

**FOREIGN STUDENTS IN RUSSIAN UNIVERSITIES: MOTIVATION,
EDUCATIONAL ISSUES AND PROSPECTS OF CHINO-RUSSIAN EDUCATIONAL
COOPERATION**

***ESTUDANTES ESTRANGEIROS NAS UNIVERSIDADES DA RÚSSIA: MOTIVAÇÃO,
QUESTÕES EDUCACIONAIS E PERSPECTIVAS DA COOPERAÇÃO EDUCACIONAL
SINO-RUSSA***

***ESTUDIANTES EXTRANJEROS EN UNIVERSIDADES RUSAS: MOTIVACIÓN,
CUESTIONES EDUCATIVAS Y PERSPECTIVAS DE LA COOPERACIÓN
EDUCATIVA CHINO-RUSA***

Dan ZHAO¹
Pavel S. GAVRILOV²
Azamat X. LUEV³
Yakov A. ASLANOV⁴
Ekaterina V. KARTASHEVICH⁵

ABSTRACT: The purpose of this work is related to sociological study of adaptive and motivational aspects of educational activities of Chinese students in Russia to determine the trends and prospects of Chino-Russian cooperation in the field of higher education. This problem is relevant, since it is a part of the range of issues related to improving competitiveness of national higher education system of the Russian Federation and its attractiveness for foreign (in particular, Chinese) students, the number of which, in many respects, determines the rating and status of the university in the international educational space. The methodological framework of research is formed by a complex of conceptual ideas and theoretical approaches, among which the most actively used ones were the theory of global transformations multiplicity, the concepts of globalization and internationalization, which allowed us to consider Chino-Russian cooperation in the coordinates of a particular type of global transformation, considering the dual nature of globalization in the sphere of education. The study identified some positive achievements in the field of Chino-Russian educational cooperation, as well as the factors that negatively affect the assessment of Russian higher education by Chinese students. There were identified the reasons for adaptation difficulties of this category of students in conditions of Russian realities. It is concluded that the development

¹ Southern Federal University, Rostov-on-Don – Russia. Postgraduate Student of the Department of Theoretical Sociology and Regional Research Methodologies. ORCID: <https://orcid.org/0000-0002-7466-4091>. E-mail: zd1219@foxmail.com

² Southern Federal University, Rostov-on-Don – Russia. Postgraduate Student of the Department of Theoretical Sociology and Regional Research Methodologies. ORCID: <https://orcid.org/0000-0001-9694-5903>. E-mail: pgavrilov@sfnu.ru

³ North Caucasus Federal University, Stavropol – Russia. PhD of Sociological Sciences, Pro-Rector for Educational Work. ORCID: <https://orcid.org/0000-0003-1132-0395>. E-mail: azamat_luev@mail.ru

⁴ Southern Federal University, Rostov-on-Don – Russia. PhD of Sociological Sciences, Associate Professor of the Department of Theoretical Sociology and Regional Research Methodologies. ORCID: <https://orcid.org/0000-0003-2945-1676>. E-mail: aslanov@sfnu.ru

⁵ Southern Federal University, Rostov-on-Don – Russia. PhD of Sociological Sciences, Senior Lecturer of the Department of Theoretical Sociology and Methodology of Regional Studies. ORCID: <https://orcid.org/0000-0002-1281-5659>. E-mail: ekartashevich@sfnu.ru

prospects for educational Chino-Russian cooperation (from the point of view of increasing the attractiveness of Russian higher education in the eyes of Chinese citizens) depend on certain changes, both of conceptual and organizational character.

KEYWORDS: Higher education. Foreign students. Chinese students. Educational cooperation. Globalization.

RESUMO: *O objetivo deste trabalho está relacionado ao estudo sociológico dos aspectos adaptativos e motivacionais das atividades educacionais de estudantes chineses na Rússia para determinar as tendências e perspectivas da cooperação sino-russa no campo do ensino superior. Este problema é relevante, uma vez que faz parte do conjunto de questões relacionadas à melhoria da competitividade do sistema nacional de ensino superior da Federação Russa e sua atratividade para estudantes estrangeiros (em particular chineses), cujo número, em muitos aspectos, determina a classificação e o status da universidade no espaço educacional internacional. O arcabouço metodológico da pesquisa é formado por um complexo de ideias conceituais e abordagens teóricas, entre as quais as mais ativamente utilizadas foram a teoria da multiplicidade das transformações globais, os conceitos de globalização e internacionalização, que nos permitiram considerar a cooperação sino-russa no coordenadas de um determinado tipo de transformação global, tendo em conta a natureza dual da globalização na esfera da educação. O estudo identificou algumas realizações positivas no campo da cooperação educacional sino-russa, bem como os fatores que afetam negativamente a avaliação do ensino superior russo por estudantes chineses. Foram identificados os motivos das dificuldades de adaptação desta categoria de alunos nas condições da realidade russa. Conclui-se que as perspectivas de desenvolvimento da cooperação educacional sino-russa (do ponto de vista de aumentar a atratividade do ensino superior russo aos olhos dos cidadãos chineses) dependem de certas mudanças, tanto de caráter conceitual quanto organizacional.*

