

**ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА СПЕЦИАЛИСТОВ ДОШКОЛЬНОГО, НАЧАЛЬНОГО, СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ В ВЫСШЕЙ ШКОЛЕ В УСЛОВИЯХ СОЦИОКУЛЬТУРНОЙ И ЦИФРОВОЙ ТРАНСФОРМАЦИИ СОВРЕМЕННОГО ОБЩЕСТВА**

---

UDC 37.01(476+510)

*Wang Miao,  
Graduate student,  
Mozyr State Pedagogical University  
named after I.P. Shamyakin,  
Mozyr, Republic of Belarus*

**INNOVATION IN THE HIGHER EDUCATION INTERNATIONALIZATION PROCESS IN CHINA**

*Abstract: This article identifies four shortcomings in the internationalization of China's higher education under the Belt and Road Initiative and puts forward proposals to overcome them.*

*Keywords: higher education in China, internationalization of higher education.*

**ИННОВАЦИИ В ПРОЦЕССЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ В КИТАЕ**

*Аннотация. В статье выделены четыре недостатка в процессе интернационализации высшего образования Китая в рамках инициативы «Один пояс, один путь» и выдвинуты предложения по их преодолению.*

*Ключевые слова: высшее образование в Китае, интернационализация высшего образования.*

Since the 1990s, with the development of economic globalization, political, economic and cultural exchanges between countries have become more frequent, and internationalization of higher education has become an important trend in the development of higher education around the world. Since China implemented the reform and opening-up policy in 1978, it has been actively exploring ways of implementing educational reforms that suit China's national characteristics. Adhering to the previously chosen path of opening up education and promoting cooperation with other countries, modern China pays great attention to the development of the internationalization process of higher education. In order to cope with complex and constantly changing environment at home and abroad and optimize the process of internationalization of education, the Chinese government has recently adopted a series of policy and institutional innovation measures. However, compared with the world's leading universities, there is still a large gap in the international development of Chinese higher education. Therefore, the internationalization process of Chinese higher education should continue to seek ways to further improve educational policies and system innovations.

Now, let us analyze the current situation and challenges to internationalization of higher education in China.

The document “Modernization of China’s Education 2035” states that by 2035, the country will “build an education power” [1]. This goal can be primarily accomplished through talent cultivation, which lays a firm foundation for success. Since the 18th National Congress of the CPC, General Secretary Xi Jinping has repeatedly emphasized

the importance of education in national development. However, the country is facing a number of problems relating to the internationalization of higher education.

What can be regarded as a significant issue in this context is the necessity to create a system where a high-quality curriculum is the core of internationalization. The existing curricula in China are known for the following shortcomings: firstly, the content is not flexible and invariant, which cannot meet diverse learning needs of students; secondly, there is often no clear correlation between the knowledge, skills and abilities offered to build and future professional activities; thirdly, there are no scientifically based criteria for assessing the quality of the curriculum, which leads to a formal approach to its development and control.

Another related problem is associated with insufficient supervision and imperfect quality assurance mechanism in Sino-foreign cooperative education. At present, China has approved the establishment of nearly 100 Sino-foreign cooperative educational institutions and nearly 500 Sino-foreign cooperative educational projects. The number of Sino-foreign cooperative educational institutions and projects ranks first in the world. However, compared with the developed countries, there is a large gap in the number, scale and influence of Sino-foreign cooperative educational institutions and projects, which are mainly concentrated in economically developed coastal areas such as Shanghai, Zhejiang, Jiangsu, Guangdong and other places. In addition, since such programs involve at least two countries, there is no unified regulatory body, which makes it difficult to implement educational quality control.

Finally, the Chinese study abroad market is in a state of chaotic competition, and the innovative approaches adopted are not always effective. With deepening the development of economic globalization and the internationalization of higher education, the study abroad market has developed rapidly, and the scale of international students has continued to expand. Data show that in 2022, the number of Chinese students studying abroad reached 703,500, an increase of 3.86% over 2020. However, on the contrary, the number of international students studying in China has been declining year by year. Since 2008, it has decreased from an average annual growth rate of 6.8% to 3.2% in 2020. At the same time, the origin of international students has gradually expanded from developing countries and regions such as Asian, African to developed countries and regions such as Europe and the United States[2].

In promoting the internationalization of higher education in China, we should select the path that leads to the improvement of education policy through introducing systemic innovations.

The general idea of the policy can be manifested explicitly in the following “imperatives”: guided by the "One Belt, One Road" initiative, *accelerate* the creation of a high-level design for the internationalization of higher education, involving strategic, tactical and operational planning; through institutional innovation, *clarify* the responsibilities of the government, universities and public structures and *establish* a multilateral mechanism for quality management; establish an effective control system to strengthen the leading role of centralized management; in the field of Sino-foreign cooperative education, *expand and standardize* approaches affecting the quality assurance of educational programs by using the best world educational models.

#### References:

1. 中共中央, 国务院: 中国教育现代化2035 [China Education Modernization 2035 [Electronic resource]. – 2019– Access mode: [https://www.gov.cn/zhengce/2019-02/23/content\\_5367987.htm](https://www.gov.cn/zhengce/2019-02/23/content_5367987.htm)– Date of access: 20.09.2024].
2. 中国教育部: 2022年教育数据 [Educational Statistics in 2022 [Electronic resource]. – 2022 – Access mode: <http://en.moe.gov.cn/documents/statistics/2022/national/>– Date of access: 20.09.2024.