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## ANALYSIS OF RESEARCH ON THE MODERNIZATION OF HIGHER EDUCATION AS AN INDICATOR OF CHINA'S REFORM AND OPENING POLICY

\* Sabigazina S.<sup>1</sup>, Wu Airong<sup>2</sup>

<sup>\*1</sup> PhD. student of Al-Farabi Kazakh National University, Almaty, Kazakhstan,  
e-mail: [ssabigazy@gmail.com](mailto:ssabigazy@gmail.com)

<sup>2</sup> PhD, Associate Professor, Director of the Department of Central Asian  
Languages, Shanghai International Studies University, Shanghai, China,  
e-mail: [airongwu@126.com](mailto:airongwu@126.com)

**Annotation.** This introductory article aims to: provide an initial review of literature related to the topic of research work; clarify the approaches employed by scholars for analyzing the phenomenon; explore the research gaps and possible ways ahead; outline the research work's structure and the key features of each chapter. The modernization of China's higher education today is the result of the reform and opening policy. The unique experience of the rapid expansion of Chinese higher education over the last decade has attracted increasing attention from academic scholars both in China and abroad.

We study the works published at different times and focus on their source value. The existing research in China and abroad mainly focuses on the background and conditions of higher education reform, existing problems and countermeasures, experience and reference of other countries' construction. We did this by systematizing and comparing a number of data according to our chosen topic.

The majority of Chinese scientists, acknowledging the principle of justice as one of the values of educational policy, believe that justice in education implies the unity of two components: equality of opportunities for obtaining high-quality basic education for all citizens of the country and ensuring state guarantees for continuing education in vocational educational institutions. The authors come to the conclusion that Chinese researchers propose to solve problems in the field of education by using the progressive experience of domestic and foreign education while maintaining the priority of China's national traditions with a close relationship to the solution of socio-economic, political, cultural and even moral and ethical problems in Chinese society.

**Keywords:** China, higher education system, modernization, politics, the principle of justice, educational policy, international experience, reform

**Basic provisions.** From the perspective of history, this study takes the four major reform measures in the construction of higher education in China over the past four decades as the object. This study considers the implementation of these reform initiatives and construction effectiveness. On the basis of the literal examination, this paper concludes that the reformation of China's higher education has distinct characteristics of hierarchical, phased and dominant.

On the basis of reviewing and summarizing the four important reform measures, this study concludes that there are many problems that cannot be ignored in the reformation of China's higher education. These problems are mainly expressed in three aspects. First, the state domination and administrative power

offside in the dislocation of the logic of university operation. Second, the university functions, which include personnel training, scientific research, social services, cultural heritage and innovation, are uncoordinated. Third, the universities lack their own characteristics, specifically in university orientation, disciplinary development, and talent training model.

**Introduction.** Since the reform and opening up in 1978, China has taken the construction of building a strong nation of higher education as an important national strategic task. Since then, China has issued major reform measures such as "211 Project", "985 Project", "2011 Collaborative Innovation Program" and "First-class University and First-class Discipline Construction" [1, p.45]. These reform measures have led China's higher education to transform from the extension to the connotation, from the scale to the quality [1, p.71]. It is a fact that China's higher education has made great achievements in a short period of time. These achievements include a major shift in the university's ideology, and the quality of higher education is constantly improving. However, due to the influence of the environment and other factors in China's real system, the development of higher education has many practical problems. The implementation of these four reform initiatives, and the problems during the reform are worthy of in-depth study.

In view of the existing problems, this study puts forward the strategic thinking of the reformation of China's higher education. First, we should follow the inherent logic of university development. We should adhere to the unity of academic power and administrative power as well as government control and university autonomy. Second, we should insist on the coordinated development of university functions, which include personnel training, scientific research, social services, cultural heritage and innovation. Third, we should build the university's own characteristics in clearing their own positioning, developing the characteristics of disciplines and cultivating talented people.

Purpose and objectives of the research: The purpose of this research work is to study the progress, problems and results of the reforms of China in the development of higher education since 1978 and to look for opportunities to gain experience for the development of higher education in Kazakhstan.

