

Research on China-Russia Higher Education Cooperation under the Background of "Belt and Road"

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Abstract: Under the background of "Belt and Road", China and Russia, as important node countries, it is of great strategic significance to deepen the higher education cooperation between China and Russia. After conducting research, it was discovered that the cooperation between China and Russia in higher education suffers from a lack of resource integration, a serious language barrier, and low cooperation quality. The root causes were analyzed, and countermeasures were proposed, such as integrating higher education resources, intensifying language teaching, and optimizing the "Belt and Road" education cooperation system. These measures aim to promote the healthy development of higher education cooperation between the two countries.

1. Introduction

In 2021, in the face of the century-old changes and the global outbreak of COVID-19, the Belt and Road Initiative has achieved remarkable results. The 2022 Government Work Report states that China will continue to unswervingly jointly build the Belt and Road with countries along the Belt and Road. The cooperation between China and Russia has a profound history, has the 73rd anniversary of the establishment of diplomatic relations, China-Russia cultural cooperation has experienced 23 years, during the higher education cooperation deepening, for the two countries with strong talent and technology innovation power, at the same time for the "area" all the way along the countries or regions bring far-reaching influence. Therefore, the cooperation of higher education between China and Russia has an irreplaceable strategic value in the new era.

2. Research background of Sino-Russian higher education cooperation under the background of "Belt and Road"

Domestic scholars' research on China-Russia higher education cooperation under the background of "Belt and Road", such as Yang Wenlan et al. (2019), believe that the "Belt and Road" Education Action issued by the Ministry of Education in 2017 has built a bridge of education cooperation between China and countries along the Belt and Road, and is an important content of the implementation of the "Belt and Road" initiative. The higher education cooperation between China and Russia can not only optimize the relationship between the two countries, but also contribute to the construction of strong disciplines in universities, optimize the service industry, adjust the industrial structure, and promote the coordinated development of the region ^[1].

(NingFang, 2021), signed in 2019, the construction of the People's Republic of China and the Russian federation of the silk road economic belt and Eurasian economic union construction docking cooperation joint statement to people-to-people exchanges as one of the key areas of the comprehensive strategic partnership of coordination, help China-Russian higher education cooperation quality transfer efficiency.

(Jin Huixin, 2022) pointed out that in the new era, China urgently needs to improve and optimize the policies and systems of international cooperation in higher education, so as to train better talents for the countries and regions along the Belt and Road Belt and Road.

Most domestic scholars focus on the substantive content of higher cooperation between China and Russia, the integration of transnational education resources, and try to study how to effectively promote the level of cooperation between China and Russian higher education.

3. The development of China-Russian higher education cooperation

3.1 The stage of closer china-Russia higher education cooperation

In the early days of the founding of new China in 1949-1959, in the international situation at that time, China's diplomacy presents the present situation of "one-sided", in 1952, the Chinese students in the Soviet university student qualification, language level, professional, etc., the state attaches great importance to higher education cooperation, hope also seek common development in the field of education. From 1951 to 1956, a large number of international students were sent to the Soviet Union for study every year and exchange, but the number of Soviet students to study in China was relatively small, as shown in Table 1.

Table 1: Flow of international students between China and Jiangsu from 1951 to 1956

	In 1951,	In 1952,	In 1953,	In 1954,	In 1955,	In 1956,
China	375 People	220 People	583 People	1375 People	1932 People	2085 People
the Soviet Union	-	-	-	18 People	Four people	Three people

Source: Qi Xiaoping. Overview of the study abroad work during the socialist Revolution and construction period [J]. Shenzhou Scholar, 2021 (Z1): 38-43.

Table 2: Excellent talents in the early stage of Sino-Soviet Higher education cooperation

surname and personal name	Study abroad time	Study abroad colleges	He served as the highest position
Gao Jingde	1951-1956	Kalinin Institute of Technology	Former president of Tsinghua University
Fang-hua li	1952-1956	Leningrad A.A. Zhdanov State University	academician of Chinese Academy of Sciences
Dou Guoren	1951-1960	The Leningrad Institute of Water Transport	Member of the Chinese Academy of Sciences, senior engineer
Li Lanqing	1956-1957	Internship in Gorky Automobile Factory	vice premier of the State Council

Source: Qi Xiaoping. Overview of the study abroad work during the socialist Revolution and construction period [J]. Shenzhou Scholar, 2021 (Z1): 38-43.

