

COMPARATIVE ANALYSIS OF CHINESE AND UKRAINIAN  
EDUCATIONAL AND PROFESSIONAL PROGRAMS  
FOR BACHELORS' PROFESSIONAL TRAINING IN  
BUSINESS ECONOMICS

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**Abstract:** *This paper is devoted to a comparative analysis of educational and professional training programs "Bachelor of Business Economics" in five universities of Ukraine and China. The study focuses on elucidating a number of components of the educational programs, learning process, methodical bases of educational process, stages of study and the amount of ECTS credit. The research also covers the issues of practical orientation of educational programs and assessment of students' knowledge.*

**Keywords:** *economics, educational and professional training program, Bachelor, academic disciplines, compulsory and elective components.*

Economics is one of the most important components of the financial system of the state, regardless of whether the country is in economic decline or prosperity. The system approach to the economics as a complex multifactorial process, which develops in a broad social context, is based on the analysis of small (microeconomics) and global (macroeconomics) economic factors.

The rapid global growth of small and medium-sized enterprises in all industries has led to a number of problems that require professional economic knowledge. Basic issues include the search for the right ways to invest in new technologies, excessive debt

growth, mismanagement of cash flows, inadequate control over human resources, remuneration system, and so on [6–8].

Given the significant demand for professionals who have received economic education, this factor provides considerable prospects for economic education graduates of HEI (higher educational institutions) in the public and private sectors of many industries.

Higher education institutions of all economically developed countries offer a wide range of economic specialties, including business economics, financial economics, labor economics, international economics, environmental economics, development economics, econometrics and many other related specialties [4, 9, 11].

Numerous works are devoted to the issues of educational programs aimed at training economists and comparative analysis of bachelor's programs in "Business Economics" [1–3, 6–11], however the study of educational and professional training programs, their subject area and the competencies of a Bachelor of Business Economics is a topical issue that is insufficiently covered in publications.

The aim of the research is to conduct a comparative analysis of educational and professional training programs "Bachelor of Business Economics" using the example of higher education institutions of Ukraine and the People's Republic of China.

Five universities of Ukraine and five of the People's Republic of China were selected for a comparative analysis of educational and professional training programs "Bachelor of Business Economics". The list of selected universities of Ukraine includes Kyiv National Economic University named after Vadym Hetman, Odessa National Academy of Communications named after Popov (Educational and Scientific Institute of Economics and Management), National Law University named after Yaroslav the Wise (Kharkiv), Donetsk Vasyl Stus National University (Faculty of Economics) and Admiral Makarov National University of Shipbuilding (Faculty of Marine Economics; Mykolaiv). Chinese universities chosen for the comparative analysis include Peking University (School of Economics), Qinghua University (Institute of Economics and Management;

Beijing), Shanghai University of International Business and Economics, University of Hong Kong (Faculty of Business and Economics), Chinese University of Hong Kong (Shenzhen Financial Institute).

The comparative analysis of educational and professional training programs “Bachelor of Business Economics” in five universities of Ukraine and China allowed to identify a number of similar components of the programs as well as some of their differences. It is established that the duration of the educational-professional program of “Bachelor of Business Economics” in the People's Republic of China and Ukraine is four years as a rule. Some higher education institutions, including Odessa National Academy of Communications named after Popov (Educational and Scientific Institute of Economics and Management) and Donetsk Vasyl Stus National University (Faculty of Economics) complete the educational process within three years and ten months. It was also found that the maximum amount of ECTS credits provided by the curriculum coincides and is 240 ECTS.

The study showed that the percentage of compulsory and elective components of the educational and professional program “Bachelor of Business Economics” has a common trend, as the compulsory component (65-79%) significantly outweighs the selective (optional) component (21-29%). As a result of a detailed analysis, it was found that the shares of subjects of general and professional training in the curriculum of the People's Republic of China and Ukraine are almost indistinguishable. In Ukrainian and Chinese higher education institutions, the disciplines are distributed approximately 50% to 50%.

The analysis of compulsory subjects list in the field of economics training suggests that the volume of compulsory subjects in higher education institutions in Ukraine is almost the same, i.e. the programs are similar, while in Chinese universities this list differs in disciplines and is much smaller. It is established that the subjects of the elective component also differ significantly in the universities of Ukraine and China, although the curricula of both Ukrainian and Chinese universities are characterized by a

significant number of practical training courses for optional study.

The students' knowledge evaluation is performed similarly in higher education institutions in China and Ukraine, according to the study. It is based on a credit-module system of organization of the educational process. The study of the attestation process of the educational and professional training program “Bachelor of Business Economics” showed that the attestation of graduates of higher education institutions of Ukraine and China is based on the same algorithm.

Summarizing the above, it should be noted that despite the similar features, there are some significant differences of educational and professional training programs “Bachelor of Business Economics” in the higher educational institutions of Ukraine and China. In particular, in contrast to higher education institutions in Ukraine, the study of Marxist theories, features of the national mentality and morality are included in the curricula of Chinese universities. In addition, the volume of compulsory subjects, their list and the number of credits for each subject in higher education institutions of the People’s Republic of China differ significantly from the disciplines of Ukrainian universities. Another difference in the educational programs is that the practical component of the programs in Ukrainian higher education institutions does not provide an additional elective component, and in Chinese universities it includes a mandatory practice module focusing on teaching and developing students' practical abilities, and an optional one, aimed at increasing the competitiveness and adaptation of students to the practice of international business.

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