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DIGITAL EDUCATION IN CHINA: A SOCIAL AND PHILOSOPHICAL ANALYSIS

Key words: Education, Society, Digital education, Chinese digital education, Traditional education system, Digital education system, Intelligent education, Digital divide.

Today, philosophers are actively discussing and analyzing the content and nature of high science intensive technology and its impact on social development, because high technology is becoming a major determinant of significantly changing all areas of social life, especially human life. More and more, we see the emergence of some studies by philosophers, sociologists, and social change analysts. The central topic is high science intensive technology, which is related to basic science and social needs.

In China, many scholars have also studied this. Zhou Lu and Peng Gao believed that: "The development of biotechnology, artificial intelligence, information technology, etc. has profoundly changed human life and the trend of future civilization, and people's ability to control technology and serve production and life will be significantly enhanced" [1]. Social demand has a guiding role in the development of science and technology, which is reflected in the support, support and encouragement of society for certain development directions of science and technology, and the development of science and technology, In essence, it is a response to social needs [2]. Although the development of high technologies such as the Internet and information and communication technology has brought many benefits to social change and social progress, the social contradictions and inequality caused by them have become increasingly prominent, and the seriousness of the digital divide has become more prominent. Social hot issues such as "digital poverty" and even "digital refugees" have not only brought some psychological impact and social disengagement to individuals, but also triggered new social differentiation and inequality, laying a certain hidden

danger for the stable development of society as a whole [3]. Based on the above background, China's digital education has three problems that need to be solved: the mismatch between the macro level strategic planning and regional implementation, the digital divide at the meso level, and the conflict between technology application and people in micro level education.

Objective: This paper will analyze the extent to which the development of local (provincial, municipal and rural areas) digital education conforms to the provisions of government documents, as well as the differences in the possession of digital education resources in different regions. Based on the analysis of social philosophy, it points out the problems and analyzes the methods to solve them.

Novelty: Demonstrate the conflict between the traditional education system and the new digital education system. Based on philosophical analysis, the possible methods to "ease" this conflict are proposed.

China's digital education has the following three characteristics:

First, the promotion of macro planning and top-level design has a good continuity. China has successively issued a series of important strategic documents to promote education development at the national level. Since 1998, when the Ministry of Education formulated the Action Plan for Revitalizing Education in the 21st Century, it has successively issued the Outline of the National Medium and Long term Education Reform and Development Plan (2010-2020), the Action Plan for Education Informatization 2.0 China Education Modernization 2035 and other strategic plans [4]. The 20th Congress of the CPC clearly put forward: implement the strategy of rejuvenating the country through science and education, and adhere to the priority development of education. These policies issued at the national level have promoted the development of e-education in China from the perspective of education strategy.

Second, the concept of openness, freedom and service. Since China launched the "Internet plus" action plan in 2015, "Internet plus education" has quickly become a new focus in China's education field and the main direction of education investment [5]. "Internet plus Education" adheres to the concept of open education, emphasizing the freedom and openness of education, conforming to the natural laws of education, integrating technology, innovative development and serving society.

Third, it has obvious technical enabling characteristics. China's education informatization has achieved full coverage of the network, basic coverage of smart teaching hardware, and full coverage of the education cloud platform. It has realized the co construction and sharing of high-quality digital education resources, emphasized the integration of education technology into the teaching process, increased the frequency of use of education software and hardware, and enabled education and teaching with technology,

so as to teach students in accordance with their aptitude and personalized learning.

Through the analysis of the characteristics of China's e-education, we believe that the problems mentioned above can be improved from the following three aspects:

First, through the understanding of the implementation of national policies in different regions such as provinces, cities and rural areas, explore the convergence of national, provincial and municipal digital education policies with rural areas, find out the education coordinates in the implementation of the national regional coordinated development strategy, optimize the regional education policy system, and solve the problems of overlapping resources and independent evaluation between regions.

Second, enhance information awareness and give full play to government functions to reasonably avoid the digital divide. Give play to the leading function of the government, expand the coverage of information education, increase the construction of information infrastructure, and promote the common development and progress of society. Reducing or exempting taxes on information industry investment, providing preferential loans for enterprises to carry out information business in poor areas, and covering remote rural areas with information education and information infrastructure construction will help bridge the digital divide.

Third, avoid the conflict between technology and people through the integration and symbiosis of technology and people. For example, in the educational application of artificial intelligence, people give full play to the mediation role of technology, guide learners' learning behavior, form a "person technology" relationship of two-way promotion and coordinated development, form a coordinated unity of people and technology, make artificial intelligence and human intelligence learn from each other, form a community of action, maximize educational benefits, and form a balanced and ethical self consistent educational activity [6].

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ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ ПОЛІТИКИ ЗАЙНЯТОСТІ В КНР: УРОКИ ДЛЯ УКРАЇНИ

Ключові слова: ринок праці, безробіття, робочі місця, державна політика.

В системі координат епохи глобалізації та сучасних світових процесів Китайська Народна Республіка (КНР), формуючи конкурентні переваги і використовуючи передовий міжнародний досвід на користь розвитку економіки країни, забезпечила вражаюче зростання. Важливим елементом економічної системи є ринок праці, що є відображенням стану економічної системи країни та від його ефективності і стабільності залежить добробут та якість життя населення, міцність фундаменту відтворення робочої сили.

Сучасній моделі ринку праці КНР притаманні характерні риси, якими є: трьохсекторність, представлена державними, приватними і сільськогосподарськими підприємствами; унікальність системи реєстрації домогосподарств; відсутність профспілок у державному секторі і повна відсутність правового регулювання у приватному