

Guliziyi Baishan

Shanghai International Studies University, Shanghai, China
(E-mail: 02600@shisu.edu.cn)

The Current Situation and Development Trend of China's Education Policy Under the Background of the COVID-19 Pandemic

Abstract. *In recent years, with the development of global information technology, the field of education has gradually moved toward modernization and began to diversify. The outbreak of COVID-19 in 2020 has brought an unprecedented impact on education around the world, changing the traditional education model, promoting the vigorous development of online education, and giving birth to a new form of education. In this context, how to adapt to the changes of The Times, how to ensure the quality of education, how to ensure the steady development of education, is one of the most concerning issues in the world at present. This paper first introduces the four-phased education policies adopted by China since the outbreak of COVID-19, analyzes the challenges faced by China's education, and describes how China's education can seize the opportunities to meet the challenges, form a new model of education governance, promote online education, and fundamentally ensure the orderly, convenient, and efficient operation of all educational work. Finally, the future development trend of Education informatization in China is discussed, which leads to education modernization, promotes education fairness, and creates a good education environment.*

Keywords: *China, education policy, COVID-19, online education, education informatization, suspending classes without stopping learning, educational equity, emergency response mechanism, pandemic, modernization*

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Introduction

At the beginning of 2020, a sudden COVID-19 pandemic swept countries and regions all over the world, constituting a global public health emergency. The outbreak is a challenge to every country's economy, management capabilities, and healthcare systems. All walks of life around the world have been severely impacted by the pandemic. However, opportunities and challenges always coexist at any time. The impact of this pandemic on various industries, especially the education industry, is particularly huge.

In the process of economic globalization and education globalization, distance education has always been one of the development trends. Since the spread of the COVID-19 pandemic infection, global educational institutions have suspended classes one after another, and have to switch from offline learning to online teaching to ensure that students can successfully complete their studies. The pandemic become an opportunity to practice distance education, and it is bound to be a turning point in the development of online education, affecting the future of education policies and schools in various countries.

With more investment in online education, an education mechanism combining online and offline education will develop gradually and lead to a new form of education.

The outbreak of the COVID-19 coincided with the Spring Festival, a traditional Chinese festival, which is also the winter vacation of schools in China. After the outbreak, the Ministry of Education of China decided, through research into the pandemic, to issue the “Notice of the Ministry of Education on Postponing the 2020 Spring Semester” to schools across the country and require them to make a plan of pandemic prevention and control before schools start, establish the management account of the movement of teachers and students, clarify the requirements for prevention and control, and intensify the improved environmental sanitation, in order to prevent and control the pandemic and protect the lives of teachers and students [1]. According to the 2020 National Education Development Statistical Bulletin released by the Ministry of Education of China, in 2020, there are 537,100 schools of all levels and types in China, with 289 million students in various types of academic education and 17.93 million full-time teachers [2]. In the face of such a large group of students, there have been many changes in China’s education policies under the specific circumstances of the pandemic, which is also an innovation that explores a new form of education with Chinese characteristics. As a great power nation of education, China has mobilized all effective educational resources to guarantee the services for students’ life and study. In the face of the impact of the COVID-19 pandemic, China’s education system has fundamentally ensured that all educational work runs in an orderly, convenient, efficient, and high-quality manner.

Research methodology

Through policy analysis, this paper collects and collates relevant literature on education policies adopted by China during the COVID-19 pandemic, explores the challenges and opportunities brought to China’s education

during the pandemic through policy research and analysis, and predicts the future development trend of China’s education policies.

Discussion

Since the outbreak of the COVID-19, the Chinese government has adopted a series of education policies to actively respond to the emergency. According to the policy instruments, it can be divided into the following four stages.

1) In the early stage of the outbreak, a work plan of “suspending classes without stopping learning” was formulated in time

At the beginning of the COVID-19 outbreak, the Chinese Ministry of Education convened a special meeting as soon as possible to study and deploy the pandemic prevention and control work in the education system, set up a working group for dealing with the COVID-19, stick on the mechanism “Daily deploy, daily study, daily dispatch” held successively special meetings for existing problems, deployed continuously and promoted the pandemic prevention and control work in the education system, and called on the majority of educators to stick to the education business. On January 28, 2020, the Ministry of Education deployed a psychological support hotline and online counseling services aiming for the pandemic caused by the COVID-19 infection and carried out pandemic-related psychological crisis intervention work for teachers, students, and the general public [3].

