

МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ, ПОЛИТИКА И ЭКОНОМИКА СТРАН АЗИИ И АФРИКИ

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The characteristics and practical problems of the SCO University in China: Taking “Regional Studies” as an example

T. Zeng

Fudan University, 220 Handan Road, Shanghai, 200433, China

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Russian President Vladimir Putin proposed to set up the SCO University at 2007 SCO Summit in Bishkek. In the past ten years, the SCO University has achieved great success in China, while there also remains many problems. “Regional Studies” is one of the earliest priority directions for talent training in the SCO University, where there are many urgently needed professionals in the implementation of the “Belt and Road” initiative. Taking the direction of “Regional Studies” as an example, this paper demonstrates the current situation of the “Regional Studies” development in China under the background of the “Belt and Road”, points out the problems of the development of “Regional Studies” as well as SCO University in China, and to offer some suggestions for future development strategies. There are several major problems in the current development of Regional Studies in China: insufficient publicity, unbalanced involvement of partner institutions, single form of personnel exchange, uncoordinated connection with foreign partner institutions, inadequate teaching resources and inefficient system. The future development of Regional Studies in the SCO University in China can be promoted in the following aspects: strengthening publicity to enhance the popularity of the SCO University in China; pushing forward the construction of teaching staff to improve the teaching system; strengthening the construction of personnel exchange platform to increase the level of Regional Studies talent training; exploring interuniversity and interdisciplinary talent training models to create more channels for talents training, and building a multi-disciplinary platform to expand the cooperation of Regional Studies.

Keywords: SCO University, Regional Studies, characteristics, problems, development strategies.

1. Introduction

At the forum of the Shanghai Cooperation Organization (hereinafter the “SCO”) held in Bishkek in 2007, the President of Russia V. V. Putin proposed the creation of the SCO University, which would assist young people in receiving modern higher education, and promote strong cooperation among the SCO member countries in politics, trade, science, culture and in other important areas.

Created as part of this initiative, the SCO University has taken cooperation between universities of the participating countries as a basis for its activity. The universities selected for participation in the program use a joint model for the preparation of graduate students. This model assumes that students are given the opportunity to choose any academic term to study at the SCO University of another participating country. After completion of the term at the SCO University of another country, the student will receive a diploma from a foreign university and a diploma from the SCO University. At present, seven popular professions are available at SCO universities: regional studies, ecology, energy resources, IT technologies, nanotechnologies, economics, and pedagogy. There are already twenty universities participating in the program in China. Regional studies became one of the most demanded areas, as well as field of research that has taken priority at the universities of the Shanghai Cooperation Organization (SCO) in China.

Since Chinese and Russian became the languages of teaching at the SCO universities, regional studies have become a priority subspecialty of the Russian language and literature. This direction trains the personnel sought after for implementing the Belt and Road Initiative (Chinese 一帶一路). In 2013, the head of the Association of Rectors of SCO Universities, Sun Yuhua, in 2013, made clear advantages of developing the specialty “Regional Studies” in four theses. First, the number and qualifications of the personnel studying Russian language in China ensure plenty of students and the linguistic base. Second, the specialty “Regional Studies” is the most widespread at the SCO universities, chosen by the largest number of students. Third, the universities delivering this specialty have been extensively experienced in international exchange and management of educational programs. Finally, the specialty “Regional Studies” opens a prospect for the SCO universities to expand the training of personnel with the Bachelor degree programs. Currently, thirteen SCO universities in China train the personnel in the field of “Regional Studies”, which is 65% of the total number of students in all the above seven areas of study.

The past decade has proved viability and effectiveness of the educational model employed at the SCO universities. All this time, the governments and ministries of education in the SCO member countries have actively supported cooperation between universities. Since the day when the idea of creating partner universities was conceived, a long way has been passed, and today 82 universities participate in the program, the organization of the SCO universities having a significant impact on international education. The specialty “Regional Studies” emerged in China and was spread due to close ties between the SCO universities. This article reviews the problems related to the development of the specialty “Regional Studies” at the SCO universities in general, and also provides recommendations.