PALAVRAS-CHAVE: *Ensino superior. Estudantes estrangeiros. Estudantes chineses. Cooperação educacional. Globalização.*

RESUMEN: *El propósito de este trabajo está relacionado con el estudio sociológico de los aspectos adaptativos y motivacionales de las actividades educativas de los estudiantes chinos en Rusia para determinar las tendencias y perspectivas de la cooperación chino-rusa en el campo de la educación superior. Este problema es relevante, ya que forma parte de la gama de cuestiones relacionadas con la mejora de la competitividad del sistema nacional de educación superior de la Federación de Rusia y su atractivo para los estudiantes extranjeros (en particular, chinos), cuyo número, en muchos aspectos, determina la calificación y el estatus de la universidad en el espacio educativo internacional. El marco metodológico de la investigación está conformado por un complejo de ideas conceptuales y enfoques teóricos, entre los cuales los más activamente utilizados fueron la teoría de la multiplicidad de transformaciones globales, los conceptos de globalización e internacionalización, que permitieron considerar la cooperación chino-rusa en la coordenadas de un tipo particular de transformación global, teniendo en cuenta el carácter dual de la globalización en el ámbito de la educación. El estudio identificó algunos logros positivos en el campo de la cooperación educativa chino-rusa, así como los factores que afectan negativamente la evaluación de la educación superior rusa por parte de los estudiantes chinos. Se identificaron las razones de las dificultades de adaptación de esta categoría de estudiantes en las condiciones de la realidad*

rusa. Se concluye que las perspectivas de desarrollo de la cooperación educativa chino-rusa (desde el punto de vista de aumentar el atractivo de la educación superior rusa a los ojos de los ciudadanos chinos) dependen de ciertos cambios, tanto de carácter conceptual como organizativo.

PALABRAS CLAVE: *Educación superior. Estudiantes extranjeros. Estudiantes chinos. Cooperación educativa. Globalización.*

Introduction

Higher professional education has a direct impact on competitiveness of the country as a whole through the training of qualified personnel and development of holistic, creative personality, which is one of the main factors for the effective and successful functioning of the state economy and the socio-cultural dynamics of society.

Thus, improvement of the higher education system is a direct path to positive social changes, social ability to successfully respond to the challenges of globalization and national security of society (FROLOVA *et al.*, 2015). In this regard, on the agenda of each state there is an issue of expanding the horizons of higher education activities by modernizing its content and management.

Internationalization (i.e., the process of integrating the higher education system of different countries into the world practice) has become an important aspect of modernization of higher education (HIGHER EDUCATION..., 2004). The international prestige and status of a national education system is largely determined by the number of foreign students among all the students enrolled (PROKOFIEVA *et al.*, 2018; KARGAPOLTSEVA *et al.*, 2019). This share in modern Russia, as well as in China, does not allow us to classify these countries as leaders in the field of foreign citizens training, despite the fact that the share of Chinese "migrant students" is steadily growing and many researchers note this positive trend, as well as progress in promoting Chinese education in the market of educational services.

The latter is manifested in the fact that there is a rapid growth of joint educational and research programs of Chinese and foreign universities, an increase in educational exchanges and in the number of foreign students in China (SHVEDOVA, 2013). However, the leaders in this regard are England, France, Australia, Germany and Canada, despite the fact that during the Soviet period of Russian history, citizens of many countries considered USSR education to be very prestigious, especially in engineering, technical and natural science specialties. In these areas, USSR education was considered to be one of the best in the world, which corresponded

to the very status of the USSR as a country that was one of the leaders in the most important areas of science and technology (AREFYEV; SHEREGI, 2014).

The Chino-Russian educational cooperation development attracts significant interest in dynamics of the modern educational space within the boundaries of internationalization of higher education. This cooperation is quite intense, as evidenced by the fact that Russia has the largest number of agreements on cooperation in the field of higher education with China (SHVEDOVA, 2013).

In this regard, the question of Chinese students adaptation in the educational space of Russia, their motivation for choosing Russian universities and, in general, the prospects for educational cooperation between Russia and China is extremely relevant.

Literature Review

In Russian scientific discourse there are well represented the topics related to the study of foreign students in the aggregate of problems that accompany their studies in Russian universities (BAYANOVA *et al.*, 2019; PUSHKAREV *et al.*, 2019). These problems include many aspects of the socio-psychological, historical, socio-political, ethno-cultural and economic plan, which determine the peculiarities of adaptation of this social group to life in Russia and its educational space (ZHURAVLEVA, 2011). The variety of scientific research and directions in the field of foreign students studying in Russian universities can be differentiated by the disciplinary practices (VINOGRADOVA *et al.*, 2018). So, in historical direction, they value the works in which scientists turn to the study of Soviet experience of working with foreign students (PATSIKEVICH, 2019), which was built on the indispensable knowledge of the Russian language and understanding the peculiarities of Russian history and culture. The psychological direction is also important because within its framework researchers analyze a whole range of issues and problems related to the personal development of foreign students in the educational space of Russian universities; the peculiarities of their interaction with the foreign cultural environment and integration into it; the negative factors of adaptation of this group of students in a foreign university environment and the ways to eliminate the influence of these factors (POPKOVA, 2012).

