Liang Xueqiu

*Russian Institute of Heilongjiang Academy of Social Sciences
Harbin, China*

**STUDY ON SINO-RUSSIAN CROSS-BORDER COOPERATION ON HIGHER EDUCATION
IN THE CONTEXT OF THE BELT AND ROAD INITIATIVE ***

Abstract

China and Russia were two neighboring major powers in the world as well as important nodes along the routes of the Belt and Road Initiative. In the context of a comprehensive strategic partnership, it was becoming more and more urgent and important to improve the results of Sino-Russian cooperation on cultural education, especially in the field of higher education, thus strengthening the cultural and technological strength of the two countries. Judging from the current development situation of education, a comprehensive and institutionalized mode of cooperation on education between China and Russia had been established and great achievements had been made. A reasonable analysis had been carried out on the basic status, necessity of cooperation, current problems and countermeasures in educational exchanges between China and Russia for reference to the strengthening of efforts on educational cooperation with Russia.

Keywords

the Belt and Road, Sino-Russian Cross-Border Cooperation, Higher Education

The educational cooperation and exchange between China and Russia, which are major powers in the world and important partners in the strategy of the Belt and Road Initiative, have demonstrated breadth and depth with the continuous deepening and strengthening of the relationship between the two countries. At present, under the theme of Sino-Russian relationship composed of strategic partnership, the two countries have reached a consensus on the joint construction of the Belt and Road Initiative. In 2014, China and Russia signed the *Memorandum of Understanding of Supporting the Formation of the League of Similar Chinese and Russian Universities and Colleges by the Ministry of Education of the People's Republic of China and the Russian Department of Education and Science* and launched a new mechanism to guide the construction of the counterpart cooperation among the colleges and universities at the governmental level.^[1] In recent years, China and Russia have conducted effective cooperation in cultural education, which is playing an increasingly significant role in the bilateral relationship between China and Russia. The enthusiasm for cooperation among Chinese and Russian universities and colleges which have signed approximately 1000 cooperation agreements

* Undertake Projects: 1) 2017 Youth Project of National Social Science Fund. No. 17CGJ023; 2) 2018 Youth Project of Heilongjiang Academy of Social Science. No. 2018-Q08.

and set up more than 100 cooperative educational institution projects, is constantly rising. It can be seen that China and Russia are depending on each other and have a real interest in the field of cross-border higher education. It is especially important to control the development trend and direction of Sino-Russian cross-border higher education in the future. For the further implementation of the cross-border higher education between the two countries, the promotion of the strategy of the Belt and Road Initiative is of great practical significance.

I. Status and Necessity of Sino-Russian Cooperation on Higher Education

1. Good Foundation and Environment for Educational Cooperation

China and the Soviet Union had carried out educational exchange and cooperation since the early days of new China. At that time, in order to establish a brand new education system, China nearly borrowed all educational experience from the Soviet Union. Such experience had an extremely far-reaching impact on Chinese education of the day at multiple levels from education system to teaching content and then to educational practice. After the fall of the Soviet Union, China and Russia signed the *Agreement on Mutual Recognition of Degrees and Diplomas* in 1995 and established the Sino-Russian Cooperation Committee of Education, Culture, Health and Sport, which played a very positive role in the all-round exchange in education, culture, health and sport between China and Russia, in 2000.^[2]

Russia is preferred by a lot of Chinese students who study abroad due to its strong traditional majors, such as spaceflight, aerospace, medicine and engineering, and relatively low expenses of studying abroad. With the constant deepening of the reform and opening-up policy, the educational exchange between China and Russia has developed from student exchange in the past to joint school-running at present. Since China and Russia are relatively similar and complementary in education, Sino-Russian joint school-running has been receiving more and more attention from governments and universities and colleges of the two countries.^[3] Currently, more than 50 universities and colleges and scientific research institutions in China have established direct cooperative relationships with relevant academies and counterpart organizations in Russia to carry out academic and talent exchange. Apart from the joint school-running programs with Russia carried out by private universities and colleges, there is also a trend of joint school-running and talent cultivation with Russian universities and colleges led by the governments and based on universities. In recent years, the number of exchange students in China and Russia has been constantly increasing.^[4] According to incomplete statistics, by the year of 2010, there were more than 10 thousand Chinese students who had studied abroad in Russia, even exceeding the number of Chinese students who studied abroad in the Soviet Union during the period of Sino-Soviet friendship. The number of Russian students who studied abroad in China had also been growing year by year: 703 in 2000, 1056 in 2001, 1492 in 2002 and 1224 in 2003. By the year of 2009, the number of Russian students who had studied abroad in China had reached 10596. The president of Lomonosov Moscow State University, Viktor Sadovnichy, once said, "Chinese Students are not only great in number, but also diligent, studious and excellent in performance. We welcome more Chinese students here for further study."^[5]

