

Internationalization of Higher Education in China: Modern Trends

Svetlana S. Donetskaya – Dr. Sci. (Economics), Prof., e-mail: dss@inbox.ru

Novosibirsk State University, Novosibirsk, Russia

Address: 1, Pirogova str., Novosibirsk, 630090, Russian Federation

Yan Zhan – student, e-mail: 1021564014@qq.com

Heilongjiang University, Harbin, China

Address: 74, Xuefu Road, Nangang District, 150080, Harbin, Heilongjiang Province, China

Abstract. The article analyzes the processes of internationalization of higher education in China at the beginning of the 21st century. Based on data from the Ministry of Education of China, legislation and publications that are publicly available on the Chinese Internet, it is shown how the number of students visiting China, their preferences in choosing universities and educational programs changed from 2000 to 2016. Information on government activities to support international students is provided.

The internationalization of higher education plays an important role in the foreign-policy activities of modern China. Foreign students teaching and expanding of Chinese language teaching in foreign countries can be considered as the “soft power” of influence of Chinese national culture. Such actions from the point of view of the Chinese government should contribute to the formation of an attractive image of China, reduce the level of external threats, increase stability and economic prosperity of the country. Therefore, the government aims to attract as many foreign students as possible, especially from neighboring countries, and spends a lot of money on these purposes. The policy of internationalization of education has achieved significant results over the past 15 years. Today, students from all over the world obtain higher education in China. The number of foreign students increased in 2016 compared to 2000 by 8.4 times, reaching almost 450 thousand people. The possibilities for foreign students to choose profession and university have expanded. Now they come to China not only to learn Chinese, but also to obtain qualifications in engineering, economics, management and Western medicine.

Keywords: internationalization, higher education in China, foreign students, government support

Cite as: Donetskaya, S.S., Zhan, Yan. (2019). Internationalization of Higher Education in China: Modern Trends. *Vysshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 28. No. 6, pp. 63-74.

DOI: <https://doi.org/10.31992/0869-3617-2019-28-6-63-74>

Introduction

It is believed that the internationalization of education in China started long time ago when the Sui dynasty first began to accept Japanese students who came to China to study the theory of Confucianism. However, China's widespread recognition of foreign students occurred during the Tang dynasty, when Japan as well as the

countries located on the territory of modern North and South Korea, Vietnam and a number of other Southeast Asian countries, massively began to send their students and monks to study abroad – to China. The scale of the internationalization of that time is shown by Japanese data, according to it each batch of Japanese students sent to study in China was numbered from 10

to 20 people. Historians suggest that China's higher education system was one of the best in the world at that time. Even then, in China there were educational institutions equivalent to modern Peking University and Tsinghua University, which have a high international reputation, comparable to the current reputation of leading universities such as Harvard and Cambridge, and maybe even higher. Therefore, a lot of foreigners were proud of the education they obtained in ancient China, especially during the Sui and Tang dynasties¹.

A lot of water has flown under the bridges since then. Following the territorial changes, the state system of China was transformed, and its education system has undergone lots of reforms. For modern China, the most significant reforms of higher education were adopted at the end of the last century, when the country embarked on the creation of world-class universities, the universal improvement of the quality of education and the development of science. As a result, by 2016, higher education from elite became widespread [1]. Now, one in three young people aged 20–24 years is a university or a college student, while in 1995 the figure was only 2.7% (calculated according to [2; 3]). Over the past two decades, China has been actively introducing mass study of the English language and promoting its dominant role in international relations [4]. These initiatives have contributed to the rapid advancement of Chinese universities in the most influential international rankings: the Academic Ranking of World Universities (Shanghai Rating), QS World Universities Rankings and Times Higher Education World University Rankings. For example, in the strictest of them, the Shanghai ranking, which was created to assess the place of Chinese universities in the global scientific and educational community, in the year of its foundation (2003), two Chinese universities

showed the best results: Tsinghua University and Peking University, which ranked places 201–300. In 2018, these universities firmly established in the top 100, respectively, in 45th and 57th places. In total, 51 Chinese universities are positioned in the top 500 of the ARWU ranking, while in 2003 there were only 9 universities².

The end of the last century can be considered as the beginning of the modern history of the internationalization of higher education in China, when, in order to study foreign experience and copy successful educational practices, the Chinese government allowed its citizens to study abroad. And the flow of travelers began to grow rapidly on average by 17% per year reaching 544.5 thousand people in 2016 (or 2.1% of the total number of Chinese students) [2].

Today many modern forms of higher education internationalization are practiced in China [5]. This is primarily: sending Chinese students and teachers abroad, attracting foreign teachers and students to China, implementing joint educational programs and opening foreign language centers [6–8]. However, not all of them have been given enough attention in Russian-language or translated publications published in Russia. The processes of traveling abroad for Chinese students, the creation and implementation of joint Russian-Chinese programs, as well as the opening of Chinese language centers abroad [6; 9] are reflected best. And only fragmentary, without tracking the dynamics of the process, information about the teaching of foreign students in China is presented [6; 10; 11].