In February 2020, the Ministry of Education’s Office of the Leading Group for Responding to the COVID-19 Pandemic, Firstly, issued the “Guidance and Opinions by the Office of the Leading Group for Responding to the COVID-19 Pandemic on the Organization and Management of Online Teaching in Ordinary Colleges and Universities during the Pandemic Prevention and Control Period”, adopting a government-led, university-based, and social-participation approach to jointly implement and ensure online teaching in universities during the pandemic prevention and control period. Secondly, published the “Notice on Supporting Education

and Teaching Work with Informatization Technology During Pandemic Prevention and Control". The education system relied on the strength of all parties in the national system to expand the service capabilities of the national informatization education resources public service platform, provided key guarantees for the information system, and tried to ensure that the normal network teaching. The "Notice on Continuing to Organize Online Course Platforms to Provide Resources and Service Plans to Support Online Teaching in Colleges and Universities during the Period of Pandemic Prevention and Control" was issued. It put forward basic requirements for the E-campus course platform, urged relevant platforms to respond positively, declare actively, organizes audits and inspections according to online teaching needs, and select a number of online course resource platforms and technology platforms.

In March 2020, the Ministry of Education has organized relevant institutions and schools across the country to compile COVID-19 prevention and Control Guidelines for kindergartens, primary and secondary schools, and colleges, in order to guide various schools scientifically and accurately to prevent and control the COVID-19, maintain the health and safety of teachers, students, and staffs, and maintain the normal life and teaching order on campus. The guideline was based on the principles of scientific prevention and control, legal management, classified guidance, home-school joint prevention, and teacher-doctor joint control, had good practical and guiding significance for schools to do the pandemic prevention and control work before and after the start of school, and responding work to the pandemic [4].

In response to the impact of the COVID-19 pneumonia pandemic on the usual opening and classroom teaching of various schools, under the timely guidance and support of the Ministry of Education, various schools across the country made the adjustment in a short time, and organized the online teaching plans actively, such as online teaching and online learning. Beginning to realize online teaching at the end of February.

In the spring semester of 2020, most schools in China carried out online teaching to ensure the teaching progress and teaching quality, and truly realize the "suspending classes without stopping learning".

2) The national pandemic prevention and control has become normalized, and the usual education and teaching order has been fully restored

After China's COVID-19 pandemic prevention and control situation shows continuous improvement, the Ministry of Education requires no relaxation on the pandemic prevention and control work, adopting a series of measures to carry out special education on the "pandemic" generally, paying attention to the psychological counseling of teachers and students, and ensuring the quality of education and teaching. On April 29, 2020, the Standing Committee of the Political Bureau of the Central Committee of the Communist Party of China held a meeting, which clarified that China's pandemic prevention and control has become normalized, and demanded that the normalized pandemic prevention and control work should be done firmly, practically and carefully. Subsequently, the Joint Prevention and Control Mechanism of the State Council of China issued the "Guiding Opinions on the Normalized Prevention and Control of the New Coronary Pneumonia Pandemic" [5].

In early May 2020, the Ministry of Education and the National Health Commission jointly issued a technical plan to guide primary and secondary schools and kindergartens scientifically and accurately to resume school and classes safely and orderly. On May 13, the Ministry of Education held a meeting of the leading group for the response to the COVID-19 pandemic, adhered to scientific and precise prevention and control of the pandemic, comprehensively promoted the full resumption of schools and classes in all stages of universities, middle and primary schools, and accelerated the restoration of usual education and teaching order. As of June 9, more than 197 million students across the country have returned to school and classes, accounting for more than 71% of the total number of students [6]. The

Ministry of Education and the National Health and Health Commission issued the “20 Questions about Resumption of Schools and Classes under the Normalization of Pandemic Prevention and Control”, focusing on the overall requirements and relevant standards for resumption of schools and classes and pandemic prevention and control, education and teaching development, school key sites and student management, medical office management, pandemic prevention training, pandemic prevention materials and logistics support, student psychological counseling, nucleic acid testing, summer infectious disease prevention, and control, etc. It answered the hot issues that teachers, students, and parents are generally concerned about, and provided scientific guidelines to schools around the country, such as scientific and accurate prevention and control, safe and orderly resumption of school, ensuring campus safety and the physical and mental health of teachers and students.

