose reign set the main trends in the development of education in ancient China, the Zhou, Qin, Tang and Song dynasties should be distinguished.

The Zhou era (about XI–XIII centuries BC) was a time of economic growth and trade boom. This created favourable preconditions for the development of school education, since the need for literate people has increased significantly. It was in the Zhou era that Confucianism arose as an ethical and political doctrine.

In the Qin era, the unification of China was completed; Emperor Qin Shi Huang improved the legislative and executive system, and began the construction of the Great Wall of China [2, 53]. It was during the reign of this dynasty that the number of schools increased, and the main task of education was to train future officials.

The Qing Empire existed for a relatively short time (from 221 to 207 BC). After its fall as a result of a popular uprising, a fierce struggle for power began. In 202 BC the peasant Liu Bang proclaimed himself the emperor of the new Han dynasty [3, 45]. This period was unfavourable for the development of education. The country often experienced civil wars, and corruption among officials grew. School education acquired more and more of an elitist character.

The era of the true flourishing of China, the "golden age" of the development of Chinese culture and education are the periods of the Tang dynasties (from the beginning of the 7th to the beginning of the 10th centuries) and the Song dynasty (10<sup>th</sup>–13th centuries) [3, 82]. During this era, the country experienced not only economic prosperity, but also an extraordinary cultural upsurge, especially in the field of education and art.

The content of education in schools is expanding; the emphasis is placed on the educational disciplines of the aesthetic cycle, as well as on the upbringing of the ideal subject.

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## **THE FORMATION OF LEARNING MOTIVATION OF PRIMARY SCHOOL PUPILS**

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In the field of educational psychology, abundant research have been conducted on the topic of learning motivation and academic achievement. Learning is the main task of primary school students, learning motivation on the one hand can promote learning behavior, on the other hand is a person's physical and mental development is the most important embodiment, especially for students, is the source of learning life power, is the key to mental health.

Therefore, it is the top priority of educators to cultivate and stimulate students' learning motivation, which is closely related to teaching objectives. Primary school students' sense of self-efficacy is mainly academic sense of self-efficacy, which is the potential motive force for students to correctly understand and develop themselves.

In the 21st century, China is vigorously promoting quality-oriented education. In order to promote the development of school education towards a more reasonable direction, the study of the relationship between pupils' learning motivation and academic performance, as well as the role of self-efficacy in the relationship between the two, has become an important content to better understand pupils' learning psychology.

At present, there are relatively few researches on the relationship among pupils' learning motivation, academic achievement and academic self-efficacy. In the field of educational psychology, learning motivation is one of the most important research factors and an important aspect of studying students' mental health. Cui Jun (2009) once said that according to meta-analysis research, students' learning effect is mainly affected by the following four factors [1]:

- intelligence,
- time investment,
- education quality,
- motivation.

Therefore, the study of students' learning motivation is of great significance to the study of the theory and practice of student education. Li Binghuang (2005) said that the study of students' academic self-efficacy, on the one hand, is beneficial to enrich the theoretical research on the psychology of primary and secondary school education, and on the other hand, it can also promote the attention of society and schools to the learning of primary and secondary school students. At the same time, it can improve students' enthusiasm for learning, which is in line with the purpose of the development of contemporary education.

At present, in China, most of the researches on pupils' learning motivation and self-efficacy are about the relationship between pupils' learning motivation and self-efficacy, or include pupils' learning investment and academic achievement, etc. There are few studies that take primary school students' learning motivation, academic self-efficacy and academic achievement as variables.

*Motivation is the internal will of people to conduct behavior, which can guide and promote the process of behavior* [2]. Learning motivation is a kind of human motivation. It is the most direct driving force that directly stimulates students' learning behavior and can maintain students' interest and enthusiasm for learning. Wang Xuehong believes that *learning motivation is the inner power that directly promotes students' learning behavior, and students need learning motivation to guide and motivate them* [2]. A large number of studies have verified the idea that learning motivation promotes learning, especially in school education when students are faced with learning tasks.

The *learning motivation of primary school children* is a simple and short-term motivation directly related to their learning activities. The main influencing factors are the expectation of students' status and the requirement and expectation of parents. *The purpose* is to get the affirmation of teachers and parents. *The content of learning activities* also has an impact on their learning motivation, such as the stories that teachers tell students in school and the games that students play. Students feel fresh and interesting. However, they don't understand the meaning of learning enough. What they care about is the interest of the learning process and the impact of new knowledge, rather than the impact of the learning results on themselves. Therefore, they don't care about the learning results.

The learning motivation of primary school children is achieved not only due to the rich and interesting learning content, but also due to their more diverse interests with the growth of age, which will play a more powerful role in promoting learning.

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## QUALITY MANAGEMENT OF PHYSICAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN CHINA

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The analysis of the literature [1] and official statistics shows: the proper level of scientific and methodological support for the links of the system of physical education of children aged 6–12 years in the People's Republic of China (PRC). Developed: principles; means and methods of physical education (FO); pedagogical technologies; diagnostics of assessment of knowledge and parameters of the physical condition of children 6–12 years old. To solve the tasks of the students 'FO,

there is the necessary material, technical and personnel potential [1]. However, a high level of physical education knowledge and functional readiness of 12-year-olds for secondary school education in China is not yet guaranteed. The literature data [1], [2], show that the quality of primary and secondary school students' FO depends on many factors. Priority in the list of these factors: 1) the quality of the FO received by the child in preschool and family; 2) the content of school FO curricula and plans for their implementation; 3) the availability and quality of textbooks on the subject "Physical Culture"; 4) the scientific validity of the FO technologies used by teachers; 5) the effectiveness of the decisions of the school administration on the organization of forms of educational and physical culture and recreation work with students of grades 1–6 throughout the entire period of study in primary school; 6) the effectiveness of the functions of the quality management system (QMS) of primary school graduates sent to secondary school [1].

We believe that the fifth and sixth factors of quality of FO in the PRC are insufficiently studied. We consider these factors as the potential for increasing the quality of FO in children aged 7–12 years for two reasons. Firstly, the optimization of management decisions in each school and the quality control of FO directly in each school do not require significant material costs – capital investments. Secondly, school managers are the best supervisors, they are the closest to the controlled objects – to physical education teachers, coaches, and students who receive a fairly specific educational service on a daily basis [1], [2]. In this regard, the topic of scientific research indicated by us is relevant.

The purpose of the study: to improve the quality of the FO of primary school students in China on the basis of the functions of the elementary QMS on the part of the secondary school administration. It is the responsibility of managers to ensure that graduates are mentally and physically ready for high school. In the course of the study, we have to solve four problems:

1. To analyze the program-normative, instructional documents and scientific and methodological literature - to justify the significance of the functions of the QMS in the FO of primary school students of the People's Republic of China.

2. Describe the current system of physical education of primary school students in China: principles; tools; methods; pedagogical technologies, criteria for evaluating the final results of the FO.

3. To substantiate the importance of the functions of secondary school managers in the digitalization of the parameters for assessing the quality of secondary school students - to justify the guarantees of intellectual and functional readiness of children 12 years old to study in secondary schools in the People's Republic of China.

4. Develop and test a digital experimental model for assessing the quality of primary school education for children aged 6–12 years, which allows managers to monitor and adjust the activities of teachers to solve the problems of preparing children for secondary school.

Object of research: organization of the system of physical education of children 6–12 years old, providing the formation of the components of physical culture of the student, necessary for training in secondary school.

The subject of the study: the functions of the quality management system (QMS) that guarantee the quality of the FO of children aged 6–12 years in the form of knowledge of the theory and functional readiness for the upcoming training in secondary school.

In the course of the research, we use a number of methods: analysis of scientific and methodological literature and program and regulatory documentation; analysis of teachers' work plans and reports on school achievements; pedagogical observations; analysis of the functions of the QMS of the FO; questionnaires of teachers and managers of primary schools; control tests (tests) for digitizing the parameters of the physical condition of students; expert assessments of leading managers; mathematical and statistical methods. It is also possible to use a pedagogical experiment.

The novelty of our research is explained by the fact that the theoretical provisions on the management of the quality of FO for children aged 6–12 years on the basis of the activation of the school management functions are not fully justified.

We see the practical significance of the research results in the fact that the theoretical provisions developed by us on the functions of school managers in the field of digitalization of the quality of FO can be widely implemented in the practice of primary schools in China.

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## **THE QUALITY OF PHYSICAL EDUCATION FOR 6-YEAR-OLDS AT THE STAGE OF PREPARATION FOR SCHOOL IN CHINA**

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The analysis of the literature proves that the quality of physical education (FO) of preschool children in China depends on many factors. First of all, they include: 1) the level of organization of physical education of the child in the family; 2) the content of educational programs and plans for their implementation; 3) the scientific validity of the training technologies used; 4) the effectiveness of managerial actions of the heads of the Department of Education during the child's stay in kindergarten.

The analysis of the literature and official statistics shows the proper level of scientific and methodological support for the links of the system of physical education of children aged 3–6 years in the People's Republic of China. The pedagogical principles, tools and methods of preschool children's education have been developed. Effective pedagogical technologies for the formation of knowledge, motor skills and

physical qualities of children aged 4–6 years are used. Diagnostics have been developed to assess the level of physical condition of children aged 3–6 years. The material, technical and personnel potential for solving the tasks of the FO in China is also high. However, the FO targets, the high average level of physical readiness of 6-year-olds to attend school in China, have not yet been reached. In the literature available to us, we have not yet been able to find studies that study the result of total standard checks of the physical condition of children 6 years old for primary school education in China.

It is known that the quality of the FO of children 6 years old is checked by the inspector of the regional Department of preschool Education. We also assume that the effects of physical education and the functional readiness of 6-year-olds for school are less closely monitored than the other effects on the tasks of the Curriculum for the DU of China. Today, for the examiners and parents of the child, the following are more important: a) speech development; b) mathematical concepts; c) work skills in the field of digital technologies; d) knowledge of the child in the field of nature, society, and literature.

In this regard, scientific research in the field of the functions of the elementary quality control system of FO graduates of the DU is relevant. Agree, it is difficult to dispute the fact that it is the head of the kindergarten and other managers of the Department of Education who should effectively control the quality of the children's FO. DOE managers can work with the Education Department Inspector and parents to achieve their education goals. In this regard, the management of the Department of Physical Education needs scientifically-based standard technologies for monitoring the activities of physical education specialists and group educators.

It turns out that this issue is not sufficiently studied. Scientific substantiation of the functions of the quality management system (QMS) of physical education of preschool children in China is necessary. We assume that the introduction of the QMS FO will give a significant psychological and pedagogical effect in the form of a good readiness of children 6 years old to study in primary schools in China. In a broad aspect, the functions of the QMS in the DU are the "start at a distance" of the formation of the quality of the Chinese nation.

In the course of the study, we must solve the following tasks:

1. To analyze the scientific, methodological literature and regulatory documentation to substantiate the relevance of the problem of quality management of preschool children in China.

2. Describe the current system of physical education of preschool children in China: principles; tools; methods; pedagogical technologies, criteria for evaluating the final results.

3. To substantiate the significance of the functions of the management of the remote control in the use of quantitative parameters for assessing the quality of the FO of children 3–6.

4. To develop and test an experimental model of the quality management system of physical education for children aged 3–6 years in the conditions of the State Educational Institution of China, which allows the managers of the State Educational Institution to monitor and correct the activities of teachers in a timely manner.

To solve these problems, we intend to use a set of methods of scientific research: 1) analysis of scientific and methodological literature; 2) analysis of program, regulatory and legal documentation; 3) analysis of work plans and reports on physical education achievements of children 6 years old; 4) pedagogical observations; 5) analysis of the functions of the QMS of children's FO; 6) the method of questioning teachers and managers of the DU of China; 7) control tests, tests and functional tests – to assess the quantitative parameters of the physical condition of children 6 years old; 8) expert assessments of the personal qualities of children shown in physical education activities; 9) search pedagogical experiment; 10) mathematical and statistical methods.

According to the results of the study, it is assumed: a) to justify a number of theoretical provisions on the work of the QMS in the DU of China; b) to develop brief practical recommendations for improving the quality management system of physical education for children aged 3-6 years on the basis of the functions of the management of the DU of China. We also hope that the results of our research will be implemented in the practice of the Chinese Ministry of Internal Affairs.

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## **STRUCTURE OF PROFESSIONAL READINESS FOR PEDAGOGICAL ACTIVITIES**

**Lan Chun (People's Republic of China)**

**Scientific adviser – Lyudmila Ismaylova, Cand. Sc. (Pedagogy), Associate Professor**

The problem of the readiness of graduates of pedagogical universities for professional activity is relevant for modern pedagogical theory and practice. Depending on the theoretical positions of the authors, readiness is defined as:

- setting a person to perform a certain activity; an active state of personality caused by activity (N. D. Levitov, L. S. Nersesyan);
- the purpose and result of the training process; psychological condition for successful performance of activities (Yu. K. Vasiliev, E. S. Kuzmin, V. N. Myasishchev);
- a set of qualities and personality traits necessary for successful activity (L. M. Mitina, V. A. Slastenin) [1].

Mastering a profession cannot be reduced only to the acquisition of relevant knowledge and skills, it should be aimed at the development of an integral personality, its motivational sphere, associated with an interest in pedagogical work and its results. The success of the formation of readiness depends on a number of conditions, first of all, on the internal acceptance by students of the goals of the future profession, on the attitude towards it [2].

The analysis of the above approaches makes it possible to single out the following interrelated components in the structure of readiness for pedagogical activity: motivational, content and activity.

The motivational component reflects personally significant motives, professional attitudes, interests, value attitude to pedagogical work and professional training, professional and personal qualities.

The content component assumes the presence of a system of professionally significant fundamental, theoretical and methodological knowledge. The level of preparedness of a student is characterized by his consistency, volume, depth, strength, adequacy and awareness.

The activity component is represented by a complex of professional and pedagogical skills. The indicators of its formation are the ability to operate with the knowledge gained when solving specific pedagogical problems, to interact with other participants in the pedagogical process.

Professional readiness for pedagogical activity is a complex integrative professionally significant personal education, which includes motivational, content and activity components that are in close unity and interconnection.

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### **ORGANIZATIONAL BASES OF THE DEVELOPMENT OF COMMUNICATION COMPETENCES OF STUDENTS BASED ON GAME TECHNOLOGIES IN THE SECONDARY SCHOOL**

**Li Suge (People's Republic of China)**

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A pedagogical game has an essential quality – a clearly defined learning goal and a corresponding pedagogical result. The functions of the game in the educational process are to provide an emotionally comfortable environment for the reproduction of knowledge, facilitating the assimilation of the material and the development of students' communicative competencies. In the process of learning the game simulates real life situation or conditional interaction of people, things and phenomena.

E. I. Passov thinks that: "the game is 1) an activity; 2) motivation, and absence of coercion; 3) an individualized activity, which is deeply personal; 4) training and education in the community and through the collective; 5) the development of mental functions and abilities; 6) "teaching with passion" [1].

The game is an important incentive to master knowledge. An educational game fosters a culture of communication and forms the skills of working in a team and with a team, and its skillful use in the classroom makes students ready to play and communicate. Games allow you to provide an individual approach to students. Game technologies are not only a means of optimizing and stimulating the educational process, an important aspect of psychological comfort, relieving mental stress of students, but also a means of developing students' communicative competencies.

The communicative orientation of learning is the main strategy for humanizing learning, since it is communication that stimulates the mental activity of students.

Communicative competence belongs to a group of key competencies, those that are of particular importance in a person's life, so its development should be given close attention.

The above-mentioned competence affects academic performance. If the student is too shy to answer at the blackboard or is too anxious, his real answer (as the embodiment of communicative competence) will be worse than the existing knowledge, and his mark, accordingly, will be lower. This negative experience will have a negative impact on subsequent educational activities.

To develop students' communicative competence based on game technologies, it is necessary to:

- define the concept and structure, as well as its content at different age stages;
- apply a systematic approach that ensures the interaction of various subjects and directions in order to achieve a full-fledged result;
- develop programs, technologies and methods for developing students' communicative competencies.

Game activities as methods of teaching and transmitting social, communicative experience and developing communicative competencies can be used as independent technologies for mastering the concept, topic, and even a section of an educational subject; elements of a more extensive technology; lesson or a part of it (introduction, explanation, reinforcement, exercise, control); technologies for extracurricular activities.

Games contribute to the implementation of the following methodological tasks:

- formation of students' psychological readiness for oral communication;
- ensuring the natural need for the repetition of language material;
- teaching children the correct choice of speech options, which is a preparation for situational spontaneous speech.

Thus, the game as a communicative situation encourages students to interact, it is a motive for communicative activity. During the game, speech development is carried out; the norms of communication are assimilated.

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## **ORGANIZATIONAL BASES OF THE PROCESS OF AESTHETIC EDUCATION OF UNIVERSITY STUDENTS IN CHINA**

**Li Bingsong (People's Republic of China)**

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Aesthetic education is not only the education of the senses, the education of the soul, but also an education that enriches the imagination and develops the creative abilities of the individual.

The ancient Greek philosopher Aristotle comprehensively generalized the functions of artistic aesthetic education. The scientist argued that music and poetry can improve understanding, develop the senses and inspire the spirit. These basic ideas of the philosopher had a significant impact on aesthetic education in China.

In ancient China, a corresponding system of "rites and music" was formed. Confucius separated education from the political life of the country and established the ancient Chinese system of education. According to this system, "six types of arts or skills" were taught – feudal etiquette, music, culture, mathematics, horse riding and shooting, as well as military defense. Among them are "feudal etiquette" and "music" are courses of aesthetic education.

In modern China, under the influence of Kant and Schiller, Wang Guowei and Cai Yuanpei, great importance is given to aesthetic education.

Chinese statesman, scholar, and educator Cai Yuanpei argued that the most important part of education is aesthetic education. In China, when it comes to aesthetic education, we mean primarily its educational component.

According to Cai Yuanpei, "the goal of aesthetic education is to foster a lively and creative spirit and develop a noble and pure personality" [1, 37].

At the 18th Congress of the Communist Party of China (2012), aesthetic education was put on par with the moral education and intellectual development of the younger generation. The disciplines of the aesthetic cycle are included in the curricula of schools, colleges and universities. Many universities offer a wide range of disciplines aimed at the aesthetic development and education of students.

Colleges and universities develop academic disciplines related to aesthetic education, such as music, dance, art, and literature.

Art associations are widely organized, various events are held, and educational courses are developed to improve the aesthetic culture of students.

In the formation of the aesthetic culture of the individual, choreographic art is the most important aspect of aesthetic education. Choreography is a world of beauty of movement, sounds, light colors, costumes, that is, the world of magical art.

Dance is a popular form of amateur art - it contributes to the aesthetic education and physical development of students. Studying choreography, students acquire certain skill, develop plasticity, the ability to move beautifully, strengthen the body, and correct some physical defects.

Using specially selected active forms of learning based on the integration of various forms of activity (play classes, creative competitions, discussion of the artistic image in a composition, creating a sketch of a costume, writing a drama scenario, etc.), the teacher directs students to search for and develop extraordinary thinking, creative activity that contributes to increasing self-esteem, self-confidence and capabilities, and also forms a creative personality with a high level of aesthetic culture.

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## **DEVELOPMENT OF AESTHETIC CULTURE OF STUDENTS BY MEANS OF MUSIC**

**Li Dandan (People's Republic of China)**

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Aesthetic culture reveals the emotional and intellectual life of a person and manifests itself in a system of social and individual values. The main factor of aesthetic development, the introduction of the individual to universal ideals and cultural and historical achievements is the art of music, "penetrating into the human heart so deeply that it can depict the experience of the soul" (Stendhal).

The problem of the development of the aesthetic culture of the individual was considered in the works of philosophers (I. Kant, A. Schopenhauer); teachers (B. M. Nemensky, V. A. Slastenin); psychologists (L. S. Vygotsky, B. M. Teplov, D. B. Elkonin), and music teachers (O. A. Apraksina, M. M. Berlyanchik, N. A. Vetlugin, N. L. Grodzenskaya, A. I. Demchenko, D. B. Kabalevsky).

The publications of famous Chinese teachers Qu Hui, Zhou Jing, Zhang Dan, Liu Lili reflect the rich experience of developing the aesthetic culture of university students.

We understand aesthetic culture as the quality of the individual, allowing the creative self-realization of a person according to the laws of beauty and in accordance with spiritual and moral ideals.

The tasks of developing the aesthetic culture of students are solved in the learning process through the academic disciplines of a musical nature. In the classroom, various techniques and methods of teaching are used, with the help of which it becomes possible to realize the goal, objectives and principles of musical and artistic-aesthetic development of the individual.

In the development of musical and aesthetic culture, the following methods are used: visual, verbal, practical; explanatory and illustrative, partially search-based, problem-based, project-based, and music teaching methods.

Each method of teaching and developing students includes various methodological techniques.

The method of thinking about music is the choice of a problem and its independent solution by students. It is used in the form of short conversations between the teacher and students. Contradictory opinions are encouraged, which contributes to the joint "discovery" of music.

The method of forecasting and looking back at what you have learned in the process of learning music (the method of perspective and retrospect) is the establishment of successive connections between topics that reflect the patterns of music, musical phenomena, years of training, and musical works. A holistic view of music is formed.

The method of creating compositions is to combine different forms of communication with music when performing one piece (playing in an ensemble with a teacher, accompanying a song by playing musical instruments, etc.). Thus, the interest in music is formed, the performing experience is expanded.

The method of musical generalizations is the activation of students' musical experience through the creation of a research situation. It includes the assimilation of key knowledge about music, the development of musical thinking.

The method of emotional dramaturgy is a certain sequence of musical exercises based on contrast or the development of an emotional tone. The emotional attitude to music is activated.

The method of creating an artistic context (going beyond music) – reveals the connection of music with the works of other types of art, historical events, nature, and real life situations. It is a development of musical culture through the creation of a cultural and aesthetic environment.

The method of modeling the artistic and creative process is the immersion of students in the process of "the birth of music", the transfer from the position of the recipient to the position of the composer, interpreter. The active mastering of music increases in contrast to informative and verbal methods.

The method of intonation-style comprehension of music is a comparison and analysis of intonation-figurative features of musical works of different eras, trends and styles. The artistic and cognitive activity is formed and developed, the intonation and auditory experience of students is developed.

The method of empathy is the creation of conditions for activating the emotional and sensory experience of students. The method is based on the understanding of aesthetic perception as a process of personal conditioning.

The method of content analysis is the transition from the content to the form, from the artistic idea of the work to the means of its expression. The formation of integrity – differentiation of perception, development of musical thinking.

The use of these methods and techniques expands the musical horizon, develops aesthetic culture, which will allow students to form a readiness to transfer the high spiritual values of artistic culture to students in their future teaching activities.

## **USE OF INFORMATION TECHNOLOGY IN LEARNING CHINESE**

**Li Huangkun (People's Republic of China)**

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The intensive development of information technologies, as well as their use in the educational process, lead to significant changes in the education system. This affects the structure of the education system, the methodology and technology of the learning process.

In October 2000, the Ministry of Education of the People's Republic of China held a meeting on the use of information technology in national primary and secondary schools in Beijing.

An Xiaoguang, taking into account the positive and negative factors, created a model of computer-aided learning [1].

Yang Lianfang, Huang Yuxing and others believe that the creation of training courses with the use of information technologies will significantly improve the quality of training.

Chinese is one of the world's global languages. Learning this language is not easy. Chinese characters and tones lead to some difficulties in learning Chinese. Information technologies can be used for the successful assimilation of different language aspects by the students.

The main objectives of the application of information technologies in the study of the Chinese language are:

- Conducting an interesting and high-quality lesson.
- Students' independent search for information when preparing projects.
- Successful tone acquisition in Chinese.
- Systematic learning of certain Chinese language courses remotely under the guidance of a teacher.
- Practical understanding of the language.

Electronic dictionaries are widely used in the classroom, for example, the free basic content of the Pleco dictionary (pleco.com), as well as the corresponding applications for smartphones and tablets based on the Android and iOS platforms.

When learning Chinese, it is necessary to take into account not only the development of lexical and grammatical skills, but also communication skills. Communication with native speakers is carried out through different Internet sites. There are a large number of websites that allow you to communicate with foreigners. Students use a microphone to talk to native speakers.

The use of an interactive whiteboard in combination with audio tools allows you to implement the principles of clarity, accessibility and consistency of the presentation of educational material, makes the learning process more interesting and creative. This contributes to the creation of favorable conditions for dialogue, interaction of students both with the teacher and with each other, the development of creative activity, increases motivation, creates favorable conditions for the development of language skills.

However, no one will replace the teacher as a role model for students when practicing various necessary skills, there is no alternative to working in pairs and groups in the classroom to teach communication in educational and speech situations. Therefore, the use of multimedia textbooks and programs cannot replace live communication in the classroom.

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## **CREATIVITY AS A SOCIAL AND CULTURAL PHENOMENON. TYPES OF CREATIVE ACTIVITIES AND THEIR CONTENTS**

**Li Jin (People's Republic of China)**

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The process of organizing the creative activity of students is very important for the modern educational organization in China. Creative activity in an educational

institution that contributes to the development of personal characteristics of students in unity with the professional skills of creative and inventive activity. The organization of creative activity in an educational institution solves the problem of developing creative abilities in the young generation, which include the following components: the desire for knowledge; the ability to learn new things; liveliness of mind; the ability to find non-standard in familiar phenomena; desire for discovery; the ability to apply in practice, in life, the knowledge gained, experience; free imagination; fantasy and intuition, as a result of which inventions, discoveries, something new appear.

“Creativity is an activity characterized by uniqueness, originality, leading to the creation of something qualitatively new, socially valuable, humane” (E. I. Smirnova) [1].

According to the content of activity, all amateur creativity can be conditionally divided into the following types:

1. Technical creativity;
2. Artistic creativity;
3. Applied creativity;
4. Natural science creativity;
5. Socio-political creativity.

Technical creativity. It is the process of acquiring technical knowledge and building technical systems based on prior experience and knowledge. The purpose of technical creativity is to develop the technical abilities of an individual, to form his technical solution. The contents of technical creativity include such activities as modeling, design, radio amateurism, electronics, computer programming of cinema and photographic equipment, etc.

Artistic creativity is a process of creating new, original and socially significant spiritual values based on previous experience and knowledge. Aims of amateur art are: education of aesthetic artistic taste; the development of the creative abilities of the individual; the promotion of art.

Artistic creation is classified as follows:

- amateur performances focused on various types of national art (national folklore groups);
- amateur performances focused on types, schools, styles of professional (academic) art (academic and folk choirs, orchestras, theater, choreographic groups, literary associations, photo studios, etc.);
- original amateur performances, which have no equivalent either in professional or folk art (propaganda teams, amateur song clubs, etc.).
- art history clubs of interest (clubs for fans of science fiction, poetry, ballet, theater, literary and musical circles, etc.) [2].

Applied creativity is the process of self-creation of materialized objects that have a utilitarian meaning. The contents of applied art include such activities as cutting and sewing, knitting, embroidery, burning out, wood carving, soft toys, applique, ikebana, guilloche (burning on silk), patchwork (patchwork technique), taxidermy, straw weaving, salt dough modeling, etc.

Natural science creativity is the process of developing the logical abilities of a person. The purpose of natural science creativity is to discipline a person's thinking, to teach him to think logically. Elements of scientific creativity are associated

with: a) humanitarian research – associations of local lore, search orientation, b) natural science research – associations of an ecological focus, commonly associated with such sciences as astronomy, archeology, geology, biology, zoology (clubs of cactus lovers, aquarists, cats, dogs, exotic animals, pigeons and birds, ufology, etc.). Forms of work – expeditions, scientific conferences, seminars, exhibitions.

Socio-political creativity. There are two types of socio-political creativity associations:

1. Political associations set themselves political goals and objectives. These can be mass movements, for example, the Popular Fronts.

2. Social associations which set themselves the goal of protecting the social rights of certain categories of citizens.

Any kind of creativity helps a person to realize intellectual motives (learning new things), creative (self-expression of an individual), communicative, communication-related, adaptive (value orientations), recreational (rest, restoration of physical and emotional strength), compensatory (search for satisfaction in activities other than labor).

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## **CHARACTERISTIC OF THE HIGHER EDUCATION SYSTEM IN CHINA**

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In the late XX early XXI century, the trend of popularizing higher education in China, as well as the concept of rejuvenating the country with the help of science and education, led to an increase in the number of higher colleges and universities, the development of vocational education, and, in general, to improvement in the quality of education by increasing investment in educational sphere.

The revival of the college entrance examination system in 1997 and the increase in student enrollment in 1999 have been of great importance for the development of higher education in China. As of June 30, 2020, there were 3,005 colleges and universities, and colleges for adults in the PRC, including 2,740 ordinary colleges and universities and 265 colleges and universities for adults. As of 2020, the total enrollment in various forms of higher education in China is 41.83 million.

The forms of higher education in China include technical colleges, vocational-technical high schools, vocational institutes and universities. Professional institutes in China are divided into polytechnic and technical ones of the same profile. The polytechnic institutes have a wide range of technical and natural faculties. Technical institutes of one profile are the institutes of chemical technology, geology,

petroleum, etc. Universities of general profile have faculties of two directions: natural science and humanitarian. Humanities faculties specialize in languages, literature, history, economics, jurisprudence, philosophy, etc. The natural science direction includes faculties in mathematics, physics, chemistry, geography, geology, radio electronics, etc.

In order to increase admission to higher professional educational institutions and improve the quality of education of the population in China, a document was adopted in 2019: "Measures to ensure the admission of retired soldiers and other groups of the population to higher education institutions". This document is for veterans, workers and farmers. The worker can study full-time and earn a college diploma.

Currently, PRC higher education institutions in the field of management are divided into public, private and jointly managed by Chinese and foreign universities. According to the content of educational programs, they can be divided into general universities, professional colleges and universities. Higher education institutions are eligible to award bachelor's, master's and doctoral degrees according to the levels of study.

The high quality of higher education in the PRC is due to three aspects:

1) colleges and universities attach great importance to programs and courses of ideological and political education of students, and also pay attention to the development of their morality, intellect, physical and spiritual education, their mastery of various types of art;

2) the content of academic disciplines and the professional environment of colleges and universities are research-oriented;

3) the outstanding contribution of universities and colleges to scientific research really contributes to the solution of the main tasks of the culture and economy of the country.

However, with many positive aspects, Chinese higher education is still characterized by a number of problems to which we draw attention.

1. The increase in the number of college and university students is not proportional to the quality of education.

The number of enrolled students in colleges and universities in China is increasing every year, the number of students in Chinese colleges has consistently ranked first in the number of college students in the world. However, despite this phenomenon, the number of capable students does not increase in proportion to the number of enrolled students, which indicates the difficulties in ensuring the required quality of education.

2. The functioning of colleges and universities lags behind the needs of the present.

With the further development of globalization, the range of China's external cooperation is gradually expanding, the demand for scientific and technological improvement in various spheres of life is increasing. However, in most colleges and universities in the PRC, outdated methods of managing the educational process are still preserved. They provide students with traditional learning and rarely foster innovative thinking. Some institutions have a low material and technical base, which also limits the development of practical skills and abilities of students.

We see the ways of solving these problems as follows.

1. Raising the level of development of practical skills and innovative thinking of students.

Modern students need to develop motivation to study independently. Constantly stimulate their thinking and foster a desire for innovation. It is also necessary to stimulate students' interest in innovations through certain awards and incentives that students will receive for participating in competitions, shows, exhibitions, etc.

2. Optimization and reasonable allocation of educational resources.

At the present stage, China should introduce an appropriate preferential policy to increase educational resources in different regions of the country, actively seek investment in the higher education system in order to train specialists for such popular areas as agriculture, finance, medicine, tourism, transport, etc.

## **FORMATION OF MULTICULTURAL COMPETENCE OF FUTURE TEACHERS**

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Integration processes in the educational sphere and expanding boundaries of interculturalism have led to the need to rethink the theory and practice of communication, and to organize additional training for teachers. Role positioning and professional development of educators acquire new connotations in the context of multiculturalism. The International Encyclopedia of Education considers multicultural education as an important part of modern education, which contributes to the assimilation of students' knowledge of other cultures, promotes understanding of the general and special elements in traditions, lifestyle, cultural values of different peoples, and education of young people in the spirit of respect for foreign cultural systems [1].

Future teachers should not just be able to live in a multicultural environment, but also be capable of performing professional functions in the context of diversity pedagogy, working with various categories of children and their parents, taking into account their characteristics and socio-cultural experience. In accordance with this, the educational practice of pedagogical universities should be aimed at creating and implementing training programs for teachers with a high level of multicultural competence. The development of multicultural competence should be considered, in our opinion, as an integral part of the multicultural education of students and a promising direction in the training of teachers.

The multicultural competence of a teacher is an integral professional and personal characteristic and represents the unity of value attitudes, theoretical and practical readiness for activities in a multicultural educational environment. The development of multicultural competence is a long-term process, which includes, according to researchers, several stages: understanding and acceptance of another culture, respect for cultural differences, the instilment of tolerance [2; 3].

Our proposed model for the formation of multicultural competence presupposes the implementation of the following principles: continuity (consideration and development of traditions, reliance on positive experience of education); humanism (recognition of the value of a student's personality, the right to be himself, respect for his identity and personal position); tolerance (education of tolerance for dissimilarity of the other); connection between theory and practice (active involvement of students in various types of simulated and real activities).

Analysis of literature and the study of pedagogical experience allow us to highlight the pedagogical conditions for the effectiveness of the formation of multicultural competence. Let us note the main ones:

- orientation of the educational process towards the integrity of multicultural knowledge and skills acquired by students in combination with their personal growth;
- orientation of the content of multicultural education on the model of the teacher's professional activity;
- development of the student's subject position in the educational process;
- development of the multicultural competence of teachers and staff;
- development of the socio-cultural educational environment at the educational institution.

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### **MULTICULTURAL EDUCATION OF SCHOOLCHILDREN**

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Preparing young people for life and effective activity in a multicultural environment is considered as a priority area of educational policy. Accordingly, the multicultural education of schoolchildren as a scientific and practical problem attracts the attention of scientists from various branches of science.

The problem of multicultural education is not new. Various aspects of the influence of culture on the development of students, taking into account national and universal values in the process of upbringing, a tolerant attitude towards other national cultures have been considered in the works of Y. A. Komensky, K. D. Ushinsky, P. F. Kapterev, V. N. Soroka-Rosinsky, M. M. Bakhtin, V. S. Bibler and others.

