

значение белорусская молодежь придает семье и нормам, сформированным в обществе. Думается, необходимо активно развивать современные белорусские медиа для детей и молодежи, формировать к ним благоприятное отношение, а в последствии сделать их одним из главных факторов позитивного духовно-нравственного воспитания.

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Development of the system of the guarantees for the right to higher education in the people's Republic of China

Abstract. *The article considers the issues related to providing the system of the guarantees for the right to higher education in the People's Republic of China as well as their improvement. Based on China's constitutional model the author distinguishes three stages of their development that correspond to the higher education reform processes.*

Keywords: *higher education; guarantees; constitution; reforming; right; stage.*

Развитие системы гарантий права на высшее образование в Китайской Народной Республике

Аннотация. В статье рассматриваются вопросы, связанные с обеспечением системы гарантий реализации права на высшее образование в Китайской Народной Республике и их совершенствованием. В соотношении с особенностями конституционной модели в Китае выделены три этапа их формирования, совпадающие с этапами реформирования системы высшего образования.

Ключевые слова: высшее образование; гарантии; конституция; реформирование; право; этап.

The right to higher education is one of the fundamental rights of the individual that allows to take a position as well as to develop oneself in the professional sphere and build a career. At the present stage, it is the level of the development of the education system of a particular country that the national economy and the well-being of the citizens is directly related to. The countries of the Asia-Pacific region and, in particular, the People's Republic of China (hereinafter PRC) are demonstrating high rates of the development of the national economies. China is a country with centuries-old history and traditions. It has achieved tangible good results in constructing various economic sectors with its citizens' well-being considerably increasing. The economic breakthrough of China is largely due to the development of the education system, the basic outlines of which are reflected in the legislative acts of the State. Therefore, it is relevant to consider its system of the guarantees for the right to higher education as well as to analyze the evolution of their activity level.

Achieving the research goal involves solving certain tasks. First, the provisions that determine the structure and the contents of the constitutional right to higher education are to be formulated.

Secondly, it is important to describe and classify the guarantees for this right as well as to provide the description of their constitutional position.

Thirdly, the specifics of the organizational and individual guarantees for the right to higher education in China are to be highlighted based on the Education Act, Higher Education Act and other international or national law regulations.

In consideration of the above tasks the study subject is made up by the set of the constitutionally acceptable and education law regulations of the social relations evolving as a result of the implemented constitutional right to higher education as well as the practice of their application.

The system of the guarantees for the constitutional right to higher education in China is to be analyzed based upon formal legal, legal historical and forecast methods.

The legal basis for the research is provided in such sources as the China's Education Modernization 2035 Plan [1], Constitution of the PRC [2], Education Law [3], Higher Education Law [4], the Implementation Plan for Accelerating Education Modernization (2018–2022) [5], Guidelines of the Ministry of Education of the PRC for Reforming Higher Education, etc.

There are three stages distinguished in regard to reforming the higher education legislation that reflect the evolution of the social, political and economic life of China.

The first stage starts in 1949 when the Chinese communists, as the winners of the civil war, joined the other left-wing democratic political parties forming the Communist Party of China-dominated National Political Consultative Conference. It is the state body that acted as the supreme political and legislative organ at the time and proclaimed the PRC. Soviet Constitution was regarded as the most prestigious model for building China's socialist economic and political regime as they shared the same Marxist Leninist ideology [6, p. 54].

The Constitution adopted in China in 1954 was totally based on the Soviet model of Constitution that had both substantive and formal impact on China's constitution-making. The Soviet political and civil rights model was completely borrowed into China's constitutional rights system. As a result the Soviet educational law regulations were adopted to the Chinese education law.

The second stage covers the period of Cultural Revolution that is described as a large-scale destructive movement, coup, and a civil war that lasted in China for ten years from 1966 to 1976. The evil impact of the Cultural Revolution on all the sectors in China including the education system is recognized even today as a dark history. This period was also accompanied by stagnation of legislation in the field of organizational and legal regulation of educational relations.

It was the Third Plenum of the Central Committee of the Communist Party of China (hereinafter CCP) of the 11th convocation in 1978 that highlighted the ways to solve the problems in the education system of the country. The reform of the education system itself was urgent.

