

Педагогические науки / Pedagogical Science
Оригинальная статья / Original Article
УДК 378.2
DOI: 10.31161/1995-0675-2021-15-2-105-108

Международный обмен и сотрудничество в сфере высшего образования

© 2021 Чао М., Галустян С. Д., Бороздин С. А.

Южный федеральный университет,
Ростов-на-Дону, Россия; e-mail: machao_ch@outlook.com

РЕЗЮМЕ. Цель. Целью статьи является рассмотрение проблемы международного обмена и сотрудничества в сфере высшего образования. **Методы.** Анализ научной литературы, обобщение, наблюдение. **Результат.** Международное сотрудничество в области развития высшего образования тесно связано с международной средой развития и национальной политикой. В качестве примера рассматривается международный обмен и сотрудничество в области высшего образования в Китае. Авторы рассматривают различные этапы международного обмена и сотрудничества в Китае. **Вывод.** Авторы приходят к выводу, что Китаю необходимо укреплять социальные, культурные и политические мотивы и активно участвовать в глобальном управлении высшим образованием, выстраивать модель обучения за границей, создавать проекты и платформы для международного сотрудничества в рамках нового этапа развития международного сотрудничества в области высшего образования.

Ключевые слова: международный обмен, международное сотрудничество, высшее образование, модернизация.

Формат цитирования: Чао М., Галустян С. Д., Бороздин С. А. Международный обмен и сотрудничество в сфере высшего образования // Известия Дагестанского государственного педагогического университета. Психолого-педагогические науки. 2021. Т. 15. № 2. С. 105-108. DOI: 10.31161/1995-0675-2021-15-2-105-108

International Exchange and Cooperation in the Field of Higher Education

© 2021 Ma Chao, Sofiya D. Galustyan, Sergei A. Borozdin

Southern Federal University
Rostov-on-Don, Russia; e-mail: machao_ch@outlook.com

ABSTRACT. The aim of the article deals with the problem of international exchange and cooperation in the field of higher education. **Methods.** Analysis of scientific literature, generalization, observation. **Results.** International cooperation on higher education development is closely related to the international development environment and national policies. International exchange and cooperation in the field of higher education in China is considered as an example. The authors reveal different stages of international exchange and cooperation in the field of higher education through which China has gone. **Conclusions.** China needs to strengthen social, cultural, and political motivations and actively participate in global higher education governance, build a model for studying abroad, brand projects and international cooperation platforms within a new stage of the development of international cooperation in higher education.

Keywords: international exchange, international cooperation, higher education, modernization

For citation: Chao M., Galustyan S. D., Borozdin S. A. International Exchange and Cooperation in the Field of Higher Education. Dagestan State Pedagogical University. Journal. Psychological and Pedagogical Sciences. 2021. Vol. 15. No. 2. Pp. 105-108. DOI: 10.31161/1995-0675-2021-15-2-105-108 (In Russian)

Introduction

Education in the modern world face different problems as well as problem of internationalization of higher education [1; 3-5; 7]. International exchange and cooperation in higher education is based on specific and diverse, and we should absorb and learn higher education concepts and models of various nations, as well as their cultural traditions, values, concepts, and behavioral patterns in order to achieve the process of improving the quality of training, advancing the modernization of the country's higher education, promoting the development of the country and the world's economy, and achieving the purpose of mutual understanding and respect for human beings. According to Jane Knight's definition, internationalization of higher education means "level of institutions and at the national level, the process of integrating international, cross-cultural, and global dimensions into the purpose, function or delivery of higher education." [6] We consider the development process and experience of internationalization of China's higher education and proposes strategies for the future reform of China's higher education.

The **aim** of the article deals with the problem of international exchange and cooperation in the field of higher education.

Methods

Analysis of scientific literature, generalization, observation.

Results and discussion

1. The scale-expanding stage of international cooperation of China's higher education (1993-2010)

Development of China's economy and the further improvement of the international environment, international education cooperation and exchanges have also ushered. In 1993 the State Education Commission issued the "Notice on Issues Related to Paid Study Abroad", further relaxing the policy of studying abroad at one's own expense. In 2007 the State Council approved the establishment of the "National Construction High-level Open Recruitment of Postgraduates Program", which selects 5,000 postgraduates to study abroad or to study for a doctorate degree each year. Since 2008 China has greatly expanded the scale of government scholarships for international students and encouraged senior talents to study in China. In 1986 Nanjing University and Hopkins University established Johns Hopkins University-Nanjing University Center for Chinese and

