

national identity and responsibility. The developed multi-level evaluation index system serves as a practical tool for institutions to continuously optimize their educational efforts, contributing to the sustainable development of patriotism education.

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Mu Jingwen

Belarusian National Technical University (BNTU)

Scientific supervisor: Malashenko E.A.,

Ph.D. in Education, Associate Professor

Minsk, Republic of Belarus

Belarus State Economic University (BSEU)

malashenko@bseu.by

PROFESSIONAL TRAINING PROGRAMS FOR FUTURE EDUCATORS IN CHINA

Abstract: *This study provides a comprehensive overview of teacher training programs in China, focusing on policies, methods, and their role in enhancing teacher quality. Since the 2001 curriculum reform, China has emphasized improving primary and secondary education by strengthening teacher training. Key contributors include administrative bodies, higher education institutions, schools, and professional associations, each playing a unique role. Training methods encompass centralized training, remote learning, school-based approaches, post-internships, and workshops. Additionally, cross-cultural competence has emerged as a critical component for preschool educators, addressing the growing diversity in classrooms. This analysis highlights the importance of collaborative systems and innovative training methods in shaping effective and inclusive educators for the future. This study provides valuable insights into the current state and needs of preschool teachers in cross-cultural education across different regions of China.*

Key words: *Teacher training, professional development, education policy, cross-cultural competence, China.*

Му Цзинвэнь
Белорусский национальный технический университет (БНТУ)
Научный руководитель: Малашенко Е.А.,
кандидат педагогических наук, доцент
Минск, Республика Беларусь
Белорусский государственный экономический университет
[*malashenko@bseu.by*](mailto:malashenko@bseu.by)

ПРОФЕССИОНАЛЬНЫЕ ПРОГРАММЫ ПОДГОТОВКИ УЧИТЕЛЕЙ В КИТАЕ

Аннотация: Автор представил всесторонний обзор программ подготовки воспитателей дошкольных учреждений в Китае. Особый акцент сделан на реформу образования, политику, методы и их роль в повышении качества преподавания. С реформой учебных программ 2001 года Китай сосредоточил внимание на улучшении начального и среднего образования через усиление подготовки учителей. Ключевыми участниками процесса являются административные органы, высшие учебные заведения, школы и профессиональные ассоциации, каждая из которых играет уникальную роль. Методы подготовки включают централизованное обучение, дистанционное обучение, постинтернатуру и семинары. Кроме того, межкультурная компетентность стала важным компонентом подготовки воспитателей дошкольных учреждений, учитывая многонациональность и наполненность в классах. Этот анализ подчеркивает важность совместных систем и инновационных методов подготовки для формирования эффективных и инклюзивных педагогов будущего. В исследовании также приведены ценные данные о текущем состоянии и потребностях воспитателей дошкольных учреждений в области межкультурного образования в различных регионах Китая.

Ключевые слова: подготовка учителей, профессиональное развитие, образовательная политика, межкультурная компетентность, Китай.

The overall training policy for primary and secondary school teachers in China can be traced back to 2001. Under the background of the new curriculum reform, because the quality of teachers directly affects the development of students, the country attaches great importance to the training of primary and secondary school teachers and strives to promote the implementation of this policy. Since the 18th National Congress of the Communist Party of China, China has formulated relevant policies for the training of primary and secondary school teachers. Through reading and analysis, the

author found that these policies stipulate the functions of different subjects in teacher training. Education administrative departments at all levels play an important organizational and leading role in teacher training. In the training of primary and secondary school teachers, the Ministry of Education mainly plays a major role, including overall planning, improving systems, establishing mechanisms, guiding, supervising and evaluating. For example, in the Opinions (2013), the government needs to supervise and evaluate the local training activities and formulate the training quality standards; the provincial education department shall coordinate the provincial teacher training, implement the provincial training plan, select training bases in the province and allocate the training resources at the municipal and county level, organize and conduct teacher training activities at the municipal and county level, and supervise and guide the school-based training of schools. Led by the government departments to set up special teachers training school, they are familiar with the actual situation and requirements of the local teachers and can, according to the characteristics of local education teaching and problems, targeted design and implement training programs, carry out various forms of training activities, such as lectures, teaching seminars, practice, view, etc., to provide teachers with close to the actual teaching guidance and help. The Notice (2020) adopts the chief expert responsibility system, carefully selecting the experts with rich experience, and selecting the most professional. Colleges and comprehensive universities are important forces in teacher training. They have rich educational and teaching resources, experts and scholars, and advanced teaching facilities, and can provide teachers with systematic theoretical knowledge training and professional development courses. Some universities also undertake national and provincial backbone teacher training programs, and hold various training classes and training courses to improve teachers educational and teaching ability and scientific research level. "National Training Program" (2021-2025) aims to establish a high level of teacher training team, with city and county level educational institutions as the core, normal colleges and universities as the support, and invite well-known

colleges and universities, professional institutions, excellent primary and secondary schools and kindergarten organizations to participate.