Therefore, the authors of the article considered it necessary, based on the analysis of the data of the Ministry of Education of China, legislation and publications that are publicly available, including on the Chinese Internet, to show how the number of students coming to China has changed their preferences in choosing universities and educational programs from 2000 to 2016, as well as provide information on govern-

¹ 中国高等教育国际化的历史渊源与现状分析. Analysis of the historical origin and current situation of the internationalization of higher education in China. Available at: <http://www.cnki.com.cn/Article/CJFDTOTAL-GDSH201402017.htm> (In Chinese)

² Academic Ranking of World Universities. Available at: <http://www.shanghairanking.com/>

ment activities to attract and support foreign students in China.

Government programs to support international students

Modern China is the third country in the world after the United States and the United Kingdom to attract foreign students³. In Asia, China is the most popular state for foreign students' education [12]. The main reason for this international recognition is not only the rapid improvement of the quality of Chinese university education, but also the targeted efforts of the Chinese government. Since the mid-2000s it has been implementing a "soft power" strategy which suggests distribution through cultural exchanges and educational programs of Chinese national values. According to the authors of the strategy, such actions should lead to the formation of an attractive image of China, reduce the level of external threats, increase stability and economic prosperity of the state. The leading role in this strategy is given to the promotion of the Chinese language and the Chinese education system [13; 14]. We should also note that the internationalization of education is recognized as the main mission of Chinese universities in the "Program for Medium-term and Long-term Reform and Development of Education of the PRC for 2010–2020"⁴. Therefore, the list of educational programs for foreign students is expanding every year (presented on the website of the Ministry of Education of China⁵). These are, above all, undergraduate, graduate or doctoral pro-

grams. However, there are also internships, as well as student exchange programs that do not involve obtaining academic degrees. Whatever program foreign citizens come to, they all have attractive opportunities for further education and building a successful career.

The government allocates huge funds to implement the strategy of "soft" propaganda of Chinese education [12], spent on supporting foreign students, attracting foreign scholars [6; 10] and financing Confucius Institutes (there are over 480 of them worldwide already [15]). The Bureau of Foreign Affairs of the State Education Commission of the PRC has developed state programs to support foreign students. For example, the National Commission for Education of the PRC provides scholarships for foreign students studying in China through bilateral agreements. In total, 235 types of scholarships⁶ are being implemented today, in 2016 they were received by 50 thousand foreign students from 183 countries (approximately 12.5% of the total number of foreign students), including 40% of foreign first-year students⁶. The percentage of graduate students among those receiving scholarships was 69% in 2016 [16]. We should note that now state educational initiatives are directed mainly to the countries located along the modern Silk Road (within the "One Belt, one road" strategy), where 4.4 billion people live (63% of the world's population) [17; 18]. Therefore, today 61% of all scholarships assigned to foreign students are held by citizens of these countries⁷. Starting from 2016 and over the next five years, the Chinese government intends to annually pay scholarships to another 10 thousand of such students [18]. We should note that scholarships for foreign students are not given disinterestedly. Their recipients must speak Chinese or

³ 中国成第三大留学目的地国. China is becoming the third largest country to study abroad. Available at: <http://edu.sina.com.cn/a/2016-09-12/doc-ixvukhv8200111.shtml> (In Chinese)

⁴ 中国中长期教育改革和发展纲要(2010–2020) The program of medium-term and long-term reform and development of education in the PRC for 2010–2020. Available at: <http://zongqing1028.blog.163.com/blog/static/12716629520107308487845/> (In Chinese)

⁵ Ministry of Education of the People's Republic of China. Available at: <http://en.moe.gov.cn/>

⁶ 中国成第三大留学目的地国. China is becoming the third largest country to study abroad. Available at: <http://edu.sina.com.cn/a/2016-09-12/doc-ixvukhv8200111.shtml> (In Chinese)

⁷ 利好政策支持, 沿线国家成来华留学新发力点. Countries supported for obtaining education in China. Available at: http://liuxue.gmw.cn/2017-06/06/content_24706095.htm (In Chinese)

have required language courses. For example, a one-year study of the Chinese language is necessary for the study of engineering, scientific specialties, management, economics, law, the visual arts and western medicine; for learning Chinese medicine, literature, history, philosophy – two-year language courses. If at the end of the course the student is unable to achieve the required level of proficiency in Chinese, the scholarship payment is terminated [14].

