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### **THE PRC'S EXPERIENCE IN HIGHER EDUCATION INTERNATIONALIZATION**

Currently, in the context of intense competition in the global educational services market, the expansion and stimulation of educational exports has become one of the most important priorities of public policy in all developed countries. That is why Chinese government is focusing on the internationalization of education, which will ensure the implementation of modernization policies. Under China's political reform, higher education internationalization took three main forms: studying abroad, integrating international perspectives into university teaching and learning, and implementing joint programs with foreign institutional partners in Chinese universities.

In 1993, the "Main Points of Education Reform and Development in China" outlined priorities for the further development of education, which included the development of international cooperation in the field of education and adoption of foreign experience in the field of education management. One of the main directions of reforming the higher education system became orientation towards Western educational models and globalization of the educational process, including opening the border for Chinese students to travel abroad to get education or carry out scientific research. As one of its strategic goals Chinese government did their best to increase the competitiveness of Chinese universities in order to achieve equal positions with world's top universities.

Higher education internationalization is one of the fundamental tasks that Chinese government has been consistently implementing for more than forty years since the launch of the reform and openness policy. An important feature of China's internationalization policy is the leading role of the state, which sets the strategic vision of its goals depending on the priorities of the domestic policy and the specifics of the foreign policy context. At present, the internationalization of Chinese education has taken several forms, namely sending Chinese students and teachers abroad; attracting foreign teachers, professors, and researchers; inviting international students to China both at their own expense and through an extensive system of grants; developing joint educational programs with foreign universities, a system of double degrees, and modular study abroad; introducing foreign textbooks and bilingual programs into the educational process; opening foreign language centers (and implementing more extensive educational programs on their basis).

Thus, the experience of higher education internationalization in China is really relevant for universities in many countries worldwide (including Ukrainian higher education institutions) which are planning to engage with international entrants and counting on getting support from the state in this endeavor. Studying this experience is important both for understanding the existing competition and its political and economic context as well as for developing and implementing specific institutional mechanisms and practices.