In recent decades, the problem of multiculturalism has been discussed quite actively, as a result of which new terminology and research directions have emerged. In philosophical, linguistic, psychological and pedagogical research, there are various

approaches to the consideration of the phenomenon of "multiculturalism" and the analysis of aspects of multicultural education and upbringing. Depending on the theoretical positions of the authors, multicultural education is considered as a process of forming knowledge and skills of intercultural communication; fostering a high culture of interethnic communication; development of humane, highly moral, fair relations between representatives of different cultures.

According to N. V. Bordovskaya, A. A. Reana, multicultural education involves taking into account the cultural and educational interests of different national and ethnic minorities and provides for the adaptation of a person to the values of other cultures; orientation towards the dialogue of cultures; cultivates in a person the spirit of solidarity and mutual understanding in the name of peace and the preservation of the cultural identity of different peoples [1].

In the studies of A. N. Dzhurinsky, multicultural education is considered as one of the priority pedagogical problems facing world civilization; as a simultaneous process of acquiring knowledge and forming a sense of solidarity and mutual understanding, adaptation to other cultural values [2].

Analysis of the literature allows us to assert that the formation of the readiness of schoolchildren for life in a multicultural and multinational world, instillation of tolerance, familiarization with national and world cultures is an important task of educational institutions. The target orientation of the process of multicultural education is the formation of multicultural competence, the ability to live in a multicultural world, to carry out intercultural interaction.

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### **PHYSICAL EDUCATION FOR STUDENTS OF THE PEOPLE'S REPUBLIC OF CHINA**

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In China, there are distinctive national characteristics of physical culture of students and students that have developed in the course of the historical development of society. In accordance with these features, the ongoing reforms are specific, they are reflected in the state policy of the People's Republic of China (PRC) in the field of physical culture and sports, including the country's universities.

As a result of the reforms, China is faced with the need to change the educational paradigm. From a purely technocratic approach to the modernization of schools and universities, it was necessary to move to a humanistic approach, which is focused on the formation of a new person of the future era. This is clearly stated

in the "Action Plan for Improving Education in the Twenty-first Century", published at the turn of the century, and in the "Decision of the CPC Central Committee and the State Council of the People's Republic of China on deepening education reform and comprehensively promoting quality education" (1999). China has systematically focused on improving basic education, including physical education (PHE). The FO is assessed as a "supporting structure" in this densely populated country during the period of state renewal. As stated in the "Decree on the reform and Development of Basic Education", the Chinese leadership expects that success in this area will be able to turn the heavy burden of a huge population into the effect of powerful human resources, which can not be compared with any other country in the world.

The analysis of the literature shows that the current stage of the reform of physical education in the People's Republic of China is diverse in content. The reform involves, in particular: 1) the consolidation of the success of compulsory education, the spread of FO throughout the country and the transfer to rural areas; 2) the growth in the number of students in full secondary school; 3) the regulation of management mechanisms – management functions in the education system; 4) the growth of the level of morality of students; 6) the improvement of the system of training and retraining of physical culture specialists. The central place in the system of physical education of students of higher educational institutions (universities) in China is occupied by the reform of curricula and programs. In modern universities in China, physical education programs are reoriented to significantly increase the volume of the educational component in lectures. Much attention is paid to methodological and practical classes in physical culture and sports. The modern educational process has acquired such a focus of physical education, when students, along with the development of physical qualities and the development of techniques of certain physical exercises, can and should master the knowledge and skills of independent classes, methods of conducting them, the ability to plan their classes, exercise self-control of physical condition. In fact, the reform requires preparation for the independent practical use of the FO for the entire period of citizens' lives. Skills are necessary for university graduates – the future workers of China. Methodological skills are socially significant, they increase the quality of the Chinese nation and give China an advantage in global industrial production.

The main document regulating work in universities and other educational institutions is the Regulation on School Sports Work (Order of the State Education Commission of the People's Republic of China No. 8) ([http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe\\_620/200409/1436.html](http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_620/200409/1436.html)). The term "physical education lessons" in the People's Republic of China is called: [xuéxiào tǐyù gōngzuò] – school sports work. In accordance with this document, university teachers solve the tasks of students' FO: 1) improvement of physical and mental health parameters; 2) growth of physical fitness; 3) formation of knowledge on sports; 4) development of sports abilities and habits; 5) improvement of the level of sports skills; 6) preparation of a reserve for national professional teams. During the educational process, teachers should form: morality, organization, discipline, courage, perseverance and even enterprise of students. To solve these problems,

various forms of FO are used in the university. Compulsory and optional classes are usually used. The volume of compulsory university programs in China must be at least 144 hours for 2 years. For example: from the 1st course at least 2 hours a week, and from the 3rd course 2–4 hours a week.

Practical training sessions are conducted at universities in a strictly regulated mode and in accordance with the curricula that reflect the specifics of the university. What the student does not succeed in compulsory or optional classes, he must master in extra-curricular time or work in additional classes. Students study: gymnastics, track and field athletics, team game sports. There are also martial arts classes and qigong, taichi, and Wushu systems.

The academic performance of Chinese students based on the results of each semester and academic year is determined by a mandatory exam. Competence is measured according to a 100-point system, including practice and theory.

China has developed a National Standard for Student Physical Health (国家学生体质健康标准), according to which physical education standards are regulated according to the height, weight and lung volume of students. For example, source: 浙江大学 (Zhejiang University Student Guide) / (<http://www.zju.edu.cn/>).

Each educational institution in China publishes its own student manual ("Student Guide"), which reflects all the norms and rules of student life, including physical education classes and competitions. We have also established that colleges and universities in the People's Republic of China can create appropriate sports management departments with full-time and managerial staff. In connection with the above, we conclude that for China today, research in the field of quality management technologies for students' FO is relevant.

## **ORGANIZATIONAL BASES OF A CONTROL METHOD IN THE SYSTEM OF EDUCATIONAL INSTITUTION MANAGEMENT**

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Control is one of the leading management functions. The organization of control is one of the most difficult types of activities of the head of an educational institution, which requires a deep understanding of the mission and the role of this function, an understanding of its target orientation and mastery of various technologies. It is control that is the necessary link, as a result of which the regulation function begins to work, makes the necessary adjustments both in the analytical process and in the process of planning and organizing the action. The selectivity and accuracy of the regulation function will entirely depend on the level of quality control [1]. Different kinds and types of control are necessary and useful for making decisions at the strategic and tactical level, it is required to obtain information about the state of the educational system in a school and ongoing learning process, and then to analyze this data.

Modern intra-school control is the activity of school leaders, school representatives and school teachers to establish the conformity of the functioning and development of the entire system of teaching and educational work of an educational institution. At the first stage, a preliminary control is made, a presumptive diagnosis. On the second, it relies on more verified objective data. At the third stage a diagnostic process is carried out, which ends with a final diagnosis.

The content of pedagogical diagnostics includes data study and assessment, regulation and correction of a process or phenomenon, both at the level of the student's personality and at the level of activity or the head of the school.

The main types of control of progress in the subject "Musical instrument flute" in the Chinese Music College are as follows: current control of progress; intermediate certification; final examination. Current control is carried out in order to check the quality of mastering any section of the educational material of the subject and is aimed at maintaining the academic discipline, identifying the attitude towards the subject, at the responsible organization of homework and can be stimulating.

To sum up, control helps the teacher analyze his activities, evaluate his own capabilities, achievements, choose the most convenient form of control and ways to improve his pedagogical and general cultural level. Such organization of control requires significant efforts on the part of the administration, but the results are be objectively high.

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## **ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR TRAINING CHINESE SECONDARY SCHOOL STUDENTS AS MANAGERS OF EDUCATIONAL SERVICES**

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In China, the term "Teacher Education" was first proposed in 2001 in a decision of the State Council on the Reform and Development of Basic Education. Where special attention was paid not only to the professional training of teachers in educational institutions, but also to their postgraduate, independent training.

Currently, Chinese scientists, when describing teacher education, note that it refers to special education, the purpose of which is to train teachers of basic education [1; 4; 6]. Other scholars believe that teacher education is a professional education for teacher training, including pre-graduate training, new teacher training, and on-the-job training [2; 3].

The increased attention to the problem of training Chinese high school students as managers of educational services, updating its content on the part of psychologists, economists, and scientists is explained by the peculiarities of economic relations

in Chinese society, as well as the importance of the functions performed by economic culture. Such functions include: the selection of values and norms necessary for the further development of the economy; the accumulation of standards of economic activity (for example, preservation of the traditions of economic mutual assistance within the collective); the selection and updating of values and norms governing the development of the economy.

Chinese scientists [1; 5; 6] have put forward the theory that teacher education is able to prepare Chinese high school students as managers of educational services. It includes the continuous education of teachers, the integration of teachers at different stages of professional development in the educational process, the unified organization of the modern education system, which consists in achieving the continuous development of society.

Chen Jun believes that the teacher education system is divided into teacher training institutes, teacher recruitment qualifications, and teacher training system (new teacher training – on-the-job teacher training) [6].

After studying the scientific literature and summarizing the experience of scientists and teachers, it can be concluded that the system of teacher education in China is designed to guide and standardize teacher behavior, to promote the improvement of teacher education in order to maximize the usefulness of a number of rules, procedures and norms of behavior. The education system should contribute to the development of the educational policy, the educational program, the model and the qualifications of teachers in general.

The reform of China's education system is a continuous innovation based on the inheritance and development of society, which is its foundation and solid structure. A standardized, scientific trend in the development of society is based on a normal modern education system and provides a constitutional guarantee for the development of quality education in the future.

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## **TECHNOLOGICAL BASES OF MANAGEMENT IN THE 7-C SYSTEM**

**(on the example of the music and dance college of Xihua**

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The “7 C management” model is a management theory worked out by y Robert Waterman, an American management scientist in his book Innovative Management – How Excellent Companies Win and Guarantee Competitive Advantage [1]. 7 factors were offered for management: competence, communication, chance and information, causes and commitment, crisis point, control, culture and capability. The central point is competence, and the other six Cs points are all working around it. Only when all these factors act together the institution can operate successfully, constantly enhance its ability and maintain its competitive advantage.

For the management of art schools, education innovation of schools is the top priority in all work. Therefore, this paper studies the ideas of innovation and learning directions of art schools with the traditional 7 C management model, and establishes a new 7C model of knowledge innovation suitable for art schools.

Our research offers a conceptual model for organizational 7 C model management in music and dance college of Xihua University in Chengdu, Sichuan Province, China. The model is based on the combination of individual and organizational basis of competence and communication. The 7 C model suggests that the seven Cs (Connection, Concurrency, Comprehension, Communication, Conceptualization, Collaboration, and Collective intelligence) play a key role in the educational process of music and dance college of Xihua University in Chengdu. We analyze the educational environment in the learning and organizational contexts. It was focused on the technology and organizational contexts, and it was found out that some of the inherent key features have not been used or functioned t the point they should.

We suggest that a proper usage of organizational knowledge (Comprehension and Communication) may be achieved through the constant usage of a conceptual and organizational 7 C model management in the life cycle of the educational establishment.

To sum up, this approach may help organizations to improve both their core learning activities and organizational capabilities and to be competitive on the educational market.

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## **PATRIOTIC EDUCATION OF SCHOOLCHILDREN IN CHINA**

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The upbringing of patriotism in China is viewed as an urgent strategic task of society and the state. The important role of the patriotic education of children and youth is stated in the Constitution of the PRC and the Law on Education. Thus, article 6 of the Law on Education emphasizes that the state must instill in its pupils such qualities as patriotism, collectivism, loyalty to the ideas of socialism; to clarify the meaning of concepts about the ideas of the legal system of the state, about the national defense of the country, about the principles of the unity of the nation [1].

In October 2017, a new patriotic education law came into force in China. Patriotism is seen as a feeling that unites the nation, contributing to the political, economic and cultural development of the country. The patriotic upbringing of Chinese schoolchildren is a systematic and purposeful activity aimed at fostering a high patriotic consciousness in students and a readiness to fulfill their civic duty. The main tasks of patriotic education are determined as follows: the development of students' love for their people, the state, the formation of patriotic beliefs, feelings and positive patriotic behavior [2]. Patriotic education in China is carried out at all levels of education from primary school to universities. Already in elementary school, children are taught a sense of patriotism and respect for traditions, they are introduced to the main provisions of the Constitution and the main laws of the state, and they study the history and culture of China. The student's day begins with raising the national flag and exercising to the accompaniment of patriotic music. In educational institutions, compulsory lessons of ideological and political education have been introduced; historical reconstruction has become a popular form. In the upbringing of patriotism, the possibilities of the Internet and computer games are actively used. The Internet portals "Chinese patriotic education" and "House of a patriot" have become popular among schoolchildren and young people.

The process of patriotic education includes the following interrelated areas: the formation of patriotic knowledge, the development of patriotic feelings, the cultivation of patriotic ideology. The main characteristics of the modern Chinese system of patriotic education are the creation of a regulatory framework, multilevel, continuity, a combination of traditional and innovative methods and forms of education.

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## **ORGANIZATIONAL BASES OF THE APPLICATION OF THE SITUATIONAL MANAGEMENT IN THE SYSTEM OF EDUCATION (ON THE EXAMPLE OF AN ART SCHOOL)**

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At the present stage of society development in various spheres of human activities there are significant changes that affect the education system. New socio-economic conditions have created many problems and to solve them is necessary to develop theoretical and methodological issues of educational process management in modern conditions. The relevance of this topic lies in the fact that the situational approach has become the most widespread due to its universality, and the theory of management in modern China should be developed precisely by solving specific situations (universal-specific models), and not by searching for a common way out [2, p. 45].

In our research we take this theory of management as a basis for building an effective model of situational management. It's necessary to note that management of the educational process is primarily the art of the teacher to correctly identify and evaluate a particular pedagogical situation and choose the most effective management methods that can solve the problem [1, p. 345]. So, the purpose of the study is to define and develop theoretical and organizational bases for the rational application of situational management in the educational system.

In 2020 the Chinese Higher Education Institute has successively launched online teaching methods to deal with the impact of the epidemic on the educational environment and methods. In order to understand the learning and mental state of students, we analyzed and evaluated the online learning conditions, learning status, and learning effects of 190 students in each grade of the dance school. The survey results of the online questionnaires after 4 weeks of online teaching from February 15, 2021 to March 13, 2021 revealed the following: the students mainly used mobile phones, computers or tablets as the main tools for online learning. 49,22 % of the students thought that the network was in good condition and could watch various online courses smoothly; 50,39 % of the students think that the network is in a normal condition, but there were also 0, 39 % of the students who thought that the network condition was poor, and they often couldn't watch online courses or teacher live courses normally.

What concerns teaching evaluation, in the first 4 weeks students gave the following choices: 7,14 % of students think that they like online teaching very much, and their learning status was better than before; 48,41 % of students think that they have adapted to the online teaching mode; 24,6 % of the students believe that they are still in the transitional stage and are adapting slowly; 18.65 % of the students believe that they haven't got used to this method and hope to return to offline as soon as possible; 1.19 % of the students can't adapt at all.

As for students' self-assessment of the effective content learning, 55.82 % of the students believe that they can effectively master more than 70 % of learning material, and 36.43 % of the students believe that they can effectively master 50 to 70% of it. The rest believe that the effective mastery level is less than 50 % of learning material. It can be noted that adequate mental preparation is necessary for online learning, it also requires special skills and abilities.

What concerns online learning methods, students gave the following choices: 50,44 % of students chose live broadcast + online interaction; 25 % of students chose live broadcast + online interaction; 13,89 % of students chose non-interactive live teaching; 8,73 % of students chose no live broadcast and arranged tasks to complete their studies; 1,98 % of students chose other methods. It shows that the effective interaction and communication between teachers and students in online teaching is an important condition for ensuring the teaching effect. Teachers should actively create interactive communication situations to create an efficient classroom.

To sum up, the research of organizational bases of the application of situational management in the system of education (on the example of Shandong Art School) defined that the usage in situational management such methods as system and situational analysis, factor and cross-factor analysis, diagnostic method, methods of simulation modeling can be useful. The greatest effect and quality of the situational approach in management is achieved because an educational institution is regarded as a whole.

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## **ORGANIZATIONAL AND MANAGERIAL BASES OF THE REALIZATION OF COUCH TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF CHINESE SECONDARY SCHOOLS**

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In recent years, in modern education the need for new forms of development and training of students has become increasingly evident. Currently teachers are faced with the problem of teaching students with different levels of learning abilities, studying in the same class. The difficulty is that, by paying more attention to children with high learning motivation, unmotivated children don't have the possibility to study the material in the proper way. So it is necessary to search for more effective and personalized teaching methods. The ideas of student-centered learning began to actively develop in the last decade. However, the development of practical technologies for the implementation of personality-oriented education in teaching and educational work is under development. That is why the attention of innovative teachers was attracted by coaching technologies as an effective system tested in practice.

It is emphasized that the main goal of coaching is not to teach, but to stimulate self-learning, so that in the process of studying a person can find and receive the necessary knowledge [2, 3]. Although there are many studies on this subject, the research in the practical application of coaching technologies in secondary school

remains useful. Only a few works in literature demonstrate the relevance of applying coaching technologies as a way to make the process of study more effective and in our work we also attempted to analyze the application of this method taking into consideration Chinese specificity.

Coaching technologies in secondary education, on the one hand, help teachers themselves become more successful in terms of professionalism and to have a quick career growth. On the other hand, a teacher-coach transfers his achievements to students, develops their abilities, including organizational and leadership skills. Our research revealed that the students with whom teacher-coaches worked differ from others in certain qualities. They are become more sociable, find acquaintances faster, find their life values, able to manage their lives, improve relationships with parents in the family.

In our paper we researched the peculiarities of the application of coaching technologies in the Chinese secondary schools. It should be noted that in China, much attention is paid to new educational methods and technologies to improve efficiency of the study. The analysis defined that in Chinese secondary schools class size is generally very large. In our opinion, the reason for it that schools have to cover the curriculum and provide secondary education for all pupils. In fact, teachers devote a substantial amount of time in preparing lessons, grading homework, doing research on their own, and providing individual instruction to problem students in their offices. This feature of the Chinese education can be considered as one of the key points to the success of the secondary education in China. On the other hand, the large class size and the pressure to do well in exams are in part to blame for the teacher-centered and drill approach to teaching observed in Chinese secondary classrooms [1, p. 31].

Therefore, speaking about the application of coaching technologies in Chinese secondary schools, it should be noted that this method meets some limitations: focusing only on the result in training makes the programme less flexible, which does not always allow coaches to develop creative thinking in students. However, after the analysis of the application of coaching technologies we came to the following conclusion: it is more advisable to use this method in lessons related to consolidation a specific topic or section, as a revision activity. Thus, using coaching technologies students grasp the material much faster and efficient and enjoy the process. From the above, it follows that the "coaching" method is an effective teaching method which increases productivity of students and teach them to set goals and achieve them. The results of our research may have practical application in preparation for educational seminars on this topic as well as in the development of practical materials for the implementation of the use of coach technologies.

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## **INNOVATIVE COMPONENT OF THE TEACHER'S PROFESSIONAL AND PEDAGOGICAL ACTIVITY**

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The growing demand for highly qualified specialists increases the requirements for the quality of professional training of specialists, puts pressure on education systems and is a strong factor in their change and adaptation.

These changes primarily associated with the formation of social and professional qualities of a future specialist, which should not only be based on the totality of professional knowledge, but must also include the development of the ability to independently solve non-standard professional tasks, think creatively, and constantly strive to improve the quality of professional activities.

In accordance with the functional purpose, the teacher must be prepared for educational, productive, technological, research, organizational and managerial activities in the educational institutions.

Methodical educational activity makes it possible to ensure the fulfillment of the following conditions:

- determination and (or) analysis of the initial data – of factors and characteristics of the educational process; and the construction of its predictive model;
- organization of effective training activities and their management (implementation of directions and initiation of feedback)
- assessing the degree of conformity of the educational process being implemented to the model in order to make adjustments or a complete change.

The activities of the teacher are influenced by the socio-cultural environment, which includes various types of conditions, means and content of education, capable of ensuring the introduction of innovations, productive activities and the development of objects of the educational process of an educational institution.

By the activities of a modern teacher we mean a complex integrative type of pedagogical activity, including interrelated professional and pedagogical, research, organizational and managerial, experimental, expert and consulting activities, implementation, commercial activities of a teacher in combination with activities for the development, use, and dissemination of innovations in the field of pedagogical technologies. Also included are innovative forms of organization and management of the educational process, professional specialization and related industries, aimed at ensuring personal development and improving the quality of education through the development and application of pedagogical, organizational, managerial, socio-economic innovations in the learning process.

An important condition for the implementation of such activities is the teacher's focus on a positive perception of changes, the need for constant self-development of his personal professional qualities and the improvement of professional and pedagogical activities based on various modern technologies, the need for effective scientific and methodological processing of the results of innovative processes in production, economy and society.

The structure of a modern teacher's activity must necessarily include an innovative component – innovative activity – the specificity of which is determined by the characteristics of professional pedagogical activity and its conditions.

Innovative activity acts as an activity for the implementation of the innovation process, ensures the transformation of new ideas into innovations, and also forms a management system for such process [1].

One of the main problems of a modern teacher is the transition from an educated, well-trained person who has mastered pedagogical techniques to a new specialist who is able to involve students in his pedagogical activity, to integrate the positions of a methodologist, a psychologist, a designer of the educational process, and a tutor [2].

The preparation of teachers for innovative pedagogical influences and the productive solution of pedagogical problems should be personally oriented and activity-oriented. It is advisable to develop an individual educational trajectory for each student. Such a personalized approach will help minimize possible pedagogical risks, reduce teaching time, and will focus on improving the professional status of each teacher.

Training and retraining programs for teachers contribute to the development of competencies that will be needed when performing new types of professional activity, will allow teachers to acquire new qualifications, and compensate for shortcomings and the organizational issues of the educational process.

The next problem that we have identified is pedagogical disunity. Today, new types of pedagogical associations are required; ones based on interaction, which will ensure the consolidation of scientific, methodological and practical ideas for the optimal solution of pedagogical issues.

It is this kind of activity of teachers in modern conditions that will ensure the high efficiency of the educational process due to the assimilation and application of modern pedagogical, production, information technologies, methods of theoretical, industrial and vocational training, monitoring, the study of the analysis of technical, technological, organizational and managerial, economic innovations.

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## **SCHOOL AS A DYNAMIC SOCIO-PEDAGOGICAL SYSTEM**

**(on the example of maple leaf international school, chongqing)**

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In the modern trend of globalization, education and international integration is the trend of the times. The Maple Leaf International School, Chongqing is an international private school which covers pre-school education, primary education,

secondary education. As a dynamic socio-pedagogical system, it is a combination of education and up-bringing. Taking into account the national and social needs, the school has developed a dynamic socio-pedagogical system and established a unique management system and culture. Its philosophy is blending the best of Chinese and the Western education, and implementing quality education. Its mission is providing an elite education to all students, regardless of race, color or nationality. And it requires the staff and students have integrity, innovation, professionalism and excellence. In the system of running the school, moral education system, curriculum system, culture system, talent system, development system are involved. Besides, it also has some standards to adapt the social needs and to evaluate educational level such as Maple Leaf curriculum standards, school construction standards, resource allocation standards, management and service standards.

The Maple Leaf International School curriculum fully reflects the concept of "the optimization of Chinese and Western education", and add the bright Chinese elements. The school has sustainable development in innovation. More students from all over the world study Maple Leaf International School courses, which requires teachers to teach them better, which also urges the school to continue to optimize its global operations. It pays great attention to students' academic performance and behavior norms, and often holds various activities such as Chinese culture festival, English art festival, kite festival, energy saving and environmental protection activities, public donations and other activities, and pays attention to the integrated development of students' body and mind, and advocates students to love life and pay attention to society.

The epidemic situation in 2020 and the international situation have an impact on the enrollment, registration, entrance examination and choice of destination countries of international schools, and the number of foreign students has declined. Online education helps teachers and students cross the barrier. Although the COVID-19 epidemic has brought a huge impact on global education and deprived many students of the opportunity to study in school, it has also given many schools and educational institutions the opportunity to accelerate the transition to participate in online education. Since the COVID-19 epidemic erupting, new language applications, virtual tutoring scenes, videoconferencing tools, online learning software have emerged in endlessly, and the scale of online education users in China has grown rapidly. Through online education, students can make individualized learning programs and learn according to their own rhythm. The online learning function effectively improves students' learning autonomy and control, thus improving their learning efficiency. The Maple Leaf International School continues to carry out a process assessment of students under the global epidemic. Process evaluation involves students' learning attitude, classroom participation, group cooperation, homework completion, language use and so on. In the aspect of students' learning, international schools have both process evaluation and result evaluation. Results evaluation includes quizzes, mid-term final tests, essays, research reports, personal files, etc. The weight of process evaluation and result evaluation is equal to that of general evaluation at the end of term.

To sum up, there is an individualized evaluation of students, such as students' interests, subject competitions, social practice, community activities, public welfare activities and other aspects of multiple evaluation.

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## CONCEPTUAL BASIS OF PEDAGOGICAL DESIGN

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Pedagogical design is to achieve effective learning, to get good teaching effect and transform the relevant learning theory and teaching theory into the pedagogical materials, pedagogical activities, pedagogical strategy, pedagogical resources, teaching process, pedagogical evaluation, and reasonable planning.

Pedagogical design is a preliminary development of the main details of the upcoming activities of students and teachers. The pedagogical process is the main design object for the teacher.

Basic Concept of Pedagogical design consists of:

1) all-round development: improve students' physical, psychological, moral, cultural, aesthetic, labor and communicative qualities;

2) recognize differences, teach students according to their aptitude, and develop their personality: through effective teaching, students of different levels can be improved and developed on their own terms, while at the same time, realizing their potential and developing their personality;

3) focus on cultivating students' innovative spirit and practical abilities. In teaching, great efforts should be made to develop initiative, active thinking, tolerance, active participation in teaching situations and exploration of the teaching environment and;

4) training students: learn to learn, learn to live, learn to be human, learn to survive. Learn to learn: mainly to master learning methods and learning strategies to lay a good foundation for lifelong education; learn to live: mainly to cultivate students' ability to live independently, to have necessary practical skills, communication skills and the ability to lead a healthy lifestyle, to lay a good foundation for adaptation to modern social life; student life: focus on cultivating students' ideological, moral and patriotic sentiment, to be a law-abiding, civilized and courteous modern citizen; learn to survive: focus on cultivating students' ability to adapt to the environment and to transform the environment [1].

The basic principles of pedagogical design include the following:

1. Goal-oriented principles.

In pedagogical design, teaching goals play a guiding role. There are three main guiding functions of teaching goals:

– targeting: focuses teachers' and students' attention on issues related to the goal;

– motivating: can enlighten and guide the students' learning motivation, interest and intention;

– the standard function of the goal: first, the goal becomes the criterion of control of the teaching effect; in turn, the teaching effect becomes the basis of evaluating the rationality and appropriateness of the teaching goal in order to adjust it (if necessary).

## 2. Principle of Overall Optimization of the Educational Structure.

The elements in the educational process are constantly changing, so we must examine them from a dynamic and comprehensive point of view. Each element will have a certain impact, but the impact that leads to the final teaching effect is not a simple sum of impacts of each element, but a “resulting impact” formed in the interrelations of the elements”. This is an important principle that Pedagogical design must follow. It is the main task of Pedagogical design to make good use of all positive factors, overcome unfavorable factors and strive for maximum resulting impact.

## 3. Principles of Systematic Ordering of Teaching Activities.

The systematic order of teaching activities means that teaching should be carried out in order and step by step in combination with the logical structure of subject content and the development of students' body and mind, in order to facilitate the achievement of teaching goals.

Teaching order not only includes knowledge teaching according to the logical order of subject content, but also includes ability and emotion development.

Teaching order is not only reflected in teachers' activities, but also in students' own learning. It should not only include classroom teaching, but other teaching activities as well, that is, the whole teaching process.

## 4. Control Through Feedback Principle.

In order to carry out the teaching process in an orderly manner and achieve the desired goal, it is necessary to effectively control the teaching process, eliminate deficiencies and take remedial measures in time.

The control of teaching process in pedagogical design is mainly carried out through feedback (preliminary feedback, instant feedback, delayed feedback) between teachers and students [2].

To summarize, for a long time, teaching research tends to perfect theory, so it breaks away from teaching practice, Pedagogical design can act as a bridge between theory and practice, to achieve the unity of theory and practice in the classroom; it can also test the teaching theory in practice, promote the enrichment and perfection of the teaching theory, and turn the teaching experience into a source of scientific theory.

The development of Pedagogical design is inseparable from teachers' skills. In the traditional pedagogical education, the cultivation of teachers' teaching skills is often neglected. Pedagogical design, requires the teachers to utilize their own characteristics to become the classroom organizer, a guide. Teachers should not only master and skillfully apply the teaching theory, but also constantly improve their teaching skills. Therefore, pedagogical design not only promotes the supplementation and perfection of teaching theory, but also provides a feasible and efficient way for the development of teachers' professional skills and qualities.

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## MORAL EDUCATION OF COLLEGE STUDENTS

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In modern socio-economic and socio-cultural conditions, the requirements for the quality of training of specialists in professional higher education institutions are increasing. A modern specialist must have a high level of professional competence, culture, and morality. In the Law of the PRC on Education, the upbringing of morality, patriotism, and ideals of virtue are regarded as priority tasks [1]. The overall understanding of the relationship between the existence of moral education, the coordinated understanding of the elements of moral education, and the balanced grasp of the process of moral education ensure the vitality of moral education. Today's students in the near future will determine the characteristics of the spiritual and moral life of society. This explains the urgency of the problem of moral education of college students.

The issues of moral development, upbringing, and human improvement have always worried the Chinese society. China's traditional morality is an outstanding moral heritage passed down from generation to generation that benefits posterity. It includes the country's most important moral qualities: strong national spirit, sense of dignity, and rich national etiquette and traditions. It is also an inexhaustible source of civic morality.

In pedagogical literature, moral education is understood as a purposeful, organized process of mastering the morality of society by the younger generation [2]. The purpose of this process is the formation of the moral culture of the individual; the content basis of which is the system of moral values of society. For example: Chinese scholar Mencius believes that it is necessary to "find the world's talented people and educate them", he advocates personality and moral education. The purpose of moral education is to improve personal ethics. Schools should pay attention to creating a moral education environment and infiltrate moral education into all aspects of work. Through school ideological and moral education, students can consciously learn and improve their moral qualities.

In the works of Chinese scholars, moral education is considered as a necessary condition for building a "spiritual civilization of socialism". The study of literature makes it possible to single out the following components in the system of traditional national moral values:

- individual readiness for self-improvement and development (respect for the mentor and his ideas, solidarity and friendship, modesty and fairness, sincerity and honesty, strictness towards oneself and a tolerant attitude towards other people, hard work);

- high morality in family life (zealous management of the household, respect for the elders and love for the younger ones, amicable relationship with neighbours, etc.);
- morality in professional activity (responsible attitude to work, selfless work, priority of justice over personal gain, etc.);
- high civic morality in relation to the state and the nation (love for the Motherland and its people) [3].

The development of these moral values among college students is carried out in the process of their professional training. In non-teaching activities, teachers use their own words and behaviours to influence students subtly by improving their moral qualities, teaching by example. [4] Colleges and universities should provide college students with corresponding moral practice activities to enrich campus cultural activities. The basis of moral education is the practical activity of a person, his activities. By being involved in certain types of activity, a person is simultaneously included in certain spheres of moral relations, taking a specific position towards the goals of the activity. The organization of moral education is realized through various forms of work: conversation, dialogue, play, brainstorming, projects, round tables, trainings, etc. It can help strengthen the moral education of college students, improve the moral quality of college students, and help college students to internalize theoretical knowledge in their hearts and externalize them in action.

Thus, the moral education of college students is a specially organized, purposeful process aimed at the formation of systemic knowledge about moral values, moral norms of society; moral and emotional culture, moral stability and moral behaviour.

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## **ACTIVATING THE TEACHING AND METHODOLOGICAL WORK OF TEACHERS BY MEANS OF INTERACTIVE TECHNOLOGIES**

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The name *interactive technology* comes from the psychological term "interaction", which means "interconnection". Interactive learning technologies are a form of organization of the learning process, which presupposes interaction of participants

with each other, a complementary learning process. The original concept is that interactive methods are a type of active learning methods. Currently, a wide variety of interactive learning technologies are used in the educational process at all levels of education: team games, case technologies, trainings, discussions, brainstorming technologies, and project-based learning.

There are three main categories of team games: business games, role-playing games, organizational games. Business games can be defined as a method of imitation, making managerial decisions according to the rules set or developed by the game participants themselves in various situations. A role-playing game is a simulation of events that take place in a certain world during a certain period. Organizational-activity games are a form of organization of activities focused on the joint search for the optimal solution. In general terms, the decision-making process boils down to the following: alternatives are identified, the scope of possible solutions is determined, and the optimal choice of one of the alternatives is made.

The case study method is based on modeling a situation, or applying a real situation in order to analyze it, identify problems, and find different solutions.

Training is a method of obtaining skills and abilities in any area by performing consecutive tasks, actions aimed at developing the required skill. During the training, the members of the group influence each student in three dimensions: cognitive, emotional, and behavioral.

A discussion is a way of discussing a controversial issue or problem in a study group. Comparing the opposing opinions of students, it is possible to see the problem from different sides, to determine common positions, reducing the resistance to the perception of new information, to level out hidden conflicts, to develop a group solution.

The method of brainstorming is an operational method of solving a problem based on stimulating creative activity. The main task is to generate as many ideas as possible and as diverse in quality as possible, suitable for solving the problem.

The project method is the implementation of a creative individual or group project on a particular topic. The product of the project can be a video film, a poster, an article, instructions, a game (sports, business), a theatrical staging, etc.

When discussing the issue of interactive technologies in education, the second version of the concept of interactivity should also be considered - interactive systems and complexes. This is facilitated by the global informatization of society, the dissemination of the latest computer technology and modern software in schools and universities, the creation of state and international programs aimed at the informatization of education.

The interactive complex is based on the work with a computer with special software and an interactive whiteboard. The easiest way to use an interactive whiteboard is to demonstrate visual aids. Boards with a projector allow you to use multimedia technologies, show fragments of video films, animation, and conduct demonstration of experiments with elements of computer modeling. It is possible to accompany any information on the screen with explanations and handwritten notes, quickly create new high-quality objects – drawings, diagrams, sketches, use the "drag and drop" technology.

