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COMPARATIVE ANALYSIS OF CHINESE AND RUSSIAN SYSTEMS OF PROFESSIONAL EDUCATION: EDUCATIONAL PROCESS ORGANIZATION

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Professional education in the countries all over the world strives to integration. The cross study of various educational systems is a good chance for their better understanding. The article highlights the importance of comparison analysis of Chinese and Russian systems of professional education for international collaboration and for the organizational improvement of the education systems. The two purposes of the research are: to compare the Chinese and Russian systems of professional education and to determine the ways for improving the systems based on the information obtained. The method used to investigate the state and opportunities for improving the human and methodical resources as well as organization activities is comparative analysis. The constituents of the education process organization and the difference between the levels of professional education, academic degree system, course structure, teacher's course load, teacher's and student's schedule and their daily life are examined. These results show that there exist the ways of improvement of both systems using international experience. The results can be used for the educational reform and for the development of both countries, China and Russia.

Keywords: education, education process organization, methodical and organization activities, China, Russia, comparison.

Introduction

The analysis of various educational systems is the subject of the comparison pedagogics. There is much literature on the comparison of educational systems, educational content and degrees. But only few papers aim to compare the education process organization, especially when its various features are used as analysis criteria. Still it is useful to base on the international experience in order to improve the educational process organization in your own country. The openness and interaction between countries give the opportunity to examine and exchange the educational organization experience.

The subject chosen is the comparison of several features of the education process organization at two universities having the experience of international exchange: Zhejiang Ocean University, Zhoushan, Zhejiang, China and South Ural State University, Russia. The research was conducted during the traineeship of Zhejiang Ocean University teachers at South Ural State University. It aims to compare: the methodical, organizational and scientific activities of the university

faculty; the organization of students' class activities and self-study; students' and teachers' daily life; faculty course load.

The structure of the article is divided into several parts devoted to discussion of the following questions: professional educational systems (general characteristics), course structure, curriculum, course arrangement, faculty workload, teachers' and students' daily life.

To study the practice of the education process organization we selected the complex of empirical and theoretical research methods: observation, sociological survey, analysis and comparative analysis.

Each part of the paper formulates the advantages of the Chinese and Russian education process organization.

Comparison of Chinese and Russian Systems of Professional Education

Chinese education system. In accordance with the second Chapter of Education Law of the People's Republic of China, China introduces a school education system including infant school education, primary education, secondary educa-

tion and higher education [1]. China has a system of 9-year compulsory education (primary school and junior middle school). All schoolchildren and adolescents must receive and complete compulsory education. Education is free for students receiving compulsory education [3, 4].

Higher education refers to the education received by both undergraduate and postgraduate students. China offers higher education at colleges and universities. Universities or colleges have three main functions: educational provision, conducting scientific research and providing social service. The vocational education in China includes the education at vocational schools and vocational training. The education at vocational schools consists of elementary, secondary and higher vocational education. In addition, China also provides continuing education, including the adult technical training, adult non-academic higher education and vocational education.

There are three levels of Chinese academic degrees: Bachelor's degree, Master's degree and Doctoral degree. The Bachelor's degree is granted by higher education institutions authorized by the State Council, while the Master's and the Doctoral degrees are granted by higher education institutions or scientific research institutes authorized by the State Council [6, 7].

Bachelor's degree. Pre-university education lasts for 12 years, including 6 years for primary schools, 3 years for junior middle schools and 3 years for high schools. High school graduates pass the National Exams and are admitted by higher education institutions. The basic length of schooling for undergraduate education shall be 4 years, while the medical major and some engineering majors shall last for 5 years.

Master's degree. Graduates with Bachelor's degree or with equivalent educational level shall pass the exams and be admitted by higher education institutions or scientific research institutes. Their studies last from 2.5 to 3 years.

