

FEATURES OF THE DEVELOPMENT OF HIGHER EDUCATION CROSS-COUNTRY ANALYSIS

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In the history of mankind, the development of a person and a country and the rich and the poor have never relied more on education than it is today. With the progress of the time, the development of human civilization and the increasing popularity of education, higher education will gradually become an indispensable "basic education" for a country in the new era. Through a brief analysis of the Bologna process data, we tentatively explored the development of higher education in different countries of the world, the different situations faced by different countries in higher education.

First of all, we will look at trends, which describe the development of higher education in China (Table 1).

Table 1

People's high-level education related data in the Republic of China

Name of indication	Value of indicator		
	2010	2013	2016
Enrollment in tertiary education, thousands of people	31046,7	34091,3	43886,1
Gross enrollment ratio in tertiary education, %	24,1	31,5	48,4
Number of students studying abroad at tertiary education levels, thousands of people	567979	719065	866072
Number of foreign citizens studying at tertiary education levels, thousands of people	71673	96409	137527

It can be seen from the table that the number of people receiving higher education in China from 2010 to 2016 increased from 31,067 million to 43886,1, with a growth rate of 141% and an average annual increase of 23,5%. China is now the most populous country, with the proportion of people receiving higher education from 24,1% in 2010 to 48,4% in 2016. More and more people are receiving higher education, and young workers with rich knowledge will add to the growth of China's economy. It is vital to promote the transformation of China's economic structure. Regarding the number of higher education students studying abroad, from 567,979 in 2010 to 866,072 in 2016, the growth rate was 152,4%. The development of China's economy and the increasingly close economic and trade relations with other countries in the world require more and more workers who have studied abroad, received international education, and have an international perspective.

At the same time, foreign students studying abroad for higher education and returning to China have also brought advanced teaching concepts in Europe and the United States to China's domestic education, promoted the reform of China's higher education, and made China's higher education more complex with the needs of the rapid development of the modern economy.

China's higher education is a model for studying European higher education. Through the comparison between China and American higher education, the gap between the two countries can be clearly observed.

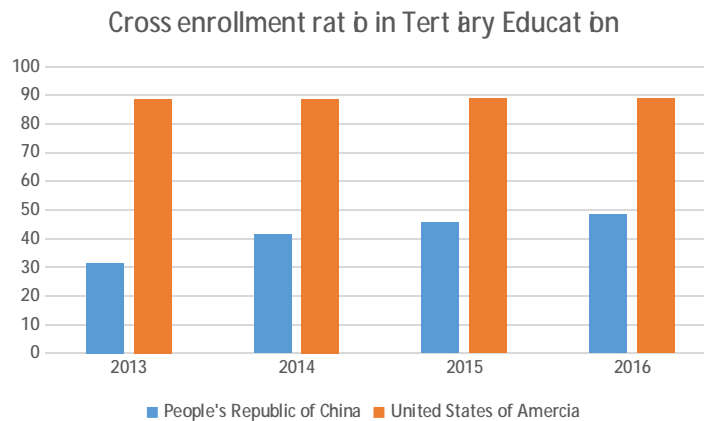


Fig. 1. Gross enrollment ratio in tertiary education between China and the United States

It can be seen from the graph (Fig. 1) that the gross enrollment ratio in tertiary education, from 31,5% in China in 2013 to 48,4% in 2016, is growing at a rate of 4,2% per year. At the same time, we can see that the US Gross enrollment ratio in tertiary education has been stable at over 88,6% from 2013 to 2016. In 2016, the United States was 1,83 times more than China. Chinese higher education still has a long way to go.

The United States with the highest level of higher education attracts students from all over the world. In 2016, the number of international students in the United States was 971,417, seven times that of China. Almost all the world's elite gathered in the United States. This is also the basis for the US economy to lead the rest of the world.

The contrast between higher education in China and the United States is different. We chose ten countries in the world as research objects, trying to analyze the problems encountered in the development of higher education in the world.

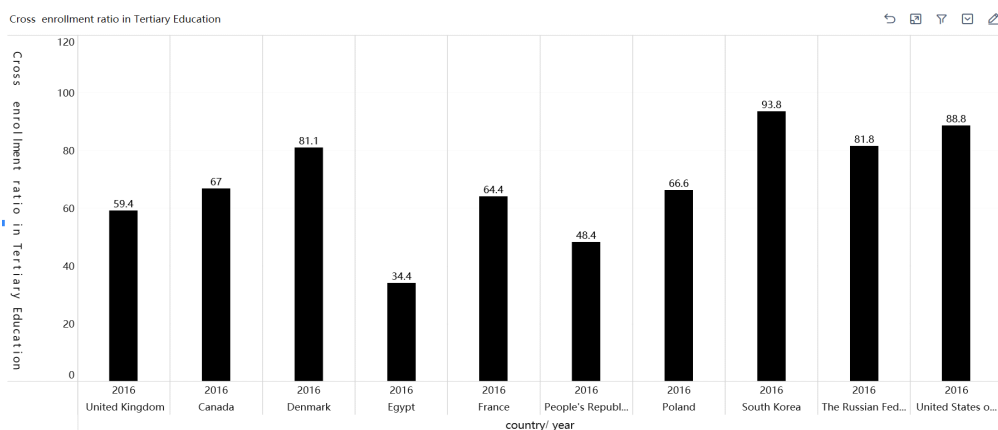


Fig. 2. Gross enrollment ratio in tertiary education in different countries

As it can be seen from the figure, in South Korea, the United States, Denmark, and Russia, the proportion of people receiving higher education is over 80%, and the proportion of people receiving higher education in Egypt is less than 50%.

Global education investment accounts for an average of 4,3% of gross domestic product (GDP). The United States ranks first in the world's best countries for higher education, followed by Switzerland, Canada, Finland and Denmark. The countries with the largest proportion of government investment in higher education are: Finland, Norway and Denmark. If the investment in the private sector is included, the countries with the largest proportion of funds are ranked in the United States, South Korea, Canada and Chile. It can be concluded that the investment in higher education in national governments with high levels of economic development is also greater.

The higher the level of education is in a country, the higher the production skills of workers are the country, and the higher the level of economic development is measured by per capita gross domestic product (GDP). On the other hand, the higher per capita gross domestic product (GDP) is, the more economically the country will invest in education, and the level of the proportion of the educated population will increase accordingly.

The funds for higher education mainly come from governments, which can bring about some problems. For example, China's higher education has to be carried out under the leadership of Marxism and Mao Zedong Thought. So how can one expand the autonomy and freedom of public universities? How can one improve the university's market adaptability?

Our suggestion is as follows:

1. To achieve diversification of funding sources for higher education. It is important to use not only government investment as the main source of higher education funds, but also other sources of investment, such as private organization funds and the university funds, coming from tuition fees, revenue from using intellectual property patent, new inventions and new technologies of universities.

2. Strengthen the relationship between universities and companies, especially our technical universities. This will allow the creation of various joint organizations and cooperation systems aimed at achieving common goals in the field of scientific and technological development. In addition, universities should prepare high-quality, highly skilled workers for enterprises, which is possible through the development and harmonization of requirements for the knowledge and skills of future professionals. An important result of cooperation between universities and companies is technology transfer, which contributes to the achievement of the goals of innovative development of organizations and the whole country.