

Research on the Differences between Chinese and British Higher Education Models from the Perspective of Social Talent Supply

Rui Qin

University of Bristol, Bristol, United Kingdom

Pf21535@bristol.ac.uk

Abstract. Although the differences between Chinese and British higher education models have received extensive attention and research, there are still insufficient studies on the differences caused by social talents. This paper analyzes the differences between Chinese and British higher education models from the perspective of social talent supply from the aspects of classroom models, education policies, and social forms. Through the analysis, it is concluded that different social backgrounds and education models between China and British lead to differences in higher education and talent training. Based on this, this paper puts forward the following suggestions: Higher education in both China and the UK should first improve the quality and equity of education. Although the types of talents cultivated by higher education in the two countries are different due to social background reasons, the essence of education should be people-oriented, and the required knowledge and skills should be imparted to students on the premise of ensuring fairness.

Keywords: Education difference, social talent, higher education, Chinese and British.

1. Introduction

In recent years, the trend of internationalization of higher education has become more obvious, but the types of talents cultivated under different societies and education systems are different. This paper will mainly elaborate the research on the differences between Chinese and British higher education models from the perspective of social talent supply, and analyze the differences based on the perspective of talent attack. Under the Chinese higher education system, the talents cultivated are mainly social: they serve the collective and become a fixed output tool of the society, while the British higher education system mainly focuses on creativity and research, advocating the creation of new things. This paper will analyze the impact of higher education in China and the UK on social talents and hope that higher education can develop in the process of globalization and achieve a people-oriented and relatively fair education system.

This paper shows the differences between Chinese and British higher education models from class differences, teaching methods, and education policy differences.

2. The Difference between Chinese and British Higher Education

2.1. The Classes' Differences and Different Teaching Styles

Under the social culture and background of China and Britain, the differences between the higher education policies of the two sides have resulted. First of all, It is the difference between the teaching mode and the teacher's teaching style. At present, teaching and teaching in Chinese colleges and universities is teacher-led, and teachers' one-way knowledge explanation is the main form. In the limited class time, the teacher explains the knowledge point step by step, and almost all the class time is taught by the teacher. Therefore, the teacher's classroom teaching is the central link of the whole teaching work, which plays a decisive role in the success or failure of teaching and teaching effect, and it is particularly important to prepare lessons and organize teaching. Teaching practice shows that the time spent by teachers in preparing lessons directly affects the quality of teaching. The teaching plan is the comprehensive result of all the lesson preparation work, and its content should fully reflect

the teaching content, teaching methods, and teaching progress, and should be adjusted at any time according to the development of disciplines and students' learning conditions. When preparing the lesson, teachers should read extensively around the textbook, reserve more relevant knowledge, and enrich the teaching with rich content. Where there is a spark of thought in class, where cases are needed to mobilize students to participate, to be fully considered before class. From lesson preparation to lecture, it is a process of re-creation. The lecture is a comprehensive art. To deliver a wonderful lesson, teachers should not only have extensive knowledge but also give full play to the leading role of classroom teaching. According to the teaching plan and students' level, teachers should master and control the amount and difficulty of teaching content, to ensure the overall design of classroom teaching is rigorous and orderly, and the rhythm of classroom teaching is relaxed. Must have good language expression ability, attraction, organization, affinity adaptability, etc., at the same time to form their teaching style. However, the teacher-led teaching model tends to be lacking in the interaction with students, and therefore it is easy to ignore students' understanding and application of knowledge. Such teaching methods often make students lack the desire to actively explore knowledge, students learn for the test but do not know what the purpose of learning is, how to apply the content to practice, and how to explain and solve real problems [1].

In contrast, British higher education focuses on inspiring students, arousing their interest, and stimulating their desire to search for knowledge. Around this idea, the curriculum of British universities is relatively relaxed, but it does not mean that less knowledge will be learned. The teaching in the university classroom is student-centered, and the teacher only plays the role of guidance and penetration. The content taught by the teacher in class is mainly to sort out and outline the knowledge points. Each week, there are a lot of reading tasks for each knowledge point that students need to complete independently after class, to deepen students' understanding and application of the knowledge points. A lot of reading can also stimulate students to explore and think more deeply about a certain topic. However, this teaching mode requires students' language ability and academic expertise to be relatively high. In this teaching mode, students' autonomy, initiative, self-learning ability, drive, and independent search, reading, and research ability are particularly important. The teaching forms of British universities are also very rich, including lectures, seminars, and tutorials. The work mode is also relatively diversified: exam, essay, presentation, report, workshop, and so on.

