



THE SUCCESSFUL PATH OF THE CHINESE EDUCATION SYSTEM

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Article history:	Abstract:
Received: 8 th July 2022 Accepted: 8 th August 2022 Published: 17 th September 2022	In this article, we will look at the path that the Chinese education system has taken until it has reached today's successful era and the reforms made in the field of education, as well as the aspects that can be learned from the Chinese education system.
Keywords: Basic education, educational reforms, educational goals, career ladder, teacher certification.	

INTRODUCTION.

Education is the basis of any development, any progress. Education systems in developed countries are a phenomenon for many countries today. The educational systems of countries such as Finland, Germany, Singapore, and China serve as a model for many developing countries today. Today, one of the education systems that is most discussed and recognized by education experts is the Chinese education system. In the 2018 international PISA tests, China outperformed all other countries and showed the highest result¹. Initial interest in the Chinese education system began in 2009. It was in this year that China took part in the PISA international study for the first time and achieved the highest ranking in three subjects, which prompted representatives from various countries to come to China to study the Chinese educational experience.

ANALYSIS AND RESULTS.

China has the largest education system in the world. With almost 260 million students and over 15 million teachers in about 514 000 schools (National Bureau of Statistics of China, 2014), excluding graduate education institutions, China's education system is not only immense but diverse. Education is state-run, with little involvement of private providers in the school sector, and increasingly decentralised. County-level governments have primary responsibility of the governing and delivery of school education. For the most part, provincial authorities administer higher education institutions. In recent years, the Ministry of Education has shifted from direct control to macro-level monitoring of the education system. It steers education reform via laws, plans, budget allocation, information services, policy guidance and administrative means².

It is difficult to attribute the success of the Chinese education system to a single cause. There are debates among international and Chinese scholars about whether there really is a "Chinese model", but they do not deny the existence of a "Chinese characteristic". This thematic study is also based on the recognition of the existence of "Chinese characteristics" and defines "Chinese characteristics" from three perspectives:

- First, it is a part of China's specific educational image, form of manifestation and general laws;
- Second, it is the use of the general laws of education, taking into account the national characteristics of China, to guide educational practices and tactics, methods, and ways to solve educational problems characteristic of China;
- Thirdly, it is a study of the unique laws of education in the new stage of socialism in China. All of these cannot be separated from the study of China's national characteristics and the Chinese experience, because China's national characteristics are unique³.

As a backward country in the late 20th century, China learned from the west and applied its experiences for many years, often becoming a follower rather than a follower, talking and doing like others, a lot. 'p imitated and created very little new, often using western theories to explain and solve countries' problems. Today, many countries are interested in the "Chinese model" of education.

We can cite the following reasons for the success of the Chinese education system today:

- ✓ Beginning of economic development;
- ✓ High-potential and well-prepared pedagogical personnel;

¹ <https://www.statista.com/chart/7104/pisa-top-rated-countries-regions-2016/>

² EDUCATION IN CHINA: A SNAPSHOT © OECD 2016, P. 8.

³ H. Jongijng and others. The Chinese way of fundamental education development. – T: Akademnashr, 2020, P. 14.

- ✓ Scaling of career ladders among pedagogues;
- ✓ Popularization of teaching methods of effective pedagogues throughout the country;
- ✓ Involvement of society and parents in educational processes at school.

The researchers said that it is clear that the Chinese development path started from the economy, development is a stable law, scientific technology is the main productive force, and economic construction has become the center. Economic development provided a solid material basis for educational reforms and remained a driving force for development. The biggest problem for the development of education in poor countries is the financial costs allocated to education. The development in financing policy is going in two directions: compulsory education is gradually becoming free education, and non-compulsory education is moving to a cost-sharing mechanism⁴.

A number of researchers and representatives of the education sector who have analyzed China's educational success believe that the secret of China's educational success is related to its teachers. It's not about the amount of investments, the curriculum, especially the school infrastructure, it's all about the teachers.

Traditionally, teaching has been a very respectable profession in China. In 1985, the government proclaimed 10 September a holiday – annual Teachers' Day. In 1986, the Law on Compulsory Education pronounced that the entire society should respect teachers. The Teachers Law was issued in October 1993. It codified protection for teachers' rights and also clearly stated their responsibilities. Although teachers are moderately paid, their jobs are stable and they are entitled to good benefits, which makes the profession popular, especially in big cities. There are about 15 million full-time teachers in China now, according to national statistics (National Bureau of Statistics of China, 2014). Among them are 5.6 million primary school teachers and 3.5 million junior secondary school teachers, which is about 60% of the total number⁵.