As can be seen from Table 1, from 1951 to 1956, the dispatch of overseas students from China and the Soviet Union was unbalanced, which showed the imbalance of the national strength in the early days of the founding of the People's Republic of China. China was in the stage of learning from the Soviet Union, but it still did not affect the friendship between the Chinese and Soviet peoples. In the

enthusiastic period of Sino-Soviet education cooperation, a group of excellent talents studying in Jiangsu have been cultivated, as shown in Table 2.

It can be seen from Table 2 that under the high attention of the government, the students studying in Jiangsu have overcome many difficulties and temptations to return to China to serve the motherland. The friendly cooperation between China and Soviet higher education has laid a solid foundation for the construction of new China.

3.2 The stagnation stage of China-Russia higher education cooperation

From 1957, the number of Chinese students sent to the Soviet Union began to decrease. From 1960 to 1982, Sino-Soviet relations began to move from cooperation to confrontation. With the Soviet Union withdrawing all experts in China, Sino-Soviet relations began to deteriorate. In 1966, when the Domestic Cultural Revolution broke out, both China and the Soviet Union required the students to return home in advance within the prescribed time limit, and the students were undoubtedly involved in the political movement.

3.3 The recovery stage of China-Russia higher education cooperation

In 1982, Sino-Soviet relations were restored, and Sino-Soviet education cooperation also began to resume, as shown in Table 3.

Table 3: 1983-1988 Sino-Soviet Higher Education Cooperation

a particular year	In 1983,	In 1984,	In 1985,	In 1988,
The number of swap	Ten people	70 People	≤200	443
staff composition	Language training students	College students, college teachers, scientific researchers and other professionals	College students, college teachers and professional personnel	College students and the language teachers
period of schooling	10 Months	1-2 Years	1-2 Years	-
Field of cooperation	language	Language, natural science, technology science, and social sciences	Social sciences, natural sciences, and technical sciences	-

As can be seen from Table 3, after the easing of relations between China and Soviet Union in 1982, the higher education cooperation between China and Soviet Union began to strengthen, the majors began to increase, and the majors began to diversify. In 1982, the Minister of Higher Education of the Soviet Union signed an agreement with the Chinese Ambassador to the Soviet Union to exchange 10 college students and teachers to study technology and resume educational cooperation.

3.4 Stage of strategic cooperation between China and Russia in higher education under the background of "Belt and Road"

Since China proposed the idea of jointly building the "Belt and Road" in 2013, China and Russia have signed a mechanism for supporting China-Russia higher education cooperation. In 2020, China and Russia agreed to expand the number of overseas studies to 100,000 students and expand the number of cooperative institutions to 100. (Yang Wenlan, Chen Qianying 2019)

4. Analysis of the status quo of Sino-Russian higher education cooperation under the background of "Belt and Road"

4.1 Higher education resources between China and Russia are of relatively high quality

Since China's initiative of "Belt and Road" in 2013, China and Russia have opened and shared higher education cooperation resources, evaluated the higher education resources of China and Russia through the QS World University Rankings, and evaluated the advantages and disadvantages of China and Russia higher education^[2].

4.1.1 China's high-quality education resources

Since the beginning of the 21st century, China's higher education has been developing continuously, and the "first-class" efficient quantity and quality have been constantly improving. In 2021, there were 2,738 regular institutions of higher learning and 147 "double first-class" universities. In the 2022 QS World University Rankings, China Tsinghua University and Peking University ranked 17th and 18th respectively, Fudan University ranked 31st, Zhejiang University ranked 45th, Shanghai Jiao Tong University ranked 50th, and China has 5 universities entered the top 50 universities, which is enough to show that China's university resources have been internationally certified.