Doctoral degrees. Graduates with Master's degree or equivalent educational level shall pass the exams and be admitted by higher education institutions or scientific research institutes. The term of academic studies is from 3 to 4 years. In general, if you want to get a Doctoral degree, you have to get a Bachelor's degree and then a Master's degree at first. In some cases, students without Master's degree can directly study for the Doctoral degree, but they must meet specified requirements.

Russian education system. Russian education system consists of general education and

professional education [7]. General education covers pre-school education, primary general education, basic general education, secondary (complete) general Education. Professional education consists of vocational education, non-university level higher education, university level higher education and postgraduate education including doctoral study programmers.

There are two subsystems of higher education in Russia. One subsystem includes 4-years' undergraduate education which grants a Bachelor's degree; 2-year postgraduate education which grants a Master's degree; 3-year postgraduate education which grants a Candidate's degree (equivalent to Doctoral degree in other countries); and the highest education degree or research degree, which grants Doctoral degree (it is generally hard to get). The other subsystem covers 5-year undergraduate education which grants a Specialist degree.

Students holding Bachelor's degree or Specialist qualification can pass the exams and study as Master's students. Students with Master's degree can pass the relevant exams and study for Candidate's degree. Students with Specialist degree can pass the relevant exams and study directly for a Candidate degree.

As mentioned above, there can be found similarity between China and Russia in the professional education system. High school education in China is equivalent to secondary (complete) general education in Russia. Bachelor's and Master's degrees in both countries are similar while Candidate degree is equivalent to the Doctoral degree in China.

There is some difference between China and Russia in higher education due to education traditions and to Russia's entering the Bologna process. Firstly, in addition to Bachelor's degrees, Specialist degrees are also offered in Russia. So there is the binary form of higher education in Russia. Secondly, there is a Candidate degree between the Master's degree (or Specialist degree) and Doctoral degree in Russia. Thirdly, now the education of postgraduate students (aspirants) in Russia is considered to be the third level to higher education. The Doctoral level is not an educational one. It refers to scientific activities only.

Course Structure

The investigations of the course structures were undertaken and the results were discussed. The pluses and minuses of the two countries course organization [5] were defined. Table 1 shows an example of the course structure for

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Mechanical and Electronic Engineering majors at a Chinese university, and Table 2 is their practical teaching structure.

Table 3 is an example of the curriculum schedule for one academic year at Russian university.

Tables 1, 2 and 3 show that the differences in the curriculum structure between Chinese and Russian universities are the following:

1. Amount of class hours.

The course hours at Russian university are more than at Chinese one. The amount of course

Table 1

Course structure

Course Types		Class Hours	Credits	The percentage of total curricular credits, %	The proportion of total credits, %
General Education Course	Required Course	736	40	29.41	24.24
	Optional Course	180	12	8.82	7.27
Subject Basic Course	Required Course	796	47.5	34.93	28.79
Specialty Course	Required Course	360	20.5	15.07	12.42
	Optional Course	240	16	11.76	9.70
Subtotal		2312	136	100.00	82.42
Practice Teaching			29		17.58
Total			165		100.00

Table 2

Practical teaching structure

№	Name of the course	Credit	Weeks	Semester Arrangement	Remark
1	Military Training	2	2	1	Concentration
2	Engineering Training	3	3	1	Concentration
3	Social Practice of Ideological and Political Theory Course	1	2	II Short	Concentration
4	Course Design of Electronic Technology	2	2	4	Concentration
5	Course Design of Mechanical Design	2	2	5	Concentration
6	Engineering Skills Training 2	1	1	II Short	Concentration
7	Production Practice	2	2	III Short	Concentration
8	Course Design of Mechatronics System Design	2	2	7	Concentration
9	Graduation Practice	2	4	8	Decentralization
10	Graduation Design	12	12	8	
Total		29	32		

Table 3

Curriculum schedule

Amount of students' work given in hours					
Cycle	Course Types	Lecture	Practice	Laboratory Work	Total
Humanitarian, Social and Economic	General Course (Required)	72	234	0	306
	Optional Course	126	180	0	306
	Subtotal	198	414	0	612
Mathematical and Scientific	General Course (Required)	81	99	0	180
	Optional Course	108	144	0	252
	Subtotal	189	243	0	432
Professional	General Course (Required)	525	1110	36	1671
	Optional Course	288	1290	0	1578
	Subtotal	813	2400	36	3249

hours for Professional Cycle for one academic year reaches staggering 3249 hours, almost as many as the total amount for 4 academic years at Chinese university.

