

RESEARCH ON THE EVOLUTION OF SOCIALIST HIGHER EDUCATION SYSTEM WITH CHINESE CHARACTERISTICS

Cui Ziwen

Heihe University, Heihe, China
e-mail: 974844414@qq.com

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Abstract. Different structural elements of higher education are covered by the higher education system. China's higher education has progressed and developed over the course of social and historical change, creating a higher education system with distinctively Chinese characteristics. The new era requires higher education with Chinese features and in line with socialism's needs in light of the current circumstances. In this paper, the development of the socialist higher education system with Chinese characteristics is sorted out in detail from the standpoint of historical changes, and the socialist higher education system with Chinese characteristics is rationally analyzed in light of the research findings, serving as a foundation for the theory of socialist higher education with Chinese characteristics Facts.

Keywords: *socialism with Chinese characteristics; higher education system; evolution.*

ИССЛЕДОВАНИЕ ЭВОЛЮЦИИ СОЦИАЛИСТИЧЕСКОЙ СИСТЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ С КИТАЙСКОЙ ХАРАКТЕРИСТИКОЙ

Цзывэнь Цуй

Университет Нейхе, Нейхе, Китай, e-mail: 974844414@qq.com

Аннотация. Различные структурные элементы высшего образования охвачены системой высшего образования. Высшее образование Китая прогрессировало и развивалось в ходе социальных и исторических изменений, создавая систему высшего образования с ярко выраженными китайскими особенностями. Новая эпоха требует высшего образования с китайской спецификой и соответствующего потребностям социализма в свете современных обстоятельств. В данной статье

развитие социалистической системы высшего образования с китайской спецификой подробно разбирается с точки зрения исторических изменений, а социалистическая система высшего образования с китайской спецификой рационально анализируется в свете результатов исследования, послужившего основой за теорию социалистической высшей школы с китайской спецификой.

Ключевые слова: социализм с китайской спецификой; система высшего образования; эволюция.

ҚЫТАЙЛЫҚ СИПАТТАМАЛАРЫ БАР СОЦИАЛИСТІК ЖОҒАРЫ БІЛІМ БЕРУ ЖҮЙЕСІНІҢ ЭВОЛЮЦИЯСЫ ТУРАЛЫ ЗЕРТТЕУЛЕР

Цзывэнь Цуй

Heihe Университеті, Heihe, Қытай, e-mail: 974844414@qq.com

Андатпа. Жоғары білім берудің әртүрлі құрылымдық элементтері жоғары білім беру жүйесімен қамтылған. Қытайдың жоғары білім беруі әлеуметтік және тарихи өзгерістер барысында ілгерілеп, дамып, өзіндік қытайлық ерекшеліктері бар жоғары білім беру жүйесін құрды. Жаңа дәуір қазіргі жағдайларға байланысты социализмнің қажеттіліктеріне сәйкес қытайлық ерекшеліктері бар жоғары білімді талап етеді. Мақалада қытайлық сипаттағы социалистік жоғары білім беру жүйесінің дамуы тарихи өзгерістер тұрғысынан егжей-тегжейлі сұрыпталады, ал қытайлық ерекшелігі бар жоғары білімнің социалистік жүйесі қытайлық ерекшелігі бар социалистік жоғары мектептің теориясына негіз болған зерттеу нәтижелері тұрғысынан ұтымды талданады.

Keywords: Қытай ерекшелігімен социализм; жоғары білім беру жүйесі; эволюция.

Introduction

Taking the dimension of historical development, taking the history of socialist construction since the founding of the People's Republic of China as the clue, and taking the theory of triangular coordination model, the theory of organizational system, and the theory of higher education stage as the main theoretical basis, this paper sorts out the type structure, hierarchy, subject structure and form structure in the higher education system at each stage. By consulting a large number of yearbook materials and literature, the data are sorted out, the changing trend is presented in the form of charts, and its laws are summarized to summarize the characteristics of each stage. In the stage of laying and exploring, China's higher education system has initially taken shape, and the development of various structures in the higher education system is closely related to the background of the times, showing the characteristics from accelerated development to gradual adjustment and then to slow stagnation. Especially in the 1950s, specialized

colleges and universities that were compatible with the development of the industry laid the foundation for the subject structure of China's higher education system. In the stage of initiation and advancement, higher education has shown the characteristics of recovery, steady development, and then to the vigorous and accelerated development of the 21st century, and has gradually formed the basic framework of the higher education system with Chinese characteristics, the development of high-level higher education, the development of adult higher education, the development of private higher education, etc, enriching China's higher education system, and the hierarchy and type structure in the higher education system are more perfect. In the development stage of the new era, higher education has shown the characteristics of diverse levels, rich types, diversified forms and perfect subjects, forming a modern higher education system with Chinese characteristics. According to the law of evolution, the historical experience of the development of the higher education system is summarized, and the reference significance for the next development of the higher education system is provided.