4.1.2 Russia's high-quality resources

As of 2017, there were 2,663 universities in Russia, with public universities ranking higher than private ones. The educational resources and teaching quality of public schools are higher than those of private schools. In 2022, Russian universities were excluded due to the QS World University rankings, but 17 universities are still among the world's top 500 universities. Among them, Lomonosov Moscow State University, ranked first in Russia, ranked 78th in the World University Rankings.

4.1.3 Advantages and disadvantages of higher education resources in China and Russia

Although Russian universities rank lower, their majors rank relatively high, especially in performing arts, St. Petersburg Klinsky-Kosakov Conservatory of Music ranks 27th in the discipline list; 26th in Petersburg University in mineral and mining engineering; The University of Moscow ranks 27th, but China ranks lower compared with Russia. It can be seen that China and Russia have their own advantages and disadvantages in terms of educational resources, which are recognized in the international educational circle. Although the number of Russian universities shortlisted is smaller than that of China, the traditional majors still have comparative advantages, and the higher education resources of the two countries are complementary^[3].

4.2 Mode of China-Russia higher education cooperation

4.2.1 Development trend of overseas study

The most direct form of China-Russia higher education cooperation is to study abroad. Since 2013, when China first proposed the Belt and Road cooperation initiative, higher education cooperation among countries along the Belt and Road routes has become the norm. The number of students studying between China and Russia is also increasing year by year, as shown in Figure 1.

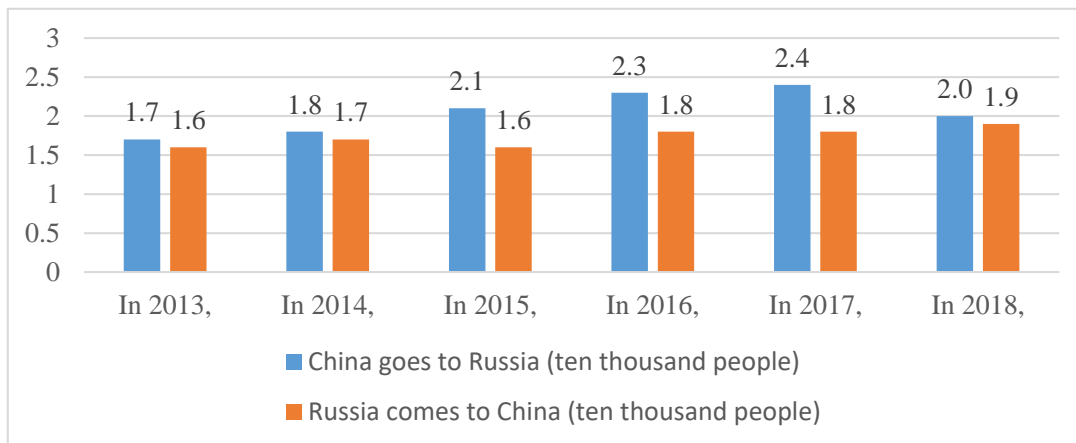


Figure 1: Number of exchanges between China and Russia under the background of the Belt and Road Initiative

As can be seen from Figure 1, the number of Chinese and Russian students in the "Belt and Road" background is increasing. In particular, since 2017, China has made about 66,100 trips to the 37 Belt and Road countries along the Belt and Road.

In 2021, about 210,000 people from 64 countries along the Belt and Road route will come to China. In 2022, students from Kazakhstan and other countries will increase in 2021.

During the COVID-19 outbreak in 2019, higher education cooperation began to shift to online mode, but with Chinese universities in 2020-2021, Russian universities and some universities are still increasing. Distance education accounts for 30%. By 2021, 689 Russian courses.

4.2.2 Cooperative school-running mode

In 2022, the 22nd meeting of the China-Russia Cultural Cooperation Committee proposed that China and Russia would build on the past and create a new situation of China-Russia education cooperation, improve the quality and efficiency and multilateral cooperation, and inject new impetus into the development of China-Russia comprehensive strategic partnership of coordination in the new era. In terms of language cooperation, 40,000 people in Russia learn Chinese in 368 primary and secondary schools, and 90,000 people in China learn Russian in 868 schools. Confucius Institutes and Russian language centers are actively promoting the language exchange between China and Russia.

