

**MODERN VECTORS OF SCIENCE  
AND EDUCATION DEVELOPMENT  
IN CHINA AND UKRAINE**

中国与乌克兰科学及教育前沿研究

Harbin Engineering University

State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

Educational and Cultural Center "Confucius Institute"

Odesa, Ukraine

Harbin, the People's Republic of China

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The ninth issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish and Korean languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment and military actions in Ukraine; post-COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

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**RESEARCH ON THE CULTIVATION MODELS OF FOREIGN LANGUAGE  
TALENTS OF INTERNATIONAL AND REGIONAL STUDIES IN CHINESE  
HIGHER INSTITUTIONS**

***Abstract:** The establishment of the International and Regional Studies major in China is a significant reform in the strategic efforts to strengthen education and the discipline. This paper first summarizes the two Chinese universities as cases to reflect on the current state of Cultivation Models of Foreign Language Talents of International and Regional Studies. Based on that, it presents several thoughts and suggestions for promoting International and Regional Studies within the foreign language discipline, as well as the significant importance of conducting research on the cultivation of foreign language talents for specific regions and countries. In terms of education, it is necessary to establish a theory and education system based on the discipline itself.*

***Keywords:** international and regional studies; cultivation of talents; significance and innovation*

During the 18th century, some countries in Europe and America initiated exploratory research on specific global regions and countries, especially those in Asia and Africa. They have established relevant research institutions, which marked the genesis of regional country-specific studies. After World War II, this field has been

further developed in developed countries, and especially the United States has established a comprehensive academic growth and talent cultivation system. A significant number of interdisciplinary talents and associated research outcomes played a unique role in enacting national strategies and protecting national interests, so International and Regional Studies has been an important independent discipline. In the 1960s, Chinese universities and governmental departments consecutively established a series of regional country-specific research institutions. The reform and opening-up policies brought China closer to the world, deepening interactions with other countries, hence making substantial progress in the research and cultivation of talents in International and Regional Studies, which led to the establishment of numerous research bodies and the publication of a plethora of research findings. However, China's International and Regional Studies has not been supported by a separate discipline, lacking systematic academic mechanisms and talent development schemes. These studies have not fully played their roles in serving the nation, so there is vast room for development. Currently, as China's comprehensive national strength and international status rise, its global influence continually expands, and China has become a significant participant in global affairs. In light of the evolving international landscape, the collaborative establishment of the "Belt and Road" initiative, the facilitation of international discourse, the enhancement of global communication, the engagement in worldwide governance, the promotion of initiatives for global development, security, and civilization, and fostering the construction of a community with a shared future for humanity, have become integral to China's strategy for navigating global shifts and ensuring continuous and stable growth. The new circumstances and goals make Chinese have a precise understanding of the global situation, an accurate perception of the external world, the meticulous crafting of international strategies, and a strong advancement of foreign affairs, all of which require profound and comprehensive studies of the various countries and regions around the world. Construction of International and Regional Studies can closely serve national strategic necessities, fostering professionals with comprehensive knowledge of countries and regions, as well as expertise in their fields. So, talent cultivation in

International and Regional Studies has ascended to strategic national heights, which can strengthen these studies, establish the scientific research and educational systems, and bolster talent cultivation efforts comprise significant missions within China's talent strategy. Hence, the study of cultivation models of Foreign Language Talents of Internationalization and Region has been elevated to a national strategic priority. Strengthening research on regional countries, establishing a scientific research and teaching system, and intensifying efforts in talent development have constituted an important task in China's talent strategy.

### 1 Current Status of Cultivation Models of Foreign Language Talents of International and Regional Studies in China

The interdisciplinary attributes of International and Regional Studies pose greater challenges and demands for talent cultivation in related fields. China's higher institutions are relatively late in engaging in regional and country-specific studies talent cultivation. Through literature review and on-site surveys, facing the urgent necessity for talents in International and Regional Studies, some foreign language colleges and foreign language departments within comprehensive universities have made immediate responses. On one hand, foreign language institutions inherently possess the disciplinary advantage of foreign language and literature, exhibiting expertise in foreign languages, foreign cultures, and international communication; on the other hand, foreign language institutions have played a crucial role in helping China transition from a relatively closed state to an open and successfully integrated presence in the world, and in this period, these institutions have accumulated the successful experiences. The author investigated the talent cultivation models for International and Regional Studies of foreign language talents at a specific foreign language university and a comprehensive university. The following are the details.

