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**THE DEVELOPMENT OF HIGHER EDUCATION
INTERNATIONALIZATION PROCESSES
IN CHINA FROM 1978 TO 1992**

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The article presents the results of an analysis of the process of internationalization of higher education in China in 1978–1992; illustrates the main regulatory documents that significantly influenced policy changes in the field of internationalization of higher education; statistical data are listed that allow us to draw conclusions about the intensity of attracting foreign students to study in China and sending Chinese students to other countries.

Keywords: internationalization, higher education, development.

**РАЗВИТИЕ ПРОЦЕССОВ ИНТЕРНАЦИОНАЛИЗАЦИИ
ВЫСШЕГО ОБРАЗОВАНИЯ В КИТАЕ С 1978 ПО 1992 ГОД**

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Изложены результаты анализа процесса интернационализации высшего образования в Китае в 1978–1992 гг. Представлены основные нормативные документы, которые существенным образом повлияли на изменение политики в области интернационализации высшего образования. Приведены статистические данные, которые позволяют сделать выводы об интенсивности привлечения иностранных студентов для обучения в КНР и направления китайских студентов в другие страны.

Ключевые слова: интернационализация, высшее образование, развитие.

Since 1978, based on the relaxed policy environment brought about by reform and opening up, China's internationalization of higher education has begun to develop in a diversified direction, and has begun to adjust the structure. So it is important to study this period to learn how China started the higher education internationalization.

In 1978, the National Commission of the People's Republic of China for UNESCO was established to serve mainly in participating in United Nations-related affairs. In the “Notice on the Selection of Additional Students Abroad” [1] issued by the Ministry of Education in 1978, it was required to focus on the selection of science, engineering and related majors. After the policy was promulgated, Chinese students began to be sent abroad

in a professional and technical direction. Taking Deng Xiaoping's "6.23 Talk" in 1978 as the starting point, and marked by the dispatch of 50 state-sponsored and two unit-sponsored people to study in the United States that year, China's study abroad activities have gradually achieved policy improvement and experience accumulation. According to statistics from the Ministry of Education, from 1978 to 1989, the total number of students studying abroad in this 12-year period was approximately 96,000, among them, about 30,000 were sent by the state, about 43,000 were sent by the employer, and about 23,000 were studying abroad at their own expense. During this period, the average annual number of students studying abroad was approximately 8,000.

The Constitution of the People's Republic of China (1982) emphasizes that various social forces are allowed to participate in running schools in accordance with legal provisions which lays a legal foundation for Sino-foreign cooperation. The "Decision of the Central Committee of the Communist Party of China on the Reform of the Education System" [2] issued in 1985 encouraged schools to use self-raised funds to carry out international education and academic exchanges. Encouraged by policies, Nanjing University and Johns Hopkins University established the Sino-US Cultural Research Center in 1986, which was the first Sino-foreign cooperative education institution. In 1987, Tianjin University of Finance and Economics cooperated with Oklahoma City University in the United States to organize an Master of Business Administration (MBA) program.

In 1989, the State Education Commission established the Department of International Students. In the same year, the China Study Abroad Service Center was established, whose purpose was to provide services to overseas students and establish cooperative relationships with corresponding foreign non-governmental organizations. In 1989, the State Education Commission issued the "Relevant Regulations on the Recruitment of Self-financed Foreign Students in China" [3], which allowed qualified colleges and universities to enroll self-financed students after passing the approval of government departments, and delegated the approval power to local education administration. At the same time, higher education institutions were also allowed to independently decide on the enrollment and admission of abroad students in accordance with relevant national regulations, which further expanded the autonomy of higher education institutions. In 1990, the number of self-financed international students in China exceeded the number of government scholarship students for the first time, reaching more than 3,800, a 10-fold increase from 1979. In the following years, the annual growth rate of the number of international students in China remained above 30 %, among which the growth rate of self-financed international students exceeds 40 %.

In 1991, the Academic Degrees Committee of the State Council promulgated the "Trial Measures for the Awarding of Chinese Degrees to International Students in China by General Universities" [4]. This document clarified the requirements and quality standards for Chinese general universities to award bachelor's, master's and doctoral degrees to international students in China. During this period, international students in China were mainly from the United States and Japan. In 1992, China and South Korea established diplomatic relations, and Korean students began to appear in China. Later, students from Southeast Asia, America, Europe and other countries gradually increased.

Thus, from 1978–1992, China had successively introduced relevant policies, begun to send Chinese students to study abroad, and accepted self-financed foreign students to study in China. It has successively established the National Commission of the People's Republic of China for UNESCO, the Department of International Students, and the China Study Abroad Service Center. By 1992, the management organizational structure for matters related to foreign exchanges and cooperation in higher education had basically constructed and the international management of higher education was gradually becoming more professional.

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СОЗДАНИЕ ОБЩЕГО БИРЖЕВОГО РЫНКА СОЮЗНОГО ГОСУДАРСТВА: ПЕРСПЕКТИВЫ ДЛЯ РОССИИ И БЕЛАРУСИ

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Рассмотрена тема создания общего биржевого рынка Союзного государства, указаны основные задачи его формирования и возможные перспективы. Обозначены текущие проблемы, которые могут быть решены благодаря увеличению ликвидности и снижению издержек. Сделан вывод о том, что объединение биржевых рынков в рамках Союзного государства будет способствовать экономическому росту и укреплению экономической безопасности стран, а также может послужить моделью и для Евразийского экономического союза.

Ключевые слова: единый биржевой рынок, Союзное государство, экономическая интеграция, товарная биржа.

CREATION OF A COMMON STOCK EXCHANGE MARKET OF THE UNION STATE: PROSPECTS FOR RUSSIA AND BELARUS

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The article deals with the topic of creating a common exchange market of the Union State, specifies the main tasks of its formation and possible prospects. Current problems that can be solved by increasing liquidity and reducing costs are outlined. It is concluded that the unification of exchange markets within the Union State will contribute to economic growth and strengthening economic security of the countries, and can also serve as a model for the Eurasian Economic Union.

Keywords: unified exchange market, Union State, economic integration, commodity exchange.