

Impact Factor:

ISRA (India) = 3.117	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.156	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 04 Volume: 72

Published: 30.04.2019 <http://T-Science.org>

QR – Issue



QR – Article



SECTION 21. Pedagogy. Psychology.
Innovations in the field of education.

K.A. Tukhtabekov
PhD., Docent,
National University of Uzbekistan,
Tashkent, Republic of Uzbekistan.
kozimazimbek@mail.ru

THE SYSTEM OF ACADEMIC DEGREES AND POST-UNIVERSITY EDUCATION IN THE REPUBLIC OF CHINA

Abstract: This article will discuss the system of academic degrees and postgraduate education in the Republic of China, their role in building a national education system focused on the twenty-first century.

Key words: academic degrees, education system, postgraduate education, Republic of China, professional programs, academic requirements.

Language: English

Citation: Tukhtabekov, K. A. (2019). The system of academic degrees and post-university education in the republic of China. *ISJ Theoretical & Applied Science*, 04 (72), 550-553.

Soi: <http://s-o-i.org/1.1/TAS-04-72-74> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.04.72.74>

Introduction

The development of education in China, in particular, postgraduate education is due to a number of government policy documents. This is a long-term strategy for the revival of the country thanks to the development of education and science, formulated in 1995 at the XIV Congress of the Communist Party of China, and approved by the State Council of China in February 1999. "A program of building a national education system focused on the 21st century" [1], and officially promulgated on March 3, 2004. "The program for the development of education for 2003-2007" [2], which defines the main goals, directions and tasks of the development of education in China for the next five years.

Materials and methods

In the twentieth century, until the formation of the Republic of China, post-graduate education occupied a very small sector in the national education system: only about 200 masters were trained, and the doctoral training was completely absent: all Chinese citizens - holders of a doctoral degree - received it at foreign universities.

After 1949 under the influence of the Soviet education system, a two-year training course for higher pedagogical personnel was introduced, and in 1962 it was accepted three-year postgraduate study. However, during the cultural revolution in the republic of China, the postgraduate education was completely destroyed. Only in 1978, after the

proclamation of the policy of reforms and openness, the restoration of this system had begun: for the first time after a 12-year break, about 10 thousand people out of 63 thousand participating in the exams were accepted for postgraduate programs [3, P. 3-4].

Approved and adopted by the Standing Committee of the State Council "Regulations on academic degrees in the Republic of China" entered into force on January 1, 1981 [4]. It was one of the first laws in the field of education, adopted in "new" China. In accordance with this Regulation, three levels of academic degrees are established in the Republic of China: bachelor, master and doctoral degrees, and the main academic requirements for their applicants are defined.

The Law of the Republic of China on Higher Education, which entered into force on January 1, 1999, confirms the existence in the Republic of China of three academic degrees and several types of higher education programs: short programs (programs of a special course lasting 2-3 years), programs of the main course lasting 4 -5 years, master's degree (2-3 years), doctoral studies (3-4 years).

The higher education system of China includes junior colleges, colleges and universities. In junior colleges only short programs are implemented, while in colleges and universities there are both short and basic higher education programs. Postgraduate programs can be mastered both in universities and in research institutions of the country.

Impact Factor:

ISRA (India) = 3.117	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.156	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Major programs lasting 4-6 years are completed with a diploma, which only confirms the successful completion of the program of study in a particular specialty. Only a graduate of a higher education institution authorized by the Committee on Academic Degrees of the State Council of China to award bachelor's degrees in a relevant specialty may be awarded the first academic degree. If a university does not have such a right, its graduate has the right to apply to another institution of higher education with a petition for conferring on a corresponding degree. If a graduate meets the requirements set forth in the "Regulations": he has good academic results, has deep knowledge in fundamental and special disciplines in the direction of training, skills in conducting research or performing special technical work, he can receive the right for an undergraduate certificate to continue education at the postgraduate level [4].