Most international students prefer to study in first-tier cities, such as Beijing and Shanghai. However, despite the fact that the capital of China is at the forefront of attracting foreign students, until 2006 only a few foreign students studying at Beijing universities could count on state support⁸. After 2006, the Ministry of Education and the Chinese Scholarship Council started working with universities to develop scholarship projects. Only in 2016, according to statistics of the Ministry of Education of China, 10 scholarship projects to support foreign students were implemented in Beijing municipalities. Another 15 projects were implemented in 15 higher education institutions in Beijing. In total 598 students were supported that year. In 2017, 11 municipal projects and 21 projects at universities and colleges were implemented to support 502 students. These projects are intended for students coming from countries belonging to the “One Belt, One Road” initiative and studying in the following areas: aerospace, electrical and railway activities, law, Chinese medicine, finance, architecture and electronic information engineering. By 2020, the number of such projects should increase to up 100⁹. Similar scholarship initiatives are being established in other university cities of China.

In the near future the Chinese government plans to make the process of foreign students

teaching even more comfortable. For that purpose they are planning to increase funding for universities that host foreign students (currently, such universities are additionally allocated funds for the purchase of educational materials, reimbursed the tuition and living expenses of students, necessary medical expenses for their services, and also provided subsidies for organized group holiday trips¹⁰); to develop programs to encourage “returning” students (i.e., obtaining the next academic degree in China) and graduates who start their businesses in China, as well as expand their internship opportunities [18].

Dynamics of the number of foreign students in China

The rational policy of the Chinese government to attract foreign students to the country almost immediately affected the increase in their flow. So, if in 2000 the number of foreign students in China was just over 50 thousand people, then it took only four years to exceed the mark of 100 thousand people (*Fig. 1*). Since then, every two years, the total number of foreign students has increased by about 50 thousand people (33%). In 2016, more than 440 thousand people arrived in China, which is 9 times more than in 2000 [16; 19]. The share of foreign students in the total number of students studying in China also increased: from 2.8% in 2000 to 5.4% in 2014 (calculated according to [2; 16; 19]). However, despite all efforts, China has not yet reached the half-million number of foreign students planned by 2020¹¹, and their share in the total number of students is almost four times less than that of the leaders of the internationalization of high-

⁸ 清华大学留学生管理政策. International Politics of Tsinghua University. Available at: <http://www.tsinghua.edu.cn/publish/gjhzylc/8806/index.html> (In Chinese)

⁹ Ministry of Education of the People's Republic of China. Available at: <http://en.moe.gov.cn/>

¹⁰ 留学生管理办法. Management activities for foreign students. Available at: <https://baike.so.com/doc/3088487-3255343.html> (In Chinese)

¹¹ 中国中长期教育改革和发展纲要 (2010–2020). The program of medium-term and long-term reform and development of education in the PRC for 2010–2020. Available at: <http://zongqing1028.blog.163.com/blog/static/12716629520107308487845/> (In Chinese)

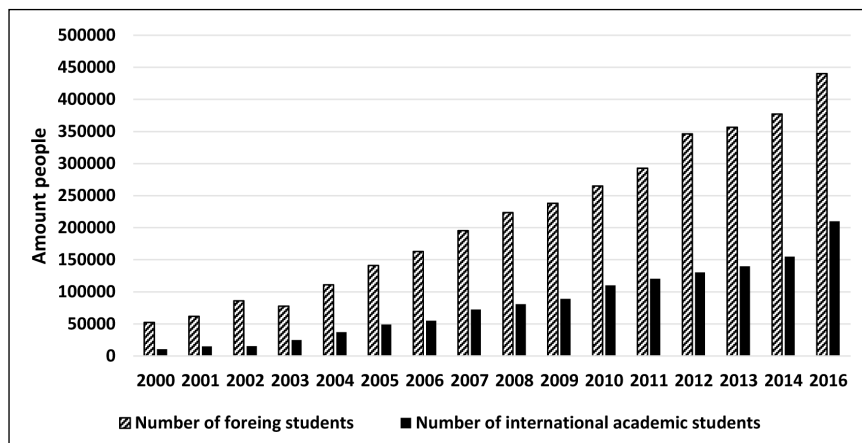


Fig. 1. Dynamics of the number of foreign students in China from 2000 to 2016
Sources of information: [16; 19].

er education in the UK and Canada (19.3 and 21.9% respectively¹²).

Foreign students in China are usually divided into two groups: “academic students” and “non-academic students.” Academic students are students studying for the purpose of obtaining academic degrees of bachelor, master or doctor or specialist diploma after completing two or three years of training in a particular specialty. Non-academic students are enrolled in various long-term and short-term programs that do not involve obtaining these degrees and diplomas. This includes students who come to the exchange [19]. The educational policy of the Chinese government is aimed at attracting foreign citizens to the country to receive academic degrees [16]. That is why in the last 15 years the number of foreign academic students has been growing annually by an average of 20.6%, and their share in the total number of foreign students increased from 20% in 2000 to 47.7% in 2016 [16]. The number of non-academic students has been increasing more slowly – by an average of 13.8% per year.