At the foreign language university, the cultivation concept for International and Regional Studies of talents is to establish a world-class institution notable for its distinctive global knowledge in the domain of countries and regions, nurturing "multilingual +" outstanding international talents proficient in language, familiar with



countries, and specialized in fields. The cultivation goals underscore an approach centered on "major disciplines, clustering, distinctive features, and internationalization," training talents in regional country-specific studies with a blend of multi-disciplinary theoretical understanding and methodological literacy. Thereby, a series of innovative initiatives have been launched. One is the "Double First-Class" initiative launched by the university in 2017, which has identified the construction of disciplines supported by three primary disciplines: foreign languages and literature, political science, and journalism and communication. This initiative vigorously promotes research on regional countries and nurtures new areas of academic growth. The second is to further enhance the cultivation of talents specializing in International and Regional Studies. For the undergraduate training phase, since 2017, the school has been committed to cultivating "polyglot" outstanding international talents. Here, "polyglot" refers to proficiency in more than two foreign languages, and "+" denotes subject areas related to socio-economic and cultural fields. The third initiative involves the development of a "Strategic Talent Development System" within the Institutes of Excellence. Since 2016, a series of specialized experimental courses have been systematically introduced, including the "Multilingual Regional Country Studies Talent Program," the "Multilingual International Organizations Talent Program," and the "Multilingual Diplomatic and International Affairs Talent Program." These programs are intricately designed to align with regional and national studies, with the explicit intent of fostering the international strategic talent that is critically required by the state.

A hallmark of talent development in International and Regional Studies at a certain comprehensive university is the creation of a nuanced and hierarchical interdisciplinary framework for international talent cultivation, tailored to the divergent strata of undergraduate, graduate, and doctoral education. This framework is meticulously designed to reflect the unique characteristics and demands of disciplines within the realms of both foreign and non-foreign languages. The university promotes the synergistic integration of disciplines across the natural sciences, humanities, and social sciences. It develops stratified goals and schemes for the cultivation of expertise

in regional and country studies, with a pronounced emphasis on nurturing a solid foundation in professional research methodologies and the capacity for cross-disciplinary inquiry, cultivating a formidable network for international scholarly collaboration. The university's approach to cultivating talent in regional and country studies diverges markedly from existing disciplines by placing a pronounced emphasis on the critical role of foreign language skills, especially proficiency in multiple languages. Proficiency in the languages of the respective regions and countries under study is an indispensable component of this innovative framework for talent training in regional and country studies. The institution also collaborates with international partners to develop a globalized curriculum for regional and country studies. It has established extensive platforms for overseas learning and immersive experiences, along with provisions for thorough field research, thereby significantly advancing the international dimension of its talent cultivation efforts.

The training paradigms for talents of International and Regional Studies as implemented by the above academic institutions, demonstrate an integrative approach that imparts knowledge and abilities across three key dimensions: linguistic competence, domain-specific expertise, and regional (country-specific) understanding. Talent cultivated through country-specific and regional studies inherently emerge as multidisciplinary experts. In the current situation, with China's active participation in global governance and its commitment to forging a shared future for mankind, there is a pressing national need for a considerable cadre of versatile talents with linguistically adept, well-versed in country-specific affairs, and in-depth domain expertise.

## 2. Constructive Ideas for the Establishment of International and Regional Studies of Talent Cultivation Models in Chinese Higher Institutions

From the regional country-specific foreign language talent cultivation approaches of the above higher institutions, it's clear that the discipline of International and Regional Studies requires a systematic construction rather than a collage-style assembly. Innovative approaches must be employed to integrate existing educational and research resources, allowing for comprehensive planning and strategic layout, so