The foreign observers who came to study the Chinese education system were surprised by the professionalism of the teachers. All teachers in Shanghai have a professional qualification certificate. Even primary schools are taught by professional teachers who have at least a university degree in their subject. Some teachers and scholars who visited to study the Chinese experience have the following impressions about the professional development of Chinese teachers after sharing experiences in Chinese schools: Chinese teachers do not need to spend the whole day teaching, such a system allows them to prepare lessons provides more time to view, access other teachers' classes and participate in discussions to gain positive experience. This kind of observation and discussion is completely independent of the teacher's evaluation, so it is easier to encourage teachers to cooperate and discuss real teaching problems.

The qualification system has undergone reform recently. In the new system, the teacher's qualification examination is held nationally. Every certificate applicant has to pass the examination except the applicants for higher education. In the past, the examination was held at the provincial level mostly, and graduates from dedicated teacher training schools were allowed to skip the exam. Currently, there are separate examinations for pre-school, primary, secondary and vocational education, all of which consist of two parts: the written examination and the interview⁶.

Also, some researchers say that there are 13 levels of career ladder in Shanghai, and only 1000 teachers have reached the highest level, it is an honor to reach the top of the career ladder. In Shanghai, every new teacher is assigned a mentor. A new teacher spends a lot of time going to the teacher's classes, and the teacher also goes to the new teacher's classes, evaluates his lessons and teaches what he does not know. Together, they discuss the outline of each lesson, develop survey methods to attract as many students as possible, and then observe the lesson to see if their plan is working⁷. Each teacher has a corresponding mentor, and even the highest level teachers cooperate with each other. Such a "model" provides teachers with practical ways to improve their motivation and teaching skills.

In the Chinese education system, a system of popularizing the successful experiences of teachers has been established. That is, if a teacher's lessons are effective, it is researched, entered into classes, interviews are conducted, and thus a certain experience is extracted, and then other teachers are encouraged to act on this method. experiments were combined and the results were much better than reality. There is also a special electronic platform, where pedagogical developments of famous teachers are posted. Ordinary teachers will be able to use pedagogical developments through this platform. Most teachers can easily use the pedagogical developments of famous teachers, thereby increasing the overall effectiveness and quality of teaching in the school. This electronic teaching and learning platform emphasizes the standardization of teaching, requires teachers to achieve a required level of teaching, and once this level is achieved, teachers' innovation in teaching is allowed, even encouraged. encourages, which not only increases the activity and initiative of teachers, but also encourages mutual cooperation and mutual support of teachers.

Also, one of the successes of the Chinese education system is to ensure the participation of society and parents together with the school in the educational processes. As China's educational reforms and testing of new experiences in education began, it was realized that school-based reforms alone were not enough, and parents' understanding and community support were also needed. For this, the school created experimental classes and

⁴ H. Jongijng and others. The Chinese way of fundamental education development. – T: Akadernashr, 2020, P. 106.

⁵ EDUCATION IN CHINA: A SNAPSHOT © OECD 2016, P. 17.

⁶ EDUCATION IN CHINA: A SNAPSHOT © OECD 2016, P. 18.

⁷ <https://www.edweek.org/policy-politics/opinion-shanghai-teacher-quality-strategies/2014/01>

parents' committee. From time to time, workshops are held, curriculum reform projects are studied, and the contents of experimental activities and educational activities are sent to parents for joint study and discussion and to hear the suggestions of parents. At this time, the school has organized a school for parents, based on the ideas of curriculum reform, the topic of activities has been selected, and through lectures, lectures, inspections, consultations and other methods, curriculum reform has been carried out. ideas are shared, parents' attitudes are changed, which leads to a convergence of educational outcomes⁸.

CONCLUSION.

Research on China's education system has increased significantly since 2010, when it first participated in the PISA international assessment tests, and is still ongoing. We can see that the researchers conducting these studies are divided into two groups. Some researchers praise the participation of Chinese students in international studies and call for the use of this educational system as a model. Another group of researchers argue that despite China's first place in the PISA tests, it cannot be a role model because Chinese education is characterized by elitism, exam-only education, a lack of creativity and critical thinking, and students' special needs. They believe that there are problems such as neglecting their needs⁹.

Also, some researchers believe that such high results were achieved due to heavy loads, stress, strain and hard work. Chinese students have the ninth highest number of hours of study per week and the highest amount of time spent on homework.

Despite many opposing opinions, today the Chinese education system is recognized as one of the best education systems in the world.

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⁸ H. Jongijng and others. The Chinese way of fundamental education development. – T:Akademnashr, 2020, P. 528.

⁹ <https://www.theguardian.com/commentisfree/2013/dec/28/shanghai-china-schools-terrible-not-ideal>