

Human resources training for Russian-Chinese cooperation: analysis of academic programs of Russian and Chinese universities

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Abstract

Cooperation between Russia and China in various fields is reliant on the availability of increasingly skilled personnel. It is the responsibility of universities in both countries to provide education to meet this demand. This article analyzes the curricula of Russian and Chinese universities, highlighting the existing state of training for Russianist and Sinologist professionals in Russia and China. Additionally, it explores the positive aspects of academic programs and highlights the differences between the two. Finally, the conclusion puts forth suggestions and recommendations to enhance the quality of training programs.

Keywords

academic programs, Russian-Chinese cooperation, Russianist, Sinologist.

Introduction

Due to the continuous improvement of strategic partnership between Russia and China, as well as close cooperation and exchanges between the two countries in the fields of politics, economics, culture, education and other, personnel who speak Russian and Chinese and master related specialties should become a strategic intellectual reserve for comprehensive cooperation between China and Russia.

Russia's integration into the Asia-Pacific region, Russia's strategic partnership with the People's Republic of China, good-neighborly relations and cooperation with other countries of Northeast Asia require a sufficient number of qualified specialists speaking Oriental languages (languages of East Asian countries), understanding the specifics of oriental cultures, and possessing a certain set of professionally significant competencies and qualities (Guruleva, 2013).

Currently, according to scientists and practitioners, there is an acute shortage of such specialists in Russia (Demina, 2006; Kochergin, 2006; Gabuyev, 2012). As Titarenko (2008) notes, «if at the end of the 1980s

in the Soviet Union there were a little more than a dozen scientific and university centers where China was studied and Sinologists were trained, so at present there are more than fifty such centers in Russia. Only in Moscow Chinese language and China are studied in more than ten scientific and university centers. The geography of interest in China has become truly all-Russian».

In total, according to data for 2022, in Russia 40 thousand people study Chinese in 368 educational institutions of all levels (primary and secondary schools, universities), and in China 90 thousand people study Russian in 868 educational institutions. It is taught in 125 secondary schools, as a specialty – in 180 universities, as a second foreign language or optional elective course in 400 universities and colleges (Kireeva, 2023).

At the same time, the number of educational institutions teaching Chinese in Russia and Russian in China is increasing every year. According to statistics, as of 2004, the number of universities offering Russian language studies in China increased to 65. More than 6,000 students study Russian in these institutions. By 2017, in China there were about 90 departments, teaching Russian language in China, with more than 20,000 students enrolled. As of 2019, across the China the major «Russian language» is offered in a total of 162 universities (including private universities), where about 26,000 students, study are enrolled, as well as in 81 universities with a corresponding master's degree program. (Zuo, 2021).

Nevertheless, Demina (2006) notes: «It should be recognized that graduates of Russian and Soviet universities master oral aspects of the Chinese language much worse than students studying Western languages. The vast majority of graduates of our universities quite satisfactorily translate rather complex texts from Chinese into Russian, but very few of them are able to come into contact with people of Chinese nationality, conduct conversations with them on various topics, they work as interpreters with great difficulty in the beginning of their career».

Many experts rightly point out that, despite many years of experience of teaching Chinese, the degree of Chinese proficiency of Russian Sinologists is significantly inferior to the degree of Russian proficiency of Chinese specialists in Russian language (Kochergin, 2006).

Practitioners also note the lack of personnel who speak Chinese in various areas of international cooperation (Guruleva, 2013). Nevertheless, as Strovsky (2022) notes: «It is necessary to recognize the obvious, albeit not the most pleasant fact – the country does not need such a large number of specialists with the knowledge of Chinese language».

As for China, due to the fact that for the last 70 years the teaching of the Russian language has been focused only on the training of philological personnel, many specialists speak Russian, but do not have other specialized knowledge. At the same time, specialists with knowledge in natural sciences and humanities do not understand the Russian language and the specific national peculiar qualities of Russia. In the context of growing cooperation between China and Russia, the lack of such personnel is becoming increasingly noticeable, which does not correspond to the situation of developing cooperation in various fields between the two countries (Gong, 2014). This puts forward higher and advanced requirements for the «specialty + Russian language» learning model (Jia, 2015).