2.2. Educational Policy Difference: Exam-Oriented Education VS Quality Education

Secondly, Global education systems witness the coexistence of different and sometimes competing educational directions and practices. In recent years, the discussion of exam-oriented education and quality education has become more popular. With the Imperial Examination System, China has been conducting standardized testing for the longest period in the world. The System was unquestionably the greatest tool available at the time for evaluating learning outcomes, honoring outstanding scholars, and selecting exemplary persons for official positions [2]. In light of this historical context, examination-oriented education evolved following the college entrance exam's resumption in the 1970s. Exam scores have gained importance in examination-oriented education in recent years, overshadowing crucial but test-irrelevant educational components (such as social development and artistic cultivation), partly because of the underlying tenet of teaching to the test. In response, the Chinese government in recent years has begun to promote quality-oriented education to promote students' holistic development and student-centered approaches such as inquiry-based learning and self-discovery. A shift to quality-oriented education does not necessarily negate the principle of summative assessment based on testing. Nor does it plan to abolish the exam altogether. Instead, it no longer uses test scores as the sole indicator of educational achievement [3]. However, in the current social background of China, the emphasis on socialism, the collective development of students, and the pressure of the population, this kind of education policy can not be carried out in a real sense and mainly focuses on exam-oriented education.

Compared with China's education policy, British higher education has gone through more than 800 years of ups and downs, and its long development process can be roughly divided into two stages: one is the elite education stage (from the 12th century to the 1960s), and the other is the mass stage of higher education (since the 1960s). At the same time, British higher education policy shows different characteristics in different periods, which are often closely followed by the development process of society, especially the occurrence and development of the Industrial Revolution and the two World Wars, which had a great impact on the formulation of British education policy [4].

Therefore, it is difficult to place quality education and examination education in the two opposite extremes. Equating holistic development with quality-oriented education is also controversial. This depends on the comprehensive influence of different cultural backgrounds and social stages in different countries.

3. Analysis Reasons Basic on Social Talent Perspective

In this part, based on the perspective of social talents, this paper will analyze the differences between Chinese and British higher education, mainly from the following three parts.

3.1. Social Ideological Gap

The socialist culture is rooted in China, where ideological and political education shares the same goals as education in other countries, promoting the development of students through its multifaceted nature. In addition to political knowledge and skills, this form of education instills moral values, encourages political thinking, and fosters a sense of social responsibility. Throughout the national curriculum, China's educational institutions aim to produce proactive citizens who make meaningful contributions to their communities and participate in the country's democratic process. By providing a solid foundation for ideological and political education, ideological and political education can bring some improvements and advantages to the audience. It is a tool for instilling core values, promoting citizenship, and fostering personal responsibility. In addition, ideological and political education contributes to social cohesion and stability by fostering a shared understanding of social norms and values. It can enhance critical thinking skills, encourage active civic engagement, and foster a sense of belonging and identity in a community or country. In addition, ideological and political education can provide individuals with a framework to analyze complex social issues and make informed decisions, which can have a positive impact in areas such as environmental awareness, and sustainable development and ultimately contribute to the development of well-rounded and actively engaged citizens [5]. As a result, Chinese students have to undergo exam-oriented education, do a lot of tests and exercises to get higher scores and better degrees, and then become the application-oriented talents of society in the future. Under the guidance of socialist values, it is widely believed that talents produced by universities should make contributions to the whole society. At the same time, the Chinese government has maintained a stratified higher education system, with most resources concentrated in the hands of a few universities. The Chinese government has released a new list of 42 "First Class" universities and 95 universities in the "First Class" disciplines announced by the double first-class in 2017, forming a new group of 137 elite universities. All 39 universities included in Project 985 are admitted as "First Class" universities and all Project 211 universities have "First Class" disciplines. This stratification has allowed the elite to become elite universities in a privileged position, they have access to most government resources and their faculty have better career development opportunities and more exposure to the international community. Given this access to resources and preferential policies, elite universities are more likely to do so to attract and retain elite scholars, thereby protecting and accelerating merit, leading to the institutionalized Matthew effect [6].

Under the capitalist social system, British higher education has formed a set of decentralized checks and balances, a relatively stable university governance system, a complete selection and training mechanism for outstanding students, and a mechanism and ability to attract resources from

all sides. But at the same time, education within capitalism often reproduces social and economic inequality. Similarly, capitalist privatization used to be a problem in education, because everyone knew that private schooling catered to the needs of the rich and the middle class at the expense of the working class.

3.2. Higher Education Cultivates Social Talent Distinction

With the increasingly detailed division of labor in China, the social demand for talent is also increasingly diversified, and the classification development of higher education is the general trend. However, influenced by the traditional thought of "emphasizing learning over skills", applied skills have been marginalized in university education, resulting in many applied undergraduate colleges focusing on academic talents with theoretical education in the actual implementation of talent training, and insufficient training of students' practical application and operation ability [7]. Many independent college students join ordinary public undergraduate students in the entrance examination for postgraduate studies, civil servants, and job hunting, which not only has no competitive advantage but also cannot meet the market demand for applied talents. To improve the competitiveness of students in the job market, application-oriented undergraduate colleges should combine the characteristics of students and the demand for talents in the market, clearly define the training orientation, and require students to have a higher theoretical level, comprehensive quality, and stronger practical skills and practical ability.