as to establish schemes for disciplinary development. Practically, the primary methodology for theoretical structuring and talent development under International and Regional Studies involves the interconnection and interdisciplinary synthesis of knowledge areas that are traditionally segregated across separate academic fields, which leads to the emergence of novel theoretical and applied systems. Operationally, this necessitates a holistic framework that spans the national framework, institutional echelon, and the realm of disciplinary knowledge, thereby forging a comprehensive, cross-disciplinary talent cultivation infrastructure. International and Regional Studies exhibit a comprehensive intersectoral and interdisciplinary nature. In relation to the extant academic disciplines, the development of International and Regional Studies entails an additive rather than subtractive process; it is oriented towards innovation rather than replacement. This involves the expansion of current disciplines' engagement through diverse methodologies and frameworks, thus leveraging and energizing the intellectual capital inherent in those disciplines. By doing that, the field of International and Regional Studies not only establishes its own academic position but also expands opportunities for the existing faculty. It enables teachers and researchers from various disciplines to engage in interdisciplinary scientific research and teaching on a cross-disciplinary platform, following the logical framework of International and Regional Studies.

In light of the experiences shared by the two universities mentioned in the first part, the following are the author's reflections and suggestions on promoting International and Regional Studies of Talent Cultivation Models within the field of foreign language disciplines.

Firstly, foreign language departments in various universities should allocate resources reasonably in the areas of scientific research, curriculum development, and talent cultivation, based on their actual conditions within the scope of country and regional studies. The departments should select their country and regional research subjects in line with the academic strengths and geographical advantages of their respective universities. Foreign language departments in industry-specific universities (such as those focusing on transportation, agriculture, etc.) may conduct international

and regional studies that complement the university's dominant disciplines. For instance, foreign language departments in universities located in the northeast of China can undertake studies on Northeast Asia, while those in Beijing and Shanghai can take advantage of their metropolitan internationalization to engage in research on major world powers. Finally, foreign language departments at various universities should develop distinct niches in country and regional studies based on their strengths, forming a complementary layout with other institutions to avoid homogenized competition. This approach not only benefits their own development but also better fulfills the strategic needs of the nation.

Furthermore, Schools of Foreign Languages must undergo a strategic shift in cultivating talent for "multilingualism and area studies." A pursuit to create an integrated training model for "multilingualism and area studies" is imperative. These institutions should streamline and make accessible the curriculum resources to allow students from relevant disciplines to engage in extensive multilingual education and acquire foundational professional knowledge necessary for international and regional studies. This framework prioritizes the cultivation of expertise in international and regional studies, with special attention to the interplay between various regions' and nations' histories and civilizations. It seeks to pioneer an interdisciplinary undergraduate talent development model that dissolves the barriers between foundational language skills and specialized professional knowledge and competencies, thereby streamlining the path for prospective graduate-level scholars in interdisciplinary studies of regions and nations. For example, rooted in the disciplines of foreign languages and literature as well as history, this approach ensures that students not only meet the linguistic requirements of their foreign language major but also obtain rigorous training in the discipline of history. The goal is to shape individuals with a solid linguistic foundation, abundant professional knowledge, and strong adaptability, poised to become talents capable of international cultural exchange and potential high-level researchers in their respective academic disciplines.

Third, departments of foreign languages in higher education institutions must actively develop knowledge products in the area of country and regional studies to

service the demands of the market. With the acceleration of China's opening up policy, there is a growing need among Chinese enterprises for knowledge pertaining to foreign domains, yet China academic market is lack of such knowledge. In response to this situation, foreign language departments must catch opportunities, offering international and region-specific knowledge products that align with market needs and their own competitive advantages. By harnessing their geographical strengths, these departments can intensify their research into particular countries or regions, thus supplying society with differentiated and specialized knowledge products. This strategy not only fortifies the social service capabilities of universities but also cultivates a beneficial synergy between academic research and market demand.

In conclusion, universities must ensure that the development of talent in international and regional studies is tightly integrated with the historical and contemporary issues of China and the world. This should be based on a foundation in language, history, and culture, with a central focus on academic excellence. Emphasis should be placed on nurturing students' innovative awareness and capabilities. Initiatives should be directed towards conducting foundational and prospective research on critical issues relevant to key nations and regions across the globe, with the intent to profoundly engage scholars in problem-solving and real-world applications. By fostering a robust accumulation of knowledge and continuous innovation, the aim is to develop new paradigms in international and regional studies in order to strengthen students' multifaceted knowledge base and their capacity for scholarly research. The cultivation of talent in this field should not only incorporate well-established international practices but also distinctly embody China's perspective and the vision of building a shared future for humanity. It necessitates reinforcing students' comprehension of the contemporary world and endeavoring to foster a group of professionals who have a deep understanding of the cultures, histories, and realities of other regions and countries. This is pivotal for supplying the talent necessary for China's progression in these respective domains.

