

UDC 33

DOI: 10.34670/AR.2023.89.57.018

## Development of international educational cooperation between China and Russia

**Kun Wu**

Graduate Student,  
Peoples' Friendship University of Russia,  
117198, 10/2, Miklukho-Maklaya str., Moscow, Russian Federation;  
e-mail: 032218956@rudn.ru

**Tat'yana V. Samuseva**

PhD in Economics, Associate Professor,  
Peoples' Friendship University of Russia,  
117198, 10/2, Miklukho-Maklaya str., Moscow, Russian Federation;  
e-mail: samuseva-tv@rudn.ru

This paper has been supported by the RUDN University Strategic Academic Leadership Program.

### Abstract

Education as a process of accumulation and transmission of information, which characterizes the basis of the intellectual and creative potential of society, is closely related to the political and social processes taking place in modern society. One of the most important political and economic processes of social development at the present stage is the process of globalization. Representing an economic process, globalization becomes the reason for the internationalization of education, leading to the need for cooperation, both teaching staff and students from different countries. In this regard, there is a need for structural and organizational reform of the education system in countries aimed at the process of internationalization. This trend cannot be realized without studying and comparative analysis of the educational systems of the countries participating in the internationalization process. The factor of increasing international cooperation between the countries gives particular relevance to the analysis of education systems in Russia and China. The educational process should not only contribute to the training of specialists capable of developing international cooperation between Russia and China, but also form an objective idea of the worldview, intellectual, historical and cultural potential of the peoples of these countries. The study of this aspect is of particular relevance due to the fact that it is students who are the resource that further participates in academic mobility projects, developing the space of educational interaction between Russia and China.

### For citation

Kun Wu, Samuseva T.V. (2023) Development of international educational cooperation between China and Russia. *Ekonomika: vchera, segodnya, zavtra* [Economics: Yesterday, Today and Tomorrow], 13 (2A), pp. 217-226. DOI: 10.34670/AR.2023.89.57.018

**Keywords**

Higher education, students, international cooperation, higher educational institution, global educational process.

**Introduction**

Today in China, having a higher education has already become common. Education occupies a leading place in the system of national values and priorities. The Chinese leadership is making great efforts to develop national higher education. The best professors from all over the world are often invited to lecture at universities. Today, most Chinese universities are huge high-tech scientific complexes with libraries, modern laboratories and museums [Liu Wenquan, 2022].

In China, higher education is available after finishing high school. The government annually allocates quite significant funds to improve the level of education in universities. As a result of this policy, many universities in China are among the best on the planet, and their degrees are recognized all over the world. All universities in China are divided into several categories, depending on the prestige and quality of education. To enter a university, applicants are required to pass a single special entrance exam, which takes place in a highly competitive environment. In some Chinese universities, the competition reaches several hundred people per place. Therefore, admission to the institute becomes a real achievement for the applicant. Upon graduation from universities in China, one can obtain a bachelor's, master's or doctoral degree [Liu Nan, 2017].

Studying at universities is not cheap, therefore, especially for students in difficult financial situations, the government has created a system of loans. Also, such students can count on scholarships. And gifted young people have a chance to get higher education for free.

Forms of higher education in China include technical colleges, vocational high schools, professional institutes and universities. Most of the universities operate under the control of the Ministry of Education of the country, although there are universities managed by the authorities of the provinces and cities [Liu Jin, 2021].

Chinese universities are divided into polytechnic and technical one profile. Peking University belongs to the first type. A wide range of technical and natural faculties is presented in polytechnic universities. Technical universities of the same profile are the institute of chemical technology, geology, oil, etc.

Universities of general profile have faculties of two directions: natural sciences and humanities. Faculties of a humanitarian orientation specialize in languages, literature, history, economics, jurisprudence, philosophy, etc. The natural science direction includes faculties in mathematics, physics, chemistry, geography, geology, radio electronics, etc.

The most popular and prestigious universities in China: Peking University and Tsing Hua University, they are located in the capital of the country.

Higher professional education is also coming into being as an important part of higher education. Professional educational institutions train qualified technical workers for applied and technological purposes. Education in vocational education institutions lasts 3 years [Higher education in China, www].

Chinese universities provide three levels of higher education. The first step involves 4-5 (5-medicine) years of study and ends with the award of a bachelor's degree. The second is designed for 2-3 years of study and ends with the award of a master's degree. The third stage involves 3 years of study

and ends with the award of a doctorate degree. Obtaining it involves passing exams in the main subjects of the curriculum and completing an independent research project.

