

Li Kexin, master's student
likexin251@gmail.com

Krestsyaniyina T.Yu., Associate Professor PhD in Biology
auta@bk.ru

VSU named after P.M. Masherov, Vitebsk, Republic of Belarus

УДК 159.9

THE SOCIAL STATUS OF CHILDREN IN CHINA AND BELARUS

The article is devoted to comparing the social status of Chinese and Belarusian children, as well as identifying the social, cultural and economic factors underlying the differences in social status, educational opportunities and psychological development of children in the two countries.

Keywords: the status of children; the status of China and Belarus; comparative social psychology.

СОЦИАЛЬНЫЙ СТАТУС ДЕТЕЙ В КИТАЕ И БЕЛАРУСИ

Статья посвящена сравнению социального статуса китайских и белорусских детей, а также выявлению социальных, культурных и экономических факторов, лежащих в основе различий в социальном статусе, возможностях получения образования и психологическом развитии детей в двух странах.

Ключевые слова: статус детей; статус Китая и Беларуси; сравнительная социальная психология.

Introduction. As an important research field in Social Psychology, Child Social Status has a direct impact on children's self-esteem, self-confidence and social adaptability.

The definition of children's social status can be regarded as a multidimensional social phenomenon, whose connotation and extension not only involve the position of the individual in the social system, but also cover the rights, resources and social identity of the individual. The concept of social status usually follows the interpretation of different schools and has various ways of interpretation. For example, from the perspective of Functionalism, the existence of social status is a necessary condition for maintaining social stability, giving individuals the desired roles and functions, and promoting the overall functioning of the social structure. Meanwhile, Conflict Theory emphasizes that social status is caused by the unequal distribution of power and resources, which reflects the conflict of interests between classes and directly affects the survival and development of individuals [1].

In the analysis of children's social status, we can introduce a multi-dimensional classification framework to fully understand the complexity of the concept. From the perspective of family background, educational opportunities, legal protection and social care, children's social status is actually the result of multiple factors. Family background determines children's initial social status to a considerable extent, such as parents' education level, economic status and social network. It not only affects children's material conditions, but also may shape children's sense of self-worth in psychological identity [2].

Educational opportunities constitute another important dimension of children's social status. In this dimension, the fair distribution of educational resources is directly related to children's social development opportunities. Statistics show that children in China enjoy relatively rich educational resources at the stage of basic education, while children in Belarus are guaranteed equal educational opportunities by law, but the problem of regional differences in resource allocation is still significant. This difference is directly reflected in children's academic performance and social participation, and further affects children's social status [3].

The purpose of the study is to comparing the social status of Chinese and Belarusian children, as well as identifying the social, cultural and economic factors underlying the differences in social status, educational opportunities and psychological development of children in the two countries.

Material and methods. The research method of this study mainly adopts the combination of qualitative analysis and quantitative analysis, aiming to fully reveal the differences in the social status of children in China and Belarus and the underlying reasons. In the research process, first of all, we carried out a systematic literature analysis, by reviewing the existing research in related fields, to build a theoretical foundation, thus providing the necessary background support for this study.

This literature includes not only academic papers on the social status of children, but also relevant reports from international organizations such as UNICEF and WHO, which form a comprehensive understanding of children's rights and welfare [3; 4].

We used quantitative analysis methods to collect large amounts of data in the form of questionnaires to quantify children's social status in areas such as family, education, legal protection and social care. The questionnaire was designed in accordance with the principle of "Likert Scale" to ensure that the respondents' feedback could effectively reflect their true feelings and evaluations. In order to ensure the reliability of the data, we conducted random sampling of samples from different regions and reached statistical significance in the number of samples. The collected data were analyzed by correlation and regression analysis using SPSS software to ensure the scientific and objective results.

A series of interviews were also conducted with relevant professionals, including education authorities, social service agencies and researchers, in order to explore the actual impact of children's social status in depth. This qualitative approach helps us to truly understand the role of children in the social structure and the challenges they face in both countries. These interviews not only enrich the data sources of the research, but also provide the necessary background and explanation for the quantitative analysis, making the research results more comprehensive and three-dimensional.

Results and their discussion. When discussing the current situation of children's social status in China, family background, as an important influencing factor, obviously occupies a core position. Family background not only determines children's living conditions and psychological development at an early stage, but also profoundly influences their future social status. According to a sociological perspective, a family's economic status, educational level and cultural capital all constitute important pillars of a child's social status. Specifically, children from affluent families usually have access to higher quality educational resources, which include not only better schools, textbooks and teaching equipment, but also richer extracurricular activities and learning opportunities.

Through case studies of Chinese family backgrounds, it can be observed that the economic capital of families plays a particularly prominent role in children's education. For example, studies have shown that annual family income is positively correlated with children's academic performance, i.e. children from high-income families tend to outperform children from low-income families in academic performance [5]. This phenomenon is particularly pronounced in large cities, where the importance parents place on education and their ability to provide their children with specific educational resources directly shapes children's academic achievement as well as their long-term social adjustment.

On the other hand, the cultural capital of the family cannot be ignored. According to Pierre Bourdieu's theory, the cultural background of the family affects the socialization process of children. Reading habits in the family, the degree of emphasis on knowledge and the level of parental education all affect children's attitudes towards learning and awareness of social rules [6]. To be specific, well-educated parents tend to give children more support and guidance in

learning, which is not only reflected in their academic attention, but also in the cultivation of soft skills such as social communication ability and emotional management.