Due to historical reasons, higher education in China and Russia shares a lot of similarity during the development process. A good cooperative environment and a similar development history have brought huge potential and space for the cooperation between the two countries. In July, 2001, the

heads of China and Russia signed the *Sino-Russian Good-Neighborly Treaty of Friendship and Cooperation*, which was an epoch-making event; in 2006, there were a total number of more than 300 events carried out for “the Year of Russia” in China, with cultural education events accounting for nearly 50 %; in 2007, there were a total number of more than 200 events carried out for “the Year of China” in Russia, with cultural education events accounting for a large proportion, including artistic performances, seminars, student exchange visits, etc. ^[6] The constant deepening of Sino-Russian cooperation in the field of cultural education will help the two countries further consolidate friendship and enhance mutual trust.

2. Necessity of Carrying out Sino-Russian Educational Cooperation

As two great powers in the world, China and Russia are facing arduous tasks of economic construction and improvement of people's living standard. In particular, located adjacent to the Russian Far East, Heilongjiang Province has close economic and trade contact with this area. Since the two countries complement each other greatly in the fields of economy and education, through educational cooperation, they can: firstly, build their own school brands known to the world; secondly, introduce advanced educational concepts and course management systems to their own countries; and thirdly, improve their own teaching environment. The two countries can use their respective educational resources to jointly cultivate urgently-needed professional talents at the international level with a relatively low cost. ^[7]

Internationalization of higher education is one of the three major tendencies of global education in the 21st century. The president of the University of Nottingham, Yang Fujia, believes that there will be three major development tendencies of global education in the 21st century: life-long education, student-centered education and internationalization of education. Internationalization of higher education is an inevitable requirement of economic globalization. China and Russia will certainly be jointly involved in economic globalization. Economic globalization will inevitably drive the internationalization of education and in turn internationalization of education will definitely promote economic globalization.

Russian President Putin put forward three requirements for Russia's education development at his address on the 7th Conference of the All-Russian Federation of University Presidents. The first point was to carry out all-dimensional international cooperation. Putin said, “We can see ourselves as Europeans for sure, and always remember that Russian culture and traditions are formed on the basis of European civilization.” ^[8] Therefore, the priority of our policy is to develop collaboration with European countries and build unified European economic space. But, meanwhile, we are located in Asia. Our national interest requires us to establish good relationships with Central Asian countries, China, India and Japan and not to forget that the fastest-growing part of the world is the Asia-Pacific region.

II. Literature Review

From the perspective of history, the education system of Russia has a profound impact on that of China. Chinese scholars focus their studies mainly on the education prior to the disintegration of the Soviet Union, and rarely following the disintegration. Besides, there are only a small number of studies on Sino-Russian education cooperations, so are monographs on it. Most of these studies are pre-

