

UDC 32

## Implementation of China's National Strategy for Teacher Training: Political Aspects

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### Abstract

The development of education is an important factor in shaping personality, enhancing educational levels, and contributing to the overall social progress of the country. Global trends in this area, such as improving the quality of education, ensuring equal access for all children, and integrating new technologies, are becoming increasingly relevant. In China, the government is actively implementing measures to improve preschool education, leading to significant changes and achievements. However, there are also challenges, including disparities in educational quality between regions, insufficient funding, and a lack of educators. Addressing these issues requires a comprehensive approach at the level of state policy aimed at the sustainable development of preschool education in the country. In 2020, China concluded its National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and the 13th Five-Year Plan. During

this time, the "Education Modernization 2035" program was launched, and legislation on preschool education was enacted. The 19th National Congress of the Communist Party of China emphasized the importance of accessible childcare and education. Contemporary approaches to educational management focus on reforms in preschool education to ensure sustainable development for children. Supporting diversity among teaching staff, attracting individuals from various sociocultural backgrounds to study early childhood education, developing specialization in universities, and assisting school graduates in entering preschool institutions are vital steps toward revitalizing the teacher training system and improving educational quality.

#### **For citation**

Smirnov O.A., Slabkaya D.N., Novikov A.V. (2024) Implementation of China's National Strategy for Teacher Training: Political Aspects. *Teorii i problemy politicheskikh issledovaniy* [Theories and Problems of Political Studies], 13 (7A), pp. 135-141.

#### **Keywords**

Education policy, preschool education, international organizations, political instruments, strategic planning, quality of education.

## **Introduction**

Preschool education significantly impacts the development of individuals, families, and nations, and improving the quality of preschool education has become a global trend in many countries. International organizations worldwide are developing and implementing plans for the advancement of early childhood education within national systems. All established institutional elements emphasize the importance of high-quality preschool education, focus on equity for children from disadvantaged backgrounds, enhance the quality of educators, and more. Additionally, the application and gradual spread of technologies such as the Internet of Things, big data, cloud computing, artificial intelligence, sensory technologies, robotics, virtual reality, and other innovations in education have also contributed to the development of preschool education.

In China, the government plays a crucial role in advancing preschool education by implementing policy measures aimed at its enhancement. Since 2010, the National Long-term Education Reform and Development Plan (2010-2020) and several program documents from the State Council regarding the current state of preschool education have been approved. All regions of the country have developed and implemented three-year action plans for preschool education aimed at raising standards and improving quality. Social development and policy implementation have led to significant changes in China's preschool education landscape. Data indicates rapid growth and impressive achievements in this sector. For instance, access to preschool education increased, with approximately 81.7% of children receiving early education in 2018, which is 25.1% higher than in 2010.

Resources for preschool education have expanded, with a significant increase in the number of institutions and educators. Financial investments in preschool education have also risen considerably. The level of teacher training has improved, with most educators holding higher education degrees. Overall, preschool education in China is currently experiencing vigorous development.

However, there are challenges that hinder progress in preschool education in China. One of the primary issues is the regional and urban-rural disparities in educational quality. These differences are reflected in curricula that vary across regions due to differing levels of educational development.

Furthermore, a long-term funding mechanism for preschool education has yet to be established. Preschool funding in China relies on a regional investment system, resulting in significant disparities in financing among regions due to insufficient investments at the local level. There is also a shortage of preschool educators, leading to a high child-to-teacher ratio. These challenges negatively impact the stable development of preschool educators. This paper explores the issues facing preschool education, proposing solutions at the policy level.

## **Main part**

In 2020, the National Medium- and Long-Term Education Reform and Development Plan (2010–2020) and the 13th Five-Year Plan come to an end. This year marks the beginning of the "Education Modernization 2035" program, proposed in 2019, along with new legislation on preschool education. During the 19th National Congress of the Communist Party of China, the importance of ensuring access to childcare and education was emphasized. Contemporary educational management thought highlights the need for reforms in preschool education, aiming for sustainable child development. It is crucial to address issues related to access to public preschool institutions, reflecting the new needs and aspirations of parents. Therefore, it is important to advance preschool education by adhering to the fundamental task of fostering virtue and responding to the new demands of our time.

Currently, the Chinese education system faces several challenges:

1. Bridging the gap between public and affordable private preschools with low fees, while promoting the establishment of inclusive private institutions, is essential for ensuring equal access to quality preschool education for all children. Policies that integrate public and inclusive preschools, along with the development of financial subsidy standards and fee structures, can facilitate this process. Additionally, pricing for utilities, providing land tax exemptions, rental support, and enhancing teacher training and educational quality in private institutions can play a crucial role in advancing preschool education.

2. Reforming the preschool institution system and achieving balanced educational development are also vital aspects. This may involve revising current classification methods, quality assessment practices, management strategies, and teacher training in preschool settings. Gradually implementing changes across regions while considering their unique needs and characteristics will help achieve more balanced educational development at all levels. To create progressive preschool institutions that align with the modern information age and leverage information technology and artificial intelligence, attention should be given to the following areas:

3. Development of computerization and databases: Experts suggest establishing an electronic information platform for storing children's learning data, analyzing outcomes, and supporting the learning process. This will aid in recording, monitoring, and supporting children's development while adhering to data safety principles.

4. The use of information and communication technologies is crucial for the advancement of preschool institutions. The development plan for preschool education should focus on creating innovative centers, applying artificial intelligence technologies, and designing assistant systems for educators.

5. Ensuring accessibility and equity: The goal of preschool education development is to provide access to educational institutions at low costs. It is important to support the growth of affordable preschool facilities and promote their development across various regions.

