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PECULIARITIES OF MODELING UKRAINIAN-CHINESE COOPERATION IN THE FIELD OF EDUCATION

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Introduction. An urgent issue of supporting the development of national educational systems is organizational modeling of interaction in a global environment. Such interaction is carried out in various directions: work in international educational organizations, implementation of international educational projects, bilateral intergovernmental contacts, cooperation of educational institutions of different countries, etc. Tools and methods of interaction of institutional units of national educational systems in the global environment are constantly being transformed and taking on new forms. However, in recent years, these trends have slowed somewhat due to the global pandemic and the aggression of the russian federation.

The hypothesis of the scientific research consists in substantiating the methodological provisions of managing the development of cooperation of international institutions of higher education on the example of Ukrainian-Chinese cooperation.

The purpose of the study is to model Ukrainian-Chinese cooperation on the example of cooperation of higher education institutions.

The methodology of scientific research is the application of systemic, synergistic and process approaches to the modeling of cooperation of higher education institutions on the example of Ukrainian-Chinese cooperation. The following methods were used in the research process: the dialectical-logical method of scientific knowledge and the general scientific method of epistemology – to study the role and main forms of development of cooperative structures; system-structural method, methods of induction, deduction and logical generalizations – for the formation of prerequisites and institutional basis for the development of the international market of educational services; methods of economic and statistical analysis – for researching development trends in the field of internationalization of higher education; substantiation of the peculiarities of modeling cooperation in the field of education of Ukraine and other countries of the world on the example of China.

Conclusions and prospects for further research were formed and the directions for the development of the system of empirical evidence of the advantages of the transition from cooperation to transnational partnership of higher education institutions based on the example of Ukrainian-Chinese cooperation, in accordance with the achieved level of socio-economic efficiency of the management mechanism, were formed.

Keywords: cooperation; integration; innovation policy of higher education institutions; mechanism of modeling management of higher education institutions.

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ОСОБЛИВОСТІ МОДЕЛЮВАННЯ УКРАЇНСЬКО-КИТАЙСЬКОГО СПІВПРАЦІ В ОСВІТНІЙ СФЕРІ

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Вступ. Актуальним питанням підтримки розвитку національних освітніх систем є організаційне моделювання взаємодії у глобальному середовищі. Така взаємодія ведеться у різних напрямах: робота у міжнародних освітніх організаціях, реалізація міжнародних освітніх проєктів, двосторонні міжурядові контакти, співробітництво закладів освіти різних країн тощо. Інструменти та методи взаємодії інституційних одиниць національних освітніх систем у глобальному середовищі постійно трансформуються та набувають нових форм. Щоправда, в останні роки ці тенденції дещо загальмовано через світову пандемію та агресію рф.

Гіпотеза наукового дослідження полягає у обґрунтуванні методичних положень управління розвитком кооперації міжнародних закладів вищої освіти на прикладі Українсько-Китайської співпраці.

Метою дослідження є моделювання Українсько-Китайської співпраці на прикладі кооперування закладів вищої освіти.

Методологією наукового дослідження є застосування системного, синергетичного та процесного підходів до моделювання кооперацією закладів вищої освіти на прикладі Українсько-Китайської співпраці. У процесі дослідження використовувалися такі методи: діалектично-логічний метод наукового пізнання та загальнонауковий метод гносеології − для дослідження ролі та основних форм розвитку кооперативних структур; системно-структурний метод, методи індукції, дедукції та логічних узагальнень − для формування передумов та інституціонального підґрунтя розвитку міжнародного ринку освітніх послуг; методи економіко-статистичного аналізу − для дослідження тенденцій розвитку у сфері інтернаціоналізації вищої освіти; обґрунтування особливостей моделювання співпраці у сфері освіти України та інших країн світу на прикладі Китаю.

Висновки та перспективи подальших досліджень сформовано та обгрунтовано напрями розвитку системи емпіричних доказів переваг переходу від кооперації до транснаціонального партнерства закладів вищої освіти на прикладі Українсько-Китайської співпраці, відповідно до досягнутого рівня соціально-економічної ефективності механізму управління.

Ключові слова: кооперація; інтеграція; інноваційна політика закладів вищої освіти; механізм моделювання управління закладів вищої освіти.