Under the "Belt and Road" initiative, the comprehensive university alliance between China and Russia has gradually expanded, with the Ministry of Education of both China and Russia. In 2017, Beijing University of China and Lomonosov State University of Moscow jointly established a University Alliance in Shenzhen. The alliance also includes 40 Chinese universities including Tsinghua University and 20 Russian universities including the Ural Federal University^[4].

In 2019, China and Russia jointly formulated a higher education cooperation plan, and enhancing academic mobility is also an important part of China-Russia higher education cooperation. Members of the 5-100 program, Russian People's Friendship University, St. Petersburg Polytechnic University and Ural Federal University are actively participating in the process. About 600 Chinese universities participated in the program, including Tsinghua University and Beijing University of Astronautics. (Ning Fang, 2021).

5. Problems and causes of China-Russia higher education cooperation under the background of "Belt and Road"

5.1 China-Russia higher education cooperation under the background of "Belt and Road"

5.1.1 Poor integration of resources for higher education cooperation

In the process of higher education cooperation between China and Russia, there is an imbalance between student resources, educational funds resources and teaching resources. On the whole, China still introduces the introduction of higher education resources from Russia, while the introduction of Chinese resources from Russia is still in its infancy.

First, the level of international students is uneven. Chinese students are younger than Russian students. Generally, Russian students are older, and what they need is the courses and teaching resources of Chinese master's students, as well as a large number of scholarships provided by the Chinese government to Russian students. However, most Chinese students choose the undergraduate level, and the amount of scholarships for Chinese students is relatively smaller than that of China, because the tuition of Russian universities is relatively less than that of western countries, and the average tuition is only \$2097 / year.

Second, the proportion of Chinese and Russian students flowing abroad is uneven. There are fewer Chinese students going to Russia than those going to China.

Third, the higher education cooperation between China and Russia lacks the cooperation in politics, industry, education and research. The Chinese and Russian governments support the enterprises of the two countries in the transformation of university achievements and provide a scientific research platform. But most of these platforms are used in advanced technologies such as aerospace engineering and energy. In the new era, the cooperation between Chinese and Russian universities and enterprises has not formed a joint force, and without the support of information technology, the high-quality resources of the two sides cannot complement each other.

Fourth, China-Russia higher education cooperation lacks resource guarantee. The Chinese and Russian higher education partners lack the environment and conditions for continuous financial support and talent guarantee, the scholarship conditions are not enough to attract international students from the two countries to choose, the management efficiency is poor, and the ability of sustainable cooperation is insufficient^[5].

5.1.2 There are language barriers in China-Russia higher education cooperation

Language is a necessary condition for cooperation and communication in higher education. Language problem is not only a major obstacle affecting the academic performance of Chinese and Russian students, but also a necessary condition for Chinese and Russian students to adapt to the study and life in different countries, and even an important obstacle affecting their future career development.

Most graduate students's language ability is degraded, many graduate students' listening, speaking, reading and writing ability is relatively low, in scientific research activities, graduate students' listening, speaking, reading and writing ability is based on personal intuition, the frequency of Russian use is less.

In the professional Russian language knowledge is relatively lacking. At present, most of the projects in Sino-Russian higher education cooperation are studied in the mode of "professional + Russian / Chinese", which has relatively high requirements on Russian and Chinese for international students. At present, the international students sent to Russia to study are still lacking in professional foreign language proficiency. In the actual teaching process, there are some students in Russian or

Chinese lag behind, the pressure of professional courses is relatively large, in the language, there will be language and professional learning.

5.1.3 The quality of China-Russia higher education cooperation is not high

International students in China and Russia prefer humanities and social sciences in the choice of majors, resulting in a relatively concentrated number of humanities and social science students and a lack of science and technology talents. In terms of cooperation level, only four projects are graduate cooperation, and the choice of majors does not make full use of the advantages of Russian disciplines, such as space engineering, mineral and mining engineering, and the lack of sufficient demonstration and analysis, which weakens the cooperation value of higher education between China and Russia to some extent, and the effect is not good.

