

when they face certain difficulties, and overcoming these difficulties is both interesting and important. Each act of complete thinking distinguishes a number of stages:

- 1) Sense of difficulty;
- 2) His identity;
- 3) Suggestion of a solution plan;
- 4) Statement of the results of the proposed decision;
- 5) Observations and experiments that allow to accept or deviate from the results;

In pedagogical practice, our students should know that the interests of students should be in the center of attention, and if necessary, they should face the problems that they can and can not solve. Students should be sure that by solving these tasks, they will receive new and useful knowledge for themselves. Obviously, the knowledge gained was systematic, memorable and useful. Experience associated with the teaching of sustainable development and development, based on human development, in the training of teachers of chemistry and biology began to apply in a number of universities of the country.

In order to provide students with constantly updated knowledge in the field of sustainable development, it is necessary to organize special trainings in refresher courses. This applies to teachers of both preschool and secondary and higher education institutions. The relevance of knowledge on sustainable development has increased significantly. Therefore, along with chemistry and biology, it is necessary to include knowledge of sustainable development in all subject curricula. This applies to all levels of education, including pre-school education. Due to the rapid development of knowledge, skills and habits related to sustainable development and the modernization of technology, it is very important to regularly update textbooks, teaching aids and other training materials.

The main task of a modern chemistry and biology teacher in the field of sustainable development is to teach students to learn. For this, the teacher must be constantly evolving. The teacher is a leading force both in the field of sustainable development and in the pedagogical process. Teachers of our faculty in this process of development realize the completeness and integrity of students to be the bearers of high mental, moral and spiritual qualities. Our goal is to evaluate the quality of perfection of our students with good thinking and useful work. Thought expresses new ideas, and action carries out useful work. From this point of view, we must build the culture of logical, critical, creative thinking, communication and speech in the young generation of our contemporaries, polish the purpose of new methods and technologies we use to prepare them for practical activities, based on our classical pedagogical heritage. In this regard, we must not be satisfied with our achievements, we must always work on ourselves.

Conclusion. We, the teachers of the Faculty of Chemistry and Biology, must strengthen and develop cooperation with students both pedagogically, psychologically and theoretically. The role of joint cooperation of all subject teachers of our faculty in the success of our activity is undeniable.

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ISSUES IN SECONDARY AND HIGHER VOCATIONAL MUSIC EDUCATION IN CHINA

Introduction. With the promotion of quality education, the Chinese department in charge of education has strengthened the implementation of quality education. The state takes the quality education of secondary vocational schools as the key educational project to improve the quality of students, and continuously trains and outputs practical and complex, time-type high-quality talents for the society. As an important part of quality education, music quality education is gradually becoming an important means and effective way for secondary vocational schools to carry out quality education and cultivate students' comprehensive quality, so it should be paid enough attention to [1]. The construction of music literacy has been paid more and more attention by more and more vocational colleges, but because the starting system is not mature, there are various problems in music quality education. In order to make music quality education develop rapidly in vocational colleges and universities, and make the quality education mechanism gradually perfect, we need to investigate it deeply.

In order to obtain accurate results, six higher vocational colleges in Sichuan Province were investigated, namely: Sichuan Safety and Technology Vocational College, Sichuan Engineering Vocational and Technical College, Sichuan Electromechanical Vocational and Technical College, Sichuan Vocational and Technical College, and Sichuan Metropolitan Vocational and Technical College.

Main part. At present, China is in the promotion stage of quality education. Music is an important subject to improve students' quality. The content of music quality education is composed of three aspects: music basic knowledge education, music basic skills education and music aesthetic education [2]. With the gradual reform of the educational system, many schools have added the curriculum of music quality education in curriculum teaching. However, because the educational system is not perfect, the state has no specific regulations on the teaching curriculum, and because of the different construction sites of the school and the different operating funds of the school, Music quality education is only in the optional curriculum for students. The schools' support for it is dispensable. Based on the above reasons, there is no good development trend in music education.

In order to get accurate results and reflect the situation of music quality education in vocational schools more intuitively, we made a detailed questionnaire with 30 questions. The contents of the questionnaire involve four main directions: one is the students' cognition of the basic knowledge of music, the other is the degree of attention paid to the music quality education courses [3], the third is the students' interest in music [4] and the motivation of learning music [5].

For the questionnaire, 600 students who entered school in 2019 were randomly selected as the questionnaire subjects, about 100 interview subjects were college management, music teachers, a small number of students and other three groups, a total of 98 people.

Based on the analysis of the statistical results of the survey, we conclude that:

1. From the point of view of students' basic music literacy, the students' basic theoretical music background is weak, the cognition of traditional music knowledge is lacking, and the students' ability of appreciation and analysis of music is insufficient.

2. As for the degree of importance attached to music quality education courses in schools, about 63.6% of students agree that music is helpful to them; about 50% of parents think that music quality education is the same. They think children don't need music to help in their future study and work. Obviously, from this survey, the school has not made the quality of music the focus of its work, and the quality of music is gradually being replaced by the school campus construction and curriculum reform. The society does not put the quality of music on a higher level, and the active learning of students will be affected, which is largely related to whether the school will put the quality of music in a neglected position. All these lead to the lack of music teachers, equipment shortage, curriculum design boredom, music funding obstacles.

