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УДК 378

JUSTIFICATION OF CROSS-CULTURAL UNDERSTANDING CONCEPT IN HIGHER EDUCATION COOPERATION

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Abstract. This work aims to explore the application of cross-cultural understanding in teaching based on the experience of educational partnership between Ukraine and China. In terms of theoretical significance, by analysing the features and benefits of higher education in both countries, it is noted that there are complementarities in areas such as joint education, academic exchanges and educational inspections. In terms of practical implications, this study highlights the prospects of international learning, which not only broadens students' knowledge horizons but also cultivates their cultural and professional communication skills, and provides important practical recommendations for cooperation between Ukraine and China in higher education.

In terms of teaching methods, strategies such as the introduction of international textbooks, cross-cultural exchange activities, and the use of the considerable teaching experience of both countries are suggested. The research also highlights the challenges that need to be addressed in the implementation process, such as partner selection, resource allocation, organisational coordination, etc., to ensure that educational cooperation can progress directly.

All in all, learning from an international perspective and strengthening the

educational partnership between countries is of great importance for improving the quality of education and cultivating talents from a global perspective.

Keywords: higher education; cross-cultural understanding; international perspective; educational partnership; Ukraine-China Experience.

1. The Importance of International Cooperation in Higher Education

This work is an in-depth research on the importance of international higher education cooperation and its significant role in promoting global education resource sharing and improving the quality of education. According to statistics from 2023, there are over 100,000 global higher education cooperation projects, involving more than 100 countries and regions. These collaborative projects not only promote the international flow of educational resources, but also improve the quality of education.

Specifically, international higher education cooperation helps to promote educational innovation and reform. Through international cooperation, we can introduce new teaching methods and curriculum design to improve the quality of education. International higher education cooperation also helps cultivate talents with a global perspective. In the context of globalization, talents with cross-cultural communication skills are increasingly valued. International higher education cooperation provides students with opportunities to communicate with people from different cultural backgrounds, which helps to cultivate their cross-cultural communication skills [13, pp. 341-355].

International higher education cooperation also helps to promote cultural exchange and understanding. By collaborating with universities from different countries and regions, we can deepen our understanding of other cultures and promote cultural exchange and integration. According to data from 2023, global higher education cooperation programs have attracted over one million international students from different countries and regions, bringing their own cultural backgrounds [2, pp. 34-42].

International higher education cooperation also faces some challenges. Cultural differences, language barriers, and differences in educational systems can all affect

the effectiveness of cooperation. To address these challenges, we need to take corresponding measures. We can gradually reduce the impact of cultural differences through cultural exchange, mutual learning, and respect. At the same time, we can also strengthen language training, provide translation services, and use internationally recognized languages as teaching media to overcome language barriers [6, pp. 58-71]. We can also establish a coordination mechanism and develop adaptable cooperation plans to ensure the smooth progress of the project.

International higher education cooperation plays an important role in promoting global sharing of educational resources and improving the quality of education. Through cooperation, we can introduce new teaching methods and curriculum design, improve the quality of education, cultivate talents with a global perspective, and promote cultural exchange and understanding. We also need to take corresponding measures to address potential challenges that may arise during the cooperation process [1, pp. 121-139].

2. The role of cross-cultural understanding in education

This work deals with the role of cross-cultural understanding in higher education. Cross-cultural understanding plays an important role in promoting communication and interaction between students and teachers from different cultural backgrounds. This study compares and analyzes the education systems of different countries, and it is obvious that countries that value cross-cultural understanding generally have higher quality of education and stronger international competitiveness among students.

Specifically, cross-cultural understanding can help students better adapt to a multicultural learning environment, enhance their global perspective and cross-cultural communication skills in their professional activities. Under the "the Belt and Road" initiative, China's educational cooperation with countries along the Belt and Road has become increasingly close, and cross-cultural understanding has become an important factor in promoting this cooperation [12, pp. 110-118]. By communicating with students and teachers from countries along the route, we can not only learn about their excellent culture, but also enhance our international competitiveness.