Thus, it can be concluded that despite the increase in the number of training schools for Sinologists in Russia and specialists in Russian language in China, there is still a shortage of specialists with knowledge of the language of the partner country with specialization in areas of cooperation at the moment.

In general, traditional Chinese language teaching in Russia and the Russian language in China has been established long time ago. The curriculum is designed to develop students' listening, speaking, reading, writing and translation skills. The courses focus on intensive reading, audiovisual listening, grammar, writing, national peculiar features and translation (Zhou, 2015).

Chinese researchers from Dalian University of Foreign Languages point out that the structure of curricula in the field of teaching Russian as a foreign language and teaching foreign languages in Russia differs from these ones in China. The relevant majors in Russia are mainly located at the Faculty of Foreign Languages, International Relations and Regional Studies. The programs have a prominent humanitarian orientation and professional focus. Chinese colleagues emphasize that the innovative model of training personnel with knowledge of the Russian language requires an organic combination of three elements (knowledge, abilities and

quality) with the internal elements of the model itself and combining them within the framework of an innovative system of education (Peng, 2014).

Y. Che from Heihe Institute agrees with colleagues from Dalian University of Foreign Languages and notes the need to train people with knowledge of the Russian language and Russian culture, but also with a professional orientation. To educate not only people with theoretical knowledge, but also those with strong innovative and practical abilities. Che points out that it is necessary to adhere to the concept of «specialty + Russian language» training and prepare a large number of professional personnel with Russian language proficiency in science and technology, chemistry, law, translation, etc., so that they can play a more effective role in the Chinese-Russian scientific, technical, trade and economic and humanitarian cooperation (Che, 2015).

As X. Qian (2008) notes: «Teaching Russian can develop sustainably only by integrating it with other disciplines. Therefore, the purpose of bachelor's degree training should be positioned as the education of personnel with applied Russian language skills, and the education of advanced philological personnel, specialising in Russian language, should be carried out at a higher level of education – master's and doctoral studies».

In recent years, the «specialty + Russian language» training model has been actively developing in China. This model of personnel education is implemented through cooperation between Chinese and Russian universities. Here are some examples.

The Chinese-Russian Institute of Heilongjiang University was founded in 2013. This is a pilot institute of the Ministry of Education of the People's Republic of China, created in cooperation with Novosibirsk State University of Russia. The Chinese-Russian Institute of Heilongjiang University offers six courses: biology, mathematics, physics, chemistry, economics and law. That is, in addition to studying the relevant specialties, students of this institute should also study Russian and be able to use Russian to gain professional knowledge (Liu, 2019).

The joint Chinese-Russian Engineering Institute, established by Peter the Great St. Petersburg Polytechnic University and Jiangsu Pedagogical University (CPU) in 2013, was officially approved by the Ministry of Education of the People's Republic of China in 2016. In the bachelor's degree, education takes place in four areas of training: «Informational communication technologies and communication systems», «Electronics and nanoelectronics», «Design and technological support for machine-building industries», «Industrial Design»; in the master's degree – in two areas of training: «Infocommunication technologies and communication systems» and «Design and technological support for machine-building industries» (Joint Engineering Institute of SPbPU-CPU).

The Chinese-Russian Academy of Arts of Harbin Pedagogical University was founded in 2016. In 2017, it was officially approved by the Ministry of Education of the People's Republic of China and began recruiting students in the same year. The first group of enrollment consisted of about 80 undergraduate students, two specialties were offered: sculpture and painting. A learning model is being implemented 2 + 1 + 1. The «International Institute for Co-education of Students» of TPU and Shenyang Polytechnic University was established in 2022. Universities have created joint bachelor's degree programs in the field of mechanical engineering, instrumentation engineering, computer science and computer technologies, materials science («TPU and Shenyang Polytechnic University», 2023).

