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UDC 001.891.2(=161.1)

DOI <https://doi.org/10.36059/978-966-397-347-0-41>

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## ENHANCING CHINESE EDUCATION: A POLICY PERSPECTIVE ON INTERNATIONAL EDUCATIONAL PROGRAMS AND INTERCULTURALISM

**Key words:** China, international education, international relations, interculturalism, education program.

The growth of industries in China, such as manufacturing, advertising, media, publishing, and IT technologies, imposes new demands on graphic design professionals. In this context, the emphasis on product images and visual communication becomes increasingly important. This leads to the globalization of the graphic design profession, necessitating educational organization in this field based on intercultural principles. An analysis of the graphic design market indicates a rapid annual growth in China, highlighting the escalating demand for professionals in this sector [4].

This led to a demand for such professionals, which, in turn, spurred the need for the enhancement of design education. As noted by Pan Lu Shen and Wang Xiao Jie, the evolution of industrialization and socio-economic development in China posed a challenge for the advancement of design education and introduced diverse requirements for professionals in the design field [1; 2]. Researchers also note that in response to the industry's overarching call for preparing a new generation of market-oriented, re-

search-focused designers, the urgent mission is to reform the model of contemporary design education based on intercultural principles [2].

The primary trend in the reform and development of education in China has been the restructuring of higher education on the principles of multiculturalism [8]. The National Commission on Education in China proposed the organization of Sino-foreign cooperation in the management of educational institutions, related to collaboration between Chinese and foreign higher education institutions, in accordance with the "Law on the Organization of Educational and Teaching Activities" [8]. The Sino-foreign joint management system for educational institutions was established in 1995. This system has a regulatory framework developed by the National Commission on Education in China, which introduced the "Temporary Rules for Sino-Foreign Cooperation in the Management of Educational Institutions." In 2003, the "Regulations of the People's Republic of China on Sino-Foreign Cooperation in the Management of Educational Institutions" were officially solidified by the State Council of the People's Republic of China [5; 6]. This enabled the use of educational and methodological support and teaching methods from leading universities worldwide, enhancing the content of national educational programs [3].

Sino-foreign joint educational projects and institutions in China encompass 11 fields of education, including engineering, management, economics, and, notably, graphic design [7]. From a legal perspective, there are currently three types of Sino-foreign cooperation in China. The first type includes universities and institutes that are joint Sino-foreign educational institutions. Currently, there are 10 such independent legal entities representing universities. For instance, the major in "Graphic Design" is offered at Wenzhou-Kean University and Suzhou Centennial College. The second type is a Sino-foreign joint college, which is a component of a university. In this case, the college operates independently but does not have legal person status. An example of this type of Sino-foreign cooperation is the College of International Education at Wuhan University of Technology. The third type is Sino-foreign cooperation for specific specialties or educational projects. This form of organization is the most common, involving joint international courses, primarily based on educational projects [7]. Training in "Graphic Design" takes place in joint international courses at universities such as Wuhan Textile University, Jiangnan University, Xiamen University, Jiangxi Normal University, and others.

Foreign higher education institutions participating in these joint educational projects in Chinese universities include leading universities from Europe and the United States. The majority of these collaborative educational projects are conducted with universities in the United Kingdom and the United States, accounting for almost one-third of the total. There are also

joint educational projects with universities in Eastern Europe, Asia, Japan, Thailand, and other countries [7].

Chinese-foreign cooperation in educational institution management is a form of expressing the construction of education based on interculturalism, driven by economic globalization. This takes on particular significance in the context of the education of future graphic design professionals, given the global characteristics acquired by this specialization.

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УДК 327(510)

DOI <https://doi.org/10.36059/978-966-397-347-0-42>

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## ГЕОСТРАТЕГІЯ СУЧАСНОГО КИТАЮ В ЄВРАЗІЇ

**Ключові слова:** Китай, «велика стратегія», регіональна геостратегія, «Один пояс, один шлях», співробітництво, конкуренція.

Роль КНР у геоелекономічному (та геополітичному) світовому порядку у ХХІ ст. суттєво посилилася. Попри сучасні проблеми китайської економіки в протиборстві зі США, позиції Китаю на теренах Євразії є досить міцними. У «великій стратегії» КНР у період керівництва Сі Цзінпінця найбільш пріоритетним є проголошений ще десять років тому трансрегіональний проєкт «Один пояс, один шлях» (як інтеграція «Економічного поясу Шовкового шляху» (ЕПШШ) та «Морського шовкового шляху ХХІ ст.). Неодноразово зазначалося, що Китай має свій геополітичний (і водночас геоелекономічний) проєкт формування інтегрованої «Євразії» (без участі США), у якій він відіграватиме провідну роль [3]. У геостратегії Китаю виявляються цілі розширення співпраці з країнами ЄС. Водночас КНР зацікавлена в збереженні (навіть посиленні) економічної конкуренції між ЄС і США. У науковій літературі та політичній публіцистиці нині досить поширена думка, що за умов подальшого випереджувального розвитку Китаю у світі постане нова біполярність двох наддержав – США та КНР.