sented in articles, and some are repeated in content. Firstly, the history and status quo of exchanges and cooperations in universities and colleges between China and Russia have shown that the representative study is Wang Zhihai's *Accelerating Sino-Russian Educational Cooperations by Means of Geographical Advantages*, which points out that China and Russia are strongly complementary in terms of educational resources and have unique geographical advantages, and that it will be of great significance to develop the Sino-Russian educational cooperations and cultivate the international talents. Liu Yujie has also emphasized in *History and Status Quo of Exchanges and Cooperation by Universities between China and Russia* that due to the geographical advantages between China and Russia, a wide range of cooperation areas have formed, and that the higher education with a similar development history has brought a myriad of opportunities for cooperations and exchanges in universities between China and Russia. Secondly, the representative of studies from the perspective of problems, countermeasures and prospects of Sino-Russian cooperations in running schools is *Bologna Process and Space for Sino-Russian Education Exchanges and Cooperations* by Du Yanyan et al.. The article argues that complementarity and similarity are the characteristics of Sino-Russian higher education, and that although we have scored many achievements in talent exchanges, cooperative school running and academic exchanges, we are still faced by many problems, such as the quality of foreign students cultivation and mutual recognition. Liu Bing has analyzed in *A Comparative Overview of Quality Assurance System for Sino-Russian Higher Education* the status quo of the security system of higher education in China and Russia, and made a comparison between them, thereby providing areas where China can inspire and learn from Russia. Finally, the representative of studies from the perspective of the influence of different cultural backgrounds on the Sino-Russian cooperations in running schools is Meng Zhongyuan's *Cultural Conflicts and Transcendence in Cooperations in Running Schools between China and Foreign Countries*. The paper has pointed out that the conflicts between the traditional university culture and the market culture in China are an important issue in the practice of cooperative school running between China and foreign countries, and that analysis of the specific manifestations, causes of formation and integration trends of these two cultural conflicts will promote the sustainable development of cooperative school running between China and foreign countries. Huang Guifang argues in *Influence of Cross-cultural Management Ability on Sino-foreign Cooperations in Running Schools* that the success of these cooperations or not depends mainly on the intercultural communication and management levels in the Sino-foreign cooperative education projects.

In the West, there have already been many achievements in the cooperations in school running between different countries, such as Jennifer Job's *Quality Assurance Framework of Higher Education Cooperations: Looking into the Future* and Betina Lopes's *What Have We Learned When Teaching Abroad: Thoughts on International Cooperations*, etc., which have provided analysis, considerations and prospects on the status quo and future of higher education cooperations among different countries. There are only a few recent studies in Russia. In *The Development of Sino-Russian Education System*, A. И. Илатьков, with Russian State University of St. Petersburg and Xuzhou University in China as cases, has analyzed the development trend of the undergraduate education system between China and Russia, and explored the reference significance of the training programs of Xuzhou University to the higher vocational education of Russia. H. B. Карнаух has pointed out in *History Outlook of Sino-Russian Higher Education Cooperations* that due to the geographical advantages, China and Russia have established close cooperations in such fields as education.

It shows that there have been some research achievements on Sino-Russian higher education cooperations at home and abroad, which has laid the foundations for our study. However, the relevant studies on this issue by the educational academia of both China and Russia are mostly focused on local and phenomenal description and introduction, and there is a paucity of systematic studies on the educational concepts that both of them have during transformation, especially the theoretical understanding of major educational reform practices in the late Russian period, greatly affecting the sustainable development of exchanges and cooperations between Chinese and Russia in terms of education.

III. Current Problems in Educational Exchanges between China and Russia

1. Low level of cooperations in running schools

Such prominent phenomena as unequal level of cooperative parties, low quality of training and narrow training areas occur in the cooperations in school running between China and Russia.^[9] This has shown that although certain results have been achieved in the current Sino-Russian cross-border higher education, such phenomena as school running driven by economic interests among many universities, ignorance of the positioning and development goals universities should have, blind cooperations, investment of a lot of energy for some majors with small inputs while showing quick returns, dominance of such disciplines as language and economic management, and a small proportion of science and engineering majors occur.^[10] This, coupled with the language foundation problem of students, cause them to study with a focus on language knowledge while they lack professional knowledge of foreign featured majors.^[11] This means that they lack the “depth” of school running, staying in the shallow level of cooperations, such as name borrowing, the short-term selection and dispatch of a small number of foreign teachers, and a low level of repeated school running. These school-running projects emphasize immediate interests unilaterally, while ignoring education’s forward-looking and developmental nature, far from realizing the goals of promoting higher reform and development of education and improving international competitiveness and influence. The cooperations in school running between the two parties have not formed certain brand effects, and the reputation and brand image of school running have not reflected the promotional and positive influences on school running itself.^[12]