The MSU-PPI University in Shenzhen was established in 2014. The university enrolls in six faculties: Faculty of Computational Mathematics and Cybernetics, Faculty of Philology, Faculty of Materials Sciences, Faculty of Biology, Faculty of Economics, Faculty of Geography.

Chinese universities that cooperate with relevant Russian universities are implementing various models in joint programs, such as 1 + 2 + 1, 2+1+1, 2+2 (Zhang, 2018). In addition, the most promising areas of higher education in Russia are mainly concentrated in the fields of nuclear energy, aerospace equipment, precision instrumentation, etc., but the cooperation of universities of the two countries in these areas is not yet sufficient (Li, 2018). Additionally, as Y. Zheng (2012) specifies: «Those specialties, where Russian language is studied and researched as a tool, no longer belong to the field of training specialists in the Russian language, but belong to the training of personnel with foreign language proficiency, not related to Russianists. The methodology and process of training Russianists and non-Russianists with knowledge of the Russian language are very different».

Thus, we can see that the model of training a Sinologist in Russia is mainly based on tradition, that is, it prepares primarily a specialist with high knowledge of the language and the ability to international and intercultural interaction. While in China, despite the presence of a traditional Russian language training school, the «specialty + Russian language» training model has begun to heat up, implying mastering basic Russian language skills and professional skills of a certain, more often technical, specialty. However, due to the recent launch of this model, it is difficult to judge its effectiveness in the labor market.

Materials and research methods

This study analyzes the curricula of such Russian universities as St. Petersburg State University, RUDN, MGPU, HSE, KFU, FEFU, in the fields of Oriental Studies, Foreign Regional Studies, Linguistics, International Relations, Pedagogy and such Chinese universities as Peking University, Peking University of Foreign Languages, Shanghai University of Foreign Languages, Shandong University, Shandong Pedagogical University, Qingdao University of Science and Technology, Suzhou University in the majors «Russian language» and «English and Russian languages».

Special attention in the study was paid to the curricula of bachelor's degree programs in those areas where language training, i.e. practical language disciplines, amounted to more than 1,000 hours during the entire period of study on the program. Since we are confident that a high-quality specialist who is ready to contribute to Russian-Chinese cooperation, first of all, must confidently speak Russian and Chinese.

Thus, although the object of the study included programs with different levels of student training, these were mainly language programs where Chinese/Russian was studied as the first foreign language. However, some programs were also studied where Chinese/Russian was the second foreign language after English, but was studied in depth.

During the analysis, we encountered certain difficulties: firstly, the curricula of almost all Russian universities are publicly available on the official websites of universities, which made it easier to search for them, but the difficulty in finding open access curricula of Chinese universities caused a big problem, which significantly limited the current study. The inability to find publicly available curricula of universities in the northeastern provinces, where teaching Russian has a long history, is one of the disadvantages of this study.

The difficulty in comparing curricula also lies in the fact that the curricula of Chinese universities indicate only the hours of contact work, without taking into account independent work and control, whereas in some Russian universities the number of credits combining the number of contact and contactless work is indicated. A similar problem, for example, arose with the HSE curricula, since they indicate the labor intensity only in credit units for the entire course without a specific division into hours of contact and independent work, as well as control hours.

As for the content of curricula, it is worth noting that a large number of disciplines in the curricula of China's universities are elective and additional disciplines, so it is impossible to accurately calculate how many hours a particular student will receive during a four-year study and which disciplines he will study. And although there is also a section of elective subjects in the curricula of Russian universities, however, usually such disciplines are paired and adjacent, so in any case it becomes clear whether the student will study, for example, a theoretical discipline in the country of the language being studied, or a practice-oriented language discipline.

Results and discussion

Further we will consider the specific curriculae of Russian and Chinese universities and, first of all, we will present the results found when considering those of Russian universities.