The use of interactive computer technologies is not limited to the use of interactive complexes. For independent work of students, various interactive programs are used, allowing them to learn the material in an easier engaging way. Many modern textbooks are accompanied by disks with a set of programs for independent work at home or in the classroom. There are (or, if necessary, can be created by the teacher himself) software tools that simulate non-computer interactive methods – case technologies, role-playing and business games. Virtual laboratories, virtual tours, and virtual excursions can also be successfully used (are already used) in the educational process due to their accessibility and effectiveness in terms of visualization.

Interactive technologies provide activation of the activity of the teacher and students in the classroom, contribute to the implementation of individualization of learning, the development of interest in the subject, the formation of knowledge, the activation of logical thinking, and also stimulate creativity.

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### **MANAGING THE PROCESS OF DEVELOPING STUDENTS’ CRITICAL THINKING SKILL THROUGH COLLABORATIVE LEARNING TECHNOLOGIES**

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Cultivating students’ critical thinking is a major goal of higher education. However, for a long time, the traditional courses in our country attach more importance to the training of basic skills, and to a certain extent neglect the cultivation of critical thinking. Collaborative learning, as a widely used instructional method, is mainly used to train students’ basic skills and the cultivation of critical thinking ability during the process of group cooperation doesn’t get enough attention.

The Chinese National Standards for Teaching Quality of Undergraduate in Colleges released in 2018 has critical thinking as the key development goal for undergraduate students. Most educators agree that it is essential that students develop such thinking skills while engaged in academic learning because they enable students to engage in purposeful, self-regulatory judgment. The theoretical stem of collaborative learning originates from Vygotsky’s social constructivist ideas which emphasize that an individual’s cognitive development is the result of interaction in social groups and is an indispensable part of social life.

The article aims to explore the process of developing students' critical thinking skill through collaborative learning technologies, with both theoretical and practical significance. In terms of theoretical significance, previous studies in China mainly tend to investigate the critical thinking from a macro and theoretical perspectives rather than from the empirical perspective. As for the practical significance, the study is conducive to cultivate the mutual help among students and form the support to each other.

The effects of collaborative learning on critical thinking have been explored a lot abroad. Gokhale (1995) examined the effectiveness of individual learning versus collaborative learning in enhancing critical thinking with forty-eight undergraduate students at one of the US universities. The study concluded that the collaborative learning medium provided students with opportunities to analyze, synthesize, and evaluate ideas collaboratively, which facilitated the development of critical thinking. As we know, it is well-grounded that collaborative learning can facilitate the development of high-level critical thinking and problem-solving abilities of students because of its focus on collective input from members of group. However, collaborative learning doesn't mean merely to work with others or just work in group within the class. Collaborative learning demands that all students within a class actively and meaningfully engage in a discovery process of learning (Johnson & Johnson, 1999). The extent to which collaborative learning helps to improve the critical thinking and how the elements in collaborative learning facilitate the development of critical thinking need to be explored.

The main purposes of the current study are to explore the general factors in collaborative learning contributing to the changes of critical thinking. The emphasis is made on the factors in collaborative learning influencing the changes of critical thinking, four factors are identified, that is, project goals, the division of labor, the group interaction and the guidance of teacher. A group project that involves the cognitive process is needed to make feasibility of the goal of cultivating critical thinking explicitly clear. The division of labor must be optimal rather than relying on any one group member. Both positive interaction and constructive criticism are beneficial to the development of critical thinking. The guidance of the teacher comes in the form of providing students with methodological recommendations.

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## **FUNCTIONS OF SECONDARY SCHOOL MANAGERS IN ASSESSING THE QUALITY OF PHYSICAL EDUCATION OF CHINESE STUDENTS**

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The analysis of the program and regulatory documentation [1] shows that the purpose of physical education of secondary school students in China (age 13–18 years) is the formation of physical culture of the individual. The tasks of physical education include: a) mastering knowledge in the field of physical culture; b) ensuring harmonious physical development and physical fitness; c) improving the level of health, the level of mental and physical readiness of graduates for productive work (article 1) [1]. Most secondary schools in China have a good material and technical base, sports equipment and equipment for solving problems of physical education. The schools employ teachers and coaches who form students' knowledge in the field of healthy lifestyle and sports. Thanks to the qualifications of physical education teachers, Chinese students today have good opportunities to develop their physical abilities. There are talented people among the graduates. They make up the reserve of the national teams of China.

The regulation on school work allows us to assert that teachers and managers of secondary schools are required to monitor the level of morality of students. In fact, this is an observation and conclusions about how hardworking students are, whether students have a habit of doing physical exercises, whether the students are able to maintain motor activity during the training period. Activity is necessary not only during school hours, but also in everyday life. The morality of the student is important. It is known that morality is successfully developed in the lessons of physical education. The teacher must "improve the discipline, develop the courage, perseverance and enterprise of the students" (Article 3) [1].

We note the undoubted achievement of the state education system is the fact that physical education classes in China are held daily. One lesson lasts about an hour. There are 10–12 people in a group. This is a success, since there are about 45 people in one class in other lessons. In addition to the traditional physical education classes at the school, where Chinese children are engaged in gymnastics, athletics, team sports, there are martial arts classes. National elements (taichi, wushu) are used, and methods of motor military training are also partially used. The whole system of classes develops endurance, strengthens the body.

The quality control system of physical education in China is, first of all, a mandatory exam on a 100-point system, which includes not only practice, but also theory. In particular, in the practice of quality control of physical education in China, the National Standard of Physical Health (NSPH) of students is applied [1]. According to the data of height, weight, lung volume, gender and age of the student according to the NSPH, the effectiveness of the physical education process is determined. Each educational institution in China publishes its own reference book. It contains the norms and rules of students' sports and recreation activities: participation in sports competitions, performing physical exercises, etc.

It is revealed that China's High School Health Department must cooperate with the Sports management department to ensure sports hygiene. The General Affairs Department is responsible for the logistics of the work (article 25) [1]: Sports and physical education for the disabled, competitions in national sports are organized. Class teachers and counselors are responsible for the school's physical education, training, and performance monitoring.

It is known that physical education knowledge up to the age of 18 should form the worldview of adult citizens [2]. A high school graduate needs the following knowledge [2]: about the positive effect of physical exercise on the body's systems; hygiene; physical qualities; motivation for physical education; the danger of bad habits; physical culture for longevity [2], etc. Ordinary colleges and universities, secondary vocational schools, and large ordinary secondary schools in China can establish appropriate physical education and sports management departments with full-time staff and management staff. We argue that in the list of factors that affect the quality of physical education of Chinese schoolchildren, management is a priority. School management should effectively control the quality of physical education lessons, sports work and work on the formation of students' theoretical knowledge [2]. Managers also need to master digital technologies – for quality control of physical education of Chinese schoolchildren.

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## **THE PROBLEMS OF SOCIAL TEACHING THE GUZHENG IN KAIYUAN CITY**

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This paper, focusing on the social education of Guzheng in primary and middle school students and adult classes in Kaiyuan, investigates the training institutions, teachers, parents and students of Guzheng in urban areas, analyzes the present situation of Guzheng social teaching in urban areas, and explores the problems and shortcomings in social teaching. Combined with their own experience, this paper puts forward some suggestions from three aspects: improving teachers' level, correctly guiding students to treat zither mentality, teaching students according to their aptitudes, and learning to innovate and study happily.

As the result of the study research the following problems have been revealed and solutions worked out.

1. Throughout the domestic zither training industry, there is no perfect and unified standard for teachers, and the requirements of zither training institutions for teachers are still based on teaching ability, resulting in a wide difference between the professional level of zither teachers and the teaching force of the industry. The research on the Kaiyuan guzheng teachers survey found that most of them have limited professional knowledge: they can be either good at theory or practice. It is necessary to improve the professional level of teachers. For students, whether they can persist in studying the guzheng is closely related to the correct teaching, which is predetermined by the professional ability of teachers. It is important to take into account psychological characteristics of students, apply different teaching methods and teaching means. In this way, students can not only maintain their enthusiasm and passion for studying the guzheng, but also improve the classroom efficiency and enhance the teaching effect of the guzheng.

2. It is recommended to encourage teachers to build multiple knowledge structures. Guzheng teachers need to master the guzheng teaching theory and acting techniques, including teaching concept, teaching methods and performing skills, and actively build multiple structure of knowledge, improve their own guzheng teaching system, and flexible use of teaching methods in the teaching activities, combined with modern education means to improve performance of guzheng teaching. Kaiyuan guzheng training institutions are also aimed at strengthening the professional training of guzheng teachers, creating an educational, communication and interaction platform and opportunity to encourage teachers to continue education and self-education, constantly improve and progress, and on this basis, raise the level of guzheng teachers' proficiency.

3. According to the investigation on the learning motivation of the students, it is found that some students only study for the purpose of testing the grade and try their best to improve the level of the guzheng. This kind of learning is greatly influenced by the social environment and parents. In the interview with parents of students, most parents said that “studying the guzheng is for the purpose of testing grades and obtaining better entrance opportunities by relying on high-level guzheng certification”. Correct treatment of competition is a condition for effective studying the guzheng playing. The problem is that competition instead of creating a good environment for studying, can cause the resistance of students. Practice has proved that learning to play the guzheng needs long-term persistence, day after day of practice, and there are countless people who give up half way, for perseverance and endurance are insufficient students should focus on cultivating his interests and hobbies, do not let them lose their enthusiasm for learning to play the guzheng. In fact, the essence of learning to play the guzheng is the cultivation of art and the cultivation of temperament. The learning under forced pressure changes the original pursuit of art. In this case, the process of learning can only backfire. Therefore, no matter teachers, parents or students should treat the test and competition correctly, and let their interests and hobbies run through the whole learning process.

4. It is necessary to teach students according to their aptitudes, teach them to innovate. Studying the guzheng is a process of repeated practice and continuous moving from the simple to the complicated, in which students are required to have firm willpower and consciousness. Teenagers and children are the majority in the

social education of Kaiyuan. Their physical and psychological abilities are in the development period. Therefore, in order to help students keep long-term interests, teachers should not only innovative teaching modes and methods, grasp the rhythm in class, keep students attention, but also should to mobilize students' learning enthusiasm and initiative according to their aptitudes. When studying the guzheng, students must master the correct way of practicing the instrument. Correct practice methods can directly affect the artistic conception of the music, as well as the artistic charm of Zheng music, solid basic skills are the foundation of all skills. Therefore, teachers should emphasize the importance of correct practice methods in the teaching process, and require students to focus on the practice, exercise students' perception of guzheng music, cultivate students' imagination of music, and let students master playing skills while feeling guzheng playing. It is worth noting that teachers should carry out targeted teaching in the process of practicing the guzheng, and focus on teaching students whose hand habits are different from others, so as to help them overcome the wrong habits of practicing the guzheng, so that students can master the correct way of practicing the guzheng, and then truly enjoy the fun of playing this musical instrument.

## **ELECTRONIC TECHNOLOGIES IN A TEACHER'S EDUCATIONAL ACTIVITY**

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The computer is just a tool, the use of which should organically fit into the training system, promote the achievement of the goals and tasks of the lesson. The computer does not replace the teacher or textbook, but radically changes the nature of pedagogical activities. The assimilation of knowledge associated with a large volume of digital and other specific information by active dialogue with a personal computer is more efficiently and interesting for the student than the study of boring page of the textbook. With the help of educational programs, the student can simulate real processes, which means to see the causes and effects, understand their meaning.

The computer allows you to eliminate one of the most important reasons for a negative attitude to study – failure, due to a misunderstanding of the essence of the problem, significantly significant gaps in knowledge. Application of ICT makes the learning process interesting and entertaining, creates in children a cheerful, working mood, facilitates overcoming difficulties in the assimilation of educational material [1].

The creation of multimedia presentations as a teacher and students, the fulfillment of creative and research works, as well as the project activities of students using information and communication technologies contribute to the training of cooperation, group work, formation and development of analytical skills of students, an increase in information literacy. Multimedia presentations are used in order for the protruding (student or teacher) on a large screen or monitor to clearly demonstrate additional materials for its post, for example, a video recording from a feature film, snapshots, illustrations, diagrams, and the like. Performing creative tasks (writing notes, miniature

essays, essays with photos, illustrations, interviews, creating a school newspaper in electronic form, booklets for lesson, schemes, tables), research works for scientific and practical conferences of schoolchildren. With the ability to check these works by the teacher and for the further use of this material in the educational process.

The use of new information technologies in training allows you to form special skills in children with various cognitive abilities, makes it possible to make lessons more visual and dynamic, more efficient in terms of learning and student development, facilitates the work of the teacher at the lesson and contributes to the formation of key competencies of students.

Verification of material assimilation can be quickly carried out by front or individual testing with the subsequent analysis, reflecting the results in the electronic log on the teacher's computer. This form of work allows you to have operational information on the state of the process of learning the knowledge on this topic by each student. Increasing the interest of students to the subject studied. The motivation of the cognitive activity of students is increasing due to the multimedia features of the computer.

ICT can be used at all stages of the lesson:

- when presenting new material: presentations, information Internet sites, information resources on disks;
- when developing skills: computer training programs; computer simulators, rebuses; computer games; printed distribution material (cards, tasks, schemes, tables, crosswords without automatic results processing), digital tables, printed illustrative material;
- at the stage of knowledge control: computer tests (open, closed), crosswords (with automatic result processing);
- at the stage of students' independent work: digital encyclopedia, dictionaries, reference books, tables, electronic textbooks, integrated tasks.
- for research activities: digital natural science laboratories.

The use of information and communication technologies makes it possible to develop students from studying research skills, creative abilities, to strengthen the motivation, to form schoolchildren's abilities to get and process information, to develop communicative abilities, to involve students in the educational process, to perform efficient control over the activities of students, etc.

The use of ICT allows the teacher to implement the ideas of individualization and differentiation of learning. Modern textbooks based on the ICT are characterized by interactivity (the ability to interact with the student) and ensure the realization of the developing paradigm in education.

A modern teacher must fully use the potential of computer technologies in order to increase the effectiveness of pedagogical activities.

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## **ORGANIZATION OF STUDENTS' INDIVIDUAL WORK BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES**

**Ma Yu (People's Republic of China)**

**Scientific advisor – Irina Kovalevich, Cand. Sc. (Philology), Associate Professor**

In the modern world, the main task of an educational institution is to form a creative personality of a specialist capable of innovative activities, self-education and self-development. It is impossible to solve this problem only by transferring knowledge in a finished form from teacher to student. The student must become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of students' independent work. It is intended not only for mastering each specific discipline, but also for developing the skills of independent work in general, the ability to take responsibility, independently find constructive solutions and a way out of crisis situations. The importance of independent work is great, since it plays an important role in the development of independence as a character trait. The effectiveness of the organization of independent work of students largely depends on the applied modern information technologies that open unlimited opportunities for learning.

In the life of a modern person, a computer is an integral part of his professional activity, and recently he began to take strong positions in the educational process. On the basis of a variety of computer products and technical innovations, new teaching technologies have appeared – information and communication technologies (ICT) – interactive teaching tools that have a number of didactic advantages and are aimed at enhancing the cognitive activity of students. The use of ICT contributes to the implementation of the following educational goals: development of the student's personality and preparation for independent professional activity; intensification of the educational process; implementation of a social order due to the needs of modern society [1].

Information and communication technologies serve not only as a source of disclosure and development of the creative potential of students, activation of their cognitive processes, but also as a means of increasing the general culture of a person through the formation of information skills and abilities. It is the active informatization of the education system and the expansion of the possibilities of using the global Internet in the educational process that contribute to the solution of these problems. The World Wide Web allows access to vast information resources, virtual data libraries, electronic journals, reference publications, online educational communities, Internet conferences, etc., and to all the information accumulated by mankind. The Internet contains a large number of information resources, which provides not only new educational opportunities, but also develops the skills and abilities to use information. Working with information obtained from the Internet forms the skills of its systematization, develops the ability for analytical and critical perception. ICTs make it possible to create not only new learning technologies, but also transform and improve the effectiveness of traditional technologies.

Among modern information and communication technologies that have great didactic potential for organizing independent work, one should single out social networking services (blogs, wiki technologies, audio and video services (podcast services, Youtube, video blogs), microblogging (Twitter), social networks), email, web forum, chat rooms, online learning resources. Electronic mail is the most famous and widely used Internet technology. The didactic capabilities of e-mail are that it allows the teacher to communicate with students outside the classroom, receive written assignments and send checked papers back, inform students on a particular issue.

Competent organization of independent work of students in web forums and chats contributes to the communication of students. Informational or academic chats can be successfully used in independent project, research work.

The Internet is a huge information space in which it is easy to get lost without the skills of critical assessment of the resources found. When organizing independent work of students on the search and analysis of authentic information on the Internet, web assignments of various formats are widely used: Hotlist (useful list), Multimedia Scrapbook (Multimedia album), Subject Sampler (Sample problem statement), Treasure Hunt (treasure hunt).

In recent years, students have become very interested in information and research tasks related to the use of ICT – web quests that make it possible not only to use the huge resource base of the Internet, but also to reveal their creative potential. A web-quest is called a specially organized type of independent research activity, for which students search for information on the Internet at the specified addresses [1].

This type of activity ensures the rational use of the time of independent work of students, the ability to quickly search for the necessary various information and its use in the educational process and the development of skills in critical thinking, analysis, synthesis and evaluation of information. This method of teaching and monitoring knowledge, skills and abilities meets modern requirements and features of the educational environment.

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## **THE IMPACT OF THE MODULAR RATING SYSTEM ON THE MENTAL HEALTH OF CHINESE COLLEGE STUDENTS**

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Contemporary college students have different psychological characteristics from previous generations of college students. Studies have shown that contemporary college students are generally more individualistic, more independent and open-minded, good at accepting new things, sensitive to online information, pursuing fashion, and knowing how to enjoy life. The rules set by the society are viewed

as flexible and the awareness of their own rights is heightened. The level of psychological development of college students is very distinctive. It is their rebellious period, so the personality expression is immature and unstable, self-centeredness is obvious, the tolerance level and stress management ability are poor, psychological flexibility is insufficient, and the desire for independence is strong. They are seeking understanding and communication but are still psychologically closed off; rich in emotions but prone to mood swings, mostly focused on the negative emotions, prone to depression, anxiety and compulsiveness; their interpersonal relationships are mostly passive; highly reliant on network tools; and need to project a successful image in society. They have a strong motivation for achievement, but there is a disconnect between their cognition and behavior. A survey in 2011 showed that 9.72 % of students hold varying degrees of positive attitudes towards suicide; 24.56 % of students have never been exposed to health education to prevent suicide; 69.74 % of students believe that it is necessary to strengthen the promotion of mental health-related education content. In addition, according to the statistics of the Census of Mental Health of Chongqing Jiaotong University from 2009 to 2014, the abnormal detection rate of the annual psychological census is 8–12 %. That is the portion of the students that suffer from serious mental health problems, but a considerable number of students do not think that their psychological distress is a problem that can be solved, let alone actively seek psychological counseling and psychological assistance. A survey of 25,611 college students across the country conducted in March 2014 found that only 16.86 % of college students believed that psychological counseling and psychotherapy were needed when they had a mental issues, and 19.36 % of the students even thought that if their psychological problems did not affect their normal health There is no need to worry about life and study. Only 5.62 % of college students expressed their willingness to accept individual psychological counseling.

The modularization of the mental health education system is based on the general psychological development of contemporary college students. The key content of the college students' mental health education is divided into internally connected but relatively independent modules, using classroom education, class and group activities, group counseling, and the Internet Platform education, social practice and other educational paths, develop modular mental health education, thereby improving the universality and effectiveness of mental health education. The modularization of the mental health education system not only attaches importance to the universal education of college students, but also emphasizes the important psychological growth tasks for contemporary college students and the targeted psychological education and psychological counseling of students. Through the use of existing colleges, student community education channels, class organization, mental health education and consulting institutions, and other ideological and political education and mental health education platforms, modular education is used to improve the adaptability of freshmen and enhance the positive self-awareness of college students.

The operation of the modular system of mental health education in colleges and universities is based on the three elements: education subject, education intermediary and education module. Taking into account the psychological characteristics of contemporary college students, the modularized mental health education content

is integrated into classroom education, class and group activities, group counseling, and online education. Through the dynamic operation of standardized program implementation, information feedback, program adjustment and re-implementation in the education process and the use of intervention methods such as individual consultation, the goal of improving the mental health of contemporary college students is achieved.

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## **THE THEORETICAL ASPECTS OF THE PROJECT TECHNOLOGY IN EDUCATION**

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In the Concept of modernization of Chinese education, there are also important objectives such as the development of independence and ability to self-organization among students; preparedness for cooperation, development of ability to create activities. It requires specific technologies. The leading technology today is a project technology which appeared at the beginning of XX century in the United States. It was also referred to as a technology of problems and it was associated with the ideas of the humanistic direction in philosophy and education developed by the American philosopher and the teacher J. Dewey, as well as his student V. Kilpatrick [1].

The purpose of the project technology (J. Dewey, W. Kilpatrick, S. T. Shatsky) is to organize independent cognitive and practical activities; forming a wide spectrum of personal results, and the result is mastering the students algorithm and the ability to carry out project work contributes to the formation of cognitive interest, the ability to perform and defend their position, independence and self-organization of educational activities, implementation of creative potential in research and subject-productive activities.

The project technology is considered in the system of personality-oriented education and contributes to the development of such personal qualities of schoolchildren, as independence, initiative, the ability to work.

When implementing the project technology, a specific product is created, which is the result of joint work and students' reflection, which brings satisfaction from the realization that they have experienced the situation of success.

Basic requirements for the educational project:

1. The project work is always aimed at resolving a specific, and a socially significant problem – research, information, practical. Ideally, the problem is placed in front of the project group by an external customer.

2. Planning actions to resolve the problem – in other words, the performance of work always begins with the design of the project itself, in particular, with the definition of the type of product and the form of the presentation. However, some projects (creative, role) cannot be immediately clearly planned from beginning to end.

3. Research work of students as a prerequisite for each project. A distinctive feature of project activities – the search for information, which is then processed, is comprehended and submitted by the participants in the project team.

4. The result of the work on the project, in other words, its output is a product that is created by the participants in the project group input to solve the problem.

5. The implementation of the project requires the presentation of the product and the protection of the project itself at the final stage.

According to the prevailing activities of students projects are classified into research, game, creative, practical-oriented, cognitive.

Research projects are aimed at solving a scientific problem, including the revealing of the relevance of the research topic, the definition of the goal, tasks, subjects and object of the study, the definition of a set of research methods, ways to solve the problem, discussion and registration of the results obtained. They are carried out both in the urgent and in extracurricular activities. These include microsociological research on identifying people's attitude to certain problems, projects to address the specific environmental problems, projects to study the ethnic traditions of their region. In any research project, the creativity of students is manifested.

In gaming projects, students most often assume certain roles due to the nature and content of the project. These may be concrete and fictional, imitating social, business relations complicated by encountered participants. For example, the gaming project "The Modern Song Festival" in a foreign language lesson, a scientific expedition, modeling the hypothetical territory in the lessons of Geography; "In the footsteps of ancient conquerors" in the History lessons, etc.

Creative projects, as well as gaming, do not fully have a developed joint activity structure. The planned results may be the creation of a holiday, scientific journal, video film, exhibition of drawings, tourist booklets, favorite toys, website, etc.

Practical-oriented projects are aimed at a specific practical result and are associated with students' social values: creating a place plan, car accounting on road highways of their city, creating a historical chronicle of their settlement. As a rule, such a project must have an external assessment by other people. That is why the practical activity of students is important to report on school radio, in a newspaper note. In recent years, many individual students, classes take part in international projects using the Internet system.

Cognitive projects are aimed at collecting information about some facility, the design of the process and phenomenon in specific conditions, the development of projects aimed at solving the global problems of modernity. Such projects have a clear structure. When they are fulfilled, scientific information is selected and analyzed, "brain attacks" are held in order to solve them. The result of the project is made in the form of a scheme, report, maps, messages, scenario model, etc. An increasing number of projects are implemented in the modern educational process by means of the computer. The computer in this case acts as the necessary tool when implementing the tasks set in the project.

Thus, the method of projects is the effective way of self-realization of students and teachers, and the possibility of cooperation on equal terms – and this is the indicator of the development of the educational sphere.

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## **THE ESSENCE OF THE TEACHER'S PROFESSIONAL COMPETENCIES**

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With the development of different pedagogy-oriented specializations, countries all over the world now place great emphasis on the development of professional competence standards for teachers.

Although the teaching profession has existed for thousands of years, the educational concept and the professionalization of teaching first appeared in European and American countries in the 1960s, and it was introduced in China in the late 1990 s. It was clearly proposed and implemented in an organized manner. The International Labor Organization and UNESCO **promulgated** the "Recommendations on the Status of Teachers" in 1966. For the first time, the professionalization of teachers was clearly defined in the form of official documents. Education should be regarded as a specialized profession. This kind of profession requires teachers to obtain and maintain professional knowledge and special skills through rigorous and continuous learning. First of all, teaching work must be specialized. Second, teachers must undergo long-term professional education and training for teachers before they can become professionals who perform their duties as teachers. Third, teachers can maintain their professional status only by continuous learning. Article 3 of China's "Teacher Law" clearly stipulates that teachers are professionals who perform education and teaching duties. This marks the legal recognition of the professionalization of Chinese teachers. Chinese scholars have different understandings of what is meant by teacher professionalization. Some experts believe that teacher professionalization is a type of professionalization, which refers to the transformation process where teachers "become the members of the teaching profession and have an increasingly important role in teaching". This view focuses on the professional growth of teachers or the process of their professional development. Some scholars also believe that teacher professionalization is based on a reasonable knowledge structure, with specialized teacher teaching practical ability, and can effectively and creatively solve problems in the field of education and teaching. This view emphasizes the constituent elements of teacher professionalism. In teaching work, improving the quality of teachers and promoting the improvement of teachers' professional abilities have become the core of teacher education reform and have

become a focus in the education field. Teachers' professional competence is an important quality, it is one of the key factors that affect the level of teaching and the quality of education that they provide [1].

Teacher's professional ability is a kind of professional quality that combines personal abilities and knowledge with skills acquired through teaching experience. It is the ability of teachers to successfully complete teaching tasks in educational and teaching activities. Teachers must have solid professional knowledge, master the necessary pedagogical and psychological knowledge, master modern educational technologies, have a certain amount of teaching and research abilities, love their job, and have the necessary psychological qualities.

The teacher's professional ability lies in their ability to effectively grasp and control the relationship between themselves and the other elements of education and teaching activities. These abilities include: the ability to understand and grasp the goals of education and teaching, the ability to conduct research, the ability to understand students and to communicate effectively, the ability to use and develop educational resources, knowledge of educational monitoring, the ability to apply modern teaching technologies, assessment and evaluation abilities. Self-reflection is also considered to be a professional ability and a development tool for teachers. [2].

In short, teacher's professional ability is the result of teacher professionalization movement, developed on the basis of teacher professionalization theory. Understanding the connotation and essential characteristics of teachers' professional competence is helpful to the comprehensive and systematic design of teacher professional development models, to the scientific and reasonable formulation of teachers' professional competence standards, and to the formulation and improvement of teacher education and training systems.

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## **EDUCATION SITUATION IN CHINA AND THE FUNCTIONAL LITERACY OF THE MANAGER OF AN EDUCATIONAL INSTITUTION FOR CHILDREN WITH DISABILITIES**

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The People's Republic of China (hereafter "China") is the world's most populous country, with a population of over 1.3 billion, covering approximately 9.6 million square kilometres. Since the implementation of economic reform and opening policies in 1978, China has become one of the world's fastest-growing economies. China has become the world's second largest economy by nominal total GDP [1].

The 21st century is an era of economic globalization and service internationalization. According to the National Education Development Statistical Bulletin of the Ministry of Education, in the next five to ten years, the potential size of China's education and training market will reach 500 billion yuan. What do we know about the largest education system in the world? A system that is educating 260 million young people, and that employs 15 million teachers?

The education and training of primary and secondary schools, in particular, has a market of more than 300 billion and is growing at a rapid rate of 30 % per year. Every year, more than 100 million teenagers and children participate in various kinds of training. At present, there are more than 200 million primary and middle school students in China. In large and medium-sized cities, more than 90 % of primary school students receive various kinds of tutoring after classes.

There is a huge market space for education and training in China. Statistics show that the cost of education has surpassed other living expenses to become the second largest daily expenditure in China, after food. At present, the national branded educational institutions like New Oriental, Giant Education, Ambo Education, Global IELTS and other education and training institutions occupy the leading position in English, extracurricular tutoring, vocational education and other areas.

The development of small and medium-sized institutions is facing a crisis. The market of after-class study tutoring for primary and middle school students is closely related to the great demand of families for educational resources. According to the survey, 40 to 60 percent of urban families hire private tutors for their children [2].

Currently, in China the education and upbringing of children with developmental disabilities are intensively developing. The network of special educational institutions is insufficient, there are not enough special teachers. The main forces are focused on the development of the primary stage of special education and training in various forms and at various levels. At present various forms of special education are established, which mainly focus on attending classes and running schools, which means that most disabled children are educated in ordinary schools. However, for disabled children, due to their physical and mental particularity, the requirements for educational facilities and teachers' educational methods and skills are quite high. However, such special education facilities are few and cannot meet the educational needs of disabled children. The number of special education teachers who have received relevant education and training in China is seriously insufficient. The competence of the head of the educational institution for children with disabilities is important in this process.

The basis of professional and life competence is *functional literacy*. It is considered by researchers as the level of individual education and is based on elementary literacy and the breadth of awareness of the surrounding world. Functional literacy allows people to independently think and draw their own conclusions about everything that happens around them, use the supply of available information, apply it in practice and solve difficult life problems.

In 2015, three economies in China participated in the OECD Programme for International Student Assessment (or PISA), for the first time: Beijing, a municipality, Jiangsu, a province on the eastern coast of the country, and Guangdong, a southern coastal province. Shanghai, which, like Beijing, is also a Chinese megacity of over 20 million people, has participated in PISA since 2009 [1; 3].

Functional literacy includes the following parameters: professional literacy, activity literacy, information literacy, language literacy, legal literacy, civil literacy, financial and economic literacy, environmental literacy.

In world science special concepts of competence for the description of knowledge, skills and abilities necessary for ensuring functional literacy are developed. For example, professional literacy often unites all competencies in the field of professional activity. Functional literacy is necessary to carry out the professional functions of a leader.

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## **THEORETICAL ASPECTS OF THE ORGANIZATION OF WRITTEN COMMUNICATION OF STUDENTS**

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Under the conditions of the formation and development of the modern global information society, the main priorities for the development of the education system are the modernization and improvement of the quality of education. The basis for the effective implementation of these areas is, first of all, the improvement of the modern pedagogical system, adequate to the needs of society and functioning on the basis of modern telecommunication technologies and a highly automated information environment.

Written communication is given an important role in teaching a foreign language, since it reflects the vocabulary, the level of grammar, etc. Like any other teaching aspect, development of skills of written communication has its own goals and objectives. The main purpose of teaching written creative speech in an education institution is the formation of students' ability to produce various types of written texts in accordance with the norms adopted in the countries of the target language, taking into account the communication tasks and the addressee.

There are a number of problems connected with the organization of written communication of students. The first set of difficulties is associated with the duration of the process of mastering the written form of speech, on the one hand, and the insufficient study time allocated by the program for solving this problem, on the other hand. The lack of time is explained by the inertia of the tradition of "enrolling" writing in the category of an auxiliary means of mastering a foreign language.

Another set of difficulties is seen in the lack of research in writing due to: 1) the lack of demand for it as a whole type of speech activity; 2) underestimation of the rich potential of writing for the linguistic and intellectual development of the individual; 3) the complexity of the interdisciplinary interpretation of writing as a multicomponent, multilevel and significantly prolonged ontogenetic development of the process.

Writing is initially defined by linguists not as an independent system, but as a secondary derivative of oral speech, and therefore devoid of the status of autonomy and independence. The formulation of the question that is legitimate from the point of view of linguistics turns out to be completely acceptable for linguistic and methodological purposes, since the assimilation of written speech to spoken language removes the problem in general. That is, it eliminates the very need for learning to write. In this case, the whole problem comes down to teaching oral speech and mastering the graphic code of the language (graphics and spelling), which should lead to the mastery of written speech. In the methodological literature, writing is presented as a technique for using the graphic and spelling systems of a foreign language and “written speech” as the ability to express a thought in writing. Scientists T. M. Nikolaeva, L. R. Zinder not only consolidate the status of written speech as an independent system, but also highlight the influence of the written language on the general development of the language in general.

There are four functionally significant aspects in the structural organization of writing. The first component of writing is the written language system. The written language, while maintaining its genetic relationship with the general language system and its oral form, has its own pronounced specificity. This specificity is reflected in the name of the structural parts of the written language system – “graphics”. The second important component of writing is written speech. Baudouin de Courtenay designated it as a “written-visual” type of speech activity, highlighting and legitimizing the equality of both components – graphic and visual. Other scholars view writing as a complementary complementary activity of writing and reading. The next side of writing is writing. Writing is a material product of writing (texts) created as a result of the activity of writing – reading with the help of a written language system in conditions of motivated written communication. Written communication is the fourth component of writing. The representation of writing as a four-component structure makes it possible to more fully represent the existential essence of writing in the interrelation of functionally important aspects and their relationship with genetically related types of speech activity – speaking and reading, in the context of communication, communication as conditions and the possibility of implementing language in oral and written forms.

Learning to write begins with the first lessons of a foreign language and continues up to grade 10 inclusive. To develop writing skills, special exercises in graphics, spelling and writing are used. The requirements for teaching writing in a general education program imply the improvement of the following skills:

- write short congratulations (happy birthday, other holidays), express wishes;
- fill in the hotel form (indicate name, gender, age, citizenship, address, etc.)
- fill out a school exchange form (about your wishes, interests), as well as other questionnaires;

- write a personal letter (ask the addressee about his life, affairs, tell the same about himself, express gratitude, etc., using the formulas of speech etiquette adopted in the country of the studied language), etc.

Social order requires present-day educational institutions to develop creating optimal conditions for effective learning a foreign language. Mastering written speech is necessary and compulsory for achieving goals of learning a foreign language in communication with wide introduction into everyday and professional life of a person new information technologies and the need to use them as means of correspondence, exchange written information for purposes of personal and social interaction in context continuous education within framework of intercultural communication.

**ABOUT THE PROBLEM OF EDUCATIONAL MOTIVATION IN CHINA**  
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Studies on the motivation of educational activities in China are quite numerous and multifaceted. Such attention to the problem of learning motivation is justified, since it is a key factor in successful learning.