5.2 The causes of china-Russia higher education cooperation under the background of "Belt and Road"

5.2.1 China and Russia have relatively obvious regional characteristics

According to the regional distribution of the Sino-Russian higher education cooperation conducted by the Ministry of Education under the background of "Belt and Road", 67% of the cooperative universities and projects are distributed in the three provinces of Heilongjiang, Jilin and Liaoning, and 33% are located in other provinces. Russia is mainly distributed in the Far East and Siberia. At the professional level of Sino-Russian cooperation in running schools, it mainly focuses on liberal arts majors, and Russia's traditional advantageous professional resources in nuclear energy, aerospace and other fields have not yet become the Sino-Russian cooperation majors. This shows that the regional characteristics of Sino-Russian higher education cooperation are quite obvious, leading to the low level of school-running and the lack of majors with general advantages.

5.2.2 The differences in higher education and culture between China and Russia

In the exam-oriented education before Chinese universities, the foreign language is mainly English, and the study of Russian is relatively less, leading to the lack of Russian learning depth of Chinese students and poor Russian language ability. After the "Belt and Road" initiative was put forward, China's higher education began to increase the learning of minority languages, but the cultural differences among countries along the Belt and Road have brought problems to the higher education cooperation between China and Russia.

First, Chinese and Russian students lack language training before the higher education cooperation. With the signing of the Sino-Russian higher education cooperation agreement and the friendly development of relations, students from both sides enter universities in different countries without learning language in advance. Most of students abroad need to learn language first, and the depth and progress of other majors are not enough. According to statistics from universities in Heilongjiang Province, the number of students majoring in Russian has been decreasing in recent years. In 2016, only six students majored in Russian at Heilongjiang University. In addition, it is difficult to learn Russian itself, which has caused obstacles to the language learning of Chinese and Russian students.

Second, there is no environment for language learning. The main purpose of Chinese students sent to Russia to study is to strengthen Russian, but the study and life of Chinese students are almost in a collective, and they mostly communicate in Chinese, and the context is still mainly Chinese. The lack of Russian context is not conducive to the improvement of the language ability of international students.

Third, cross-cultural identity identification is difficult. Language learning is closely related to

cross-cultural identity. Influenced by the "Belt and Road" initiative, the cultures of the countries along the route began to communicate. In the process of diversified cultural communication, language and culture formed the basic conditions of interpersonal communication, cross cultural communication between China and Russia to review their cultural behavior, for the subject of language learning, students of cross-cultural experience deeper, such as the other country's cultural identity is low, won't actively learn each other's language.

5.2.3 There is less substantive cooperation between China and Russia in higher education

First, the cooperation between Chinese and Russian universities in personnel training and scientific research is not deep enough. Although established a lot of higher education cooperation alliance, but the agreement signed by the government, the lack of analysis of the two disciplines and the willingness of cooperation, China-Russia higher education cooperation still stay in the exchange of students, teachers and participate in academic conferences, and no subject docking, complementary advantages and other substantive cooperation.

Second, cooperation in running schools is still in its primary stage. According to the relevant information of Chinese-foreign cooperatively-run schools and projects released by the Ministry of Education of China in 2021, there are certain imbalance between Sino-Russian educational cooperation in running schools. By 2021, Russia has 9 universities and 12 branches schools, while only 2 universities in China have set up overseas cooperative universities in Russia.

Third, the scientific research cooperation between Chinese and Russian universities needs to be deepened.