The Committee on Academic Degrees of the State Council of the Republic of China carries out an assessment of the educational and scientific activities of all universities and research institutions that claim or already have such masters and doctoral degrees. In case of bachelor degrees, only with the appropriate accreditation of a university or research institute receive the right to award academic degrees. In 2002 master's degrees had the right to assign 726 universities and research institutions, and 245 universities and colleges and 55 research institutes of China had the right to award doctoral degrees [5, P. 46].

A graduate of a master's course can claim to be awarded a master's degree if, having mastered solid deep knowledge in fundamental disciplines and systematic, special knowledge in the direction of training, skills of conducting research work or independent professional activity, pass all necessary exams and successfully defend the dissertation [3; 4].

A doctoral degree, the highest academic degree established in the Republic of China, is awarded to graduates of doctoral programs of accredited universities or research institutes. The necessary requirements are the successful passing of all established exams and the successful defense of dissertation work. The candidate must demonstrate strong and comprehensive deep knowledge in fundamental disciplines, complete and systematic special knowledge in the direction of training, the ability to conduct independent research and development, as well as creative achievements in science or technology [3; 4].

At the same time, there are temporary rules in China that allow granting degrees to those who were not students of postgraduate programs, however, they meet the requirements for candidates for a master's or doctor's degree. Temporary rules for awarding academic degrees to persons with work, put into effect in 1990. and updated in 1998, set the following requirements for applicants, at the same time

guaranteeing their level of preparation: each applicant must have five years of work experience in the relevant field and printed works containing the main research results in national or foreign scientific journals; pass exams in a foreign language and specialty [5, P. 47].

The catalog of disciplines and specialties of postgraduate education was approved by the Committee of Academic Degrees of the State Council and the Ministry of Education in 1997. There are twelve main areas in this catalog: philosophy, economics, jurisprudence (including political science and sociology), education (including physical education), humanities (including philology, various specialties of art, librarianship), history, natural sciences, engineering sciences, agricultural sciences, management, medicine and military specialties. These areas of training include, inter alia, 88 specialties of master training and 382 specialties of training doctors of science [5, P. 46].

The rapidly developing economy of the country soon demanded the introduction of new academic degrees in areas that were not included in the list: Master of Business Administration, Bachelor and Master of Architecture, Master of Law, Master of Engineering, Master of Education, Master of Science and Doctor of Clinical Medicine, Master of Public Administration, Master and the doctor of veterinary medicine, master and doctor of dentistry, master and doctor of public health.

Currently, at every level of postgraduate education there are both training programs for future university teachers and researchers, as well as professional orientation programs, for example, Master of Business Administration, Master of Engineering, Master of Education, Clinical Doctor [5, P. 46].

As follows from the "Regulations on Academic Degrees in China", there is no academic degree in the Chinese education system, which is awarded after a two-year higher education course. Such an intermediate degree (associated degree) is presented in many educational systems, which are based on the Anglo-American model, like the Chinese educational system. This degree, as a rule, gives its holders the opportunity to continue their education in colleges and universities according to the programs up to graduate studies, taking into account previous training for a bachelor's degree.

Short programs, the so-called special course programs, lasting 3 years, are completed with a certificate (zhuanke certificate), this document does not give its holder the right to qualify for a bachelor's degree, as well as direct access to the magistracy. Holders of such documents, after passing special exams, can only continue their studies in the programs of the basic higher education course (an additional 2 years of study) and only after its completion qualify for a bachelor's degree.

Impact Factor:

ISRA (India)	= 3.117	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PИHИ (Russia)	= 0.156	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

The two-year professional programs implemented in the higher technical colleges of China are also completed only by the award of a diploma, which is essentially a professional certificate. Holders of such qualifications usually enter the labor market in the role of mid-level specialists in the industry and services: technicians, managers, nurses, secretaries, and their lack of an academic degree limits their future educational opportunities.

In the context of the dynamic development of vocational education and the formation of the binary system of higher education, the Ministry of Education of the Republic of China is conducting an experiment to introduce basic programs in higher vocational schools and establish a professional bachelor's degree in this system. The implementation of such professional degrees in Chinese higher education echoes the processes caused by the development of the Bologna process in Europe. It can be assumed that in the near future, with the successful completion of the experiment, such a degree will be introduced by law. The policies and principles of admission to postgraduate programs are developed by the Ministry of Education in accordance with the requirements of the economy and social development of the country, and the admission plan is determined jointly by the Ministry of Education and the State Planning Commission.