In China, it is not customary to distinguish between motivation and motive. To express motivation and motive, there is only one word – "dong ji". In the Chinese "Great Psychological Dictionary", motivation is defined as a mental tendency or internal driving force that excites and supports behavior and directs behavior to certain goals (Lin Chunde, Yang Ziliang, Huang Xiting, 2004, p. 223).

In Chinese scientific research, three views on motivation coexist [1].

The first way of understanding motivation turns to the analysis of internal needs. Motivation is defined as the internal driving force of human behavior. (Gao Zhimin, 1997, 213–214). Another view of motivation is based on the belief in the determination of external influences. External stimuli, rewards, and punishments motivate and determine a person's behavior. Motivation from these positions is defined as the reason for achieving a certain goal (Shen Jinzhong, 1997, p. 301–302). The third point of view states that motivation is a driving force, advanced by a need, aimed at achieving a certain goal, it plays the role of prompting, regulating, maintaining, and stopping actions (Lin Chuanding, Zhang Houcan, 1986).

The first point of view ignores the role of goal and goal setting. The second involves the interpretation of the motive as an internal aspiration to the object, the goal. The third point of view is based on the idea that the motivation of the subject is formed under the influence of both external and internal motivations through the cognitive function. It is the third position in the interpretation of motives and motivation that dominates the scientific literature of China.

Chinese researchers divide motivation into internal and external by its origin. With internal motivation, happiness and satisfaction are generated from the activity itself, and it does not require the participation of external conditions. The rewards that the subject seeks come from the activity itself (within the activity), i.e. the performance

of the activity itself is the best reward for the subject. According to Chen Zhixia's research, intrinsic motivation is mainly related to certain spiritual needs of people. It is associated with the satisfaction of curiosity, personal interests, self-esteem, the development of abilities, self-control, and the satisfaction of spiritual needs. It is not primarily aimed at results outside of the activity, but is mainly associated with positive behavioral trends caused by an emotional state due to the characteristics of the content of the activity itself.

Chen Zhixia pointed out that intrinsic motivation has four characteristics: first, it directs to the content of the activity; second, intrinsic motivation is associated with positive emotions; third, intrinsic motivation is associated with positive emotions; third, internal motivation is guided by individual spiritual needs; fourth, internal motivation is usually based on autonomy and free choice [2].

External motivation is determined by external factors of activity and the demands of others, the expectation of future benefits that the subject seeks, punishments and threats that the subject avoids. It can be seen that Chinese scientists also emphasize personal meaning in understanding internal motivation, and reduce external motivation to random influences.

In our opinion, it should be noted that the research of motivation in China is mainly applied in nature. It is tied to cognitive and professional motives in connection with a specific subject area in training.

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## **HEALTH-PRESERVING ENVIRONMENT IN SECONDARY EDUCATION INSTITUTIONS IN CHINA**

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With the arrival of the era of global economy, talents have become an indispensable and important factor for the development of various countries. Education is an important way of developing talents in all countries. In China, the state and society attach great importance to education, and secondary education plays a role in linking the past and the future. Therefore, the healthy development of the educational environment of secondary education institutions is the focus and common concern of the society. Based on this, all sectors of society are studying ways to ensure the healthy development of China's secondary education environment.

Educational environment refers to the multidimensional space and multi-environment system that uses education as the center and restricts and regulates the emergence, existence and development of element of education. Using education as the center, it combines the external natural environment, social environment and

spiritual environment to form an educational ecosystem. The internal relationships of the education system depend on a specific school or educational institution, and the external environment is based on the individual development of people at different levels of the institution.

The main purpose of studying the educational environment is to better ensure the healthy and harmonious development of the educational environment and avoid problems in the development process. By analyzing the classification of educational environments, the factors it contains, and the relationship between the educational environment and education, a set of programs that can effectively improve the educational environment is developed.

According to the survey of some secondary education institutions, there are different ways of classifying educational environments. According to the environmental content, education environment can be *natural* and *social*; according to the type of impact on education, education environment can be *direct* and *indirect*; according to the source of the factors affecting education, education environment can be *internal* and *external*; based on the existence of environmental factors that affect education, educational environment can be *visible* and *invisible*. In terms of classification, the educational environment also takes into account the geographic location of educational institutions, climatic conditions, policies and regulations, educational systems, institutional material conditions, social education concepts, and so on.

Studies have shown that the relationship between education and the educational environment is in fact the relationship between educators and the educated and their activities and their surroundings. The relationship between education and its environment is interconnected, mutually restrictive, and dialectically unified. On the one hand, the development of education is inseparable from the environment, and the environment restricts the development of education and cannot be changed by human will. On the other hand, education is not a simple adaptation to the environment. It can choose, absorb and transform the environment, because the impact of the environment on education is realized through human activities. In the interaction between people and the environment, people do not passively accept the influence of the environment, but make a subjective and active response to the environment through activities.

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### **DEVELOPMENT OF A CREATIVE PERSONALITY IN INFORMATION SOCIETY**

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In the modern information society various changes are constantly taking place, and now more than ever before it needs an independent creative person with all the necessary knowledge and the ability to apply this knowledge in practice. The solution

of global problems of our time and the development of high-level information technologies are possible if there is a certain style of thinking that leads a person to realize new connections between objects and ensures the creation of new connections in the spiritual or material sphere. Such thinking, aimed at creating something new is called a creative thinking.

A creative person is not only able to secure a worthy place in society but also to contribute to the progress of society. In this regard high demands are placed on education in general and on school education in particular in terms of the development of students' creativity. This means that the teaching will be based not just on the transmission of information, but on teaching students how to think. So, in our opinion the relevance of the topic is due to the growing social demand for the development of a creative personality in the information society. The variety of existing pedagogical innovations, innovative educational technologies require the definition of clear directions of interaction between the state and the education system for the upbringing of a creative personality, the structuring of the theoretical and methodological foundations of this process.

There have been numerous studies to investigate the problems of the development of the students' creative potential. It should be noted that the problem of developing creative thinking was raised by such scientists as M. Versteimer, E. Bono, L. Sekey, S. Mednik, etc. Literature review shows that it was recognized that the influence on the development of students' creativity not only the conditions of education or our daily activities, but to a much extent the purposeful classes aimed at forming and developing students' creative potential of active teaching methods, and we can see the evidence of this in the works by S. I. Gin, M. I. Meerovich, etc. In our research the works of V. A. Bukhvalov and M. S. Gafitulin, are of considerable interest in that they analyze the usage of new forms and methods in pedagogical practice in connection with the education of a creative person.

The study of scientific literature shows that many scientists (I. G. Krevsky, N. M. Makarova, E. S. Polat etc.) give a lot attention in their studies to the possibilities of the use of information and communication technologies in education, they reveal their high potential in the development of students' creative thinking. However, the analysis of pedagogical practice shows that in educational institutions computers are mainly used to teach students technical skills and we can say that the potential of such technologies is not utilized to the full extent to develop students' creative thinking. Literature review shows that there is a contradiction between the need of society for a creative, active and an independently thinking personality and the insufficient pedagogical conditions and means of educating him.

The analysis shows that in scientific literature much attention is given to the problem of formation of students' creativity in the information society. But at the same time despite decades of research, the pedagogical conditions for its development in the educational process remain understudied and underdeveloped. This also determines the relevance of our topic.

## **ORGANIZATION OF EDUCATIONAL AND COGNITIVE ACTIVITIES BASED ON THE USE OF CASE TECHNOLOGY**

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Nowadays teachers are increasingly using interactive teaching technologies, which help to develop student's personality, capable of self-development, self-assessment, self-analysis. One of such technologies is case technology. Favorable conditions for its application developed in the 90s of the XX century.

The essence of this technology is the analysis of a real practical problem with an ambiguous solution, involving the joint activity of the teacher and the student using previously obtained knowledge sources and independently obtained additional information. The purpose of the case technology is to develop the ability to find solutions to a practical problem through joint activities to update knowledge, i. e. it implements the subject-subject type of the relationship between the teacher and students in educational process. The technology can be used in teaching subjects, among the goals of which are the development of critical thinking skills. A special place here is occupied by the humanities, since they are focused on the co-creation of the teacher and the student, making independent decisions, forming a way of thinking that allows you to think and act within the framework of competencies, and developing the creative potential of students. This method is effective both in group work of students (or work in pairs), and when performing individual tasks.

Case technologies combine both role-playing games, the project method, and situational analysis.

The classification of cases can be based on various grounds. One of the widely used approaches to classifying cases is their complexity. This classification includes:

1) illustrative training situations – cases, the purpose of which is to teach the algorithm for making the right decision in a certain situation on a specific practical example;

2) training situations – cases with the formation of the problem, which describe the situation in a specific period of time, identify and clearly formulate problems. The purpose of such a case is to diagnose the situation and make an independent decision on this problem;

3) training situations – cases without forming a problem, which describe a more complex situation than in the previous version, where the problem is not clearly identified, but is presented in statistical data, assessments of public opinion, authorities, etc. The purpose of such a case is to independently identify the problem, indicate alternative ways to solve it with an analysis of available resources;

4) applied exercises, which describe a specific situation. The purpose of such a case is to find ways to solve the problem.

There is also such a classification of cases:

1) a structured (highly structured) case, in which a minimum amount of additional information is given; when working with it, the student must apply a certain model or formula; there is an optimal solution for problems of this type;

2) small sketches, containing, as a rule, from one to ten pages of text and one or two pages of appendices; they introduce only the key concepts, and when analyzing them, the student must also rely on his own knowledge;

3) large unstructured cases (long unstructured cases) with a volume of up to 50 pages are the most complex of all types of educational tasks of this kind; they provide very detailed information, including completely unnecessary information; and the most necessary information for analysis, on the contrary, may be missing; at the same time, the student must recognize such "tricks" and cope with them;

4) groundbreaking cases (groundbreaking cases), when analyzing which students are required not only to apply the already acquired theoretical knowledge and practical skills, but also to offer something new, i. e. students already act as researchers.

The students' activities are carried out in the following sequence:

1) discussion of the received information contained in the case;

2) highlight of the most important information;

3) exchange of views and making up a plan of work on the problem;

4) working on the problem (discussion);

5) developing a solution to the problem;

6) discussion of the final decision;

7) preparation of the presentation report.

So, the use of case technology allows you to increase students' interest in the problem, to form key educational competencies, to create an author's "product" as a result of joint activities, to master knowledge and acquire skills, to act in a new situation, to solve problems (collecting and understanding information, the ability to work with text, correlation of theoretical knowledge and practical skills, decision-making experience, etc.).

## **ACADEMIC LITERACY AND ITS ROLE IN THE DEVELOPMENT OF COLLEGE AND UNIVERSITY STUDENTS**

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Being a qualified researcher requires not only a particular type of knowledge and skills but also mental capacity, aptitudes and abilities of a wide spectrum. Academical qualities are too diverse to be marked by one word covering all possible meanings. With reference to these qualifications, China's researchers tend to use words *knowledge*, *ability*, *competency*, *accomplishment*, etc. whereas in the global scientific community (with English as the universal language of science) two major terms are accepted: *competency* and *literacy*.

The article aims to consider different approaches to defining competencies / literacies applicable to college and university students, and establish the role of academic literacy in students' personal and professional development.

Since the 1980s, the concept of literacy and competence has gradually spread from education to management, human resources and psychology. It quickly became a very important concept in related disciplines. According to the classification of MC Lagan (Patricia A), the current definition of literacy is related to three categories.

The first category is about the ability to work, which specifically includes task, result, and output competencies. The second category is about the ability of an individual's intrinsic qualities, including knowledge and skills. The third category is mixed competencies, which are the combination of the characteristics of the above types of competencies [1].

However, as Hoffman and Terrence have pointed out, different definitions of literacy and competence have their own applicable scope. When researchers and practitioners choose or define the concepts of literacy and competence, they often reconstruct the concepts selectively based on the characteristics of jobs or occupations [2].

In 1991, the Council of Graduate Schools issued a statement stating that college students' theses should demonstrate 5 points: 1) the ability to analyze, interpret, and synthesize information; 2) knowledge of literature related to the thesis topic; 3) research methods and procedures; 4) ability to present research results sequentially and logically; 5) ability to fully and methodically demonstrate the significance of research results [3].

From the perspective of cultivating innovative academic researchers, Bao Shuimei believes that the qualities of doctoral students should include: extensive and solid knowledge base, excellent academic ability and the quality of academic ambition (independent personality) [2]. Wang Dongfang's research found that the abilities that college students should have include not only academic research and planning ability, but also communication and communication ability.

In 2011, VITAE and the Institute of Higher Education jointly developed the Researcher Development Framework (RDF), which is suitable for both internal and external academic employment, and proposed that the researchers should have the capabilities of knowledge and intellectual ability, personal efficacy, research governance and organization participation, influence and effect [4].

Winner of paper of Chinese national excellent college students group case studies, institute of several main findings include: first, tutors are very important in developing academic literacy (46–66 is the best time for teacher guidance); second, in terms of academic attainments, the supervisor's academic level should be profound, the direction is clear, and the academic reputation is high [5]; third, in the way of guiding students, tutors are rigorous and students enjoy harmonious teacher-student relationship. They can guide students to form a solid, reasonable knowledge structure, etc. [6].

In conclusion, academic literacy is thought as an essential quality of people living in a science-oriented society. In the higher education context, acquiring academic literacy serves a promising basis for further development of students' research talents and capacity for invention. However, the process of forming college and university students' academic literacy should be targeted at fostering not only their scientific ability and overlapping skills to deal with information but also academically determined personality traits. Achieving a high level of academic literacy among the students can result in encouraging positive values and attitudes, which are very important for our life development. Thus, the cultivation of academic literacy is viewed as one of the major tasks of education.

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## **ESSENTIAL CHARACTERISTICS OF PROJECT TECHNOLOGY**

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At the present stage of the development of society, which is characterized by extraordinary mobility and variability, "the projective type of culture begins to dominate" (I. A. Kolesnikova) [1]. This allows some authors to talk about the proclamation of a project culture as the basis of a new educational paradigm for the 21st century. This means that each student needs to be able to use project activities in its various versions. Today, it is project activity that has become a real form of obtaining financial support in innovative initiatives. Mastering project skills helps to rise to a new level of professional skill. Projecting has become a way of activating being in pedagogical reality, a special form of establishing and developing creative relationships with colleagues.

The history of the project method begins in the second half of the 19th century in the United States. The founder is the American idealist philosopher John Dewey (1859–1952). The philosopher considered that only what is useful to people is true and valuable, what gives a practical result and is aimed at the good of the whole society. John Dewey's ideas were widely implemented in 1884–1916 in various educational institutions by his students and followers – American educators E. Parkhurst and W. Kilpatrick. The origins of the projective paradigm of education are reflected both in the United States and in the social and pedagogical ideas of Western Europe at the beginning of the twentieth century. The project method has become established in foreign pedagogy based on the ideas of new schools and experimental pedagogy.

It is advisable to refer to the concept of "project". "A project is a time-limited, purposeful change of a separate system with established requirements for the quality of results, a possible framework for the expenditure of funds and resources, and a specific organization" [1].

There are three phases of the project: the design phase, the technological phase and the reflective phase.

Modern rethinking of project involves the active work of students, based on a connection with life; development of social activity of students in the educational process; development of students' ability to adapt to reality; the ability of students to communicate, cooperate with people in various activities.

The subject (author) of the project can be individuals and organizations, educational teams, social institutions, etc., aiming at an organized, purposeful transformation of social reality.

Project objects can be as follows

- objects used to organized influence: elements, subsystems and systems of material and spiritual production (means and objects of labor, social technology, technology as a set of tools of labor, means of life, spiritual culture, social activity, etc.);
- man as a social individual and subject of the historical process and social relations with his needs, interests, value orientations, attitudes, social status, prestige, roles in the system of relations;
- various elements and subsystems of the social structure of society (labor collectives, regions, social groups, etc.);
- various social relations (political, ideological, managerial, aesthetic, moral, family, interpersonal, etc.);
- elements of a way of life (life positions, ways of life, quality and style of life, creative activity, etc.).

Depending on the position of the designer, two types of project strategies are distinguished, which, in turn, allow us to classify social projects as certain types.

The first type of project strategy is focused on maximum understanding and consideration of the specifics of the culture that becomes the object of project activities. In this case, the goal of the project is to create conditions that ensure the preservation of the cultural area of the region – the object of the project implementation, and only then – the self-development of the subject of culture.

In the second type of projects, the dominant task is the export of one's own cultural samples (values, norms, technologies) into an “alien” cultural context, which, thanks to this, is modified, “artificially” transformed.

At the present stage, social and cultural problems in the sphere of culture, art, history, psychology and morality, environment, policy, physics are the priority areas of project activities.

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## **THE ESSENCE OF THE CONCEPT OF AN «EDUCATIONAL METHOD»**

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Educational method refers to a set of teacher-student interaction activities that are guided by educational principles and carried out through various teaching methods in order to achieve a certain educational purpose and enable students to master the educational content.

This concept can be understood from three aspects:

First, educational method refers to specific methods, which are subordinate to educational methodology, including four levels: guiding ideology of educational methods, basic methods, specific methods and teaching methods.

Second, educational methods include two aspects: educators' teaching methods and students' learning methods. Educational methods are the optimal unity of the two.

Thirdly, educational method and teaching method are two different concepts, but they are closely related at the same time.

Educational methods refer to the technology of using a variety of teaching methods. A series of teaching methods constitute teaching educational. From the definition of teaching methods, we can find the following characteristics:

*Duality.* Education process is a combination of teaching methods and learning methods. More emphasis is placed on students' acquisition of knowledge, learning practice and teaching interaction under the guidance and help of teachers.

*Inspiration.* Educational methods should focus on cultivating students' ability to think creatively and developing their problem-solving skills.

*Diversity.* It refers to the variety of educational methods. The educational method serves the educational goal and the educational content, but at the same time is subject to the teaching principle.

*Comprehensiveness.* Curriculum needs to ensure the comprehensiveness and diversity of teaching methods.

Comprehensive teaching method means: according to the characteristics of the teaching material, the specific features of the students (level of knowledge and intelligence), the teacher's specialty and the condition of the experimental equipment, appropriate selection and comprehensive use of several basic educational methods help to achieve better teaching results [1].

In the process of middle school education and teaching, we should focus on the use of comprehensive educational methods to cultivate students' creative thinking and problem-solving abilities.

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## **TRADITION AND THE DYNAMICS IN SHAPING ORGANIZATIONAL CULTURE OF CONTEMPORARY UNIVERSITIES OF CHINA**

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Organizational culture contributes significantly to effective management practices in all types of establishments, being a key factor that influences instructional, organizational and other innovations. Studying the organizational culture of particular universities may result in making recommendations for educational reform and organizational change.

The paper is aimed mainly at defining the concept, structure and dimensions of organizational culture to explore traditions and the dynamics of governmental universities in China.

Organizational culture is defined as “the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization” [1]. According to The Business Dictionary, it is based on “shared attitudes, beliefs, customs” and rules developed over time. However, there is no agreement among researchers as to what components should be put into focus in studying organizational culture.

The concept of organizational culture is closely connected with that of institutional autonomy: organizational culture should be encouraged if an organization is productive and its performance is increasing. M. Taye, S. Guoyuan and A. Muthanna point out 6 culture elements that have a profound effect on the performance of higher education institutions. They are *environment*, *mission*, *leadership*, *information*, *strategy* and *socialization* [2].

Assessing Chinese universities’ organisational culture by enlightening each of the given dimensions can be a good perspective.

**Environment.** In China, contemporary universities are actively improving *campus environment*, changing the structure of teachers and students, reforming teaching methods and improving evaluation methods. University teachers and students’ behavioral components, or code of conduct, manifested in continuous improvement of their moral qualities, should also be highlighted as contributing to the advancement of university culture.

**Mission.** The first modern universities of China had a *mission* to promote European and North American experiences on learning, thus having little linkage to China’s indigenous cultural traditions [3]. What’s on the agenda today, is the maintenance of China’s cultural identity in the conditions of globalization and multiculturalism. It means exploring an alternative to Western models in educational settings.

**Leadership.** In China, the government exerts its power on university governance. Hence, the chief pitfall appears to be academic freedom problems, and academic collaboration problem in particular, as noted by Cornell University Faculty and students (US). In a university setting, *leadership* can mean directing first and foremost academic leaders and students with a strategy to meet the university’s needs. But who can be classified as academic leaders at institutional level is still a question as well as what kind of the government policies and institutional strategies academic leaders should be exposed to.

**Information.** The key issue with reference to *information* as a culturally significant dimension is how to use educational resources available in an academic environment effectively. In contemporary university settings, which provide a digital learning environment, it is especially important to search for new forms of interactions between members of faculty, faculty and students also in global higher education.

**Strategy.** Strategy is needed in shaping values and behaviours of faculty members and students, putting teaching, learning and research in perspective. The research on the construction of university culture in China is conducive to the construction of a reasonable campus culture organization. The strategy is beneficial

for the healthy development of university culture and improving the status of higher education at the cultural level. Hence, the preference should be made for culturally relevant strategies and tools supporting the process of shaping the organizational culture of Chinese universities.

**Socialization.** This component is supposed to enhance students' ability to engage in academic and social activities, including academic collaboration in research and education between China and other countries. In part, socialization should be viewed in terms of Chinese graduate and professional students in higher educational establishments in Western countries. Processes through which Chinese students are socialized in different countries demand further study.

In conclusion, organisational culture, being a multidimensional concept, can be represented in six cultural components quite suitable for description: environment, mission, leadership, information, strategy and socialization. This model can be useful in defining different university cultural types.

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## **THE PROBLEMS OF IDENTITY AND CONVENTIONALITY IN CONSTRUCTING CHINESE ACADEMIC DISCOURSE**

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The article discusses emerging formats of scientific communication in the space of academic discourse of Chinese universities, considering not only linguocultural traditions of China, but also the English-speaking scientific tradition. The findings may serve as a theoretical basis for the development of professional cooperation models in the Chinese academic discourse.

Scientific communication includes oral communication, printed document communication, electronic document communication and other basic forms, each of which appears under specific historical conditions and technical background to meet the needs of society. Various forms of scientific communication coexist and complement

one another. Oral communication, which conveys information and knowledge by means of language and gestures, is a direct form of communication among scholars at academic conferences. Written records have the advantages of tangible display, long-term preservation and legal protection basis. Generally, both sender and receiver have communication records, and the information can be preserved for a long time. Printed document communication continues to play a leading role in the short term. Electronic document communication is gradually becoming a more popular form of scientific communication due to the development of the network [1].

Language culture refers to the sum of all factors related to the role of language in national history and national culture. As a basic feature and activity of human beings, language is an indispensable part of human life. Without language, human beings can hardly express their thoughts, transmit information and comprehend emotions, so language and culture are fundamental. Academic exchange in Chinese universities is also a kind of language and cultural exchange, which embodies the spirit and teaching purpose of a university.

Everyone should acknowledge that conventionality of scientific communication serves as a condition for knowledge diffusion and the promotion of innovations that meet needs identified by scientific community on a global scale. In this context, the English-speaking scientific tradition plays a vital part.

In recent years, with China's increasing international status, some scholars in the humanities and social sciences have thought of making China's voice heard in international academic exchanges, and even proposed to construct Chinese academic discourse [2; 3]. Of course, it is natural and necessary to have such a desire. Indeed, China is recognized as one of the biggest beneficiaries in the process of globalization, which is mainly reflected in the rapid development of China's economy in the past two decades. Handling the challenge of globalization implies mastering English as a cross-cultural communication tool in order to put forward the strategy of Chinese academic communication with western academic circles. Blindly opposing the popularization of English can only close the door opening to the outside world, whereas total westernization will lead to the loss of Chinese cultural identity. The main issue arising from solving this dilemma is how to organize culturally relevant professional cooperation both at the Chinese higher institutions and globally. In the best traditions of academic exchange, the latter should not be limited to academic exchange among domestic scholars. The major advantage of international academic exchange lies in extending the frontiers of knowledge based on advanced international experience, which helps to stimulate the innovative thinking of scholars.

In conclusion, if we are to construct Chinese academic discourse with culturally marked formats of scientific communication, we need a solution that recognizes and guarantees the basic linguacultural traditions within the Chinese scientific community. Meanwhile, in organizing the Chinese academic discourse, it is essential that the members of a culturally restricted scientific community follow the basic principles of conventionalism. Hence, special technologies for organizing professional cooperation of Chinese scholars await their development.

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## **INNOVATIVE TEACHING ACTIVITIES IN CHINA'S MIDDLE SCHOOL (INCLUDING SECONDARY VOCATIONAL EDUCATION)**

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Currently, the teaching activity in the Chinese high school is more active in the aspect of innovation. Middle school education is closely related to the idea of innovative education. An outstanding teacher is the main element of the process, and the student learns under the guidance of the teacher; the teacher directs, supports, instructs. The teacher must understand the main characteristics of their students, provide students with plenty of free space and time for practice, and turn the classroom into a “school”.

It is necessary to establish a mode of interaction between schools and different enterprises, a system of internships at enterprises, pedagogical support of enterprise specialists and technical specialists in schools, and pedagogical support of enterprise resources.

It is important to carry out educational and research work in accordance with the pedagogical characteristics of middle schools; conduct individualized teaching and research; schools should allow teachers to draw on their own teaching experience when deciding on teaching and research topics. Schools, through subject work, should guide teachers towards full participation in teaching and research processes. Schools should view teachers as professional units and create a network discussion platform.

The type of innovative teaching methodology that the teacher chooses is important. There are many different types: hybrid teaching method; “flipped classroom” method, lab model, class mixing and other forms of classroom work; role-play, etc. The teacher must use the right methods and resources, adjust the order of activities, and optimally combine homework and classroom education.

Secondary school teachers must build a cooperative network; collaborate outside the classroom. This applies to the school and wider context. Schools can form networks, share ideas and experiences, and build enduring collaborative trust. Attention should be paid to improving the professional ability of teachers by improving their qualifications. In order to improve the qualifications of teachers, it is necessary to support every teacher who makes full use of their talents. It is necessary to conduct activities to promote professional self-development, where teachers take turns creating research groups, project groups, school competition classes, seminars, lectures, etc.

Schools must establish the chain of high quality teaching resources; create a teaching resource bank, organize position rotation of famous teachers, organize teaching competitions at different levels, and so on.

The government must provide and advocate lifelong continuous education of teachers; support the system of collective preparation and rotation of teachers.

Teachers should discuss teaching content and exchange opinions on key teaching methods. As a result of the exchange, they can form a consensus, and then create a collective teaching plan. It is a win-win solution to liberate teachers from the state of "mutual isolation" and promote the professional development of teachers.

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## **THE IMPLEMENTATION OF TECHNOLOGY OF PROGRAMMED EDUCATION OF STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION**

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With the development of the world and social progress, the demand for talents is increasing, and the quality of talents is becoming higher and higher. The reserve of university students' knowledge, the mastery of professional skills, personal moral qualities and professional accomplishment have been very highly required.

Universities have also set higher standards for students, which are refined into curriculum, and should be adjusted and promoted to varying degrees according to the new requirements in the aspects of students' professional mastery of the courses they have learned.

Students should acquire knowledge and skills and feel the learning process. There are many problems in the current traditional teaching methods, which affect the improvement of students' learning ability. This paper attempts to introduce the idea of program teaching and change the teaching method to promote the improvement of students' learning ability.

On the basis of the relevant literature, the author analyzes the meaning of programmed teaching and summarizes the related studies, such as Watson's behaviorism theory, Skinner's program teaching theory, constructivism theory, and so on.

And on the basis of theory, the method of experimental research is used, and the teaching experiment of improving learning ability by program teaching is carried out with the students of two groups of the same major in a university.

In the first semester, both the experimental group and the ordinary group used the same traditional teaching method centered on the teacher's explanation. It was found that there was no significant difference in physical problem solving ability between the two groups, and even the results of the ordinary group were slightly better than those of the experimental group. In the second semester, teachers used program teaching method to guide students' learning.

Traditional teaching methods was used in the ordinary group. The results showed that the students in the experimental group were significantly higher than those in the ordinary group.

Then this paper discusses the experimental process and experimental results: the influence of program teaching method on students' ability to observe, analyze and solve problems. Program teaching method is helpful to solve the problem of students' level gap, situation setting in program teaching method, and problem setting in program teaching method.

Finally, it is concluded that the application of program teaching method in university students' teaching can effectively improve students' learning ability.

Many universities have begun to carry out theoretical research and practical reform of research-based teaching in education and teaching. The real implementation of research-based teaching in universities can deepen the reform of education, curriculum and teaching, promote the development of university students' research-based learning ability, practical ability and innovation ability, promote quality-oriented education in an all-round way, train innovative talents, and realize the new breakthrough of education and teaching reform in universities and improvement of education and teaching quality.

This paper discusses the basic construction of inquiry teaching mode in universities from five aspects: teaching goal, teaching content, teaching method, teaching process and teaching evaluation, so as to promote the improvement of teachers' research level and practical ability in inquiry teaching

The teaching goal changes from knowledge mastery to the coordinated development of knowledge, ability and personality cultivation. It takes the all-round development and healthy growth of students as the main purpose, highlights the way of thinking, and trains students to gradually form innovative thinking. «Teaching is a process of giving birth to new ideas, not a process of transmitting ready-made knowledge and skills» [2].

The main goal of traditional teaching is to promote students to master knowledge, which is mainly to increase students' knowledge reserve, and it is difficult to cultivate students' innovative ability and moral quality.

From the aspect of teaching, it is easy to ignore the problem of how students learn, and how students explore the process of knowledge occurrence and construct cognitive structure independently, which is not conducive to cultivating students' practical ability and innovative spirit.

In research-based teaching, teaching forms are diverse, teaching activities are rich, teaching content is not limited to teaching materials. The goal of research-based teaching is to require students to achieve the desired results in knowledge, ability, emotion, values and so on, especially in the inquiry ability.

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**THE ESSENCE OF THE CONCEPT OF «TECHNOLOGY OF PERSONAL-ORIENTED EDUCATION OF STUDENTS IN SECONDARY SCHOOL»  
Wang Keqin (People's Republic of China)  
Scientific adviser - Elena Astreiko, Cand. Sc. (Pedagogy), Associate Professor**

When our country vigorously advocates the cultivation of innovative talents, the individualized education, which aims at cultivating students' personality, communication, creativity and other comprehensive qualities, has been regarded as the focus of educational reform. Most middle schools in our country cannot adapt to the trend of education reform.

There are several definitions of the concept "individualized education". Scholars explain it from four different points of view: first, "according to their aptitude" (specific situation of the students' interest and ability to offer different education); second, "personality education" (personalized education is to carry forward, development and optimization of students' unique individuality education); third, "one to one education" (one-to-one individualized counseling education); the fourth, "Matching" (the personalized education is in the study of personality traits and achieve a balance between the learning environment, namely, learners' personality traits and learned knowledge, concepts, behavior, learning environment, incentive system, and learned skills between a reasonable matching, and is a continuous process).

Though, personalized education is a kind of student-centered education, the focus is on the education day, process, results, and provided personalized education, yet personalized education still focuses on "teaching" and "education".

When our country advocates the cultivation of innovative talents, the individualized education is particularly important, because the individualization, differentiation and diversification of people are the basis of innovative thinking and innovative ability. Individualized education is the new direction and development trend of education reform in China. It advocates respect for people's personality and the development of individual potential, advocates the cultivation of people with good personality under the overall development, and advocates personalized education,

characteristic education and humanized education, which is the reform of unified education in China. Individualized education is to break the unified curriculum, training mode, evaluation mode and management mode, so as to create talents with good ability, fine character and innovative thinking ability [1]. The educational idea of personality development conforms to the requirements of the time. It is necessary to break the shackles of the traditional educational idea and optimize the original educational idea in many aspects, but more important is that, it is the subversion of the original educational idea. In general, the basic contents of personalized education concept include the following points:

- respect people and their individuality;
- discover and respect the uniqueness and differences of each student;
- pay attention to the cultivation of students' innovative thinking ability.

In the educational environment full of individuality, the educatees will gradually experience the joy of creation by a kind of spontaneous self-discovery, thus constantly promoting themselves to burst out more exuberant enthusiasm for creation, and the individuality will be increasingly manifested in the continuous development of creativity.

At present, our country is promoting quality education, which is to cultivate students' comprehensiveness, from a certain point of view, quality education can also be personalized education, it is more specific than quality education, is a progressive process. After clarifying this relationship, we must adhere to the current quality education in our country.

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## **THE PROBLEM OF CHILDREN'S GIFTEDNESS**

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The analysis of the problem of children's giftedness in the psychological and pedagogical literature showed the evolution of ideas about this concept during the time, the ambiguity of concepts, the dynamics of approaches to the study of children's giftedness, methods, forms and means of working with gifted children. Most actively the problem of the nature of giftedness was developed in the USA (J. Guildford, J. S. Renzulli, R. J. Stenberg, A. J. Tannenbaum), Great Britain (F. Galton, C. Spearman), Germany (K. Kluge, K. Heller), and some other countries (A. Vine, R. Milgrem, F. Monke). Significant contribution to the development of the problem of children's giftedness in the XX century was made by W. Wundt, H. Spencer, G. I. Rossolimo (development of methods of measuring individual differences in order to identify gifted children). According to the authors of the "Working concept of giftedness" (D. B. Bogoyavlenskaya V. D. Shadrikov): "Giftedness is a systemic quality of the mind that develops throughout life and determines the ability of a person to achieve better results in one or more types of activity in comparison with other people."

One of the most important findings of recent studies on the cognitive characteristics of gifted children is that there is a general imbalance in the ability structure of gifted children. This law is of great significance to the education of gifted children. The imbalance of ability is firstly shown in academic ability. Psychologists usually identify gifted children by their scores on intelligence tests. This approach is based on the assumption that children with high IQ should be gifted in all academic fields and be able to master quickly the two sign systems necessary for learning, namely, the language system and the digital system. But there is an evidence, that the uneven development of gifted children's verbal and mathematical abilities has become a pattern. Secondly, the imbalance in the structure of giftedness is also reflected in the general intelligence and other special abilities (especially music and painting). A child who is highly gifted in music or painting is likely to have a moderate (or low) IQ. There was only a low correlation between musical ability and IQ, and general intelligence was not an effective predictor of musical ability, especially when IQ was above average; nor was musical ability an effective predictor of general intelligence, high IQ is not a necessary indicator of musical talent. A similar conclusion has been made in the fields of visual arts and sports.