2. Development and current status of the specialty “Regional Studies” in China

2.1 *Characteristic features of development of the specialty “Regional Studies”*

(1) **“Regional Studies” is a new specialty for China, which gained momentum due to the specialties “Russian language” and “Culture-through-Language Studies”.**

Foreign SCO universities usually open the specialty “Regional Studies” at the Faculty of International Relations, where it has a long history and a comprehensive disciplinary base. For example, the RUDN (Peoples’ Friendship University of Russia), the Moscow State Linguistic University, and some other universities already have independent departments of Regional Studies, a comprehensive educational system for bachelors, graduate students and doctors in the field of Regional Studies, and a full-fledged team of candidates and doctors of sciences. However, the Chinese universities differ from foreign universities participating in the program is that for the former, Regional Studies is a new specialty that has been developed through the “Russian Language” and “Culture-through-Language Studies” and has not yet been included in the list of specialties at the institutions of higher education. In China, the most common specialties in this field of study are the “Russian language”, “Literature”, “Translation”, and “Country Studies”. The Russian language and Culture-through-Language Studies turned out to be the predecessors of the Regional Studies in China. Lately, definite changes in the country’s strategic development have given rise to a great market demand for Russian-speaking specialists, which provided the impetus to the development of the specialty. As evidenced by the information from the “Report on the Assessment of Universities and Specialties of China”, in 2017, 130 Chinese universities opened the specialty “Russian language”, of which 60 universities provided for this course under graduate programs, which unequivocally proves that the “Regional Studies”, albeit new, already has a strong educational base in China. Exchange and cooperation between the SCO universities has significantly consolidated the base and quality of training specialists in Russian language in China.

(2) **Regional Studies is a fast-growing specialty under the Belt and Road Initiative.**

With the development of the pipeline of projects Belt and Road, there emerged an urgent need for full understanding and comprehensive study of the participating countries, from whence the Ministry of Education arranged for the course of Regional Studies to be introduced to certain universities. The SCO universities cooperate in training personnel who study the SCO countries: language, history, culture, literature, religion, ecology, economics, political situation, international relations, and other aspects. Thus, this specialty has good prerequisites for the development of a scientific base. Russian has become one of the main SCO languages, and also an important tool in solving problems within the SCO, so knowledge of the Russian Language and Regional Studies are the basis for the training of proficient personnel. Therefore, in spite of the fact that for China, the Regional Studies is a new specialty, it is the one that has taken priority in training the personnel required for SCO operation.

(3) In the context of cooperation in regional studies, more attention is paid to training personnel at a high level.

Both Chinese and foreign SCO universities cooperate in the field of personnel training. Joint training began with training the graduate students. At the moment, most graduate programs use the “1 + 1 + 1” model, and only few universities use the double diploma “1 + 1” model, e.g., the Dalian University of Foreign Languages. With the purpose of further development of the training program at the SCO universities, the Ministry of Education has launched the SCO University Scholarship Program. Within this program, students who have successfully completed the course will obtain a diploma from a foreign university and a graduate diploma from the Chinese university of SCO. Meanwhile the Dalian University of Foreign Languages has already launched a Bachelor degree program, the other universities participating in the program are still dealing with graduate school only.

2.2 Status of the Regional Studies in China

In September 2011, the first students entered the Beijing University of Foreign Languages, the Xinjiang University, and the Capital Pedagogical University in the “Regional Studies” specialty, and even were sent for one term to the SCO partner universities before 2012 began. In 2013, the Dalian University of Foreign Languages was the first to launch a pilot Bachelor degree program in the “Regional Studies” and immediately recruited 30 students. The University carries out work according to joint models of cooperation “2 + 2” and “2 + 1 + 1”. Under the “2 + 2” program, upon successful completion of the course, the student can obtain two diplomas: from a partner university and a certificate of completion of the SCO University program. Under the “2 + 1 + 1” program, upon successful completion of the course, the student can obtain a graduate diploma of the Dalian University of Foreign Languages and a certificate of completion of the SCO program. Since 2013, the Dalian University of Foreign Languages has already issued four student flows totaling 86 graduates. The Dalian University of Foreign Languages is still the only university that conducts training for specialists in the bachelor's program.

Of the seven specialties chosen by the SCO universities, the Regional Studies have always been the most popular and are still gaining momentum. In the 2017–2018 academic year, 107 students in seven educational lines were sent from China abroad, of which 65, i.e. 61% represented the specialty “Regional Studies”. Among those newly admitted to the SCO universities programs, 57 out of 35 students chose the Regional Studies, which is also 61% of the total flow.