These challenges can serve as a foundation for utilizing information technology and artificial intelligence in preschool education, emphasizing children's intellectual development and ensuring

access to educational services. Modernizing and updating educational structures and mechanisms from a political process perspective are key factors for the advancement of preschool education. Issues such as difficulties and high costs associated with enrollment in preschool institutions are often linked to limitations within existing systems and mechanisms. To achieve sustainable development in preschool education in China by 2035, it is critically important to implement reforms in the system and mechanisms governing early childhood education.

The primary tasks involve improving the oversight system and relieving teachers of excessive restrictions. It is essential to establish quality assessment standards for preschool education, empower kindergarten directors with authority for internal innovations, and utilize information technology to create online platforms for monitoring and evaluation. Additionally, reforms within the school system should be implemented to ensure a smooth transition from preschool to primary education. The integration of resources, transparency in the system, and collaboration between preschool and primary school teachers are crucial in this process. Establishing a cooperative community of educators and developing shared goals and programs will help children successfully adapt to this new stage of learning. The government should also formulate a coherent policy regarding preschool and primary education to support these changes.

China emphasizes the importance of fostering the professional identity of preschool educators. Documents such as the State Council's conclusions on preschool education development and the strategy for training kindergarten teachers propose measures to strengthen this professional identity. The Education Modernization Plan for China by 2035 includes the creation of a team of highly skilled and innovative early childhood educators. To achieve this goal, it is suggested to increase salaries, establish professional standards, and implement a certification credit system. Moreover, it is vital to enhance moral education and professional training for preschool teachers, including appointing trainers from various professional fields and reducing bureaucratic processes.

To ensure diversity among preschool educators and update the teacher training system, it is important to strengthen comprehensive management and development for teachers. These measures aim to align with the requirements of "Education Modernization in China 2035" and include an organic connection to vocational education, developing higher education content, as well as improving teacher training and ongoing support.

To diversify the teaching workforce in preschools, it is necessary to encourage individuals from various sociocultural backgrounds to pursue studies in early childhood education and become teachers. The development of specialized early childhood education programs in regular universities, along with reforms and planning in local normal education institutions, plays a key role in this process. Supporting free teachers and graduates from primary and secondary schools in entering preschool institutions after professional training is also an important step. Gradually raising the requirements for becoming a preschool teacher contributes to enhancing the quality of education in this field.

## **Conclusion**

In conclusion, it can be stated that the development of preschool education plays a crucial role in shaping children's personalities, enhancing the quality of education, and contributing to the overall social development of the country. Global trends in early childhood education, such as improving educational quality, ensuring equal access for all children, and integrating new technologies, are becoming increasingly significant. In China, the government is actively implementing policy measures to enhance preschool education, leading to substantial changes and achievements. However, challenges

remain, including regional disparities in educational quality, insufficient funding, and a shortage of educators. Addressing these issues requires a comprehensive approach at the political level to ensure the stable and sustainable growth of preschool education in China.

In 2020, China concluded its National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and the 13th Five-Year Plan. At the same time, the "Education Modernization 2035" program was initiated, along with the introduction of legislation on preschool education. The 19th National Congress of the Communist Party of China emphasized the importance of accessible childcare and education. Contemporary educational management discourse focuses on reforms in preschool education aimed at ensuring sustainable development for children. Supporting diversity among teaching staff, encouraging individuals from various sociocultural backgrounds to pursue studies in early childhood education, developing specialized early childhood education programs in universities, and assisting graduates from primary and secondary schools in entering preschool institutions are vital steps toward revitalizing teacher training systems and improving educational quality. Reforms in preschool education are essential for shaping the future society, making attention to these aspects extremely valuable.

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## Реализация национальной стратегия Китая по подготовке педагогов: политические аспекты

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**Аннотация**

Развитие образования является важным фактором в формировании личности, повышении образовательного уровня и общем социальном прогрессе страны. Глобальные тенденции в этой сфере, такие как улучшение качества образования, обеспечение равного доступа для всех детей и внедрение новых технологий, становятся все более актуальными. В Китае правительство активно реализует меры по улучшению дошкольного образования, что приводит к значительным изменениям и достижениям. Однако существуют и проблемы, включая различия в качестве образования между регионами, нехватку финансирования и недостаток педагогов. Для решения этих вопросов необходим комплексный подход на уровне государственной политики, направленный на устойчивое развитие дошкольного образования в стране. В 2020 году в Китае завершился Национальный план среднесрочной и долгосрочной реформы образования (2010–2020 годы) и 13-й пятилетний план. В это время стартует программа «Модернизация образования 2035» и принимается законодательство о дошкольном образовании. На 19-м Национальном конгрессе Коммунистической партии Китая было подчеркнуто значение доступности ухода за детьми и образования. Современные подходы к управлению образованием акцентируют внимание на реформах в дошкольном образовании для обеспечения устойчивого развития детей. Поддержка разнообразия среди педагогических кадров, привлечение людей из различных социокультурных групп к изучению дошкольного образования, развитие специализации в университетах и помощь выпускникам школ в поступлении в дошкольные учреждения — важные шаги для обновления системы подготовки учителей и повышения качества образования.

**Для цитирования в научных исследованиях**

Смирнов О.А., Слабкая Д.Н., Новиков А.В. Реализация национальной стратегия Китая по подготовке педагогов: политические аспекты // Теории и проблемы политических исследований. 2024. Том 13. № 7А. С. 135-141.

**Ключевые слова**

Политика образования, дошкольное образование, международные организации, политические инструменты, стратегическое планирование, качество образования.

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