2. Lack of effective management and monitoring

Because the Sino-Russian market for overseas students is relatively large, the market is not well regulated.^[13] Some agencies have described some adult colleges as formal schools, and training programs as disciplines for which degrees can be conferred. Some operators of schools themselves are enterprises or educational group companies who do not know very much about the rules of education; they enter the market according to the market prospects. Such an act in deviation of education concepts using policy space and with profits as the purpose is not uncommon. Besides, there are still such problems as inadequate supervision by competent education authorities and the lax enforcement.^[14] The competent authorities often only stress support and preferential treatment for cooperative school running, but seldom perform evaluations on teaching process regularly. Even if the evaluations are not regularly performed by an independent expert committee, distorting the evaluation results, it is difficult to keep the running process in check effectively. These phenomena and problems have damaged

the overall credibility of Sino-foreign cooperative school running seriously and brought about rather vicious social impacts. In addition, the rules and regulations for running schools are not perfect enough, and guidance documents are also in lack. Even if the two sides have formulated unified training plans and the syllabus, etc., the courses offered are not completely equal, and the conversion of credits is difficult because the number of students sent to each other is small which lead to the inability of teaching according to the agreed syllabus.^[15]

3. Lack of necessary mutual understanding

Due to social transformation, both China and Russia attach great importance to Western educational theories and practices, while the educational and scientific exchanges between China and Russia seem marginalized, making the two sides lack necessary mutual understanding. This is especially true for studies on the other country's national conditions during transformation, for which the understanding of some aspects is partial, superficial and even wrong. An increasing number of Russians are unwilling to be lost among Asians, and hold a boycott and wait-and-see attitude towards the educational cooperations with China.^[16] Russia has, under the Bologna framework, made the necessary preparations for joining the European education region, but has not proactively asked the government agencies to boost Sino-Russian education cooperations, only carrying out some basic work with China's education cooperations. The Chinese educational field community has learned more about what was prior to the disintegration of the Soviet Union, while lacks systematic studies on the Russian education following the disintegration.

IV. Countermeasures in Educational Exchanges between China and Russia

1. Introduce the Quality Education Resources through Win-win Cooperations

In order for the Sino-Russian higher education cooperations to improve the level of running, the quality education resources from the other school should be introduced according to the characteristics of schools and disciplines themselves, thus expanding the space for cooperations between the domestic first-class universities and those in Russia.^[17] According to the ranking of USNEWS, QS and THE, the world's three authoritative university research institutions, only 3 out of the top 10 Russian universities in terms of comprehensive strength or disciplines have entered into Sino-Russian cooperations, indicating that most of the high-level universities in Russia still hold a cautious wait-and-see attitude toward cooperative educations during this stage.^[18] For cooperative school running, domestic disciplines in urgent need and emerging ones should be actively carried out, such as nuclear energy, manufacturing of aerospace equipment, and precision instruments, thus improving the Sino-Russian cooperations in running schools. However, such cooperations are still rare. Students can participate in project exchanges, which can slowly evolve into exchanges between teachers. This can make the two countries closer, and expand the scope of cooperations gradually.^[19] Only through strong cooperations, introduction of quality educational resources from famous schools, input of advanced educational concepts and models, putting efforts to tap and bring into play to their respective advantages of running schools, and focus on the real introduction and effective understanding and utilization of quality education resources overseas, can the Sino-Russian cooperations in running schools undergo benign development.^[20] Also, only by doing so can we establish discipline construction and talent training

models in line with international standards and the national conditions, and create high-standard and exemplary brand institutions as well as high-quality projects.^[21]

2. Improve mechanisms and establish sound evaluation systems

To fully reflect the characteristics of Sino-Russian cooperative school running, it is necessary to enhance the supervision and regulation of the Sino-Russian market for overseas students, formulate long-term mechanisms, and strengthen the construction of the quality assurance systems for Sino-Russian educational cooperation. We should impose effective management and supervision from the perspective of such links as curriculum, teaching management, teaching implementation and tracking feedback, to ensure the standardized and scientific operations of projects.^[22] The successful experience of cooperative education in developed countries make it clear to us that to ensure the quality of teaching, it is necessary to establish a special evaluation agency which is composed of experts responsible for specifically studying and formulating the quality evaluation index systems to introduce foreign majors and courses.