The educational value of the above-mentioned research on the unbalanced development of the ability structure of gifted children is mainly reflected in the following two aspects. First, the development of tools to identify effectively gifted children. The traditional method (I. E. Intelligence Test Technique) can only identify all-round talents, and the tools for identifying talents with special ability should include corresponding special ability measurement. Second, the guidance of gifted children to teach themselves in accordance with their abilities.

Since the 1990 s, the discussion between the theory of innate and the theory of acquired talent has become a hot issue in the academic fields. The modern scientists believe that genius is the product of constant hard work or specialized training directed toward a predetermined goal. It should be noted that this discussion about the origin of genius is no longer based on general abstract arguments or evidence from animal experiments, but rather on recent discoveries in brain science. The discussion focuses on two aspects: one is how to evaluate the role of training in the development of a genius; the other is how to value the family in promoting the development of a genius.

Based on the above, we have defined the purpose of our study - to identify and substantiate the organizational and pedagogical conditions for effective management of the process of accompanying gifted primary school students, which will solve several objectives:

1. to determine the essential characteristics of the concept of children's giftedness and types of giftedness.
2. to highlight the tasks and principles of managing the process of accompanying gifted primary school students.
3. to develop a model for managing the process of accompanying creatively and artistically gifted primary school students.
4. to diagnose the readiness of teachers to accompany creatively and artistically gifted primary school students.
5. to develop a program for managing the process of accompanying creatively and artistically gifted primary school students.

The importance of this topic should be noted, since there are a number of specific difficulties associated not only with identifying, but also with accompanying gifted children: a child's giftedness does not always manifest itself in a creative product; a gifted student does not always need to develop his outstanding abilities; the dynamics of the development of children's giftedness is uneven; modern working methods are often not suitable for gifted children, etc. Solving these objectives, we will try to identify the organizational and pedagogical conditions that will contribute to the successful support of the development of creative and artistically gifted pupils at a primary school.

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### **ORGANIZATION OF THE SYSTEM OF WORK WITH GIFTED CHILDREN IN CHINESE SCHOOL**

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For a long time the phenomenon of giftedness has attracted the attention of researchers. This is due to the global social and economic and cultural changes in the world and the need of society for creative and gifted people. In recent years, the problem of intellectual giftedness in China has become an object of attention from the state. Identification, support and development of a gifted person has become one of the main strategic directions of reforming the existing education system. Systematic work with gifted children in this country began in 1978 as part of the process of modernization of the economy and education carried out by the PRC. Currently, the education of gifted children has been introduced into the rank of state policy. The work with gifted children in China is based on the models created in America and Europe. However, it should be emphasized that the Chinese schools use foreign experience, taking into account the cultural specifics of China [2, p. 52].

Approaches related to the understanding and study of giftedness as a psychological phenomenon are covered in the works of such scientists as J. Renzulli, R. Sternberg, J. Freeman, Callahan, Azano, A. P. Piske, F. H. R., Stoltz, T., & Machado. The researchers pay much attention to the creative approach while working with gifted people. Such Chinese scientists as Zha Zixiu, Shuming On studied the problems of working with gifted people taking into account cultural specifics. In 2013 Chinese researchers Wang J. He J. wrote a book "Innovative perspectives and scientific nurturing of talents" where they analyzed problems of practical implementation of the work with gifted children in China and its perspectives [6, p. 28].

The study showed that the problem of working with gifted children in China is given a lot of attention. It should be emphasized that China has developed a centralized state education system with national mandates, curricula and assessments [5, p. 36]. Chinese schools use a variety of educational strategies: a) early entry into school; b) the ability to move through the classroom; c) specialized classes; d) specialized schools; e) special actions within the framework of school rules; e) Saturday and/or summer programs; and g) Individual study plans. These forms of education have proved to be quite effective. Talking about individual study plans, curricula for gifted students usually follow the approach of “acceleration,” which means “children are exposed to new content at an earlier age than other children or when they cover the same content in less time” [3, p. 36]. In this approach, supernormal children usually need a shorter time to finish their studies and they sit for the college entrance exam at a younger age.

We also think that in Chinese schools while work with gifted children is often based on the principle of student-centeredness. It is also necessary to note that additional education plays a special role in working with gifted children in China. At each school groups are created that allow the developing of different types of giftedness [4, p. 32]. The Chinese system of education for gifted children involves a wide variety of special and comprehensive programs developed privately at the city level, for example, the purpose of special programs is to increase the motivation of a gifted child, deepen his interests and increase his intellectual potential. Usually, the implementation of such programs requires close cooperation with higher and other educational institutions, the purpose of complex programs is to teach through a wide range of disciplines that expand the creative potential, curiosity and research skills of students [1, p. 961].

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## **IMPROVING THE EFFECTIVENESS OF EDUCATIONAL AND COGNITIVE ACTIVITY OF SCHOOL STUDENTS IN LEARNING ENGLISH**

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The modern school is faced with the task of developing students' ability to think and act, of developing such important personality traits as working capacity, will, work and cognitive activity, independence, interest, inclination and love for work in general and educational activity in particular. In this regard, in theory and educational practice, attention is focused on strengthening the educational and developmental vectors of teaching schoolchildren, on the formation of a creative, active, hardworking personality, capable of learning during life, prepared for life in a high-tech information society.

These tasks highlight the problem of developing in English lessons such personal qualities as educational diligence, love and habit of academic work, conscientious, diligent and timely implementation of educational activities in English lessons and at home. Interest in achieving positive results serves not only as an effective means of life support, but also as spiritual self-realization. At the same time, teaching diligence in English lessons contributes to improving the quality of schoolchildren's teaching, since it provides them with a positive attitude towards learning the language, contributes to the activation of educational and cognitive activities in the classroom, which requires students to identify cognitive activity, independence, initiative, perseverance, volitional qualities in the process of learning English.

It has long been proven that each student learns new knowledge in different ways. How to teach each child in a short period of time to master, transform and use huge amounts of information in practice, so that he actively, with interest and enthusiasm works in the lesson, sees the fruit of his work and can evaluate them. The essence of interactive learning is that the educational process is possible through constant, active interaction of all students [1].

In modern didactics, the main differences between interactive education and traditional education are defined as follows: the absence of coercion to activate the cognitive activity of students; sufficiently fast involvement of students in active work; independent (individual or group) search for a solution to the problem at an increased level of strength, the creation of an emotional and volitional background for activity; continuous direct and feedback links between a teacher and a student; changing the role of a teacher to the role of a consultant; subject-subject relationship between a teacher and a student, both directly and indirectly through a small group, educational text, computer; the effectiveness of achieving the goal of training and education, etc. [2].

Increasing the effectiveness of educational and cognitive activities of schoolchildren in learning English will be facilitated by interactive technologies that can create an emotional background for activities. In the interactive methodology, direct and feedback links between a teacher and a student are continuously operating, students are quickly involved in active activities, the role of a teacher changes to the role of a consultant, and the goal of educating is effectively achieved.

You can dwell on some of the interactive techniques that are used in English lessons [3].

1. Organization of work in pairs. A positive point in this work is that all students have the opportunity to speak out, exchange ideas with their partners and only then announce them to the entire audience («Chain», «Discussion of the problem in a pair», «Analysis of the partner's written work», «Interview with a partner»).

2. Organization of work in small groups.

This form of work in an English lesson is a form of organizing teaching in small groups of students, united by a common goal, under the direct guidance of a teacher and in cooperation with the students. Group activity activates students, increases the effectiveness of teaching, contributes to the establishing of humane relations between students, independence, the ability to bring and defend their point of view, develops the skills of a culture of dialogue in schoolchildren.

Thus, interactive techniques stimulate cognitive activity and contribute to the formation of both subject competences and general educational: mastering the stages of educational activity, the development of critical thinking, the growth of self-confidence, the development of independence, the strengthening of a positive «I-concept», the development of creativity, development of organizational and communication skills, the growth of professional competencies, the creation of an atmosphere of cooperation and effective interaction, the growth of academic performance.

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### **IMPLEMENTATION OF DIFFERENTIATED TEACHING TECHNOLOGY IN SECONDARY SCHOOL**

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Currently, there are changes in the social, economic, and cultural life of society, which significantly affect the education system. The relevance of the topic depends on the contradiction between the content of the concept of "differentiated training of students in secondary school" and the lack of the development of this technology;

the content of training and the lack of the development of the organizational and managerial foundations for the implementation of differentiated training of schoolchildren in secondary school.

The purpose of our research: to identify the forms, methods and means of implementing differentiated teaching of students in secondary school.

Differentiated teaching is: 1) the form of organization of the educational process, in which the teacher works with a group of students, made up taking into account the presence of any significant common qualities for the educational process; 2) part of the general didactic system, which provides specialization of the educational process for different groups of students.

The most essential concepts of the theory of differentiated teaching, which we will use in the course of the study, include:

Differentiated teaching is a technology for teaching children with different abilities in the same class. Creating the most favorable conditions for the development of the student's personality as an individual [1].

Differentiated teaching is not the division of children into classes by levels, but the technology of teaching children with different abilities in one class.

There is no doubt that in the real learning process, knowledge is acquired individually by each student. However, the process of assimilation of knowledge can be the same, coincide in children of this group, class. It is possible to identify commonalities in the individual development of children in the learning process. The general can characterize the level of the development of children, the similarity in the motives of activity and behavior. Usually, children of the same age have the general level. Therefore, knowledge of the general psychological characteristics of children of this group, of this age, provides an opportunity for each student to understand the educational material.

The main ways to study the individual characteristics of schoolchildren are systematic observations of the student, individual and group conversations on the intended topic. The main thing is to thoroughly study the child and rely on his individual qualities [3].

In didactics and subject methods, various criteria for dividing students into groups are proposed. Table 1 shows some of them.

Table 1. – Criteria for dividing students into groups

Criteria	Student groups
Age	school classes, age parallels, groups of different ages.
Gender	men's classes, women's classes, mixed classes.
Area of interest	humanities, physics and mathematics, biology and chemistry, etc. groups, directions, departments, schools.
Level of mental development	capable, gifted children, children with developmental problems
Achievement level	excellent students, those who succeed, those who fail.

According to E. A. Yunina [3], the differentiated approach is the following sequence of actions:

stage 1-the teacher studies the characteristics of students, primarily through observation (testing can be used, but only as an additional method of diagnosis);

stage 2-the teacher mentally unites students or pupils into microgroups according to certain characteristics (for example, according to psychosomatic types, levels of understanding, etc.);

stage 3-the teacher gives information and organizes work at the lesson, taking into account certain signs of differentiation.

Thus, the technology of differentiated learning is understood as focusing on the psychological characteristics of students, the choice and application of appropriate methods and techniques, various task options, and the dosage of homework.

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### **THE TEACHING CONDITIONS OF STUDENTS' CREATIVE ACTIVITY DEVELOPMENT UNDER THE SPECIAL EDUCATION SYSTEM**

**(based on vocal music teaching in Chinese art colleges)**

**Wang Xinyu (People's Republic of China)**

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*Teaching should not be reduced to the continuous accumulation of knowledge, to the training of memory. I want children to be travelers, discoverers and creators in this world*

*V. A. Sukhomlinsky*

The development of students' creative abilities is one of the main directions of the modern education system in China. This process permeates all stages of the child's personality development, awakens initiative and independence of decisions, the habit of free self-expression, self-confidence. Today, many teachers are already aware that the true goal of training is not only the acquisition of certain knowledge and skills, but also the development of imagination, observation, ingenuity and of a creative personality as a whole. As a rule, the lack of creativity often becomes an insurmountable obstacle when solving non-standard tasks.

Modern society has the need for a creative, independent, active personality, with pronounced individual qualities, capable of realizing their personal needs, and solve the problems of society. This social order increases attention to the problem of students' creative activity, which contributes to the formation of a person's individuality, self-expression, self-realization and successful socialization.

Currently, one of the most important tasks of the Chinese Academy of Arts is to develop the creative activity of students in the process of teaching vocal music. The manifestation of students' creativity in their activities creates conditions for better assimilation of new knowledge, as well as the development of creative skills.

The analysis of the special literature [1, 2] and the pedagogical experience of teachers allowed us to identify the main *pedagogical conditions for the development of creative activity of students in the process of teaching vocal music in the special education system of China. These include:*

- formation of students' conscious interest in acquiring knowledge about vocal music and the possibility of applying it in their life;
- creating a situation of success and encouraging positive results in the performance of musical work;
- independent activity of students and the formation of a sense of responsibility in the process of studying vocal music;
- ensuring the possibility of full involvement of students while maintaining a differentiated approach in the process of teaching vocal music;
- the combination of different forms and methods of teaching in the process of teaching vocal music in the system of educational and extracurricular activities;
- the continuous nature of creative activity in educational and extracurricular activities in vocal music.

Thus, the process of developing the creative activity of students in the special education system (based on the teaching of vocal music in Chinese art colleges) can be carried out more effectively if a number of the above pedagogical conditions are met.

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## **ORGANIZATION OF THE SYSTEM OF PATRIOTIC EDUCATION IN CHINESE SCHOOLS**

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Patriotic education is a guarantee of the power of the country and the nation as a whole and therefore the problem of patriotic education in schools is constantly in the center of public attention. In China much attention is paid to the education of patriotism in schools. It's necessary to note, that Chinese patriotism, originating from the ancient history of the state, was passed down from generation to generation, supported by a communal way of life and collective work [5, p.553].

In the history of China, for many centuries, a number of thinkers and educators have researched problems of patriotic education in China. Such researchers as Wa Shouzheng, Mengzi, Xunzi, Jia Yi, Zhu Xi, and Yan Zhitu paid the main attention in their works to the very initial stage of teaching patriotism in school, emphasizing that it is at the initial stage that it is necessary to lay the foundation for patriotic education [2, p. 53]. Many Chinese scientist also paid much attention to the problems of raising children in Chinese schools, for example, Wang Li, Lixing Zhang, Meng Xiaoyuan,

Ch.Ts. Zong. Chinese scientists studying the issues of patriotic education and the formation of a value attitude to the motherland are Li Jiadao, Liu Ying, He Hui Jun, Jiang Shi Mei, Jiang Yu Hong, Zhang Xiao Ying, Zhao Xu Mei [6, p.29].

The study of scientific literature and the analysis of the existing experience of patriotic education revealed the following contradictions:

- the need of modern society in the formation in the younger generation of such qualities as patriotism, value attitude to the motherland and the lack of elaboration; of appropriate support for the implementation of this work, taking into account the age characteristics of children and adolescents;

- need for consistent, systematic work on patriotic education during childhood, starting with the formation of a value attitude to the motherland in school and the lack of appropriate theory and practice in school pedagogy as the initial stage of patriotic education [3, p. 53].

On the basis of the conducted research, we can conclude that patriotic education in Chinese school is a systematic and purposeful activity aimed at forming students' high patriotic consciousness, a sense of loyalty to their country, readiness to fulfill their civic duty and constitutional obligations to protect the interests of the Motherland. In elementary school, children are already taught a sense of patriotism and respect for traditions, are introduced to the main provisions of the Constitution and the main laws of the state, and learn the history and culture of China [4, p. 9].

The students' day begins with the raising of the national flag and charging to patriotic music. The government believes that this technique helps to motivate the student for a whole day of intensive training, helps to create the right atmosphere in the school. In educational institutions in China, poster art is often used to influence students, but mandatory lessons of ideological and political education also have a huge impact. For example, in a history lesson, students and a teacher, dressed in certain costumes, recreate the events of the past in order to better understand and feel the exploits of their ancestors.

In high school, strict attention is paid to political science, in which the teacher explains the need for a ruling party, its main directions, what contribution it makes and why citizens should honor the party. In addition, to raise the collective spirit to work in the Chinese school, they use industrial practice, i.e. students go to various workshops, to farms, where they learn to plant plants, take care of livestock, etc. In educational institutions in China, poster art is often used to influence students, but compulsory lessons also have a huge impact on ideological and political education [1, p. 111].

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## **THE IMPLEMENTATION OF THE GAMING TECHNOLOGY IN SECONDARY SCHOOL**

**Wang Yiyao (People’s Republic of China)**

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The playful method of teaching turns hard study into learning with pleasure, effectively uses the learning potential of students, and contributes to the formation of better habits. This improves the communication skills of students, effectively achieves the expected learning goal and leads to a significant change in learning.

Foreign research on the application of game method in teaching has a long history. As early as the 6th century BC, ancient Greece first proposed the application of game method in teaching. Heraclitus first proposed that game is the way of human wisdom, but the first person who proposed that game can really be combined with teaching is Plato.

The representatives of this technology were Kant, Spencer, etc. In history, many famous educators put forward the idea of game teaching application and practiced this method in their works, which made great contribution to the development of human education.

There are two views on the understanding of games in ancient times. The one is that games are entertainment activities. The other one is that games come from the understanding about human natural environment and the meaning of life.

Different educators have different definitions of games. Hadfield Jill (1984) defined the game as a regular, purposeful and fun activity. Similarly, Spodek Bernard and Sarscho Olivia (1994) thought that games are different kinds of activities. They have different structures and clear rules.

In Longman Language Teaching Dictionary and Applied Linguistics (1992), game is defined as an organizational activity, which usually includes the following aspects:

- 1) there are some special tasks or goals;
- 2) there is a series of rules;
- 3) there is a competition among teammates;
- 4) there is verbal or written communication between teammates.

Byrne (1995) defined game as a form of learning where students can rely on rules for activities. They should enjoy it, not just spend a lot of energy in their spare time. They should apply game to join language course. Huizinga (1998) defined the game as a voluntary activity. The rule of the game is that the player is willing to accept it, but it will also limit the player. The game is different from their daily life and it's a process done with happiness.

Liu Chaoyan (2002) wrote in his book, Flexner and Hauck believed that a competitive game involves skill opportunities or two or more people passing a series of rules, usually for their own entertainment or audience appreciation. Zhang Zhiyuan (2002) divided language teaching games that meet the needs of students' multiple intelligence development into role-playing, sports games, intelligence games, music activities, drama performances and other types. Barbara (2007) believed that the combination of games and more constructive tools can significantly improve the effectiveness of games as learning tools. Hanus (2015) defined “game” as a series of similarities, which can connect one game with another.

According to the above concept of game, we can conclude that game is a kind of educational activity with rules and fixed structure. The way of playing in class is very important. Therefore, it is important to explain the rules of game clearly before playing and make students understand it.

According to The Socio-Pedagogical Dictionary (2016), game teaching implies the development of behavioral skills and abilities, the development of methods of activity, socialization of the personality. Game aims at recreating and assimilating social experience in all its manifestations: knowledge, skills, abilities, emotional and evaluative activity [1].

In conclusion, we can say that game teaching is a kind of teaching method, which is based on the teaching objectives specified in the curriculum standards, combined with interesting games, and operated according to certain rules, so as to complete the teaching task successfully. It is known how multifaceted the game is, it teaches, develops, educates, socializes, entertains and gives rest.

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## **THE USE OF INFORMATION AND COMPUTER TECHNOLOGIES IN ENGLISH CLASSES IN SECONDARY SCHOOLS OF CHINA**

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The development of information and computer technologies has had a huge impact on the methodology of teaching a foreign language. The use of these technologies made it possible in the process of modeling the educational process in the classroom to switch from the choice of traditional teaching methods to the use of interactive methods of teaching the English language in secondary schools of China.

The study of specialized literature [1, 2] and the analysis of pedagogical experience allowed us to systematize *the main ways of using information and computer technologies in English lessons in secondary schools of China*.

*1. Use information and computer technology to stimulate students' interest in learning.*

Interest is the best teacher, and the driving force to mobilize students' positive thinking is their desire for knowledge. It is the duty of an English teacher to make students enjoy the English lessons. In teaching, we use multimedia auxiliary software to create a relaxed classroom teaching situation to cultivate students' interest in learning English.

For example, in a revision class, a “Red Envelope” game can be used. The aim of the game is to motivate students to remember the phrases accurately. The rule is the following: one student can choose to open one envelope and answer the question. If students can answer the question correctly, his group can get the corresponding score. The Score under different envelopes is different. What’s more, there is “boom” (if a student choose the boom envelope, his group will lose 2 points). Also, there is “smile” (if a student choose the smile envelope, his group will get 2 points).

*2. Use information and computer technology to improve classroom teaching efficiency.*

English is different from mother tongue learning. Most of our students learn English in class and acquire new knowledge. Due to the lack of a truly natural language communication environment, students learn to remember some words and grammatical rules, but cannot speak in real situations. Classroom learning and oral communication in daily life are seriously disconnected, and it is difficult to master correct pronunciation and thinking in English habit. The use of multimedia can help to solve this problem. By downloading some pronunciation materials, students can get access to the most authentic English pronunciation, and at the same time, students can easily correct their mispronunciation. Also, with the development of the information and computer technology, there are more and more excellent apps for us to use in class.

For example, the app “Learning together” is popular. Here is an example of the word learning. In the app, when a student sees a word, there is pronunciation and a picture. Students can listen to the standard pronunciation and see the picture. Also, when students read, the app will give them a mark from A to E. If a student gets low mark, he can read again. The most attractive thing is that the app will give students some small prizes.

*3. Use information and computer technology to change classroom teaching mode.*

The development of modern education technology and the application of multimedia technology in teaching have provided a broad space for the reform of English teaching mode. "Teaching mode" is the method and manifestation of teaching research on the whole classroom teaching. Personalized learning can be achieved through information and computer technology.

For example, in the test analysis class, teachers can make some videos to explain the difficult exercises. One video is about the multiple choices. One video is about the reading comprehension. One video is about the writing. Teachers can send the videos to the students’ pads. Students can choose which one to listen to according to their needs.

In teaching English, the use of information and computer technologies allows students to achieve greater results with less effort and increase the efficiency of the educational process when getting new knowledge.

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### **DEVELOPMENT OF MEDIA INFORMATION LITERACY OF STAFF OF EDUCATIONAL INSTITUTION FOR CHILDREN WITH DISABILITIES AS A PEDAGOGICAL PROBLEM**

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Information Literacy and Media Literacy are traditionally seen as separate fields. UNESCO's strategy brings together these two fields as a combined set of competencies (knowledge, skills and attitude) necessary for life and work today. Media and information literacy (MIL) considers all forms of media and other information providers such as libraries, archive, museums and Internet irrespective of technologies used.

Media and Information Literacy recognizes the primary role of information and media in our everyday lives. It empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content [1].

On December 11, 2013, UNESCO launched the Global Media and Information Literacy Assessment Framework, which provides practical tools and methodo guidance for member countries in conducting comprehensive assessments of the media and information environment. The framework aims to monitor MIL levels at the national, regional and individual levels, particularly for teachers in the field of services and training, and to use this as a basis for the deployment of action-oriented planning and strategic decisions that are country-specific.

Because of the ever-changing media environment and the rapid development of information technology, teachers need to have the media and information literacy of using tools to search, critically evaluate and create different forms of new information and knowledge, and sharing information through various channels. It will help to promote the development of the field of special education to bring information-based teaching practice and digital scientific research into the field of special education, use modern teaching equipment to optimize the curriculum teaching of children with disabilities and improving their learning ability.

The concept of «media literacy» originated in the 1930s, but only developed rapidly in the last 20 years. In the United Kingdom, media literacy is defined as the ability to acquire, understand, and create communication in a variety of contexts, and in North America, media literacy is seen as a collection of communication capabilities, including the ability to obtain, analyze, and express information in various forms, which can be paper or non-paper. Although the concept of media literacy varies in presentation, there is a consistent emphasis on critically handling media information and enhancing the characteristics of the ability to acquire, understand, analyze, use and create media products.

The concept of «information literacy» originated from the skills of book retrieval. Through and after 1974, information literacy emphasized the use of a variety of tools, formats and channels to obtain information, and the importance of information and knowledge assessment, creation and sharing. According to the National Information Literacy Forum research team, information literacy is the ability to obtain, evaluate and use information from different sources, and they put forward a series of measurements on this basis.

«Digital literacy» usually refers to the ability to effectively and critically obtain and evaluate information in different formats (especially digital formats) from a range of sources, on the basis of which new knowledge is created using a range of tools and resources, particularly digital technologies. As far as the concept itself is, digital literacy is very close to media literacy, mainly in helping users to socialize and cooperate safely and ethically.

Improving the media and information literacy of educational institution managers and teachers plays an extremely important role in improving the quality and efficiency of teaching. It helps institution managers and teachers to learn advanced management and teaching methods, improve the quality of scientific research activities, create a high-quality school environment and teaching environment, ensure better teaching quality and output of teaching results, and expand teachers' thinking capacity [2; 3].

In recent years, UNESCO has made a number of efforts to upgrade the global MIL and released the Global Media and Information Literacy Assessment Framework at the end of 2013. The framework provides lots of enlightenments for our country to improve media and information literacy, education, especially for children with disabilities.

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## **AUTONOMOUS LEARNING EDUCATIONAL POLICY AT THE OPEN UNIVERSITY AND UNIVERSITIES OF CHINA**

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This paper is aimed at determining the benefits of autonomous learning with the Open University and designing the strategies required for shaping self-regulated learners. A brief outline of autonomous learning and open education is included to provide the context for the article.

Autonomous learning, defined as self-directed and self-regulated (SRL) type of learning, is widely recognized as focused on the teacher-learner relationship implying special guidance and mutual trust. Autonomous individuals are viewed as «proactive in pursuing their own goals for their learning» and able to «take control of the process of their learning» [1]. They are intrinsically motivated, active, prone to succeeding academically, remaining optimistic about further lifelong development [1].

Open education is defined as an integrated and holistic training system based mainly on the interaction of educational institutions without academic admission requirements. Openness in education is also associated with massive open online courses addressed to Open University students.

Open education has won social recognition for its professional setting, people-oriented educational concept and individualized teaching service. On the one hand, the rapid development of open education is due to its «wide entry and strict exit» approach to the needs of the public to receive higher education. On the other hand, the autonomous learning model of learning-oriented, guiding and combining meets the needs of students. Especially with the development of computer network technology and multimedia technology, relying on various media resources provided by RTVU online teaching platform, students are provided with the conditions to complete their studies through independent learning under the guidance of tutoring teachers. So, communicating knowledge electronically can help in the cultivation of students' autonomous learning ability in the class and beyond the class. This can be seen as one of the best ways to improve the quality of the education in China and all over.

To develop autonomous, self-regulatory practices with university students, special strategies are needed for the teachers.

### *I. Giving full play to the leading role of written materials*

The compilation of teaching materials for open education should stem from the characteristics of the subject and the goals of cultivating talents in open education. It should fully reflect the characteristics of independent learning with the Open University. The teacher is supposed to avoid excessive theoretical elaboration that is beyond students' comprehension, shifting to the principles of simplicity and practicality. It means putting forward clear learning goals, paying attention to the introduction of learning strategies and learning methods, thus providing meaningful student-centered learning.

### *II. Strengthening the role of tutorials*

The characteristic of open education lies in self-study, but it does not mean that students are isolated and helpless. In the process of students' autonomous learning, it is also very important to play the guiding role of tutoring teachers, as students benefit from direct and continuous guidance from tutoring teachers in the process of learning. Considering differences in students' educational background, including adaptability / non-adaptability to autonomous learning, it is even more necessary for tutoring teachers to carry out individualized guidance. However, although open education has a certain foundation, a considerable number of teachers are still «addicted» to the traditional teaching mode, remaining unable to correct their current teaching strategies. Therefore, the enhancement of the guiding role of tutoring teachers is of vital importance.

### *III. Improving the role of online resources in helping students*

Due to the Internet, students can get access to different online learning resources, but many of these resources represent digital copies of textbooks and audio-visual textbooks with either thin or boring content, thus failing to meet the students' needs in learning independently. From the feedback of Chinese students, who have gradually adapted to the use of open educational resources (OERs), they still feel helpless in carrying out autonomous learning. Therefore, what is highly recommended is the enrichment of online resources in terms of content, structure, adaptability, selectivity, feedback and expansion. Creating brand-new open e-books, e-journals, modular video lectures, open syllabi with embedded course assignments and other E-resources will also have the desired effect.

### *IV. Strengthening and perfecting the formative assessment system*

Since launching OER pilot program, the evaluation method of combining formative assessment with assumptive assessment has been carried out. The purpose of formative assessment is to help students improve their autonomous learning ability and achieve a certain learning goal. Strengthening formative assessment is an important measure to deepen the reform of teaching mode and curriculum assessment mode, and an important guarantee to strengthen the management of teaching process and improve teaching quality.

In conclusion, autonomous learning policies play a crucial role in modern education. The driving force behind them focuses on the tutoring teachers and their autonomy-supportive teaching approach, overcoming a strictly textbook-focused education as irrelevant and ineffective.

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## **THE CONFLICT RESOLUTION IN INTERPERSONAL INTERACTIONS OF PARTICIPANTS IN THE EDUCATIONAL PROCESS**

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Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop [1].

Conflict presently continues to be a factor in academic life. Schools frequently appear to be centers of tension, because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied [2]. The conflict of school mainly occurs in two groups of relationship system: teachers and students, teachers and parents. For example, under the traditional concept, teacher supposed to be the dominant of educational process and the students are dominated by teachers.

However, with the progress of the times, students' self-awareness has gradually grown. The government advocates a more equal and friendly relationship between teachers and students. However, there are still some teachers who insist on self-confidence and force students to study. Orders are more than negotiation, dignity is more than kindness, accusations are more than help, punishment is more than encouragement, which makes students hostile and wary of teachers and produce antagonistic emotions. It, therefore, becomes common that conflict between teachers and students occur frequently at any time in the school. The conflict between teachers and students is one of the interactive forms of education and teaching, its existence is inevitable and reasonable.

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively [3]. Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life [4]. So how can we resolve conflicts in education? There are five common strategies for behavior in conflict situations: compromise, competition, adjustment, avoidance and cooperation.

1. Avoidance: As a strategy to solve conflicts, avoidance is usually used in non-emergency situations. When there are conflicts of interest and views between the two sides, their emotions are often in a more impulsive stage. In this case, in order not to worsen the situation, the two sides often choose to temporarily avoid conflict and negotiate under the condition of relative rationality. For example, in the classroom, when a student violate the classroom rules, teachers should not face the conflict with the student on the spot, but rather focus on the overall situation, remind he/she to abide the classroom rules and continue the lesson. After class, the teacher can talk with the student to understand the reasons for the rude behavior.

2. Compromise: Compromise is a common strategy, which can be used in unimportant teaching scenes. For example, in the usual rules, it is very important to abide the classroom regulation, no one should violate it. But if something unexpected happens in the classroom, for example, a bat suddenly flies into the classroom, and some students violate the regulation due to fright, then in this case, the teacher can choose to tolerate the students, compromise on this abnormal behavior, rather than punish the students according to the regulations.

3. Competition: Competition is a more active way to solve problems. This kind of problem-solving strategy is usually used in more urgent teaching situations. Both sides insist on their own views and are not willing to compromise with each other. If competition occurs in the educational scene, the result is often more positive. For example, teachers will actively carry out self-improvement in order to prove their excellent class level. However, if this way of conflict resolution is used to solve interpersonal relationship, it will bring some negative effects.

4. Cooperation: Cooperation is one of the most effective ways to solve the teaching conflict, which is a win-win way for the participants in the conflict. This way is often based on the calm period of the conflict between the two sides. Under the premise of full communication, it can not only meet my requirements, but also achieve your interests. For example, when students comment publicly on the teacher's teaching method, both sides should not fight to solve the problem. Instead,

they should communicate calmly and understand the root causes. If it is reasonable, teachers should ask students for advice to improve their teaching quality, and educate students to learn to respect teachers in public, that will not only improve teacher's teaching quality but also help the student to acquire knowledge better.

5. Adjustment: Adjustment is a concept that easily confused with cooperation. Cooperation emphasizes win-win and realizes the interests of both sides, while adjustment may describe the result of zero sum game. It needs a process of discussion, and often occurs in the following two situation. The first is that one side finds its own mistakes and caters to the position of the other side. The second is that one side adjusts its position to maximize the overall interests. In the teaching scene, these two kinds of scenes are very common.

In interpersonal conflicts, both sides find their own mistakes in communication and make timely adjustments is common. What's more, teachers often sacrifice their own interests to maximize the interests of students. For example, after work, some teachers are willing to sacrifice their spare time to correct homework for students. These are "self-interest sacrifices" made by teachers for students.

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### **INDEPENDENT EDUCATION OF SECONDARY SCHOOL STUDENTS AS PROMOTION OF THEIR SELF-GROWTH**

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The development of the education system in the People's Republic of China is given one of the priority places. Since 2018, China has been implementing a project to modernize education. One of the objectives of this project is to create a modern education system that ensures continuous universal learning. The ability to learn is key in the twenty-first century. This means the students' understanding of the educational material, mastering the necessary skills and abilities, choosing appropriate ways to solve the tasks, exercising self-control and regulating the processes of their own activities and independent work. Therefore, in the field of education, the implementation of "continuous universal learning" raises the problem of organizing independent work. The use of various forms of independent learning activities, distance learning in rural

schools (in accordance with the modern distance learning project of China), is impossible without managing the process of organizing students' independent learning activities. The skills of organization and implementation of independent learning activities, acquired by secondary school students, will be necessary not only to ensure continuous learning, but also in their further professional activities.

According to the consensus of teachers, education requires interest and passion. Interest and passion are the basis of education, its catalyst. There are different opinions about how to ensure the presence of these elements. In our opinion, we should teach high school students self-government and develop their ability to self-govern.

Quality education is based on student-centered approach, where the students are the masters of learning. Therefore, in the process of carrying out quality-oriented education, we should pay attention to the cultivation of students' independent learning skills, and urge students to explore and think independently during teaching activities, so as to achieve the best teaching effect.

Tolstoy said this about the stimulation of interest in learning: "What is needed for successful teaching is not compulsion, but stimulation of interest." Interest is the best teacher. Psychological research shows that the level of academic interest can have a large influence on the educational effect. If a student has a strong interest in learning, a good mindset, he studies the relevant knowledge more carefully, with enthusiasm and, when faced with difficulties, shows perseverance in his studies. Otherwise, he acquires knowledge only superficially, formally, encounters difficulties, often loses self-confidence, and does not know how to be diligent. Therefore, in order to promote active learning among students, we must stimulate and develop their interest in learning [1].

It is important to establish a harmonious relationship between teachers and students. Teaching practice shows that if the student likes a particular teacher, and also enjoys that teacher's courses, he will explore the knowledge of this subject more actively. This also promotes the formation of students' awareness of independent learning. The expression in the famous book about education by Xue Ji "love his teacher and believe his way" is true. Therefore, teachers should strive to transform the cold education theory into a vivid teaching practice, to truly love students, respect them, accept them and help them satisfy their educational needs [2].