2. Practical teaching.

The practical teaching accounts for a great proportion in the course hours at Russian university, generally more than 50 %, which we consider profitable for students' knowledge and personal qualities development. It should be noted that the curriculum structure in Table 3 contains less special courses and, so, the proportion of practical teaching is relatively less.

3. Curriculum structure.

The part of compulsory courses at Chinese university is much greater than at Russian university, so it may lack both: differentiation and individualization of studies. The Russians tend to construct the individual way of the curriculum

planning and studying. In addition, special self-study time is included into the Russian curriculum structure. The number of self-study hours for each course is clearly specified. However, no special provisions are stipulated for self-study time at Chinese university, and the self-study time is completely controlled by the students themselves.

Teaching schedule

Curriculum schedules. Table 4 is the curriculum schedule for Russian exchange students at Zhejiang Ocean University, and Table 5 is the curriculum schedule of the fourth week for Chinese exchange students at South Ural State University of Russia. The study time for the exchange students is the same in both universities and it is 3 months long.

As shown in Tables 4 and 5, the Russian exchange students at Zhejiang Ocean University

Table 4

Curriculum schedule for Russian exchange students

Curriculum schedule				
Class: Russian class (16 students)				
Classroom: Classroom 370, Teaching building, Eastern campus				
Lesson	Morning		Afternoon	
	1, 2	3, 4	5, 6	7, 8
Time	07:45–09:30	09:50–11:35	14:00–15:45	15:55–17:40
Monday	Applied Programming	Business English	Higher Mathematics	
Tuesday	Higher Mathematics	Chinese Comprehensive Skills	Theoretical Basis of Electrical Engineering	Physical Culture. Gym
Wednesday	Economics	Information Measuring Equipment		
Thursday	Psychology	Chinese Comprehensive Skills	Theoretical Basis of Electrical Engineering	Physical Culture. Gym
Friday	General Energy Engineering	Higher Mathematics	Metrology, Standardization and Certification	

Table 5

Curriculum schedule for Chinese exchange students (4th week)

Curriculum schedule			
	Time	Curriculum	Location for curriculum
Monday	09:45–13:05	Ecology Economics	Sigma 2 nd Hall
	13:35–15:10	Physical Culture	Gym
	15:20–16:55	Russian	Sigma 308
Tuesday	08:00–13:05	Ecology Economics	Sigma 2 nd Hall
	13:35–16:55	Russian	Sigma 308
	08:00–13:05	Finance & Investment	Sigma 2 nd Hall
Wednesday	13:35–16:55	Russian	Sigma 308
	08:00–13:05	Finance & Investment	Sigma 2 nd Hall
	13:35–16:55	Russian	Sigma 308
Thursday	08:00–13:05	Finance & Investment	Sigma 2 nd Hall
	13:35–15:10	Russian	Sigma 308
	08:00–13:05	Finance & Investment	Sigma 2 nd Hall
Friday	15:20–16:55	Russian	Sigma 308

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study 11 courses each week, including Applied Programming, Business English, Higher Mathematics, Chinese Comprehensive Skills, Theoretical Basis of Electrical Engineering, Economics, Information Measuring Equipment, Psychology, General Energy Engineering, Metrology, Standardization and Certification, and Physical Culture. On the other hand, Chinese exchange students at South Ural State University of Russia take 4 courses for a week, including Ecology Economics, Russian, Finance & Investment and Physical Culture. What should be pointed out is that the curriculum schedule at Chinese university is generally the teaching schedule for the whole semester (as shown in Table 4), while Russian universities usually lay out the teaching schedule on a weekly basis. Table 6 shows the curriculum schedule for Chinese exchange students at South Ural State University of Russia for the tenth week.