Problem statement. Internationalization and integration of higher education in a global and international aspect raises many new questions for theory and practice. The most important of them are what is common and special in education and science, what laws, forms, methods of management are universal, and which operate within the range of specific conditions of different countries, how to best perform the functions of education and science in international activity, what are the peculiarities national style in education and development of the university as an educational institute, in organizational behavior, management systems, how important these features are for achieving the desired results. Almost every developed country has rich experience in building a higher education system. The results of the analysis of this experience can contribute to the development and enrichment of the domestic education system, make it possible to avoid repeating mistakes and to discover new approaches to solving a number of problems in this field (Xia et al., 2014).

In our opinion, it is expedient to study the peculiarities of the specified modeling on the example of the organization of cooperation between educational institutions of Ukraine and the People's Republic of China (PRC). The choice of the People's Republic of China as an object of research in the context of modeling cooperation in the field of education between Ukraine and other countries ("the outside world") is determined by a number of considerations. First, the PRC is one of the technological leaders, forming new technological networks, and using different tools. Secondly, the PRC is objectively interested in expanding effective technological cooperation with Ukraine, including in the field of training specialists for technology maintenance. Thirdly, institutions of higher education of Ukraine and the People's Republic of China have some experience of interaction, and therefore there is an opportunity to study the cooperative interaction of these institutions in different economic situations.

According to our assessment, in the near term (2021–2025) in the PRC, the main attention will be paid to the further development of innovative potential and technologies, but at the same time attention will be maintained to the protection of the natural environment.

Analysis of recent research on the problem. In the scientific economic literature (Minogue, 1973; Mohrman et al., 2008; Mowery et al., 2001; Muscio and Vallanti, 2014; Wagner, 2019; Williams, 2005; Wold, 1980a; Wold, 1980b; Wold, 1982; Xia et al., 2014; Zakharin et al. 2020; www.education-medelle.com), the scientific and theoretical paradigm of the functioning of cooperative management systems of higher education institutions for the development of global competitiveness is just beginning to take shape. Accordingly, there is a need for further research into the issues of ensuring the long-term structural effectiveness of the network competitive-cooperative

interaction of higher education institutions for the development of existing and the development of new theoretical, methodological, methodical and applied provisions regarding the development of cooperative management systems of higher education institutions in the national economy. The need to reorient to the principles of cooperation instead of competition are those features of the national economy that currently serve as motives for expanding the integrated development of cooperative management systems of higher education institutions for the development of global competitiveness.

Presentation of the main material. The direction of the scientific and technical policy of the People's Republic of China is considered to be the optimization of location and concentration of production, which should have a positive effect on the structure of the national economy. In particular, new principles for locating enterprises in the so-called industrial sectors of the economy were adopted. The creation of clusters of enterprises in the consumer sector of the economy (light and food industry) capable of producing innovative products for export is supported. Support for the creation of powerful industries capable of accumulating intellectual capital and implementing scientific and technical projects due to the effect of scale has been announced.

The Chinese authorities pursue a policy of attracting foreign specialists, recognizing their high qualifications. For specialists who are invited to work at Chinese enterprises, attractive working conditions are created, and bureaucratic procedures are reduced to a minimum. Such specialists have the opportunity to learn Chinese for free. Chinese institutions of higher education also participate in this work.

In China, the practice of implementing ambitious scientific and technical programs, including the development of scientific and innovative infrastructure, is gaining ground. In particular, programs for the construction of science cities, technopolises, and technoparks are being implemented. The specialization of the technopolis is determined on the basis of existing industry clusters, within which knowledge-intensive (innovative) enterprises that receive state support function. The vast majority of technopolis functioning projects envisage the development of certain science-intensive industries (the number of such industries declared priority has reached 14), including aviation, space, optical electronics, biotechnology, production of electronic computing machines (EC), robots, medical electronics, semiconductors, electronic and word processing, new alloys, ceramic materials, drugs, software and electronic engineering. Individual innovative projects within the framework of the program for the creation and development of technopolises are financed through front-line technology development models.

As of the beginning of 2005, there were more than 100 technology parks in the PRC, and by the beginning of 2020, there were already 330.

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In a short period of time, individual technoparks have achieved high economic and scientific and technical results. For example, in the first 5 years of its operation, more than 2,500 science-intensive companies were created in the Beijing Technopark, including 500 with the involvement of foreign investments in the form of modern technologies. During 2010–2020, more than 11,000 types of science-intensive products were mastered. During this period, as a result of the implementation of scientific and technical projects, it was possible to obtain more than 5 billion dollars. additional income.

Analysis of the experience of technopolises confirms the presence of positive examples of effective scientific and technical cooperation between basic enterprises and institutions of higher education.