The diversity of family structure also has a new influence on children's social status. For example, the performance of single-parent families and reorganized families in social interactions is often limited by social prejudices against them, resulting in children may face unequal status in their peer group. Therefore, how to promote the social status of children from these family backgrounds through policies has become an important social issue at present [2].

When discussing the current situation of the social status of children in Belarus, the influence of family background as a core element on the social status of children is of great importance. Factors such as family structure, economic status and parents' level of education form the cornerstone of children's social status. In Belarus, in particular, the family is the basic unit of society, whose function is not limited to financial support, but also to provide emotional care and social recognition, an importance that is reflected in different socio-cultural contexts [4].

With regard to family structure, most families in Belarus are nuclear families, and the active participation and educational input of parents directly affect the socialization process of children. Studies have shown that there is a significant positive correlation between parents' education level in the family and children's academic achievement and social adaptability ($P < 0.05$) [4]. For example, in urban areas, where parents generally have a higher education background, children are often able to receive more educational resources and social capital, thereby enhancing their social status. This phenomenon is particularly evident in families with better economic conditions, which are usually able to provide their children with better educational facilities and a richer cultural life.

Families' economic status also has a profound impact on children's social status. According to statistics, Belarusian middle class families attach significantly more importance to education than other economic classes, and the former usually provide their children with a better educational environment and more support for extracurricular activities. This phenomenon reflects that the accumulation of economic capital not only provides families with relatively stable living conditions, but also creates conditions for children to rise in social status. It is precisely because of the resources and advantages of middle-class families that children are in a more favorable social position in the process of growing up.

Conclusion. Through horizontal comparison of the social status of children under 13 years old in China and Belarus, it finds out the important role of variables such as education policy, family background and cultural tradition in influencing children's social status. Specifically, by deconstructing the social and economic backgrounds of China and Belarus, it is found that the two countries face different external challenges in the process of children's socialization [1]. For example, China faces the problem of uneven distribution of educational resources in the process of rapid urbanization. The results of the study show that children's social status is not only an important indicator of their personal growth and development, but also an important reference for measuring social equity and justice. By comparing the social status of children in the two countries, this study discusses the concept of Educational Equity. The study also points out that children's Social Identity is affected by their own social status, and the promotion of social status can also improve children's mental health [2]. The significance of this study lies in that it not only provides a new perspective and idea for the theoretical research of children's social status, but also provides important empirical basis and suggestions for educational policy makers, with a view to providing more abundant empirical reference for children's development in different cultural backgrounds. At the same time, this study will provide a more in-depth theoretical framework for future related studies, and promote the discussion of transnational children's social status, so as to make contributions to the realization of children's all-round development and the improvement of happiness.

List of used literature:

1. Bosen, M. A comparative study on the self-correction strategies of autism and normal children / M. Bosen // *Language Strategy Studies*. – 2019. – № 6(06). – P. 23-32.]
2. Toy, Ch. The positive significance of tax reduction for rental enterprises / Ch. Toy // *China Real Estate*. – 2021. – № 8. – P.367-384.
3. Mingfang, Yang. Food and Nutrition in China / Yang Mingfang // *Injury-medicine*. – 2022. – № 8(06). – P.128 -143.
4. Cheng, Yanhua. the social status of Chinese children / Yanhua Cheng // *Journal of Leshan Normal University*. – 2023. – № 38(08). – P. 84-89.
5. Wu, Feng. Comparative analysis of child guardian's cognition and legislative attitude towards child safety seat / Feng Wu // *Injury-medicine (Electronic edition)*. – 2022. – №11(04). – P. 7-14.
6. Chen, Jiaxun. Comparison and Interpretation of Infant and Children's Knitwear standards / Jiaxun Chen // *Dyeing and Finishing Technology*. – 2021. – Vol. 43(11). P. 40-47.

Shmurakova M.E., PhD in Psychology,
shmurakova@mail.ru

Soveiko E.I., PhD in Pedagogical Sciences
evgeniasoveiko@gmail.com

Vitebsk Regional Institute for Education Development, Vitebsk, Republic of Belarus

Wulijiao, master's student
940058580@qq.com

VSU named after P.M. Masherov, Vitebsk, Republic of Belarus

УДК 364.04:159.942-057.875(510+476)

FEATURES OF ACADEMIC BURNOUT IN CHINESE AND BELARUSIAN STUDENTS

The article is devoted to the study of academic burnout in university students in China and Belarus; analysis of the main causes of academic burnout and study of the impact of academic burnout on students' academic performance, mental health and social adaptation. The article also shows the role of social support and individual differences in academic burnout. In the context of the globalization of the education system, the perception of academic stress, motivation and family expectations differ from culture to culture. The article provides an idea of the role of different cultures in academic burnout and reveals the universality and specificity of mental health problems among university students in different countries. An empirical study was conducted among 50 Chinese and 50 Belarusian university students, a total of 100 students. Differences in the demographic variables of academic burnout and social support and their relationships were analyzed using the Adolescent Academic Burnout Scale and the Social Support Rating Scale. The results revealed a significant negative correlation between academic burnout and social support among Belarusian and Chinese university students.

Keywords: academic burnout, social support, college students, academic stress, mental health
The article is devoted to the problem.

ОСОБЕННОСТИ АКАДЕМИЧЕСКОГО ВЫГОРАНИЯ КИТАЙСКИХ И БЕЛОРУССКИХ СТУДЕНТОВ

Статья посвящена исследованию академического выгорания студентов университетов Китая и Беларуси; анализу основных причин академического выгорания и изучению влияния академического выгорания на успеваемость студентов, психическое здоровье и социальную адаптацию. В статье также показана роль социальной поддержки и