The training of graduate students is divided into two categories: the training of specialists with a master's degree (the age of a graduate student is no more than 40 years old) and the training of specialists with a scientific degree of a doctor of science (the age of graduate students is no more than 45 years old) [ibid.].

When entering a master's program, a student should be very careful in choosing the direction of study, since the topic of the future dissertation will have to correspond to the chosen field of knowledge. At this stage, an in-depth study of some subjects is supposed. Education in the magistracy involves attending lectures and seminars, preparing your own reports and projects, as well as publishing articles in scientific collections. For each completed work, the student receives points by which his work is evaluated during the year. If a graduate student gains the required number of points, he gets the right to write his own dissertation. Assistance in the preparation of the dissertation is provided to the graduate student by the supervisor. As a rule, postgraduate education is paid, but students with relevant and important topics of work can count on receiving a government grant [Yei Yuhua, 2021].

Higher education in China is a high quality of programs. Higher educational institutions in China are focused on the development of science, technology and culture, on the training of highly qualified personnel, on the formation of competitive education within the framework of the world educational process. In order to fully meet the needs of economic modernization, the list of educational specialties has been improved, with an emphasis on political, economic and legal sciences, finance, mechanical engineering, architecture, electronics, computer technology, light and food industries [Information site about education in Russia, www].

Today, educational institutions in China annually attract a significant number of students from all over the globe. For many, a Chinese university diploma has become an indicator of quality and prestige. If desired, foreign citizens can also receive a Chinese diploma of higher education. To do this, it is necessary to translate all documents on education into Chinese and notarize them. The Ministry of Education of China imposes several requirements on foreigners wishing to enter a higher educational institution [Yei Yuhua, 2021]:

- applicants must have a qualification that meets the requirements for secondary education;
- the applicant must have guarantees of funding for studies in China;
- prospective students will need a certificate confirming the level of education;
- a candidate for study in China must confirm the absence of a criminal record with a notarized certificate, endorsed (signed) at the Chinese Embassy;
- if a student arrives in China under a transfer program from a foreign educational institution to a Chinese university, he must have a certificate from the administration of a foreign university confirming the transfer.

A few years ago, a special program functioned in China, involving the cooperation of universities and large Chinese enterprises. Thanks to this program, all students were employed immediately after receiving their diplomas. Today, graduates themselves are looking for work, with the exception of those who entered the university in the target direction from the enterprise [Information site about education in Russia, www].

As already noted, higher education is incredibly prestigious for Chinese families. To save up money and send the child to a university, whether Chinese or foreign, is the goal of life for the vast majority of parents. Yes, higher education in China is paid, and for a family living in the countryside, the fee is absolutely unbearable, despite the fact that the Chinese government is trying to develop a system of

grants and targeted education, where the state pays for studies, and then the graduate must work for a certain period of time in the specified public institution [Kuai Ming, www].

Thus, China's higher education system already boasts international prestige today. Chinese graduates work in leading scientific institutions in America, Europe, Japan, Russia and other countries.

The Russian higher education system is different from the Chinese one.

Russia is a country with a long history, brilliant cultural, centuries-old traditions and customs, incomparable nature and its wealth, with its own way of life and national characteristics. Receiving a higher education, a person imperceptibly becomes a part of all this power, joins the experience of generations, history, becoming a part of the Russian soul. All processes occurring in the modern system of higher professional education in Russia are reflected in the laws of the Russian Federation "On Education" and "On Higher and Postgraduate Professional Education" and policy documents of the Russian government [Li Yanhui, 2022].

Traditionally, 3 main types of educational institutions of higher education have developed in Russia: university, institute and academy. There are three forms of education in Russia: full-time (full-time), part-time (evening) and part-time. Choosing which form of training depends on the capabilities and needs of the individual.

The forms in which training is conducted in each specialty and area of training are determined by the relevant federal state educational standards. It is possible to receive education in the form of an external study under accelerated programs, also when passing intermediate and state final certification in organizations engaged in educational activities.

The law on education prescribes the forms of education: network distance learning. It is implemented using electronic resources of educational organizations.

The federal law "On Education in the Russian Federation" defined the following levels of higher education in Russia: bachelor's degree (with a term of study of 4 years), specialist (with a term of study of 5-6 years), master's degree (with a term of study of 2 years, training is possible after receiving a diploma bachelor's or specialist's degree with a period of study of at least 5 years) and training of highly qualified personnel [Discourse on the development..., www].