As shown in Table 6, the curriculum schedule for Chinese exchange students at South Ural State University of Russia changes greatly for the tenth week. There are three new courses (i. e. Physical Culture, Russian. Group Two, National Culture), and the classrooms for curriculum also change. The Russian curriculum schedule is updated on a weekly basis.

Thus their self-consciousness can be improved. In recent years, with the popularization of the Internet, some college students in China indulge in the virtual network world. In real interpersonal communication they tend to be reserved. Therefore, recently Chinese colleges and universities have paid more attention to the psychological intervention and guidance to their students.

The course of National Culture enables students to know more about Russia, so they can adapt to the life of Russians rapidly and conveniently. Moreover, it is also more likely encourage Russian language learning. National Culture plays an important role in arousing students' interest and enthusiasm about learning Russian.

Course arrangement. The class hours at Chinese universities are generally 8, 16, 24, 32, 48 and 64. In general, the courses which are less than 32 class hours are delivered at the first or last half of the semester, while those that are more than 32 class hours run throughout the semester.

The following principles are often adopted for course arrangement.

Firstly, the daily courses are arranged into three periods: morning period, afternoon period and evening period, with 4 class hours in the morning and afternoon respectively, and two class

Curriculum schedule for Russian exchange students (10th week)

Table 6

Curriculum schedule			
	Time	Curriculum	Place for curriculum
Monday	13:35–15:10	Physical Exercise	Gym
	15:20–16:55	Russian. Group Two	2 nd 316
Tuesday	11:30–13:05	National Culture	2 nd 316
Wednesday	11:30–13:05	National Culture	2 nd 316
Thursday	13:35–13:05	National Culture	2 nd 316
	15:20–16:55	Physical Culture	Gym
Friday			

It could also be found that in Tables 4, 5 and 6, in addition to specialized courses, Zhejiang Ocean University offers the course of Psychology while the South Ural State University of Russia offers the course of National Culture. Physiologically and psychologically college students are different from middle school students and from adults. Most college students are physiologically mature, they can be engaged into complicated, abstract high-level ideological activities, but they still need guidance in developing their abilities of adaptation and endurance, self-control, interpersonal relationship and communication skills.

hours in the evening. There are usually two hours for lunch and a noon break between the morning and the afternoon, and one hour for dinner.

Secondly, the class hour for one course is no more than 4 hours a week, and if there is a 4-hour course, it will be lectured twice and generally not arranged in the same day. In other words, different courses are arranged for a day and each course is no more than two hours.

As shown in Table 5, the Russian universities have the following features of the course arrangement.

On the one hand, all the courses are highly

concentrated. After one course is completed, another course begins. But it is not the usual rule for base programs study.

On the other hand, there is generally one or two courses lectured a day. For example, Ecology Economics is to be lectured at 08:00–13:05 and Russian language during 13:35–16:55. That is to say, there are about 5 class hours for Ecology Economics and more than 3 hours for Russian a day.

But such organization lacks restoring the students' personal resource in learning process. There is no time for noon break, and lunch time is relatively shorter which lasts only half an hour. The students need more time for meals, physical and psychological rest, moving activities and activity change in general.

Comparatively speaking, courses are more concentrated at Russian universities, which is good for students' knowledge booming and brainstorming in the short term (so called immersion teaching method). However, the Chinese curriculum schedule has some time intervals, the students may forget the knowledge learnt in the last class. It is worth considering the coherence of knowledge teaching and learning.

The study and restoring process is organized better in China, and there are the infrastructure conditions for it at China universities.

Teaching workload. Teachers' typical amount of work at Chinese and Russian universities is shown in Table 7.

