

Research on Integration and Development Strategy of Higher Education in China and Russia

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Abstract: China and Russia have a long history of cooperation in the field of education, and the educational cooperation between the two countries has contributed to the cultivation of talents and the development of local economy. China-Russia higher education cooperation in the context of “Belt and Road” has a strong strategic value. At present, there are still some practical problems in the exchanges and cooperation between the two countries in the field of higher education.

1. Introduction

Internationalization of higher education is the development trend of education in the future. With the advancement of global economic integration, the degree of mutual cooperation and mutual demand among countries in the world is deepening, which also has a profound impact on the exchange of education and culture. China and Russia are the two major powers bordering the world. The 4,300-kilometer common border not only has important advantages in geography, humanities and economic complementarity, but also has laid a good foundation and a favorable political environment for the educational exchanges between China and Russia. In recent years, thanks to the globalization of economy and trade, China-Russia strategic partnership of cooperation has been moving towards a new level and exchanges have become more frequent. At the same time, there are also a series of problems, such as imperfect educational methods, low level of education and lack of effective management and monitoring, so the two countries should constantly seek opportunities for development, promote the exchange of academic forums between China and Russia, raise the level of running schools and speed up the development of culture and education, which will have an important impact on the consolidation of the strategic cooperative partnership between the two countries.^[1]

2. The role of China-Russia higher education integration

2.1 Promoting the development of complex talents in the two countries

With the deepening of China-Russia cooperation in an all-round way, both China and Russia are now short of high-level professionals who understand both the professional and the language of the two countries. Since the reform and opening up to the outside world, we have had a long period of academic exchanges with European and American countries and, for reference, China and Russia are also actively pursuing the training of complex talents. We can introduce Russian language and trade experts through the platform of China-Russia cooperation in running schools, which can improve students language communication skills.[2] The professional competence of students has been greatly improved, but also will increase international competitiveness.

2.2 Promoting local economic development

China and Russia have clearly complementary economies and have broad prospects for bilateral cooperation. The Russian side has advanced industrial technology and high-quality human resources, while China has many superior industries and larger investment opportunities and markets. Through the cooperation of education and culture between the two countries, the two sides jointly train talents at different levels, jointly undertake international scientific research projects,

and urge colleges and universities to establish new disciplines and develop cross-disciplinary disciplines at the same time, so as to give full play to the functions of colleges and universities, serve the local economic construction, and transform science and technology into the first productive forces to promote the development of local economy.

2.3 Promoting reform and innovation in the education system

Through the educational cooperation between China and Russia, we draw on the rich experience of Russia in running schools, curriculum, training of consultants, teaching methods and teaching quality, so as to improve the level of running schools and the management ability of our country, and reform the teaching concept and management system method. Many schools have made positive attempts and are beginning to achieve results, such as re-establishing their specialties according to market demand, adjusting curriculum plans, and re-selecting teachers, reforming teaching materials and teaching methods, so as to achieve the goal of serving students.

3. Problems in the integration of higher education in China and Russia

3.1 Unreasonable discipline and professional structure

In the China-Russia educational cooperation, most colleges and universities choose language majors when they set up majors, mainly focusing on the study of foreign languages, but pay less attention to the characteristic specialties of Russia and have a poor grasp of professional knowledge. In addition, there are more majors in economic management, less science and engineering, and there are certain gaps in enrollment. From the point of view of discipline construction, there are too few specialties that can be set up according to the characteristics of the school in the China-Russia educational cooperation project, so the educational resources of the school cannot be allocated reasonably. From the long-term goal, the allocation of professional structure cannot be guided by market demand, which is unfavorable to the cultivation of talents. China-Russia educational cooperation should proceed from reality, use other countries' educational resources and advanced experience in running schools, improve the quality of running schools, and train more comprehensive talents with language and professional skills to meet the needs of society.

3.2 Poor quality of teacher training

In choosing a partner in education, China, driven by economic interests, exaggerates its publicity to attract students, pays attention to economic benefits and benefits, and takes less into account the quality and characteristics of running schools, so it will choose schools with lower levels of running time and sometimes some enterprises or companies from abroad, rather than educational institutions, just for the sake of good market prospects, but not according to the rules of education. [3] This kind of profit-making phenomenon is not uncommon in our country, and the false cooperation for the purpose of selling diplomas is contrary to the idea of education. The level of teachers in China-Russia education cooperation is also on the low side, compared with foreign teachers, the professional level and foreign language proficiency of teachers are still slightly poor, but also need to be enriched and improved to meet the new requirements of talent training, professional teachers can use training to improve the professional level while using foreign language expertise.