In July 2020, the Ministry of Education held a video conference on dispatch of pandemic prevention and control in the national education system to summarize and communicate the pandemic prevention and control work in the first half of 2020, and study and deploy the pandemic prevention and control work during the summer and autumn semesters of 2020. In August, the Ministry of Education and the National Health Commission issued “Technical Plan for the Prevention and Control of the COVID-19 Pandemic (Second Edition)” for large-scale, middle-scale, and small-scale educational systems to provide scientific guidance for various educational systems to prevent and control the COVID-19 pandemic in autumn and winter, in order to promote the resumption of schools and classes orderly in the autumn semester. Which also provided guidance on different situations such as pre-school preparation, post-school management, and emergency response, and put forward the technical requirements and workflow, which needed to be implemented, for all-round, multi-scenario, and various link prevention and control measures

At the beginning of the autumn semester of 2020, all localities and schools have scientifically

planned the pandemic prevention and control work for the fall semester in accordance with the principle of “school resuming to the maximum extent and preventing and controlling in the strictest standard”, and China’s education system has basically fully restored the usual education and teaching order. In October, the Ministry of Education held a video conference on pandemic prevention and control in the education system and school infectious disease prevention and control to adjust and improve campus pandemic prevention and control measures and requirements in response to new circumstances and new problems. In December, the Ministry of Education issued the “Notice on Strengthening the Pandemic Prevention and Control Work on Campuses in this Winter and Next Spring”, requiring schools all over the country to deeply realize the severity of the pandemic prevention and control situation in this winter and next spring, guard the education system’s pandemic defense line firmly, and no relaxation on the pandemic prevention and control situation in this winter and next spring. Good work on campus pandemic prevention and control this winter and next spring.

3) Effective vaccinating work in the education system against COVID-19

The education system attaches great importance to students’ vaccination, and the Ministry of Education will comprehensively coordinate the vaccination work in 2021. In February 2021, the Ministry of Education and the National Health and Health Commission jointly issued the “Technical Plan for the Prevention and Control of the COVID-19 Pandemic (Third Edition)” of the education system, which clearly stated that teachers and students who meet the requirements must comply with laws and regulations, give informed consent, and voluntarily vaccinate against the new coronavirus.

In April 2021, the Ministry of Education issued a notice to deploy the vaccination of the COVID-19 in the education system, requiring a full understanding of the importance of vaccination, incorporating vaccination work

into territorial management, earnestly fulfilling responsibilities, integrating with local reality and the school conditions, and cooperating with local health department properly plan the vaccination rhythm and vaccination schedule, strengthen publicity, and organize, guide, and coordinate the promotion of the local school's new coronavirus vaccination work in a stable and orderly manner. Subsequently, the Ministry of Education convened a national on-site meeting on national school hygiene and health education work, at which its re-deployed vaccination work in an orderly and proper manner to local education departments to first promote the vaccination of "college students".

In July 2021, multiple outbreaks of the Delta mutant virus appeared in China. The Ministry of Education issued an emergency notice to deploy the current education system pandemic prevention and control work. It requires the education departments of all regions to steadily promote the vaccination of the COVID-19 virus, strengthen publicity education, improve parents' awareness and understanding of vaccination, and cooperate in a safe and orderly manner to do the vaccinations work for eligible students under the age of 18.

In August, according to the situation of China's pandemic prevention and control and the characteristics of infectious disease prevention and control in schools in autumn, the Ministry of Education issued the "Technical Plan for the Prevention and Control of the COVID-19 Pandemic (Fourth Edition)" of the education system. According to the official notices issued by various places, the vaccination of people aged 15 to 17 was mostly started at the beginning of August, the vaccination of people aged 12 to 14 was started from the end of August to the beginning of September, the vaccination of people over 12 years old was completed by the end of September, and the people under 12 years old will be vaccinated at the end of October.

