

DEVELOPMENT of HIGHER EDUCATION MODEL IN CHINA UNDER COVID-19

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The epidemic has had a profound impact on China's higher education, which will change the current education model of colleges and universities and make the advantages of information-based teaching more obvious. The flexibility of online education plays an important role in adapting to the changing environment and diversified educational methods. The combination of online education and school education will lay a foundation for the exploration of future education models.

I. Higher education model in China before COVID-19

1.1 Unified talent training objectives

The singularity of talent training objectives results in serious homogenization of discipline setting among colleges and universities, low return rate for college students' training, structural deviation between talent structure and employment market demand, etc., which, to some extent, causes employment difficulties for college graduates every year. On the whole social level, it has resulted in the surplus of talents of the same type and level, the serious shortage of talents of other types and levels needed by the society, and the serious imbalance in the proportion and structure of talent training. This is the biggest problem facing colleges and universities in our country. In addition, the expansion of our university enrollment not only puts pressure on the faculty, but also brings difficulties to the hardware and software facilities, services and so on. This leads directly to the weakening of teachers and the decline of teaching quality.

1.2 Classroom teaching, teaching and learning problems.

First of all, the classroom teaching mode is rigid and the classroom teaching method is too old. This rigid teaching method seriously affects the quality of teacher-student interaction, reduces the attractiveness of college courses to students, and intensifies the tendency of college students to flee the classroom. Then, the classroom teaching content is outdated and lagged behind, and there is no long-term updating mechanism. Under the unified syllabus and teaching plan, most of the colleges and universities in China still use the textbooks that have been used for many years, while the contents of some textbooks have fallen far behind the progress and development of the current era. Finally, the mode of mutual evaluation between teachers and students is unitary.

1.3 The serious homogenization of talent training methods, on the other hand, is reflected in the course system design.

Most of China's colleges and universities have to choose elective courses and required courses, compulsory courses account for larger proportion and more classes, while the proportion of elective courses is far lower than similar foreign university (generally less than 20%). Students have not adapted to such a large amount of free choice because of the traditional teaching idea that our courses are always arranged and set, and we are in a passive position. Such a variety of circumstances are unreasonable in China's universities of the curriculum system design.

II. The current situation and future development trend of China's higher education under the background of COVID-19

By May 8, 2020, online teaching had been carried out in 1,454 colleges and universities nationwide. 1.03 million teachers offered 1.07 million courses online, a total of 12.26 million courses, including both theoretical and experimental courses; a total of 17.75 million college students participate in online learning, a total of 2.3 billion person-times^[1]. According to the Chinese university quality assurance agency alliance (CIQA) of 86 colleges and universities' research activities (including Macau university of science and technology) in March 2020 about online teaching status, there were the shortage of the online teaching platform system, the teaching resources and curriculum content, 69.42% college students thought electronic materials should be improved, and 59.8% of them needed PPT courseware. According to statistics, 25.49% of teachers still had little interaction with students, and 60.04% of students reflected that online learning was more stressful than traditional classroom learning^[2]. The impact and influence of COVID-19 on the educational model of colleges and universities in China force the reform of the educational model of colleges and universities.

2.1 The development status of Chinese higher education under the COVID-19 background

At present, the epidemic has not been completely conquered. Although the epidemic has not been too hard hit, college education has also developed a new teaching model, which fully demonstrates the coexistence of challenges and opportunities.

2016.12–2020.12 Scale and utilization rate of online education users in China.

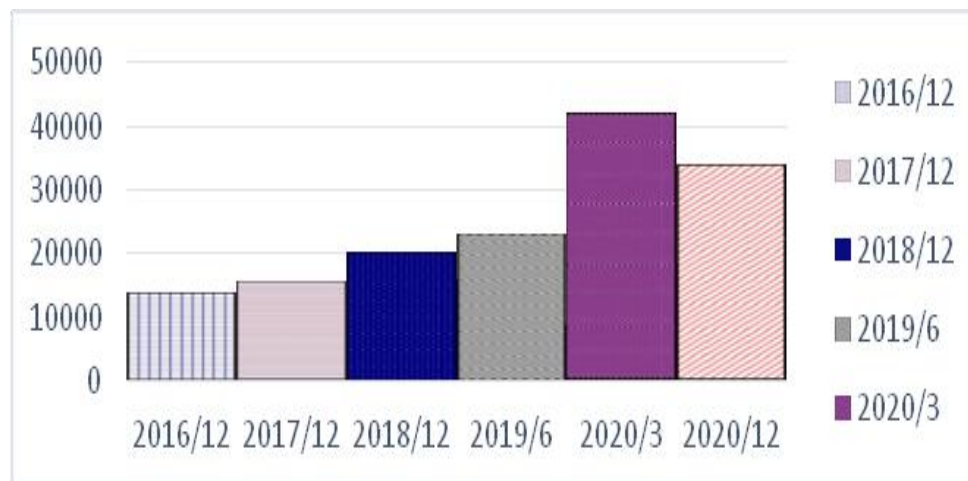


Figure 1. – Scale and utilization rate of online education users in China

By December 2020, the number of online education users in China had reached 342 million, 81.25 million less than that in March 2020, accounting for 34.6% of the total number of Internet users. The number of mobile online education users reached 341 million, 79.5 million less than in March 2020, accounting for 34.6 % of the total number of mobile Internet users. In the second half of the year, as the epidemic prevention and control made positive progress and the teaching order continued to recover, the number of online education users fell further, but it still increased by 109 million compared with before the epidemic (in June 2019), indicating a good trend of development of the industry^[3].