American Studies. That was also the earliest international cooperation project in higher education since China's educational reform. In 1993 State Education Commission promulgated "Notice on Issues Concerning Cooperation in the Field of Higher Education in China" and "Interim Regulations on Chinese-Foreign Cooperation in the Field of Higher Education" and other regulations, which provided a policy basis for guiding and regulating cross-border school activities. In June 1993 the former State Education Commission issued that multiple forms of educational exchanges and international cooperation are an important part of China's reform concerning accepting donations to support schools, introducing and using overseas management experience, educational content and funds that were beneficial to the country and conducive to the development of China's education. In 1995 the former State Education Commission issued the "Interim Regulations on Foreign Cooperation", which defined the concepts of foreign cooperation in the field of higher education. At the same time, it was clearly stated that foreign cooperation is an important form of China's educational exchanges and cooperation with foreign countries, and it is important as the supplement to China's education. In 1996 "Notice on Strengthening the Management of Degree Awarding in Chinese-Foreign Cooperation" was issued, which regulated the degree awarding activities of Chinese-foreign cooperation in the field of higher education and played a positive role in promoting the orderly development of Chinese-foreign cooperation. The "Higher Education Law" was promulgated in 1998. In 2002 total number of foreign cooperative education institutions and projects were 71 which were opened in 28 provinces, autonomous regions and municipalities in China [2; 9].

2. Concept promotion stage of international cooperation of China's higher education (2010-2015)

China entered a new era of comprehensive deepening reforms and innovation-driven economic development in 2010. In July 2010 the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" was issued which emphasized the need of continuing expanding of internalization of education and put forward requirements for introducing high-quality educational resources and improving the level of exchanges and cooperation. The internationalization of higher education began to focus on the

incorporation or integration of imported foreign resources with the local higher education system and promoted international school activities within the practice of higher education. In 2010 the “China Education International Exchange Association Foreign Cooperative Education Certification Center” was responsible for the certification of foreign cooperative education activities. In 2013 the Ministry of Education of China issued the document “Opinions on Further Strengthening the Quality Assurance of foreign Cooperation in Higher Education Institutions”. Breakthrough development was achieved in improving the quality of foreign cooperative education in universities and promoting the establishment of a quality assurance mechanism for foreign cooperative education. In 2011 Soochow University in Laos became the first foreign university approved by the Chinese government. In 2014 Tongji University established its first foreign campus in Florence, Italy. In addition, the Ministry of Education also approved Xiamen University to set up a branch campus in Malaysia [2; 10]. In 2016 China's number of colleges and universities abroad reached 98, which were distributed in 14 countries and regions, and a total of 35 colleges and universities conducted international educational activities.

3. Upgrade stage of international cooperation of China's higher education (2015- Now)

In 2016 the “Several Opinions on Doing a Good Job in Opening Education to the Outside World in the New Era” stated that, China's study abroad service system will be basically sound, the quality of studying in China will be significantly improved, the benefits of foreign-related education will be significantly improved, the breadth of bilateral and multi-lateral educational cooperation will be improved, deep and effective expansion of bilateral educational cooperation will be achieved by 2020. At the same time, within the stage of promoting the construction of world-class universities and first-class disciplines, strengthening international exchanges and cooperation will also be an important reform content and an important means to achieve the goal of “double first-class” construction. The internationalization of higher education has entered a new stage of the concept development of improving quality and efficiency. In 2015 the “Vision and Actions for Promoting the Joint Construction of the Silk Road Economic Belt and the 21st Century Maritime Silk Road” was released, and “education participa-

tion” was the main content of cooperation among countries along the “Belt and Road” initiative. In 2016 the Ministry of Education issued the “Promotion Co-construction of the “One Belt and One Road” Education Action”, and the internationalization of higher education became an important promoter of serving the country's “One Belt and One Road” initiative. In 2016 “Several Opinions on Doing a Good Job in the Opening of Education in the New Era” designed China's higher strategic content of the opening of education to the outside world systematically, and it emphasizes the key points of the opening of education to the “One Belt and One Road” initiative. In 2017 Promoting the Construction of World-Class Universities and First-Class Disciplines and Implementing Schools”, in the selection criteria, “International Exchange and Cooperation” was raised to a level parallel to scientific research, social services, cultural heritage and teacher team building [8; 11]. During this period, the internationalization of higher education has become an important part of the quality of higher education, and the value of tools in serving the country's social and economic development has become increasingly prominent. It has become the concept and support for the transformation and upgrading of different types of institutions of higher learning. Internationalization of higher education has been upgraded from national strategy and university actions to national action due to the promotion of national policy arrangements and strategic layout. Active participation in national strategies has become an important prerequisite and core orientation for the international development of higher education during this period.