An analysis of the structure of academic students has shown that these are mainly bachelor

students. In 2000, their share in the total number of foreign students was 20.3%, in 2009 it reached 30.5% and remained similar in the following years (Fig. 2). The second largest group of students with academic qualifications is a group of master’s students, and this explains a slight increase in the total number of foreign students. From 2000 to 2007, the share of in the total number of foreign students fluctuated around the level of 4%. Since 2008, it has increased annually by 0.7 percentage points, reaching 9.5% in 2014 (Fig. 2). The share of doctoral students for 15 years was 2.5–2.6% of the total number of foreign students. The share of professional students who receive the lowest level of professional qualifications after training is insignificant – 0.9% (with the exception of 2.1% in 2002).

Country structure of international students

Despite the fact that citizens of all countries of the world are already studying in China [18], to attract them various initiatives are being implemented, the government is constantly looking for new educational opportunities for foreign students. And after the start of the implementation of the “One Belt, One Road” initiative, most of the new projects are aimed at “soft” promotion of Chinese education in the countries located along the new

¹² 中国成第三大留学目的地. China is becoming the third largest country to study abroad. Available at: <http://edu.sina.com.cn/a/2016-09-12/doc-ixvukhv8200111.shtml> (In Chinese)

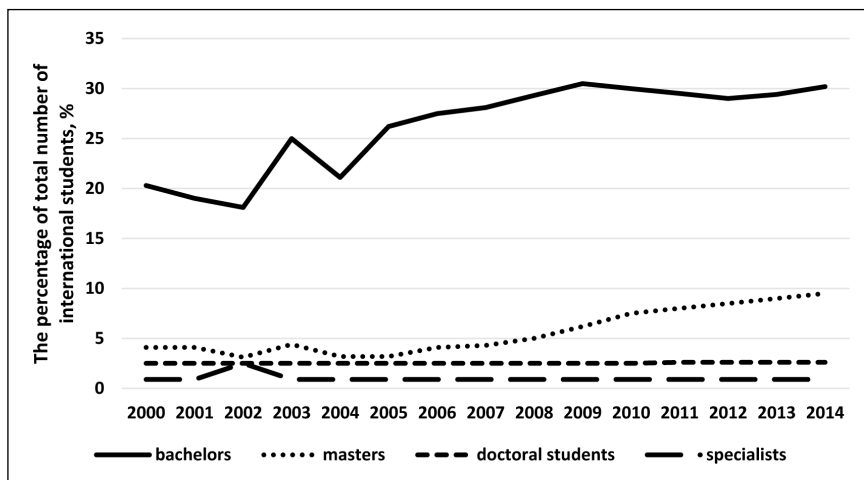


Fig. 2. Percentages of bachelors, masters, doctoral students and specialists from the total number of foreign students from 2000 to 2014

Sources of information: [16; 19].

silk road. Therefore, it is not surprising that these countries have become a growth point for increasing the number of foreign students in China. According to the Ministry of Education of China, in 2017, 64.9% of foreign students came from countries belonging to the “One Belt, One Road” initiative [20].

Table 1 presents information on the eight leading countries that sent their students to China in 2000–2016. We can note that in 2016, the most students came from South Korea (more than 70 thousand people), the USA and Russia (more than 23 thousand people from each country). In the same year, the number of foreign students who came to China from South Korea, Thailand, India, Pakistan, Indonesia, Kazakhstan and Laos increased most rapidly compared to the previous year. However, if we analyze the data from 2000 to 2016, we can see that the growth rate of the number of foreign students was not identical in each of the five-year periods. The most rapid growth in the number of foreign students was from 2000 to 2005, when the average annual growth, for example, of students from India and Vietnam reached 66 and 62.4%, respectively. Over the next five years, the average annual growth rate of student numbers has dropped dramatically. However, in

these years it is also possible to single out two countries with the most significant average annual increase in the number of their students in China – Russia (19.9%) and Thailand (18.7%). Finally, in the period from 2010 to 2016, when the rate of growth in the number of students from all the countries represented decreased, and even became negative for Vietnam and Japan, India continued to increase the number of students by an average of 13% per year [20].

Changing foreign students' preferences when choosing universities and specialties

In recent years, the preferences of students studying in China in their choice of specialties and areas of training have changed greatly. Now they rarely come to the country only to learn Chinese. According to the Ministry of Education of China, the proportion of students learning Chinese in 2015 was 38.2% of the total number of foreign students, which is 15.3 percentage points less than in 2012 (53.5%) [16]. At the same time, engineering, medical and other areas that are not traditional for Chinese higher education have become more popular. Thus, thanks to the new needs of students, the distribution of educational programs in Chinese universities becomes more even.