Bachelor's degree is the first stage of higher education. Bachelor's programs are aimed at almost all specialties. The term of study for undergraduate programs is four years. Upon graduation, graduates receive a bachelor's degree on completed higher education with a qualification in a particular area. Admission to undergraduate and specialist programs is carried out on the basis of the results of the unified state exam (USE). The list of entrance examinations is established by the Ministry of Education and Science of the Russian Federation. Persons with secondary general education are allowed to master undergraduate or specialist programs [Su Xiaohuan, 2021].

A bachelor's degree makes it possible to continue studying in a master's program in one's field of study, choosing the necessary specialization, or choosing another direction of training. The master's degree follows after the bachelor's degree. The Master's degree program lasts two years. Persons with higher education of any level are allowed to master the master's programs. In the master's program, students acquire the competencies necessary for future work or research activities. Persons with an education not lower than higher education (specialist or master's degree) are admitted to postgraduate studies. To determine the structure of the main professional educational programs of higher education and the complexity of their development, a system of credits is used.

In accordance with the Constitution of the Russian Federation, foreign citizens and stateless persons are vested in the Russian Federation with rights and obligations on an equal basis with citizens of Russia. Admission of foreign citizens to study at higher educational institutions in open titles of

closed specialties is allowed only with the permission of the Ministry of Education and Science of Russia after positive decisions by the intra-university and departmental export control commission.

When applying for higher education in Russia, foreigners must have a certificate of secondary general education or a diploma of vocational education or a diploma of secondary specialized education. The specified documents on education are accepted with a translation into Russian, certified by a notary or consulate of Russia in the country where the document on education was issued.

Russian legislation guarantees that Russians receive only one higher education free of charge, and you always have to pay for the second one. Foreigners who have graduated from a university outside the Russian Federation can receive a second higher education in Russian universities both for a fee and at the expense of the state budget of the Russian Federation (subject to successful completion of the competitive selection). This can be done in the format of a bachelor's degree (up to 4 years of study), a specialist's degree (up to 6 years) or a master's degree (at least 2 years). Competitive selection is based on entrance exams. Upon completion, a diploma is issued confirming the qualification [In 2022..., www].

From the consideration of educational systems, we can conclude that the Chinese system of higher education, due to the peculiarities of its organization, is more mobile. State efforts in the past 50 years have contributed to the improvement of the material base, and the traditional commercial form for the Chinese system contributes to the expansion of educational programs. At the same time, the Russian system of higher education is aimed at providing students with fundamental knowledge, which is an attractive factor, including for foreign students.

Along with the special features of the modernization of the professional education systems of China and Russia, there are also general trends in the process of modernization of these countries, which include [Kovanova, 2021]:

- formation of regulatory and legal support for the modernization of vocational education;
- decentralization of vocational education management;
- improving the social image of primary and secondary vocational education;
- development of social partnership between the vocational school and production;
- orientation of training of specialists in accordance with the requirements of the labor market;
- formation of a modern system of training teachers for the system of vocational education;
- strengthening the educational and material base of vocational education institutions.

## Methods

In the study, the authors used some methods such as analysis and synthesis, induction and deduction, historical and logical, abstraction and concretization.

## Results

China is a key player in the Asia-Pacific region and continues to expand its influence in it. China sees Russia as an important strategic partner, a country with which China has strong political and economic ties. In addition to common interests, countries also have common problems, for example, in the field of education. That is why both Russia and China seek to strengthen cooperation in this area by learning from each other's experience, student exchanges, exchanges of scientific personnel and the development of research programs.

The cooperation between the universities of China and Russia began really a long time ago, has

deep historical roots and social and humanitarian foundations. Russia should become the most important partner in the field of education of China, this is determined by the history of the past Soviet Union and China.

Against the backdrop of a strategic partnership, cooperation in the field of education has become one of the largest cooperation projects between the two countries. Cooperation in the field of education is an important part of bilateral relations between China and Russia. It has already really become an important factor in the formation of a multi-layered, multi-channel and multilateral structure of Russian-Chinese contacts in general.

Starting from 2013, after Chinese President Xi Jinping put forward the initiative to jointly create "One Belt, One Road", a new stage of development began in China and in the respective countries, the implementation of this program began. In the five years since the concept was put forward, more than a hundred states and international organizations have begun to take an active part in the construction of the One Belt, One Road. The implementation of the program affects the development of all areas, including the development of the education sector.