In order to improve the socialist higher education system with Chinese characteristics, this paper puts forward suggestions for improvement from four perspectives: building a higher education system for lifelong learning, establishing a higher education system with optimized structure, strengthening the higher education system with balanced development, and promoting a higher education system with universal vocational integration. By combing the evolution of China's higher education system, it has the value of the times for the next step of reform and development, and is of practical significance for further improving and establishing a socialist higher education system with Chinese characteristics.

Research methods

Document analysis is the most important method used in this article. This research method mainly refers to the method of collecting, identifying and organizing documents, and forming a scientific understanding of relevant facts in the process of document research. It is a vital and ancient scientific research method. By collecting a large number of documents and analyzing them, the article draws the evolution process of the socialist higher education system with Chinese characteristics and provides a theoretical basis for the study.

The research background of papers can be sorted out using a method called systematic analysis. This study approach makes use of system theory to comprehend the overarching law of things. In order to reach the optimum result, this method views the study object as a whole and analyzes it from numerous dynamic connections. The article views the higher education system as the center of development and, in order to provide the article a clear framework, undertakes systematic analysis from the perspectives of historical changes, the pace of the times, and social development.

The historical analysis method, that analyzes objective things and social phenomena from the perspective of development and change, is a kind of specific analysis method. Analyze the development of the socialist higher education system with Chinese characteristics in the past, connect and contrast its many stages of development, and identify the rules and features of development.

Discussion

Key institutions of higher education in China began to develop at the establishment of New China (1947–1977). China has adopted an extensive number of policies to promote adjustments and reforms of higher education for the sake of societal development. According to the organizational system theory, on the one hand, the national government has actively encouraged changes in the market for talents, significant departmental changes, and matching changes in the nature and structure of higher education. On the other hand, the growth of "key universities" has become the emphasis of this period in order to address the strategic needs of national science and technology and economic building. Six key colleges and universities were established in 1954, and by 1960, the number of key colleges and universities had climbed to 64, with the number steadily increasing.

The following are the characteristics of the type structure of higher education during this period (1947-1977): 1. The formation of essential institutions of higher education resulted in the coordinated development of other institutions of higher education. 2. As a result of state reform and regulation, the expansion of comprehensive universities has been substantially slowed, while the overall number of colleges and universities has risen and dropped. It had grown to 1289 by 1960, and the number of colleges and universities peaked that year. Engineering and general colleges contributed for a sizable fraction, matching to the society's demand for skill at the time. 3. China's higher education keeps pace with the country's and society's development, and the structural system is progressively forming.

With the end of the "Cultural Revolution," China reintroduced the national unified entrance examination system in 1977, which marked a watershed moment in China's higher education development. During this period (1978–2011), China stopped imitating the development patterns of other countries in the sectors of politics, economy, and culture, and instead began to pursue a path of socialist building in accordance with China's national conditions—socialism with Chinese characteristics. Deng Xiaoping stated in 1977 that "institutions of higher educational institutions, particularly the key ones, should play an important role in scientific research. "The first batch of key institutions of higher education, comprising 88 universities, was established in 1978, and by the end of 1981, China had 96 significant institutions of higher education. The State Council designated ten national major construction institutions and fifteen key investment universities, including Peking University, in 1984. The nationwide

"211 Project" was fully implemented in 1995, and there were 112 important colleges and institutions. Following several years of study, the Ministry of Education announced the "Action Plan for the Revitalization of Education Facing the 21st Century" ("Project 985") in 1998.