Students who graduated from the Degree program «Oriental Studies» in Higher School of Economics, studied Chinese in the amount of 3204 hours within 5 years, exclusively in the form of language classes (it is worth remembering that in the curriculum the number of hours is indicated together with classroom and extracurricular work, i.e. the actual hours of contact work with students are about half as much). At the same time, the training does not focus only on the study of China, but also the whole Asian region is studied.

English, being the language of international communication, is studied throughout all years of study (in total about 756 hours), while in the 3rd year the emphasis in studying goes to Asian studies. At St. Petersburg

State University, Chinese is studied in the field of Oriental and African Studies within the framework of the programs «History of China» and «Chinese Philology». Students of the Chinese Philology program study Chinese language as their first foreign language for four years in the amount of 1,654 hours of contact work. Students of the «Chinese History» program study Chinese language as their first foreign language in the amount of 1,552 hours of contact work. English in both programs is studied only in the first two courses in the amount of 862 hours of contact work, while throughout all four years of study it is possible to receive additional hours of English within the discipline of choice «special English for Orientalists» or instead study German or French (394 hours of contact work)

Students of the Oriental Studies program in the field of Chinese Studies at FEFU study Chinese in the amount of 1,846 hours of practical classroom language classes for 4 years, while students delve into the country of the studied language, studying the history, economy, political system, literature, religions and culture of China. Starting from the second semester of the 1st year, students choose one of two study modules: «Socio-economic development of East Asian countries» or «Languages and Literatures of East Asian countries».

English is studied throughout all years of study for a total of 706 hours. Students who have completed the Foreign Regional Studies program in the Asian Studies (China) profile at FEFU study Chinese in the amount of 1,468 hours of practical classroom language classes, while students delve into the country of the studied language through the same disciplines as in the Oriental Studies program.

Immersion in the major Foreign regional Studies takes place within the framework of the disciplines «Fundamentals of global integrated regional studies», «Methods and technologies of analytical work in foreign regional studies», «Organization of regional and international events», «Fundamentals of game theory in foreign regional studies» and the elective «Actual problems of foreign regional studies».

English is studied throughout all years of study for a total of 856 hours.

Students of the Linguistics program in the field of Intercultural Communication (English and Chinese languages) at FEFU study Chinese in the amount of 1206 hours of practical classroom language classes, while students delve into the country of the studied language by studying disciplines such as Regional Studies, Linguistic and Cultural Studies and two electives: Geography and Economics of China, History of China.

In total of 4 years of study, the volume of practical classroom classes in English-related disciplines is 1600 hours. For students who have graduated from the International Relations department in the field of «Diplomacy and International Security» and «International Relations and Foreign Policy» at FEFU, Chinese is the second foreign language to study, which is reflected in fewer hours compared to the hours for practical classes in Chinese: 1004 hours of practical classroom classes in Chinese against 1250 hours in English.

At KFU, students can study Chinese within the framework of Oriental and African Studies in two profiles: «Languages and Literatures of Asian and African countries (Chinese)» and «History of Asian and African Countries (People's Republic of China)». Philological students study Chinese within the framework of the discipline «Basic Oriental Language» in the amount of 1566 hours of classroom lessons, in addition, in 2-4 courses students sharpen their translation skills from/into Chinese within the framework of disciplines on theory and practice of translation.

Students of the historical profile receive practical classroom lessons in Chinese in the amount of 1670 hours. Practical knowledge of the Chinese language is supplemented through the study of theoretical language disciplines such as phonetics, lexicology, morphology, syntax and stylistics in a total volume of 1566 hours. English in both profiles is studied throughout all 4 years of study (in total about 988 hours). In addition to the Oriental and African studies training programs, Chinese is studied at KFU in the field of Linguistics of the profile «Translation and Translation Studies» (English and Chinese languages). The volume of practical disciplines in the Chinese language is 2,120 hours of classroom lessons.