#### 4. The Profound Significance of International and Regional Studies of Talent

## Cultivation Models

The research on cultivating foreign language talent of International and Regional studies bears significant implications. It manifests primarily through alignment with national strategic imperatives, support for the development of cross-disciplinary fields, and the resolution of developmental impasses within foreign language disciplines.

Firstly, from a national strategic perspective, research into the International and Regional Studies of Talent Cultivation Models aligns with China's "global governance" concept, the "Belt and Road" initiative, and the talent powerhouse strategy. It aids in providing a talent foundation for the establishment of new international relations for China. With the increasing frequency of China's interactions with the world, there arises new demands for the training of foreign language experts in particular regions and countries; yet there remains a relative shortage of specialists who are well-versed in the Chinese Communist Party and government policies, equipped with a global outlook, knowledgeable about international norms, adept in international affairs, and intimately familiar with the specific conditions or culture of a particular country or region. Engaging in the cultivation of such foreign language professionals can offer powerful talent support for China's endeavors in global governance, national security, cultural dissemination, and the elevation of Chinese international voice so as to implement the strategy on developing a quality workforce in the new era and to accelerate the work to build China into a major world center of professional talent and innovation.

Secondly, from the academic development perspective, research into the International and Regional Studies of Talent Cultivation Models can provide crucial insights for the Ministry of Education to deepen educational reforms and assist in strategic educational planning. This research can serve as a foundational tool for universities to strategize the integration of internal resources effectively and accomplish the interdisciplinary integration envisioned for the modern liberal arts education. Additionally, it can catalyze the progression of academic disciplines. As the field of International and Regional studies is relatively nascent and still in its exploratory stage, it is in urgent need of a substantial infusion of theoretical and

practical support to foster its development and to bridge existing gaps in academic theory. By promoting interdisciplinary research and developing theories in International and Regional studies, a comprehensive framework can be established that incorporates elements from international relations, history, linguistics, comparative education, geopolitics, and other related areas. This multi-disciplinary collaboration aims to facilitate theoretical innovations within the study of specific regions and countries.

Thirdly, from the perspective of foreign language academic disciplines, research into the International and Regional Studies of Talent Cultivation Models is congruent with the prevailing international development trends. This tailored approach to talent development is poised to overcome the current developmental bottlenecks that constrain the progress of foreign language studies in China. And it can also resolve the dilemmas associated with foreign language talent cultivation in accordance with actual demands. Ultimately, it will lay a solid foundation for the establishment of a foreign language talent cultivation framework for International and Regional Studies within the linguistic fields. Additionally, it will furnish both practical and theoretical support for fostering an interdisciplinary educational environment that promotes the convergence and integration of various disciplines, while also providing the necessary underpinnings for the exploration of a distinctive Chinese model of International and Regional Studies of Talent Cultivation.

## 5. Conclusion

The Cultivation Models of Foreign Language Talents of International and Regional Studies is a service imperative to meet the strategic diplomatic needs of a state engaged in international relations. In this new era, China is set to promote a more expansive, comprehensive, and profound level of global engagement, fostering a new pattern of high-quality development propelled by both domestic and international circulations. The initiative requires higher education institutions to cultivate distinguished scholars in International and Regional studies so as to provide a workforce and intellectual support for international affairs. The cultivation of expertise

in International and Regional studies is not only a matter of pressing urgency but also a long-term commitment of considerable magnitude. Institutions of higher institutions must take a talent-centric, problem-driven approach to explore and establish an internationalized, interdisciplinary talent development system based on linguistic competence.

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## 中国高等院校区域国别外语人才培养模式探析

**摘要：**在中国设立区域国别研究专业是加强教育和学科建设战略的重大改革。本文首先以中国两所高校为例，回顾了中国区域国别外语人才培养现状，然后以此为基础，提出了推进外语学科下区域国别专业建设的几点思考与建议和进行区域国别外语人才培养的重大意义，以及在国别区域研究专业建立一个以学科本身为基础的理论和教育体系的必要性。

**关键词：**国别区域研究专业；人才培养；意义与创新