The number of colleges and universities has expanded dramatically since the turn of the century, and higher education has accelerated its expansion. It reached the popularization stage in 2002. China's higher education system is becoming more well-known for its pyramid-shaped hierarchical structure. "At the top of the pyramid are research universities, primarily '985 Project' universities; further down are teaching and research universities, primarily '211 Project' universities and some local universities; further down are teaching universities, primarily local universities; and further down are teaching universities, primarily local universities." There are largely new undergraduate colleges, with a big number of higher vocational colleges at the bottom of the pyramid." [1.p61-66] China places a greater emphasis on level differentiation. Colleges and universities are divided into three categories: first-rate universities, application-oriented undergraduates, and technical and technical institutions. However, the level of support for each stage's development varies greatly. It is clear that the state's attempts to enhance the number of significant institutions of higher learning are progressing.

The number of various types of colleges and universities stagnated or declined year by year in the early 1990s, then grew rapidly following the expansion of enrollment at the beginning of the new century, particularly in the first few years of the new century, and then gradually stabilized every year as the transformation and merger of colleges and universities increased. Prior to the year 2000, the overall number of colleges and universities fluctuated with minimal variation. However, the total number of colleges and universities has increased quickly every year since 2000, till 2004. After 2004, the rate of expansion began to decline, with 2,409 colleges and universities in 2011.

We can plainly discern the features of higher education types over this time span (1978-2011): 1. Accelerate the building of major colleges and universities in accordance with the needs of social growth, and colleges and universities exhibit increasingly visible pyramid-shaped stratification characteristics. 2. The general distribution of higher education institution types in each category is consistent, with polytechnic colleges constituting the majority. Furthermore, the change and merger of colleges and universities has resulted in an increase in the number of comprehensive institutions. The demand for financial talents in society has also resulted in a significant expansion in the number of financial institutions.

Following the 18th National Congress of the Communist Party of China (2012-2019), the Chinese Communists, led by Comrade Xi Jinping, proposed a new approach and established the Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The development path of communist education with Chinese features has entered a new phase in the new historical period. The people-centered concept of education has been created, education modernization

has been realized, and higher education power has been formed under the supervision of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The State Council announced the "Overall Plan for Coordinating and Promoting the Construction of World-Class Universities and First-Class Disciplines" in 2015 in order to expedite the establishment of a number of world-class universities and first-class disciplines, and the country's "Double First-Class" construction began. Following the "211 Project" and the "985 Project," China's higher education has developed yet another positive development strategy. The list of universities and disciplines for the development of world-class universities and first-class disciplines was formally revealed in 2017, with 140 universities making up the first batch of "double first-class" construction universities. According to the "Double First-Class" construction cycle every five years, on February 11, 2022, the Ministry of Education, the Ministry of Finance, and the National Development and Reform Commission announced the "Second Round of "Double First-Class" Construction Universities and Construction Disciplines List", with 147 colleges and universities enrolled. In comparison to the first round of review, seven new universities were included to this round. The establishment of double first-class universities has fueled university development, boosted university vitality, facilitated the transformation of first-class undergraduate universities into research-oriented universities, and steered the connotative development of higher education.

On the other hand, the number of different types of higher education institutions has gradually stabilized. During this time, research universities, applied universities, and vocational institutions all grew in different ways. In the midst of such rapid expansion, the state has issued a number of measures in order to construct a diverse higher education system with distinctive development. Strategies such as "Double First-Class", first-class undergraduate education, the transformation of local undergraduate colleges into application-oriented institutions, and the reform of postgraduate education in the new era are aimed at diversifying the functions of higher education and meeting people's diverse needs for higher education in the popularization stage. The phenomenon of academic and holistic school development remains significant. Inadequate college and university classification and development has resulted in a single type of college and university, and the single type of college and university has resulted in a single function, making it difficult to meet the diverse needs of economic and social development for talents [2, p6].

To summarize the qualities of higher education, from elite to popular:

1. Develop major universities and promote the connotative development of universities, and the popularization stage reveals the features of higher education institution stratification. The stratification of higher education institutions is clearly one of the most notable elements of the popularization of Chinese higher education, especially with the pyramid structure developed during the popularization period [3,p.22].
2. The total number of institutions in

various categories of higher education exhibits a moderate year-to-year growth tendency, with comprehensive universities, financial and economic colleges, normal colleges, and medical colleges accounting for a reasonably considerable part. 3. The diverse development of research universities, application-oriented universities, and vocational universities has resulted in the formation of a diverse higher education system with classified guidance and characteristic development.