The modern system of scientific degrees was formed in China under the Regulation "On Scientific Degrees" adopted in 1981. According to this Regulation university graduates and post-graduates are awarded the degree of bachelor, master and doctor of science.

In compliance with the guidelines of the XII Congress of the CCP large-scale reforms were fixed and developed in 1982 which initiated the third stage of the development of higher education legislation.

The new curricula and educational plans, timing and methods were proclaimed in the Resolution of the Central Committee of the CCP and the State Council of the PRC "On the Reform of the Education System" of 27.05.1985. It also provided for a fundamental and comprehensive reform of the higher education system in such areas as modification of the plan of admission to higher education establishments, improvement of the distribution system of university graduates, expansion of self-management activities of the university and improvement of the national education management.

A temporary Regulation on the Organization of Ordinary Higher Educational Establishments was published by the State Council of the PRC on 15 December 1986. It was issued with the aim of improving the management of higher education and ensuring the quality of education in ordinary higher educational institutions as well as their systemic and proportional development.

The new curricula were being adapted to the current school goals and to the world trends in the scientific development as well as to the principle of advanced development. The system of entrance exams has been reformed. In 1994 national entrance tests for any university regardless of the profile (6 exams) were replaced by a profiled system of exams in humanitarian and technical universities (three general and one subject in the specialty).

The Education Law of 18.03.1995 established the socialist modernized education system in the country, the status of the participants in educational relations and the principles of financing educational institutions and international exchange [3].

At the same time the Education Law provides for neither the detailed regulation of educational relations nor the description of the manner in which students and the teaching staff exercise their rights and obligations. The Education Law doesn't determine the levels of education that the Chinese citizens receive free of charge, i. e. from the State budget. However, it establishes various types of liability for violation of the budget funds for education, violation of the school order, negligence to the state property, for charging tuition fees, unauthorized opening of schools, enrollment above the standards, lobbying for admission of individual students, etc.

At the turn of the century there has been implemented such a strategic programme of the Chinese Government as Project 211 aimed at investing into education development. It is considered to be the largest state investment program since the formation of the PRC. Its overall objective was to focus on the development of 100 leading universities as the basis for training of highly qualified specialists capable of solving problems in the economic and social sectors. The Project covered several lines of action:

– the development of topical existing fields of scientific or scholarly research;

– the creation of a public service system;

– the integrated development of the infrastructure of universities [7].

The financial resources required for Project 211 and strategic development of the education system in general are made up of the investments of the State, establishments, regional authorities and educational institutions' own funds.

Project 211 has given impetus to reforming the educational management system. As a result the educational environment and the general atmosphere for training creative and highly qualified professionals have been established. The research structure and the educational equipment were improved.

The Higher Education Law of China was drafted on the basis of the Constitution of the PRC and the Education Law and adopted at the 4th session of the National People's Assembly in 1998. The Act entered into force on 1 January 1999. It is the Act that introduced paid higher education.

At present, all the activities related to higher education are regulated by the above Act based on the Marxism-Leninism ideology, the ideas of Mao Zedong and the theory of Deng Xiaopong. According to it higher education is subject to socialist modernization combined with production and a socialist market economy, art. 3–5. In the context of socialist management the Social Council of PRC exercises unified leadership and management of higher education in the country, art. 12–14 [4].

To drive continued reform in and advancement of the education system the Chinese State Council published two significant plans in 2019. It is the China's Education Modernisation 2035 Plan that focuses on “building a more competitive higher education system” [1] and the Implementation Plan for Accelerating Education Modernisation (2018–2022) that set out actions for achieving the above task [5].

In conclusion, we should emphasize the leading political and ideological role of the State in ensuring the right to higher education in China. In combination with other social rights the right to higher education determines the development of China's social and economic system with respect to its historical traditions as well as the requirements of modernization, scientific and technological progress.

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Synergy between the offer of the higher education and the needs of the modern labor market in China

Abstract. *In the article is researched the problem of ensuring the alignment between higher education offerings and the demands of the contemporary labor market in China, that is very important for both educational and economic development of the country. There are given the main characteristics of youth labor market in China and are described the specific features of young people as labor force. The possible offers are proposed to ensure synergy between the offer of higher education and the needs of the modern labor market in China. An effective solution to the problem of youth employment is possible through the development of business incubators.*