Table 1

Dynamics of the number of foreign students who came to China
from eight foreign countries from 2000 to 2016

Country	Number of foreign students, person				Average annual growth rate of foreign students, %		
	2000	2005	2010	2016	2000–2005	2005–2010	2010–2016
South Korea	16787	57564	62957	70540	127,9	101,8	101,9
Japan	13806	18363	16808	13595	105,9	98,2	96,5
USA	4280	11784	19668	23838	122,5	110,8	103,3
Indonesia	1947	5652	9539	14714	123,8	111,0	107,5
Russia	703	5032	12481	17971	148,2	119,9	106,3
Thailand	667	5522	13018	23044	152,6	118,7	110,0
Vietnam	647	7310	13177	10639	162,4	112,5	96,5
India	527	6634	9014	18717	166,0	106,3	113,0

Sources of information: [18; 20].

Table 2

Structure and dynamics of the number of foreign students
in China in the areas of training from 2000 to 2015

Training course	Structure of the number of foreign students, %				Average annual growth rate of the number of foreign students, %		
	2000	2005	2010	2015	2000–2005	2005–2010	2010–2015
Humanities	72,1	64,8	60,4	50,1	119,5	111,8	103,9
Medicine	9,4	12,4	13,2	16,0	129,0	114,7	112,0
Literature	5,3	8,0	4,4	8,9	132,4	100,5	124,3
Engineering	3,2	3,0	5,7	9,5	120,7	128,4	119,5
Management	3,0	2,0	2,2	2,3	112,3	116,2	108,5
Economics	2,9	4,6	6,1	5,8	133,3	120,4	106,5
Pedagogy	1,3	2,2	1,6	1,6	135,4	100,7	107,0
Law	1,2	2,4	5,4	4,9	141,3	133,2	105,7
Agriculture	0,8	0,1	0,1	0,1	72,1	116,2	115,3
Science	0,8	0,5	0,9	0,9	113,0	127,9	108,2

Source of information: [20].

If we analyze in detail the change in the professional preferences of foreign students (Table 2), we can see that from 2000 to 2005 an annual increase was more than 30% in the number of foreign students studying law (41.3%), economics (33.3%), pedagogy (35.4%), literature (32.4%). From 2005 to 2010 the highest average annual increase in the number of students was observed only by law (33.2%), engineering (28.4%) and scientific specialties (27.9%). At the same time, by 2010, the number of students studying literature and pedagogy practically did not change. By 2015, the growth in the number

of foreign students slowed down in all areas of training. We can single out only the literary trend, where from 2010 to 2015 the number of students annually grew by 24.3%. In other areas, the increase was from 3.9% (humanities) to 19.5% (engineering) per year.

Changes also occurred in the structure of professional preferences of foreign students (Table 2, Fig. 3). If in 2000, 72.1% of students came to China to study humanities (philosophy, foreign language, art, history), in 2015 there were less than 22 percentage points (50.1%). But at the same time almost four times the propor-

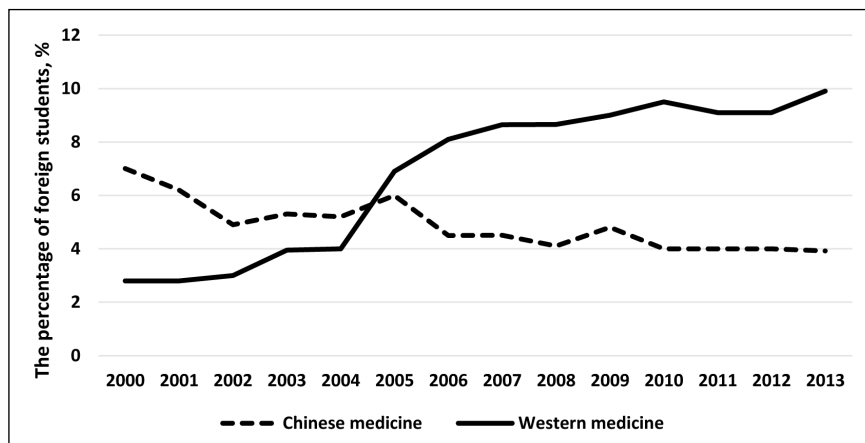


Fig. 3. The percentage of foreign students studying Chinese and Western medicine in China in 2000–2013

Source of information: [19].

tion of students studying law (from 1.2 to 4.9%), almost three times – engineering students (from 3.2 to 9.5%), twice – medical students (from 9.4 to 16%) and students majoring in economics (from 2.9 to 5.8%), one and a half times – studying literature (from 5.3 to 8.9%) increased. In three areas of training: management, pedagogy and science there were no significant changes. At the same time, the share of foreign students studying agriculture declined 8 times in 15 years (from 0.8 to 0.1%). It is necessary to note the change in the preferences of students in the study of medicine (Fig. 3). If in 2000, 3% of foreign students mastered Western medicine and 7% Chinese medicine, in 2013 the situation changed: about 10% of students were interested in Western medicine and only 4% were interested in Chinese medicine [19].

