Abstract

The article is devoted to an actual problem of combination of both studying profession and foreign language (particularly the Chinese language) during training of higher education institutes' students of humanities that would significantly improve and detail the students' knowledge of their scientific research, especially if they have comparative character. Professionally oriented language skills based on academic mobility is one of the biggest problems of contemporary humanitarian education that significantly contributes to establishing "national limits" in both education and thinking of young professionals, who often perceive the world through the prism of national prejudices and phobias, that leads to the lack of development of students' analytical abilities. This could be avoided if the process of acquiring professional knowledge by the students had a wider comparative nature and initially took place taking into account of (for regional study students in the context of mastering a language of one or another country) the understanding of the existence of national diversities, national specificities, the difference of manners and customs, social and socio-political order. The authors note that the introduction of linguistic and cultural studies into educational process throughout all the training period for students both at undergraduate and masters' courses, including teaching in the studied language, which would take into account the specificity of their courses is one of the main steps of raising qualitative level of humanitarian education at Russian Universities. The theme is considered in the context of learning Chinese language at Russian institutes of higher education by the students of humanities and, particularly, regional studies students.

Keywords: system of education, humanities, regional studies, Chinese language, Russia, linguistic and cultural studies.

1 INTRODUCTION

Global changes of recent decades, associated with converging world, breaking borders and barriers, define new vectors of development of Russian education. Modern education, especially at the University is a multicultural education without borders. Significant progress has been made in this direction during the recent decades, meanwhile, there is a number of disputable issues and areas. Now many universities teach not one, but two languages - many of them include in the curriculum rare Oriental languages such as Chinese, Arabic, Japanese and others. But very often the universities stop at this level, importance of the linguistic and cultural studies subjects clearly underestimated, which severely affected the entire education system. Russian researcher Ovezova U.A. defines the problem: “a specialist must not only master the language for special purposes and a foreign language, but also be able to apply it communicating with experts speaking the other foreign language”. [Ovezova U.A., 2010, p.148] The existing gap between learning a language and a language for special purposes is not compensated, because there is no "mediating" link, a special linguistic and cultural discipline. As a result, we lose the complexity of education, it becomes lopsided, alumni do not initially have ability to get a systematic education, which could not just guarantee them broad vision but wide vision not only in the sense of their profession, but in the sense of their scientific research profile, it's just not provided by the program.

For technical higher schools the problem is not so acute, because the language of technology involves no more than a mastery of specific vocabulary, knowledge of the characteristics of its application to foreign language and skills to do it, however, regarding the Chinese language, where there is no borrowed words and the whole terminology has a corresponding semantic mapping in Chinese language picture, learning of technical Chinese language has great difficulties, anyway often communicating on technical topics we use English as a mediating language. For technical professions extension of research profile in specialisation through learning of a language and linguistic and cultural
disciplines is impossible. The Universities training specialists in humanitarian areas could do it for all the students entirely, but this does not happen.

2 METHODOLOGY

The methodological basis of the research consists of modern methods of cognition. Specificity of the methodology is expressed through recognition and application during analysis of combination (merger) integrated regional studies and country studies in the process of learning the Chinese language as a historical phenomenon, inseparable from Chinese cultural environment. In the research we used the following scientific approaches and methods: deductive-inductive, problem-historical, system and value-normative.

Deductive-inductive method was used for compliance with the conceptual logic of the research, precise and logically adjusted analysis of the studied problems. Application of problem-historical method gave the authors an opportunity to identify conceptual directions of formation of scientific regional studies in Russian education. System method allowed the authors to submit regional studies as integrated scientific direction, combining specialised knowledge on the researched issues. Value-normative method gave the methodological bases for the consideration of the problem of establishing a coherent linguistic-cultural program on the Chinese language, allowed to correlate its components properly, as well as it helped to define the role of regional studies in learning of the Chinese language as a historical phenomenon.