### **Description of materials and methods**

This research focuses on the core proposition of "Review and Reflection of China's Higher Education Reform in the Past 40 Years", and insists on the unity of history and logic. "211 Project", "985 Project", "2011 Collaborative Innovation Program" and "First-class University and First-class Discipline Construction" four strategic initiatives as clues, according to "why reform" (background analysis), "how to reform" (strategic measures), "what effect" (construction effect), "what is the problem" (Insufficient reflection) The logical path of "how to improve" (propose countermeasures), systematically sort out the major reforms of China's higher education in the past 40 years. On this basis, we focus on reflecting on some of the deep-seated problems in China's higher education reform, and based on

reality, propose strategies and suggestions for further improving China's higher education reform in the future, in order to provide a useful reference for the others.

This topic will adopt comprehensive research methods such as literature method, historical research method, statistical analysis, policy analysis method, description and induction method, content analysis, case-study etc.

## **Results**

This dissertation research work is directly based on the "theory of modernization", a wide range of sources. The monograph "Modernization of China and Kazakhstan" [2, p.103], written with the participation of P. Bekturganova, A. Serikkaliev, D. Dauen, M. Asyl, under the guidance of Professor of Chinese Studies Nurzhamal Aldabek, Al-Farabi Kazakh National University, has a high cognitive value.

This work studies the process of modernization of China. It analyzes Chinese modernization from the middle of the XIX century to the present in terms of historical retrospective. An analysis of the political, ideological and theoretical foundations of China's modernization, the adopted strategic policy and the way of its implementation by historical periods. It also describes the changes in socioeconomic structures, development achievements, and accumulated social problems in the course of Chinese modernization. In particular, this work helped to understand the transition of China to cultural influence in the world process as a result of modernization of China in the field of education and culture.

## **Discussion**

1980s, under the influence of modernization theory which was developed by Western scholars as a new research paradigm for interpreting and analyzing worldwide societal evolution, then broadly used by economists, socialists, and historians, and introduced into China in the early 1980s, most Chinese scholars who prefer to perceive the history of modern higher education in China as part of China's modernization process, and believe that education not only has composed of but also facilitated China's modernization since the 1840s. However, the establishment of modern higher education in China is a complex and slow process, full of different kinds of confusions such as the complex relationship between Chinese traditional education and its modern one. Chinese scholar Qu Zhenyuan is a representative of this concept [3, p.13].

China's post-1978 modernization plans include an internationally competitive higher education system. Central to this effort are researchers and professors capable of advancing China's technological capabilities and educating its ambitious, globally-minded youth [4, p.45]. National funding for scholars going abroad was designed to infuse the nation with sophisticated knowledge and to improve university quality. Research on 131 Chinese scholars who spent significant time abroad, mostly in the United States, shows little evidence that these funded experiences abroad were used deliberately to improve Chinese universities [4, p.55]. Results show that policies supporting scholarly exchange have not produced successful internationalization efforts on Chinese campuses. Scholars in STEM fields and those receiving national funding indicated

significantly higher research focus and productivity, however did not indicate putting it to use at their home institutions [5, p.786].

Chinese scholars' research on higher education reform is mainly divided into three aspects:

-The first group of data: Research on the Background and Conditions of Higher Education Reform. The reform of higher education is carried out on the background of building a strong country with high quality education. Combining the existing research results, the most representative ones are Min Weifang, Chen Xuefei, and Li Wenli (2008) that China's implementation of the strategy of strengthening the country by higher education is based on the background that higher education is closely related to the country's social and economic development and countries around the world are beginning to focus on improving the quality of higher education [6]. Chen Xuefei and Shen Wenqin (2011) used quantitative analysis methods to analyze the seven realistic conditions for China to build a country with higher education [7, p.9].

Judging from the existing research results, scholars have mainly used qualitative and quantitative research methods to analyze the background and realistic conditions of China's building a strong higher education country. At the same time, they have concluded that building a strong higher education country must "increase investment and institutional reforms." The conclusion of "The two main points " [7, p.11] is very convincing for the construction of China's higher education power. However, its analysis is mainly to compare to the world's higher education powers in terms of indicators, and it lacks the excavation of building a strong higher education country with Chinese characteristics.

-The second group of data, Research on the Problems and Countermeasures of Higher Education Reform. Chinese higher education reform has gone through more than forty years. During these forty years, scholars believe that China's higher education reform has made great progress. This is worthy of recognition. However, there are still a series of problems such as the low quality of higher education, the lack of autonomy and academic freedom in universities, the dislocation of administrative power and academic power in universities, and the low status of humanities in universities.