In recent years, Russia has accelerated the integration process of higher education and scientific research, and the cooperation between China and Russia in higher education has gradually deepened. Most of the Chinese scholars sent by China to Russia are Chinese teachers, and most of the Russian scholars sent to China are Russian lecturers. In terms of scientific research cooperation, the term and scale of China-Russia higher education cooperation projects have gradually expanded, and the opportunities for publishing academic achievements are still at a low level in the world. The two countries are improving the recognition of scientific research achievements in the world. (Wang Jiaying, 2022)

6. Countermeasures and suggestions for Sino-Russian higher education cooperation under the background of "Belt and Road"

6.1 Integrate resources for China-Russia higher education cooperation under the Belt and Road Initiative

Under the background of "Belt and Road", joint construction, joint governance and sharing in the new era, the uneven distribution of higher education resources between China and Russia, the low utilization of high-quality resources, the lack of mutual trust between governments, and the recognition and support of both cultures. With the deepening of higher education cooperation among countries along the "Belt and Road", the cooperation between China and Russia and relevant regions and countries should be further explored. Both sides should be committed to expanding the dimension and depth of cooperation, expanding political advantages, and promoting the friendly cooperation and development of higher education between China and Russia.

6.1.1 Build a "Belt and Road" higher education resource sharing platform

In the context of the new era, China and the two countries are crucial nodes among the "area" countries. Information technology presents a novel avenue for cooperation, namely the creation of an

"area" higher education resource sharing platform and the establishment of a remote education system. By leveraging the unique strengths of each side, domestic internet courses, such as art appreciation and anthropology, could be tailored to local characteristics. Additionally, globally relevant elective courses on topics such as environmental protection and gene technology could be developed to explore areas of focus beyond traditional subject boundaries, thereby meeting the diverse needs of students from both countries.

6.1.2 Allocate the teaching resources of Sino-Russian higher education cooperation

First, strengthen the complementary advantages of China and Russia in higher education resources. China and Russia will select and assign international students in their respective majors, such as aerospace technology, energy materials technology, and light industry and communications technology.

Second, strengthen the guarantee of education funds and provide financial guarantee for the cooperation between China and Russia through raising funds from various parties. They can cooperate with higher education institutions in running schools by absorbing private capital. The government can provide preferential tuition policies and scholarship programs for Chinese students studying in Russia to ensure the adequacy of education funds for overseas students in the two countries. Increase the utilization rate of higher education scholarships between China and Russia. With scholarship as a lever, we should strengthen the dual guarantee of the quantity and quality of international students, and focus on the training of professional talents.

Third, we need to strengthen the guarantee of teaching resources. Under the background of "One Belt And One Road", the level of talent training is the same as the teaching level of developed countries. Efforts should be made in majors, courses, teaching and teachers to improve the higher education cooperation system. The teaching content should be arranged flexibly, so that students can choose majors and universities according to their interests, such as quality certification, review and evaluation of studying in China, and cooperation with international professional education guarantee institutions.

Fourth, make it more attractive to countries along the Belt and Road. Higher education cooperation between China and Russia should strengthen its appeal to students from countries along the Belt and Road, especially to the five Central Asian countries. For example, if Kazakhstan has a good economic foundation and relatively advanced gold mining technology, China should cooperate with Kazakhstan in mining education.

6.2 Strengthen the language teaching of Sino-Russian cooperation in higher education

In the context of "One Belt And One Road", China and Russia break through the language barriers to carry out higher education cooperation to reduce the academic pressure of students and ensure the teaching quality, which China and Russia need to pay close attention to.

6.2.1 Increase the number of language courses

In order to foster a conducive language environment for graduate students from China and Russia, it is necessary to establish language training courses in collaborative schools or within the study curriculum. Students should be encouraged to utilize foreign language materials for listening, speaking, reading, and writing exercises to promote communication between students from both countries and improve language proficiency. Such efforts would enhance the language skills of graduate students and facilitate effective communication between the two countries.

6.2.2 Cooperate and communicate with language major institutions or institutions

Higher education cooperation projects between China and Russia should be fully implemented in all universities, and professional institutions and universities should be used to improve the language level of international students. For example, the World Foundation of Russia has set up a Russian language center in Dalian International Studies University, set up modules of Russian culture and higher education resources, organized a variety of learning activities, and encouraged students to learn and download video and audio works in the center.

At the same time, in the construction of the Belt and Road Initiative, relying on the Confucius Institute and other institutions, we will promote the language exchange and cultural identity of students in the two countries, form a brand of Sino-Russian higher education cooperation, promote education cooperation and exchanges among other countries, and promote the sound development of bilateral relations.