The volume of the hourly classroom load in practical and theoretical disciplines of the English language is 2,276 and 498 hours, respectively. At MSPU, Chinese language training takes place in the areas of Oriental and African Studies, Pedagogical Education and Linguistics. Students of the program «Oriental and African Studies» in the profile «Oriental civilization: history, culture, communication – Chinese language» at MSPU study Chinese in the amount of 1798 hours of contact work. English is studied as a second foreign language in the amount of 406 hours. Students who have completed the «Pedagogical Education» program in the «Chinese

language» profile at the Moscow State Pedagogical University undergo 1744 hours of classroom hours of practical Chinese language training.

As a second foreign language, you can choose between English, German, French and Spanish, which is studied in 472 hours. Students who have completed the «Linguistics» program in the profile «Translation and Translation Studies – Chinese language» at MSPU undergo 1,280 classroom hours of practical Chinese language training with a focus on translation skills, in addition, theoretical disciplines of the Chinese language are studied in the amount of 276 hours of contact work.

English is studied as a second foreign language in the amount of 434 hours. Chinese is studied at the RUDN as the first foreign language in the major of Foreign Regional Studies. Students studying in the major «Foreign Regional Studies» of the profile «China, the Arab East» at the RUDN study the language of the region of specialization (Chinese) in the amount of 1152 hours, while replenishing knowledge about the country in various fields. In total, the curriculum allocates 1,476 hours to the block of «knowledge about China».

English is studied as a second foreign language in the amount of 1080 hours. Below we will consider the curricula of Chinese universities. Those students, who study at the specialty «Russian Language» at the Institute of Foreign Languages of Beijing University must study the Russian language for 828 hours. At the same time, at the expense of elective subjects, the maximum possible volume of language classes for a student of this specialty is 1,188 hours, and the volume of hours in classes telling about literature, country, and culture is 810 hours.

English is studied in the framework of general disciplines in the amount of 144 hours. At the major «Russian Language» at the Beijing University of Foreign Languages all subjects for the study of the Russian language and Russia are divided into compulsory and elective ones. Compulsory language disciplines include the study of the basics of the Russian language, grammar, speaking, reading, and listening in the amount of 1,368 classroom hours.

The curriculum of the major «Russian Language» of the Institute for the Study of Russia, Eastern Europe and Central Asia at the Shanghai University of Foreign Languages does not contain data on the exact number of academic hours in a particular discipline, however, in academic disciplines we can notice that students are quite immersed in learning the language and the country. Approximately 1,000 hours of classroom work are allocated for teaching basic subjects in the Russian language, this includes an Advanced course in Russian language, reading, writing, audio-visual course, theory and practice of translation, as well as regional studies, the history of Russian literature and academic writing.

The main feature of this program consists of three modules: foreign language, mathematics and commercial and industrial management. Thus, the graduate of this program has not only knowledge of the Russian language and regional information about Russia, but also knows the situation in the region and the skills of entrepreneurship and mathematical calculations. Students, who have chosen major «Russian + English language» have a similar training, the only difference is that about 500 hours are allocated for learning English (against 200 for the specialty «Russian language»), but about 340 hours are allocated for studying specialized disciplines, including all the above-described blocks and modules, and not 640 as in the specialty «Russian language», while the set of disciplines coincides.

The specialty «Russian language + Commercial and Industrial Management», which is also taught at the Institute for the Study of Russia, Eastern Europe and Central Asia at the Shanghai University of Foreign Languages, differs from these two specialties. Within the framework of this major English language is studied for about 500 hours, the basics of the Russian language – 400 hours, the mandatory part includes about 1,500 hours devoted to in-depth study of the Russian language and Russia, as well as enterprise management.

The curriculum of students who have chosen major «Russian language» at the Institute of Foreign Languages of the Shandong University is formed from compulsory and elective subjects. Compulsory disciplines in the profile can be divided into general language and regional studies. The total volume of regional studies disciplines is 320 hours. The total amount of compulsory language courses is 906 hours.