3 RESULTS

At the present stage one of the most important parts of improving the system of humanitarian education in Russia is seen as sustainable and systematic work in direction of international cooperation expansion and introduction of new standards of training specialists with broad language and linguistic and cultural knowledge. The Chinese language, the language of new world power – China, which rapidly catch up on total power of US, as the largest language in the world, is increasingly gaining popularity, an increasing number of students choose it, despite all its complexity, as the main language to learn. The Chinese Government pays great attention to the dissemination of Chinese language. The State Chancellery of the PRC activities on the dissemination of Chinese language and culture, the establishment of Confucius institutes on the basis of bilateral cooperation of universities in various countries of the world with Chinese universities, truly cause admiration by the energy and the scale of the Chinese government is committed to popularizing the Chinese language. Currently there are 15 Confucius institutes in Russia on the basis of Russian and Chinese Higher School Institutes. RUDN University, as one of the European and world leading Universities in training specialists in different spheres, has a vast historical experience of international cooperation with Chinese universities, which becomes closer and deeper every year. Bilateral cooperation on the conduct of joint masters and postgraduate programs should be given special attention.

It is worth noting that the success of Russian universities on the way of building closer international contacts with their Chinese partners is more a success of bilateral cooperation. The project of creation of common humanitarian space of SCO, intensification of cooperation in educational sphere in the organisation, its transfer to a new level with the member-states, including China, has largely declarative nature, without a well-defined concept, so it is more difficult to speak about creating of a powerful University base of convergence. The choice of interaction format (either through SCO or bilateral, directly with China) is being protracted, and this affects the definition of the approaches and within the country. The problem is not only in the underfunding, but in the absence of development of the concept, albeit it is purely Russian, and in terms of organization of the process. We should state that the entire initiative on study and dissemination of Chinese language in Russia comes from the universities themselves, which understand the priority of such cooperation, and from China. But the parties often lack support at a higher level, a kind of a system that would develop all kinds of interaction between the two countries in the field of education.

The modern approach to designing of humanitarian education program supposes a comprehensive approach to learning foreign languages, that surely must find its reflection in the solution of the problem of introduction of wide linguistic and culture course, which would be relevant with students’ specialization. The solution of this problem has several dimensions, generally leading to the single goal of creating new standards of language teaching and cross-cultural studies.
3.1 The problem of developing a common linguistic and cultural study program on Chinese language

To some extent, the absence of large-scale teaching of linguistic and culture disciplines is compensated by introduction of a number of courses and disciplines, for instance, the course of socio-political translation, active development by teaching community of new specialized study-guides for self learning or their partial use in some other courses, but this is not enough. In recent years there was a real breakthrough in division of different techniques and study-guides that gave a powerful impetus to the study of the Chinese language, but it still needs to be seen as a prelude for a new level of output of a higher level. No matter how much new teaching techniques would be developed and how many new teaching-methodical study-guides would be written, for a qualitative breakthrough we still need the creation of a new university education system, which should be holistic. Moreover, it is applicable not only to the Chinese language, but also to other languages.

Many experts see the problem in the fact that modern students, due to a number of objective and subjective reasons, have become less susceptible to constant purposive work and training focused, that is why education should be as simple as possible, without bias towards its fundamentality. But in fact the problem lies within the approaches themselves, even in the things which are absolutely not related to the educational process, such as incentive for work and even more for doing scientific work. How can we get down to tackle such complex tasks when we have problems in the basic level? But still this is done by several advanced universities of the country, but a number of issues they cannot resolve, they do not have authorizations. Certainly, it is impossible to leave to the administrations of High Schools complete freedom in determining standards of educational programs, but it is also impossible not to notice that at the highest State level, the bureaucrats, who are responsible for the subjects, simply cannot understand the long-overdue problems, because they are too far from the “scenes of action”.