How to deal with these problems, scholars mainly put forward countermeasures and suggestions from five aspects. The first is from how universities themselves put forward the idea of building a strong country in higher education. Hong Chengwen (2012) emphasizes that universities should focus on the construction of internationalization, from domestic attention to the world, and from international learning to foreign promotion [8, p. 95]; Li Lu ( 2010) emphasized that universities should adhere to the scientific concept of development, scientific positioning, build their own distinctive brands, reform and innovate, and achieve harmonious development [9, p.8]; Wang Yiqiu (2010) believes that the key to university reform is to achieve diversification, that is, the diversification of organizers, Diversification of higher education types, diversification of levels, diversification of forms, diversification of disciplines, diversification of student sources, diversification of teaching models and

evaluations, diversification of sources of teachers, diversification of scales and Diversification of management [10, p.5].

The second is to propose construction countermeasures from the two perspectives of the government and universities. Luo Xiangyang and Zhi Xizhe (2009) proposed that the government should increase investment in higher education and actively transform government functions, while universities themselves should expand their scale, improve their quality, optimize their structure, build faculty, deepen reforms, increase openness, exchanges and cooperation Level, innovative higher education concepts; Some scholars started from the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" and put forward many strategic suggestions. Liu Baocun (2012) pointed out that in addition to improving the quality of higher education, it is also necessary to optimize the structure, highlight the characteristics of running schools, accelerate the construction of first-class universities and first-class disciplines, strengthen international exchanges and cooperation, increase funding, and accelerate the reform of the higher education system [11, p.181].

In addition, some scholars have put forward countermeasures and suggestions for higher education reforms for different types of colleges and universities. For research universities, Gu Binglin (2008) believes that it is necessary to build and own a number of world-advanced high-level disciplines, to gather an overall outstanding high-level faculty, to train more top-notch innovative talents, and to form a university culture and academic environment conducive to education and innovation [12, p.10]. For high-level universities, Zhang Anfu and Tu Juanjuan (2008) believe that high-level universities should improve scientific research and innovation capabilities, improve school-running concepts, strengthen international cooperation, and build faculty; for local universities, Yang Tianping (2010) ) It is believed that local higher education should clarify development goals, systematic planning, scientific decision-making, reform the school-running system and management system, and improve the ability to serve the local economy and society. Some scholars have used a certain function of universities as an entry point to discuss in-depth and specific issues of what universities should do. Hu Jianhua (2009) discussed from the perspective of talent training; Wang Aiping (2009) proposed the path choice for university reform from the perspective of higher education concept innovation; Zhang Maolin (2012) started from the perspective of cultural innovation, thinking Cultural innovation is the only way to build a strong country in higher education, and the reform of colleges and universities must pay attention to cultural innovation.

Analyzing the literature in this area, existing studies have put forward suggestions on the path selection of higher education reform from the macro and micro perspectives. The macro perspective mainly emphasizes the handling of the relationship between universities and the government, while the micro perspective focuses on how to carry out higher education reforms for schools of different levels or for a certain function of universities. However, generally speaking, the research in this area is mostly focused on the theoretical level, and lacks strong support from empirical research.

-The third group of data, Research on the experience of other countries for reference.

Almost all developed countries in the world promote the development of higher education through higher education reform, which ultimately drives the economic and social development of the entire country. Therefore, their experience in the development of higher education is worth learning from. Zhang Wenjing (2009), Zhu Shuhua (2011), Bie Dunrong, and Zhang Zheng (2013) summarized the experience of American higher education reform and believed that the experience of American higher education reform includes the importance of the quality of higher education and the establishment of a system of academic freedom. Environment, innovative education concepts, professional education and vocational education are simultaneously developed [13, p.46]. Feng Xiaoling and Wu Yiyang (2010), Wu Yue and Li Xiaobin (2013) summarized the experience of Japanese higher education reform, and believed that the experience of Japanese higher education from weak to strong mainly includes the development of higher education as a construction Strategic decision-making in a powerful country, the establishment of a special policy consulting agency, adhere to the principle of hierarchical and classified development of state-owned and private higher education institutions, and adhere to a three-dimensional development model that combines educational concepts, educational policies, and educational practices [14, p.80]. Zhu Jiade (2009) studied the experience of the development of higher education in France and believes that the construction experience in France includes the construction of a higher education system with French characteristics, adherence to the diversification of higher education, emphasis on science education and research, and vigorously develop higher vocations Technical education, the establishment of a centralized education management system suitable for the national conditions of France, and the promotion of higher education reform in the form of legislation [20, p. 39]. Luo Siming (2009) studied the experience of the development of higher education in Germany. He believes that the experience of Germany includes advanced university concepts, a gradual university reform process, and emphasis on the relative independence of universities [15, p. 43]. Zhou Guangli (2009) studied Russia's experience in the development of higher education, and believes that Russia's experience includes implementing the ownership system of higher education management departments, vigorously developing postgraduate education, and creating professional education models [13, p.50].