Table 7
Workload of teachers
at Chinese and Russian universities

Teaching works (hours)	Professor	Associate professor	Lecturer
Russia	650	750	900
China	300	320	330

As shown in Table 7, the teaching hours of Russian teachers are twice more than those of Chinese teachers. The workload of a Russian lecturer is nearly three times as much as that of a Chinese lecturer. Although the teachers at Chinese universities are relatively less, they are busy with daily life. They have to visit companies as to serve for the society is an important task for colleges and universities. In addition, they also need to apply for research projects at corporate, municipal, provincial and national levels. There are partnerships of Russian university teachers too, but they are not so much regulated. The Russian teacher workload is as a serious challenge for the scientific research and lecture preparation.

So there are some differences in the research and teaching activities of teachers in China and Russia: the compulsory plan of conducting the research at China Universities (absence of unplanned personal research), a relatively longer time to conduct research (in percentage terms as a proportion of the total load), the relatively low teaching load, rational distribution of the working time in accordance with the teachers qualification, recovery of the human resource in the continued professional activity at China, rational usage of university human resources, working with large flows of students. The innovative educational technologies are actual for both countries, however, the usage of interactive technologies at Chinese universities is sometimes difficult because of the high number of students in groups. At the same time, Chinese university teachers are interested in educational technologies used in Russia: active and interactive learning, network learning, electronic technology and distance education, computer simulation, teamwork etc.

Daily life

To make the difference in teachers' load and course organization clearer some typical days of the Russian university professors and the Chinese lecturer activities are introduced as examples.

Typical weekday life of a Russian teacher (professor). (A three days' example)

Day 1

10:00–14:00. Scientific Council meeting.

15:20–18:40. Lectures and practical classes for Master's students.

Day 2

10:00–12:00. Editing scientific articles for the SUSU Bulletin (Journal)

13:00–14:30. Chair meeting.

17:05–18:40. Lectures and practical classes for Master's students.

Day 3

10:00–14:00. Writing scientific articles.

15:30–17:00. Additional courses for teachers.

Typical weekday life of a Chinese teacher (lecturer). (A three days' example)

Day 1

08:00–09:35. Lectures and practical classes for students.

10:00–11:30. Reading scientific news and notifications.

14:00–17:00. Studies with master students.

Day 2

08:00–11:30. Meetings at factory for cooperation.

14:00–16:00. Participating in teaching meetings.

21:00–12:00. Preparing for lessons.

Day 3

08:00–11:30. Experimental study.

14:00–15:35. Lecturing Master's students.

21:00–24:00. Writing scientific articles.

Student as a partner in the education process participates in the organization process both as the subject and object. His day time is the descriptive characteristic of the education process organization.

A Typical weekday life of a Russian student

Day 1

09:45–11:20. Industrial Heat (lecture).

11:30–13:05. Theoretical Foundations of Electrical Engineering (lecture).

13:35–15:10. Physical culture.

15:20–16:55. Electrical Machines (lecture).

Day 2

13:35–15:10. Power Electronics (lecture).

15:20–16:55. Theoretical Foundations of Electrical Engineering (lab work).

Day 3

13:35–15:10. Electrical Apparatus (lecture).

15:20–16:55. Power Systems and Networks (lecture).

17:05–18:40. Electric Drive (lecture).

Typical weekday life of a Chinese student

Day 1

08:00–11:30. Collecting data for graduation thesis at the library.

12:30–14:00. Watching teaching videos about logical reasoning.

14:00–17:00. CAPP Course in computer room (lecture).

18:30–21:00. Reading materials or professional tests in the library.

Day 2

07:50–09:30. Mould Course (lecture).

09:30–11:25. Do exercises of ECT6 at library.

12:30–14:00. A meeting.

14:00–17:00 Complete the design for Mould Course

18:30–21:00. Doing exercises or professional tests at the library.

Day 3

08:00–11:30. Exercises at the library.