Speaking about the Chinese language, the first step could be the introduction in the curriculum the disciplines on the history of China for all students studying the Chinese language, for students of “philosophy” - a course on the history of Chinese philosophy, for students of “political studies” - on the political system of the PRC, for “foreign affairs students” - a course on the history of China’s foreign policy etc. Herewith you should not be limited by 2-3 disciplines. Advanced and unique practice would be the introduction of joint research of certain scientific problems and such models that would encourage the exchange of universities teachers, joint teaching some disciplines by Russian and Chinese-speaking specialists on the basis of the partner Universities, it would intensify exchanges of students.

Meanwhile, it is obvious that due to the great complexity of the Chinese language, there are difficulties in speech perception even after a long period of training, for students, especially the ones of junior courses will find it extremely difficult to understand specific content of courses read in Chinese language, this requires a certain amount of time staying in Chinese-speaking environment, for example, at least one year (preferably two or even more) internships in Chinese universities. We understand that a significant number of students do not have such training that is why the work needs to be conducted in a planned manner, so the classes on specialties in Chinese language must be held simultaneously with Chinese classes. The definition of a methodology for such classes is of no less importance in connection with the choice of approaches, which should take into account the communicative method, which encourages students to communicate on specialized topics. One of the leading sinologists Demina N. notes: “Communication is not only a goal but also a mean to achieve it, which students have produced a new ability of speech activity through - communicate in the Chinese language”, - in our case on specialized topics. [3] Practice shows that the difficulties of expressing one’s thoughts in Chinese can greatly expand the associative thinking and, ultimately, activate all segments of memory, helping the students to overcome them by using their previous communication experience. Although the creation of the lexical base (minimum) on varying topics requires much more time and efforts than when you study European languages.

Another important factor is the designing of the teaching format, taking into account the relative “power” of language students and the groups which they are studying in. Many students enter RUDN to learn Chinese language from specialized schools, where they have already studied Chinese a certain number of years. With mastering the new material the differences between the level of students who have studied Chinese language at school and started his study at University are overcome much slower than when you study European languages. This problem is often added to the problem of growing gap between the students on their academic achievement. If Russian student
studies in China, this factor is offset by the presence of language environment, simultaneous additional assimilation of other knowledge, i.e. student learns the language relatively quickly no nolens volens. At the same time regarding the Chinese language we also have some restrictions related to subsequent maintenance knowledge acquired during internships, development acquired abilities and skills. Learning a language out of the language environment such division into levels in a group cannot be avoided, particularly with regard to the second, third, and even more levels of groups, it can result in a violation of the educational process.

Teaching experience shows the correctness of forming groups relating on the strength of the students, thus we solve the problem of the educational process synchronization, the teacher do not need to invent sophisticated scheme of alignment groups without violation the dynamics and improvement language level of individual students. At the same time in mixed type groups, consisting of students of different specialties, it does not seem obvious how to teach language with a focus on students’ specialisation, the range is too wide. To some extent this problem is solved through the introduction of Chinese language teaching into the curriculum by the majority of universities of the course of socio-political translation, which synthesize a study of main directions and spheres of humanitarian knowledge, but it has its own peculiarities.

The specificity of teaching the course of socio-political translation involves the teaching of the Chinese language with a focus on political themes and subjects of international relations and, to a lesser extent, reflects such specialized areas as sociology, history and other humanitarian disciplines. But if we start to shift priorities, then we get the gaps in other areas. The problem can be definitely solved through the establishment of specialized institutions under universities, but then we face the problem of the elaboration of schemes of organization and interaction between them, the existing practice in this regard is subject to strong impact non-system factors, because it is not simply the imposition of additional language teaching formats, but large-scale educational program of specialized linguistic and cultural disciplines and conducting related scientific activities.

The initiatives of Chinese Government and the Office of Chinese Language Council International for deploying cooperation with Russian universities and creation of Confucius institutes based on partner-universities is enormous progress both in international cooperation and in the creation of additional conditions for introduction of new educational programs, expanding the number of disciplines related to the study of Chinese language and culture. These initiatives are supported by the Russian side, but we need to deepen the study of Chinese history, contemporary Chinese society and other linguistic and cultural disciplines. To introduce compulsory teaching of students studying the Chinese language, appropriate disciplines, without direct linking to different formats of bilateral cooperation in education between the two countries.