The decision of the Heads of State of Russia and China to declare 2020 and 2021 the Years of Russian-Chinese Scientific, Technical and Innovative Cooperation gave a new impetus to further deepening bilateral cooperation. Cooperation between higher education institutions in the Volga-Yangtze format continues to develop: online summer and winter schools are being organized, joint educational programs are being conducted, joint scientific research is being conducted, and the study of the Chinese language is being introduced in a number of Russian universities.

In an effort to keep up with the times, Russia and China also give top priority to the areas of science, education, technology and innovation. In the Strategy for Innovative Development of the Russian Federation for the period up to 2020, as well as in the official document of the PRC "Vision and Action Aimed at Promoting the Joint Construction of the "Economic Belt of the Silk Road" and the "Marine Silk Road of the 21st Century", the development and strengthening of international scientific cooperation and enhancement of innovative capacity are highlighted as the main priorities. In the context of the obvious limitations of the extensive models of economic development in Russia and China, the use of bilateral scientific and educational cooperation to increase the national innovation potential is becoming a particularly ambitious task.

### **Recommendations and conclusions**

At present, relations between China and Russia are developing significantly in the field of higher education. To date, almost every prestigious university in Russia carries out scientific cooperation with various scientific organizations in China within the framework of inter-institutional direct agreements. And vice versa in China as well. A lot of universities in China and Russia cooperate on exchange. Student exchanges have been a traditional form of mutual cooperation between the two states for many years.

The Russian Federation and the People's Republic of China have a large number of educational programs within the framework of cooperation in the educational field. The first joint educational programs were implemented already in the late 1990s. and represented a 1 + 2 + 2 model, according to which a Chinese student spends a year of study at his university, later leaves for two years of study at one of the Russian universities, then returns and finishes his studies in China. For students from both countries, a 2.5 + 2.5 program was also created (China-Russia or Russia-China, depending on the nationality of the student). Every year, the Russian government provides China with state-funded places

and scholarships for Chinese students to enter Russian universities. Thus, in the 2020/2021 academic year, the Russian side allocated about 1,000 scholarships. However, Chinese students enroll not only on the budget, but also on the commercial side (that is, with full tuition fees). According to statistics, in 2021, China sent about 25,314 thousand students to Russian universities. Some Russian universities have received a preferential right to recruit foreign students, namely such universities as Moscow State University, MADI, MISiS, RUDN University, Far Eastern Federal University, Tomsk Polytechnic University, etc., that is, they recruit foreign students for a full course of study in master's and postgraduate studies of citizens of the PRC. To date, more than 950 agreements have been concluded between universities and organizations of the Russian Federation and China, in which about 150 universities participate on the Russian side, and about 600 on the Chinese side. The Ministry of Education of the People's Republic of China signed a "Memorandum of Cooperation in the implementation of priority areas in the field of education, aimed at developing academic mobility, increasing the quantitative indicators of bilateral exchanges in the field of education and science, expanding the teaching of Russian and Chinese languages, and studying regional studies of the two countries. One of the most popular universities among Chinese students and focused on the countries of the Asia-Pacific region is the Far Eastern Federal University. Currently, the university is implementing 5 joint educational programs and plans to increase their number to 25 in the next few years [ibid.].

In the 2022 academic year, the Government of Russia has allocated a quota of 1,011 places for Chinese citizens. As a rule, Chinese students who study at Russian universities within the quota choose such areas of study as philology, linguistics, linguistics and literary studies, foreign regional studies and economics.

The Joint Russian-Chinese University, established by the Moscow State University named after M.V. Lomonosov and the Beijing Polytechnic Institute. At the moment, 1.3 thousand students and postgraduates study at the Joint University not only from Russia and China, but also from the CIS countries and far abroad.

In addition, every year between China and Russia there is an exchange of delegations for the development of scientific ties, the exchange of highly qualified teachers by teaching the Russian language and subjects in specialties in Russian in China, and Chinese in Russia and subjects in specialties in Chinese.

There are also competitions among students from Russia and China, as a result of which Chinese students who are winners are given the opportunity to do an internship in Russia, and Russian students in China.

In recent years, the creation of joint bachelor's and master's educational programs of partner universities in China and Russia has been actively developed. First, students study at their home university (2-4 years - depending on the type of educational program), where training is carried out in the specialties in their native language and training begins in the language of the partner university, then training continues at the partner university in the native language of the partner university. Depending on the agreements of the partner universities, students at the end of their studies can receive 2 diplomas (one diploma is issued by their home university, the second, by the partner university). Experience has shown that teaching students through joint educational programs has a number of advantages. As a rule, these are educational programs in demanded specialties. As a result, students receive an education in their specialty, plus, knowledge of two languages and knowledge of them in the field of their specialty. This also contributes to the development of partner universities and leads to the creation of a modern, steadily developing education sector in each country.