The pace of economic and industrial growth in the territories of science cities and technology parks significantly exceeds the national average. Therefore, technoparks in the PRC are considered real "engines" of scientific and technological progress and innovative development.

One of the reasons for the success of Chinese universities was the creation of an attractive regime for attracting domestic and foreign investments that bring with them new technologies, developments, and innovations. This regime is determined primarily by attractive tax conditions, especially for foreign investors, for whom numerous tax and customs benefits are provided. This allows you to use reduced tax rates in the case of production of science-intensive products, which in practice leads to an increase in project profitability up to 50–100% (instead of the traditional 20–30%). In addition, foreign investors working in universities have the opportunity to attract additional investments in any amount without additional approval, to freely transfer the received profit abroad or within the country, to receive additional benefits in case of reinvestment of the received profit.

The Chinese authorities encourage projects of direct cooperation with foreign research institutions. It is worth highlighting projects related to the creation of joint (with foreign partners) science and technology parks. Positive

experience of cooperation between the People's Republic of China and Ukraine has been developed.

The first joint Sino-Ukrainian science and technology parks were created in Shandong province and Jinan city. Chinese and Ukrainian institutions of higher education (including National Technical University, Kherson University and Kharkiv Institute of Sericulture) are involved in the work in these science and technology parks.

The Chinese authorities are implementing a strategic course aimed at supporting high-tech exports. Separate economic decisions of the government provide for the provision of direct or indirect financial support to export enterprises that produce high-tech products. The practice of providing state guarantees for loans raised for the organization of export activities has become widespread.

One of the elements of China's science and technology policy is the high-tech export insurance toolkit. According to the decision of the State Council of the People's Republic of China, the State Chinese Corporation "Sinosure" was established in the form of a state export credit agency, which primarily supports the export of high-tech Chinese-made products through preferential export credit insurance. The main tools include: insurance of short-term and medium- and long-term export credits, insurance of Chinese investments abroad, provision of guarantees, collection of commercial debt, assessment of creditworthiness of trading partners, etc. The corporation has the status of a "political company", the source of its capital is the funds of the Export Credit Insurance Fund, which is formed at the expense of the state budget.

In recent years, China's economy has demonstrated high growth rates, thanks to the implementation of a number of innovative programs and projects, which should in the future provide the country with leading positions in the world in terms of technological intellectual development. In these conditions, a significant role is played by China's higher education system, which provides the national economy with highly qualified specialists who are able to act creatively and professionally, possess software tools, use modern information technologies and new knowledge. Today, China's higher education system is developing rapidly. Therefore, the study and generalization of China's experience in the formation of the national system of higher education, which acts as one of the factors supporting national competitiveness, is relevant (Wagner, 2019).

However, it is necessary to evaluate the state and development trends of China's higher education system from the point of view of its promotion of the implementation of strategic tasks of socio-economic policy, including the technological development of the economy. The analysis of this experience can be used in reforming the higher education system of Ukraine.

The Chinese government, trying to respond to global transformations, takes measures to support high rates of socio-economic development, including by stimulating scientific and technological progress. As part of this course, a strategy of "prosperity of the country based on the development of science and technology" was put forward, in which education took one of the key places. The guiding documents stated that "education should turn its face to modernization, to the world, to the future." The state allocates significant investments to modernize education (www.education-medelle.com).

The implementation of the ambitious plans of the Chinese government to transform China into a leader of civilizational development is impossible without the organization of the functioning of a high-quality education system, including higher education, which ensures the transfer of advanced knowledge, the formation of modern professionals in all spheres of activity, who possess the advanced achievements of science and technology, able to work creatively, independently and effectively.

The system of higher education in China is regulated by the state based on the implementation of strategic priorities and tasks of socio-economic policy, as well as taking into account forecasts of the technological development of the global economy. Measures are being taken to expand the number of admissions to faculties that train specialists that will contribute to strengthening China's national competitiveness in the future (Xia et al., 2014). According to some estimates, China is already ahead of most European countries in high-tech achievements (Mohrman et al., 2008). It is believed that the traditional and beloved humanities of old European universities give a good idea of the past, but do not encourage the creation of something fundamentally new. That is, government procurement is expanding in those areas where China holds or expects to gain technological leadership (Xia et al., 2014). Among such specializations: mechanical engineering, architecture, electronics, light industry, food industry, computer technology, energy, economics and finance, management of the national economy.