It is necessary to actively guide students' independent learning. Modern education theory places the students at the center of the educational process, emphasizing students' initiative in learning, the teacher's role in organization, guidance, help and promotion of students' learning, gives full attention to the students' initiative, enthusiasm and creativity, thus leading the student to choose the most efficient way to learn, to achieve optimal learning effect. Even if students diligent about their studies, teachers should still adopt flexible and diverse teaching methods according to the students' actual interests and abilities, so that students' independent learning would include appropriate practical activities.

Teachers should pay attention to the incentivizing effect of learning results; they should make full use of the feedback that they give their students. Teachers should also put forward different requirements for students with objective differences, encourage students at different levels to succeed in learning, and let students experience the joy of success. Students with learning difficulties, in particular, have a poor

knowledge foundation, slow progress, and a strong sense of inferiority. Teachers should try their best to explore their strong points, help them establish self-confidence, so that they can feel the joy of success as often as possible. The sense of success is the incentive mechanism in students' independent learning. It gives them a positive experience, strengthens and encourages students to take the initiative to learn, and that will help students to constantly pursue such experience in independent learning. In the process of independent learning, students are most clear about what kind of learning can best meet their needs, what they want to know, and what they are confused about and don't understand. Therefore, teachers should pay attention to students' self-evaluation, guide students to gradually understand whether their process of learning is rational and effective, and whether the methods they use are appropriate. They should give timely feedback, and constantly improve learning methods. In short, in the process of education, we should pay attention to the cultivation of students' ability to learn independently, and urge them to explore and think independently during different pedagogical activities, so as to achieve the best learning effect.

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### **MODERN ADDITIONAL EDUCATION IN CHINA**

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The system of additional education in the China is a variable part of the general education system, designed to help children successfully adapt in the modern world, taking into account the rapid development of modern technologies.

At the present stage, additional education in the China is designed to solve the following tasks: the development of the individual and the team, the creation and support of motivation for activity, the development of interaction skills in the team, the development of cultural and historical education, and the development of self-education.

In 2014, a state program for the development of additional education was adopted with the aim of clearly defining its place in the general education system of the PRC. Today, additional education in China is considered to be one of the most important social elements of the general education and upbringing system of the younger generation. Today in China there are about 10 thousand institutions of additional education.

The basis of the educational process in additional education is the implementation of programs that go beyond the main (general) ones. The content of additional education is a variety of directions, types and forms of activity (including creative) and covers various aspects of the world around us.

Within the framework of the study, the individual and gender differences impacting the likelihood of participation of boys and girls in additional education are of particular interest. Boys are more likely to prefer educational and sports programs, while girls prefer art programs [1]. Gender differences are also manifested in boys' preference for acquiring mathematical knowledge over knowledge in the field of learning Chinese and English. The above results are related to differences in the academic interests and ways of thinking of men and women.

Boys tend to engage in sports activities and study materials that enable them to think critically, such as math.

Girls are more willing to participate in literary and artistic activities, as well as study material related to creative activities [3]. This is largely facilitated by the system of additional arts education, the development of which began at the end of the twentieth century: in June 1998, the Ministry of Education of China published the "Decision on deepening educational reform and comprehensive promotion of quality education." This document led to the development of a new teaching model based on the aesthetic perception of reality: courses in the visual arts were introduced for the first time in primary and secondary schools in China, and centers for art activities and art galleries were opened in various regions of the country. In the 1990s exams at higher art institutions began to include a separate exam in fine arts, which led to the emergence of private organizations that provide services of teaching literacy at a level sufficient to pass the entrance test.

It should be noted that considerable attention in China is paid to the additional education of children in rural areas, especially children living in hard-to-reach and remote areas. For this purpose, mobile centers are being created that run between villages within the province. The funding system offers support for gifted children from low-income families, which gives them a chance to get a good education in the future.

With regard to pupils and students, it should also be noted that the possibility of obtaining additional education is dependent on their past academic success, as well as their socio-economic status, as students with positive academic results are more likely to receive additional education than students with low academic results. [2]

In the system of additional education in China, great importance is attached to innovation, which is understood as the inclusion of new concepts, methods, and approaches in traditional education. In this regard, the heads of large centers for continuing education and their staff have academic degrees in pedagogy and psychology, including in the field of information technology, while in the system of additional education, special attention is paid to distance learning technologies.

To date, China has identified schemes for interaction between institutions of additional education and institutions of general secondary education, a system of remuneration for teachers, developed modular programs, and state policy in the field of additional education.

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## **THE PROBLEM OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF EFL TEACHER IN TERMS OF CULTURALLY RELEVANT PEDAGOGY**

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Teachers' personal development refers to the development of teachers in their personal life, while professional development refers to the achievements of teachers in teaching. The achievement of teachers' personal development is closely related to their career. Professional development helps teachers to provide quality education to students. Only through professional development teachers can improve their professional quality in teaching. Professional development can be achieved by participating in professional courses and training, while personal development can be achieved through life experience. Personal development helps teachers realize their ambitions and dreams in their career.

This infers that personal growth is closely related to career development. If teachers want to successfully provide high quality and beneficial education for students, they must first cultivate students' personality. This paper discusses how Chinese TESOL / TEFL teachers can acquire, deepen and expand their knowledge and skills through personal and professional development choices and activities marked by culture at all stages of their career.

A foreign language teacher shoulders the responsibility of improving students' personality through cultural discourse. Cultural discourse focuses on discourse dynamics, which refers to the practices, styles, events and behaviors (composed of specific norms, symbolic forms, symbols and their definitions) of the expressive communication system spread in history (Albantani, & Madkur, 2018). Teachers should start from the development of students' personality, combine strategies, improve students' interactive communication activities, improve students' ability of speech expression, so as to achieve the ultimate goal of cultivating students' cross-cultural communication ability.

In terms of culturally relevant pedagogy, foreign language teachers should uphold the cultural identity of their students. To achieve this, teachers should attend some training seminars regarding their students' culture to improve their personal and professional development for effective teaching and maintenance of the students' culture. Culture-relevant tools and strategies such as attending seminars are beneficial for foreign language teachers. In terms of culturally relevant strategies, the foreign language teachers benefit a lot due to their diversity (Albantani, & Madkur, 2018). The diversity of teachers encourages learners to use their perspectives and strengths to contribute to the diverse environment of learning; it also attributes to a more comprehensive understanding of the students.

All educators must also take professional development classes in language and literacy, skills and mathematics, and science to learn new instructional theories and procedures. Teachers learn new methods for assessing and teaching reading skills; approaches are known to familiarize students with reading difficulties and develop new strategies to make reading more straightforward and satisfying. Individuals benefit from continuing professional growth because it means that they remain competent. If the professional does not continue to improve their skills and abilities, they can endanger themselves technically and in the setting.

In conclusion, it is of great practical significance to find and implement culture related strategies and tools to develop the identity and professionalism of Chinese English teachers under the background of "unequal privileges of native English speakers" in China's English teaching practice.

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## **THE ESSENCE OF THE CONCEPT OF «PEDAGOGICAL DESIGN»**

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Different people have different understanding of the concept of «Pedagogical design». In Professor Zhong Zhixian's «On the Reconstruction of the Definition of Pedagogical design», the concept of Pedagogical design is sorted out, and it is pointed out that there are 9 kinds of pedagogical design definitions with representative significance [1]. They are:

1. Pedagogical design is a systematic method to design, implement and evaluate the whole process of learning and teaching by integrating human and non-human resources which are beneficial to improving teaching efficiency, aiming at specific teaching objectives and based on the research of human learning and communication theories [2].

2. Pedagogical design is a systematic process of transforming the general principles of learning and teaching into teaching materials and learning programs [3].

3. Instructional system design is a systematic process of planning instructional systems [4].

4. Pedagogical design is a kind of technology to create learning experience and learning environment. Pedagogical design can also be called scientific technology [5].

5. Pedagogical design is a systematic method of studying teaching systems, teaching process and making teaching plans. Based on communication theory and learning theory, it applies systematic viewpoints and methods to analyze problems

and demands in teaching, determine goals, establish steps to solve problems, select corresponding teaching strategies and teaching media, and then analyze and evaluate the results to achieve the optimal teaching effect [6].

6. Pedagogical design, or instructional system design, is a concrete and operable procedure for implementing instructional system methods. It synthesizes basic elements in the teaching process, such as teaching objectives, teaching contents, teaching objects, teaching strategies, teaching media and teaching evaluation, and models the design process using the system method [7].

7. Pedagogical design is a process in which systematic methods are used to analyze teaching problems and determine teaching objectives, to establish strategies to solve teaching problems, to try out solutions, to evaluate the results of trying out and to modify the programs. It aims at optimizing the teaching effect and is based on learning theory, teaching theory and communication theory [8].

8. Pedagogical design is an operational process of planning and arranging teaching activities according to modern educational theories and teachers' experience under the guidance of certain viewpoints and methods [9].

9. Pedagogical design is a systematic decision-making process based on the analysis of learning needs and the proposal of the best solution to the problem of optimizing the teaching effect [10].

In addition, there are other definitions that Professor Zhong did not consider.

10. In essence, pedagogical design is a methodological discipline that provides methods and ideas for instructional practitioners to seek solutions to instructional problems [11].

11. Pedagogical design system is a systematic process or procedure that converts the principles of learning theory and teaching theory into teaching objectives, teaching contents, teaching methods and teaching strategies, teaching evaluation and other links to carry out specific plans and create teaching and learning [12].

12. Pedagogical design is an applied science which studies instructional system design. Its task is to present the rules of pedagogical design and use these rules to guide teaching practice [13].

13. The term pedagogical design refers to the systematic, reflective process of translating learning and instructional principles into the planning of instructional materials, activities, information resources, and assessments [14].

There are also scholars who believe that pedagogical design is a discipline belonging to the field of design [15].

By analyzing these definitions, we can divide pedagogical design into the following categories:

Firstly, pedagogical design is a process. Secondly, pedagogical design is a method. Thirdly, it can and should be considered a technology, a set of procedures and a discipline. It is believed that pedagogical design is an applied science. So far, there has not been a definition of pedagogical design accepted by all researchers of pedagogical design. As mentioned above, the reason why there are so many concepts or definitions of pedagogical design is that researchers in different research backgrounds stand on different positions and give different definitions of pedagogical design under the control of their respective value orientations.

Currently, design is considered as the most important component of pedagogical activity. As part of our research, pedagogical design is a management procedure aimed at transformation; this is the preliminary development of the main details of the upcoming activities of the teacher and students and the prediction of its results.

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### **SELF-DEVELOPMENT OF THE STUDENT'S PERSONALITY AS A PEDAGOGICAL PROBLEM**

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Society has a great need to train young people who are capable of active self-development, creative solutions to non-standard situations, and the realization of their unique, inimitable human individuality. Therefore, the priority task of the general

education system is to create the most favorable conditions that promote active self-development and self-determination of the student's personality.

The self-development of the student's personality as a pedagogical problem is a kind of response to the confrontation of two main concepts, which in the history of philosophy are connected on the one hand, with views Socrates and Plato (held the opinion that the decisive factor in human development is its natural content, and external conditions play a secondary role in its formation), and, on the other hand, the ideas of Democritus and Epicurus (believed that the determining influence on human development is exerted by external conditions and circumstances of life). [2]

These two approaches to solving the most important pedagogical problem related to human development are still evident today, since . it is impossible to ignore any aspect of a person's life – external or internal-in the development of personality. Following the fundamental ideas of K. A. Ushinsky, V. A. Sukhomlinsky, P. P. Blonsky, A. S. Makarenko and other outstanding teachers who gave a justification for the humanization of education, the need for help and support for a developing personality, self-development of the individual is considered as a set of processes of self-knowledge, self-improvement, self-assessment, self-regulation, productive activity of the individual.

The historical and pedagogical tradition, which defends the idea of self - development of the individual, puts at the head of the educational process the creation of a special system of pedagogical conditions that encourage a person to non -directed and conscious work on their own development. To activate the self-development of the student's personality, pedagogical support and psychological and pedagogical support allow. Pedagogical support is understood as the sphere of activity of a teacher, focused on introducing a person to socio-cultural and moral values, on creating the subject space necessary for her self-realization and self-development. At the same time, the essence of pedagogical support is revealed: from two sides – as a pedagogical activity, a specific, educational process and as a fundamental principle of interaction and communication between an adult and a child. [1]

Teachers identified the principles of pedagogical support (reliance on personal strength and capabilities of the individual; a belief in the ability of the student; focus on the child's ability to overcome obstacles; cooperation; goodwill and mesocenozoic; the principle of "do No harm" etc.). Psycho-pedagogical support is a special kind of humanitarian support of the educational process, where the essential characteristic is the interaction between students, teachers and psychologists, creating the conditions for self-development, self-actualization.

The implementation of the functions of psychological support is possible with the use of personality-oriented self-development technologies:

- developing diagnostics;
- personal development and self-development trainings;
- psychological counseling on the problems of activating self-development.

The joint activity of students, teachers, and psychologists makes it possible to create conditions for the maximum disclosure of the abilities of each student and the self-development of a person capable of fully realizing himself as a part of society.

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### **TEACHING PROCESS MONITORING IS THE BEST CONTROL OF STUDENTS' KNOWLEDGE AND SKILLS**

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The so-called teacher's teaching monitoring ability refers to the ability of teachers to plan, check, evaluate, feedback, control and adjust their teaching activities in the whole process of teaching in order to ensure the success of teaching and achieve expected objectives. But the more important point is that long-term and regular monitoring can produce effective results and feedback.

It is the concrete embodiment of teachers' critical thinking in regard to education and teaching activities. This ability can be divided into three aspects. First, teachers plan and arrange their teaching activities in advance. Afterwards, teachers consciously monitor, evaluate and provide feedback regarding their actual teaching activities. Then, teachers adjust, correct and consciously control their teaching activities.

As teaching activities are extremely complex and include a variety of aspects and factors, teachers' monitoring ability also has varied contents. The complexity of teachers' monitoring ability determines the complexity of its components. We can analyze its components from different perspectives. According to the different forms in different stages of teaching process, teachers' monitoring ability can include the following aspects:

1. Planning and preparation. Before classroom teaching, we should make clear the content of the course, students' interests and needs, students' development level, teaching objectives, teaching tasks and means, and then predict the possible problems and possible teaching effects.

2. Classroom organization and management. Pay close attention to students' reaction in class, try to mobilize students' learning enthusiasm, and be ready to deal with the unexpected events in class effectively at any time.

3. Presentation of teaching materials. This process is a core of teachers' classroom teaching. In this process, teachers should keep conscious reflection on their own teaching process, teaching methods, students' participation and reaction at any time, and adjust their teaching activities in time according to this feedback information, so as to achieve the best effect.

4. Verbal and nonverbal communication. In classroom teaching, the verbal and non-verbal communication between teachers and students is very important. Teachers should try their best to instill positive attitude, encourage them to study hard as well

as to maintain their sensitivity and critical outlook towards the process of communication between teachers and students. Once they find problems in the communication process, they should immediately correct them.

5. Evaluate the progress of students. The effect of teacher's teaching should ultimately be realized in the students' mastery of knowledge and the development speed and level of their ability. Therefore, teachers with high level of monitoring ability are bound to seriously understand the students' mastery and adopt various methods to evaluate the students' progress, so as to improve their teaching.

6. Reflection and evaluation. At the end of a class or a stage of class, teachers with well-developed monitoring ability will review and evaluate the outcomes of their lessons, carefully analyze what aspects of their lessons have been successful and what aspects need to be improved, and analyze whether their teaching is suitable for the actual level of students and whether it can effectively promote the development of students. On the contrary, teachers with poor monitoring ability generally do not seriously consider these problems, do not consider whether students can accept, do not reflect on their own teaching gains and losses.

The essence of the cultivation of the monitoring ability lies in the cultivation of teachers' consciousness of teaching, the habit and ability of self-evaluation of teaching activities, the methods and skills of correction and control of teaching process, and the sensitivity of teachers to students' reactions. With these abilities and habits, teachers can face the changing environment and easily deal with various problems encountered in the teaching process, and can cope with challenges from different aspects.

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## **PECULIARITIES OF AESTHETIC EDUCATION THROUGH DANCE IN MODERN CHINA**

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Aesthetic education is an educational system and a form of art that promotes the spread of beauty through the rich body language by the means of dance. According to Ren Lu Peking Dance Academy [1, p. 135], "the classical aesthetics in the course, the traditional etiquette of ancient China, combined with modern dance moves create such an ingenious fusion in the dance segment, accompanied by the change

of formation and the sounds of chun-chun, it enables students to feel the impact of music culture, which lies at the core of Chinese traditional culture". The teaching of the culture of etiquette with the help of dance training will not only improve students' knowledge, but will also contribute to the spread of Chinese traditional culture.

Aesthetic education through dance plays a positive role in promoting the comprehensive development of morality, intelligence, physical education, beauty and labor due to its uniqueness. It affects the formation of high-quality talents and their improvement, which meets the requirements of the quality-oriented comprehensive education (Tao Wendong [2]).

Yu Zhengyan believes that the aesthetic upbringing through dance should encourage people to develop their feelings, improve physical and mental health, strengthen their will and character, stimulate their creativity and self-control through the enlightening "body training" [3].

Wang Haiyan [4] believes that the artistic skills of a person are not congenital, but are gradually established through smaller achievements, embodied in thoughts, emotions, knowledge, art and other aspects. The implementation of artistic skills requires constant learning and development. Aesthetic abilities are an opportunity to see what things look like, appreciate them, analyze and create beauty. However, students at the initial stage cannot develop advanced artistic skills and the ability of aesthetic analysis; they cannot determine what is beautiful and what is ugly when evaluating a dance. After continuous training, dance students at the initial stage build an aesthetic analysis system in their thinking. Dance as an artistic style of integration of space and time through the shape of the human movement is aimed at achieving beauty, a description of the plot, and an emotional catharsis.

In the comments to the course of aesthetic education through dance [5], there is a discussion of the role of aesthetic education through dance in the basic formation of China. As everyone knows, the first teacher of each subject is important because he influences students' interest and attitude towards the subject, lays a solid foundation for their present and future vocational training. First dance teachers need to lay a solid foundation, because students at the initial stage are very curious. Aside from interest, attention should be paid to the normative and scientific characteristics. The dances are divided into several categories, the most closely connected with Chinese culture are the national classical and folk dances of 56 ethnic groups; so when students evaluate folk dances, they can understand the features, traditional cultures, customs and habits of each ethnic group.

Aesthetic training through dance is aimed at developing personal physical qualities. Firstly, it is teaching beauty; therefore, one of the main aims is to get rid of bad habits in posture. It helps students to start with the basic stage of training and lay the foundation for future physical development. In the event that the base pose is bad, regardless of how beautiful the movements are, it will prevent you from showing your beauty and physical skills. Consequently, every student who learned to dance develops an intuitive feeling, which differs from those who did not have dance training, and controls their form, waist and back. Secondly, since the dance is performed in the process of movement, physical training of individual parts of the

body is used during dance practice, so that all movements would seem light and easy. At the same time, at the stage of basic training, it is recommended to work on students' physical qualities and abilities. Dance training will improve the development of bones and general physical form. Dance is also aimed at improving personal spiritual qualities of students.

Zhang Yuelong [6, p. 94] indicates: "The key to learning dance is to persevere in the training of basic skills. One minute on the stage takes ten years of training off the stage. If you want to perform a dance successfully, you must take the trouble to train the basic skills, which is undoubtedly a kind of training of students' perseverance and endurance".

Thus, it can be concluded that aesthetic education through dance plays a positive role in promoting the physical and mental development of students at the stage of basic training. There is hope that aesthetic education through dance will become standardized and regulated in the Chinese education system, and will greatly benefit Chinese students.

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## THE CURRENT SITUATION OF E-LEARNING IN CHINA

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As a new form of learning, e-learning has its potential advantages. It's considered to be "learning done by studying at home using computers and courses provided on the internet" [1]. Through the comparison between e-learning and traditional classroom teaching, we can see its many advantages. Just like the two sides of a coin, we should see its own limitations as well as its advantages. Only when it is organically combined with traditional classroom teaching to achieve complementary advantages, can better teaching effect be achieved [2].

Network teaching is not only to release textbooks into digital version on the Internet, but also to provide a flexible learning mode for a wider range of people at any time and any place under the separation of teaching and learning behavior. For example, the key points and difficulties of teaching are put on the Internet for further guidance and discussion, the interactive form of multimedia technology unique to the network is used to explain the content of some teaching materials in depth, and provide some related resources or resource navigation [3]. But in fact, many online courses in China are poor in content, and even have only simple courseware, some just copy the content of the classroom to the Internet, and there is no problem. It plays an extension and supplement role in classroom teaching. In order to build a learning environment in which the advantages of network teaching and traditional teaching complement each other, the key problem is to vigorously promote the transformation and renewal of teachers' teaching ideas. Under the network environment, the integration of information technology and courses of various disciplines cannot be separated from the original traditional teaching. Of course, it should not be stagnated on the ground of inheriting the traditional teaching. We should make a correct evaluation of the original traditional teaching and theoretical basis, inherit the essence, discard the dross, objectively and objectively study and analyze, absorb its strengths, and discard its shortcomings. We should take advantage of the concept of quality education to complement each other and achieve the best integration of the two teaching methods.

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### **INNOVATIVE PSYCHOLOGICAL AND PEDAGOGICAL TECHNOLOGIES REFORM IN CHINA**

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Following the call by Deng Xiaoping to “gear education to the needs of modernization, the world and the future”, Mainland China has been embarking on a series of pedagogical reform for the past few decades [1]. A discernible trend about the various educational reform initiatives is a tendency to borrow educational thoughts, with their accompanying presuppositions and practices, from elsewhere, especially from ‘the West’ [2].

Teaching technologies are complicated and multi-aspect issues that makes it necessary to view them not only as structural integrity but as activity of their participants. This strategy seems to be an essential requirement for teaching technologies to function successfully and develop dynamically on the way to the target output. The term “technology” (“science of craft”, from Greek *techne* – “art, skill, craft,

or the way, manner, or means by which a thing is gained”; and logos – “word, the utterance by which inward thought is expressed, a saying, or an expression” [3]) was introduced in ancient times. Traditionally, it is referred to the collection of practical techniques, processes, skills and methods, used in the production of desired goods or services or in the accomplishment of scientific objectives. Technology emerged as practice. In the 20th century, there used to be a considerable development of technology scientific issues, which were mostly focused on finding more sophisticated technological processes. China’s pedagogical reform is a part of an ambitious nation-wide education reform (also known as ‘new curriculum reform’; Xin Kegai) in China.

The aim and content of the education reform are stated in a 2001 document titled Outline of the Curriculum Reform for Basic Education [4]. Noting that the existing curriculum for basic education is “unable to meet the demands of the times”, the Ministry of Education aims to promote ‘quality-oriented education’ (Suzhi Jiaoyu) through reforming its curriculum system, structure and content. Aspiring to meet the demands of a knowledge economy, the reform in China aims to develop “all-rounded students” who are “imbued with a spirit of innovation, practical ability, and equipped with the foundational knowledge, ability and methods to engage in lifelong learning” [4].

Since the announcement of the curriculum reform in 2001, a flurry of policy initiatives has been rolled out across all primary and secondary (junior and senior) schools in China that cover school management system, curriculum content, pedagogy, assessment, teacher training etc. [2]; for a detailed discussion of the reform in Shanghai, see Tan, 2013). Given the wide scope of the new curriculum reform in China, this article shall limit its study to pedagogical reform, i. e., changes affecting teaching as propagated in the new curriculum reform.

Thus, it can be stated that scholars mainly turned to interpretation of theoretical and methodological issues, aspects of content modelling of various teaching technologies and developing their key concepts. However, modern science is not yet capable to give a clear description to the structure and functions of teaching technologies, their nature and essential features, ways of their transformation in each specific situation, complete construction theory and implementation of teaching technologies, as being focused on the individualized and facilitated learning, management of conductive teaching driven by a hi-tech and e-environment, implementation of creative and innovative models of both teaching and learning.

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## **PROBLEM-ORIENTED TEACHING APPLIED**

### **IN ENGLISH READING IN THE SECONDARY SCHOOL OF CHINA**

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PBL, which means "problem-oriented teaching" or "problem-based teaching", is a widely used teaching method in recent years. Since its inception about 40 years ago in a medical educational program at McMasters University, PBL has evolved in many institutions worldwide and extensively applied in myriad fields such as architecture, law and social work [1]. It implies education in complex and meaningful problem situations, allowing learners to solve problems through cooperation, and ultimately cultivating students' ability of self-learning and lifelong learning. This method is not like the traditional teaching, such as learning theoretical knowledge before solving problems. Problem-based teaching method is a kind of learning method that takes students as the main body and teachers are the supporters. It takes various problems in the professional field as the starting point, plans the learning content with problems as the core, and allows students to seek solutions around problems. The teacher's role in this process is to raise questions, design courses and evaluate results. In education process, teachers do not tell all the knowledge to students, but require students to study problems according to the teaching situation, put forward appropriate problems, and finally solve the problems through discussion. Its classic implementation methods are: asking questions, collecting data, group discussion, classroom discussion, teacher's summary.

In recent years, PBL teaching method has been applied in various subjects by teachers, and has achieved good educational results. "As an attempt of reading teaching reform, PBL teaching method focuses on students' active learning, helping students solve their questions in reading through problems; and then closely combines the practical experience of text readers through reading" [2]. So, we try to change the original English teaching mode, using the PBL teaching method into the usual English reading teaching in secondary school of China.

In the classroom, teachers can divide the steps of reading articles into pre-reading, reading and after reading parts. Before reading, a teacher can give students a few general questions about the content of the article, and let students read the article with questions. The questions can be about the general background, theme, story outline and so on. This will not only help students to find the purpose of reading, but also enable them to concentrate on the article they are to read. Through the questions, they can have a certain understanding of the article. After the students have a certain understanding of the article, they can answer the questions of the pre-reading part. After that, teachers can ask more detailed questions. These questions can be in the form of questions and answers, or in the form of tables, such as the time and place of the event, the sequence of the story, and so on. Students can also judge the right and wrong of some tricky questions. After these questions, students will have a better understanding of the article after intensive reading. In the post reading stage, teachers can use some problem games to summarize the information from the text. This way can not only let students have a review of the reading content, but also stimulate students' imagination and creativity, so as to achieve better teaching effect.

Thus, through collective collaborative creative language practice, students' interest in reading is cultivated, interest and cooperative attitude promote the improvement of students' basic language skills and self-learning ability. It turns reading activities into a process of students' active learning, develops students' critical and reflective reading ability, and helps to solve the problems that are difficult to solve in traditional reading teaching. The application of PBL teaching method can make students learn more, understand more views and enjoy learning process.

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### **ON THE IMPLEMENTATION OF POTTERY FLUTE IN JUNIOR HIGH SCHOOL MUSIC CLASSROOM**

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Students in junior high school have a certain ability to enjoy music and sing songs. In order to make the teaching form of music classroom not limited to single singing teaching, junior high school music teachers can introduce musical instrument teaching into music classroom, and make bold innovation in music teaching at present stage, which makes students have a great interest in music learning. As an instrument originated in China and easy to carry, Tao Di is very suitable for junior high school students at present stage to learn. Students can use the performance of pottery flute to integrate their feelings to music, realize the unique interest brought by music and musical instrument performance, which can also play a key role in the improvement of students' comprehensive musical literacy.

The positive influence of musical instrument teaching on music teaching in junior high school enhances the sense of participation of students and make them feel the fun of learning and promotes the cohesion of class by means of musical instrument ensemble.

The introduction of Tao Di in the music teaching of junior high school improves the professional teaching level of music teachers.

Many junior high schools have already opened teaching activities of pottery flute, although music teachers are not professional ceramic flute players. That's why the teaching of ceramic flute is only in the basic understanding stage. The level of ceramic flute performance of music teachers determines the ability of class students to master the performance of ceramic flute. Therefore, in order to ensure the introduction of ceramic flute, it is necessary for the music teachers to learn advanced teaching methods of ceramic flute, and to carry out targeted teaching activities in combination with the actual situation of students in the school. In addition, the school can also hire professional ceramic flute performance teachers as regular lectures to help music

teachers to carry out ceramic flute teaching at professional level, and ensure that students can be trained professionally. Music teachers can lead students to select corresponding music according to the content of music textbooks for practice, such as "snow flannel", "friendship has a long time" and other classic film and songs. Through the reasonable guidance of music teachers, students can get a great leap in the ability of playing ceramic flute.

The introduction of ceramic flute teaching in music teaching can effectively improve the core quality of students' music. In order to help students develop the correct playing habits in the performance of ceramic flute, music teachers can lead students to carry out ceramic flute practice activities in the form of imitation first, and the music teacher will demonstrate new tracks for students first, so that students can be familiar with the tracks. Then, the music teacher leads the students to learn the singing score. Only by mastering certain singing skills students can make their own sound accuracy and rhythm more correct. This can play a very effective role in the students' learning of playing pottery flute. Over time, students will form a complete core music literacy. For example, when the music teacher leads students to learn "snow flannel", they need to familiarize the students with the new track through the performance of ceramic flute, and feel the emotion contained in the music during listening. Only when the students and music form the emotional blend, students can inject their feelings into the performance of ceramic flute and truly realize the performance state of "heart dancing with music". Finally, the music teacher also introduces the rhythm characteristics of the repertoire to the students and demonstrates it with ceramic flute, so that students can really use pottery flute to master more music theory knowledge, making pottery flute a great tool to improve students' music core literacy.

In junior high school music teaching, the teaching activities of pottery flute can fully ignite the enthusiasm of students to participate in music classroom. Moreover, music teachers can help students form standardized music learning habits with the help of ceramic flute teaching, and thus play a positive role in improving the core quality of music.

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## **FEATURES OF EDUCATIONAL MANAGEMENT OF A UNIVERSITY IN CHINA**

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The concepts of "strategic management", "strategic planning", "strategic decision" have become firmly established in modern management theory and practice. Today, strategic thinking is a reliable guide for any leader who thinks about the prospects for the development of his organization. Therefore, every rector of the university, dean of the faculty, head of the department strives to acquire the image of a talented

strategist who is able to creatively solve management problems and flexibly respond to those environmental factors that determine the prospects for the institution's activities. Modern higher educational institutions perform the functions of educational centers, aiming at training highly qualified specialists, and the functions of scientific centers carrying out research and search activities. Therefore, every rector of the university, dean of the faculty, head of the department strives to acquire the image of a talented strategist who is able to creatively solve management problems and flexibly respond to those environmental factors that determine the prospects for the institution's activities. This imposes additional responsibility on the management personnel of educational institutions and requires future and current leaders to master such a new area of scientific knowledge and practice as educational management.

Pedagogical management as a science of management of educational systems and processes is a branch of pedagogy, the subject of which is the organization of management in the field of education and in educational institutions. The structure of pedagogical management includes the following levels:

- 1) management of the activities of the teaching staff;
- 2) management of the teacher's activities;
- 3) management of the student's activities.

Distinguishing feature of modern universities in China is the university system, a part of which is the concept of educational administration at both macro-level and micro-level. The macro-level administration includes governmental administration, proper market regulation, extensive social involvement and legal autonomy of the higher education. And the micro-level includes President ' s accountability, freedom of teaching, academic independence, scientific management and democratic decision-making.

A university management system is a form of distribution, coordination and implementation of management activities within the structure of an educational institution, which is determined by the specifics of its internal divisions, management bodies, their interaction and interrelation. The following systems and the levels of management corresponding to them are distinguished vertically: the state system of education and upbringing as a whole (the level of state management); regional educational systems (the level of regional management). The following levels of qualified management are marked horizontally: training sessions; independent extracurricular work; professionalism of the teacher, etc.

The all-round development of people is the fundamental goal of university education, and the concept of quality education, open education, innovative education, and main body education are the basic concepts of modern university education. The study and life of freshmen must be based on the educational concept of a modern university. Lead, handle the relationship between autonomy, loss of control and self-discipline in college life, and create beautiful college students from the aspects of changing roles, establishing goals, self-management, and enhancing self-confidence on the basis of mastering the characteristics of college learning.

The traditional management system of Chinese colleges and universities took shape in a planned economy. The administrative power of colleges and universities in China is generally divided into three levels: school, college, and faculty. All three

make up the top-down power grid that supports the day-to-day running of colleges and universities. The internal management of most colleges and universities in our country is a typical "hierarchical management" model.

A meaningful and reasonable choice of a university management strategy requires the selection of criteria for its effectiveness.

## **ORGANIZATION OF THE PROCESS OF STUDENT'S PHYSICAL TRAINING BASED ON AN INDIVIDUAL APPROACH**

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Physical quality is an important component in the comprehensive quality of students. At this stage, the current situation of the physical test results of high school students in China is not optimistic, it reflects the obvious decline in the physical health of teenagers. It needs attention of the society, parents, students and school. Based on the analysis of the influencing factors of the physical test scores in high school students in China, this paper actively seeks for effective solutions to improve the physical level of students and to ensure their all-round development. At present, the situation of physical education in senior high schools is not good. Most senior high school students study cultural courses and do not pay attention to physical education. Long sitting study and heavy academic work, make them do less sports, so the physical test scores are not ideal. According to the national students' physical health standards, it is found that the high school students' physical test scores in the aspects of vital capacity, physical ability and body shape all show a downward trend. The reason is that many high school students have anorexia habits, and some students have excessive nutrition. At the same time, various electronic products change the after-school life of high school students, making them more inclined to electronic sports activities.

China Sports Daily mentioned in its report "Physical fitness testing helps physical education integration" that physical fitness assessment is of great significance to the healthy growth of teenagers. The national physical health standard promotes students' physical health and stimulates students to do physical exercise. and puts forward corresponding improvement countermeasures.

At present, the formation of high school students' cultural achievements and talent skills leads to few physical activities in high school and little attention to physical education. Many physical education teachers used to directly carry out physical activity teaching, for the physical education professional knowledge is little, can not unify the physical health and teaching objectives, the teaching mode, and single activities. Moreover, they do not pay attention to students' personality characteristics, lacks innovation in teaching, and fails to stimulate students' passion for independent sports, which limits the improvement of high school students' physical fitness level and physical test scores.

Therefore, the effective countermeasures to improve the physical test scores of high school students can be analyzed from the following points.

1. The promotion of students' consciousness. Students' own ideological change is the key point. Students should realize that physical exercise and cultural learning are not contradictory, and they can promote each other. The study of cultural knowledge is the key point of academic development.