School is one of the important places for teacher training, and school-based training is an important way for teacher professional development. Primary and secondary schools can, according to their own development plans and teachers' professional needs, organize campus training activities, such as collective lesson preparation, open classes, teaching reflection, mentoring pairing, etc., so that teachers can continue to learn and grow in daily teaching work. In addition, some schools will also invite external experts and excellent teachers to give lectures, providing teachers with a broader vision and opportunities for communication. For example, in the Guide to Rural Teacher Training (2016), it is mentioned that rural schools should formulate the implementation plan of the school training, be responsible for the implementation of the research and grinding courses, sort out the generative resources, and supervise and evaluate the training process of the school.

Professional societies and associations in the field of education are also one of the subjects of teacher training. They bring together a large number of education experts, scholars and outstanding front-line teachers, and can organize various academic exchange activities, special seminars, training lectures, etc., to provide professional guidance and guidance for teachers, promote experience sharing and cooperation and exchange among teachers, and promote education and teaching reform and teacher professional development. From the point of training subject, our relevant policy specifies the relationship of responsibilities, each training subject further training management focus, improve the collaborative management mechanism, and clearly put forward the education administrative department of responsibilities and need to play a role of overall management, emphasize the importance of training institutions in training activities, need to strictly strengthen training management, ensure the quality and level of training activities. The Ministry of Education, the Ministry of Finance jointly issued about the culture plan five-year plan of "notice" (2021), for the first time mentioned the construction of collaborative system, mainly emphasizes the various

local governments and various synergy between training agencies, and focus on the county schools and support the coordinated development of rural small-scale schools.

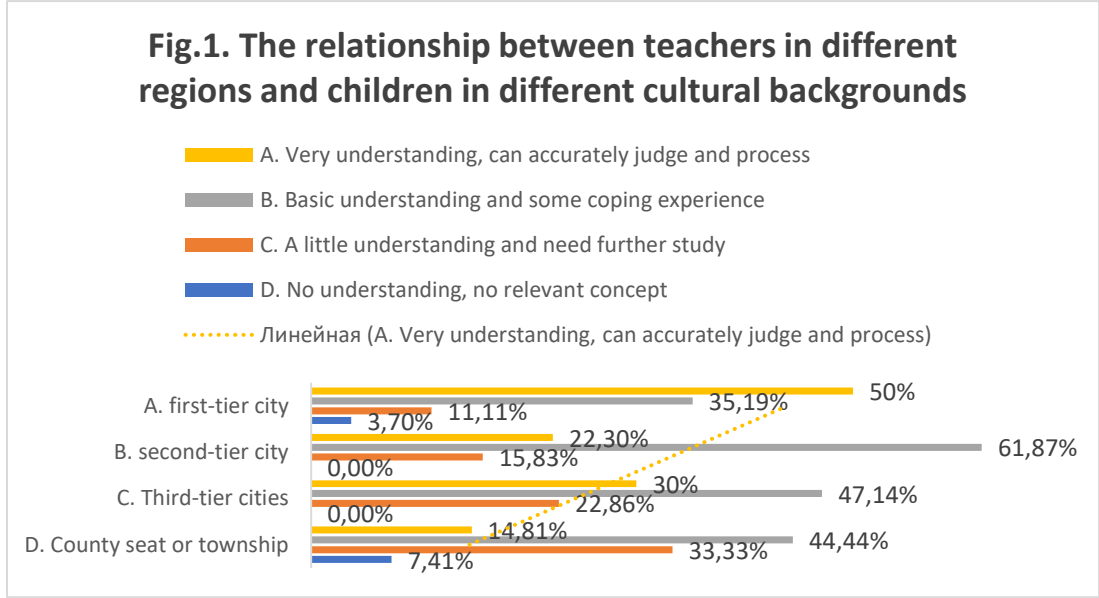
There are various forms of school-based training, including school expert lectures, teaching observation among teachers, collective lesson preparation, etc. For example, the school organizes backbone teachers to share their teaching experience, or prepares lessons together with the teachers of the subject group to learn and improve each other.

Post-internship can help in arranging teachers to go to other quality schools and follow excellent teachers for field study. For example, the trainers can guide the teachers to share their experience, discuss solutions together, and make practical attempts to design solutions and practice improvements.

Nowadays, the social environment is becoming more and more diversified, and the children in kindergartens may also come from different cultural backgrounds. Cross-cultural ability can help teachers understand children differences in behavior style, language expression, emotional response and other aspects. Cross-cultural training can enable preschool teachers to better understand the cultures from all over the world, so as to understand and tolerate the cultural differences of children from different countries and ethnic groups in the teaching environment, so as to provide them with fair and appropriate education. Through training, teachers can adjust their educational methods and communication strategies according to these differences, better establish a good interactive relationship with each child, and provide more appropriate personalized education for children. For example, kindergartens in developed coastal cities may have foreign children or ethnic minority children, and teachers need cross-cultural knowledge to cope.

