

ATTRACTING FOREIGN STUDENTS TO BELARUS: CHINA'S EXPERIENCE

Barysik M., Shpilevsky A.

Belarusian State University of Informatics and Radioelectronics

Abstract. The article reviews the problems of attracting foreign students to study in universities of Belarus and China. The positions of a teacher and a student from Belarus who have received experience in China are presented. Important differences in the educational processes of the two countries and current vector of their development are concerned.

Keywords: education, technology, China, Belarus, teaching, scholarships, international exchange, mutual relations.

For the Government of Belarus, attracting foreign students to study in the country is not only a tool to increase the income of educational institutions, but also a way to popularize country abroad, as well as improving the education system in country, improving standards and quality of education, and integrating country into the international educational space.

Education abroad is perceived by many as a way to increase their chances in the labor market. This is one of the factors of academic mobility. The experience of international education has a positive effect on the student's academic preparation, helps to develop language skills, promotes personal and professional development, helps broaden their horizon and developing skills by demand of the labor market, such as willingness to put others and their own ideas into doubt, the ability to accurately express their thoughts, speak and write in a foreign language, quickly learn, ability to work under stress. The only area where one can experience uncertainty is the knowledge and understanding of cultural and social differences.

Because of developing system of international educational relations in Belarus, it is important to summarize the accumulated experience of other countries in teaching foreign students. This article will review the experience of China.

Currently, less than 10 percent of all international students in the world are studying in China [1]. In total, 377,054 foreign students from 203 countries study in the People's Republic of China. Undoubtedly, China is striving to become one of the main players in international education not only in Asia, but also in the whole world. A decade ago, the state educational policy in China was aimed at studying the best students of China abroad. At present, China's education system is at a new stage of development, in which central aim is not to increase educational volumes but to raise its quality.

The main barriers for the implementation of the National Plan for Long-Term Education Reform and the Development Plan (2010-2020) are small number of training courses in English. And since Chinese is considered as one of the most difficult languages to learn, a negative impact on choice of country of study is being formed.

No less acute problem is length of study programs: mostly foreign students come for a semester as a part of international exchange, and just a small amount of students comes for a full course of study with a diploma and the degree of a particular level. This situation is the opposite of the one in USA and Europe. In universities in these countries, most of the students want to get a diploma and go through the whole period of study.

It is important to note that up to 70 percent of foreign students are residents of countries in the Asian region neighboring China, or people in African countries. In March 2015, the Ministry of Education of China published official statistics on the numbers of foreign students in Chinese universities, that mentions that in comparison with 2013, total number of foreign students increased by 5.7 percent [2]. The number of students from Africa increased particularly - 41 677 people (a growth of 24.93 percent per year) and Oceania - 6 272 people (a growth of 32.24 percent per year), while students from North and South America decreased by 2.45 percent [3].

It is obvious that attracting foreign students to the country requires significant financial investments into scholarship support from the Chinese government. Currently, the state provides several types of scholarships, which are allocated to 279 Chinese universities to train foreign students at all levels, including the following academic programs: natural sciences, engineering, agriculture, medicine, law, economics, management, humanities (philosophy, history and art). The scholarships are divided into seven categories: bilateral joint programs, the Chinese university program, the Great Wall program, the European Union program, the Association of Southeast Asian Nations program, the Pacific Islands Forum program and the World Meteorological Organization program. Foreign students study at 465 higher educational institutions in China, which were chosen by the government as suitable for admission of foreign students, taking into account the assessment of the quality of education in these universities. It is also worth to mention the project of the Association of Silk Road Universities, which stimulate cooperation in the field of higher education with developed and developing countries through a system of bilateral agreements.

Shpilevsky Artiom came from Minsk to one of Beijing universities by an student exchange program and, after studying in China for a year, decided to share his observations:

Arriving in China for any kind of educational program, each student is faced with a completely different culture. The educational process also has many differences. Special attention should be paid to building relationships between a teacher and students. The teacher tries different ways to reduce the psychological distance, for example, mentions his children during a lecture or demonstrates personal photos in presentations. Many teachers allow their students to leave the class without asking permission; allow drinking tea or coffee during class. This makes the atmosphere in the classroom even more friendly and comfortable for students. All of it really helps teachers to be on the same level with students.