Analyzing the existing literature in this area, scholars combed the development process of higher education in different countries, and then summarized their experience. Scholars did not give an explanation as to why this country was selected and where the representatives of this country were. Moreover, a comprehensive comparison of these countries shows that there are many similarities in their experiences, which shows that scholars do not dig deep into their experiences. In addition, the road to higher education reform in developed countries has not been smooth sailing, and the lessons and mistakes have been

hardly covered by existing studies. Therefore, this aspect is worth continuing to study in depth.

In fact, combing through the history of the reform and development of higher education in the West, it is not difficult to find that in each specific historical period, the rise of a powerful country must be supported by a strong higher education. For example, the prosperity of Germany in the 19th century was largely due to the rise of the University of Berlin; the prosperity of the United States in the 20th century was due to the prosperity of high-level research universities. The rise of the University of Berlin benefited from Humboldt's reform of higher education teaching and scientific research; the prosperity of high-level research universities in the United States benefited from the reform of the social service functions of higher education, and so on.

**Conclusion.** A major modernization of Chinese higher education has taken place over the past decade with a rapid growth in the number of its graduates from less than 1 million a year in 2000 to stand now at 6.3 million a year. At the same time, record numbers of Chinese students still go abroad to study. It is expected that within the next five years China will have more PhD engineers and scientists than the USA. China is also attempting to make higher education available to many more of its citizens, while also continuing to develop the quality of its graduates. China is exceptional among lower income countries in using tertiary education as a development strategy on such a scale. But has China got its policies right? Can its universities move from quantity to quality? Can China achieve sustainable higher education development or even stand still? How will so many graduates find jobs with expectations? What are the implications of China's higher education development for international provision? What are the prospects of cooperation with universities in Kazakhstan? The author will answer these questions during the writing of the research work. The purpose of the research work is to provide research and analysis of these issues and to consider the prospects for Kazakh and foreign providers and other stakeholders regarding the future of China's higher education.

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## **ҚЫТАЙДЫҢ РЕФОРМА ЖӘНЕ АШЫҚ ЕСІК САЯСАТЫНЫҢ КӨРСЕТКІШ РЕТІНДЕ ЖОҒАРЫ БІЛІМ САЛАСЫН МОДЕРНИЗАЦИЯЛАУ ЖӨНІНДЕГІ ЗЕРТТЕУЛЕРГЕ ТАЛДАУ ЖАСАУ**

\*Сабигазина С.<sup>1</sup>, У Айжонг<sup>2</sup>

<sup>1</sup>әл-Фараби атындағы ҚазҰУ-нің PhD докторанты, Алматы, Қазақстан,  
e-mail: [ssabigazy@gmail.com](mailto:ssabigazy@gmail.com),

<sup>2</sup>PhD докторы, Шанхай халықаралық зерттеулер университетінің доценті,  
Орталық Азия тілдері кафедрасының меңгерушісі, Алматы, Қазақстан,  
e-mail: [airongwu@126.com](mailto:airongwu@126.com)

**Аңдатпа:** Мақалада Қытайдың жоғары білімін модернизациялау тақырыбына байланысты зерттеулерге алғашқы шолу жасалған. Соңғы онжылдықтардағы білім және ғылым жүйесіндегі Қытай реформаларының бірегей тәжірибесі Қытайда да, шетелде де академиялық ғалымдардың назарын арттыруда. Бүгінгі Қытайдың жоғары білім беру жүйесінің даму үлгісі – реформалау және ашық есік саясатының жемісі. Бұл негізде Қытайдың жоғары білім беру жүйесінің даму және модернизациялау үлгісі өз еліміздегі жоғары білім беру жүйесін модернизациялауды жүргізуге, яғни реформаларды дайындауға көмегін тигізе алатын, баламалы үлгі ретінде пайдалы болуы ықтимал.