4) In the "dynamic clearing" stage of precise prevention and control of the whole chain, various measures for pandemic prevention and control were strictly implemented

From August 2021, China's pandemic has entered the "dynamic clearing" stage of precise prevention and control of the whole chain. The prevention and control goal are to minimize the occurrence of the pandemic, efficiently deal with sporadic cases and outbreaks, and achieve the maximum effect of prevention and control with the minimum social cost.

The Ministry of Education required all schools across the country to implement "three stricts" in pandemic prevention and control. The first was to strictly control the entrance of the school; all teachers and students must have their temperature checked when entering the school, and pay attention to their health status and travel trajectories. The second was to implement strictly various pandemic prevention and control measures in the school. Strictly the technical plan for school pandemic prevention and control issued by the National Hygiene and Health Commission and the Ministry of Education, so that all places on campus and places where people gather must strictly implement various measures for pandemic prevention and control to prevent infection in schools. Third, once the school discovers the pandemic, it must strictly implement the emergency plan for pandemic prevention and control. It is necessary to isolate as soon as possible and to prevent the campus pandemic from being related to other aspects of society.

At the end of 2021, the Ministry of Education requires all schools to carry out extensive patriotic health campaigns and promote winter infectious diseases and other diseases, food hygiene, and campus safety. We will also make every effort to promote vaccination. Based on the premise of informed, voluntary, and consent, we encourage schools in various places to organize and publicize widely and encourage all teachers and students to be vaccinated against COVID-19 in time. As of November 2021, the national COVID-19 vaccination rate for students over the age of 18 has reached more than 95%. In China, more than 80 million people aged 3-11 have been vaccinated against the COVID-19, which has reached more than 50% [7].

Results

Challenges and Opportunities Brought by Pandemic Outbreak to China's Education Policy.

At the beginning of 2020, the sudden outbreak of the COVID-19 brought unprecedented challenges to the management and operation of education in China. In the face of the sudden outbreak, China quickly adopted strict prevention and control measures, requiring all schools to postpone the opening of the school, and transform the education classroom from offline to online education, and then combine online and offline methods, to strictly implement pandemic prevention in schools. to ensure the normal conduct of education and education. In the past two years, under a series of measures coordinated and implemented by the Chinese Ministry of Education, the Chinese education system has made great achievements, resolutely kept the pandemic out of the campus, and ensured the regular progress of education. Facts have proved that when the above measures were implemented, there were no small challenges, but everything has two sides. Public health emergencies not only test the response capabilities of various industries, including the education sector but also to a certain extent, it has promoted the expansion of new fields in the education industry.

Challenges for China's education policy in the context of the pandemic

1) China's education system is huge

The Chinese education system includes more than 500,000 schools, more than 200 million students, and more than 22 million teachers and staff [8]. In the face of the sudden outbreak of the COVID-19, the challenge that the Chinese government organizes such a large-scale education system in a short time is unprecedented. Although the overall level of China's educational modernization development ranks among the upper-middle countries in the world, there are still specific regional differences and urban-rural differences in China, in other words, the development of education in various regions is uneven.

2) Education emergency mechanism is not sound enough

In the face of major emergencies, the emergency response mechanism of certain educational resources is not sound enough, and there are obvious shortcomings in the emergency management system, moreover, there is a lack of a sound response plan and a legalized, institutionalized, and standardized emergency response mechanism, furthermore, information transmission lags, and the crisis decision-making ability, unified the deployment ability and rapid response ability was still relatively weak. Many schools had insufficient management coordination, lacked an efficient information collection platform, and still used manual notification and collection methods to monitor the health of teachers and students, and the pertinence and effectiveness of management still needed an improvement.

3) It is challenging to organize and guarantee the "Suspending Classes Without Stopping Learning" policy

In the process of carrying out online teaching, it was necessary to ensure the quality of online teaching for 200 million students. This was quite difficult and stricter for Internet management departments, communication companies, and network access maintenance. In some economically backward areas, infrastructure construction has shortcomings, network security had blind spots of signals, which caused poor communication, and students living in these areas could not follow up with online education in time and their studies got delayed.