At the junction of socio-psychological, ethnological and ethnolinguistic approaches, scientists pay special attention to the value, motivational attitudes and ethno-cultural aspects of foreign students adaptation to Russian conditions of educational and socio-cultural environment (AVDONINA; BOCHKAREVA; BULGANINA, 2016; VERSHININA; KURBANOV;

PANICH, 2016; PUGACHEV; OVTSEVA; VARLAMOVA, 2018; EZHOV *et al.*, 2019), pointing out the difficulties associated with significant cultural differences of the students, who for the most part belong to the countries with radically different civilizational specifics. For this reason, they face various kinds of socio-cultural barriers to adaptation in the socio-cultural space of Russian higher education (BEREGOVAYA; LOPATINA; OTURGASHEVA, 2019).

In the works of pedagogical field, they analyze the pedagogical practices and methods of working with foreign students, criteria for effectiveness of this work, mechanisms for its optimization and the need to improve professional competence of teachers working with this category (BENSON, 2017). From the standpoint of political analysis, they study the socio-political attitudes and values of foreign students (KUTUEV *et al.*, 2017). They attempt to treat the problems of foreign students studying in Russian universities comprehensively only within the framework of sociological reflection, indicating the need to create a theoretical platform for such scientific research, empirical verification of the proposed ideas and theses put forward by scientists in the process of studying the problem of integration into the socio-cultural and educational space of Russia (RASTORGUEV; VOLKHONSKAYA, 2020).

In many studies devoted to the prospects for integration of Russian national educational system into the international educational space within the framework of export of educational services, they analyze Chino-Russian relations in the field of education as well (KROLIVETSKAYA, 2018). It is necessary to highlight some works in which the cooperation between Russia and China in the field of teaching Chinese students in Russian universities, culture and education is subjected to research analysis (GREVTSEVA, 2017; RUSHANIN, 2015).

The scientists (by analogy with the above-mentioned range of problems in relation to foreign students in Russia) also raise such problems as the ethno-cultural features of adaptation of this group of students to the socio-cultural realities of Russian society (KOVALEVA *et al.*, 2019; KOSHELEVA; PAK, 2011), values and motivational attitudes of Chinese students, including in comparison with the Russian students studying in Chinese universities (LEONTIEVA, 2019), behavioral strategies of Chinese students associated with the choice of Russian universities, and geography of this choice (SHVEDOVA, 2013). Chinese researchers are also interested in such problems (YANHUI, 2015).

A lot of research works in the field of internationalization of higher education in China and its promotion in the world market belongs to the foreign scientists who note significant progress in Chinese higher education system over the past decades (MCCAFFERTY, 2013; WANG; ZWEIG, 2016; ZWEIG; ROSEN, 2003).

This range of problems, although it was covered in scientific discourse, is still of considerable interest from the point of view of dynamic development nature of the national educational systems in the modern international space (and Chino-Russian cooperation in particular). On this basis it is possible to formulate the priority of this work – to conduct a sociological study of adaptive and motivational aspects of educational activities of Chinese students studying in Russia; to determine the trends and prospects of Chino-Russian cooperation in the field of higher education.

Methodological Framework

The problems identified in this paper determine the feasibility of using the accumulated theoretical experience in the field of higher education in the context of globalization process, which determines internationalization in the form of Chino-Russian interaction in the sphere of education. In relation to this study, multiplicity of global transformations seems to be the most promising theory (MARGINSON; WENDE, 2010). In higher education, the methodological framework of this theory considers three types of global transformations of potential character:

- integration of global transformation, a fundamentally different level of public relations (global market, participation in online publications) etc.;
- national-converged global transformation, resulting in relations that generate examples for general changes in national systems of higher education under the influence of convergence and integration;
- national-parallel global transformation, which is characterized by parallel reforms simultaneously implemented by several governments (on common ideas and patterns), which also leads to convergence and promotes interaction between different national higher education systems.

This methodological platform allows us to consider the Chino-Russian cooperation in the coordinates of a particular type of global transformation, identifying the problems and prospects for further educational cooperation between these countries.

Internationalization is one of the basic concepts covering the possible form and quality of convergence of foreign spaces in the context of educational interaction. The science treats this concept in different ways. Thus, in the work of O. V. Saginova (2004), she distinguished at least two levels of internationalization: the first - "... a simple, ordinary level" (involvement of universities in international activities); the second - "the process of systematic integration of

the international component in education, research and public activities of higher educational institutions" (SAGINOVA, 2004).

Internationalization, according to numerous studies, is directly associated with globalization. Moreover, A. N. Dzhurinsky (2014) believes that internationalization, at a new stage of higher education development, acts as an integral part of globalization process. T. F. Kryaklina (2015) suggests treating globalization in the education system as the process of erasing boundaries in the content, forms, methods and technologies of education, the consequence of this process being formation of common features and properties, integration of education and educational activities in general (KRYAKLINA, 2015).