Education in China is of great interest to Russian youth. They see China as a large and rapidly developing economy, they see their future, and they want to study and work here. In Russia itself, it is comparatively more difficult to realize oneself and arrange life comfortably. China gives more prospects, so talented people tend to work here. And for employment, you need to know the language and understand the mentality of colleagues. Therefore, talented young people from Russia seek to get higher education in China and stay there to work.

Russian universities also offer higher education for the Chinese, Chinese applicants come to Russia to receive specific knowledge or a second higher education. In general, ministers in Russia have a huge field for work.

The forum discussed further cooperation between the two countries in the field of education. It was also attended by representatives from the Ministry of Education of Russia and China. Rectors of universities agreed on cooperation, student and teacher exchange programs, joint educational and scientific programs. Such cooperation benefits both the Chinese educational system and the Russian educational system. This should benefit both institutes and universities, as well as students and teachers [ibid.].

Taking into account the importance of the activities of the Confucius Institutes in Russia and the Russian Centers and Cabinets of the Russian World in China to familiarize the peoples of both countries with the national culture, history and language in order to strengthen good neighborly relations between Russia and China, the Russian Ministry of Education and Science together with Rossotrudnichestvo, the Russian Foundation world continues to work on the regulation of this area of cooperation.

The prospects for the development of education between China and Russia are broad and based on mutually beneficial conditions. The experience of active inter-university cooperation shows that cooperation between China and Russia in the field of education continues to expand continuously, the quality and scope of interaction is improving.

Education as a social subsystem is in a certain dependence on the processes taking place in a particular society. The development of science and economy, the change in the model of traditional production make demands on the competitiveness of personnel. Modernization of the vocational education system is becoming a necessity all over the world, including in China and Russia. The generalization of the main theoretical provisions and conclusions of the study allowed us to draw the following conclusion: in the modern world, the national security and independence of states are inseparable from the level of their technological development. The role and importance of each country in the world economy is directly dependent on how high technology it owns.

## References

1. Discourse on the development of the system of modern higher education in China. Available at: <http://www.hcxx.sdedu.net> [Accessed 12/12/2022]
2. Higher education in China. Available at: <http://www.febras.ru/> [Accessed 12/12/2022]
3. In 2022, the number of students from China in Russian universities increased by 10%. Available at: <https://studyinrussia.ru/> [Accessed 12/12/2022]
4. Information site about education in Russia. Available at: <http://www.ruob.ru/index.html> [Accessed 12/12/2022]
5. Kovanova M.S. (2021) Vzaimodeistvie Rossii i Kitaya v obrazovatel'noi sfere [Interaction between Russia and China in the educational sphere]. *Molodoi uchenyi* [Young scientist], 1 (343), pp. 123-126.
6. Kuai Ming. Strategy for the choice of reforms and development in Western universities in China. Available at: <http://study.feloo.com/> [Accessed 12/12/2022]
7. Li Yanhui (2022) Gumanizatsiya vysshego pedagogicheskogo obrazovaniya v Kitae i Rossii: osnovnye aspekty realizatsii [Humanization of Higher Pedagogical Education in China and Russia: Main Aspects of Implementation]. In: *Razvitie sistemy obrazovaniya v Kitaiskoi Narodnoi Respublike* [Development of the Education System in the People's Republic



- of China]. Moscow.
8. Liu Nan (2017) Osobennosti razvitiya sistemy pedagogicheskogoobrazovaniya v Kitae [Features of the development of the system of pedagogical education in China]. Sibirskii uchitel' [Siberian teacher], 4 (113), pp. 99-103.
  9. Liu Jing (2021) Razvitie universitetizatsii pedagogicheskogo obrazovaniya v kontekste nepreryvnogo pedagogicheskogo obrazovaniya [Development of Universityization of Pedagogical Education in the Context of Continuous Pedagogical Education]. Izvestiya VGPU [VSPU News], 2, pp. 7-11.
  10. Liu Wenquan (2022) Pedagogicheskie podkhody k organizatsii obrazovaniya v Rossii i Kitae: sravnitel'nyi analiz [Pedagogical approaches to the organization of education in Russia and China: a comparative analysis]. Irkutsk.
  11. Su Xiaohuan (2021) Education in China: reforms and innovations. Beijing: China Intercontinental Publishing House.
  12. Yei Yuhua (2021) O strategii razvitiya kitaiskogo obrazovaniya Yei Yuhua [On the development strategy of Chinese education]. Available at: [https://portalus.ru/modules/shkola/rus\\_readme.php?subaction=showfull&id=1192110209&archive=1196815384&start\\_from=&ucat=&](https://portalus.ru/modules/shkola/rus_readme.php?subaction=showfull&id=1192110209&archive=1196815384&start_from=&ucat=&) [Accessed 12/12/2022]