Integrated teaching of linguistic and cultural disciplines should not be carried out in one or several universities of Russia, but in many, including the regional ones. The credit system gives additional possibilities in dealing with this problem. Despite the significant increase in cooperation between Russia and China in the field of education in recent years, it is important to transfer it from bilateral cooperation in the format of multilateral cooperation and the establishment of an integrated educational system. Deployment of the Bologna process significantly contributed to the formation of a single European educational space, the qualitative intensification of interaction of Russian universities with universities in other European countries. In this regard, it is worth giving additional momentum to the processes of creation of a unified educational space on the entire Eurasian continent, develop those experience that is already exist in SCO, correlating them with plans to create a single humanitarian space for member-states.

For universities it is important to create conditions of scientific activity of the students-sinologists, development of their scientific and scientific and practical work within the research groups on various topical issues of modern humanitarian sciences. Scientific activities in a group of researchers on research projects not only stimulates students to search, process and systematize the new knowledge, but also helps their subsequent analysis and scientific development. This is a very useful academic technique greatly enhances both cognitive abilities of students and their skills to conduct research and scientific work. When students learn a language it should be definitely used. Regarding to the study of the Chinese language, it gives a number of advantages: Firstly, it orients at a long and systematic scientific work with the active usage of native Chinese-language materials. Secondly, it gives the possibility to work as for one researcher and in a research-group. Thirdly, it suggests involvement of a wider group of native speakers and creation, both within the University and inter-university basis, groups of young researchers, working under a scientific or joint scientific supervising,
Fourthly, it directly supposes the development of some research projects, initially as a collection and systematization of data, subsequently deploying them within certain directions of scientific research.

By and large, this method allows us not only combine the scientific work of students with the study of language, not only to increase inter-university cooperation, but also to expand the scientific design on its basis. Modern development of technologies gives us additional opportunities of communication will enable in the shortest time to reach the level of establishment of inter-university research groups involving students from universities in various countries. Distance education and scientific cooperation is an absolute boon, which is given to us by «age of new technologies», allowing to diversify language learning process, taking into account the professional student orientation. [1]

3.2 The challenge of teaching the Chinese language at the specialty language level and course of “Socio-political translation”

Teaching of the Chinese language at University in the areas irrelevant to training of linguists and translators initially contains a large proportion of problems of reflection in teaching specialty to students. Correlation of general language course and study topics for professional students’ specialization, is a practical task in designing of training process. It is obvious that the topics of any professional direction must not only be presented during learning of a language, but held a "red line" through the entire period of study.

Regarding to the Chinese language, one of the most difficult languages in the world, this issue becomes more exacerbated. Unlike all European languages, learning Chinese language even at very early stages, begins to line up on formulas other formulas of organization. If learning of European languages is based on study of grammatical basis, on the grammar basis of the language from simple to complex, with the gradual introduction of new vocabulary, the Chinese language the complexity is understanding of its lexico-semantic system and the process of adaptation to the Chinese sound and hieroglyphic language picture.

Practice of teaching the Chinese language at the first courses shows that the Chinese language is so different from Russian, Slavic languages and any European languages in general, that the study of a nominal units takes three to four times longer time. At first everything in it has an unknown, unclear structure and shape, the matches with the mother tongue or any related languages are rare or are absent. The leading expert on the Chinese language Demidova T. notes: “Learning any foreign language subject comes initially from the language picture of the native language. When we learn languages typologically or genetically related, this reliance seems logical, and interferences on the part of the own linguistic consciousness can be neglected. The Chinese language is not only typologically far from the Russian, it “serves” quite different cultural-historical reality and its linguistic concepts are radically different from Russian. [2] It is essentially important to introduce to student human worldview, whose native language is Chinese, it is much easier to do it through the study of the vital specifics of where he lives, so learning the Chinese language, starting with the basics and then has a tendency to explore the clusters from the life of the Chinese society, adjusted for the specifics of “learning by heart” new vocabulary and mastery of grammar structures of the language.

