

HISTORICAL DYNAMICS AND SPIRITUAL CULTURE OF SOCIETY IN THE FRAMEWORK OF REGIONAL AND GLOBAL CONTEXTS

SINO-GERMAN EDUCATIONAL EXCHANGE AND COOPERATION IN THE ERA OF STRATEGIC PARTNERSHIP (2004–2020)

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Since the Sino-German partnership for global responsibility was established under the framework of the China-EU comprehensive strategic partnership, cooperation and exchanges between the two countries in variety fields have increased. Educational cooperation is an important component of bilateral relations, enhancing the level of humanistic exchanges and promoting the growth of bilateral ties. This paper's main goal is to elaborate and summarize the content of Sino-German educational exchanges and cooperation during this time period. Furthermore, the paper concludes that there is still a significant opportunity for future development of educational exchanges and cooperation between China and Germany based on an analysis of the field's future direction.

Material and methods. The research material in this paper is primarily drawn from Chinese and German sources, including official documents issued by both governments, statistical data, and official media news. The paper is based on the principles of historicism, objectiveness and value approach. Both general scientific and special historical methods are used.

Findings and their discussion. Germany has long been an important partner in China's international educational cooperation. With the comprehensive development of Sino-German relations, particularly since the turn of the century, education cooperation between the two countries has reached a new level. In November 2005, two countries signed a new cultural cooperation agreement in Berlin. Both sides agreed to deepen their understanding of the other country's culture, to expand cultural cooperation and partnership in all fields and at all levels, and to assist each other in as many areas as possible, including culture and art, education, sports, and museums [1]. In the 1st round of Sino-German inter-governmental consultations in 2011, both sides expressed their intention to deepen cooperation in the field of vocational education by establishing a "Sino-German Alliance for Cooperation in Vocational Education," and in the field of higher education by establishing a Sino-German model partnership [2]. During Chinese Premier Li Keqiang's visit to Germany in October 2014, the two countries issued a joint program of action on cooperation with the theme of shaping innovation together. Both sides emphasize the importance of education for both countries' social and economic development, as well as the positive role of cultural exchanges in enhancing mutual

understanding and promoting bilateral relations [3]. Since the establishment of the China-Germany High-level People-to-People Exchange and Dialogue Mechanisms in 2017, three major aspects of Sino-German relations have emerged: people-to-people exchanges, economic-trade cooperation, and political mutual trust [4, p. 11]. In July 2018, China and Germany signed the "Joint Declaration of Intent on Deepening Cooperation in Higher Education and Vocational Education" during the 5th round of Sino-German inter-government consultations. The declaration is a landmark document for the deep integration and development of educational cooperation between China and Germany, pointing out the direction for cooperation in higher education and vocational education between the two countries from a top-level design perspective [5].

Cooperation and exchanges in the field of education between China and Germany are primarily focused on higher education and vocational education, but also extend to basic education and early childhood education [6, p. 219]. For more than two decades, Chinese students have ranked first at German universities. The number of Chinese students in Germany in the 2020/21 winter semester was 40,122, accounting for 12,4% of all international students, a 9% increase over the 2017/18 winter semester. In 2019, there were 8079 German students studying in China [7]. More than 1,300 cooperative projects have been implemented by Chinese and German universities, with cross-border school running becoming a new growth point of cooperation between the two countries. German universities in China have established more than 60 Sino-foreign cooperative education projects [8].

In the field of vocational education, China and Germany have successfully carried out a number of cooperation projects. The two governments have also promoted policy cooperation in the field, establishing the "Sino-German Alliance for Cooperation in Vocational Education." With the integration of two side science and technology policies, the in-depth cooperation model between schools and businesses has emerged as a new direction for Sino-German vocational education cooperation.

Since the epidemic, Sino-German educational cooperation and exchanges have continued through adaptable and varied communication channels, including concrete examples of cooperation like online courses and academic conferences. In the future, China and Germany will further expand cooperation in the fields of education digitalization, green transformation, youth exchanges, etc., and contribute to the promotion of bilateral relations between China and Germany.

Conclusion. At the moment, Sino-German educational exchange and cooperation have become increasingly close, the forms and contents have become increasingly rich, and the degree of cooperation has continued to deepen. With the rise of uncertain factors in the international community, strengthening educational exchanges and cooperation is an unavoidable option for both sides in order to improve their respective educational levels, strengthen their economic strength and cultural soft power, and compete in an increasingly fierce international environment.

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THE SOVIET-JAPANESE DECLARATION OF 1956 AND ITS SIGNIFICANCE

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The Joint Declaration of the USSR and Japan of October 19, 1956 is a document providing for the voluntary transfer of two islands (Habomai and Shikotan) by the Soviet Union to Japan after the conclusion of a peace treaty. On the Soviet side, the Joint Declaration was signed by Chairman of the Council of Ministers of the USSR N. A. Bulganin and Minister of Foreign Affairs D. P. Shepilov, on the Japanese side – Prime Minister Hatoyama Ichiro, Minister of Agriculture and Forestry Kono Ichiro and MP Matsumoto Shunichi.

The purpose of the work is to examine the main provisions of the 1956 Joint Declaration of the USSR and Japan and to identify its significance.

Material and methods. The study was carried out on the basis of the texts of the San Francisco Peace Treaty and the Joint Declaration of the Union of Soviet Socialist Republics and Japan, signed on October 19, 1956 in the city of Moscow [6]. Particular attention was paid to the work "History of International Relations in the Far East" by M. S. Kapitsa [1]. When writing the work, such general scientific methods as description, analysis, synthesis, as well as the historical and systemic method of research were used.

Findings and their discussion. The policy of the Soviet Union towards post-war Japan was determined by the defeat of its armed forces and territorial acquisitions in