We are interested in the analysis of the professional preferences of students from different countries. Since China's nearest neighbors are Japan and South Korea, these countries are the significant "sources" of foreign students (Table 1). Due to a similar level of socio-economic development and similarity in languages, the choice of a specialty and place of study in China by Japanese and Korean students is similar. According to a survey conducted by a Japanese educational agency, the main purpose of study-

ing in China for Japanese students is to learn the language, followed by training in economics, literature, and obtaining political and legal skills. And few students want to study science and engineering. This is mainly due to language limitations [20]. Most Korean students also come to China to learn Chinese. A small number of students prefer to get professional skills in the field of economy, trade and cultural exchange. Cultural and geographical similarities, combined with close economic and trade exchanges between China and South Korea, have meant that more and more Korean students who have experienced internal problems in choosing a place of study or who have difficulties in finding employment in their homeland in the future want to come to China for training [20].

In recent years, the number of English students in China has increased. Today there are about 5 thousand people. And according to the plan developed by the British government, by 2020 the number of British citizens sent annually to China to study or gain business skills should increase to 80 thousand people. English students study law, government, business and media management in Chinese universities. In addition, many British choose Chinese culture, history, and economics as a professional course to study in China [20].

American students come to China mainly to learn Chinese. Despite the growing popularity of receiving foreign education, in the ranking of countries where American citizens go to study, China is only the sixth. This is due to the fact that 55% of Americans prefer to study in Europe and reluctantly go to Asian countries because of language barriers. More than two thirds of US students prefer to speak English or another close in accessibility language [20].

Unfortunately, we were unable to find the preferences of Russian students and students from the countries of the former USSR. However, we still know the preferences of students from African states that are very interesting. Currently, the mass media of Egypt, Nigeria, Sudan, Ethiopia, Algeria, Tunisia and other countries widely report on the successful development of China's experience. And some media actively encourage students to study in China in order to use the gained experience for the benefit of their countries. Students certainly heed such calls. Therefore, in 2015, in China the number of students from African countries reached almost 50 thousand people. Egypt and Sudan send their citizens the most actively. African students study agriculture, agronomy, veterinary medicine, traditional Chinese medicine, science, engineering and culture in Chinese universities [20].

Over the past 15 years, the priorities of foreign students have not changed much when choosing universities and colleges in China. They still prefer to study in cities of the first level, such as Beijing and Shanghai. According to the China Association for International Education in 2015, 73.8 and 55.2 thousand people (32.4% of the total number of foreign students) studied in these cities, respectively¹³. Most want to study at universities with high ranking, such as Tsinghua University and Fudan University. However, there are students who pay attention to the professionalism of teachers and prefer to

enroll in highly specialized universities. According to these signs, students choose universities to study Chinese and economic disciplines.

Figure 4 presents eight Chinese universities – the leaders in enrollment of foreign students in 2015. We can see that Beijing University of Language and Culture, both in 2000 and now, is the university that has hosted the largest number of foreign students. We should note that the number of universities that host foreign students has changed little compared with 2000. However, taking into account the economic development in recent years, the educational preferences of students have changed – they enter universities with economic and commercial profiles more often. Therefore, the popularity rating among foreign students, for example, the university of international business and economics has grown from the thirteenth position in 2000 to the fourth in 2015.

Conclusion

Summing up, we note that the internationalization of higher education is gaining momentum and more and more countries are being drawn into this process. China is no exception: over the past 15 years, the number of foreign students has increased by almost 8.5 times, reaching about half a million people. Now citizens of all countries are studying in China, however, a significant flow of foreign students still comes from neighboring countries, as well as countries with good economic relations established.

In order to attract greater flow of foreign students, China has expanded the choice of specialties and universities. Therefore, in modern China, students can not only learn Chinese, as it was 10–15 years ago, but also get good training in economics, Western medicine, as well as study Chinese literature and master engineering professions.

The Chinese government continues to spend significant financial resources to support international students during their studies and to simplify their employment in China. But this is not done disinterestedly, but with the aim of creating a positive image of the state and form-

¹³ 2015年全国来华留学生数据统计. Statistics of foreign students studying in China in 2015. Available at: <http://www.cafsa.org.cn/research/show-1662.html> (In Chinese)