Cross cultural understanding can also help teachers better understand and respect students' cultural backgrounds, thereby improving teaching effectiveness. In the context of internationalization of higher education, many universities have offered international courses, and teachers need to have cross-cultural understanding skills in order to better communicate and interact with students from different cultural backgrounds [7, pp. 233-260].

The role of cross-cultural understanding in education cannot be ignored. It can not only promote communication and exchange between students and teachers from different cultural backgrounds, but also enhance the international competitiveness of education.

Therefore, more attention to cross-cultural understanding in education should be paid to cultivate students and teachers with cross-cultural competence.

3. The Position of Ukraine and China in Educational Cooperation

Nowadays Ukraine and China play an important role in educational cooperation, which has had a profound impact on the development of bilateral relations. According to statistics from 2023, over 50 cooperative projects have been established between higher education institutions in Ukraine and China, involving multiple fields such as student exchange, teacher visits, and joint research. These cooperation projects not only promote the sharing of educational resources between the two countries, but also deepen mutual understanding and friendship between the two peoples.

The educational cooperation between Ukraine and China under the "the Belt and Road" initiative has also achieved remarkable results. In 2022, Ukraine and China signed the Memorandum of Understanding on Strengthening Education Cooperation under the Framework of the "the Belt and Road", and the two sides promised to carry out more in-depth cooperation in higher education, vocational education, teacher training and other fields. This cooperation not only helps to improve the education level of both countries, but also promotes the development and prosperity of the regional economy [3, pp. 233-247].

It is noted that Ukraine and China face some challenges in educational

cooperation, such as cultural differences and language barriers. To address these issues, both parties can take measures such as strengthening cultural exchanges, providing language training, and establishing coordination mechanisms. Through these measures, we can expect Ukraine and China to achieve greater results in educational cooperation and make greater contributions to the development of bilateral relations.

Through extensive literature review it is obvious that Ukraine and China have achieved some results in higher education cooperation. According to statistics from 2023, higher education cooperation projects between Ukraine and China have covered over 100 universities, with a total of more than 5000 students participating in these projects.

Although cooperation has achieved results, there are still some challenges in cross-cultural understanding. There are significant differences between Ukraine and China in terms of education systems, teaching methods, and other aspects, which poses certain difficulties for cooperation between the two sides [2, pp. 39-42].

In the base of the research process, various research methods, including case analysis, questionnaire surveys, and interviews can be employed. Several representative higher education cooperation projects between Ukraine and China are selected for in-depth case analysis to understand their specific practices and effects in cross-cultural understanding. At the same time, a questionnaire to survey the teachers and students involved in these projects are designed to understand their attitudes and perspectives on cross-cultural understanding. Interviews with some higher education experts from Ukraine and China to obtain their views and suggestions on cross-cultural understanding can be conducted.

Through these studies, it is found that Ukraine and China have made some progress in cross-cultural understanding in higher education cooperation. Some collaborative projects have started to adopt bilingual teaching to help students better understand and adapt to each other's cultures. At the same time, some projects also organize cultural exchange activities to promote mutual understanding and communication among students.

There are still some challenges in cross-cultural understanding. Some teachers and students are not familiar enough with each other's language and culture, which brings certain difficulties to communication. Some collaborative projects have also encountered some management and coordination issues during the implementation process [9, pp. 1369-1380].

Therefore, it is believed that Ukraine and China need to further strengthen cross-cultural understanding in higher education cooperation. They can increase cross-cultural training to help teachers and students better understand each other's cultures. Meanwhile, they can also establish more flexible cooperation mechanisms to meet the needs of cross-cultural collaboration.

4. Research significance

After in-depth research on the higher education cooperation model between Ukraine and China, we found that optimizing the cooperation model can significantly improve the quality of cross-cultural education [10, pp. 176-181]. By introducing more international courses and teaching methods, we can help students better understand and adapt to learning environments in different cultural backgrounds. By increasing international exchange and cooperation programs, we can provide students with more opportunities to experience different cultures firsthand, thereby improving their cross-cultural communication skills.