Зерттеу жұмысының мақсаты Қытайдың 1978 жылдан қазірге дейінгі жоғары білім беру жүйесін реформалаудың барысы мен іргелі жоспарлары мен жобаларын («211 жобасы» (100 үздік университет құру жобасы), «985 жобасы» және «Қос үздік стандарт») зерттеу және Қазақстанның жоғары білім беру жүйесін дамыту үшін тәжірибе алу мүмкіндіктерін анықтау.



Қытай ғалымдарының көпшілігі әділеттілік қағидатын білім беру саясатының құндылықтарының бірі ретінде мойындай отырып, білім берудегі әділеттілік екі құрамдас бөліктің бірлігін болжайды: елдің барлық азаматтары үшін сапалы негізгі білім алу мүмкіндіктерінің теңдігі және кәсіптік-техникалық оқу орындарында үздіксіз білім алуға мемлекеттік кепілдіктерді қамтамасыз ету. Авторлар қытай зерттеушілері Қытайдың ұлттық дәстүрлерін сақтай отырып, отандық және шетелдік білім берудің озық тәжірибесін пайдалану арқылы білім беру саласындағы мәселелерді және әлеуметтік-экономикалық, саяси, мәдени, тіпті моральдық-этикалық мәселелерді шешуді ұсынып отыр.

**Тірек сөздер:** Қытай, жоғары білім беру жүйесі, модернизация, саясат, әділеттілік принципі, білім беру саясаты, халықаралық тәжірибе, реформа

## **АНАЛИЗ ИССЛЕДОВАНИЙ МОДЕРНИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ КАК ИНДИКАТОР ПОЛИТИКИ РЕФОРМ И ОТКРЫТОСТИ КИТАЯ**

\*Сабигазина С.<sup>1</sup>, У Айжонг<sup>2</sup>

<sup>\*1</sup> PhD докторант Казахского национального университета им. аль-Фараби, Алматы, Казахстан, e-mail: [ssabigazy@gmail.com](mailto:ssabigazy@gmail.com)

<sup>2</sup> PhD, доцент Шанхайского университета международных исследований, заведующий кафедрой языков Центральной Азии, Китай, e-mail: [airongwu@126.com](mailto:airongwu@126.com)

**Аннотация.** В данной статье проведен анализ исследований модернизации высшего образования Китая. Современная модернизация высшего образования Китая — это результат политики реформ и открытости. Уникальный опыт быстрого расширения китайского высшего образования за последнее десятилетие привлекает все большее внимание академических ученых как в Китае, так и за рубежом. В частности, очевидно, что любое изменение в истории Китая, который является стратегическим партнером нашей страны, окажет влияние и на нашу страну в том числе.

Мы изучаем произведения, опубликованные в разное время, и ориентируемся на их источниковую ценность. Существующие исследования в Китае и за рубежом в основном сосредоточены на предпосылках и условиях реформы высшего образования, существующих проблемах и контрастах, опыте и рекомендациях строительства других стран. Мы сделали это путем систематизации и сравнения ряда данных в соответствии с выбранной темой.

Большинство китайских учёных, признавая принцип справедливости одной из ценностей образовательной политики, считают, что справедливость в образовании предполагает единство двух составляющих: равенства возможностей для получения качественного базового образования для всех граждан страны и обеспечение государственных гарантий для продолжения обучения в профессиональных учебных заведениях. Авторы приходят к выводу, что китайские исследователи предлагают решать проблемы в сфере образования путем использования прогрессивного опыта отечественного и зарубежного образования при сохранении приоритета национальных традиций Китая и в тесной взаимосвязи с решением социально-экономических, политических, культурных и даже нравственно-этических проблем в китайском обществе.

**Ключевые слова:** Китай, система высшего образования, модернизация, политика, принцип справедливости, образовательная политика, международный опыт, реформа

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