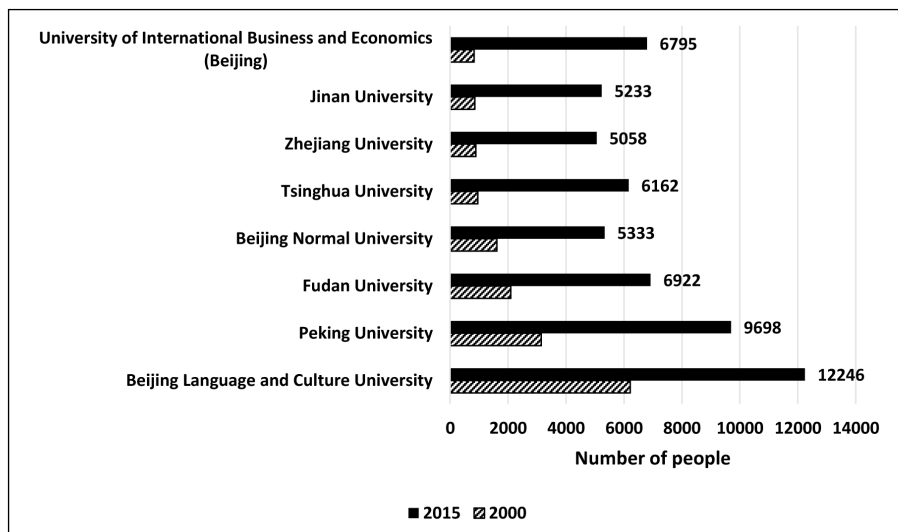


Fig. 4. The number of foreign students admitted by leading universities in China in 2000 and 2015

Sources of information:

- 2015年全国来华留学生数据统计. Statistics of foreign students studying in China in 2015 Available at: <http://www.cafsa.org.cn/research/show-1662.html> (In Chinese).
- 2000年全国来华留学生统计. Statistics of foreign students studying in China in 2000 Available at: <http://www.cafsa.org.cn/research/show-1259.html> (In Chinese).

ing a “belt of friendship” primarily with countries belonging to the “One Belt, One Road” initiative.

Despite the seemingly good government initiatives, recently you can hear criticism of China’s government for rude interference in the educational processes of foreign countries and pressure on foreign students [15] as well as the quality of Chinese education that sometimes doesn’t live up to the expectations [21]. However, since the most effective way to attract foreign students to China is still the state scholarship [14; 22], which a country with a successful economy can pay, the presence of a small number of negative reviews will not stop the process and internationalization of higher education in China.

References

1. Donetskaya, S.S., Tsyannan, Tsi (2018). Reforming the System of Higher Education in China: Modern Results. *Vysshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 27. No. 12, pp. 79-92. (In Russ., abstract in Eng.)
2. National Bureau of Statistics of China. Available at: <http://www.stats.gov.cn/english/Statistical-data/AnnualData/>
3. 1999年中国人口统计年鉴. 1999 China Population Statistics. Yearbook. Available at: <http://tongji.cnki.net/kns55/navi/YearBook.aspx?id=N2005120412&floor=1> (In Chinese)
4. Sun, J.J.-M., Hu, P., Ng, S.H. (2017). Impact of English on Education Reforms in China: With Reference to the Learn-English Movement, the Internationalisation of Universities and the English Language Requirement in College Entrance Examinations. *Journal of Multilingual and Multicultural Development*. Vol. 38 (3), pp. 192-205.
5. Jane Knight, Hans de Wit. (2018). Internationalization of higher education: past and future. *Mezhdunarodnoe vysshee obrazovanie = International Higher Education*. No. 95. Pp. 6-7. Available at: <https://ihe.hse.ru/article/view/8451/9060> (In Russ.)
6. Shvedova, I.A. (2013). The Process of Internationalization of Higher Education in China. *Vestnik Tomskogo Gosudarstvennogo Universiteta Istoriya = Tomsk State University Journal of History*. No. 1 (21), pp. 132-138. (In Russ., abstract in Eng.)