Due to specific characteristics of the Chinese language an important aspect of its study is the mechanism of internships, and the effect will be greater the longer time of staying. The Chinese language environment provides conditions for comprehensive language learning. During these educational internship the student, firstly, studies Chinese at the University, secondly, constantly consolidates knowledge, communicating with native speakers, so for the optimization of the system of learning spoken Chinese it need to develop, in the first place, this mechanism and to create conditions to reproduce Chinese language environment directly in Russian universities. Meanwhile, how great is valuable staying in Chinese language environment to develop the skills of speaking, just as it is insignificant when students learn the language of literature and mass media or written language, mastering the subtleties of translation practices. Therefore, in teaching of the Chinese language in Russian universities the emphasis more is placed on the most profound exploration of such courses as socio-political translation and others, related to specific of producing of understanding and ability to make qualified translation of Chinese texts on a variety of topics. It seems necessary to specify this practice toward more comprehensive and systematic study of those disciplines that are related to specialization of students.

Division of courses, oriented at development of students’ desire to learn Chinese, including their direct specialization is an important, essential problem of formulation of relevant university programs. On the specialty of historical science by a team of teachers of the Department of foreign languages at FHSS
RUDN by Soloveva T. and Shaykova T., who composed and published educational-methodological study-guide on language for speciality “History”, where the special emphasis is placed on the study of Chinese history, the most important historical events. The study-guide provides a broad historical overview, touching almost all historical epochs, important and interesting facts of the historical process, significantly expanding the lexical minimum of students, acquaints them with Chinese culture and traditions, orienting the complicated historical context, paying attention to those turning points that influenced the formation of the Chinese nation and the Chinese State, helps to develop skills of working with historical material and historical texts.

For direction “Politology” in the context of the broader course of “socio-political translation” teachers of Chinese language section also conduct such work. It seems useful to identify the most important points for a Chinese language course program establishment on a specialty "Politology" and approaches in writing the respective educational-methodological study-guides. In this regard, we can point out three sets of problems: 1) organizational; 2) methodological; 3) scientific. Let us focus on them.

Political science contains a number of complexities of various nature to a greater extent than History. In all countries the political sphere is subjected to large pressure by ideology and policies of governments and it is not the last task to give an objective, impartial and at the same time real coverage of the topics of this field. Relating to the study of the Chinese language of specialty “Politology” the course’ authors face an uneasy challenge: firstly, to devise a teaching format directly of the Chinese language in the frames of the course, helping to increase students’ knowledge of specific vocabulary and skills to work with the texts of political content and politically topics touching China and Chinese society, in the Chinese language, and secondly, to open up access to the awareness of the political, historical and political realities of modern China and Taiwan.

We should note that the course of socio-political translation presented by the same-named text-book by Wojciechowicz I. and Kondrashevsky A., mainly meets the goals making the students familiar with a wide range of topics of socio-political issues. Meanwhile, despite the fact that this text-book is the most versatile study-guide on socio-political issues, it has general nature and is designed for a wide range of students, without close links to their specialization, including political science students. Throughout the period of the training program it is not designed for deep study of the political system of China, the system of relations of political institutions, the history of their development and transformation, the study of the most important aspects of political science of scientific school of China, which has deep historical and philosophical roots, the approaches that are considered the most authoritative in modern China, with wide uses of books and textbooks of Chinese authors, dealing with party-political system of China such as Wei Chinda, Bai Hua, Zhang Chhuansin, Zhang Wu, Mapej, Bajgun, Ian Guanbin, Lee Jujeccun and others.

