

EDUCATIONAL TRADITIONS OF CHINA AND UKRAINE

The purpose of the paper is to study some aspects of educational traditions of China and Ukraine. The objective of the research is to find similarities and differences between educational systems of both countries.

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Everyone knows the fact that the People's Republic of China is a country that respects traditions. Its history, religion and culture confirms it. As for education, it is fair to note that in this area the most numerous country of the world could unite traditions and customs with innovation and progress of the modern world. And now, it is difficult to believe that by 1949 more than 80% of the population in old China were illiterate [4].

Ukraine is in the way of the revival of its best educational traditions. It focuses on the best achievements of the world. In May 19, 2005 in the Norwegian city of Bergen at the Ministerial Conference of the countries of Europe, Ukraine joined the Bologna process committing itself to participate in the work on defining priorities in the process of the creation of a single European higher education area.

Chinese higher education dates back to Han Dynasty, but modern higher education in China is generally considered to emerge in the late 1890s. In its early history, western higher education, especially Christian higher education, played an important role in shaping Chinese higher education. By the mid 1920s, there had emerged a diverse higher education landscape consisting of national universities, church-affiliated universities, corporate universities and other types of private universities [1].

So, Chinese higher education history is over 100-year old. According to the latest statistics, currently in China there are 3,000 schools, including two-thirds are public, others - private. 20 million students are enrolled in higher education institutions.

In comparison with China, the first higher education institutions emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution is considered to be Ostroh Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. There were some more old higher educational institutions like Kyiv Mohyla Academy, first established in 1632, Lviv University (1661). More higher education institutions were founded in the 19th century, beginning with universities in Kharkiv (1805), Kyiv (1834), Odesa (1865), and Chernivtsi (1875) and a number of professional higher education institutions.

Early 2016 Ukraine had 802 universities. [2] Ministry of Education and Science of Ukraine is intended to lower that number to 317. Ukraine numbered much more institutions but 76 higher education institutions and their branches were denied licenses in 2015 because of a perceived lack of quality of education.¹The Chinese government carries out a battle for better quality as well, wishing to propel domestic universities to the top.

Absolutely different countries at the first sight have much in common. Being a part of the Soviet Union, Ukraine as well as China had the Soviet model of education.

In the early 1950s, the Soviet Union exerted a profound influence in the restructuring of Chinese higher education. Following the Soviet model, the Chinese government took a series of measures to reform its higher education institutions, with the goal of «developing specialized institutes and strengthening comprehensive universities, focusing on the development of industry-oriented talents and teachers». In consequence, Chinese higher education was experienced a dramatic restructuring and developed into a total of 229 higher education institutions, consisting of 17 comprehensive universities, 58 normal universities, 44 poly-tech institutes, 37 medical schools, 31 agricultural and fishery institutes, 17 art schools, 8 language-training institutes, 6 athletics institutes, 5 finance and economy institutes, 5 politics and law institutes, and a few others. Under the Soviet influence, the Chinese government also introduced a central plan for a nationally unified instruction system,

i.e. texts, syllabi, etc. The impact of this shift can still be seen today, in the form of excessive departmentalization, segmentation, and over-specialization in particular [1].

Today, Chinese universities like Ukrainian ones provide training at three levels:

- bachelor degree (term of training – 4 to 5 years),
- the level of master degree (term of training – 2-3 years)
- the level of doctoral studies (duration of studies – 3 to 5 years).

Chinese universities have certain features that distinguish them from universities of other countries. The education system in China often ranks as pragmatic, egalitarian, democratic and selective. The probability to have access to higher education for average Chinese people is small that makes them look for new opportunities abroad (about 10% of all foreign students in Ukraine are citizens of China) [7]. The Ukrainians are mutually interested in Chinese education. As of January 2017, at the consular office of the Embassy of Ukraine in China 540 people are recorded, 25% among them are students [6]. So, admission to universities - a real feast for talented school leavers: competition in some universities is severe, 1 candidate in 200-300 is successful. Gifted children and young people in China tend to enjoy various benefits in promoting educational "ladder": state grants, subsidies of companies, organizations and others.

Another feature of China is a significant predominance of natural, technical and applied sciences in programs of higher education (60% of places for students, against 14% in the US, 18% in the Netherlands, 22% in Thailand, 26% in Japan, 30% in Malaysia). Thus, the humanities (except, sociologists) - a relatively small part of the students, as compared to the developed countries or Asian neighbors. The existing proportions between educational institutions of various levels, profiles and content of training programs in China is under a strict state control [5].

The next key aspect of the Chinese educational tradition is prestige of the teacher's profession. It is considered to be elite. Actually the great Chinese tradition that deserves to be emulated by other states, is respect for the teacher. No wonder that people of the Chinese world called the teacher "ji", that causes positive emotions and admiration. Acting in accordance with the ancient custom, the Chinese government

also pays serious attention to the improvement of the social status of teachers, and in 1995 China introduced Teacher`s holiday celebrated on September 10. This date was firstly dedicated to those specialists whose occupation is to teach children. For the Chinese, is quite natural that this precedence belongs to the people of education.

Each teacher in the People's Republic of China should meet considerable requirements. First of all it is age: the age limit allows you to maintain the professionalism of teachers, and also enables young teachers to express themselves, supporting the progress of society. And, of course, the state monitors the level of teacher training, which have to be different. For instance, knowledge and training of the educator in kindergarten must differ from the teacher of the vocational school or the head of practice. Consequently, the state cares about the physical, moral and social values and teachers feel a great responsibility and try to fulfill their significant mission.

Ukrainian teachers are gradually losing prestige of the profession. According to the Minister of Education the teacher of 20th century teaches the student of 21st century using teaching techniques of 19th century. First, we need to redirect the education system from the system of facts to the system of search and a critical analysis of information. Secondly, to encourage learners to understand that through this search, they can solve their own problems in life. Thirdly, we have to adopt the best practices of China [4].

So, we come to conclusion that Ukraine and China so unlike at the first sight have much in common: the same structure of the educational system, mutual interest in student exchange programs, the same problems to overcome. All the facts can make a contribution in strengthening international ties between countries and further boosting students to apply for study at Chinese and Ukrainian universities.

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