2. The quality of physical education teachers. At present, most schools in China do not pay attention to the arrangement of physical education curriculum, so the position of physical education teacher in many schools is regular, and the situation that physical education is replaced by cultural class is everywhere. Therefore, schools need to pay attention to the arrangement of physical education courses and the physical development of students. Only a good body can contribute to cultural learning.

3. Social attention. It is necessary to enhance the social awareness of sports and physical health, to understand that social development is inseparable from people's physical health. The Ministry of Education should pay attention to the physical health of high school students, actively innovate the physical examination system related to college entrance examination, in order to pay attention to the physical health and physical education of high school students. The characteristics of physical and mental comprehensive quality of examinees are included in the evaluation system, and the standard limits are scientifically set to enhance the participation of high school students in sports and standardize the sports evaluation system. The evaluation of high school students is carried out in a distance, and the daily sports performance and physical fitness test results are included in the evaluation system.

In high school, many physical education teachers are not strict with students in their daily teaching. They generally use games to implement teaching activities. Although they can mobilize the interest of some students, they cannot guarantee the sports intensity and measurement that students should achieve in the physical education class. Teachers should train students' physical abilities in various aspects, such as endurance, strength and speed, in class to ensure the overall improvement of students' physical level. High school physical education teachers should be good at observing students' personality and habits, scientifically integrating teaching objectives, constantly innovating teaching contents and optimizing teaching modes, so as to ensure that high school students can complete the teaching objectives independently. For example, it is impossible for high school students to do physical training for a long time because of the heavy learning tasks in the cultural courses. In this regard, teachers can explain the scientific training methods of breath-holding to students. Using the training of breath-holding during recess time can strengthen the cardiopulmonary function of high school students and lay a physical foundation for them to continue sports activities.

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## **PROFESSIONAL COLLEGE AS AN OBJECT OF PEDAGOGICAL MANAGEMENT**

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The development and improvement of pedagogical management profoundly affect the development of private higher vocational education. University is a holy place to explore the truth and seek reason. However, compared with the demand for a large number of high-level skilled talents in economic and social development, my country's higher vocational education still faces many management dilemmas. In recent years, with the large-scale expansion of universities in China, university management affairs have become more complicated, and university education management institutions have undertaken more arduous management tasks, and they are also facing some practical difficulties that cannot be ignored.

The management process presupposes the presence of a subject and an object. The subject of management is the employees of the institution in which the training programs are implemented. The object is the educational organization itself, as well as the processes taking place in it. The task of pedagogical management is to improve the educational process, increase its efficiency, optimize in terms of labor and financial costs, and manage the quality of education with the desired results.

Chinese universities are divided into two categories: one is called undergraduate colleges and the other is called vocational colleges. Compared with vocational colleges, undergraduate colleges and universities mainly cultivate academic research talents capable of obtaining the bachelor's degree upon graduating. After graduating from a vocational college, there is only one graduation certificate, no degree certificate. It mainly trains practical professionals engaged in manufacturing, with specific technology as the main teaching content. In vocational colleges in China, there are two departments mainly engaged in student management, namely the Student Office and the Academic Affairs Office. The main executive staff of the Student Office is called "Counselor", and the Academic Affairs Office is mainly engaged in teaching work arrangements, teacher curriculum arrangements and professional settings.

Using the traditional "triple helix theory" to study the management system, it is necessary to investigate the influence of two main factors – social intermediary organizations and the market – on the optimization of the management system of private higher professional education in China. Modern reforms in the education system has not only expanded the research horizon of higher education, but also endowed private higher vocational education as an important part of higher education with the vision that it should have – "multiple education", "cultivation of innovative talents with technical skills", etc.

The director of the vocational college carries out operational management of the educational institution in all areas of its activities. In Zhengzhou Polytechnic Vocational College, the dean looks more like a general manager. This is not a special case of the author's school, because in private vocational colleges, the person who really controls the college is the chairman, that is, the largest investor. The dean is the person who is hired to the school and is responsible for the daily operation of the school.

But for large-scale capital use and important personnel transfers, the chairman's approval is required. We are talking about the management of the educational and upbringing process, financial and material and technical support of the educational institution, production activities, the formation of a contingent of students. The director organizes all the work of the educational institution of vocational education and directs the work of its subdivisions to achieve high efficiency of the educational process: ensures the conditions for admission of young people to the educational institution and the training of qualified personnel, and also regulates production and economic activities, organizes the activities of the team for the implementation of curricula and programs, monitors the quality of work of teachers and masters of industrial training and other workers, ensures strict adherence to the staffing table.

Along with these functions, the director, in cooperation with the heads of individual departments of the educational institution, public structures and organizations, with participation in the management of engineering and pedagogical workers, must ensure the continuous growth of the level of development of the team, the increase and implementation of the socio-economic potential of the educational institution, the creation of conditions in it for a comprehensive and harmonious development of the personality. The dean's usual job is to coordinate the overall work of the college. In many cases, in private vocational schools, the dean's role is more like a professional manager, responsible for coordinating and arranging important tasks. The deans of public schools and the deans of private vocational colleges have relatively weak control over the college.

Teachers, masters of industrial training, curators of groups and other employees actively participate in the work of pedagogical councils and scientific and methodological associations. The participation of employees in management expands the scope of activities and management capabilities, increases its efficiency.

## **DEVELOPMENT OF THE CONTINUING EDUCATION SYSTEM IN CHINA**

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Gu Mingyuan's "China Education Dictionary" said: continuing education is "an educational activity for those who have obtained a certain degree education and professional titles" [1, p. 1546]. Generally speaking, continuing education refers to all kinds of education that people who have been divorced from formal education, have participated in work and have adult responsibilities receive. It is a high-level supplementary education for professional and technical personnel to update, supplement, expand and improve their ability.

The development of continuing education is closely related to the level of education development. From 1950 s to 1970 s, continuing education was actually included in the education of workers and peasants; after 1980 s, adult education included continuing education. In the early 1980 s, academic compensation education became the main form of continuing education. At that time, there were more than

1200 independent adult colleges and universities in China. After the mid-1980s, the task of continuing education was clearly put forward in government documents, focusing on Continuing Engineering Education after graduating from the university. In June 1987, the State Council approved and transmitted the decision of the State Education Commission on the reform and development of adult education, which stipulates that one of the main tasks of adult education is to "adapt to the rapid development of society and the rapid progress of science and technology, and continue to educate those who have received higher education" [2, p. 1]. It can be seen that the continuous education mentioned at this stage mainly refers to the post-university education of professional and technical personnel and management personnel with college degrees or above and intermediate technical positions.

The outline of China's education reform and development issued by the Central Committee of the Communist Party of China and the State Council in 1993 pointed out that "adult education is a new education system for the development of traditional school education to lifelong experience", and puts forward that "in line with the principle of combination of learning and use, teaching on demand and focusing on effectiveness, we should focus on the development of post training and continuing education, and pay attention to the knowledge updating of practitioners" [3, p. 2]. The State shall establish and improve the post-graduate training and certificate systems, as well as the systems of qualification examination and assessment. Here, not only the object of continuing education is extended to all practitioners, but also the establishment of the system of continuing education is included in the task of lifelong education system construction. In the late 1990s, with the rise of modern distance education based on network technology, continuing education has developed towards diversification. In 1998, the State Council approved and transmitted the "action plan for the revitalization of education in the 21st century" issued by the Ministry of education, which first proposed the "modern distance education project", linking radio and television education with network education, realizing the integrated development of "Skynet, terrestrial network and people's network", and providing a new technical basis and realization form for continuing education [4, p. 6]. In 2004, it was put forward in the "action plan for the revitalization of education 2003–2007" that "we should vigorously develop modern distance education and explore a new mode of open continuing education" [5, p. 4].

At this stage, the development of continuing education is mainly affected by the following aspects: firstly, with the development education, China has a large number of high school and college graduates, and there is a large demand for continuing education. Secondly, with the development of economic globalization, knowledge revolution is taking place all over the world. The speed of knowledge developing is accelerating at a rapid pace. Continuing education is becoming an objective need for individuals to adapt to social development. Finally, with the progress of science and technology, the establishment and development of the Internet has accelerated the dissemination and flow of information. Stimulating new learning needs, removing the time and space constraints of traditional learning methods, and providing convenience for continuing education. In this context, people's demand for continuing education has greatly increased.

Thus, China's continuing education is undergoing two important changes: one is that continuing education has changed from a supplementary role in the education system to an important part of the lifelong education system; the other is that the focus of continuing education has changed from academic compensation education to various forms of education and training. The educational methods are diversified, the educational objects are expanding, and the demand for education is increasing.

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## **HOW TO DEVELOP CHILDREN'S CREATIVITY THROUGH GAMES**

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Creativity is a unique comprehensive ability of human beings. It is a psychological quality necessary for the successful completion of some creative activities. It consists of knowledge, intelligence, ability and excellent personality. Preschool children's creativity is in the period of initial development. The development of infants' perception, action, language and other psychological aspects lay the foundation for their creativity development. Preschool children's creativity is mainly expressed through painting, music, dance, handmade and games, and constantly develops in these activities. With the development of children's movement, language and psychology, the development of children's creativity is manifested in the development of children's curiosity and creative imagination. Driven by extensive and intense curiosity, children like to participate in new games, try to do things that they have never been done before, and show their creativity. Kindergarten games include the game activities organized by teachers; children's spontaneous games; game forms used in teaching activities, namely "teaching in fun". Any kind of game has its intrinsic value, which helps to improve children's creativity, imagination,

thinking ability and language ability. More and more educators and researchers pay attention to the cultivation of children's creativity by games. This paper mainly puts forward some experience and ideas of teachers in the game to cultivate children's creativity [1, p. 5].

First of all, we should provide sufficient materials, create a rich environment, give children imagination space, stimulate children's interest in exploration. One is to create a rich material environment and put the required materials into children's games. These materials should be enlightening, hierarchical, and can form rich game scenes. Children can show all kinds of creative behaviors in the rich game environment. And it is necessary to create a relaxed spiritual environment. Only in a harmonious and pleasant atmosphere can children can have a pleasant attitude and be creative.

Secondly, we should affirm children's bold creation. In the game activities, children often show their works and ideas. Teachers should affirm their views, not deny them. Only in this way children's creativity can be stimulated. In addition, children's psychological characteristics also determine that teachers should use positive evaluation language. Encouraging children to associate can help children to extract the image memory in their mind, and cultivate good observation ability. For example, the drawing association game can recreate the basic shapes such as square, circle, triangle and so on. Take the circle as an example: you can first draw many circles on the drawing paper, and then brainstorm with the children. What can be added to the circle to turn it into another thing?

Third, teachers should give timely guidance. We know that teachers are supporters, defenders, observers, and guides of the environment. Teachers should change their roles in time according to the situation in the game, and intervene in children's games in time with the corresponding identity. For example, due to children's poor self-regulation ability, they often play the same role for a long time in role-playing. For example, in the game "transport workers" children always repeat the activities of loading toys. If teachers find this situation, they can suggest children to be "doctors" and sit in the hospital to prescribe medicine for patients.

Finally, encourage and praise children in time to give them a successful experience. Successful experience can stimulate children's initiative of re-creation and let them continue to create actively and imagine in the future games. For example, after the game, the teacher will organize the children to talk about their gains in the game, and give some children with creative behavior a small reward, so that they can experience the joy of success and inspire other children at the same time.

The development and cultivation of creativity is becoming more and more important. Playing is the main way of children's activities, so with the help of organization and guidance of teachers, children's creativity can get gratifying development and progress.

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## **THE PROCESS OF SPEECH DEVELOPMENT OF CHINESE CHILDREN IN PRESCHOOL INSTITUTIONS**

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After a large number of scholars' research, it has been confirmed that the best age of speech development is the infant stage. From the perspective of phonetics, vocabulary or grammatical communication, children's speech abilities in all aspects are in a rapid development stage. In this period, if targeted measures can be implemented for young children, coupled with appropriate guidance from the outside world, children's speech development will to a large extent make great progress; on the contrary, if this golden period is missed, Or giving wrong guidance to young children at this stage will hinder their speech development, and they may even have speech barriers in the future.

Starting from the education of preschool institutions, there are three factors related to the level of children's speech development: first, the reading materials existing in the preschool institutions. Second, the teachers' responsible work attitudes and professionalism. Third, the teacher's encouragement to children's reading and the way they adopt it. Pre-school institutions have a strong influence on children's understanding, vocabulary knowledge and grammar learning.

There are stages in the speech development process of Chinese children in preschool institutions. 1) Incomplete sentence stage. It is the first stage of children's speech development process in preschool institutions. Children can express the surface meaning of a sentence, but the structure is still not complete. This stage is divided into two small stages, namely the word sentence stage and the two-word sentence stage. Vocabulary and sentence stage refers to the fact that when children are between 1 and 1.5 years old, they cannot accurately express the meaning of a thing, and can only simply express the thing through a single word. For example, use "Wang Wang" to describe a puppy; use "Flute" to describe a car. Two-word sentence stage takes place when children are between 1.5 and 2 years old. At this stage, children begin to use two or three words together to say what they want to express. For example, "you want a baby" and "mother hold". The next is complete sentence stage. It refers to the stage when children are between 2 and 3 years old. At this time, children are able to express what happened, and the content that can be expressed gradually becomes richer and more complicated. When children reach 3 years old, they can already master 1,000 useful words. For example, if children see a child injured in a pre-school institution, and then the young teacher cries anxiously, then he would say "XX is injured, the teacher cried."

The most rapid stage of children's language development is at the age of 3~4. At this time, children are able to gradually master the language of their own nation, and can correctly evaluate the pronunciation of others, if the pronunciation of others is wrong. Early childhood is the most rapid stage of vocabulary development. According to a large number of scholars' studies, three-year-old children can master about 1,000 words; four-year-old children can master 1600~~2000 words; five-year-old

children can master about 2200~3000 words; six-year-old children can already master more than 3000 words. At first children use nouns, verbs, adjectives, quantifiers, and then they master function words [1].

In addition, children's understanding of the meaning of words becomes clearer. At first children can only understand some words with more specific meanings, and later they can understand some words with more abstract and general meanings. But on the whole, children still cannot correctly understand the metaphors in vocabulary throughout their early childhood.

The development and mastery of grammar is mainly manifested in the following aspect: the structure of the sentences that can be expressed, from the confusion at the beginning, to the gradual rigorousness.

Nowadays, although early childhood education has received attention, there are still some misunderstandings about children's speech development. It is only a one-sided understanding and is not conducive to children's own development. Of course, most preschool institutions also recognize this, so they take corresponding measures, such as setting up reading areas and playing games to promote children's speech development. So with the joint efforts of all teachers and students, we can definitely help to develop more ways to promote children's speech development and lay a good foundation for their future lives.

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## **FEATURES OF THE CULTURE OF FAMILY RELATIONS OF CHINESE STUDENTS**

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In modern Chinese society, the institution of the family is undergoing a number of changes that have a significant impact on the upbringing and preparation for life of the younger generation. The increase in the number of divorces and single-parent families, the change in spiritual foundations, the weakening of the continuity of generations, the manifestation of individualism, the redistribution of social roles between men and women lead to a decrease in the importance of family in various countries, including China.

Students' ideas about marriage and family life, their awareness of the spiritual and moral significance of the family is the basis for preparing for the meaningful creation of a family and family life.

Numerous studies of philosophers, sociologists, psychologists, and teachers of various times of F. Bacon, Rousseau, M. Montessori shows that a stable family can be created with a certain degree of readiness for marriage among young people. Chinese scholars Xi Jinping, Lu Wanting, Sun Lanying and Zhao Guilan also point to the importance of family traditions, the formation of a culture of family relations.

The features of the culture of family relations of students are of the following types: traditional, modern and combined; based on the selected criteria for their definition: forms of marriage, marital fidelity, the presence of children in the family, gender stereotypes, motives for marriage, qualities of the ideal spouse.

The traditional type of culture of family relations is characterized by adherence to the traditional foundations of the marriage and family institute, registered marriage; rejection of extramarital relations; absence of divorces and illegitimate children; adherence to gender stereotypes of behavior, where the head of the family is a man, and the woman is the mother of future children and the hostess; motivation for marriage is the desire to be near a loved one and the birth of children; loyalty and patience of the spouses.

Students' modern view of the culture of family relations is subject to new trends in the marriage and family institution of the 21st century and, as a result, the departure from the traditional way of life: registered marriage is not the only form of relations between a man and a woman; frequent divorces and the birth of children out of wedlock; changing of the gender stereotypes, according to which the husband earns money, and the wife is engaged in the household; the leading motives for creating a family are fear of loneliness, freedom from parental supervision.

The combined type of family culture of students does not have the integrity of the value-semantic structure of the individual; it is characterized by fragmentary ideas about family culture, and, as a result, combines parts of the traditional and parts of the modern types in a different ratio, depending on a particular person, their beliefs and value orientations.

Thus, in the modern world, it is necessary to educate young people in the framework of the formation of a culture of family relations, a high individual responsibility for the creation and existence of a family.

## **APPLICATION OF EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF STUDYING THE SUBJECTS OF THE HUMANITIES CYCLE**

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The improvement of modern education involves the development of students' personality, capable of self-development, self-assessment, self-analysis. In this regard, teachers are increasingly using interactive teaching technologies. Pedagogical technologies are currently at the stage of development and integration into a single scientific discipline, so the question of revealing the essence of pedagogical technology, determining its main features and elements is interesting for us. Technology is the process of sequential, step-by-step implementation of a scientifically developed solution to an industrial or social problem. The relevance of this topic is undeniable, because the modern school is faced with the task of finding more progressive forms of education.

Our goal was to explore the need and possibility of using new educational technologies to enhance the cognitive activity of students.

The concept of "technology", often found in the pedagogical literature (scientific, journalistic, educational) is relatively new. The term, which originated in the field of information technology, has spread in the field of education for a reason. Its use in pedagogy has serious objective reasons. In any field of human activity, the creation and widespread use of technologies leads to an increase in the capabilities and potential of this field, as well as to the indirect development of other related areas of human activity. Pedagogy is no exception. Pedagogical technologies are a qualitatively new stage in the development of the "production apparatus" of pedagogy. The concept of technology (from the Greek *techne* – art, skill, *logos* – teaching) has many interpretations.

The content of the concept of "technology" is revealed and clarified depending on the field of human activity, since it is not just a set of methods, all technologies are aimed at obtaining specific products. Scientific and technological progress by the end of the XX century led to the technologization of not only numerous branches of production, it inexorably invaded the sphere of culture and the humanities. The features of the modern school, the rapid development and spread of digital technologies and multifunctional devices make the use of new technologies in the educational process relevant. In addition, the information and telecommunications network "Internet" is considered today as a universal information resource for educational purposes and a universal environment for providing educational interaction through the use of so-called network technologies.

The modern concept of "technology" is a meaningful generalization that includes three main aspects:

1. Scientific-technology is a scientifically developed solution to a specific problem, based on the achievements of psychological and pedagogical theory and practice;

2. Formal-descriptive. From this point of view, technology is a model, a description of the goals, content of methods and tools, algorithms of actions used to achieve the planned results;

3. Process-effective-technology is the process of carrying out activities, the sequence and order of functioning and changes in all its components, including objects and subjects of activity.

Thus, based on the above, we will consider technology as a process of sequential, step-by-step implementation of a scientifically developed solution to a production or social problem.

One of the types of technologies used in pedagogy is game technology, because playing, along with work and learning, is one of the main types of human activity, an amazing phenomenon of our existence.

Educational games are classified:

1. By field of application: physical, intellectual, labor, social, psychological.
2. By (characteristic) nature of the pedagogical process: teaching, training, controlling, generalizing, cognitive, creative, developing.
3. By the game technology: subject, story, role – playing, business, imitation, dramatization.

4. By the subject area: language, mathematics, chemistry, biology, ecology, music, sports, etc.

5. By the game environment: without objects, with objects, desktop, street, computer, television, with vehicles.

Using this form of training solves the following tasks:

1. Free, psychologically liberated control of knowledge is exercised.
2. The painful reaction of students to unsuccessful answers disappears.
3. The approach to students in teaching becomes more delicate and differentiated.

Learning in the game allows you to learn to recognize, compare, characterize, reveal concepts, justify, apply.

As a result of the application of game teaching methods, the following goals are achieved:

1. Cognitive activity is stimulated; 2. Mental activity is activated; 3. Information is spontaneously remembered; 4. Associative memorization is formed; 5. Motivation to study the subject increases.

All this shows the effectiveness of learning in the game, which is a professional activity that has the characteristics of both teaching and work.

## **SCHOOL OF HISTORY AT BEIJING NORMAL UNIVERSITY**

**Yu Jie (People's Republic of China)**

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The School of History at Beijing Normal University was founded in the early 20th century. After more than a hundred years of hard work, it has developed into a national key discipline with a high academic standard and a unique academic tradition.

The development of the discipline "Ancient Chinese history" at the School of History at Beijing Normal University took place in stages. The predecessor of Beijing University is Beijing University Normal School. In 1908 it was transformed into an Excellent Normal School of Beijing University. In 1912, this institution was transformed into Beijing Normal University.

Special attention has been paid to the teaching of the Chinese history course. Initially, the Department of History and Geography taught the course "History of China" starting with the ancient history of China. With the creation of a separate Department of History and the gradual introduction and spread of historical materialism, the 1930 s became the golden age in the history of the entire Beijing University.

The Institute of Historiography is the first research institution of historiography, established in 1980 with the approval of the Ministry of Education of China. It has become not only a training base for historians, but also a research center for historical theory and the subject of history. The established Institute of Historical Research deals with such scientific problems as theory and criticism of Chinese ancient history, comparative study of Chinese and foreign ancient history, research of Chinese classical literature (classics), etc.

In 2003, the Research Center for Ancient Chinese History was established, and in 2006, the History Department and the Institute of History of Beijing University merged into the School of History of Beijing Normal University.

The academic level and research opportunities at the School of History of Beijing Normal University occupy a leading position in China and have a certain influence in the world. Currently, the ancient Chinese history discipline of Beijing Normal University is one of the best in China.

## **THE ROLE OF THE PROJECT METHOD IN ACTIVATING THE COGNITIVE AND MENTAL ACTIVITY OF STUDENTS**

**Yuan Xiaomei (People's Republic of China)**

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In modern conditions of modernization of education, it is no longer enough just to assimilate a certain amount of knowledge. There is a need to develop students' interest in learning and the successful work of the school is impossible without constant improvement of its activities aimed at improving the quality of education. One of the problems of modern didactics and pedagogical practice is the search for ways and means to activate the cognitive and mental activity of students. The cognitive activity of the student makes him the subject of the educational process, creates prerequisites for the development of his creative abilities. The modern educational process should be aimed at developing students' motivation and activating their cognitive activity. One of the ways to solve these problems is the technology of project-based learning. This technology is characterized by a high degree of independence and initiative of students, as well as a high level of their motivation for cognitive activity and creativity, the development of social and communication skills, teamwork skills, intersubject integration of knowledge, skills and abilities. Most scientists define the project method as a learning system in which students acquire knowledge and skills in the process of planning and performing gradually more complex practical tasks – projects.

The project created by students can be considered as a means of activating cognitive activity, developing creativity and forming personal qualities, which are determined as a result of mastering the contents of the curriculum.

Currently, it is humanitarian education that primarily forms the personality of a student. It prepares the students for life in a new world, teaches a person how to operate various modern forms of communication, develops the ability to master information and make effective decisions.

The project method provides for the mandatory presence of a problem that requires research. This is used for organizing the research activity of students, both as a group and on a personal level. It requires not just the achievement of a particular result in the form of a specific product, but also the organization of the process of achieving this result.

The implementation of the project activity involves the following stages:

1. The presence of a problem.
2. Mandatory action planning.
3. Search for information.
4. Discussion of the collected information.
5. The result of the work – the product (project).
6. Protection of the project.

The project method can be used in the educational process to solve both small-scale educational tasks within one or two lessons, and more global tasks (for example, when studying certain topics and sections of an academic subject).

When working on a project, students of different degrees of preparation can work together. In such groups, there are students who are capable of conducting research activities, due to their sufficient amounts of knowledge on the subject. But there are also others who can only perform the supporting role. Therefore, the teacher is faced with the task of preparing a feasible set of exercises for each participant, as long as it fits the criteria of being an active cognitive activity. During the development and discussion of the project, a joint action plan is developed. At the stage of reviewing the information found and collected by students, it is comprehended and processed. After a joint discussion, the basic version is selected. The last stage involves the defense of the end product.

Summing up, it can be noted that the project method, thanks to its interactivity, allows the teacher to improve the cognitive and creative skills of students, as well as develop analytical and critical thinking.

The method of projects considered by us is ultimately aimed at the disclosure of abilities and the formation of personality, the activation of cognitive and creative activity. However, one should keep in mind that it's not a universal method. It is necessary to constantly search for alternative ways to enhance learning: to study and analyze pedagogical theory and advanced pedagogical experience, to find and apply new methods, techniques and means of teaching.

## **INNOVATIVE PEDAGOGICAL ACTIVITY IN CHINA**

**Yue Yongdong (People's Republic of China)**

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Innovation is an important cornerstone of a country's development. Innovation is "a new idea, method or device; the introduction of something new" [1]. It not only exists in the organization's management, and research and development process, but also in education innovation is also very important. Students are the resources of the country's future development, and cultivating outstanding talents can improve the quality of life of the whole country.

Middle school students' character development and learning attitude are very important. As one of the places for middle school students' education, secondary education institutions are very important to the education of students, and the teachers

of secondary education institutions are even more responsible. The burden of teaching and educating people is very important for the teachers of contemporary secondary education institutions to create a scientific and effective education method. Innovative education is an important content of modern education reform in China. Improving the innovative activities of teachers in secondary education institutions cannot only create a better quality of teaching level but also improve the level of running secondary education institutions and speed up the process of modernization of primary education.

In the educational process of China, information technologies are being actively introduced, which implies solving the problem of computer illiteracy of students. The concept of a nationwide reform of higher education in China involves the implementation of three main tools that Chinese citizens will use to join the world community and increase their personal importance: the study and application of foreign languages in various spheres of life, creative personal development based on national qualities, and the widespread introduction of information technologies [2]. In general, the country is in the process of forming an information society and an information economy, which is facilitated by changes in the educational process.

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## **MANAGING THE FORMATION OF LEARNING MOTIVATION OF HIGH SCHOOL STUDENTS**

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In the learning process of high school students, the formation process of students' learning motivation is very important. How we manage students in the process of motivation formation is the focus of this article.

First of all, we have to analyze the theory of learning motivation of high school students. In this part, analysis and research are carried out from four aspects:

- the age characteristics of high school students,
- the psychological characteristics of learning motivation,
- the types of learning motivation,
- the performance of learning motivation of students in the education process.

Because high school students are in a special growth stage, how to cultivate students' stable learning motivation and stimulate students' desire for knowledge and learning interest in high school teaching is the key issue that every high school teacher pays attention to. It is necessary for teachers to use appropriate evaluation methods to fully mobilize learners' learning enthusiasm and interest, and stimulate learning motivation.

Students' motivated behaviours regarding choice of tasks as well as their effort and persistence in academic tasks have been directly related to their level of intrinsic motivation [1]. Besides, there is a strong relationship between intrinsic motivation and the use of self-regulated strategies; in particular, students who had high intrinsic motivation were more likely to use metacognitive strategies.

In the second part of this article, through the formation of students' learning motivation, some methods are needed to manage students' learning process, which can stimulate learning enthusiasm, promote learners' cognitive level, and improve learning efficiency. Students' learning motivation plays a vital role for students.

The interest of learners is the basis for the formation of their motivation to learn. Scientists have studied the interest as a habitual preference (or attitude), as a motivational belief, and as a component of the developing self [1]. An interest can be caused either by an already existing dispositional interest (individual interest) or by the special conditions of a teaching context (situational interest). Scientists have described the transition from a situational interest to an individual interest. Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action [1].

Every teacher uses its own methods for the development of learners' interest in the learning process. The level of learners' knowledge is different. The experience of one teacher cannot be mechanically transferred to another teacher. In this way, the question arises about a general technique of the formation of learners' interest.

In the process of students' learning, not only should we pay attention to the development of students' various skills, but also the development of emotional attitudes, and we should develop students' learning in various disciplines. Interest, motivation, self-confidence, will and spirit of cooperation, etc. Through investigation and research, this article puts forward suggestions on how to manage the formation process of students' learning motivation, hoping that this research will inspire other teachers.

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## **CONFUCIANISM AND DAOISM AS SOURCES OF THE DEVELOPMENT OF PEDAGOGICAL THOUGHT OF ANCIENT CHINA**

**Zhang Hao (People's Republic of China)**

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The main contents of the teachings of Confucius are about the five great virtues: wisdom, humanity, loyalty, respect for elders and courage. They are in accordance with the laws of nature and are the most important conditions for a reasonable order in the joint life of people [1, 314].

Confucius compared the state with the family, and the ruler with the father. The main thing is to find a way to achieve natural development of society, to ensure its prosperity and tranquility. To do this, people must observe the five great virtues. A person who follows these rules is an ideal citizen. Confucius suggested starting moral improvement from oneself, then building moral relations in the family, and then in the state [2, 98].

The ruler should be an example of justice and responsibility. According to Confucius, "the ruler must have moral authority" [2, 99]. Confucius formulated a principle that in European culture was called the "golden rule of morality." It says: "Do not do to others what you do not wish for yourself."

In the teachings of Confucianism, piety is also declared the main duty of a person. According to him, education is defined, first of all, as the moral improvement of the individual.

The central idea of the philosophy of Laozi was the theory of Tao. The concept of "Tao" (path) has many meanings: the path of the stars and the path of virtues, the law of the Universe and the law of human behavior.

Confucianism addresses a person, first of all, as a cultural, rational being, Taoism – as a natural being.

Followers of Confucius call for social activity, and followers of Laozi call for self-knowledge.

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## **INTERNET EDUCATION AS A MEANS OF AESTHETIC DEVELOPMENT IN SECONDARY SCHOOL IN CHINA**

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With the onset of the information era in China, innovative technologies of the modern multimedia network are rapidly developing. During the period of the epidemic, many people around the world have suffered a lot in their personal life, work, education, etc. Most schools have switched from traditional full-time education to online learning. According to scientists, at the moment, training and education in China are based on different kinds of "educational resources" and "educational technologies".

Liu Fengjuan [1], Zheng Lihai [2], Yaohua Chen [3] believe that online education can compensate the lack of traditional education, that it has advantages and social value, can improve the efficiency of the educational process and meet educational needs of more people.

However, scientists M. Cole [4], K. P. Cross, M. H. Steadman [5], etc. noted that the reduction of the number of extracurricular activities and physical exercises; and the increase in the amount of school works led to a decline of students' physical fitness and mental health.

Thanks to the development of modern information technologies, online education can be used as needed; it relies on the deep influence on the traditional method of learning and its market potential. Online education in China is gaining momentum, but it depends on the internal and external factors, and faces a number of problems. The sustainable development of the domestic online education industry must be facilitated by the relevant departments, formulating laws and decrees aimed at improving the quality of teaching and ensuring high-quality user experience.

Therefore, it is necessary to combine different professional educational resources and use modern educational technologies to meet the requirements of the era of the digitalization. This type of change affects many areas: the form of study, resources, methods, means of training, and challenges facing management in sphere of additional training of teachers.

An important role in education belongs to art, culture and aesthetic education. The concept of "aesthetic education" emerged from "Notes on Aesthetic Education" by F. Schiller. It refers to aesthetic learning or education, due to which people have the ability to understand, appreciate and create beauty. Currently, based on the results pedagogical and psychological studies, most schools began to pay more attention to aesthetic education. School education is the key developmental, learning and personality forming period. Children are unconscious and emotional in their psychological activity; they learn to understand things in the process of transitioning from intuition to abstraction, from sensuality to rationality.

Professor Tan Chuangao bases Chinese aesthetic education on a utilitarian dilemma and opens a new era for its development. In his work, "Aesthetics of moral education", he systematically discusses the importance of aesthetic education, underlines people's desire to value of beauty, and indicates that aesthetic activities help preserve, promote and develop goodness. According to him, a carefully planned and well organized system of art education should be used as an ideal way of contributing to the aesthetic development of young people.

Aesthetic education is used to help students master basic knowledge, form certain aesthetic abilities, cultivate the correct point of view, improve their intellect, behavior, language and posture, and to increase the level of morality and wisdom. Although the student can hear the teacher online, he cannot really experience the learning environment due to the lack of direct communication between the teacher and the students. In addition, due to the epidemic, students spend a lot of time isolated at home, leading to psychological issues.

In our opinion, watching films, television broadcasts, listening to audio information, using virtual visits to theaters, etc. will contribute to the students' ability to understand the historical and social foundations, to implement honesty, virtue and beauty in their work and improve their artistic skills and aesthetic tastes.

Thus, online education is an important means of aesthetic development of secondary school students in China. Consequentially, it is necessary to develop a high-quality and stable online training platform, to fully use network training resources and update the auxiliary electronic training resources, to train teachers that meet modern requirements (internationalization, informatization specialization). It is also possible to use mixed learning forms like "turn over the class" and "online and offline" in accordance with the real needs of teaching to create the "Golden Course" for specific students.

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### **FEATURES OF HIGHER EDUCATION IN CHINA**

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Human history has shaped and experienced many educational systems that not only represent a certain organizational structure and organizational system, but also reflect a certain organizational value and spiritual aspiration. As an important part of the social system, the Chinese education system plays a fundamental role in strengthening the socialist system with Chinese characteristics. Recognizing education as strategically important for the country's social and economic development, the Chinese government has drawn up a course for the development of public education. Its essence was expressed by Deng Xiaoping in 1983: "Education must turn towards modernization, towards the world, towards the future".

Currently, there is a significant development of the higher education system in China, including its integration and globalization. To bridge the gap between China and Western countries in the field of education, a new Law on Higher Education was adopted in 1998, which regulates such issues as the leadership and subordination of universities, administration, funding and the creation of new universities. The country has a three-stage system of academic degrees – bachelor's, master's and doctor's degrees.

One of the most important state examinations in China is the Unified State Examination for Higher Education (*gaokao*). The exam is also the final exam for high school students. According to its results, graduates can be enrolled in any university of China. Thus, the exam is the main qualification criterion for the selection of applicants for admission to a higher educational institution.

Each university has admission quotas for each city of central government, province and autonomous region of the People's Republic of China. The quota-based admission mechanism, on the one hand, increases the complexity of admission to prestigious universities in the country, since the Gaokao's passing score to a particular university depends on the enrollment of applicants from each administrative unit of the country to this university.