China's higher education system has gradually improved after more than 70 years of development. According to Frans Van Vught and Marvin W. Peterson's organizational system theory, in the context of socialist construction, China's higher education system and social, political, economic, and cultural systems are interrelated and grow together. Chinese higher education has also experienced elite higher education, popular higher education, and universal higher education, according to the notion of higher education phases. The ever-expanding Chinese higher education system is gradually satisfying the requirements of the people and civic education. China's higher education development experience has been acquired during the system construction process, which has also built a sound foundation for the next stage in constructing a high-quality higher education system and provided a development direction.

To effectively operate socialist higher education with Chinese features, we must always remain committed to the goal of administering socialist schools. [4] China's higher education has consistently adhered to the direction of running socialist schools since the creation of New China, and in the process of development, it has progressively established a higher education system with Chinese features. We have discovered through decades of continuous practice that higher education should be in line with the country's national conditions. In the early days of the People's Republic of China, China's higher education followed the Soviet Union's model. It would eventually fail to meet China's development needs if it was totally duplicated.

China is in a situation where the state, society, and academia coexist and collaborate. The development of higher education in China begins with the development of the country and helps the socialist political and economic building. The state is a driving force in the advancement of higher education. This type of domination is primarily the result of the implementation of a "key strategy" to stimulate and drive the development of other institutions as well as the creation of the complete higher education system, directed by the establishment of key universities and key fields. The state is a driving force in the advancement of higher education. This state-led approach of creating key universities has accelerated the development of Chinese universities and is favorable to China's higher education going global. However, this causes an imbalance in resource allocation. Key universities have significantly more resources than other institutions. The development of universities in developed, eastern, central, and western countries is clearly imbalanced. As a result, adjustment reforms are also urgently required in this regard.

It highlights the people's concept and stand in higher education, and insists on adhering to the people-centered development concept, whether it is higher education that serves the people or higher education that satisfies the people. [5] Higher education has always adhered to the people-centered school-running ideology, which is coordinated with the country's social and political growth and satisfies the demands of all levels, since the formation of the People's Republic of China. People's needs have shifted from education needs to tailored and diverse needs for high-quality higher education resources since the new era. As a result, China's higher education requires increasingly diverse services as well as continual lifelong learning. The Chinese notion of lifelong learning does not It has not been successfully implemented or developed, and the lifelong learning system has not been adequately reflected. As a result, it is critical to foster the development of lifelong learning in the higher education system.

Results

To summarize, since the establishment of the new China, China has steadily developed a distinct higher education system with Chinese characteristics. However, there are numerous flaws in the lengthy development process. First and foremost, China's higher education system is implementing the national key strategy, resulting in uneven resource distribution among colleges and universities, as well as unbalanced development in the central and western regions. Second, people have a new understanding of the demand for knowledge, and people's demand for higher education has also changed. The current system of higher education is incapable of meeting the requirements of the people. As a result, it is vital to build a lifelong learning system, particularly to enhance the concept of lifelong learning. into system formulation. At this point, the positioning of colleges and universities is unclear, the hierarchical structure is disorganized, and the topic structure is illogical. It must still be changed and reformed. The higher education system must keep pace with the rapid development of the social economy. Finally, there are still issues such as insufficient attention to the diverse development of higher education, personnel training that cannot match the needs of the contemporary day, and deeply embedded people's opinions. The aforementioned experiences and shortcomings offer ideas and directions for enhancing the higher education system.

The following recommendations are made to improve the higher education system: 1. Build a lifetime learning higher education system and improve the lifelong education system. Learning throughout one's life is an educational notion first presented by UNESCO's Paul Langerand in the 1960s. Lifelong education is a learning activity that transcends all time and space constraints. "Lifelong education includes all aspects and scopes of education, including continuous development from the beginning of life to the end of life, as well as the close connection between various points and stages in the process of educational development" [6, P.16]. Higher education is the final stage of people's formal

learning activities, as well as the first step toward lifetime learning. Building a higher education system for lifelong learning is an unavoidable tendency in today's times since the ongoing development of society demands human beings to continue to study.