In order to transform the sphere of higher education into a factor of scientific and technical progress, it is necessary to manage to fulfill a number of tasks:

- high quality of education in institutions of higher education;
- high efficiency of interaction of higher education institutions with scientific institutions and the corporate sector;
- support for high academic mobility of teachers and students of higher education;
- ensuring realistic access of talented young people (even from low-income families) to high-quality higher education.

More than 100 scientific laboratories and 36 engineering centers are operating at the universities of developed provinces, which carry out specific scientific and technical orders.

Today, in China, the strategy of accelerated formation of potential (capacity building) has been practically announced, which includes the stimulation of obtaining higher education, regardless of the country of provision of educational services, with the aim of rapidly increasing the human and production potential of the state (Xia et al., 2014). In this regard, cooperation with foreign higher education institutions and scholarship programs for civil servants, teachers, scientific and teaching staff of universities and students of higher education are decisive tools, which also contribute to the interstate transfer of know-how. At the same time, the national strategy provides for measures to create favorable conditions for the return of qualified specialists to China.

One of the priority areas of state policy for the 14th five-year plan is the provision of comprehensive development of the education sector, including the higher education sector. China is trying, according to the conclusions of analysts, to become one of the world leaders in the field of commercial education (implementation of educational services of higher education institutions for export). About 100,000 Japanese and the same number of South Korean citizens are already studying in China. In Chinese institutions of higher education, the number of students from the USA, European countries, and Southeast Asia is rapidly increasing (Xia et al., 2014).

One of the features of educational programs in the field of higher education is the predominance of technical and natural disciplines.

Approximately 60% of Chinese higher education graduates master technical and natural sciences (for comparison: in the USA this indicator is equal to 14%, in the EU – 18%, in Japan – 26%). This circumstance indicates that the policy of the People's Republic of China in the field of higher education is aimed at providing the national economy with technical specialists. The above should become the basis of staffing for large-scale modernization and technologicalization of production.

Measures are being taken to develop the so-called corporate education, that is, the development of higher education institutions aimed at training personnel for specific large companies (corporations). This sector of higher education is predicted to have the highest growth rates in the coming years.

As of the beginning of 2020, more than 2,000 distance education centers were operating, which provide training in 140 professions. 1.3 billion trainees (at all levels of education) were trained in these centers.

In the PRC, there is a fairly significant network of professional educational institutions that are not included in the higher education system (technical

schools, vocational schools). About 4 million people are currently studying in these institutions. Various forms of post-graduate education (mainly advanced training courses) have also become widespread, which currently cover 12 million adults. There is also a network of institutions that retrain persons who have lost their jobs at state-owned enterprises (Muscio and Vallanti, 2014).

One of the main directions of modernization of the sphere of higher education is the informatization of the educational process. In 1994, the creation of the CERNET information network of education and scientific institutions began. 400 leading institutions of higher education from 70 cities are already connected to the network.

The first institutions of higher education in China arose 1300 years ago and were private. Currently, China is actively developing a modern system of higher education, which includes institutions of higher education of various levels, as well as institutions with the appropriate infrastructure. The system of higher education in the PRC includes universities, colleges and professional higher schools. Most universities and colleges operate under the jurisdiction of the Ministry of Education of the People's Republic of China. Some institutions of higher education are under the jurisdiction of local authorities.

The most prestigious institutions of higher education among young people are technical, pedagogical, linguistic and medical. There is a shortage of social sciences (economics, law, political science, journalism) and medical faculties. In recent years, master's studies in business education programs (MBA) have become popular. 63 Chinese higher educational institutions of the economic profile are implementing MBA programs (a master's degree, upon the results of which the graduate is awarded a master's degree in business administration). These programs are taught by foreign teachers and managers of leading corporations (www.education-medelle.com). EMBA (Master of Business Administration for Senior Management) and MPA (Master of Business Administration for the Public Sector) programs are in operation.

In China, institutions of higher education are significantly differentiated by the number of graduates. There are institutions with more than 30,000 students of higher education, but also institutions with less than 300 people. The largest institutions are represented in the group of classical universities (in the PRC, 39 institutions of higher education have more than 30,000 students of higher education, including 21 – classical universities).

One of the features of the functioning of the higher education system of the People's Republic of China is the functioning of externships. Currently, externs are trained in 92 institutions of higher education, all of them have a technical profile. Distance education is actively developing. The main link of distance education is radio and television broadcasts. In addition, the Internet is actively used.