On the other hand, quotas give applicants from underdeveloped border regions of the country with fewer Gaokao points a chance to enter a university and then return to their place of residence to replenish the ranks of the intellectual elite, called upon to implement plans for the social and economic development of the region. The exam includes two compulsory subjects (mathematics, Chinese language and literature) and two additional, depending on the profile of the university (chemistry, physics, biology, history, etc.). The form of the exam is closed, i.e. it does not provide for the use of any supplementary materials. If the applicant does not gain the required number of points and does not enroll in the university, he has the right to take Gaokao the next year.

In higher professional educational institutions, special education is carried out (training in any specialty). Specialists, *zhuanke*, are trained. The duration of their training is two or three years. In general higher educational institutions, bachelors are trained, the training period is mainly four or five years (for medical, construction specialties, etc.). Both special education and bachelor's degree training are the levels of higher education. The difference between them is that upon completion of special education, specialists (*zhuanke*) are not awarded an academic degree (unlike bachelors, who are awarded a bachelor's degree), but only a higher education diploma is issued – a specialist diploma (*zhuanke*). Those who have successfully completed a bachelor's program and defended a bachelor's thesis are awarded a bachelor's degree diploma and a bachelor's degree. A bachelor's degree makes it possible to obtain postgraduate education: master the master's program (training period is 2–3 years) and doctoral studies (training period is 3–4 years). The list of bachelor's, master's and doctoral degrees includes 10 branches of science: philosophy, economics, law, pedagogy, humanities, history, natural sciences, technical sciences, agricultural sciences, medicine.

More than two thousand higher educational institutions are located on the territory of China. Higher education in China is paid. An exception is made only for students from families in need (preferential payment or free tuition). The best students can apply for scholarships and one-time material incentives.

Thus, in China, the way of developing higher education is directed to improving its quality. Traditionally, the basis of education in China is the upbringing of a physically developed, broad-minded, correctly politically oriented person who loves his country.

## **MANAGING THE PROCESS OF FORMING AND IMPROVING THE IMAGE OF PROFESSIONAL EDUCATIONAL INSTITUTIONS IN CHINA**

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Our research is devoted to the study of the process of managing the formation and improvement of the image of professional educational institutions in China, as well as to the design of effective means and various forms of implementation of these processes.

The image of an educational institution is formed among both the general public and among the representatives of various social groups. In order for the image to meet the expectations of the educational institution itself, the process of its formation should not be spontaneous. Instead, it requires purposeful, systematic formation.

The image of a modern educational institution is that of a modern professional establishment that can prepare a creative specialists capable of making effective non-standard decisions in situations of future professional activity. Such image can be formed if certain innovations are introduced into the organization of the educational process.

1. It is necessary to introduce real-life situations and professional activities into the curriculum, so that the knowledge obtained from books makes sense in a specific situation and serves as a decision-making tool.

2. A complete curriculum is required to teach students through a cross-conceptual, interdisciplinary, cross-subject approach, building a thematic system of the curriculum to overcome the division of pedagogical knowledge.

3. It is rational to break the fixed schedule of classes (in accordance with the specifics of the subject and the content of the course) in order to flexibly adjust the duration and volume of the course. Students should be allowed to master knowledge in dialogue and interaction, as well as implement effective knowledge migration and deep understanding of such knowledge.

The formation of a positive image of an educational institution is influenced by the fact that its students manifest themselves in situations external to the life of the educational institution. On the one hand, when students enter society, society becomes a classroom, students in interaction with society carry out in-depth training, establish a meaningful connection between knowledge and reality. On the other hand, innovative ideas of young people, as well as non-traditional approaches to solving problems can create a positive perception of the educational institution in society, thus improving its image.

## **SOCIAL AND POLITICAL STRUCTURE OF ANCIENT CHINA**

**Zhang Yi (People's Republic of China)**

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The power of the Chinese emperors was absolute and limitless. It was also sacred: the emperor was proclaimed the "Son of Heaven" [1, 112]. In governing the state, the emperor relied on a huge army of officials. The state occupied a very high

place in the value system, and the representatives of the state – officials – received the highest social status. This explains the high value of education in ancient China.

Like any traditional society, China was a country with a rigid social structure. But in China there was a fairly high social mobility. The sole fact that former peasants could have been emperors confirms this. The personal merits of an official were the basis for promotion and success.

The main problem was the selection of future officials and their training. As noted in the sources, if at first the officials belonged to a certain social stratum and their privileges were provided by inheritance, then over time a competition of applicants for the position arose [2, 72].

Participants in this competition had to pass exams, demonstrate knowledge of the history and culture of China, the ability to reason on topics of philosophy and write poetry [2, 75]. As a result, the bureaucratic apparatus was run by capable and purposeful people.

The very principle of promoting the wise and the capable was proclaimed by Confucius. In the Tang and Song epochs, the system of selecting the most worthy was fully formalized and assumed the nomination of experts in Confucianism, who were supposed to move from theory to practice.

An important consequence of the system of passing examinations for government positions is the high value of education. It was the education received that made it possible to change the social position of a person, to raise his status. Therefore, the bearers of knowledge (teachers, philosophers, artists) occupied the highest place in society.

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## **ANALYSIS OF THE CURRENT STATE OF LABOR EDUCATION IN CHINESE SCHOOLS**

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Labor training and education is an important part of the overall system of preparation for active social life and work in the conditions of the modern labor system. The effectiveness of labor education at school largely depends on the teacher, his organizational abilities and personal qualities.

The purpose of our research is to determine the conditions for effective management of labor training and education processes in Chinese schools. To achieve this goal, one of the most important tasks can be considered an analysis of the current state of labor training and education in China to highlight the aspects of its improvement.

Labor is the source of the development of human society, and all social progress cannot be separated from labor. Work is the only means of maintaining self-existence and self-development. Marxism believes that "the whole so-called world history is nothing but the process of human birth through human labor" [1], which shows that labor is the most basic and important practice for the survival and development of human society.

In the Chinese education system, labor education is as important as moral, intellectual, physical, and aesthetic education.

The main goal of the labor education of college students should be the education of the concept of glorious work, hard work, honest work and scientific work. General Secretary Xi Jinping said at the National Education Conference: "We must carry forward the spirit of work among students, educate and guide students to protect work, respect work, understand the most glorious, noblest, greatest and most beautiful work, and be able to work hard, honestly and creatively after growing up." [2].

Combining education with productive labor is not only the main point of view of Marxism, but also the main direction of education policy in our country. At present, the state and schools have clearly improved their understanding of the importance and increased attention to the labor education of college students. In addition to this, the educational effect has also significantly improved. However, there are still problems such as the desire to achieve rapid success of educational ideas, lack of pragmatism lack of certainty of the contours of the final goal, illusory learning system and lack of basic research, boring and simplified way of teaching, uneven effect of education as well as lack of objective assessment.

In the process of practical work to improve the management of labor training and education, we must fully use many factors for the implementation of labor education. School labor education is the best standard of labor education.

Analyzing the current state of labor training and education, as well as the processes of their management, it should be noted that the content of education can be characterized as life-related and focused on practical activities. However, at a higher level – design, concrete planning, investment in funds, incentive evaluation, and other aspects of the management mechanism – the work is not systematic and needs to be improved.

Thus, the need to improve labor education in colleges and universities is due to the predominance of documenting the process and the lack of concrete actions. Schools should make full use of environmental conditions, develop and implement school work education programs, and conduct standardized work education. According to the different content of the training, choosing the appropriate teaching methods, the type of request, the type of project in the labor education class, not limited to the class, school, the teacher should encourage children to personally experience, practice work education, and gain direct feeling and experience.

Schools should also make full use of traditional holidays, such as Arbor Day and International Labor Day on May 1, to conduct various forms of demonstration of labor achievements, so that students can feel that their work is respected, thereby forming an attitude of respect for work, respect for labor achievements and respect for employees. In the process of improving one's own labor literacy, correct labor values are formed.

In the new era, we must have new ideas about the specific forms of implementation of labor education. It is hoped that families, schools, and society will together attach great importance to labor education, use labor education as a lever to improve all social life, and promote the all-round development of college students, thus ensuring that college students in the new era have opportunities for greater competitiveness.

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### **FACTORS AFFECTING THE ADAPTABILITY OF THE SCHOOL EDUCATION ENVIRONMENT**

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The leading trends in education in the world are related to the idea of creating conditions for the development of a person capable of self-realization. In turn, this becomes the main task of a modern educational institution. An important issue of education for children with special needs is the empowerment of their socialization, the right to education regardless of physical and mental development, which is consistent with the principle of inclusiveness. The realization of these rights requires changes in the work of educational institutions, in the views of teachers, parents, and changes in the attitude of society towards people with disabilities in general.

In modern pedagogical theory, the concept of "adaptive educational environment" has appeared rather recently. It is considered as a socio-pedagogical system that seeks to respond flexibly to sociocultural changes, to adapt to the person as much as possible with its individual features [1]. The medium is "active," it affects a person, but at the same time there is active input of the subject himself, who learns the living environment. A person for another person also acts as an element of the environment, he influences him with his relationships and actions. The educational environment refers to a system of influences and conditions for the formation of a person, opportunities for its development, which are contained in a social and spatial and subject environment [2].

An adaptive educational environment can help each student achieve the best level of intellectual development according to his natural abilities and requirements. Changing the environment when including children with different educational needs in joint activities with peers assumes that the subject-spatial zone is subject to social adaptation (in it the child must feel safe, well-oriented) and social resources (ways of interaction between participants in the educational process).

The problem of an adaptive educational environment in an educational institution affects a number of factors that make up the components of the environment: the spatial component (building architecture, space, the possibility of spatial transformation, adaptation); content and methodological component (training programs, textbooks, forms of organization of classes, methods of work); communication and organizational component (social connection of educational subjects, attitudes and stereotypes of teachers and pupils) [3].

The production of space is an important concept put forward by the French thinker Lefebvre. It does not refer to the material production inside the space, but the production of space itself [4]. From the perspective of school development, educational activities are not only the production of human resources inside the school space. The quality and benefit of educational activities cannot be separated from the design and construction of school space.

According to the various space constitute the basic form of different, and the people of this kind of school space varying levels of awareness, people can be divided into three parts: fixed space, space half fixed and variable space.

As a fixed space, the school land and building can not be changed at will, and has a relatively stable character. Its selection, design and construction mean the initial production of school space.

The semi-fixed space in school is mainly refers to the structure of the school space configuration. The semi-fixed space in the school can adjust and change the objects or symbols in the form of material or culture according to the needs of education and teaching.

Indefinite space with the body as its constituent factor is in a constantly changing form. It is the most productive location of school space and the gathering place of the most fundamental force of school reform. Every student is an independent individual with her own personality, and the same teacher has different methods to deal with different students, which is called teaching students according to their aptitude. The school space always contains the possibility of constant reconstruction and regeneration.

In our study, we focus on the social model of disability, according to which barriers to learning and full participation can be part of the environment, and arises as a result of the relationship between students and the people around these students. One of the current barriers is not the readiness of teachers and students to interact with children with disabilities.

At the present stage of the development of pedagogical science, it is necessary to use the potential of the educational environment, its influence on the personality of the child. However, the model of its design and implementation in relation to the conditions of integrated education and upbringing in educational institutions is not yet sufficiently developed.

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## **ORGANIZATIONAL AND MANAGERIAL BASES OF THE PROCESS OF ARTISTIC AND AESTHETIC EDUCATION OF PRIMARY AND SECONDARY SCHOOL STUDENTS IN CHINA**

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Since 1949, the aim of Chinese education has been to foster people's overall growth. Moral education, intellectual education, physical education, aesthetic education, and labour education are the five parts of education material. The first three core positions, never wavered education policy and practise state of more than 60 years since the foundation, and different kinds of aesthetic education and labour education, and understanding of the changes in education theories, are the first three core positions. Aesthetic education has been included in national education policy for nearly 30 years, apart from 1995 to 1999, highlighting and defending the significant function and importance of aesthetic education in the context of legislation (Linman, 2013).

Aesthetic education has its own features as opposed to other forms of education. To begin with, it is a picture education, in which educational media must take the shape of a sensible image that is attractive to people. People gain aesthetic sense and enter a higher domain of aesthetics, that is, seeing the universe, only through intuitive understanding of the image, and only through experience do they understand the deeper implication of the object. Second, from the perspective of the recipients' learning path, it is an emotional education that aims to enhance the educator's emotional behaviours and to act on their hearts through emotional experience (Estes, Brotto & Busacca, 2018). The aim of aesthetics is to offer the recipients the orientation of emotion, affection, hatred, good, and bad, to embrace the logical material in the emotional acceptance, rather than to impart wisdom, teach skills, or provide people with a certain code of behaviour.

In order to guide the experimental areas and localities in implementing the art quality assessment system for primary and secondary school students, the management which teachers for art education work development in primary and secondary schools is important. Essentially, promoting the artistic and aesthetic art is important and it could be evaluated to its widespread. The promotion mechanism of school aesthetic education has taken initial shape. It follows the law and characteristics of aesthetic education and teaching, and constructs the "trinity" promotion mechanism of classroom teaching, extra-curricular activities and campus culture. The three aspects promote each other and form a joint force, giving full play to the good effect of comprehensive education. On the basis of students' art performances organized by various schools,

the Ministry of Education organizes a national art performance for students in primary and secondary schools every three years, which sets up a stage for students to show their artistic talents and achievements in art education (Matthews, 2018).

The aim of the study would be searching the suitable place of the art education and its turnover. The method that are applied would be qualitative study which helps in collecting in depth information. However, quantitative is also an important way for examining the relationship between the promoting and the spreadness or could be replaced by turnover. The results are mentioned it is unstable turnover of the art managers (Zhang, 2016). Instead, the turnover could not be justify stalely and it is better for getting a numeric results for leveraging the quantitative method.

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## **QUALITY MANAGEMENT OF VOCATIONAL EDUCATION IN CHINESE HIGHER EDUCATION INSTITUTIONS**

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The main idea of the development of education is to achieve its uniform development throughout China, to improve the quality of education and the general level of education of the population through the popularization of education and the development of continuing education.

In the process of popularizing of higher education, the question of the quality of education and the definition of an effective structure for managing this quality, taking into account the level of satisfaction of the employer in the future, remains relevant.

Being a complex integrated system, the educational process in higher education institutions requires well-organized management and well-coordinated work of all departments. In Chinese universities, the management of educational activities is implemented through the structures of party management, administrative management and academic management. The coexistence of the three branches of government causes many contradictions. On the one hand, the influence of the state and the developed system of administrative management still have a significant impact on decision-making, on the other hand, the modernization of education requires the development of academic and collegial forms of management.

The historical and political course of the country's development chosen by China determines the presence of a party responsible for ideological management, which imposes certain restrictions on educational activities. At the same time, the role of academic management in the management structure of the university is emphasized, as a guarantee of the implementation of academic freedoms and the effective organization of educational activities.

Modern higher educational institutions perform the functions of educational centers that aim to educate highly qualified specialists, and the functions of scientific centers that carry out research and search activities. Being a dynamically developing structure, higher education institutions are constantly searching, using innovative principles, adapting to new areas of knowledge, and are fully responsible for teaching students, organizing their own scientific survey and research. As a result, the university creates an environment in which the educational process and research activities are integrated.

Such a complex mechanism requires well-organized management, with the help of which it is possible to regulate the work of all structures, respond to emerging problems in time, get high results of work, as well as establish the relationships that the university has with society, the state and other organizations.

Recently, the quality of higher education has been developing and improving dynamically. It has consistently been an important aspect in higher education reforms.

The quality management system of education in Chinese universities operates at the national and regional levels by specially created organizations – quality assessment agencies. The Higher Education Assessment Center under the Ministry of Education of the People's Republic of China is an independent organization whose main task is to organize and conduct the first assessment cycle based on the guidelines, regulations and evaluation criteria of the Ministry of Education and other educational institutions.

We study the organization of standardization in the People's Republic of China, since they are the basis for building the QMS of universities, and, consequently, ensuring the high quality of the educational process. Chinese standards are mandatory and voluntary. At the same time, mandatory standards in China have the force of law, as well as other technical regulations. These are laws and administrative regulations for the protection of human health, personal property and safety. All standards that do not fit these characteristics are considered voluntary standards.

There are four levels of Chinese standards that have a hierarchical structure: national standards, professional standards, local standards, and institutional standards.

Due to the fact that the National Quality System was not considered as a separate policy area, there is no official overview of the policy area, for example, what activities are included or what organizations are responsible for them. In this regard, it was necessary to identify all state roles and responsibilities related to the National Quality System.

The State exercises control over education and gives a state assessment of educational institutions and other educational structures. These functions are assigned to the executive authorities in the field of education; the central one is the Ministry of Education of the People's Republic of China, at the level of provinces, autonomous regions and cities of central subordination – departments and committees of education, at subsequent levels of administrative division – departments and offices.

In a single higher education institution, attention should be paid to the development of the concept and methods of TQM thinking, which have proven to be an effective means of improving the management of the educational process and the quality of education with the participation of all teaching staff.

There are three important reasons why TQM systems are coming to education:

1. Learning and teaching should bring pleasure. It is very important to teach people to learn.

2. Improvement of the education system and processes. Education processes include teaching, learning, and testing knowledge. Learning goes better when students feel the need for knowledge and independent problem solving. Therefore, students should feel like "owners" of their learning process and use all the opportunities provided for this.

3. Providing the necessary knowledge and skills for the upcoming independent effective pedagogical activity.

TQM toolkit-helps to evaluate systematically our actions (work, study, research, etc.) and continuously improve their effectiveness. They include three categories:

- Tools for quality control.
- Tools for planning and management.
- Tools for organizing the creative process.

These tools allow you to identify systematically and understand tasks and problems, find solutions and implement them.

Summarizing the above, we can conclude that improving such areas of higher education in China as: comprehensive improvement of the quality of higher education; acceleration of modernization of the higher education management system; creation of an effective system of education quality management in a modern university are prerequisites for improving the competitiveness of China's higher education in the global market of educational services.

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## **MECHANISMS OF FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCES IN THE SYSTEM OF HIGHER EDUCATION**

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Communicative competence is not only the basic skill of communication between people, but also the necessary aspect of personality for students to develop well in the future. The purpose of this study is to give some suggestions for middle school teachers to improve their communicative competence.

Under the reform of quality-oriented teaching, the education industry pays more and more attention to the cultivation of students' comprehensive quality, including the cultivation of students' communicative competence, because students want to gain a broader development space in future social life and work, and good communicative competence is essential. In the teaching process, teachers need to fully respect students' main position and innovate teaching methods with students' ability development as the center, so as to improve students' oral communication ability and make them grow stronger.

It is beneficial for promoting students' thinking and improve students' language expression ability. The cultivation of communicative competence is conducive to enhancing students' communication and eliminating students' shyness in communication. So that students can speak boldly and generously, whether in the big social environment or in the small class environment. Communication enables students to feel the care of others in the process of speaking, practicing and acting each other, and at the same time learn to care for others. Through such exchanges, children gain not only knowledge, but also expression ability, and have good emotions and sound personality.

It is pointed out in the curriculum standard that "cultivating students' oral communication ability in lower grades will help promote the development of students' intelligence and thinking, and their written expression ability, and its effect will directly have a far-reaching impact on the quality of future middle and upper grades".

With the deepening of reform and opening up and the further development of market economy, oral language, the most basic and convenient communication tool, bears the heavy responsibility of everyone's social communication efficiency and even success or failure, so it is particularly important to cultivate students' oral communication ability. Therefore, we should pay attention to the cultivation of students' oral communication ability in middle school teaching.

The best strategy to cultivate students' communicative competence is to let students join in the situations of communication, thinking and expression, so as to enable students to continuously improve relevant skills, such as language application and language thinking, in their personal communication practice. Therefore, in order to fully promote students' communicative competence, teachers need to actively help students build relevant practical communicative situations in the teaching process. For example, teachers can organize and guide students to interpret situations on the basis of teaching content, so that students can actively communicate, exchange and think in the process of interpreting situations, thus effectively improving students' communicative competence.

Debate activities require students to have flexible thinking, profound knowledge accumulation and strong interactive communication skills. Therefore, teachers actively organize students to conduct debate activities in the classroom, which can effectively improve students' reaction ability, thinking ability and oral communication ability. However, it should be noted that when teachers organize students' classroom debate activities, they need to put forward debate topics according to students' knowledge base and cognitive ability, so as to effectively promote the debate activities and fully exercise students' communicative competence on the basis of deepening students' understanding.

Group cooperative learning is an innovative and efficient teaching method under the quality-oriented teaching reform. Under this teaching method, students think independently and discuss cooperatively around a certain learning task, which is not only beneficial to the development of students' learning ability and thinking ability, but also beneficial to the cultivation of students' communication and cooperation ability and oral communication ability. At the same time, the development of group cooperative learning makes students really become the masters of the classroom, which stimulates students' interest in learning significantly, so that students can actively participate in thinking and communication, which can further enhance students' oral communication ability. Therefore, teachers need to actively carry out group cooperative learning to guide students in the process teaching.

It is necessary to assign great importance to the cultivation of students' communicative competence in the teaching process. On the basis of fully highlighting the students' main position, students are guided to actively communicate, express and think. This is done by guiding them to interpret situations, organize classroom debate activities, carry out group cooperative learning and build a harmonious teacher-student relationship, so as to continuously improve students' oral communication ability. In this way, after helping students acquire good oral communication skills, students will have a broader development space.

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### **MANAGEMENT OF THE PROCESS OF FORMATION OF INTERCULTURAL COMPETENCE OF STUDENTS IN THE HIGHER EDUCATION SYSTEM**

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Formation of the intercultural competence of students in the process of university education is an urgent and a socially significant task due to polyethnicity, multilingualism and multiculturalism in the modern society. Global changes in society require a person with a developed ability to take responsibility for their own destiny and the fate of other people, to make non-standard decisions in difficult situations, and to possess the simple understanding of the foreign language.

In communication, modern society sets a number of theoretical and practical tasks related to peaceful coexistence, mutual respect and spiritual enrichment of representatives of different cultures.

Therefore, the necessity of the problem of the formation of intercultural competence of students is due to a number of contradictions:

- between the increased need for a dynamically developing society and sociocultural practice in the development of technology for the formation of intercultural competence of students, on the one hand, and the inertia of pedagogical science in the creation of theoretical and methodological foundations of this process, on the other hand ;

- between the orientation of modern university education on the approval of the competence-based approach and intercultural interaction on the one hand, and insufficiently expressed axiological dominant professional competence, on the other hand;

- between the need to increase the level of intercultural competence of future specialists and the insufficient degree of realization of the potential of higher professional education;

- between the huge developmental opportunities of psychological and pedagogical disciplines in the formation of intercultural competence of students and the lack of demand for these opportunities in the educational process of the university.

The solution of these contradictions directs pedagogical science and educational systems towards the formation of key students' competencies that are aimed at developing creative initiatives, independence, responsibility for one's own decisions, tolerance to representatives of different cultures, languages, religions, and also contributes to the formation of life skills in a modern multicultural society.

The object of the research is the process of formation of intercultural competence of students in the higher education system.

The topic of the research is the peculiarities of the process of formation of intercultural competence of students in the higher education system.

The purpose of the research is to consider the peculiarities of the process of formation of intercultural competence of students in the higher education system.

The objectives of the research are as follows:

- 1) to consider the main approaches to the definition of the concept of competence;
- 2) to describe the structure and classification of competencies;
- 3) to determine the essence and key components of the intercultural competence;
- 4) to outline the didactic potential of regional studies in developing intercultural competence of students in the higher education system;
- 5) to develop the program for formation of intercultural competence based on the disciplines of the regional studies module;
- 6) to analyze the program's efficiency.

Methods of research

- 1) Theoretical: theoretical analysis, synthesis, study of literature and other sources of information, qualitative analysis method, comparative analysis method;
- 2) Practical: Survey, observation, experiment.

Scientific novelty is determined by the fact that the research may contribute to the improvement of the process of the formation of intercultural competence of students in the higher education system.

Practical significance is determined by the fact that the materials of the thesis can be used to improve the process of formation of intercultural competence of students in the higher education system.

The structure of the thesis is determined by the goal and objectives of the research and includes introduction, two chapters, conclusion and the reference list.

The introduction substantiates the relevance of the research, defines its object, goals and objectives, reveals the practical and theoretical significance, and lists the research methods used.

The first chapter “Theoretical aspects of the competence-based approach in higher education” outlines the main approaches to the definition of the concept of competence, the structure and classification of competencies, as well as the essence and key components of the intercultural competence.

The second chapter “Methodology for the formation of intercultural competence based on the disciplines of the regional studies module considers the didactic potential of regional studies in developing intercultural competence of students in the higher education systems, contains the description of the program for formation of intercultural competence based on the disciplines of the regional studies module and the analysis of the program’s efficiency.

In the conclusion, the main results of the work are formulated, the prospects for the further development of the studied problem are outlined.

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## **COMPARATIVE ANALYSIS OF RUSSIAN LANGUAGE TEACHING CURRICULUM IN CHINA AND RUSSIA**

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With the increasing levels of globalization of the world economy, the exchanges between China and the rest of the world are becoming more and more frequent. China and Russia have a long history of revolutionary friendship both the political and the economic spheres of development. Teaching of the Russian language has always been carried out in China, dating all the way back to the Kangxi period of the Qing Dynasty. Russia also launched foreign Russian teaching courses in Kiev during the Ross period. China and Russia have a long history and rich experience in teaching the Russian language for thousands of years. Since the end of World War II, on the basis of increasingly more frequent social, political and economic exchanges, China and Russia have gradually adjusted and perfected the curriculum and the methods of teaching the Russian language. Because of this the number of academic interactions between China and Russia have increased significantly, which is of great benefit to the economic and cultural development of both countries. The object of this paper is the differences between the implementation of the Russian language curriculum in Belarussian and Chinese colleges, as well new development trends in this field.

The purpose of the study is to compare and analyze the Russian language teaching methods in Belarus and China, as well as to summarize the successful experiences of teaching the Russian language in Belarus and China, and to point out the potential trends in its future development.

With the signing of the joint statement of the two countries on the development of a comprehensive strategic and cooperative partnership in the new era, the strategic and cooperative partnership between China and Russia is in the best period in history, and the relationship between the two countries has also stood at a new historical starting point. This relationship also facilitates new development opportunities. The earliest Russian teaching in China began in Kangxi and has a history of hundreds of years, and it was essential to make great contributions to the economic and cultural exchanges between China and Russia. This paper makes a comparative analysis of Russian teaching curriculum in China and Russia, and summarizes the similarities of Russian curriculum system to the Chinese one.

At present, the Russian language majors in our country have a certain scale. However, the specialists capable of translating the speeches of national leaders, simultaneous interpretation of international conferences, translation of classics and other high-level Russian talents are still in short supply. With the promotion of China's international status, the expansion of the "Belt and Road" initiative and the deepening of the strategic partnership between China and Russia in the new era, the need in this respect is now higher than ever. At present, there is no corresponding standard and any comprehensive plans for the training of such high-level Russian talents. In 2012–2018, the average passing rate of the fourth and eighth grade tests of Russian majors was only 51 % and 34 %, respectively. As the key of talent training, higher education must meet the characteristics of the demand for skilled and compound

talents in the market economy environment, so the talent training plan of colleges and universities should advocate the compound talent training mode. By comparing and summing up more systematic and comprehensive, it becomes possible to cultivate Russian teachers with more systematic theoretical knowledge and more perfect skills. Because of the development of Russian teaching in foreign countries, there is a trend towards modernization. Therefore, to study the development trend of Russian teaching in the national education system of Belarus and China, that is, to summarize and perfect the contents, forms and methods of foreign Russian teaching, and finally to form an external Russian teaching method suitable for the practice of higher education in Belarus and China.

In this paper, the author takes Chinese students as the object of investigation, and selects the new characteristics and curriculum of Russian teaching method in Russia, Kalmek National University, Siberian Federal University, Belarus National University and Heihe College of Dalian University of Technology. On the basis of investigation and research, it combines Chinese and foreign educational literature, statistical method and case study method.

The literature research method through the comparative study of the Belarussian and the Chinese research related literature utilizes the dialectical logic thought, and thus carries on the inspection of the classification summary according to the data, including both the printed sources and e-books, the periodical paper, the newspaper, the conference, the network resources and so on.

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## **THE ROLE OF PEDAGOGICAL ANALYTICS IN THE EDUCATIONAL PROCESS MANAGEMENT SYSTEM**

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The achievement of learning goals is accomplished through operational management of the educational process. This process takes into account the emergence of new ideas, scientific innovations, modern forms of organization of the educational process and the widespread use of informatization tools in pedagogical technologies. It also applies a systematic approach to assessing the quality of education and its constant monitoring. Management of the educational process is a purposeful,

systemically organized process of influencing its structural components and connections between them, ensuring their integrity and effective implementation of functions and its optimal development. Management is the implementation of several interrelated functions: planning, organization, employee motivation, control and analysis. The analytical activity of the teacher is especially important. The deeper and more substantiated the teacher carries out the analysis, penetrates into the essence of the controlled object and the processes occurring in it, the more convincing and effective the actions to streamline the controlled system and transfer it to a new, higher level of quality. Therefore, the purpose of the study is to determine the role of pedagogical analytics in the management of the educational process.

Pedagogical analysis is a component of pedagogical activity. It includes such activities as the collection of information about the course, results and subjects of the educational process, its interpretation and presentation of recommendations for a more thorough organization of the educational process [1]. The specificity of analytics is the orientation towards external standards and models, but instead towards the uniqueness, originality and multiplicity of human manifestations.

The analysis is carried out on the basis of studying the results and the degree of effectiveness of pedagogical activity. At the same time this activity is very closely related to goal-setting and overall planning of pedagogical activities. The deeper the analysis, the more correctly and more concretely the goals and objectives of the teacher's activities will be determined. The more specific the goals, the more likely and optimally the selection of the content and forms of the planned work can be carried out.

In the process of analytical activity, the teacher determines the results of the educational process; expediency of the work being carried out; factors that led to the results achieved; the effectiveness of the means used, the degree of their influence on the results of pedagogical activity; achievements and shortcomings in the organization of the pedagogical process, their reasons; unused opportunities and reserves for further improvement of pedagogical activity; ways of developing the pedagogical process and eliminating the causes of the identified shortcomings.

The analysis of the achieved results consists mainly in the analysis of the test results. After each exam, students are required to write their own papers for analysis to reflect and evaluate themselves, and to improve their ability for independent analysis, self-reflection and self-esteem. They focus on summarizing achievements and analyzing problems, including analysis of responses, analysis of a personal learning situation, a learning improvement plan, or self-improvement measures.

The organization and conduct of the analysis provide the solution of educational problems. Participation in analytical work forms students' activity, responsibility for decisions made, develops analytical skills and the need for introspection. Constant educational work carried out by teachers on the basis of analysis can stimulate both teachers and students, imply more serious and thoughtful approach to self-education.

It can be stated that pedagogical analysis can help to improve the efficiency of educational process management, identify ways to improve pedagogical activity and strengthen the dominant position of students in the educational process.

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### **THE CURRENT STATE AND DIRECTIONS OF DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS IN CHINA**

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In the era of economic globalization and internationalization, education in China has become an important part of the service industry. In recent years, the education market has been developing and is an object for profitable investments. Although there are nearly ten thousand educational institutions in China, only a small fraction of them have a capital size of over 1 billion yuan. The development of small and medium-sized institutions is constrained by the economic crisis, a shortage of talented youth, teachers and researchers. The country's leadership is greatly concerned about the weak adaptability of graduates to the requirements of the market and society, an acute shortage of creatively thinking and versatile trained professionals.

Therefore, the country's leadership has adopted a new paradigm for the development of education, which is centered on the personal development. In addition, since the late 1990s a course was adopted to transform higher education from elite into mass education as a necessary condition for the transition to the post-industrial stage of development.

At the stages of complete secondary and higher education, the problem of efficiency and improving the quality of education came to the forefront, which is directly related to the modernization of the education system. At the same time, for governments of different levels the basic task is to reduce the teaching load at all levels of school education. Solving this problem requires "comprehensive planning and multidimensional implementation". In particular, this means reducing the number of classroom tests and homework assignments, revising the level of complexity of educational material on a scientific basis, reforming testing methods and assessing students' knowledge, establishing a framework for monitoring workload and regularly informing the general public about the results.

Free time is aimed at providing students with the opportunity to independently study the material, engage in sports and entertainment activities, as well as to work in hobby groups. It is prohibited to rank schools depending on the percentage of graduates who entered universities.

A significant emphasis in the new curricula is placed on aesthetic education. For example, the subject "Fine Arts" includes three areas: aesthetics of fine arts, painting (drawing), sculpture (sculpting) and five compulsory modules: design, technology, calligraphy and contemporary art of the mass media. In this regard, the heads of the Ministry and the departments of education are expressing concern about the filling of empty places in many schools for teachers of music, physical education, and drawing. The standards of the upper secondary school curriculum aim to improve the general educational level of all citizens, to form the foundations of knowledge, skills and life position for the continuous education and development of each graduate.

Considerable attention is still paid to ideological and moral education and the development of the interests and inclinations of students, which requires diversification of teaching methods and educational institutions themselves. At this stage of education, professional training of students, as well as graduates who are unable to continue their studies takes place.

The introduction of a new concept of education requires the improvement of state educational standards for higher education and the conditions for their provision, as well as the creation of mechanisms for updating the content of education. This includes such executive actions as the integration of disciplines and their optimization, insurance of greater consistency of training courses and the restructuring of faculties. It also includes such innovative approaches as teaching at different levels of complexity, the right of students to study the same course from different teachers, an academic point system, as well as a system of tutors who also play a role in the selection of applicants and their enrollment).

In parallel with the improvement of the system for monitoring and analyzing the quality of education, resource allocation and employment of graduates in the PRC, the creation of national and provincial databases on education is being completed. Eventually the National Database of Electronic Educational Resources will be created. It will include data on educational institutions of all types and levels.

Among the measures that guarantee the professional development of teachers is the development of clear qualification standards when hiring them. The qualification criteria for primary and secondary teachers must be confirmed at regular intervals. To this end, provincial education departments organize uniform qualification exams and issue certificates confirming teacher qualifications.

Thus, reforms and innovations are assessed as a powerful driving force for the creation of a modern education system in China: conducting experiments, implementing pilot projects, focusing on institutional reform and accelerating transformations in key areas of educational infrastructure.

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