4) Educational methods, concepts, and evaluation systems will undergo changes

Many schools stick habitually to the original educational concepts and methods and are not sensitive enough to the emergence of new technologies and their construction of educational informatization usually stays at the technical level and does not integrate with the core functions of the school well. Under the pandemic situation, teachers using the previous offline centralized teaching method are facing lots of challenges, such as, the number of students

is large, the course classification being detailed and hard to handle the teaching time, teaching progress, and the student's grasp of knowledge. Online education resources are insufficient and the mixture of good and bad, and educational content, rhythm, and teaching level vary greatly; with the rapid and comprehensive development of online learning, schools and teachers are in a dreadful rush facing with many tasks such as live broadcast, preparation of teaching materials, learning process management, and usage of teaching platforms. Lacking diversity online teaching methods, they usually just shift traditional offline classrooms to online and are not active enough to use information technology to create an immersive, interactive, and virtualized teaching environment, and they are not proficient in teaching methods such as conversational, participatory, and inquiry-based teaching methods, which causes that the learning experience and learning effect of students are not good. Some students are in an entertainment-centric home learning scenario and are often addicted to mobile phones, games, and TV, and rarely read and study. The degree of freedom of the teaching model during the pandemic has reduced students' self-control. Without a doubt, the COVID-19 pandemic has had a huge impact on the usual education and teaching work of schools at all levels and types and has promoted the reform of education and teaching methods.

Opportunities for online teaching in the context of the pandemic

1) The extraordinary period of pandemic prevention and control brings a new model of education governance

During the extraordinary period of pandemic prevention and control, it mainly relies on the top-down management decisions and rapid research of the party and the government, according to the mechanism of "Daily deploy, daily study, daily dispatch", making work guidance, task allocation, and resource integration to form a centralized, unified and rapid powerful goals and actions. However, at the same time, the differences in every local situation and the uniqueness of governance issues inevitably

require inevitably localities to choose flexible policy plans that suit their own needs according to their own conditions, in order to improve their ability to solve problems contrapuntally. This must inevitably require authorization and distribution of rights and enhancement of bottom-up independent innovation capabilities. And it is a good way of using the linkage and collaborative governance mechanism, applying the technological advantages of big data and "Internet+", integrating governance resources, sharing information, establishing cross-departmental and cross-level collaborative governance channels, and avoiding the disadvantages of multiple and repeated management in grassroots governance, to improve the efficiency of grassroots governance.

2) Integrate the practical experience of various departments in network assurance management

In the early stage of pandemic prevention and control, the online teaching activities adopted by the national education system, mobilized a number of government departments and state-owned resources including network, communications, electricity, radio, and television media companies to dispatch comprehensively, in order to improve the network support conditions, which ensured that the online course was carried out smoothly and orderly, and the entire audience included hundreds of millions of students and teachers across the country, as well as millions of related staff. And it was the first time that so many people, material, and financial resources were mobilized to maintain teaching activities. It promoted the work of coordination and linkage between departments to ensure work. Yet, at the same time, it also exposes the deficiencies within the department and the lack of cooperation between different departments. Test the results in practice, find deficiencies and shortcomings in practice, and make improvements, which effectively promotes the level and measures of crisis response.

3) Identify and strengthen inadequate infrastructure in remote areas in time

China's traditional economic centers are mainly distributed in the eastern and central

regions, some remote areas in the western region have relatively lower economic development levels than those in the eastern and central regions due to geographical reasons, and the investment in infrastructure construction is relatively lagging behind. Through this pandemic, the Chinese government has started construction and development for eliminating shortcomings, concentrating human resources, material and financial resources in developing remote areas, building a large number of network security facilities, improving infrastructure construction, eliminating network communication blind spots and weak areas, and strengthening network communication construction in remote areas. The government deploys broadband actively, set up base stations, and provides mobile phones or tablet computers to meet the needs of students in rural and remote areas effectively to take online classes at home.

4) Online education is of great significance to the fair development and quality improvement of education

This event finally carried out a major test and inspection of a series of domestic services in China, though China's domestic economic level is not balanced, and advantageous resources are concentrated in the eastern coast, followed by the central region, and the development of infrastructure, economic level, and educational resources in the west are lagging behind compared with the eastern and central regions, this college cloud online course has made up for the gap of different regions in hardware facilities to a certain extent, and it has also accelerated the Chinese government's investment in the construction of western provinces so that students will not be affected by regional differences when they accept the network diversity. Since then, the Chinese government will accelerate the investment in infrastructure and comprehensive aspects in the western region, and establish relevant systems and laws and regulations to deal with the education guarantee work in the context of public health emergencies, which will make the national long-term education investment plan more efficient, and the system is guaranteed, and

citizens' right of education is properly protected in the form of law.