The emergence of the concept of lifelong learning has broken the original traditional concept of education and aroused great repercussions in the world. Various countries have begun to devote themselves to building a lifelong learning system and creating a learning society. The introduction of the concept of lifelong learning has shattered the original traditional concept of education and has had far-reaching consequences around the world. Several countries have begun to devote themselves to the development of a lifelong learning system and a learning society. France was among the first to legislate for lifelong learning, and other nations such as Germany and South Korea have also begun to develop new education systems. South Korea, for example, has established a credit bank system, given university lifelong education centers credit-granting authority, coordinated and managed curriculum standards and teaching content, recognized the link between formal and non-formal education, and built a new lifelong learning system [7]. Lifelong education has offered us with innovative educational concepts, as well as important experience in the development of lifelong education systems in numerous countries. In recent years, the global science and technology industry has accelerated its transition, increasing competitive pressure and friction between countries. Faced with increasing pressures and obstacles, China urgently requires educational support to foster the development of innovative industries. Following the evolution of the times, China's higher education has entered the speed of modernization, and the society's demand for talents has undergone structural changes. Building a learning society should be an important measure for the development of China's education in order to adapt to the development of the new era., especially in recent years, various national documents have also proposed to build a high-quality education system, which fully reflects that building an education system for lifelong learning is a key link in China's realization of a powerful higher education country.

Actively create a higher education classification system. Promote the common growth of three categories of higher education, research-oriented, application-oriented, and vocational skill-oriented, based on the positioning of talent training[8]. To begin with, research universities continue to increase the cultivation of innovative talents, prioritize academic research talents as the primary mode of training, and energetically teach graduate students, particularly PhD students, to improve the level of scientific research. Supporting colleges and universities in gathering resources, establishing a number of cutting-edge science centers and collaborative innovation centers, strengthening basic research and essential core technology research, and accelerating the systematic training of inventive talents are all necessary[9]. Second, it is required to foster

corresponding talents in accordance with societal needs, with a concentration on cultivating talents with an applied undergraduate degree or above, in order to provide the most urgently needed talents for current social and economic development. Finally, vocational skill-based colleges and universities primarily focus on practical skills, continue to consolidate vocational colleges' practical skills, actively encourage skill innovation, and correspondingly strengthen vocational colleges' theoretical knowledge capabilities to better serve society. Given the national circumstances of China, there should not be too many categories, and the formation of two categories of "general higher education" and "vocational higher education" may be more conducive to creating a clear positioning of colleges and universities[10].

The higher education categorization system sensibly arranges the hierarchical structure of higher education as well as the structure of disciplines and specialties. Although the proportion of undergraduates and postgraduates in China's higher education level has increased significantly, doctoral postgraduate education remains relatively weak. Improve the hierarchy and increase doctorate education. A doctorate is the highest level of education in China, indicating that a person possesses significant scientific research talents. After graduation, the majority of them enter Chinese colleges and universities, scientific research institutions, and so on, and become the main force in social research institutions, university scientific research, education, and teaching. Increasing the cultivation of high-level PhD talents will aid in the construction of teaching staff in colleges and universities, thereby improving the current situation in which teaching staff quality is generally low. Furthermore, it can encourage scientific research and development of scientific research businesses, as well as increase China's overall level of scientific and technical research and development and innovation.

The organization of fields and majors is rapidly altering as a result of the shifting trend of the current era. Some majors have gradually vanished from the historical stage, while emergent majors, such as artificial intelligence and big data, have emerged one after the other. It is necessary to rationally integrate the relationship between the discipline structure and the hierarchical structure. Ensure that students' knowledge can be used to benefit society to a greater level. Fundamentally, superior disciplines should guide discipline building, drive, radiate, and influence the construction of other disciplines, and form a higher education system with distinct features, reasonable layout, and coordinated development [11]. Coordinate the proportion of subject structure and hierarchical structure of higher education in a reasonable manner, carry out successful integration, and regulate the enrollment scale.

The development of higher education should be balanced. Higher education in China has traditionally been "high in the east and low in the west," and regional development has been imbalanced. There are evident variances in the number and structure of human resources, in addition to differences in regional school-running resources. As a result, China should accelerate the development

