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**RECOMMENDATIONS ON THE INTERNATIONALIZATION  
OF THE EDUCATIONAL PROCESS IN BELARUSIAN UNIVERSITIES  
BASED ON CHINA'S CONSTRUCTIVE EXPERIENCE**

**Abstract:** *this article summarizes the experience of China's higher education internationalization development and proposes specific solutions that Belarusian universities can learn from four dimensions: policy coordination, talent cultivation, scientific research cooperation, and cultural environment.*

**Keywords:** *internationalization of higher education, Chinese higher education, Belarusian higher education.*

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**РЕКОМЕНДАЦИИ ПО ИНТЕРНАЦИОНАЛИЗАЦИИ  
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В БЕЛОРУССКИХ ВУЗАХ,  
ОСНОВАННЫЕ НА КОНСТРУКТИВНОМ ОПЫТЕ КИТАЯ**

**Аннотация:** в статье обобщается опыт развития интернационализации высшего образования в Китае и предлагаются конкретные решения, которые белорусские университеты могут использовать в четырех аспектах: координация политики, развитие талантов, сотрудничество в области научных исследований и культурная среда.

**Ключевые слова:** интернационализация высшего образования, китайское высшее образование, белорусское высшее образование.

In recent years, the China-Belarus strategic partnership has continued to deepen, covering a wide range of areas including economy, trade, science and technology, and education. As an essential component of bilateral relations, educational cooperation has become a vital link in enhancing mutual understanding between the two countries, promoting cultural exchanges, and cultivating talents. In 2000, the two governments signed the Agreement between the People's Republic of China and the Republic of Belarus on the Mutual Recognition of Degrees and Diplomas [1], which provided legal guarantees for the mutual recognition of academic qualifications between the two countries and further promoted the flow of talents in the field of education.

With the advancement of the Belt and Road Initiative, China and Belarus have further realized the importance of educational cooperation in promoting the long-term and stable development of bilateral relations. Educational cooperation not only helps to cultivate talents with international vision and cross-cultural communication skills for both countries, but also provides strong intellectual support for in-depth cooperation in various fields. Over the past 30 years since the establishment of diplomatic relations, Belarus-China bilateral relations have continued to maintain a vigorous development trend and reached the level of All-weather Comprehensive Strategic Partnership [2]. At present, Belarusian and Chinese educational institutions have signed more than 560 direct cooperation agreements, of which more than 100 were signed in the past two years [3]. For example, in 2023, representatives of 40 Chinese universities and 41 Belarusian universities jointly signed the «Agreement on the Establishment of the China-Belarus University Alliance», which aims to promote academic exchanges,

joint research and student exchange programs between universities of the two countries [3]. With the joint efforts of both sides, the number of students sent to each other by China and Belarus has continued to grow. As of the latest records, Belarusian higher education institutions are hosting approximately 11,000 Chinese students, while Chinese universities have enrolled around 12,000 Belarusian students [4]. Belarus has become the second largest destination for Chinese students in the Russian-speaking region. There are 6 Confucius Institutes and 2 Confucius Classrooms in Belarus. Universities on both sides are implementing 40 joint education projects and establishing more than 10 joint scientific research institutions in accordance with the agreement [3].

According to the research we conducted [5–7], the positive experience of China's higher education internationalization was identified, which can provide valuable reference for the internationalization of higher education in other countries, including Belarus.

Most Chinese universities have established internationalized educational systems to ensure the smooth implementation of international cooperation projects. Among the universities surveyed, 26 have initiated the construction of internationalized educational systems, of which 12 have relatively complete cooperative project types, cooperative agreement contracts, and admissions and management systems. In addition, some universities have also formulated curriculum settings and teaching models (8 universities), degree awarding systems (7 universities), cooperative school selection criteria, tuition and economic management systems, and cultural and language support systems (6 universities) [5, p. 109]. The establishment of these systems provides standardized and institutionalized guarantees for the implementation of international cooperation projects, reduces risks in the cooperation process, and improves the quality and efficiency of cooperation.

In the context of international cooperation, Chinese universities are actively engaged across a diverse array of fields. Notably, the modern service industries have emerged as the most prominent area of collaboration, comprising a significant 58.06% of the total cooperation domains. These industries encompass a broad spectrum of sectors, including e-commerce, logistics technology, accounting information management, smart finance, tourism, catering, cloud computing, electronic information,

automotive technical services, and marketing, among others [5, p. 108]. This shows that Chinese universities have clearly identified their own advantages and market needs when conducting international cooperation, focusing on areas with strong practicality and large market demand. At the same time, Chinese universities have also carried out cooperation in the fields of policy and finance (22,58%), high-tech (19,35%), and basic energy (16.13%), forming a diversified cooperation pattern [5, p. 108]. This diversified and focused cooperation model is conducive to giving full play to the advantages of universities in different fields and achieving in-depth co-operation with foreign partners.

