

A New Exploration of Sino-Russian Cooperation Path in Chinese International Education Major from the Perspective of the “Belt and Road”*

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Abstract—In 2014, Heilongjiang Provincial Party Committee put forward the overall idea of constructing “Longjiang Silk Road Economic Belt”, which showed ardent hope for deepening Sino-Russian higher education exchanges and cooperation. The Chinese international education major as an important platform for Chinese international communication and Chinese language training, its cross-cultural discipline characteristics have undoubtedly provided a good entry point for docking the quality education resources of the two countries and promoting the internationalization of higher education in our province. Guided by the principles of informatization, marketization and regional integration, the Chinese international education major will explore a new type of educational cooperation path with a broader exchange field, a more flexible and diverse cooperation mode, and a more comprehensive supervision and evaluation system.

Keywords—internationalization of higher education; Chinese international education major; joint practice base; collaborative teaching evaluation system

I. INTRODUCTION

With the enhancement of China's comprehensive national strength and the rapid improvement of China's cultural soft power, the international status of Chinese language has been rising, and the “Chinese fever” has been rising in many countries around the world. Since the introduction of “The Belt and Road” by President Xi Jinping in 2013, the Chinese language learning needs and the shortage of Chinese talents in the countries along the route have increased, and new requirements have been put forward for the running of the Chinese International Education major established for the purpose of cultivating teachers who teach Chinese to foreign students as their second language. Due to its geographical advantages, Heilongjiang Province has always been a bridgehead for Sino-Russia economic and trade development, cultural exchanges and cooperation, and it is an important part of creating a beautiful new future for Northeast Asia under “The Belt and Road” strategy. In recent years, under the impetus of the universities in Heilongjiang Province, the

Chinese international education majors in various colleges and universities have sprung up, showing a vigorous development momentum, and have become an important cradle for the delivery of Chinese education talents to Russia.

II. THE HISTORICAL APPEARANCE OF SINO-RUSSIAN HIGHER EDUCATION INTERNATIONALIZATION AND EXCHANGES AND COOPERATION

The concept of internationalization of higher education was first proposed by American scholars. Stephen Arum and Jack Water (1992) pointed out that international education exchanges, international learning and technical cooperation project activities and services all belong to the international education. Since then, Knight, Vander Wenda, Maurice Harari, Schoorman, Gabriel Vignoli, NikeFoskett, etc. have conducted more in-depth research on the connotation, characteristics, international dynamics, staged development strategies, etc. of the internationalization of higher education, and examined its impact on cultural values, political awareness, technological innovation, national security, and economic benefits, and promoted the transformation of higher education to internationalization. In 2003, Russia joined the Bologna Process to explore a new development path that aims at internationalization and combines the excellent experience of European higher education. Up to now, Russia has achieved great results in expanding the recruitment scale of international students, promoting the international mobility of Russian university teachers and students, strengthening international scientific research cooperation, seeking cross-border exchanges and development on the basis of retaining Russian national education characteristics, and promoting Russian and Russian culture, forming a new type of higher education system with state-local integration and government-university linkages. China's internationalization of higher education began from the reform and opening up. It has experienced a rapid leap-based development process from the internationalization of personnel to the expansion of education scale to the emphasis on quality and efficiency and strengthening of connotation construction since 2010. China's ever-increasing international competitiveness and discourse power all manifest that the rising Chinese higher education industry with Chinese culture as the core has

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become a powerful force in the world's higher education circle.

However, China and Russia as close neighboring countries separated by only a strip of water, the exchanges and cooperation in higher education between the two countries have developed very slowly although begun very early. This is incompatible with "The Belt and Road" regional economic integration development concept proposed by China under the new situation and the resulting urgent demand for internationally competitive compound talents. This is because, on the one hand, there is a weak foundation in the theoretical study of the integration of higher education in the two countries, and there are only many macro-discussions, and it is difficult to break through the limitations of the traditional joint school-running ideas; on the other hand, in terms of the practice guidance of international cooperation, we have not got rid of the directional guidance. And there is a lack of solid regional, local, industrial and even national discussion. It can be seen that no matter in the field of cooperation, the quality of cooperation, the depth of cooperation or the structure of personnel training, there is room for improvement in Sino-Russian higher education exchanges.