3.3 Relevant laws and regulations are not complete

Because China and Russia have different educational standards and different educational systems, the two countries often have some problems in their cooperation, such as failure to comply with the law on time, the phenomenon of illegal running schools and profiteering by harming consumers. China has been following the relevant laws and regulations in the China-Russia education cooperation, but because of the different laws, the relationship and interests between the two countries will be affected if there is a conflict in the process of cooperation, which cannot be solved by the laws and regulations of either party. Therefore, we should improve the laws and regulations on educational cooperation between the two countries, and establish a communication and consultation mechanism for informing each other.

3.4 Inadequate management system and authority

Because the educational system of Russia and China is different, the school system of primary school and university are quite different, and there are some fetters in the cultivation of talents, which should be solved by the two governments through consultation. China-Russia cooperation in education in daily management, approval procedures, policy supervision and other aspects of the lack of access. There are certain obstacles to coordination among the higher education departments. The Planning Department-High Education Office-Major Affairs Office -Social Management Office-Major Education Office- Principle Price Bureau. Either because they are not familiar with the policy, or because their responsibilities are unclear, or because they are not well-informed, departments have either pushed each other out of responsibility or fought over each other for managerial authority, thus making China-Russia cooperation in running schools face the objective dilemma of neither direct superior authorities nor numerous superior authorities.

4. Conclusion

4.1 Strengthen targeted training to jointly foster high-tech personnel

In the current stage of China-Russia educational cooperation, the main purpose of the exchange of students is mainly to learn the language, for example, the Russian students who come to our country almost 100% come to learn Chinese, but the language is only a shallow level of cooperation, more important is to let the students on the basis of mastering the language to further strengthen the study of the major, so that the students can make the specialty. Only by upgrading our knowledge can we master the knowledge and skills needed to promote our economic and social development. In the selection of foreign students, we should expand the proportion of professional students, according to the national construction needs of professional types of publicity to make the country in the selection of foreign students more planned, students more purposeful.

4.2 In-depth study of Russian foreign cooperation policy

China- Russia educational cooperation should have an in-depth understanding of the basic situation in Russia, namely, a comprehensive understanding of the Russian national culture and education policy, which is conducive to the work of both sides and will also put the cooperation between the two sides in a good cultural atmosphere. To promote educational cooperation between China and Russia, we will further study the forms and policies of Russia's current and present scientific and technological development strategy, the strategy of scientific and technological energy innovation and the strategy of economic and trade relations. For example, at present, such as Heilongjiang university, Heihe college and other colleges and universities have carried out a more comprehensive research on these aspects, but the majority of such research stays on the macro-discussion, and did not carry out a deep research, now with Russian experts and scholars to study this subject has become very important.

4.3 Accelerate integration with the international education market

The educational systems of both China and Russia have evolved from the development of socialism. Although a great number of reforms have been carried out at present, many aspects still do not meet the needs of the international education market. Therefore, the two countries should formulate standards for the conversion of school hours, implement a general international credit system, and lay the foundation for students of the two countries to go to cooperative countries for further studies. Policies such as providing state scholarships attract foreign message students to study abroad. The two countries should draw on the successful experiences of developed countries to help students with family difficulties in need, allow them to work in their spare time, reduce entry barriers and enable them to reach a wider range of cooperative exchanges..

4.4 Strengthen scientific research cooperation between China and Russia

The quality of the university is marked by its academic level and scientific research level, and

the scientific research results of the cooperation between China and Russia are also the concrete embodiment of the evaluation of the scientific research level of the university. It can be said that the cooperation between China and Russia in education without scientific research results is a lack of trial cooperation. Therefore, in addition to continuing to expand the exchange of students between the two countries, the cooperation between China and Russia is to give full play to the advantages of talents, equipment, discipline and technology that universities possess, to jointly tackle scientific research issues that need to be solved urgently or worldwide in their respective countries economic development, and to apply the results of joint scientific research to national economic development.

4.5 Setting goals and form communication characteristics

Chinese school-run institutions should strengthen exchanges and cooperation with Russia, support and encourage the development of specialized cooperation projects with market characteristics according to the characteristics and needs of the region, and send more personnel to visit and study in Russia. Adopting various channels of communication and widening the channels of communication, for example, establishing a “China-Russia Cooperation Academic Exchange Center “,using academic exchanges as a platform to carry out academic exchanges.

The educational cooperation between China and Russia should highlight the comprehensive advantages of both sides, especially in the curriculum system and educational content. The Russian state attaches more importance to specialty and systematicness in teaching, and pays more attention to practice in teaching. Our country can draw lessons from the characteristics of Russian education, adjust the professional curriculum properly and highlight the advantages of cooperation according to the unified teaching plan and curriculum catalogue of the Ministry of Education. For example, international common sense and humanities courses can be added to the curriculum, and the teaching process of specialized courses can be supplemented by the introduction of foreign advanced scientific and cultural knowledge and scientific and technological achievements, the use of foreign language or bilingual teaching, the introduction of foreign high-quality teaching materials, experts, scholars and teachers to our country for exchanges and so on.

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