3. As for curriculum elements and courses that provide music education, the five-year specialty of the college has set up music courses as compulsory ones, and the schools basically take the form of elective courses for the three-year programmes. And a rule, colleges and universities only set up "Music appreciation" course [5].

4. Concerning the perception and value of music education, 59.9% of students want to have a skill in music, 50.4% feel that the content of music comprehensive practice is not good, 46.1% think that some music community activities are not good enough. Our surveys and data show that schools do not pay attention to music education, but the main reason is that the effect of some practices and activities is not obvious, and there is no professional teacher to guide them. Therefore, students' music quality is stagnant showing no improvement.

5. As for music teaching facilities, the investment in music quality education is insufficient, and the funds cannot meet the demand for teaching equipment. More than 50% of students have access to music quality education because they have equipment of the school's teaching activities. Multimedia has become a necessary facility in many classrooms. Multimedia classrooms include audio and projection equipment, excluding damage to material equipment. Classroom facilities in secondary and higher vocational colleges are relatively complete, but this is limited to general theoretical courses.

6. As for the availability of learning resources, the proportion of college students' music learning sources is as high as 92%, competition performances and music associations have just accounted for 20% of the less ideal proportion, and the proportion of music classes is not very high reaching only 28%. In primary and secondary schools, although the emphasis has always been on examination-oriented education, many parents also pay attention to the improvement of their children's comprehensive quality.

All schools try to implement quality education, be they primary, secondary or high school. Whether each school correctly establishes the correct position of music quality education in the middle and higher vocational colleges should be clearly observed and determined by the school. The purpose of quality education is to improve students' music competency, to cultivate students' ability of independent thinking and social and moral features. The correct treatment of the position of music quality education in the education of middle and higher vocational colleges is not only conducive to perfecting the educational system, improving the way of education, improving the quality of education, but also achieving the unity of educating people. The most important thing is that education boards should invest into teacher training and upskilling, try to attract creative and professional staff to schools so that they can put the education work into practice.

Conclusion. While quality music education has been paid more and more attention in Chinese system of education, there are still several challenges that pose threat to the quality music education and have to be revealed

and dealt with. Based on the investigation of six colleges, we realized current issues in quality music education that are an obstacle to optimal development. The main challenges are weak theoretical background, inferior status of music courses at colleges, insufficiency of teaching facilities and underestimated value of quality music education.

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STUDENT EXCHANGE IN CHINA UNDER THE BACKGROUND OF EDUCATION INTERNATIONALIZATION

Introduction/ Under the background of globalization, the internationalization development trend of China's higher education is strong. International exchange of higher education is an important booster to provide talent reserve, cultivate innovation source, promote regional development and enhance national competitiveness. Under the current situation, we need to look forward to the international exchange work of colleges and universities during the period of the "14th five-year plan" from the perspective of reform, promote the local internationalization of universities based on the connotation development, carry out professional international certification, build an international platform for scientific research, reform English teaching mode, improve the level of overseas education in China, and create a local international atmosphere.

Main part. In 2020, the physical space barrier makes international exchange in higher education face unprecedented challenges, which forces us to make corresponding adjustments in both the form of exchange and the content of cooperation in order to adapt to the changes of higher education in the post-epidemic world. On the other hand, the internationalization of Chinese higher education has been irreversible for a long time, and after more than 30 years of exploration, Chinese higher education has been fully integrated into the wave of globalization and committed to play an important role and highlight the role of a big country in the international higher education arena. In 2017, the state has strategically positioned international exchange and cooperation as the fifth function of universities, which is an innovation and development of the concept of university construction. Higher education institutions should take the initiative to respond to the national "Belt and Road" initiative, adhere to the strategy of education internationalization to guide the 14th Five-Year Plan for education development, and actively participate in the internationalization process of higher education in China.

1. Opportunities and Challenges for International Exchange in Education in the 14th Five-Year Plan.

1.1 Sino-foreign cooperative education. After 20 years of scale introduction and rapid growth of Sino-foreign cooperative education, the 14th Five-Year Plan period will inevitably require a period of connotation proposal and sedimentation, with some program enrollment overly catering to the market and inefficient duplication of some majors. Only in 2018, 234 Sino-foreign cooperative education programs and institutions were legally terminated by the Ministry of Education [1]. In the next five years, we should further promote the governance system and governance capacity of Chinese-foreign cooperative schools, focus on improving quality and efficiency, increase reform efforts, and improve the quality and level of school operation.

1.2 Education for students coming to China. At present, the construction of "Belt and Road" has entered the "Workmanship 2.0 Era", and strengthening international talents to study in China and enhancing the rational cognition and emotional identity of the overseas young generation to China is a necessary requirement to serve the construction of "Belt and Road" and "Community of Human Destiny". It is a necessary requirement to serve the construction of "Belt and Road" and "Building a Human Community with Shared Future". In 2018, there are more than 490,000 foreign students from 196 countries and regions studying in 1,004 institutions of higher education in 31 provinces in China [2]. Behind the rapid growth of the scale of study in China, some local universities have weak