Over the past 10 years, higher education institutions in China have trained more than 300,000 candidates and 20,000 doctors of science. Currently, there are 160,000 people studying at the graduate school. It should be noted that persons who have not reached the age of 40 are accepted for postgraduate studies, and for doctoral studies – those who have not reached the age of 45 (Xia et al., 2014).

In the vast majority of cases, education at state institutions of higher education is free (at the expense of budget funds).

In China, a network of non-state institutions of higher education is developing, which ensure the quality of training at the level of the best state universities. Non-state institutions are considered primarily as institutions that should partially solve the problem of budgetary financing of the development of higher education.

Studying in private institutions of higher education is paid, it includes both the fee for the provided educational services and the cost of accommodation (since most of the indicated institutions are of the boarding type). This payment can be made by various institutions and enterprises, including state ones, which are interested in attracting future graduates.

In the case of successful studies, higher education seekers have the right to receive an increased scholarship, as well as scholarships at the expense of various corporate funds, which in this way conduct work to find the most professionally prepared graduates.

Only a prepared applicant who has successfully passed the entrance exams can become a student of a higher education institution. However, preferential rules (usually for gifted children and orphans) apply alongside the general system.

Approximately 85% of graduates of higher education institutions work by profession, which is one of the highest indicators in the world.

Chinese universities act as centers of national science. Each university must maintain a high level of scientific and innovative activity, otherwise its status will be called into question.

Chinese universities have acted as the founders of about 330 technology parks and technopolises, in which large-scale research and development and innovation projects are implemented with real financing from the budget or funds of private investors.

In recent years, Chinese educational authorities have been making efforts to intensify the development of higher education, significantly expanding the state order for the training of specialists, stimulating the introduction of educational technologies, and providing grant support to young scientists.

In China, more and more attention is paid to strengthening the connection of higher education institutions with scientific centers and real production

(corporations, enterprises, firms). There is a noticeable trend of increasing specialization of education, individual programs are built taking into account the requests of specific employers (represented by a professional public association) or even a large corporation. In addition to the traditional "production practice", there is a so-called "professional internship", which involves the performance of a larger volume of work and training in specific managerial or technological skills (Xia et al., 2014). At the same time, the possibility of participation of enterprises (future employers) in the modernization of the educational process is also provided, including by providing production laboratories for the implementation of ongoing training.

A separate direction in the development of higher education in China is the admission of foreign students of higher education. Approximately 450 institutions of higher education in China have the right to accept foreign citizens for study. Currently, citizens of more than 180 countries are studying in China, including from the USA, Canada, Great Britain, Australia, Russia, and EU countries.

The right to study in institutions of higher education of the PRC has foreign citizens who have a secondary education, have reached the age of 18, speak Chinese and English, and have also passed an interview (usually in the form of a test and subsequent discussion of the results). It is possible to master the Chinese language on specialized courses (standard duration of study – 2 years, shortened – 1 year), which citizens with any level of training can enroll in (Muscio and Vallanti, 2014).

Foreign students of higher education began to be admitted to institutions of higher education of the People's Republic of China in 1950. Currently, foreign students of higher education have the right to be admitted, as already mentioned, to about 450 institutions of higher education of the People's Republic of China. The leaders in terms of the number of foreign students of higher education are Beijing University of Language and Culture (about 9,000 people), Peking University (about 4,000 people), and Fudan University in Shanghai (over 3,000 people). More than 80% of foreign students of higher education are citizens of Asian countries (primarily neighboring countries).

Foreign citizens can apply for scholarships from the Chinese government to study in bachelor's, master's and doctoral programs.

Based on the conducted research, the main elements of the state policy for the development of the higher education system in China are highlighted: the availability of state support tools for the development of higher education; high attention to supporting access to higher education with a simultaneous focus on attracting the best applicants; gradual increase in the autonomy of higher education institutions, primarily in the formation of educational programs and the content of academic disciplines; expanding access to academic mobility

programs for successful applicants of higher education; focus on strengthening the role of science and scientific research in the organization of work of universities; support for attracting foreign students and teachers; quality of education.

The Chinese higher education system is internationally recognized as one of the highest quality, as graduates of Chinese higher education institutions work in leading scientific and research institutions in the USA, EU countries, Japan, and Australia. Chinese graduates also work in innovative Silicon Valley companies, Wall Street financial companies, and teach at leading universities. Every year, about 20,000 graduates of higher education institutions of the People's Republic of China continue their postgraduate and doctoral studies abroad (www.education-medelle.com).