Chinese universities have opened a wide variety of international training courses to meet the needs of international students and domestic students with international development needs. Among them, 15 universities offer vocational skills courses, 13 universities offer language courses (mainly Chinese teaching, including Chinese speaking, writing, singing, etc.), 10 universities offer courses on excellent traditional Chinese culture (involving the dissemination of Chinese culture through poetry, tea art, calligraphy, martial arts, etc.), 8 universities offer business management courses, and 1 university offers policy and law courses [5, p. 109]. At the same time, Chinese universities have also built a professional international training faculty team. For example, 14 universities have faculty teams in literature and linguistics (including teaching Chinese as a foreign language, international Chinese education, cross-cultural communication and understanding, etc.), 12 universities have faculty teams in professional disciplines (including natural sciences, engineering sciences, medicine, art, agriculture, business administration, etc.), and 11 universities have faculty teams in education (focusing on international curriculum design, educational technology, online education, etc.) [5, p. 109]. The rich curriculum and professional teaching staff have laid a solid foundation for the cultivation of international talents.

Chinese universities actively carry out high-level international academic exchange activities to promote academic exchanges and cooperation between teachers and students at home and abroad. The surveyed universities are engaged in several fruitful areas of international cooperation that could be emulated by Belarusian universities. These areas include organizing lectures and academic visits, hosting

international academic conferences, conducting cultural and artistic exchanges, holding international seminars, implementing transnational cooperative degree programs, engaging in academic publishing and journal cooperation, participating in international research and exchange projects, and establishing international cooperative research centers and transnational cooperation networks to share information and digital resources [6, p. 52]. These activities not only broaden the academic horizons of teachers and students, but also enhance the international influence and academic reputation of universities.

Chinese universities have explored various effective approaches to expanding international education. The most notable practices include establishing international cooperation relationships and implementing international education projects, engaging in academic exchanges and cultural activities, recruiting international students, providing vocational training and internships, hiring international teachers and scholars, and conducting academic evaluation and certification [6, p. 52]. These channels cover all aspects of international education, from establishing cooperative relationships to carrying out specific educational activities, forming a comprehensive and multi-level international education promotion system.

The positive attitudes and general satisfaction of teachers and students provide a good social environment and internal motivation for further promoting the internationalization of higher education.

China's positive experience in the internationalization of higher education is of great reference significance for the development of Belarus' education system.

Belarusian universities can learn from the diverse approaches taken by Chinese universities to expand international education and explore effective models for international education development based on their own realities. In terms of collaborative network development, they can proactively establish long-term, stable partnerships with foreign universities, research institutions, and businesses to carry out joint education, credit recognition, and student exchange programs. Regarding international student development, they can optimize student recruitment and publicity strategies, expand enrollment, and improve the quality of international student education, thereby

building a global talent development brand. Regarding vocational training and internships, they can collaborate with multinational corporations to develop vocational skills training programs, provide students with international internship opportunities, and enhance their employability. As the experience of Chinese universities shows, attracting leading foreign scientists and teachers yields great results.

The Belarusian government can support the expansion of international education at its universities by establishing scholarships for international students, providing funding for international academic exchange activities, and promoting the signing of degree and diploma recognition agreements with other countries, thereby helping universities enhance their internationalization.

The attitudes and satisfaction of teachers and students towards the internationalization of higher education are important indicators for measuring the quality of internationalized education. Belarusian universities can refer to the research methods of Chinese universities and conduct regular questionnaires on teachers and students to systematically understand their opinions and suggestions on international cooperation projects, curriculum settings, faculty quality, service guarantees, etc., and adjust international development strategies and specific measures accordingly to enhance the participation and satisfaction of teachers and students.

### *Conclusion.*

In our opinion, China's experience in higher education internationalization is applicable to Belarus. Key areas for Belarusian universities to focus on include strengthening collaborative networks, enhancing international student development, improving vocational training and internships, and attracting international faculty. By building on their unique strengths and cultural heritage, Belarusian universities can effectively adapt these practices. As China-Belarus cooperation deepens, further advancements in credit recognition and joint degree programs will propel Belarusian higher education towards greater internationalization, contributing to mutual understanding and global talent development.

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