## **Развитие международного сотрудничества в области образования между Китаем и Россией**

**У Кунь**

Студент,

Российский университет дружбы народов,  
117198, Российская Федерация, Москва, ул. Миклухо-Маклая, 10;  
e-mail: 032218956@rudn.ru

**Самусева Татьяна Валентиновна**

Кандидат экономических наук, доцент,

Российский университет дружбы народов,  
117198, Российская Федерация, Москва, ул. Миклухо-Маклая, 10;  
e-mail: samuseva-tv@rudn.ru

### **Аннотация**

Образование как процесс накопления и передачи информации, характеризующий основу интеллектуального и творческого потенциала общества, тесно связано с происходящими политическими и социальными процессами. Одним из важнейших политических и экономических процессов общественного развития на современном этапе является процесс глобализации. Глобализация становится причиной интернационализации образования, приводя к необходимости кооперации, как преподавательского состава, так и студентов из разных стран. В связи с этим возникает необходимость структурной и организационной реформы системы образования в странах, направленной на процесс интернационализации. Эта тенденция не может быть реализована без изучения и сравнительного анализа образовательных систем стран, участвующих в процессе интернационализации. Фактор нарастания международного сотрудничества между странами придает особую актуальность анализу систем образования в России и Китае. Учебный процесс должен не только способствовать подготовке специалистов, способных развивать международное сотрудничество России и Китая, но и формировать объективное представление о мировоззренческом, интеллектуальном, историко-культурном потенциале народов этих

стран. Изучение данного аспекта приобретает особую актуальность в связи с тем, что именно студенты являются тем ресурсом, который в дальнейшем участвует в проектах академической мобильности, развивая пространство образовательного взаимодействия России и Китая.

#### Для цитирования в научных исследованиях

У Кунь, Самусева Т.В. Развитие международного сотрудничества в области образования между Китаем и Россией // Экономика: вчера, сегодня, завтра. 2023. Том 13. № 2А. С. 217-226. DOI: 10.34670/AR.2023.89.57.018

#### Ключевые слова

Высшее образование, студенты, международное сотрудничество, высшее учебное заведение, глобальный образовательный процесс.

### Библиография

1. Ей Юй Хуа. О стратегии развития китайского образованияYei Yuhua. 2021. URL: [https://portalus.ru/modules/shkola/rus\\_readme.php?subaction=showfull&id=1192110209&archive=1196815384&start\\_from=&ucat=&](https://portalus.ru/modules/shkola/rus_readme.php?subaction=showfull&id=1192110209&archive=1196815384&start_from=&ucat=&)
2. Кованова М.С. Взаимодействие России и Китая в образовательной сфере // Молодой ученый. 2021. № 1 (343). С. 123-126.
3. Ли Яньхуэй. Гуманизация высшего педагогического образования в Китае и России: основные аспекты реализации // Развитие системы образования в Китайской Народной Республике. М., 2022. С. 100-102.
4. Лю Вэньцюань. Педагогические подходы к организации образования в России и Китае: сравнительный анализ. Иркутск, 2022. 186 с.
5. Лю Нань. Особенности развития системы педагогического образования в Китае // Сибирский учитель. 2017. № 4 (113). С. 99-103.
6. Лю Цзинь. Развитие университетизации педагогического образования в контексте непрерывного педагогического образования // Известия ВГПУ. 2021. № 2. С. 7-11.
7. Discourse on the development of the system of modern higher education in China. URL: <http://www.hcxx.sdedu.net>
8. Higher education in China. URL: <http://www.febras.ru/>
9. In 2022, the number of students from China in Russian universities increased by 10%. URL: <https://studyinrussia.ru/>
10. Information site about education in Russia. URL: <http://www.ruob.ru/index.html>
11. Kuai Ming. Strategy for the choice of reforms and development in Western universities in China. URL: <http://study.feloo.com/>
12. Su Xiaohuan. Education in China: reforms and innovations. Beijing: China Intercontinental Publishing House, 2021. 192 p.