Since the establishment of the program in China, two meetings of graduates in the Regional Studies (in 2013 and 2016 in the Hainan Oceanographic Institute) have been already held. On the basis of the Dalian University of Foreign Languages, working conferences of Chinese universities participating in the program were held four times, as well as training courses for teachers (in 2015 and 2017). The practice of holding forums among young people from the countries of the One Belt and Road Initiative (in 2015 on the basis of the Dalian University of Foreign Languages) is in good progress. In 2017, a forum for the exchange of experience and development of regional studies was held at the Dalian University of Foreign Languages.

3. Problems of the Regional Studies

The most obvious problems of the Regional Studies, which have been already recognized by the teaching and scientific community, include the lack of the necessary curriculum for joint training of personnel, uneven foreign exchange of the university students, frequent rotation of the program supervisors, as well as delays in the publication of methodological materials [1]. However, in our opinion, the problems of informational interaction with target audiences of the university are much more important for overcoming the “growth sickness” the SCO universities might suffer. To identify these problems, we undertook a communication audit of the websites of the SCO partner universities. The study of the official websites of the universities participating in the SCO, as well as the results of telephone interviews with more than 200 teachers and students, allows for the conclusions that a number of important tasks on optimizing external and internal communications, improving the strategy and management are yet to be solved on the course of development of the Regional Studies. Later on, we have identified a number of major problems.

(1) Insufficient warning and advertising of the SCO university programs

Few people in China are aware of these programs, with the exception of students and teachers of SCO universities, which is a consequence of the lack of information work on the part of the universities. Review of the official websites of the universities participating in the SCO program showed that it is very difficult to find any information about the SCO universities on the websites of other universities, other than the laconic information available on the websites of the Dalian University of Foreign Languages, the Hainan Oceanographic Institute, and Lanzhou University. On the contrary, official websites of the SCO's foreign partners have special sections on SCO programs, where you can find detailed information.

(2) Unequal participation of the SCO universities in implementation of the program

The SCO program involves twenty universities of China. However, only seven of them accept students from abroad, but even they cannot host equal number of students. Some universities have not even started working under the SCO program, for example, Beijing University, Tsinghua University and some others. These universities are rarely represented at the events related to the SCO universities' program, while scholarships are rarely granted under the SCO University Scholarship program. Among other things, the reason is that these universities already have high-profile partner projects. For example, the Beijing University cooperates with Moscow State University, and most students are interested in programs in Europe and the US, which explains the low interest in the SCO programs. Some universities send students abroad arbitrarily enough, that is, they can send students of other specialties, making use of the “Regional Studies” base. Linguists, literary critics or students of other specialties have no disciplinary knowledge of regional studies, they completely unfamiliar with the subject, which makes their studies difficult and subjects boring.

(3) Lack of Diversity and Novelty in the Student Exchange Programs

The charter of the SCO universities suggests exchange in three directions, namely exchange of students, teaching exchange, and joint research. Currently, the specialty “Regional Studies” neither carries out joint research work, nor implement exchange programs

for scientific personnel. As for the teaching exchange, due to a lack of resources, the Ministry of Education has not launched a special initiative for the exchange of pedagogical experience within the SCO program. Exchange programs are implemented at the initiative of universities. For example, the Dalian University of Foreign Languages has invited specialists from the RUDN for advanced vocational training, but this is not common practice. As for student exchange programs, most universities, save for the Dalian University of Foreign Languages carrying out a pilot program for bachelors, have limited themselves to postgraduate programs, never having opened a program for doctors.

(4) Contact with foreign universities has not been established

In China, the faculty of the Russian language places primary emphasis on the linguistic aspect. Here, students are focused on phonetic aspects of speech, listening, reading, writing, rather than on politics, economics, history, geography, culture and other subjects. As to the specialty “Regional Studies” on postgraduate studies, which is a kind of modernization of the Russian Language and Culture-through-Language programs, students still focus on the Russian culture and religion, but have large gaps in the theory of international relations, which does not allow the creation of a base of systemic knowledge. Moreover, at this date, textbooks on the specialty “Regional Studies” are in short supply, subjects are often taught by the teachers' notes. Meanwhile, Russia and other SCO member countries already have a comprehensive system of teaching the Regional Studies, research institutes, teaching staff, programs and materials, with the specialty introduced at all levels, including bachelor's, postgraduate and doctoral studies. The Regional Studies program covers information about different countries of the world, their population, history, ethnic component, economy, politics, culture, as well as religion, language, and literature. Meaningful differences in the teaching of the Regional Studies in China and abroad, as well as differences in the contents of the courses and lack of jointly developed programs often make students face learning difficulties abroad. On the other hand, due to the lack of a disciplinary base in the Regional Studies in China, students sent to China through exchange programs from foreign universities find themselves at the departments of the Chinese language, International relations, International business, Chinese culture, and so on.