The Western higher education system needs more research and communication talents. For instance, in terms of higher education, the United Kingdom and other Western countries have paid great attention to both research and teaching in recent years, and there is a trend of integration. Traditionally, British universities have formed a trend of classified development. Research universities, applied universities, and community vocational colleges have clear positioning and cultivate different talents. In recent years, market-oriented reforms and the British government's promotion of research excellence evaluation framework and teaching excellence evaluation framework have gradually changed the traditional practice of emphasizing research over teaching or teaching over research. Both research and teaching are attached to equal importance, and some well-known universities in the Russell Group of universities have begun to seek breakthroughs in the field of scientific research [8]. Therefore, British universities such as "Russell Groups" Universities, Red Brick University Group, etc., began to cooperate with major enterprises and scientific research institutions, providing more internship opportunities and future directions for university students, and laying a good foundation for training students to become complex and creative talents.

3.3. Social Development

Under the current social development, education is gradually moving toward internationalization and globalization, and many Chinese students begin to study abroad to obtain more ideal educational resources. Recent developments in China's higher education system, particularly its expansion and institutional fragmentation, can shed light on the reasons why large numbers of Chinese students come to the UK to study and their patterns of participation in higher education. By 2010, young people aged 18-21 were joining higher education. However, despite this rapid expansion, recruitment to higher education remains very selective. The National Higher Education Entrance Examination remains the only entry point for students into higher education, with millions of students taking the exam each year (9.33 million in 2011; Chinese Ministry of Education 2011) But only those students with the highest scores are awarded places [9]. Under such social development, due to the saturation of employment, Chinese students can only choose to accept exam-oriented education in colleges and universities, to obtain relatively fair educational resources and choose applied talents suitable for the current Chinese social model. Additionally, China is a populous developing nation with few resources. Due to a large student population, teachers and facilities are scarce. Thus, large class management is necessary, teaching students according to their aptitude is difficult, and helping students identify their strengths and weaknesses is difficult. Many job seekers face the employment dilemma. The employer

can only screen a large number of candidates at once with a unified exam and improve test-taking ability through patterned learning to increase hiring chances. In other words, extends learning time and boosts targeted professional knowledge learning quickly. In contrast, Britain is developed. Britain has always led the world in economic growth thanks to the Industrial Revolution. All around, its resources are greater. There are few school-aged children due to a low birth rate. Its abundant resources allow educators to use small class management to teach students according to their abilities. The diverse sources of education funding and high economic level allow for additional educational measures like expanding extracurricular activities and building research labs for students.

4. Challenges and Opportunities

By analyzing the differences between Chinese and British higher education models, and under the tide of international education, it seems that some traditional educational concepts can be challenged or improved in the future. The idea of internationalization of higher education is now itself globalized in the global knowledge society, and as more countries and types of institutions around the world become involved in this process, further consideration of its implications for policy and practice is required. Internationalization should no longer be seen as the exclusive property of Westernization. Internationalization must be considered in the broader context of the changing role and place of higher education in the world. A common misconception is to view internationalization as an end in itself, rather than as a means to an end: improving the quality of education, research, and social services. As for social talents, both the British new talents and the Chinese applied talents should be the needs of the society. It also depends on how higher education can teach students according to their aptitude and cultivate more diversified talents. To equip students with the ability to think independently and critically, and with real skills rather than test scores. At the same time, the government and schools should also pay attention to elite education under the attention of capital will lead to the occurrence of educational inequity.

5. Conclusion

To sum up, this paper mainly describes the differences between Chinese and British higher education models from the perspective of social talent supply. Firstly, the paper analyzes the differences in educational policies between China and Britain from different class backgrounds. Further, from the perspective of the types of talents cultivated by socialism and capitalism, the purpose of higher education to cultivate talents and social development, the differences between Chinese and British education models are shown. At the same time, it also points out the advantages and disadvantages of higher education and the cultivation of social talents on both sides and puts forward the core idea of how to make higher education relatively fair and people-oriented in the process of globalization.

References

- [1] Zuo N. Comparison between Chinese and British higher education models, 2023. Retrieved from: https://www.cssn.cn/jyx/jyx_bjyy/202302/t20230221_5589733.shtml
- [2] Tan C. Beyond high-stakes exam: A neo-confucian educational program and its contemporary implications. *Educational Philosophy and Theory*, 2020, 52(2): 137–148.
- [3] Yin Y M, Mu G M. Examination-oriented or quality-oriented? A question for fellows of an alternative teacher preparation program in China. *The Australian Educational Researcher*, 2022, 49(4): 727-742.
- [4] Ran X. The evolution of British education policy from the development of British higher education. Chongqing: Chongqing Normal University, 2012.
- [5] Ouyang S, Zhang W, Xu J, et al. Unmasking the challenges in ideological and political education in China: A thematic review. *Heliyon*, 2024.

- [6] Shu F, Sugimoto C R, Larivière V. The institutionalized stratification of the Chinese higher education system. *Quantitative Science Studies*, 2021, 2(1): 327-334.
- [7] Wang Y. Analysis of the differences between the Chinese and British general high school education systems. *Journal of Education, Humanities and Social Sciences*, 2023, 8: 398-405.
- [8] Tight M. Internationalisation of higher education beyond the West: challenges and opportunities–The research evidence. *Educational Research and Evaluation*, 2022, 27(3-4): 239-259.
- [9] Iannelli C, Huang J. Trends in participation and attainment of Chinese students in UK higher education. *Studies in Higher Education*, 2014, 39(5): 805-822.