To strengthen the monitoring of the quality of China's cooperative school running, the administrative department of education should make correct judgments on the basis of the conclusions of the evaluation agency.^[23] However, this supervision and evaluation agency and the governmental administrative department should mutually restrain each other; it can accept the government's commission, but it should not be affiliated to the governmental administrative department. It must have an independent legal personality and issue information, such as the scientific and fair evaluations and auditing of teaching plans, curriculum systems, teaching facilities, and teaching quality, etc., and publish the evaluation results on the media. The government will impose macro-regulation through the identification of its qualification.^[24] Macroscopically, the Ministry of Education and local education authorities should further promote both supervision and guidance of Sino-Russian cooperation in running schools, revise the relevant management documents in a timely manner, complement the blind spots of policy monitoring and "blind period", implement the normalization, standardization and scientificization of evaluations of Sino-foreign cooperative school running, and improve the evaluation mechanisms and indicator systems constantly.^[25]

3. In-depth studies on the other country's national conditions, and strengthen cooperations on scientific research between universities

Carrying out educational cooperations is the work for both China and Russia, so it is necessary to understand comprehensively and study thoroughly the basic national conditions of them, that is, to conduct full, accurate and comprehensive understanding of the national policies, humanities, social sciences and folk culture.^[26] This will lay a good foundation for the cooperations between the two sides and achieve complementary advantages of China and Russia. To promote the successful cooperations between the Chinese and Russian universities, it is necessary to conduct in-depth studies on such aspects as the policies and forms of scientific and technological systems, scientific and technological strategies, scientific and technological innovations, energy strategies, economic and trade relations and foreign scientific and technological cooperations during the transition period of Russia and its future.^[27] We should actively promote the exchanges and cooperations between the educational

communities of China and Russia and other countries and regions in the world, and enhance the understanding and friendship among people from all countries and regions. Besides, it is necessary to form an educational exchange platform composed by multiple entities, including governments, universities, social organizations and scientific research institutions, thereby achieving diversified cooperations.^[28] We recommend that relevant departments create a center for Sino-Russian education exchanges on this basis, with a focus on its functions of education, research and exchanges, thus creating a novel active and pragmatic space for exchanges and cooperations of higher education between the two sides. Against the background of the information age, we should explore constantly the similarities in the management models of distance education between the two countries, find the starting point for cooperations and seek common grounds while reserving differences. We should make full use of the global information network through the distance education platform in accordance with the national conditions, apply the distance education system and establish the China-Russia Information Port website, and study the new talent training model for the cooperative school running between China and Russia.^[29] Meanwhile, we will focus on the development updates of the diversified development of international higher education, grasp the teaching achievements and the development trend of scientific research achievements of international higher education in a timely manner, learn the advanced educational concepts, systems and models from other countries, and accelerate the studies and reforms of the new educational systems of the two countries.^[30] We must retain our own cultural characteristics while integrating into the international standards. Universities in both China and Russia should also take advantage of the technological advantages of Russia and the market and technological transformation advantages of China to convert the high-tech and achieve industrialization and commercialization, thus serving the economic constructions of both countries.^[31] The enterprises and universities of two sides should strengthen substantive cooperations and build high-tech parks, thereby realizing the integrated development network of scientific research, education and management between two sides.^[32] We should jointly participate in cutting-edge cooperations in international science and share the most advanced scientific research achievements, accelerating the transformation and industrialization of high-tech achievements, and therefore achieve mutual benefits and win-win.