(5) Lack of skilled teaching staff and inadequate curriculum

The Regional studies have developed in China relatively recently, so a strong teaching base is absent so far. Because of the lack of the personnel required, courses in the Regional Studies are not provided for at some universities, which significantly complicates training under the program abroad. Many students of this specialty attend another specialty classes and touch on the topic of regional studies in discussions with a scientific adviser only. This specialty is short of training materials, and the curriculum is inadequate in general. Many Regional Studies teaches at the universities participating in the SCO program are graduates of the specialties “Russian Language” and “Linguistics”, so they cannot provide foundational knowledge of the subject to students. These teachers have a vast amount of knowledge only about Russia. Many universities have already realized the problem and taken appropriate measures. For example, the Dalian University of Foreign Languages employs teachers with a bachelor's degree in the Russian language and a doctor's degree in the International relations, which enables teachers to prepare students in the specialty on the basis of general and universal knowledge; teachers from Russia are also invited.

4. Strategy of Development of the Chinese Regional Studies

Being an important platform for the regional coalition of international universities and cooperation in education of the SCO member states, the SCO universities cover unprecedented territory and population and have broad development prospects. In the course of implementation of the “One Belt, One Road” initiative China pays increasingly greater attention to scientific research and training of specialists at the regional and interstate levels. A growing number of universities realize the breadth of the prospects that are opened for the SCO universities, as well as the priority of the “Regional Studies” specialty, and one by one they apply for membership in the SCO University. However, currently, the SCO does not contemplate on expanding the list of the universities, but reinforces the internal structure on an existing basis. We believe that in the future we can promote the gradual development of the regional studies by the SCO universities in the following key areas.

(1) Communication support of the SCO University programs to build awareness and attractiveness in China

First and foremost, it would be strongly advisable to add the “SCO University” block on the official websites of the participating universities, timely update relevant information, thus providing visitors with an opportunity to get acquainted with all the provisions of the SCO program for a participating university, specifying the date of joining, venues of cooperation, partner universities, information on student exchanges (number of students being sent and received, term of study, etc.), participation in scientific conferences and events held by the SCO Universities. Second, to include the “Regional Studies” in the list of specialties and publish the relevant training programs would be appreciated. Third, it might be helpful to diversify the form and content of the activities of the SCO Universities in China, that is, to arrange youth scientific camps, summer camps for children, trainings for teachers and other similar activities, to encourage students to participate in international academic and scientific competitions, meetings, environmental, tourist and sports activities.

(2) Consolidation of the teaching staff, improvement of the syllabus and curriculum

As for the academic teaching staff, it is necessary to start training highly skilled professionals, give classes on theory and methodology of teaching the regional studies for teachers in the areas of the “Russian Studies” and “Culture of Russia”, invite more specialists in the Regional studies from the participating countries, extensively use the results of activities carried out by analytical centers of the higher education institutions participating in the program. In 2017, the Chinese members of the University of Shanghai opened a regional studies seminar program for teachers, which became a pilot priority program of the SCO universities. This program ensures high-quality training of the SCO University personnel, subject to the continuity of training and effectiveness of the project. Successful result can be achieved by creating the environment that would inspire teachers of regional studies to share with new ideas, engagement of the related subject teachers, combining employment of domestic and foreign, long-term and short-term personnel [2]. For example, the Dalian University of Foreign Languages attracts doctoral students with a pluridisciplinary specialization “Russian language” and “International Relations”. A formula for

the successful strategy is also to increase the political and financial support provided by the Ministry of Education of China, to grow more the visiting teaching programs within the student exchange programs of the SCO universities, to let teachers of the Regional Studies participate in exchange and professional development programs.

