

**СЕКЦІЯ 2.**  
**ТРАНСКОРДОННЕ СПІВРОБІТНИЦТВО У СФЕРІ ТУРИЗМУ В УМОВАХ**  
**ЄВРОІНТЕГРАЦІЇ**

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**SOME PECULIARITIES OF STUDYING ABROAD AND EDUCATIONAL MIGRATION  
FOR CHINESE INTERNATIONAL STUDENTS**

In today's fast-changing marketplace, foreign-related education in China is increasing rapidly. Otherwise, there have been issues in the management of education for international students at the macro level, such as bias in the field of national public-funded study abroad disciplines, imbalance in the proportion of study abroad funding, and non-standard operation of self-funded study abroad intermediaries; at the micro level.

Over the past 30 years of the reform and opening up, China's education for studying abroad has adhered to the policy of "facing modernization, the world, and the future" [1-2]. International cooperation and exchange are being promoted in a comprehensive, multi-level, and wide-ranging manner. At the same time, the increasing scale of studying abroad students has gradually presented some problems that cannot be taken into consideration.

First of all, the overall status of education for studying abroad defines the initial condition of educational migration. According to a survey by UNESCO, the average annual growth rate of international students worldwide from 1960 to 1980 was 20%. From 1978 to the end of 2005, the total number of people studying abroad reached 933400, and the total number of people returning to China after studying abroad reached 232900. According to the statistics from the Ministry of Education, the total number of students studying abroad in 2005 alone was 118500, distributed in 103 countries. At present, China has become the country with the highest number of people studying abroad in the world [1-3].

Nowadays, there are fundamental issues in the educational management of overseas students. The first issue is a bias in the subject areas of training, education abroad sponsored by the national government, and the proportion of education abroad funding is imbalanced. Taking 2002 as an example, the proportion of disciplines supported by the National Scholarship Fund for studying abroad was 70%, including natural sciences, engineering technology, medicine, agriculture, forestry, and animal husbandry; Humanities, Social Sciences 15% Economics, Management Sciences 10% Non-General Languages and Other Special Majors 5% [4].

The second issue is poor standardization of the self-funded education abroad intermediary market. In recent years China's work of studying abroad has been guided by the policy of "supporting training abroad, encouraging return to China, and having the freedom to come and go", promoting and ensuring the healthy development of self-funded education abroad work in terms of system and management. In particular, the management of intermediary agencies has been strengthened.

However, due to insufficient policy preparation and regulatory experience in the early stages, China's management of study abroad intermediaries has not been able to keep up with market

changes, mainly manifested as some unqualified intermediary agencies still illegally engaging in study abroad intermediary activities: some qualified study abroad intermediary agencies lend their qualifications, illegally seeking so-called “management fees” as a “protective umbrella” for illegal intermediaries, falsifying and manufacturing fake materials; cleverly creating names and charging indiscriminately; publishing false advertisements, conducting unconfirmed study abroad projects without authorization, providing information on foreign schools that does not match the actual situation, etc. [3; 5].

Therefore, it is imperative to further regulate the intermediary market for studying abroad.

The third issue is the adaptability of education for international students. There are two aspects to it. The first one is academic adaptability. In Chinese universities and other educational institutions a faculty is working according to the national system of organizing the learning process. The second aspect of adaptability is a psychological one. The climate, environment, and customs of foreign countries are very different from Chinese ones.

So, it is very important to prepare international students to live and study abroad before they leave the country.

Furthermore, another issue is a lack of language proficiency among foreign students in English. Foreign language proficiency plays a significant role in the education of international students abroad. Although, most Chinese students have already participated in international language training and exams before going abroad, however, it is not enough, to study abroad. Due to the varying levels of profitability in many language schools, while the number of language schools has skyrocketed, their teaching quality is also declining. In many language schools, there is a situation where all students in a class are international students from the same country. Due to these students communicating completely in their own language, it is not possible to create a good language learning environment in the school.

Moreover, one more issue that should be taken into consideration is the readiness of foreign institutions to meet Chinese students’ needs and requirements. Lack of management is also an important factor that damages a country's education reputation internationally.

Finally, to sum up, the above considered issues that international students have while they are studying abroad, it is important to develop a strategy that allows for reducing risks for international students. The next step can be to establish relevant policies, procedures, documents, and regulatory consultation to solve practical difficulties for students.

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