V. Conclusion

Educational cooperation between China and foreign countries is an effective way for internationalization of China's higher education.^[33] Through Sino-Russian educational cooperation, a batch of compound talents who are "proficient in both Russian and Chinese and professionally competent" has been cultivated. They are messengers for the friendly contacts between China and Russia, and will definitely make contributions in terms of scientific and technological cooperation, educational exchange, economic and trade contact, etc. In particular, under the circumstances that China and Russia have established a strategic partnership and China has joined the WTO, on the existing stable basis for cooperation, the level of exchange with Russian universities and colleges and the scale and level of educational cooperation will be further expanded and improved. For instance, further expand the space of exchange and cooperation with Russian universities and colleges; actively look for new areas to expand cooperative school-running; actively seek to establish Sino-Russian united universities; strengthen the cultivation of Chinese and Russian compound talents; and expand the width and depth of cultural cooperation with Russia.^[34]

In general, cooperation and development will be the themes of the 21st century. Having attracted the outstanding talents of a country from various subject areas, universities and colleges represent the

highest level of academic and technological development. Looking into the future, the exchange and cooperation among universities and colleges in China and Russia have a vast field and a bright prospect. As long as China and Russia are good at summing up experience and drawing lessons from each other, make development strategies for Sino-Russian educational cooperation and seize opportunities to speed up the development, the two countries will achieve great progress in their education cause.

References

1. Guo Qiang, Zhao Fengbo, Zong Chen, A comparative study on regional development of foreign cooperatively schools at undergraduate level – a case study of Jiangsu, Zhejiang and Shanghai [J]. Heilongjiang Higher Education Research, 2015 (3).
2. Liu Junxia. The concept of education interregional cooperation between the five provinces of Northwest China and five central Asian countries [J] . Modern Education Management, 2016 (8).
3. Huang Guifang, The influence of cross-cultural management ability on Chinese-foreign cooperation in running schools [J]. Journal of the Central Socialist College, 2010, (4).
4. Liu Limin, Sino-Russian Cooperation & Communication on Culture under the framework of the Belt and Road Initiative [J]. Russian Language Teaching in China, 2015 (8)
5. Xiao Su, Li Mingyue. Research on international talent quality index and its enlightenment to foreign language talent training [J]. A Foreign Language, 2014, (5).
6. Kuang Yuxia, Wangjuan. A brief discussion on cultural exchanges between China and Russia [J] . Journal of Urumqi Vocational University, 2010 (1)
7. A joint statement signed by the heads of state in China and Russia [N]. 人民日报, 2001-07-17.
8. Chen Ping, Problems and countermeasures of China-Russia education cooperation [J]. Guide to Economic Research, 2010 (12) .
9. Yang Jundong, The history and current situation of China-Russia education cooperation [J]. Social Sciences Review, 2012 (3)
10. Sun Ke, Study on the policies and practices of overseas education of American colleges and universities [J]. World education information, 2017 (1).
11. Du Yanyan, Zhang Nanxing, Bologna process and space for education exchanges and cooperation between China and Russia [J]. Russian Studies, 2009, (1).
12. Li Yanan, On people-to-people cultural exchanges and cooperation in the development of china-russia relations [J]. Northeast Asia Forum, 2011 (6) .
13. Sheng Jianxue, The direction of education in Russia [J]. World education information, 2003, (4).
14. Zhu Yu, An analysis of college students' grassroots volunteer service [J]. The exam week, 2016 (4)
15. Dmitri shrapuntov, Russia's far east interested in China [N]. Hong Kong Asia times online, 2007, (12)
16. Xue Baolin, Strengthening china-russia cooperation in education field, expand the space for international talent training [J]. Journal of Qiqihar Normal College, 2007 (1)
17. Zhang Yanhui, Review of Russia higher education reform [J]. science of education, 2004 (3) .
18. Zhang Shuxiao, Zhang Yuanyuan, Comparison and enlightenment of Sino-Russian education service trade [J]. Northeast Asia Forum, 2009, (2)
19. Zhuo Zhi, Sino-Russian university cooperation for One Belt And One Road [N]. China education, 2016 (1)