Admission to postgraduate programs is based on the results of entrance exams, organized in January of each year. These examinations are conducted in two stages: the time and place of the national (written) entrance examinations are determined by the Ministry of Education, and the host university or research institute is responsible for conducting the second stage. National entrance exams consist of the following tests: political theory, foreign languages and three professional disciplines, while the examination materials on the first two and partly on basic disciplines are prepared by the Ministry of Education. For the entrance exams for doctoral programs, all examination certificates for the specialty are prepared only at the relevant host institution. For university graduates who have practical work experience in the specialty of at least four years, separate entrance exams for master's programs supervised by the Ministry of Education are introduced.

With a change in 1999 in the past years, the admission plan for postgraduate programs continued to increase as well. According to the Ministry of

Education in 2004. 4.2 million applicants were admitted to universities in the country, and in 2005, 360 thousand people will be able to enter postgraduate programs, which is for 34 and 157 thousand more than in 2004 and 2002. The quota of admission to candidates for a master's degree mainly changes, and admission to doctoral programs will increase slightly. Currently, 794.5 thousand people are enrolled in postgraduate programs, of which 143.5 thousand are doctoral students [8].

The increase of a number of students of master's programs is associated primarily with the lack of highly qualified teaching staff in universities of the country, which negatively affects the level of quality of higher education. About half of Chinese students studying abroad are postgraduate students: for example, about 80% of Chinese students are enrolled in postgraduate programs in US universities over the past few years. In 2003/2004, despite a slight decline in the number of Chinese students in the United States, in general, corresponding to the general trend for a number of other states, more than 50 thousand people were enrolled in master's and doctoral programs [9]. The selection of such programs by Chinese students in universities in the UK, Germany, France, Australia is facilitated by bilateral agreements signed by China over the past two years on the mutual recognition of higher education qualifications. In China in 2003, there were 820 thousand masters of sciences and 110 thousand people with a doctoral degree [8], however, despite the successes of the development of postgraduate education in the Republic of China, these are still very small figures for a state with a population of almost 1.4 billion people.

Conclusion

The stock results in conclusion can be said a systematic increase in funding the material base of research and the salaries of research assistants contributes to the development of the scientific potential of China as a whole. Only for 2007-2011 Costs of RTD increased 2.3 times. Spending on science rose from less than 1% of gross domestic product at the turn of the century to 2.1% in 2013. The number of researchers in the PRC has now exceeded that of the USA. Thus, we are facing a relatively young, rapidly developing, very large scientific and technical complex, which is difficult to judge by the standards of other countries.

Impact Factor:

ISRA (India) = 3.117	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.156	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

References:

1. (1999). *Action Plan for Vitalizing Education for the 21st Century (People's Republic of China)*, Ministry of Education, December 24, 1998, Endorsed by State Council, January 13, 1999, Published February 25, 1999.
2. (2004). *The 2003-2007 Action Plan for Invigorating Education*, Ministry of Education, March 3, 2004.
3. (1998). *Degree and Graduate Education in China*. – Beijing: Department of International Cooperation & Exchanges; Ministry of Education; The People's Republic of China. pp.24.
4. (1980, February 12). *Regulations of the People's Republic of China on Academic Degrees*. Standing Committee of the National People's Congress.
5. (2003). *Final Report. The Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and Pacific*. Seventh Session of the Regional Committee, Perth, Australia, p.167, p.45-53.
6. (2004). *Quality Assurance and Accreditation in Higher Education in East Asia and Pacific/* World Bank, Working Paper Series, Paper No. 2004-6, August 2004, p.64.
7. (2003). *OECD Review of Financing and Quality Assurance Reform in Higher Education in The People's Republic of China*, CCNM/EDU 2, pp.24-25.
8. (n.d.). *Kitayskiy informatsionnyy Internet-tsentr*. <http://www.china.org.cn/146835>
9. (2004). *Open Doors – 2004. Annual report on international student mobility*. The Institute of International Education, USA.