7. Wu, H, Zha, Q. (2018). New Typology for Analyzing the Direction of Movement in Higher Education Internationalization. *Journal of Studies in International Education*. Vol. 22 (3), pp. 259-277.
8. Li, S. (2018). Transnational Higher Education in China: Thirty Years of Development. *Higher Education Forum*. Vol. 6, pp. 49-58.
9. Sun, Y. (2017). Cultural Innovation: Localization and Internationalization of Higher Education in China. *Pedagogical Review*. No. 4 (18), pp. 19-26. (In Russ., abstract in Eng.)
10. Bazanova, E.A. (2011). The Strategy of the PRC "Soft Power" in Cooperation with the Arab Countries of the Middle East in the Field of Education 1990–2010. *Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Seriya: Istoriya i politicheskie nauki = Bulletin of the Moscow State Regional University. Series: History and Political Science*. No. 2, pp. 85-90. (In Russ.)
11. Chinaeva, T.I. (2017). Main Trends of the International Market of Educational Services. *Statistika i ekonomika = Statistics and Economics*. No. 1, pp. 60-68. (In Russ., abstract in Eng.)
12. Wen, W., Hu, D., Hao, J. (2018). International Students' Experiences in China: Does the Planned Reverse Mobility Work? *International Journal of Educational Development*. Vol. 61, pp. 2014-212.
13. Pershina, M.P. (2017). "Soft Power" in the Foreign Policy of the Republic of Korea and the PRC. *Etnosotsium i mezhdunarodnaya kultura = Etnosocium and International Culture*. No. 2 (104), pp. 109-118. (In Russ., abstract in Eng.)
14. Wang, W., Curdt-Christiansen, X.L. (2016). Teaching Chinese to International Students in China: Political Rhetoric and Ground Realities. *Asia-Pacific Education Researcher*. Vol. 25 (5-6), pp. 723-734.
15. Altbach, Ph. J., de Wit, H. (2018). China closure? Possible implications for universities of the world. *Mezhdunarodnoe vysshee obrazovanie = International Higher Education*. No. 93. Pp. 31-33. Available at: <https://ihe.hse.ru/article/view/7762/8574> (In Russ.)
16. 2016年教育部发布来华留学生人数. The Number of Foreign Students Arrived According to the Ministry of Education in China in 2016. Available at: https://www.liuxue86.com/a/3115069_4.html (In Chinese)
17. Ma, J., Zhao, K. (2018). International Student Education in China: Characteristics, Challenges, and Future Trends. *Higher Education*. Vol. 76 (4), pp. 735-751.
18. "一带一路" 沿线国成留学生发力点. International Students from Countries Along the "Belt and Road". Available at: <http://www.chinaqw.com/hw/jy/2017/04-24/138500.shtml> (In Chinese)
19. 1999–2013年来华留学生趋势分析. Analysis of the Trend in the Number of International Students in China from 1999 to 2013. Available at: http://blog.sina.com.cn/s/blog_13f6ce86e0102vmmh.html (In Chinese)
20. 最受留学生青睐的专业. Popular Professions for International Students in China. Available at: <https://baijiahao.baidu.com/s?id=1596422931735677154&wfr=spider&for=pc> (In Chinese)
21. Haugen, H. III. (2013). China's Recruitment of African University Students: Policy Efficacy and Unintended Outcomes. *Globalisation, Societies and Education*. Vol. 11 (3), pp. 315-334.
22. Dong, L., Chapman, D.W. (2008). The Chinese Government Scholarship Program: An Effective form of Foreign Assistance? *International Review of Education*. Vol. 54(2), pp. 155-173.

The paper was submitted 21.01.19

Received after reworking 29.03.19

Accepted for publication 05.05.19

Интернационализация высшего образования в Китае: современные тенденции

Донецкая Светлана Сергеевна – д-р экон. наук, проф. E-mail: dss@inbox.ru

Новосибирский государственный университет, Новосибирск, Россия

Адрес: 630090, г. Новосибирск, ул. Пирогова, 1

Жань Янь – студент. E-mail: 1021564014@qq.com

Хэйлунцзянский университет, Харбин, КНР

Адрес: 150080, г. Харбин, провинция Хэйлунцзян, Нанганг, Хуефу роуд, 74

Аннотация. В статье анализируются процессы интернационализации высшего образования, происходящие в Китае в начале XXI в. На основе данных Министерства образования Китая, законодательных актов и публикаций, находящихся в открытом доступе в сети китайского Интернета, показано, как изменилась численность студентов, приезжающих в Китай, трансформировались их предпочтения в выборе университетов и программ обучения с 2000 по 2016 годы. Представлена информация о государственных мероприятиях по поддержке иностранных студентов.

Интернационализация высшего образования играет важную роль во внешнеполитической деятельности современного Китая. Обучение иностранных студентов и расширение преподавания китайского языка в зарубежных странах можно рассматривать как «мягкую силу» влияния китайской национальной культуры. Такие действия, с точки зрения китайского правительства, должны способствовать формированию привлекательного образа Китая, снижению уровня внешних угроз, повышению стабильности и росту экономического процветания государства. Поэтому правительство стремится привлечь как можно больше иностранных студентов, особенно из соседних стран, и расходует на эти цели немалые средства. Политика интернационализации образования позволила достичь значимых результатов за последние 15 лет. Сегодня в китайских университетах обучаются граждане всех стран мира. Численность иностранных студентов увеличилась в 2016 г. по сравнению с 2000 г. в 8,4 раза, достигнув почти 450 тыс. человек. Расширились возможности выбора иностранными студентами специальностей и университетов. Теперь в Китай приезжают не только для изучения китайского языка, но и для получения квалификации по инженерным специальностям, экономике, управлению и медицине.

Ключевые слова: интернационализация, высшее образование в Китае, иностранные студенты в Китае, государственная поддержка

Для цитирования: Donetskaya, S.S., Zhan, Yan. Internationalization of Higher Education in China: Modern Trends // Высшее образование в России. 2019. Т. 28. № 6. С. 63-74.

DOI: <https://doi.org/10.31992/0869-3617-2019-28-6-63-74>

Статья поступила в редакцию 21.01.19

После доработки 29.03.19

Принята к публикации 05.05.19