In the stage of early childhood education, children have a strong curiosity and openness, and they begin to contact and perceive the world around them. Intercultural training can help preschool teachers to integrate intercultural elements into the curriculum. Preschool teachers with cross-cultural ability can enrich their teaching content by introducing different cultural elements, such as fairy tales and traditional festivals from around the world. For example, introducing European classical

paintings in art class, original wood carvings in Africa, or speaking national nursery rhymes in language class can stimulate children interest in learning. Early childhood is the period of the initial formation of cultural values. Preschool teachers are also an important guide of children cognition of the world. Through cross-cultural training, teachers can plant the seeds of cultural diversity in early education, and help children



establish global awareness and cross-cultural communication from an early age.

Children can respect and appreciate different cultures, and cultivate their sense of tolerance and the concept of cultural equality.

The author conducted a questionnaire survey (See Fig.1) aimed to deeply understand the current situation and needs of preschool teachers in the field of cross-cultural education.

With the diversified development of the society, children from different cultural backgrounds gradually appear in kindergartens, and teachers are faced with diversified challenges and opportunities in the process of education. Through the survey, the author hoped to identify teachers' knowledge reserve, teaching practice and training needs in cross-cultural education, so as to provide an effective basis for subsequent training and support measures. This study used a questionnaire survey entitled "The Intercultural Educational Status and Training of Preschool Teachers".

In the study, by means of sampling, 30 provincial administrative regions (24 provinces, 4 municipalities directly under the Central Government, 2 autonomous regions), and 300 kindergarten teachers were selected for questionnaire survey. Most of the teachers who participated in the questionnaire were of college degree or above, among which 13.45%, teachers with Bachelor's degree (including part-time) accounted for 70% of the total number, and teachers with master's degree or above accounted for 14.83%. Kindergartens accounted for 18.62% of the areas in first-tier cities, 47.93% in second-tier cities, 24.14% in third-tier cities, and 9.31% in county towns or towns.

According to the knowledge of kindergarten teachers in different regions of the differences in children behavior habits and values under different cultural backgrounds, obvious differences can be seen. Among the teachers in first-tier cities, 50 percent said they are "very familiar and can judge and handle accurately", while 61.87 percent of the teachers in second-tier cities chose "basic understanding and certain coping experience". The situation in third-tier cities is relatively good, with 30% of teachers saying they know "very well", while teachers in counties or towns have a low understanding of this problem, with only 14.81% saying they know "very well". It can be seen from the data that with the decrease of city level, teachers understanding of the differences in children cultural background generally decreases, especially in counties or towns, where only a few teachers have high understanding ability. In addition, teachers in second-tier cities have the highest proportion in the option of "basic understanding and certain coping experience", indicating their relatively strong ability to cope with cultural background differences. Therefore, it can be speculated that there is a positive correlation between city level and teachers understanding of the differences in children cultural background, and teachers professional training and availability of resources may have played an important role in this process.

To sum up, the findings highlight a clear correlation between the level of urbanization and the teachers' understanding and ability to address cultural differences in children's behavior and values. Teachers in first-tier cities demonstrate the highest familiarity and capacity to handle cultural differences, attributed likely to better access

to professional training and resources. In contrast, teachers in counties or towns exhibit a significantly lower understanding of cultural diversity, reflecting the challenges faced in less urbanized areas. Notably, second-tier cities show a relatively strong ability to manage cultural differences, with the highest proportion of teachers reporting "basic understanding and certain coping experience." This suggests that targeted professional training and resource availability in these regions have positively impacted teachers' preparedness. The study underscores the need for tailored training programs and resource allocation to enhance the intercultural competence of preschool teachers, particularly in less urbanized areas. By addressing these disparities, it is possible to foster a more inclusive and effective educational environment for children from diverse cultural backgrounds, ultimately contributing to the development of a more inclusive society.

Thus, China's teacher training programs exemplify a systematic and multi-faceted approach to professional development. Policies emphasize collaboration among administrative bodies, higher education institutions, schools, and professional societies to enhance training quality. Training methods, including traditional, remote, and practice-based approaches, cater to diverse needs, while cross-cultural competence addresses the growing diversity in classrooms. These efforts collectively aim to build a robust and adaptable teaching workforce capable of meeting contemporary educational challenges. Strengthening teacher training remains pivotal for fostering innovation, inclusivity, and educational equity in China's rapidly evolving socio-educational landscape.

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Wang Xue
Belarusian National Technical University (BNTU)
Scientific supervisor: Malashenko E.A.,
Ph.D. in Education, Associate Professor
Minsk, Republic of Belarus
Belarus State Economic University (BSEU)
malashenko@bseu.by