There are also significant differences in communication. The overwhelming majority of teachers in Belarus still uses e-mail to communicate with their students, while almost all of Chinese teachers use instant messengers and usually are ready to solve any problem as soon as possible. For example, in the evening of a weekend day, you can contact the teacher with a serious problem and get a quick response.

However, all of the above aspects of studying in China are strongly overlapped by the fact that teachers have low level of proficiency in English. The curriculum was very intensive in Chinese, and the amount of explanations in English was insufficient. Therefore, an increase in the amount of English in education should be a paramount step on China's path to improving the quality and prestige of its education in the international arena.

The experience of participation of employees and students of the Belarusian State University of Informatics and Radioelectronics (BSUIR) in educational programs and projects shows that BSUIR can be adequately represented in the international arena, cooperation with partner universities can be closer and mutually beneficial.

What needs to be done to make China's current development strategy in the field of education successful and effective in the long run for Belarus?

It is necessary to strengthen the programs of international exchanges and cooperation, to develop program documents in this area. There is a need to show greater interest in universities of developing countries and countries in transition, which probably heavily rely on cooperation. A significant step forward will be the creation of joint universities that unite foreign and local educational institutions (in 2011 in China the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education was signed [4]). This will be a cheaper way of attracting foreign students.

References

1. Andrys Onsman. Why do international students go to China? //University world news/ 25.10.2013. Available at: <http://bit.ly/AO84Kr1> (Accessed: 1.10.2018).

2. Official website of Ministry of Education of PRP: Available at: <http://www.moe.edu.cn/> (Accessed: 1.10.2018).

3. Study in China official website: Available at: <http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/> (Accessed: 1.10.2018).

4. Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education. Available at: <http://bit.ly/AO84Kr5> (Accessed: 1.10.2018).

ПРИВЛЕЧЕНИЕ ИНОСТРАННЫХ СТУДЕНТОВ В БЕЛАРУСЬ: ОПЫТ КИТАЯ

Борисик М.М., Шпилевский А.М.

Учреждение образования «Белорусский государственный университет информатики и радиоэлектроники»

Аннотация. В статье рассматриваются проблемы привлечения иностранных студентов для обучения в ВУЗах Беларуси и Китая. Представлены позиции преподавателя и студента из Беларуси, получивших опыт обучения в Китае. Затрагиваются важные различия в образовательных процессах двух стран, а так же текущие векторы их развития.

Ключевые слова: образование, технологии, Китай, Беларусь, преподавание, стипендии, международный обмен, взаимоотношения.

УДК 004.9 : 378.147

НАДЁЖНОСТЬ ПРИКЛАДНЫХ ПРОГРАММНЫХ СРЕДСТВ ДЛЯ ЭЛЕКТРОННОГО ОБУЧЕНИЯ

Боровиков С.М., Дик С.С., Дик С.К., Ван Там ЛЭ

Учреждение образования «Белорусский государственный университет информатики и радиоэлектроники»

Аннотация. Рассматривается проблема надёжности прикладного программного обеспечения, используемого при сетевой форме реализации образовательных программ, приводятся некоторые рекомендации по повышению надёжности компьютерных обучающих программ.

Ключевые слова: электронное обучение, прикладные программы, надёжность.

Тема сетевого или электронного обучения является актуальной, так как в современном мире введение IT-технологий в образовательное пространство сказывается на состоянии системы образования. По мнению специалистов под электронным обучением понимают организацию образовательной деятельности с использованием хранящейся в электронных базах информации и используемой её при реализации образовательных программ с помощью информационно-телекоммуникационных сетей, позволяющих обеспечивать передачу по линиям взаимосвязи указанной информации и осуществлять взаимодействие обучающихся и преподавателей. Образование постепенными шагами уходит от обычного обучения к электронному. Интернет-образование на данный момент является одной из самых динамически развивающихся областей образования, о чем свидетельствуют международные и национальные программы [1].

Создание и реализация сетевых образовательных программ позволяют расширить возможности для получения уникальных профессиональных компетенций, объединить ресурсы участников сети, проводить обмен технологиями обучения, обеспечить академическую мобильность в рамках региона, республик или даже нескольких государств. Спектр учебно-методических материалов, необходимых для осуществления образовательного процесса в условиях реализации сетевых образовательных программ должен быть структурирован в электронном виде [2].

Однако создание и реализация сетевых образовательных программ наталкивается на определённые сложности. Кроме отсутствия нормативно-правовой базы для