Taking all these positions into account, we agree that globalization of education forms its own philosophy and worldview, morality and value system, its manifestation being of a dual nature as well (BEREGOVAYA, 2017). On the one hand, it is an objective process that leads to several positive aspects (interpenetration of cultures, information accessibility, higher level of scientific and academic mobility, and a number of other opportunities). On the other hand, it is a process of universalization that entails unification of values, destabilization of national educational systems etc.

As a result, the educational process is unified, aligning itself with cross-border and transcultural characteristics. In the range of this duality, they set the parameters of inconsistency, so the development of higher education, moving in the wake of internationalization, should be considered and evaluated.

The paper uses an array of empirical data presented in the results of Russian (BOBYLO, 2017; KROLIVETSKAYA, 2018; SHVEDOVA, 2013) and Chinese studies (YANHUI, 2015; XIAOLIN, 2017; ZHOU; ZEMIN, 2020). That allowed to identify the value judgments of Chinese students about education in Russia, the problems accompanying this process, as well as the expert positions of researchers, considering the sources of adaptation aspects in life of Chinese students and the prospects for further educational cooperation between Russia and China. The study used statistical data presented in international rankings and official documentation on development of Chino-Russian relations in the field of higher education.

Results

The educational traditions and resources of China and Russia are rich and well-known, the history of cooperation and exchange in the field of education between these two countries can be traced back to the first days of the PRC. In recent decades, this cooperation has shown considerable potential in the field of education. At the same time, not only the People's Republic of China, which traditionally showed considerable interest in Russian education (back in the Soviet era, when the national system of China itself was formed under the influence of Soviet education) but Russia as well is interested in such a cooperation (YANHUI, 2015).

Russian students are increasingly showing interest in Chinese education, and experts state, that Russian youth prefers Chinese direction for higher education, displacing Germany, which was previously leading in this regard (OECD, 2017).

Thus, the general conclusion drawn from the analysis of educational exchange dynamics in opportunities of educational systems of Russia and China indicates the growing interest of Chinese students in Russian education. This kind of social trend leads to the need for a more careful study of the external and internal factors that determine conditions for meeting the growing demand by improving the quality of social and educational conditions. It is obvious that there is a need to study the motives of professional choice of Chinese students, their orientation to the final learning goals and much more.

One of the most important factors that determine the social and educational image of a Chinese student is the reason for choosing Russia as a place for professional education. The research materials allow us to identify the following reasons for professional choice of Chinese students studying in Russia:

- good geographical location (due to proximity - the two countries are land neighbors, which provides convenient transport accessibility);
- the presence of significant educational resources, including universities with a high international rating and historically formed educational image of Russia as a country that has educated many outstanding people in various fields;
- availability of training opportunities in Russia (from the point of view of registration): it is possible to independently apply for studying at all Russian universities. In addition, if the majority of Russian students go to China for a language internship, sometimes without an opportunity (due to restrictions on the Chinese side) to continue their studies in the main specialties, then Chinese students, (after preliminary language training) are trained in the chosen

specialty (SHVEDOVA, 2013). An important factor that attracts Chinese students to Russia is the fact that it is much easier to get a Russian visa than an American or European one;

– simple training procedure due to the similarity of national educational systems of Russia and China with relatively low tuition fees in comparison with Europe and the United States; the status of Russian diploma in the field of academic activity and employment within the framework of Bologna system. In other words, education in Russia is available to almost all the middle-income families, although there is a Chinese scholarship council that provides a certain part of students with an opportunity to study in Russia for free. Researchers note that the vast majority (about 85%) of Chinese students prefer the universities of Moscow, St. Petersburg, Vladivostok, Voronezh and some other (SHVEDOVA, 2013);

– state support from Russia for Sino-Russian relations in the sphere of education, which is expressed in orientation of Russian universities to accept Chinese students, providing them with a wide choice of educational programs and practices.

It should also be noted that with increase in number of Chinese students, their choice of specialty has also become more differentiated. If earlier this choice was mainly focused on psychology, history, philology, philosophy, political science, journalism, sociology, pedagogy, economics and other humanities, today the Russian disciplines (known for their achievements) are of considerable interest: information technology, aerospace engineering, nuclear physics and other specialties of natural and technical field, despite the fact that they have not yet become dominant among professional orientations of Chinese students. The engineering and technical specialty (as well as arts and culture) is gaining popularity among the Chinese students who are focused on studying at Russian universities.

Chinese students are characterized by some peculiarities in the field of motivation for studying in Russia in comparison with Russian students studying in China. If the latter associate studying in China with the opportunity to leave Russia and stay in China, focusing on grants for training, then Chinese students have a different attitude, not linking it with the prospects of gaining a foothold in the country. Most Chinese students studying in Russia see the opportunity to get a good education for the prospects of successful professional self-realization in their homeland, with knowledge of the Russian language and a Russian diploma, valuable in China (LEONTIEVA, 2019).

In other words, for Chinese citizens, Russian education itself is of value, while for the Russian citizens education in China is associated with other goals, strategies and meanings that go beyond acquisition of professional competencies and knowledge.