Otherwise the problem, in the broadest sense, can be formulated like this: how to study political science in the context of the study of the Chinese language, actively acquiring extensive language and cultural knowledge and even to step onto the borders of system and comparative analysis, i.e. not just prepare top level professionals with knowledge of the language, but to lay the foundations for the system of training of highly qualified specialists, political scientists-sinologist.

The similarities of the political systems of modern China, since 1949 and the Soviet Union’s one facilitate the study of the subjects by Russian students, but with each new generation of historical memory is gradually washed away. Russian political science focuses on the study of European political reality, the political system established in traditional capitalist countries, in other words, “the West”, which Russia took as the basis from 1991. Sometimes political science students till the highest courses have very vague idea of the state and political system of China, the specifics of its system in historical and language-culture context. The situation with scientific work is not better. Needless to say that foreign policy is studied mostly. It has become frequent when the foreign relations students start to study exclusively Russian-Chinese relations or, at best, relations between the countries in the Central Asia or SCO. Almost nobody studies internal political problems in China, or even some in international relations, for example, Sino-Japanese, Korean-Chinese, or Vietnamese-Chinese relations etc. As a result, there is only a couple of such specialists in all Russia. When a student is taking his undergraduate course it can be difficult to understand at once what political problem he should engage, what direction is less studied, where his abilities will be in more demand. Many students do not risk choosing extremely complex themes, because it is difficult to return to them while writing a graduate thesis or dissertations, since they have not been explored in previous years.
The teacher is very often has neither the time nor the opportunity fill in this gap in knowledge within a specialized training program. Courses, which are read at the departments of political science and comparative political science do not always give the opportunity to form a complete knowledge on the subject, country studies disciplines are designed to perform this task, but they are often limited and have general character, devoted mainly to the Chinese culture and traditions. Learning of the language goes without necessary orientation on the specialty. The problem salvation would be the implementation of new specialized disciplines on China or, in general, on East and Central Asia with the compulsory format of the teaching and training to research projects, perhaps through the mechanism of research groups. The possible disciplines could be the following: the political history of China, China's political system, China's foreign policy, the political situation in the regions of Central and Eastern Asia and others. We should not forget that students must learn the Chinese language at them, so it would be useful to read them completely or partly in Chinese.

In this direction a great work must be done to synchronize those disciplines that have already been being read, and introduce the new ones. It is obvious that without a comprehensive program it will be difficult to do, at least, firstly it is needed to identify what departments will carry out this work, and that is also not easy. We think these functions should be allocated to the departments of foreign languages by reforming them to the Departments of foreign languages and country-studies disciplines, or, even better, a specialized language and culture faculty.

Methodological creation of relevant courses mainly depends on specified factors, but even under the current system it is possible to develop such schemes of teaching and formats of training, which would already have begun taking into account existing requirements in this area. It is essential to build the educational process in such way that regardless of teaching schemes they simultaneously were implemented with cultural teaching methodology and, consequently, such text-books were mastered that would enable Chinese language teaching to the political science students, without any harm to the learning of the language directly. One can say that it is an unreal task initially. If we speak about 100% implementation, then it is true. But if we are speaking about a significant deepening of students' knowledge in this area, it is quite possibly the least at the expense of individual teacher's work with the political science students, although, of course, this would require the elaboration of a specific teaching schemes outside the main language curriculum.

While teaching it is sometimes very difficult to concentrate students’ attention on the study of complex professionally oriented topics, even if they match their profession or arouse interest in mastering the speciality. The complexity of certain sections of the knowledge is multiplied by the complexity of the language. The student not only have to learn new material, whether it is on political science or about the political system of China, its history, and at the same time master very complex material of the Chinese scientific literature, including the difficulties of its language system. This struggle, even a kind of overcoming yourself will be inevitable, but it is important to build the educational process such way that the resistance was minimal, on the contrary, that everything goes smoothly, of course, with great interest from the students, the maximum variable, but at the same time within the indicated problem.