III. TO BUILD A SINO-RUSSIAN JOINT PRACTICE BASE FOR THE CHINESE INTERNATIONAL EDUCATION MAJOR

Up to now, Sino-Russian higher education cooperation has mainly cultivated language talents. There are 17 Confucius Institutes and 5 Confucius Schools in Russia. And there are about 40,000 people studying Chinese.¹ However, there is a great shortage of the Chinese teachers and Chinese volunteers, which makes it impossible to meet the growing demand for personalized Chinese learning. The construction of the Chinese international education major teaching system in various colleges and universities in Heilongjiang Province is mainly based on the resources of the school itself. The schools with strong comprehensive strength can carry out international inter-university peer-to-peer cooperation with the Russian schools. From the perspective of the teaching mode, theoretical teaching has long been the main method of classroom teaching. In class, students can only listen to the teacher's lectures, so that they lack the emotional experience, positive thinking and enthusiasm of active participation. From the perspective of the realization of teaching objectives, the employment rate of professional counterparts has long been low, there is a disconnect between students' learning gains and the actual needs of the society, students' practical ability is not well trained, which has resulted in their lack of recognition of their profession. Based on the above conditions, the implementation of Sino-Russian higher education cooperation strategy in the Chinese international education major and the establishment of practice bases is a new attempt to introduce market mechanisms, accelerate the expansion of educational investment scale, increase social participation, combine domestic and international superior

educational resources, and effectively enhance the value of the "Joint Education" brand taking service as the orientation.

We should give full play to the regional advantages of universities on the border between China and Russia, integrate the special resources of Chinese international education majors in other universities in the Mainland, and connect with relevant schools, communities, institutions, groups, enterprises, etc. which have Chinese language learning needs in Russia or other industries which have bilingual and intercultural communication needs in China, implement mutual benefit and joint construction, and take the road of open education and collaborative innovation. On the one hand, it is conducive to comprehensively stimulating the connotation construction of the Chinese international education major in Heilongjiang Province, making the schools learn from each other's strengths. And on the other hand, it is also conducive to greatly improving the students' employment possibilities. Of course, as for the construction of the joint practice base of multi-party linkage, more detailed and in-depth research on issues such as how to seek policy guarantees for cross-border, inter-school, and inter-disciplinary cooperation, how to coordinate the interests of all parties, how to avoid teaching to be completely pragmatic and how to balance the relationship with the guidance of scientific theory and ideological and cultural construction is still needed to be conducted.

IV. CONSTRUCTING A COLLABORATIVE TEACHING EVALUATION SYSTEM FOR THE CHINESE INTERNATIONAL EDUCATION MAJOR

The traditional Chinese international education major generally adopts the school-led summative evaluation method. The standard is general and simple, lacks constitutive and hierarchical opinions, and the dual-track supervision and evaluation system of "teaching" and "learning", "teacher" and "student" has each acted in its own way, and there is also "a lack of coordination" between the theory and practice. And it is difficult for higher education and employment to achieve seamless connection. The establishment of the comprehensive teaching goal system of Sino-Russian higher education promotes the development of education and teaching research in the two countries towards the integration and service of regional economy, realizes the docking and sharing of high-quality educational resources, accelerates the transformation of higher education to informationization, marketization and popularization, and finally completes the transition of the cooperation mode from the supply side oriented type to the demand side oriented type, which will provide a new path for solving the above problems. In this process, the appropriateness of the integration of higher education resources of China and Russia requires a quantifiable indicator system for scientific and reasonable evaluation. For example, in order to adapt to the psychological characteristics of students in the new era, highlight their main status, and strengthen the practice orientation of the curriculum, we can link Russian teachers, second language learners and diverse media elements with Chinese classes through the combination of MOOC, distance education platform and the online virtual world Moscow

¹ Li Shuyan, Guo Qiang: "A Study on the Path of Sino-Russian Higher Education Exchange and Cooperation under the Background of a New Round of Opening to the Outside World", *Education Exploration*, No. 6 of 2018, pp. 50-52.

Island. The innovation of the teaching model will inevitably put forward new requirements for the quality of teachers, teaching expectations, technical support, etc. Only when there is a sound and detailed assessment standard can the improvement of quality and efficiency and the deepening of connotation be guaranteed.

V. CONCLUSION

On September 11-12, 2018, Chinese President Xi Jinping went to Vladivostok, Russia, to attend the 4th Eastern Economic Forum and delivered a speech entitled “Sharing New Opportunities for the Far East Development and Create a Bright New Future in Northeast Asia”, emphasizing to deepen the strategic partnership between China and Russia for comprehensive regional cooperation in Northeast Asia. Faced with this new situation, the development of Chinese international education has become a powerful and fundamental undertaking to enhance mutual trust and reciprocal relations between China and Russia and achieve regional peace, stability and common prosperity. At the same time, tapping the intrinsic potential of Chinese international education and creatively exerting the advantage of cooperation with Russia is also a necessary prerequisite for us to cultivate professional characteristics, and “characteristics” is the lifeline of the development of a major. Coexistence of opportunities and challenges, constantly grasping the opportunities of pioneering and innovating, meeting the challenges of individualized interest demands and national identity, will lead Chinese international education to the forefront of reform and to a broader development space.

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