Of course, Chinese students face some problems of adaptation (like most of the other foreign students) which is determined by the difficulties of communication in a new cultural and linguistic environment (VERSHININA; KURBANOV; PANICH, 2016). The factor of language training is important as well. Against the background of the growing interest in the Chinese language in Russia, which is taught in many universities of the country, the interest in the Russian language in China is not so significant, it is included in educational program of a very small number of Chinese universities (SHVEDOVA, 2013). In this regard, attention to the Russian higher school as to a space focused not only on translation of knowledge, skills, professional competencies and value orientations but also on intercultural adaptation of the students representing different ethno-cultural communities is significantly increasing (BELOUSOVA, 2010).

So, they updated the range of applied issues that can be solved with involvement of sociological science potential, namely: development of empirical tools for tracking the dynamics of professional training in the Russian state (for other countries and, in particular, for the PRC), the features of adaptation of Chinese students in educational space of Russian universities; analysis of the regional specifics of training Chinese students in the context of adaptation to the socio-cultural realities of a particular region of the Russian Federation (taking into account the opinions of students themselves). The work in this direction will allow us to solve the problem of cultural integration (not only of Chinese, but also of other foreign students) in the social and educational space of Russia more effectively (SAVCHENKO, 2009, 2010). All that will have a positive impact on the results of Russian educational programs development (KAPEZINA, 2014).

Discussion

The number of foreign students is an important indicator for assessing competitiveness of a state education system. For development of Russian higher education system, it is a priority task to attract foreign students, establishing Russian universities in the international educational space and competing with other national educational systems at a decent level. A lot has already been done, but if we compare Russia with other countries in this regard, it is still significantly losing, including to China, which not only ranks third in the export of educational services (second only to the United States and Great Britain), but is also the main competitor for the Russian Federation (KROLIVETSKAYA, 2018). Using the market of educational services for the purposes of geopolitical influence, as an instrument of "soft power", China actively pursues

the policy of internationalization in the field of education, emphasizing the importance of preserving Chinese culture and spreading its ideals, including through development of educational centers - not only in China, but also abroad, the main goal being promotion of the "national spirit" (BOBYLO, 2017).

China conducts an active policy in the field of international educational cooperation, attracting foreign citizens to Chinese universities for training, sending its citizens to foreign universities, creating joint educational programs and associations with foreign universities. The latter direction has also been developed within the boundaries of Chino-Russian educational cooperation. The PRC and Russian universities have established a joint Chino-Russian university cooperation in Moscow and Shenzhen, as well as the Association of Chino-Russian Economic Universities (ASREU), the Association of Technical Universities of Russia and China (ASRTU), etc. (BOBYLO, 2017).

As for Chino-Russian cooperation, there are two trends in this regard. On the one hand, they have achieved some positive results, indicating that there are serious prospects for the further development of Russia and China on the path of training professional personnel within the framework of educational cooperation. First of all, it is necessary to note the growth in the number of Chinese citizens studying in Russian universities: in 2017-2018 in 85 Russian cities there were studying 30.000 Chinese students, which is twice as much as at the beginning of 2000 (TOP-100, 2019). Probably, such a dynamic is due to implementation of the PRC's development strategy "One Belt – One Road", where Russia is given the role of political and economic partner.

On the other hand, the problems that hinder the effective development of Chino-Russian relations in the field of higher education are identified as well. These problems are related to the existing educational models of Russia and China, which are built on the principle of disciplinarity, which, in turn, creates problems of disciplinary limitations in planning of educational programs and management of educational process, as the future lies in interdisciplinary educational programs and collaborative research.

Another important problem in the way of effective educational cooperation between the PRC and Russia is the lack of educational cooperation concepts, which limits the joint use of resources for more effective cooperation in educational sphere. The joint use of resources in Chino-Russian cooperation in the field of higher education requires not only exchange programs for students or creation of joint educational institutions and associations, but cooperation at the level of management structures and research organizations.

Of particular importance there are the joint research organizations and projects, which activities allow to form a holistic view of the nature of problems and prospects in educational cooperation of the countries, forming a space of understanding and trust between the actors of educational cooperation for joint solutions to the problems arising during this cooperation. For example, the study conducted in 2018 among Chinese students (N=615) studying in Russia, regarding their satisfaction with organization of life activities in Russian universities⁶, allowed us to identify some areas as well, both positive and problematic.

On the positive side: about 50% of the surveyed students came to get Russian professional education (mainly bachelor's and master's degrees). A small percentage (8%) came for the purpose of subsequent immigration to Russia. We should note that attractiveness of Russian culture (with great opportunities for professionalization) turned out to be significant when choosing Russian education for more than 30% of the respondents. Perhaps because of this factor most respondents chose to study in the humanities.

We should also note the positive characteristics of relations that develop between Russian teachers and Chinese students in educational process and organization of students' life in general, which allows to overcome (among other things) the difficulties of curriculum. However, slightly more than a third of the students believe that university staff can quickly and adequately answer the questions of Chinese students, but there is a semantic misunderstanding due to the language barriers. This indicates the need for special training not only for the foreign students, but also for the Russian teachers as well.