From the perspective of the construction of a system of teaching regional studies, first of all, it is necessary to move from micro, elementary learning skills to macro skills; effectively integrate linguistics, politics, ethnology, religious studies, economics and trade, establish a system of teaching regional studies in Russian at universities in China, create a “worldwide cultural training” through unified cultivation of the students’ language capacities, cross cultural consciousness and receptivity, knowledge of national world cultures. [3]. Further, for the systematization of training, it seems reasonable to match the content, scope, complexity of the training course with foreign institutions of higher education and ensure that the students gain relevant knowledge before foreign exchange, to reduce the difference in knowledge of regional studies both inside and outside the country. For example, the Beijing University of Foreign Languages has already introduced the Regional Studies as an optional subject for fourth-year bachelors. Use of modern technologies and deployment of distance education will help to multiply the audience of the educational programs. At present, the Chinese Council of Rectors of the SCO Universities makes attempts to create an organizational SCO university that will distribute students among the relevant educational institutions in accordance with the disciplinary advantage of the universities. This undertaking is extremely important for sustainable development of the SCO University.

(3) Optimization of personnel exchange and improvement of training the Regional studies teachers

Improved system of training the regional studies experts will effectively promote the internal structure of the Regional Studies, provide a platform for the development of both the specialty and specialists at Chinese universities, and provide significant support for humanitarian exchange under the “One Belt, One Way” initiative. At the current stage of development, the Regional Studies in Russian are taught to graduate students only. It is planned to introduce discipline for bachelors and doctoral students. In order to ensure sustainable development in training of specialists, it seems necessary to carry out a pilot admission of undergraduate students to the participating universities, with a focus on the quality of bachelor's training, and to create a base for recruiting post-graduate students and doctoral students in years ahead. To establish a system of continuing education for bachelors, graduate students, and doctoral students in the field of the “Regional Studies” is really essential. The Russian universities have succeeded in these efforts. For example, the Moscow State Linguistic University trains bachelor students, postgraduates, doctoral students in the “Regional Studies” specialty. Having decided on their scientific interests, starting from the bachelor's degree course, the students take the Regional Studies, and, at the same time, in accordance with their research needs, the course of the language of the partner country. For example, those taking Chinese regional studies teach the Chinese language, the students of German regional studies — German, and so on, so the graduate school and bachelor's degree course naturally merge, and students have the opportunity to exchange with the partner country. Study of a language will raise the level of knowledge in the specialty.

(4) Development of an efficient model of inter-university and interdisciplinary training of specialists, testing the method of teaching the Regional Studies scholars

It would be viable to exchange experience with foreign universities on the basis of mutual exchange of graduate students, by expanding the scale of double-diploma postgraduate programs in the "Regional Studies". The Ural Federal University and Kazakh Economic University named after Ryskulov, which have launched a similar program within the SCO universities in the 2014-2015 academic year, is a good example of such cooperation. By the moment, the first post-graduate students have obtained their degrees. In 2016, the first bachelor students of the Dalian University of Foreign Languages were sent to the Ural Federal University to continue studying under the double diploma program. Given the links between traditionally predominant and newly emerging disciplines, it becomes possible to optimize the exchange of interdisciplinary students, and thereby strengthen the innovative type of staff and team building [4]. It is clear that such an innovative method of inter-university interdisciplinary training of the Regional Studies scholars within the SCO universities can be successfully implemented only on the basis of linguistic and other support for priority areas.

(5) Creation of the platform of multifaceted cooperation, expansion of sphere of cooperation in regional studies

A platform for joint research activities, which contributes to improving the results of language training and helps effective interaction with scientific advisor in the exchange process, can serve as a basis for cooperation. When the platform is in place, it is necessary to intensify the initiative of the participating universities, and, by strengthening the working ties, to increase the exchange of students and teachers in the form of joint scientific symposia, seminars, courses, youth forums, scholarships for foreign students, etc. Some universities can combine their specific features, expanding the scope of the Regional Studies, as was done by the Hainan Tropical Oceanographic University, which develops new areas such as New Urbanization, Regional Diplomacy, Regional Tourism Management, Regional Ecology, as well as many other new subjects and specialties.

(6) Optimization of the SCO university management

In the face of the increased scale and complexity of the projects implemented by the SCO universities, a long overdue decision is the creation of an organizational SCO University and an international SCO university administration, which are meant to put into practice a mixed centrally-dispersed type of governance of the Chinese SCO institution of higher education, and ensure sustainable development of the SCO universities.

Turning to the history of the issue, one cannot but mention the successful experience of creating a national university administration on the basis of the Dalian University of Foreign Languages in 2012. Over the past years, the administration has successfully managed the task of running the project in the PRC and coordination of the activities of all 20 Chinese SCO partner universities [5].