2.1.1 High quality online teaching platform

High-quality online teaching platform is the basis for teachers to carry out high-quality teaching, and it is also the necessary condition for students to adapt to the online teaching mode. Academic affairs office, student affairs office, departments of all disciplines and network center should cooperate with each other to improve the online teaching system platform guarantee, ensure the smooth operation of online teaching and improve the effect of students' listening to lectures and watching teaching videos. At the same time, the office of educational affairs and the network center should carry out unified training on online teaching for teachers, improve teachers' online teaching skills, timely summarize and promote teachers' experience in online teaching, improve the deficiencies of online teaching, and strive to achieve the best teaching effect together^[4].

2.1.2 Convenience improvement of using e-book resources

During the epidemic period, the opening of offline libraries was restricted, and students needed to consult a large number of books in the process of completing class and homework. In order to reduce the influence of campus network on the data access of students at home, the convenience of resource platforms such as electronic books, literature and papers should be improved. Providing campus VPN account and off-campus access to electronic resources was one of the important conditions for improving the efficiency of students' study at home, so as to solve the problem that students could not log on campus website, reduce the delay and lag of the website, and improve the use of resources such as electronic books, literature and papers.

2.1.3 Timely update campus information

During the epidemic period, teachers and students were all at home for epidemic prevention, and the way of receiving information was mostly from the Internet, so it was difficult to judge the authenticity of information sources on the Internet, and it was impossible to grasp comprehensive information in time. Colleges and universities could release real-time and reliable information through campus officials in time to improve the accuracy of information sources. In addition, timely released of semester and holiday arrangements, reasonable planning of semester courses and examination arrangements, the academic evaluation methods, rewards and punishments for students in special periods could improve students' self-planning ability and learning enthusiasm through campus websites.

2.1.4 Encourage teachers to reform their teaching methods

Special awards will be set for teachers to encourage them to combine classroom teaching with online education, constantly adapt their teaching level to modern teaching technology, reform their teaching methods and create a new high-level modern teaching model. At the same time, the content of online teaching should be strictly checked, the online teaching courses of teachers should be evaluated, and the workload of teachers' online teaching, tutoring and answering questions, homework correction, and final invigilation should be reasonably converted, which should be included in the annual performance appraisal management ^[3].

2.2 The future development trend of higher education

2.2.1 Deep integration of information technology and professional courses to accelerate the modernization process. During the epidemic period, most universities had seen the advantages and powerful effects of information technology teaching. After the epidemic, it is inevitable to promote the deep integration of information technology and professional courses. This trend will not only bring substantial benefits to students, but also promote the transformation of teaching objectives from knowledge impart to knowledge innovation, and the transformation of teaching places into open ones, which can activate the new vitality of online teaching and make it possible to develop toward the direction of systematization.

2.2.2 Combine online and offline teaching and accelerate the reform of the blended teaching model. After the outbreak, online, offline teaching mode is gradually in the process of promotion and application, the teaching mode is deeply integrated with this model, which is upgraded by the traditional teaching to modern teaching of transitional phase, this can be contributed to two kinds of teaching mode and complement each other, is the main trend of future education teaching. The fusion of two kinds of patterns can be predictable, and it can also accelerate the development of higher education.

2.2.3 Remold the teaching ecology and build an "Internet +" teaching community. After the outbreak, the universities will accelerate the construction of Internet education system, create a digitalization, informatization and intelligent teaching environment, promote virtualization direction to upgrade the teaching community, and the teachers and students will define their roles in the teaching of ecological restoring process as well. This is a major turning point of the education reform in colleges and universities, and it is conducive to the continuous improvement and high-end of higher education.

2.2.4 A paradigm shift, teaching management mechanism can be innovated. The outbreak of the epidemic and the change of teaching mode will bring a new thinking direction to college students, teachers and leaders. We should not only pay attention to the application of new technology and high technology in teaching, but also the students themselves. All these will promote the innovation of teaching management mechanism, strengthen the online teaching training of teachers, promote the scientific setting of the work evaluation index system, and push the university education to a modern and advanced height ^[5].

IV: Conclusion

Under the special background of COVID-19, the education model of colleges and universities has undergone great changes, which is completely different from the previous education model. It is a temporary educational channel and teaching path to cope with the impact of COVID-19. After this epidemic, we believe that the education model of colleges and universities will continue to improve and upgrade in the future development process, and then realize the positive transition and transformation from the traditional teaching model to the modern teaching model.

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