Discussing results of the negative characteristics, it should be noted that the survey revealed dissatisfaction (of most Chinese students - 59.6%) with the content and methods of teaching in Russian universities, which is probably due to the existing difference in pedagogical culture and ways of organizing the educational process in China and Russia.

Russian students usually take preparatory courses to continue their studies in universities, but the logic and content of the educational process in higher education suggest the need to develop a completely different level of Russian language proficiency. According to the results of this sociological survey, 12.3% of Chinese students studying in Russia cannot understand the content of presented materials.

There is also a difference in organization of educational process in terms of the methods - in Russian universities they use much more methods: seminars, reports, presentations etc.,

⁶ Sociological survey data published on the Chinese website: <https://www.wjx.cn/jq/37712659.aspx>. Access: 10 Jan. 2021.

when the range of assessment tools in China is smaller. All that also makes it difficult for Chinese students to adapt to studying in Russia.

Moreover, the very style of educational activity based on the paradigm of personality-oriented education contradicts the ethics of Chinese students, their Confucian mentality, since such a paradigm involves manifestation of activity in the classroom, vivid self-expression, ability and willingness to engage in a dialogue with the teacher.

Personalities of Chinese students, formed in the logic of Confucian teaching, adhere to different norms of behavior in relations with their elders, teachers and in interpersonal communication. Within the framework of these norms, it is unacceptable to argue with teachers or defend one's own position, since in the hierarchy of communication, the teacher is above the students, who, following the ethics of the "person", must demonstrate modesty, restraint in speech behavior. They do not object to the teacher and show respect for the teacher's personality regardless of the situation (XIAOLIN, 2017).

The significant differences between Chinese and Russian youth are pointed out by Chinese scientists (ZHOU; ZEMIN, 2020), who noted their consumer orientations and peculiarities of family strategies as common characteristics. Due to the national specifics, the differences are greater and of a deeper nature. Of course, this fact also complicates the process of adaptation of Chinese youth in student environment of Russian universities.

Thus, unwillingness and inability of Chinese students to learn and communicate in the learning process (in the paradigm of personality-oriented education), to be active in communicative and educational activities, dictated by the differences of mental nature and aggravated by the difficulties in learning the Russian language, lead to a decrease in academic performance and difficulties in adapting not only to the educational, but also to the overall socio-cultural environment of Russian universities.

All these difficulties of educational and socio-cultural nature form an ambiguous perception of Russian educational system and environment, which was manifested in very cautious responses of Chinese students regarding their attitudes to recommend studying in Russia. Among the reasons that influenced the negative attitudes in this regard, not the least is the factor of life insecurity in Russia.

Thus, the prospects for development of student exchange from perspectives of a possible increase in attention of Chinese students to higher education in Russian universities depend on certain changes, both conceptual and organizational.

Conclusion

China and Russia are the largest neighbors, forming a cross-border space with many prospects for cooperation at the intersection of history and culture of two civilizations, known for their achievements to the entire world community. Their relations are actively developing in various areas - Russia and China can already be called partners in economic, political and socio-cultural spheres. The Chino-Russian relations in the field of educational cooperation have been developing quite actively in the last decade, however, the lack of a holistic concept of single educational space between the two countries (considering the existing points of contact and differences in culture and mentality) hinders the more effective result of cooperation. The process of educational cooperation is often subject not to strategically verified and rational tasks embedded in the unified logic of educational cooperation between the PRC and the Russian Federation, but to spontaneous, reactive (stressful) or utilitarian (neoliberal, market) logic of thinking.

In the geo-economic and geopolitical perspective, China and Russia, thanks to their rich resource opportunities, numerous interregional transport corridors, human and cultural potential, are able to have a fairly strong impact on development of international labor market and the world economy. A significant role in realization of this promising future is assigned to higher education, including the level of educational cooperation between China and Russia.

Training of foreign students can strengthen positions of the two countries in international educational space, increase their attractiveness and competitiveness of the national education systems (GURULEVA, 2018), providing conditions for progressive and safe development of China and Russia in the context of integration of their scientific and cultural potential.

REFERENCES

AREFYEV, A. L.; SHEREGI, F. E. **Foreign Students in Russian Universities**. Section one: Russia in the International Education Market. Section two: Formation of the Contingent of Foreign Students for Russian Universities. Ministry of Education and Science of the Russian Federation. Moscow: Center for Sociological Research, 2014.

AVDONINA, V. I.; BOCHKAREVA, Y. V.; BULGANINA, S. V. **Problems of Adaptation of Foreign Students in Russian Universities**. 2016. Available: <http://web.snauka.ru/issues/2016/11/74033>. Access: 10 Jan. 2021.

BAYANOVA, A. R. *et al.* A philosophical view of organizational culture in contemporary universities. **European Journal of Science and Theology**, v. 15, n. 3, p. 121-131, 2019.

BELOUSOVA, E. I. Formation of Value Orientations of Russian and Foreign Students: Axiological Aspect. **Vestnik RUDN, serija Psihologija i pedagogika**, v. 4, p. 75-80, 2010.