6.2.3 Strengthen the interest and effectiveness of language learning

China and Russia can through virtual and reality learning, the use of voice assistant and chatbot and other intelligent devices, in the form of storytelling and games into the whole, such as Russian and Chinese students meet, typing games, China and Russia film week activities, arouse the enthusiasm of college students to participate in language learning. University alliance can adjust the credit system of online courses and modules, evaluate and feedback the teaching quality, and strengthen the interest and effectiveness of Sino-Russian language learning.

6.2.4 Add English courses

English courses will be set up on the higher education resource sharing platform between China and Russia to break through the language barrier between Chinese and Russian, connect courses in English, and select some core courses of the dominant majors of Chinese and Russian universities. We will carry out English teaching and build a bridge between China and Russia and even countries along the Belt and Road.

6.3 Comprehensively optimize the Belt and Road higher education cooperation system

6.3.1 Deepen school-enterprise interaction and school-post docking

In order to attract talents and regulate the overseas study market, China should increase the publicity of students from countries along the "One Belt And One Road", and combine administration, industry, learning and research, so as to attract outstanding Russian students to China to improve their academic qualifications and degrees. The Chinese government, education related departments and enterprises can hold education exhibition, etc., deep cooperation with Russian universities, "Belt and Road" along the enterprise has a large number of demand of choose and employ persons, improve the quality of labor force, according to the order demand to cultivate talents, according to the different jobs add different courses, can also be in the talent supply information platform of graduates recommend students to the enterprise.

6.3.2 Innovate the model of China-Russia higher education cooperation

Under the background of "Belt and Road", China and Russia are in urgent need of innovating the cooperation mode of universities. First, based on the university alliance between China and Russia, carry out free cooperation, conduct innovative project research, conduct the exchange of material, technology, knowledge, and talents, and construct the win-win cooperation between universities and

enterprises and the government; third, with the goal of joint construction and sharing, form the new mechanism and construct the "One Belt And One Road" higher education space according to the different levels of students.

Risk control of China-Russian higher education cooperation, and hire a third-party professional organization to conduct scientific and independent feasibility demonstration of running schools in Russia. We will pay full attention to Russia's business environment and changes in the international situation to ensure the safety of Chinese students.

6.3.3 Improve the level and content of Sino-Russian higher education cooperation

In terms of cooperation level, the strategic layout of Sino-Russian higher education cooperation should be continuously optimized, the comprehensive quality and enrollment standards of Chinese and Russian students should be improved, and the policy support for higher education cooperation should be increased. Support and promote the "One Belt And One Road" Chinese and Russian youth business incubation project, attract master students from China and Russia to study abroad, jointly train young talents, and provide talent guarantee for building the "One Belt And One Road" education community.

In terms of cooperation content, China and Russia should strengthen the cooperation of the substantive content, reduce the low level of repeated teaching content, pay attention to combined with the current scientific research form, focus on new materials, high energy physics, engineering and other big science technology of higher education cooperation, set the "area" under the background of trade logistics, environmental science, language, culture, tourism and other professional setting, collaborative preparation of specialized materials, integration of different school of discipline advantage, strengthen the course strength. Cross-school electives are open to international students, and the dual-campus joint training of mutual credit certification is promoted. After completing the basic study in China, students will continue their studies in foreign cooperative universities, and participate in foreign professional courses, internship and graduation design. At the same time, the education quality level of china-Russia cooperation is consistent with that of our Alma mater. In addition to the quality assessment of Chinese and Russian higher education authorities, school self-assessment and student satisfaction assessment.

7. Conclusion

Facing the new situation and new task, the future between China and Russia will continue to deepen the cooperation in education, strengthen higher education and scientific and technological innovation, expand the two-way learning communication, promote language teaching, basic education, scientific research and other fields of cooperation, constantly promote the concept of communication, cultural financing, for the new era of comprehensive strategic partnership between China and Russia sustainable development inject inexhaustible power.

In the face of such a good situation, more and more Chinese students will choose Russian universities to study, and students graduating from Russian universities will be more and more attention and favored by Chinese enterprises!

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