The disadvantage of the program is the lack of theoretical disciplines in the Russian language, for example, lexicology, stylistics, etc.

Russian is studied as a second foreign language in the program «English + Russian languages» at the branch of Shandong University in Weihai. Thereby, more hours are allocated for learning English than for learning Russian. Thus, 1040 hours are allocated for compulsory practical classes in English language, 208 hours for theoretical disciplines in English language, as well as regional disciplines such as the Culture of English-speaking countries and the History of Western civilization.

And for compulsory subjects in Russian language 736 hours are allocated + a short course of 32 hours on Russian culture.

For students who have chosen the major «Russian language» at the Institute of Foreign Languages of Shandong Pedagogical University, the compulsory disciplines in the specialty are the Basics of English (reading) – 472 hours, the Advanced course of English – 252 hours and Practical Grammar of English – 200 hours.

The total amount of practical training in the Russian language is 1,752 hours, theoretical training, including language and regional studies, is 432 hours.

English is the second foreign language and is studied in total for 4 years – 204 hours. In the curriculum of the major «Russian Language» of the University of Science and Technology in Qingdao no information was found on English language teaching, the entire curriculum, with the exception of general subjects, is related to the Russian language or Russia.

In the program 1200 hours are allocated for compulsory practical language training and 176 hours for theoretical classes. Elective subjects can also be divided into disciplines of practical and theoretical training, with a total volume of 384 and 176 classroom hours, respectively.

At Suzhou University, the program for training students with two languages – English and Russian – practically covers the entire scope of subjects devoted to language learning. The subjects of the English language make up a total of 936 hours of classroom and practical classes.

For practical subjects in the Russian language 2067 hours are allocated.

Results and discussion

As we can see, judging by the number of classroom hours devoted to language learning, graduates should have confident language skills. At the same time, not only personnel with knowledge of the language are being trained, but namely linguists are fully trained, since in parallel with the study of Chinese and Russian languages, linguistic disciplines are being taught. It is worth noting that in Russian universities, in addition to learning the language, a considerable proportion of the curricula reviewed is devoted to the study of the history, economics and politics of the country under study (China), and sometimes to the study of business and financial literacy. At the same time, education usually does not focus only on the study of China, but also the Asian region or, even more broadly, the East is studied. Thus, the graduate has knowledge of the geographical, political and economic situation of the region, while speaking Chinese and English at a high level.

In Chinese universities, disciplines can be divided into three blocks: linguistic, literary and regional studies. Linguistic unit involves the study of all aspects of the Russian language: phonetics, writing, grammar, as well as some theoretical disciplines in the Russian language. The literary block is devoted to the study of Russian literature, its history and translation. The disciplines of regional studies include the basics of the language and culture of Russia, geography and history of Russia.

In the curricula of Chinese universities, there is a noticeable lack of a large number of disciplines on politics, economics of the country and the region. Only some programs have a regional studies block, which is devoted to the study of Russia and its relationship in political, cultural and social fields with the countries of Eastern Europe and Central Asia.

It is possible that regional information, i.e. knowledge about the culture, politics, and economy of the country is given through educational texts and assignments in language textbooks, but we did not consider them in this study. Nevertheless, such an obvious bias towards studying exclusively the language in comparison with the curricula of Russian universities is obvious.

Such a discrepancy between the curricula of Russian and Chinese universities adds great difficulties to the creation of joint two-degree programs of Russian and Chinese universities, since these programs imply the transfer of credits in the same university in the disciplines taught at the partner university, then due to the

discrepancy of disciplines in the name and content, simple transfer cannot be implemented. As a result, almost the only way out of this situation is the joint development of a completely new two-degree program, however, difficulties arise here due to the different regulation of educational programs in Russia and China.

It is also worth noting the difference in the number of hours in English language teaching. If we do not take into account those areas where English is the first foreign language, then the number of hours for learning English is noticeably higher in programs for studying Chinese as the first foreign language in Russian universities than in Russian language training programs in Chinese universities.