BENSON, G. F. Competencies of a Modern High School Teacher in the Context of Internationalization of Education. **Vestnik TGPU (TSPU Bulletin)**, v. 12, n. 189, p. 85-91, 2017.

BEREGOVAYA, O. A. Globalization and Development of Lifelong Education. **Polzunovskij al'manah**, v. 4, n. 4, p. 60-61, 2017.

BEREGOVAYA, O. A.; LOPATINA, S. S.; OTURGASHEVA, N. V. Barriers of Socio-cultural Adaptation of Foreign Students in Russian Universities. **Perspektivy nauki i obrazovanija**, v. 2, n. 38, p. 108-118, 2019.

BOBYLO, A. M. The Policy of Internationalization of Higher Education in the Asia-Pacific Countries as an Instrument of "Soft Power" (on the Example of the USA, China, Singapore and the Russian Federation). **Ojkumena**, v. 1, p. 18-29, 2017.

DZHURINSKY, A. N. **Comparative Education**. Challenges of the XXI Century. Moscow: Prometheus, 2014.

EZHOV, K. S. *et al.* Conflict features depending on stay duration at workplace. **Dilemas contemporáneos: Educación, Política y Valores**, v. VI, n. 38, 2019.

FROLOVA, A. S. *et al.* Cultural and Historical Development of Everyday Life as a National Security Guarantee. **Mediterranean Journal of Social Sciences**, v. 6, n. 5, p. 417-421, 2015. Available: <https://www.richtmann.org/journal/index.php/mjss/article/view/7842>. Access: 10 Jan. 2021.

GREVTSEVA, G. Y. Cooperation Between Russia and China in the Field of Education. **Vestnik JuUrGU. Serija "Obrazovanie. Pedagogicheskie nauki"**, v. 9, n. 2, p. 43-52, 2017.

GURULEVA, T. L. Joint Educational Programs of Russia and China: Implementation Status and Challenges. **Vysshee obrazovanie v Rossii**, v. 12, p. 93-103, 2018.

HIGHER EDUCATION Partnerships for Global Development: Knowledge, Cooperation, Results. **Agency for International Development**, v. 1, p. 61-68, 2004.

KAPEZINA, T. T. Problems of Teaching Foreign Students in a Russian University. **Nauka. Obshchestvo. Gosudarstvo**, v. 1, p. 125-134, 2014. Available: <https://rucont.ru/efd/552886>. Access: 10 Jan. 2021.

KARGAPOLTSEVA, N. A. *et al.* Student Identity and Various Procedures of its Development. **International Journal of Applied Exercise Physiology**, v. 8, n. 2.1, p. 519-526, 2019.

KASA AYTEN, B.; ATES, A. Problems experienced in the literacy teaching process by foreign students in the first grade of primary school. **International Journal of Educational Methodology**, v. 7, n. 2, p. 319-334, 2021. DOI: 10.12973/ijem.7.2.319

KOSHELEVA, E. YU.; PAK, I. YA. **Educational and Learning Strategies of Chinese Students: Sociocultural Analysis**. Portrait of an Educational Migrant. The Main Aspects of Academic, Linguistic and Socio-cultural Adaptation. Tomsk: Izd-vo Tomskogo politehnicheskogo universiteta, 2011.

KOVALEVA, T. N. *et al.* Ecohumanistic Education in Russia and China as a Factor of Sustainable Development of Modern Civilization. **Dilemas contemporáneos: Educación, Política y Valores**, v. 6, n. 3, p. 128-132, 2019.

KROLIVETSKAYA, S. M. Prospects for Development of the Export Potential of Higher Education in the Russian Federation. **Upravlencheskoe konsul'tirovanie**, v. 12, p. 73-78, 2018.

KRYAKLINA, T. F. Features of Internationalization of Higher Education in the Context of Globalization. **Vestnik altajskoj nauki**, v. 3-4, n. 25-26, p. 281-232, 2015. Available: https://elibrary.ru/download/elibrary_25414018_68113229.pdf. Access: 10 Jan. 2021.

KUTUEV, R. A. *et al.* Methodological guidance of educational monitoring effectiveness. **Modern Journal of Language Teaching Methods**, v. 7, n. 3, p. 405-410, 2017.

LEONTIEVA, E. O. Chinese Students in Russia and Russian Students in China: Comparison Experience. **Regionalistika**, v. 6, n. 5, p. 79-92, 2019.

MARGINSON, S.; WENDE, M. New Global Country and Institutional Landscape. **Vestnik mezhdunarodnyh organizacij**, v. 3, n. 29, p. 51-63, 2010.

MCCAFFERTY, G. **China in Soft Power Push with Foreign Students**. 2013. Available: <http://edition.cnn.com/2013/05/29/world/asia/china-soft-powerforeign-students/index.html>. Access: 10 Jan. 2021.

Organization for Economic Co-operation and Development - OECD. Education at a glance. OECD Indicators. Paris: OECD Publishing, 2017.