14:00–17:00. Reviewing the professional tests and reciting articles at the library.

18:30–21:00. Preparing graduation thesis at the library.

Conclusion

The reasons for educational differences between Russia and China are extremely complicated. There are the factors of different cultures, history, traditions, systems etc. Both countries

have rich traditions in constructing and organizing the education process. Now we have a lot of opportunities to study each others' experience and to apply it in our countries. In 2012, there were 20,000 Chinese students studying in Russia, while 9,000 Russian students studying in China. It indicates that there is a solid foundation for the educational cooperation between the two countries and a great space for its future development [8]. Comparing and analyzing the differences between the two countries is valuable as it encourages further promotion of bilateral exchanges and cooperation.

The most reasonable results for international exchange between China and Russia may be the following. In the Russian curriculum structure more attention is paid to the practical education. Russia's weekly-updated curriculum design is better for adjusting the teaching schedule. The students can obtain the information for the next week's schedule only two days before the classes, so they have to keep focusing on the next week schedule. This can hold their attention to their study. On the contrary, the curriculum structure in China enables students to know their schedule clearly at the beginning of the semester, so it is convenient for them to arrange their agenda.

What should be pointed out in the layout of courses at Russian university is that it is a challenge for both students and teachers to have the class for 5 continuous hours. This may bring great pressure to teachers, and it is also a problem how the students can focus on the class for such a long time. In this aspect, the Russian university can make a reference to the Chinese university, while China can also draw something from the concentrated teaching mode for certain courses, so that the students can strengthen their memory of the relevant knowledge.

As for the teaching tasks of teachers, undoubtedly, the teachers at Russian university have much heavier teaching burden than Chinese teachers. Too heavy teaching burden is a huge challenge for teachers especially for the young ones. Young teachers have relatively lower titles, so their teaching burden is heavier. Unfortunately, they are unfamiliar with teaching materials and techniques, so they have to spend more time learning relevant teaching knowledge and skills. The young teachers in both China and Russia have to encounter this problem, and Chinese young teachers have less teaching burden.

The common trend marked by university teachers of both countries as negative is large students groups.

The main benefit with regards to students are: the better proportion for practical studies in Russia, long practice periods in China, more students' freedoms and knowledge about schedule and the program, opportunities for self-control in Russia, rational proportion between restoring information learnt and study process in China.

As for teachers, the Russia's advantages are: the Doctor's degree of many university professors, providing high level of education and science, scientific freedom in choosing the direction of the research. The benefits of the organization of the university activities in China are: rational proportion between teaching and scientific

activities and rational proportion between restore and teaching process in China. Great attention is paid to organize facilities for restoring students and teachers human resource.

It's a good opportunity to use the research results for improving the educational process's organization in both countries.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ КИТАЙСКОЙ И РОССИЙСКОЙ СИСТЕМ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ: ОРГАНИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

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Профессиональное образование в странах мира имеет тенденцию к сближению по различным критериям. Сравнительное изучение различных образовательных систем является основанием для лучшего понимания и интеграции систем образования в мире. Подчеркнута важность сравнения исследования организации профессионального образования в Китае и России для укрепления международного сотрудничества и для развития систем образования каждой из стран на основе использования передового зарубежного опыта.

В процессе исследования, направленного на совершенствование человеческих и методических ресурсов, организационно-методической деятельности преподавателей, использованы адекватные задачам методы наблюдения, социологического опроса и сравнительного анализа. Рассматриваются внутренняя организация образовательного процесса, разница между уровнями профессионального образования, академическими системами степеней (квалификаций), структурами программ, нагрузками преподавателей, расписанием преподавателей и студентов, типичные образцы учебной и профессиональной деятельности. Выявлены преимущества организации образовательного процесса, которые могут быть использованы в осуществлении реформ и дальнейшего развития систем профессионального образования обеих стран.

Ключевые слова: образование, организация образовательного процесса, организационно-методическая деятельность, Китай, Россия, сравнение.

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