Conclusion

Many researchers write that interdisciplinary and comprehensive training of personnel with knowledge of Chinese/Russian languages is currently needed. The education of such personnel is one of the goals of training specialists in the future. The training plan should be adjusted according to needs, disciplines should be initiated taking into account the peculiarities of the present time and adapted to the needs of the market in order to educate students who can use the language fluently and possess certain professional knowledge, and teaching a foreign language demonstrates a tendency to further interpenetration and integration with humanities, natural sciences and engineering disciplines.

Of course, cooperation between Russia and China is developing in many industries, including in non-humanitarian areas, however, if you look at vacancies with knowledge of the Chinese language offered on employment sites, you will find that mostly foreign economic activity managers, purchasing and sales managers (now in the field of cars and spare parts) and translators are required, and not engineers, constructors, programmers, etc. In our opinion, it takes much more time to train a high-quality specialist in the field of technical specialties with knowledge of Russian/Chinese languages, than a four-year bachelor's degree, since Russian and Chinese are among the most difficult languages to study, specialty training should not take place by reducing the hours of language classes, in this case, immersion in the specialty should start only after fully mastering language skills, which is possible only within the framework of a practice-oriented master's degree. It is also surprising that the «specialty + language» training model is currently implemented mainly only in universities in China, and although Russian universities train engineers, lawyers, etc. with knowledge of the Chinese language, the volume of language hours in these programs is so small that it does not give the right to say that graduates of these programs can use Chinese for professional purposes.

We agree with the opinion that the vast majority of graduates have to use language as a tool to work in non-educational/non-linguistic industries such as trade, science and technology, tourism, construction and others. These fields require graduates to have specialized knowledge and proficiency in industry terminology in these fields. Students often lack certain professional knowledge.

In our opinion, universities do not properly develop the practical abilities of students, therefore, students cannot express their thoughts well in real professional communication situations, therefore, the integration of language-proficient personnel into the specialty should go through practical training in order to improve the practical abilities of students. Now there is an on-the-job training in every curriculum, the task of universities is to integrate such training with the business sector, where most graduates with knowledge of the language are required. Thus, language training will not suffer, and the future graduate, after completing the annual on-the-job training at the enterprise that takes place after the second year, will have at least basic professional skills, and company representatives will have a trained, proven and familiar specialist already immersed in the field of activity of a certain company. We see the problem in the implementation of such on-the-job trainings in two aspects: 1. The employer needs graduates here and now, not everyone intends to train a specialist for themselves and wait 2-3 years. 2. The search for partner companies to implement on-the-job training is not always within the power of universities themselves, and often requires the assistance of local authorities.

Training of personnel with knowledge of the language for more complex technical areas can be implemented through targeted enrollment, i.e. enrollment «upon the order» of some large enterprises.

At the present moment spheres of cooperation between Russia and China are very broad, the demand for personnel with knowledge of Chinese/Russian languages is quite diversified, and the next stage of our

research should be the analysis of real-world employment examples of graduates with knowledge of Chinese who studied in Russia and with knowledge of Russian who graduated from Chinese universities.

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**Подготовка кадров для российско-китайского сотрудничества: анализ академических программ
российских и китайских университетов**

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БАК 5.8.1. Общая педагогика, история педагогики и образования (педагогические науки)

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Аннотация

Сотрудничество между Россией и Китаем в различных областях зависит от наличия все более квалифицированных кадров. Университеты обеих стран несут ответственность за предоставление образования, отвечающего этому спросу. В этой статье анализируются учебные планы российских и китайских университетов, освещается существующее состояние подготовки специалистов-русистов и китаеведов в России и Китае. Кроме того, в ней рассматриваются положительные аспекты академических программ и подчеркиваются различия между ними. Наконец, в заключении содержатся предложения и рекомендации по повышению качества учебных программ.

Ключевые слова

академические программы, российско-китайское сотрудничество, русский язык, китаевед.

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