PATSUKEVICH, O. V. International Educational Migration of Foreign Students on the Example of Russia: Historical Aspect. **Vestnik Belorusskoj gosudarstvennoj sel'skhozjajstvennoj akademii**, v. 2, p. 286-289, 2019.

POPKOVA, E. B. Inculturation of Foreign Students in Russian University: Interpersonal Aspect. **Vestnik Adygejskogo universiteta**, v. 4, p. 190-195, 2012.

PROKOFIEVA, E. N. *et al.* Risk based ecological economics to engineering students. **Eurasia Journal of Mathematics, Science and Technology Education**, v. 14, n. 3, p. 753–764, 2018.

PUGACHEV, I. A. *et al.* Adaptation of Foreign Students to Conditions of Training in a Russian University: Comprehensive Approach. **Vestnik Rossiyskogo universiteta družby narodov. Serija: Voprosy obrazovanija: jazyki i special'nost'**, v. 15, n. 2, p. 225-235, 2018.

PUSHKAREV, V. V. *et al.* Motivation and needs in the area of the spouses with different experiences of cohabitation. **Dilemas contemporáneos: Educación, Política y Valores**, v. VI, n. 41, 2019.

RASTORGUEV, S. V.; VOLKHONSKAYA, Z. I. Methodology of Research of Socio-political Attitudes of Foreign Students. *Gumanitarnye nauki. Vestnik Finansovogo universiteta*, v. 10, n. 4, p. 6-13, 2020.

RUSHANIN, V. YA. Russia and China: Dialogue in the Sphere of Culture and Education. **Vestnik Cheljab. gos. akad. kul'tury i iskusstv**, v. 3, n. 43, p. 119-126, 2015.

SAGINOVA, O. V. Internationalization of Higher Education as a Factor of Competitiveness (on the Example of Plekhanov Russian Academy of Economics). **Vestnik Rossijskoj jekonomicheskoj akademii im. G.V. Plehanova**, v. 1, p. 16-25, 2004.

SERIN, H.; BOZDAG, F. Refugee children from the point of school administrators and teachers' experiences. **European Journal of Educational Research**, v. 9, n. 4, p. 1455-1472, 2020. DOI: 10.12973/eu-jer.9.4.1455

SHVEDOVA, I. A. Internationalization of Higher Education in China. *Vestnik Tomskogo gosudarstvennogo universiteta. Istorija*, v. 1, n. 21, p. 132-138, 2013.

TOP-100. **Where and How Chinese Citizens Study in Russia**. 2019. Available: <https://www.5top100.ru/news/104492/>. Access: 10 Jan. 2021.

VERSHININA, I. A.; KURBANOV, A. R.; PANICH, N. A. Foreign Students in Russia: Features of Motivation and Adaptation. **Universitetskoe upravlenie: praktika i analiz**, v. 6, p. 94-102, 2016. DOI: 10.15826/umj.2016.106.063.

VINOGRADOVA, G. A. *et al.* Releasers as Factor of Student Ecological Focus Formation. **Ekoloji**, v. 27, n. 106, p. 1409-1415, 2018.

WANG, H.; ZWEIG, D. China's Diaspora and Returnees: Impact on China's Globalization Process. **All Academic**, 2016. Available: http://www.allacademic.com/meta/p_mlaapa_research_citation/3/1/3/9/1/pages313910/p313910-1.php. Access: 10 Jan. 2021.

XIAOLIN, Y. Difficulties of Teaching Chinese Students in Russian. *In: ALL-RUSSIAN SCIENTIFIC AND PRACTICAL CONFERENCE*, 8., 2017. **Proceedings** [...]. 2017. p. 346-350. Theme: Scientific Initiative of Foreign Students and Postgraduates of Russian Universities. Available: <https://core.ac.uk/download/pdf/162466738.pdf>. Access: 10 Jan. 2021.

YANHUI, L. New Dynamics of Higher Education in China. **Vestnik Novosibirskogo gosudarstvennogo pedagogicheskogo universiteta**, v. 6, p. 151-160, 2015.

ZHOU, X.; ZEMIN, Z. Perception of Russia by Modern Chinese Students. **Mir russkogovorjashhij stran**, v. 2, n. 4, p. 5-25, 2020.

ZHURAVLEVA, M. Regional system of outstripping professional training of specialists for the petrochemical complex. **Gerald of Kazan state technological university**, v. 1, p. 318-320, 2011.

ZWEIG, D.; ROSEN, S. **How China Trained a New Generation Abroad**. UN Public Administration Network, 2003.

Available: <http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN022360.pdf>. Access: 10 Jan. 2021.

How to reference this article

ZHAO, D.; GAVRILOV, P. S.; LUEV, A. X.; ASLANOV, Y. A.; KARTASHEVICH, E. V. Foreign students in russian universities: Motivation, educational issues and prospects of Chino-Russian educational cooperation. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp. 6, p. 3766-3783, Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25iesp.6.16137>

Submitted: 13/03/2021

Required revisions: 26/07/2021

Approved: 28/11/2021

Published: 30/12/2021

Processing and publication by the Editora Ibero-Americana de Educação.
Correction, formatting, standardization and translation.