Conclusion

The future development trend of China's education informatization. The pandemic changed the ecology of education, teaching, and organizational management, bringing educational informatization and online education into a stage of rapid development, and breeding new opportunities for the innovative application of educational informatization. The Chinese government is seizing the opportunity of this reform to continuously optimize the way of thinking, development, work, interaction, and management in the construction of educational informatization, and to constantly clarify "what has been changed, what has remained unchanged, and what has been improved?", for realizing the change of educational concept.

The Chinese government leverages the enthusiasm of all parties to create a good ecological environment for education informatization. Currently, the Ministry of Education is compiling the "Medium and Long-Term Development Plan for Educational Informatization", and will issue guidelines to promote the development of "Internet + Education" to further standardize, guide, and motivate to promote the healthy and sustainable development of online education, give play to the positive role of online education in educational reform and innovation, focus on promoting the integrated and innovative development of "Internet + Education", and lead the modernization of education with the support of educational informatization.

1) Adhere to government guidance and multi-party participation, and build a system and mechanism that adapts to future education

Through the development model of "government guidance, school as the main body, enterprise support, and social participation", the Chinese government makes full use of modern information technology to provide online education services, increase the effective supply of educational resources, innovate educational organization forms, enrich modern learning

methods, and comprehensively promote Actions to optimize educational governance capabilities to accelerate the ecological construction of online education development. Online education has emerged with flexibility, diversity and convenient, efficient, and high-quality services, and is expected to achieve remarkable achievements in the future.

2) Promote new education and teaching models and methods vigorously

In the process of promoting the "Internet + Education" model, China breaks the traditional online and offline education model and reconstructs a new form of education. China is improving the national online education resources public platform service system, integrating education resources, and promoting the maximum popularization of high-quality resources. And improving the information literacy of teachers and students is a priority, as well as making blended teaching and online teaching a strategy for teachers to consciously use in teaching, and cultivating teachers' thinking patterns to adapt to future education. At the same time, the new education model has higher requirements for practitioners, and the employment environment forces practitioners to continuously improve themselves, improve their soft and hard qualities, and better serve the society, thus forming a virtuous circle as a whole, thereby promoting high-level and high-quality online education. orderly development.

3) Improve the infrastructure of educational informatization, and improve the ubiquitous interactive intelligent teaching and learning environment

Plan scientifically to promote the construction of a dedicated education network, and strengthen the network carrying capacity and data computing capacity. Accelerate the promotion of the full coverage of digital campuses at all levels and types of schools, create an integrated teaching environment of virtual & reality, and human & techniques, and provide a ubiquitous, open, immersive, and interactive teaching experience. Give full play to the advantages of online education and artificial intelligence, innovate education and learning methods, accelerate

the development of a more open and flexible education system for everyone, be suitable for everyone, and build a learning society. Moreover, strengthen network security management, ensure the security of online education, and ensure the long-term provision of safe, reliable, and stable information services for schoolteachers and students.

4) Explore actively matched educational evaluation and governance models

Layout scientifically the construction of an educational business management information system, attach importance to the leading role of educational evaluation, gradually adjust the management of teachers and students, form an educational management and testing system covering all levels and types of schools, learners, and the whole process of teaching management and test system, and establish a new model of educational governance that matches. Adhere to the importance of educational scientific research, strengthen the research on online teaching theories and technologies, and conduct in-depth research on teaching modes, learning methods, quality evaluation, service support, teacher development, etc, to form a theoretical system of educational informatization with Chinese characteristics.

5) Promote educational equity through online educational resources

There are still urban-rural differences, regional differences, and inter-school differences within China, resulting in an unbalanced development of urban-rural, regional, and interschool education quality. Online education can break the barriers of space and the imbalance of resources and can realize the inclusiveness and fairness of education to a large extent. And high-quality online teaching resources play a unique role in navigating students' pre-class learning, expanding students' in-class learning, and checking weak links after class. Through the high-quality construction and sharing of high-quality online resources, solving the imbalance in the development of urban-rural, regional, and interschool education, to continuously contribute to the realization of educational equity for all people.