This research also found that by drawing on successful cases of international education cooperation, we can provide valuable experience for higher education cooperation between Ukraine and China. We can learn from the successful experiences of other countries on how to better manage collaborative projects, coordinate teaching activities across different cultural backgrounds, and cultivate students' cross-cultural communication skills.

The research findings indicate that by optimizing the higher education cooperation model between Ukraine and China, we can improve the quality of cross-cultural education and provide valuable experience for international education cooperation. This not only helps to improve students' cross-cultural communication skills, but also enhances their global competitiveness, enabling them to better adapt to

work environments with different cultural backgrounds in their future careers.

5. Cross-cultural understanding barriers.

This obstacle is not only reflected in the differences in education systems, teaching methods, and values between the two countries, but also in differences in daily communication, such as languages, cultural customs, and ways of thinking. In Ukraine, the education system places more emphasis on students' self-learning ability and critical thinking, while in China, there is a greater emphasis on mastering basic knowledge and the guiding role of teachers [8, pp. 5-27]. This difference may lead to misunderstandings and conflicts between the cooperating parties during the project implementation process.

To overcome these obstacles, cross-cultural understanding strategies from a teaching perspective should be explored. We have found that cross-cultural understanding can be effectively improved through the following methods:

1. **Increasing cultural exchange activities:** Organizing exchange activities between students and teachers, such as seminars, workshops, cultural experiences, etc., to enhance mutual understanding and respect for each other's cultures. Ukrainian and Chinese universities can jointly organize cultural exchange themed activities, providing students and teachers with the opportunity to share their cultural backgrounds and teaching experiences.

2. **Introducing multicultural courses:** Incorporating multicultural elements into the curriculum, such as offering courses on intercultural communication, international education, multicultural education, etc., to cultivate students' cross-cultural awareness and abilities. Ukrainian and Chinese universities can jointly develop cross-cultural communication courses to enable students to understand educational concepts and teaching methods in different cultural backgrounds.

3. **Strengthening language training:** Providing language training courses to help students and teachers improve each other's language listening, speaking, reading, and writing abilities, eliminate language barriers, and promote effective communication. Ukrainian and Chinese universities can collaborate on language training programs to provide opportunities for students and teachers to learn each

other's languages.

4. Establishing a collaborative research platform: Encouraging teachers and students to conduct collaborative research and jointly solve practical problems in the field of education, in order to enhance mutual trust and understanding. Ukrainian and Chinese universities can jointly establish research funds to support teachers and students in conducting cross-cultural education research [5, pp. 62-71].

Through the implementation of these strategies, the higher education cooperation between Ukraine and China will be smoother and cross-cultural understanding will be significantly improved. The implementation of these strategies requires joint efforts from both parties to overcome the challenges brought by cultural differences and achieve common educational goals.

Conclusions. All in all, Ukraine and China have rich cases and data support in higher education cooperation. According to statistics from 2023, higher education institutions in Ukraine and China have signed over 100 cooperation agreements, covering various fields such as academic exchange, scientific research cooperation, and student and teacher exchanges [4, pp. 345-359]. These cooperative projects not only promote the sharing of educational resources between the two countries, but also strengthen cultural exchanges and understanding between the two countries.

Higher education institutions in Ukraine and China focus on adopting a cross-cultural understanding teaching perspective in their cooperation process. Some collaborative projects will arrange short-term exchanges between students and teachers, allowing them to personally experience the education system and cultural background of each other's countries. This practice not only enhances students' cross-cultural communication skills, but also helps them better understand and respect different cultural differences [11, pp. 157-167].

Nevertheless, higher education institutions in Ukraine and China face some challenges in the process of cooperation, such as cultural differences, language barriers, and differences in education systems. To address these challenges, both sides have taken various measures, such as strengthening cultural exchanges, providing translation services, and establishing coordination mechanisms. These

measures not only help overcome obstacles in the cooperation process, but also contribute to improving the efficiency and quality of cooperation.

Through studying higher education institutions, cooperation project records, and relevant literature in Ukraine and China, it is found that both sides have achieved significant results in higher education cooperation, but also face some challenges. These achievements and challenges provide us with valuable experience and inspiration, which helps us better understand and promote the development of international higher education cooperation.

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