The system of organizational and legal regulation of higher education in the People's Republic of China includes three elements: legislation, implementation of legislative prescriptions, and monitoring of implementation. Legislative acts are adopted by the National People's Congress and its Standing Committee. In the field of education, the Law of the People's Republic of China on Education, the Law of the People's Republic of China on Higher Education, the Law of the People's Republic of China on Vocational Education, the Law of the People's Republic of China on Teachers, and the Regulations of the People's Republic of China on Academic Degrees are in force. There are regulatory and legal documents that regulate the peculiarities of education for the disabled, the issue of awards for success in teaching, etc.

In the specified legislative acts, a course on preserving the traditions of Chinese education is implemented, the Chinese experience of educating young people is taken into account, and the realities of building a socialist society are also taken into account. Legislative acts contain a number of criteria for moral and educational work in institutions of higher education, determine the system of knowledge assessment and current monitoring of the quality of education.

As part of the implementation of state policy in the field of higher education, the activities of state institutions of higher education are financed, as well as individual programs and projects (in which both state and non-state institutions of higher education participate).

In the People's Republic of China, the share of budgetary expenditure on education in GDP is relatively low - 3% (for comparison: in Ukraine – 7%, in EU countries – from 4.5 to 7%), and the share of financing higher education in the structure of GDP – 0,7%. (data for 2010) (www.education-medelle.com). In the People's Republic of China, the amount of financial resources directed to the development of higher education is growing every year.

The Law of the People's Republic of China on Education declares: "The share of financial support for education in the structure of the gross national

product should increase in accordance with the development of the national economy and the growth of financial revenues" (Mowery et al., 2001).

The budget for higher education consists of two parts: current expenses and capital construction. Appropriations provided under the "capital construction" part reach up to 50% of the total amount of expenses and are directed to the construction and repair of institutions, the purchase of educational equipment and the introduction of new educational technologies.

The main source of funding for the activities of state-owned institutions of higher education is the funds of the central budget (centralized allocations), but it is not prohibited to provide services for a fee. The budget of a medium-level higher education institution usually amounts to USD 150-200 million. USA. One of the sources of funding for higher education is the funds received from the education tax. A feature of the Chinese system of financing the activities of higher education institutions is a significant amount of funds coming from charitable organizations and in the form of donations.

The Ministry of Education of the People's Republic of China regulates the number of public institutions of higher education of various levels and profiles, as well as the content of programs for each field of training in such institutions. Non-state institutions of higher education have the right to independently determine the list of specialties (according to the available material base and personnel support) and educational programs. Often, the list of specialties is compiled taking into account the real needs of the economy of the region in which the institution is located.

The Law of the People's Republic of China on Promoting the Development of Non-State Education has been adopted in the People's Republic of China. Non-state institutions of higher education are not perceived as competitors to state ones, since non-state institutions, as a rule, occupy "market niches" that are simply not interesting for state institutions.

The emergence of a network of non-state institutions of higher education made it possible to increase the efficiency of the use of material, human and financial resources. It is interesting that a significant number of retired teachers work in non-state institutions, which state institutions get rid of. Moreover, the indicated trend is perceived by Chinese analysts as evidence of the growth of human potential precisely in non-state institutions, since retired teachers, having considerable experience in scientific and practical work, work conscientiously and qualitatively.

A powerful network of organizations engaged in supporting international contacts in the field of higher education has been created in the PRC. In addition to the Ministry of Education and its territorial bodies, which implement the state education policy and conduct current affairs, these issues are also dealt with by the All-China Committee of UNESCO and its branches, the China Association

for International Exchanges in the Field of Education and its branches, and regional authorities. Accordingly, the institution of higher education, its teachers and students of higher education have many opportunities (channels) of practical international interaction.

One of the activities of the Ministry of Education of the People's Republic of China in the field of improving the quality of higher education is recognized as reforming the system of assessing the knowledge of applicants, creating a scientifically based and fair system for selecting applicants to higher education institutions. Another direction is the improvement of the technical level and modernization of education technologies, comprehensive informatization of the educational process. It is proposed to develop distance education technologies by introducing satellite television technologies. Measures are being taken to further integrate higher education institutions with science and industry, including by financing joint scientific, technical and innovative projects at the expense of the central budget (www.education-medelle.com).

In the People's Republic of China, one of the priorities of the state policy in the field of higher education is to improve the quality of training of scientific and pedagogical personnel. It is planned to solve this task with the use of the following tools: increasing the average salary of scientific and teaching staff, introducing mechanisms of grants and subsidies for leading personnel, anticipatory increase of free places in institutions of higher education.

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