The construction of high-quality and systematic online teaching resources is the key to the development of high-quality education in the new era. The future of Chinese education is based on a network environment of more open education, is more attention to the education of student individuation and diversity, is to guide students actively explore and happy learning education, is to let all children can enjoy high-quality education resources of education, is more emphasis on education, lifelong learning is more wisdom education.

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Гулицзыи Байшань

Шанхай шет тілдер университеті, Шанхай, Қытай

COVID-19 пандемиясының кезіндегі Қытайдың білім беру саясатының жағдайы мен даму үрдісі

Аңдатпа. Соңғы жылдары жаһандық ақпараттық технологияның дамуымен білім саласы да бірте-бірте жаңаруға бет бұрып, әртараптандырыла бастады. 2020 жылы COVID-19 індеті бүкіл әлем бойынша білім беруге бұрын-соңды болмаған әсер етті, дәстүрлі білім беру моделін өзгертті, онлайн білім берудің қарқынды дамуына ықпал етті және білім берудің жаңа түрін дүниеге әкелді. Осы тұрғыда заман өзгерістеріне қалай бейімделу, білім сапасын қалай қамтамасыз ету, білім берудің тұрақты дамуын қалай кепілдік ету қазіргі таңда әлемді алаңдататын мәселелердің бірі болып отыр. Мақала алдымен Қытайда COVID-19 басталғаннан бері қабылданған төрт кезеңдік білім беру саясатымен таныстырады, Қытайдың білім беру саласының алдында тұрған қиындықтарды талдайды және білімінің қиындықтарға төтеп беру мүмкіндіктерін қалай пайдалана алатынын, білім беруді басқарудың жаңа режимін қалыптастыра алатынын, онлайн білім беруді қалай дамытатынын, барлық оқу жұмысының ретті, ыңғайлы және тиімді болуын түбегейлі қамтамасыз етуін сипаттайды. Соңында Қытайдағы білім беруді ақпараттандырудың болашақ даму тенденциясы талқыланады, бұл білім беруді жаңғыртуға жетекшілік етеді, білім берудегі әділеттілікке ықпал етеді және жақсы білім беру ортасын жасайды.

Түйін сөздер: Қытай, білім беру саясаты, COVID-19, онлайн білім беру, білім беруді ақпараттандыру, оқуды тоқтатпай сабақты тоқтату, білім берудегі теңдік, төтенше жағдайларға әрекет ету механизмі, пандемия, модернизация

Гулицзыи Байшань

Шанхайский университет иностранных языков, Шанхай, Китай

Текущее состояние и тенденции развития образовательной политики Китая в условиях пандемии COVID-19

Аннотация. В последние годы с развитием глобальных информационных технологий сфера образования постепенно двигается в сторону модернизации и начала диверсифицироваться. Вспышка COVID-19 в 2020 году оказала беспрецедентное влияние на образование во всем мире, изменив традиционную модель образования, способствуя активному развитию онлайн-образования и породив новую форму образования. В этом контексте вопросы о том, как приспособиться к изменениям мира, как обеспечить качество образования, как обеспечить устойчивое развитие образования, являются одними из наиболее волнующих в настоящее время. В данной статье впервые представлены четыре этапа политики в области образования, принятые Китаем после вспышки COVID-19, анализируются проблемы, с которыми сталкивается китайское образование, и описывается, как китайское образование может использовать возможности для решения проблем, формировать новый способ управления образованием, продвигать онлайн-образование и принципиально обеспечивать упорядоченную, удобную и эффективную работу всей образовательной работы. Также обсуждается развитие информатизации образования в Китае, которое ведет к модернизации образования, способствует справедливости образования и создает хорошую образовательную среду.

Ключевые слова: Китай, образовательная политика, COVID-19, онлайн-образование, информатизация образования, приостановка занятий без остановки обучения, образовательная справедливость, механизм реагирования на чрезвычайные ситуации, пандемия, модернизация.

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Information about the author:

Guliziya Baishan – Ph.D. student, Lecturer of the Shanghai International Studies University, 550 Dalian Road, Shanghai, China.

Гулицзыи Байшань – саясаттану кафедрасының докторанты, Шанхай шет тілдер университетінің аға оқытушысы, Далянси көшесі 550, Шанхай, Қытай.