of higher education in the western region, and form a higher education pattern in which university development is compatible with urban construction, and disciplines and majors are compatible with industrial layout [12]. In the first round of the "Double First-Class" talent strategy, 87 colleges and universities in the east were chosen, while only 53 in the central and western regions were chosen; the number of selected "first-class disciplines" was 331 in the eastern region, 83 in the central region, and 51 in the western region. 147 colleges and universities were chosen in the second round of "Double First-Class" colleges and universities released in 2022. The additional colleges and universities are concentrated in the middle and eastern regions, while the western regions maintain the original number without expansion. There is still a significant quantitative disparity between colleges and universities in the central and western areas. If things continue in this manner, higher education resources will become more imbalanced. It is clear that higher education's resources, talents, and facilities are in desperate need of balanced development. Adjust the development pattern of colleges and universities in accordance with the double first-class construction, and promote the overall development of colleges and universities with favorable disciplines.³ As a result, adapt the development pattern of colleges and universities and drive the overall development of colleges and universities with favorable disciplines in accordance with the double first-class construction. Because of the characteristics and concepts of popularized higher education, the higher education system that adapts to it must be characterized by balanced development: only through balanced development can the characteristics of large-scale and diversity be better brought into play, and an open world be better realized. Philosophy of education [13].

Excellent students cannot be retained, high-quality talents cannot be employed, and teachers are underutilized in the western region. As a result of the western region's poor standing, additional monetary support should be provided to the focus and western areas in order to increase enrollment and recruit talent, as well as other corresponding preferential policies. The superstructure is determined by the so-called economic basis, and the state's financial assistance is the source of power for the development of colleges and universities. Economic support for the western region can attract outstanding talents and foster good professors in colleges and universities, thereby driving the growth of colleges and universities in the western region. Second, only through enhancing policy implementation can development be accomplished and outcomes achieved. According to national policies, we will continue to strengthen the implementation of the higher education revitalization strategy in the central and western regions, provide support for local characteristic majors and industries in universities, develop their own advantageous disciplines, and continuously close the gap and move forward.

Promote the integration of general and vocational education, as well as the combination and unification of general and vocational education to build a more

harmonious whole.[14]In order to address the issue that talents trained through both general education and vocational education are unable to adapt to the new era, China issued the "Modern Vocational Education System Construction Plan (2014-2020)" in June 2014, which clearly stated that "vocational education and Ordinary education communicate with each other and embody the concept of lifelong education" [15]; in February 2019, the "National Vocational Education Reform Implementation Plan" was released[16]. General education and vocational education can focus talents, distinguish talents, and meet societal needs for corresponding capabilities. The contemporary social growth requires skills with both professional understanding and practical aptitude. Most general higher education students have good professional knowledge but lack the operational abilities of vocational education students. On the contrary, the majority of students in vocational education have good hands-on skill, but their basic knowledge is insufficiently deep and stable. As a result, we can learn from one another and mix the two types of education.

Conclusion

Many experts and scholars have conducted comparable research on the higher education system, thoroughly analyzing the internal and exterior features of the higher education system, particularly the more in-depth research on the higher education structure system. However, most of the predecessors' study was based on a certain time period and was very scattered. Some scientific topics had a singular focus. Furthermore, China's higher education system is vast and intricate. It is very important to figure out the long-term development laws of higher education. It serves as a model for high-quality higher education development.

Three stages can be identified in the socialist higher education system with Chinese characteristics. 1. The socialist exploration stage (1949-1977), which is distinguished by the continual expansion of significant institutions of higher learning and progressively becoming a core component of higher education. During this period, New China is still in the process of establishing itself, and there is an urgent need for a big number of high-quality talents to help build the country, therefore a number of measures have been implemented to boost the number of essential institutions of higher learning.2. The stage of communist higher education research and growth (1978-2011). During this time, the number of colleges and universities rose significantly, and a pyramid-shaped hierarchical aspect emerged, with research universities, teaching and research universities, and teaching institutions divided into three categories. Higher vocational schools. Science and engineering institutions dominate the types of subjects, and the number of finance and economics schools is growing. 3. The stage of growth of the new era of socialism (2011-present). During this time, research universities, application-oriented universities, and vocational universities grew in a variety of ways, and higher education progressively gained traction.

The historical development process is sorted out in this book, and the structure of the higher education system is thoroughly examined. The historical experience of the growth of higher education is described based on the evolution process and characteristics, and the next development path of higher education is better studied. Many laws may be discovered in the historical process of higher education, and the features of higher education can be summarized. The following ideas for improving the socialist higher education system with Chinese features can be generated based on development characteristics: (1) Establish a higher education system with optimum structure; (2) Strengthen a higher education system with balanced development; and (4) Promote a higher education system that integrates general and vocational education. The study of the higher education system has taught us that system reform is inextricably linked to the growth of high-quality higher education. We can better understand the corresponding laws by combining and integrating data and analyzing data.

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