Currently, the Chinese SCO university administration initiates the modeling and standardizing the preliminary methods of management of the SCO University. The primary task of the Chinese university administration and Chinese participating universities seems to be special service trainings, which will be of use in improvement of the effective-

ness of coordination. The Chinese university administration is devised to establish an effective mode of work and promote the strengthening of interaction between the participating universities.

Throughout a decade of its existence, the SCO University has become a successful cooperation project in all spheres of the SCO member countries and the symbol of the SCO. The number of priority areas of development of the Regional Studies has increased from three to twenty, and their pace and scale of development can be seen with the naked eye, the development prospects are extensive. All SCO member countries continue following the “One Belt, One Way” initiative, while strengthening cooperation, exchange and enhancing mutual trust is a priority in the sphere of SCO education. In the days to come, regional and international training in the Asia-Pacific region will organically merge through the implementation of a set of the “One Belt, One Way” projects. The internal structure of the Regional Studies and other areas of the SCO universities will intensify and grow in experience, cooperation and exchange between the Chinese SCO universities strengthened. High-skilled personnel will be trained and work for the benefit of the country under the auspices of the SCO.

Remarks

1. Twenty universities participating in the SCO program: Beijing University, Tsinghua University, Central China Technical University, Capital Pedagogical University, Beijing University of Foreign Languages, Heilongjiang University, Xinjiang University, Dalian University of Foreign Languages, Hainan Tropical Oceanographic Institute, Lanzhou University, Shandong University, North-Eastern Pedagogical University, North China Energy University, Chinese oil University, Harbin Polytechnic University, Lanzhou University of Technology, Jilin University, Changchun Polytechnic University, Dalian University of Technology, Xinjiang Normal University. <http://eyzx.dlufl.edu.cn/chs/zej/2013-10-08/34996.htm>
2. Thirteen universities that have launched the “Regional studies” specialty: Beijing University, Tsinghua University, Capital Pedagogical Institute, Beijing University of Foreign Languages, Heilongjiang University, Xinjiang University, Dalian University of Foreign Languages, Hainan Tropical Oceanographic Institute, Lanzhou University, Shandong University, North-Eastern Pedagogical University, Jilin University, Xinjiang Normal University.
3. Complete report “The Assessment of Universities and Specialties of China” is provided on the website <http://www.nseac.com>, 2017.01.13.
4. Report of the working conference of the Chinese universities participating in the SCO program “New Stage of Cooperation under the SCO University Program”, 2017.11.10.
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Author's information:

Ting Zeng — PhD, Lecturer; zengting@fudan.edu.cn

Особенности развития и актуальные проблемы университетов ШОС в Китае. Взгляд с точки зрения регионоведения

Т. Цзэн

Фуданьский университет, КНР, 200433, Шанхай, ул. Ханьдань, 220

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В 2007 г. президент России В. В. Путин на форуме Шанхайской организации сотрудничества (ШОС) в Бишкеке предложил создание Университета ШОС. Спустя более десяти лет Университет ШОС получил развитие в Китае. Регионоведение стало одним из первых направлений, по которым начали готовить кадры, поскольку они необходимы для осуществления программы «Один пояс, один путь». Данная статья на примере Университета ШОС рассматривает развитие и проблемы в области регионоведения и предлагает рекомендации для дальнейшего развития области регионоведения и Университета ШОС в целом. На пути развития регионоведения еще есть ряд проблем, в том числе недостаточная пропаганда, неравновесен уровень участия университетов — участников программы, однообразен уровень обмена, не налажены контакты с зарубежными университетами, недостаточен преподавательский состав, несовершенна дисциплинарная система. Мы полагаем, что в будущем можно стимулировать постепенное развитие Университетом ШОС регионоведения в следующих направлениях: усилить агитационную динамику, повысить узнаваемость и привлекательность Университета ШОС в стране; укрепить состав преподавательских кадров, усовершенствовать систему преподавания регионоведения; усилить обмен кадрами, поднять уровень подготовки специалистов-регионоведов; исследовать модель межвузовского и междисциплинарного обучения кадров, разработать методы обучения регионоведов; создать платформу для многостороннего сотрудничества, расширить сферы сотрудничества в регионоведении; реформировать модель управления Университетом ШОС, усовершенствовать механизмы управления.

Ключевые слова: Университет ШОС, регионоведение, особенности, проблемы, стратегия развития.

Контактная информация:

Цзэн Тин — PhD, ст. преп.; zengting@fudan.edu.cn