Conclusion

The internationalization of higher education is an inevitable trend of higher education of participating in international competition. Competition is the key to institutional change within the economic framework of scarcity. Competition forces organizations to continuously invest in skills and knowledge to their maintenance. The relative shortage of high-quality and differentiated higher education resources has restricted the participation of higher education in international competition to a certain extent and has also forced countries to enhance the international competitiveness of their higher education through cooperation and exchanges between countries within the development of higher education. Alt-

though China's higher education development has made significant progress, the international influence of higher education continue to increase, the internationalization of higher education has been integrated into the national strategy and has become the guiding concept of the development of higher education insti-

tutions. It should be noted that quality of education for international students should be improved. The role of internationalization reform in promoting the quality of higher education is obvious, and there is connection between internationalization and regional social and economic development.

References

1. Bubnov Y. A., Gaidar, K. M., Fedorov V. A., Berezhnaya I. F., & Galustyan O. V. (2018). Organization of the training process based on modular and rating technology at higher educational institution. *Espacios*, 39 (25).
2. Deng Xiaolin. (2018). Chinese colleges and universities go abroad to run schools, go to overseas campuses to "stay a study"? *People's Daily Overseas Edition*, 9 (1). Pp. 5-24.
3. Galustyan O. V., Berezhnaya I. F., & Beloshitsky A. V. (2017). Professional and career development of teachers. *Sodobna Pedagogika. Journal of Contemporary Educational Studies*. No. 68 (4). Pp. 158-172.
4. Galustyan, O. V., Borovikova, Y. V., Polivayeva, N. P., Kodirov, B. R., & Zhirkova, G. P. (2019). E-learning within the field of andragogy. *International Journal of Emerging Technologies in Learning*. No. 14 (9). Pp. 148-156.
5. Galustyan O. V., Gaidar K. M., Aleshina S. A., Ksenofontova A. N., & Ledeneva A. V. (2018). Development of group subjectivity of pupils within collaborative activities. *TEM Journal*. No. 7 (4). Pp. 854-858.

6. Knight J. (2004). Internationalization re-modeled: Definitions, rationales and approaches. *Journal of Studies in International Education*. No. 8 (1). Pp. 5-31.
7. Kravchenko E. V., Galustyan O. V., Kovtunen L. V., & Kolosova L. A. (2018). Pedagogical practice of students. *Espacios*, 39, 17.
8. Liu Rongshan. (2004). Research on Industrialization of International Cooperative Higher Education. *Wuhan University of Technology*. 28 p.
9. Mo Yuwan, & Liu Baocun. (2020). History of Internationalization of China's Higher Education and its Reform Outlook. *Journal of Hebei Normal University*. No. 22 (4). Pp. 85-93.
10. Wang L. (2013). Equity in Higher Education: Double Thinking of Progress and Results. *Social Science Front*. No. (1). Pp. 277-278.
11. Wu Chen, & Song Yonghua. (2018). The Changes and Prospects of Internationalization of Higher Education in China During 40 Years of Reform and Opening-up. *China Higher Education Research*. No. 12 (1). Pp. 53-58.

СВЕДЕНИЯ ОБ АВТОРАХ

Принадлежность к организации

Чао Ма, аспирант, факультет управления, Южный федеральный университет (ЮФУ), Ростов-на-Дону, Россия; e-mail: machao_ch@outlook.com

Галустян София Дмитриевна, студент, кафедра коррекционной педагогики, Академия психологии и педагогики, ЮФУ, Ростов-на-Дону, Россия; e-mail: galustyan@sfedu.ru

Бороздин Сергей Александрович, аспирант, кафедра образования и педагогических наук, Академия психологии и педагогики, ЮФУ, Ростов-на-Дону, Россия; e-mail: borozdin_sergey@rambler.ru

Научный руководитель: доктор педагогических наук, профессор кафедры образования и педагогических наук, Академия психологии и педагогики, ЮФУ **О. В. Галустян**

INFORMATION ABOUT THE AUTHORS

Affiliations

Ma Chao, postgraduate, Faculty of Management, Southern Federal University (SFEDU), Rostov-on-Don, Russia; e-mail: machao_ch@outlook.com

Sofiya D. Galustyan, student, the chair of Correctional Pedagogy, Academy of Psychology and Pedagogy, SFEDU, Rostov-on-Don, Russia; e-mail: galustyan@sfedu.ru

Sergei A. Borozdin, postgraduate, the chair of Education and Pedagogical Sciences, Academy of Psychology and Pedagogy, SFEDU, Rostov-on-Don, Russia; e-mail: borozdin_sergey@rambler.ru

Scientific supervisor: Doctor of Pedagogy, professor, the chair of Education and Pedagogical Sciences, Academy of Psychology and Pedagogy, SFEDU **O. V. Galustyan**