20. Liu Junxia, The idea of trans-regional educational cooperation between the five northwestern provinces and five central Asian countries [J]. Modern education management, 2016 (8).
21. Lin Jinhui, Regulation and application of Chinese-foreign cooperation in running schools [J]. Regulation of Chinese-foreign cooperation in running schools and its application, 2012, (1).
22. Zheng Yingkui, The prospect of China-Russia cultural exchanges and relations [J]. Science and technology consulting guide, 2007 (22)
23. Li Min, Study on Sino-Russian education cooperative development strategy [J]. Heilongjiang education, 2011 (2)
24. Chang Xiaoli, Sino-foreign cooperative education research [D]. East China normal university in Shanghai, 2005.
25. Dong Hongmei, Problems and reflections on China-Russia cooperation in running schools [J]. China extension education, 2009, (11)
26. Zhang Songling, Problems and countermeasures existing in the cooperation between Heilongjiang province and Russia in running schools [J]. Science theory, 2008, (16)
27. Nie Dongxue, The difficulties and suggestions of university TV station construction- take Yanshan university TV station as an example, 2015 (10)
28. Huang Wentao, A brief analysis of the employment of independent colleges [J]. The exam week Journal, 2012 (26)
29. Xinhua Online: http://news.xinhuanet.com/world/2006-10/12/content_5196208.htm
30. Internationalization and Trade in Higher Education: Opportunities and Challenges [M]. Paris, 2004
31. Liu Qiao, The significance and development model of Sino-Russian joint education [J]. Journal of Suihua college, 2009, (4)
32. Li Chunyan, Peng Chuanhuai, Heilongjiang province's cultural cooperation with Russia has become a national strategic study [J]. The border economy and culture, 2015 (12)
33. Zhao Yi, Problems and prospects of Sino-Russian higher education cooperation, private science and technology, 2016 (12)
34. Lan Jun, A historical investigation of the modern cross-border cooperation between Chinese and foreign higher institutions education [J]. University education management, 2010 (3).

Received 10.08.2018

Лян Сюэ Цю

*Хэйлунцзянская академия общественных наук
Харбин, КНР*

**ИССЛЕДОВАНИЕ КИТАЙСКО-РОССИЙСКОЙ КРОССГРАНИЧНОЙ
КООПЕРАЦИИ В ВЫСШЕМ ОБРАЗОВАНИИ В КОНТЕКСТЕ ИНИЦИАТИВЫ
«ОДИН ПОЯС – ОДИН ПУТЬ»**

Аннотация

Китай и Россия являются двумя соседними ведущими державами в мировых процессах, а также выступают важными узлами маршрута инициативы «ОДИН ПОЯС – ОДИН ПУТЬ». В контексте всестороннего стратегического партнерства все более насущной и важной стала си-

туация с улучшением результатов китайско-российского сотрудничества в сфере культуры и особенно в области высшего образования, что, в свою очередь ведет, к усилению культурной и технологической силы этих двух стран. В настоящее время можно говорить, что сотрудничество между Китаем и Россией в области образования получило государственную поддержку обеих стран, и в этом направлении достигнуты большие успехи. Проведенный анализ позволил описать текущую ситуацию, необходимость сотрудничества, текущие проблемы и контрмеры в образовательных обменах между Китаем и Россией и показал важность укрепления усилий в образовательном сотрудничестве с Россией.

Ключевые слова

один пояс – один путь, китайско-российское международное сотрудничество, высшее образование

Информация об авторе / Information about the Author

Лян Сюэ Цю, научный сотрудник, Институт России, Хэйлунцзянская академия общественных наук, Харбин, КНР

Xueqiu Liang, Assistant Researcher, Secretary, Russian Institute of Heilongjiang Academy of Social Sciences; Majoring in Russian Political Relations, Harbin, China

myj52@sina.com

Для цитирования / For citation

Liang Xueqiu. Study on Sino-Russian Cross-Border Cooperation on Higher Education in the Context of the Belt and Road Initiative // Мир экономики и управления. 2018. Т. 18, № 3. С. 140–150. (на англ. яз.) DOI 10.25205/2542-0429-2018-18-3-140-150

Liang Xueqiu. Study on Sino-Russian Cross-Border Cooperation on Higher Education in the Context of the Belt and Road Initiative. *World of Economics and Management*, 2018, vol. 18, no. 3, p. 140–150. DOI 10.25205/2542-0429-2018-18-3-140-150