[3] No doubt it would be the best to work within a separate course, when teaching range would be much broader, including the range of techniques.

If a similar program is to be developed and implemented, “as an output” we will get highly qualified specialists with the knowledge of the language. And the possible dilemma: who to become a translator or an expert - will not arise much as it arises today for many graduates of Russian universities. We need to be able to combine everything and with the possibly largest number of students. We will try to outline the general terms of the principles of building this technique. Firstly, we must work within those blocks of themes which are most important in terms of their traditional graduation in political science, these include the following: the state and political system, party-political structure of China in country studies context, including the theme of the organization and relationship between central and regional authorities, non-political public organizations and associations activity, issues of international relations and etc. China, as a Socialist by organizational type of public authorities, largely copies the same managerial practices that exist in other socialist countries, in this regard, an important element of the study would be to carry out a specific comparative analysis between them, taking into account the trends of carrying out the scientific discourse, which can be often found in the political science literature. We should remember about the public-political structure of Taiwan, which has not less long traditions, dating back to the period of CPR, especially in the context of the ideological confrontation between the Mainland and the Island and disputes about the future of the future reconciliation process, which has not subsided for a long time.
In the course of the socio-political translation and in the course of specialty it is important to pay attention to the control of students’ knowledge, which by itself can and should have additional information and knowledge, to develop skills to use them. Tests, individual work-sheets, assessments devised by the staff of DFL FHSS of RUDN on the course of political translation, to some extent, meet the necessity and are no longer just for checking basic knowledge students on the course of socio-political translation, oriented at text-book by Wojciechowicz I. and Kondrashevsky A. “socio-political translation: beginners level”, but additional knowledge acquired by students in the course of studying additional materials. Diversity of the offered tasks, their graduation from easy to difficult, helps to maintain students’ interest to do them. The control system is aimed at both activating cognitive aspiration of students and their motivation to continue exploration of difficult topics, including political issues on China and Taiwan, format of the materials is simplified towards its universalization, with supposed orientation both on independent work and performing in classroom.

Meanwhile, none of the most advanced teaching methodologies of the course “social and political translation” does not fully satisfy the task of language teaching for specialty “Political Science”, and moreover for other humanities. In recent years, a real breakthrough has been made in the field of teaching study-guides on the Chinese language. Learning the Chinese language becomes as interesting as other European languages, particularly, as English. There are many excellent text-books prepared by authors both from Russian China, especially, edited by the Office of Chinese Language Council International, strike your imagination. It's just nice to hold in your hands bright, colorful albums and learn such sophisticated language with them, but they all relate to the issues on spoken Chinese. But there are very few or almost none methodical study-guides for learning the Chinese language on the course of social and political translation and especially for Humanitarian areas.

The Book “Chinese language. History of China” by Soloveva T. and Shaykova T. methodical study-guide on the language for specialty "History" is a step in this direction, but it is important that it would be supported and pursued. We think that now we have approached the level of creation of study-guides on language for main specialities and integration the relevant programs into the educational process, not being limited by studying Chinese text-books, showing general aspects of Chinese society. Moreover, if they are absolutely not appropriate as educational material, the use of them isolated from the relevant specialized program significantly reduces the educational effect. They should be considered more as supplementary material, but not as a basis for such programs.

4 CONCLUSIONS

Summing up all the above mentioned, we notice once again that the need that application in the Russian humanitarian education of new standards aimed at combining educational programs on language, linguistic and culture disciplines and disciplines on profession, expansion of international university cooperation and creation of optimal conditions for scientific project and research work, all this makes one of the most important directions of contemporary Russian High School humanitarian education development. Relating to the Chinese language, the practice of cooperation with the China, especially in the direction of cooperation with the Office of Chinese Language Council International should be significantly expanded and deepened. The fulfillment of these goals, will just raise the level of Russian humanitarian education, and also give it an uncontestable competitive advantage.

REFERENCES