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БИЛИМ БЕРҮҮ ЖАНА ТАРЫХЫЙ ШАРТТАР: ТҮНДҮК-БАТЫШ ЖОГОРКУ ПЕДАГОГИКАЛЫК МЕКТЕБИНИН АКАДЕМИКТЕРИНИН СОГУШ МЕЗГИЛИНДЕГИ КӨРҮНҮШҮ

ОБРАЗОВАНИЕ И ИСТОРИЧЕСКИЕ УСЛОВИЯ: ОСОБЕННОСТИ УЧЕБНОГО ПРОЦЕССА В СЕВЕРО-ЗАПАДНОЙ ВЫСШЕЙ ПЕДАГОГИЧЕСКОЙ ШКОЛЕ В ВОЕННОЕ ВРЕМЯ

EDUCATION AND HISTORICAL CIRCUMSTANCE: THE WARTIME LANDSCAPE OF NORTHWEST HIGHER NORMAL SCHOOL ACADEMICS

Кыскача мүнөздөмө: Кытай элинин жапон баскынчыларына каршы жалпы элдик каршылык көрсөтүү согушу мезгилинде кытайдын жогорку педагогикалык окуу жайларынын окутуучулары, айрыкча Пекин педагогикалык университети менен байланышкан илимий-педагогикалык чөйрөнүн өкүлдөрү өлкөнүн батыш бөлүгүнө, Түндүк-Батыш Кытайга көчүрүлгөн. Натыйжада өзгөчө тарыхый шарттарда согуш мезгилине мүнөздүү билим берүү чөйрөсү калыптанган. Алардын ишмердүүлүгү өз ара байланышкан үч негизги багыт боюнча өнүккөн. Биринчиден, окуу жайларды өлкөнүн ички аймактарына көчүрүү жана институционалдык өз алдынчалуулукту калыптандыруу процесси жүргөн. Бул Билим берүү министрлиги тарабынан окуу жайдын өз алдынча статусун таануу үчүн жүргүзүлгөн аракеттерден жана Ланьчжоу шаарында «көчүү менен катар куруу» стратегиясынын ишке ашырылышынан көрүнгөн. Натыйжада жогорку педагогикалык билим берүүнүн үзгүлтүксүздүгү сакталып, окуу жайдын коомдогу ролу өзгөргөн. Экинчиден, жарандык билим берүү, театрдык үгүт иштерин уюштуруу жана жаштарды аскердик кызматка тартуу аркылуу калкты мобилизациялоо иштерине активдүү катышкан. Бул педагогикалык коомчулуктун өлкөнү сактап калуу ишине түздөн-түз катышканын көрсөтөт. Үчүнчүдөн, мамлекеттик тилди жайылтуу жана жергиликтүү тарыхый-маданий салттарды изилдөө аркылуу чек ара аймактарын өнүктүрүүгө жана маданий өзүнчөлүктү бекемдөөгө багытталган билим берүү ишмердүүлүгү жүргүзүлгөн. Бул улуттук коргонуунун руханий негизин чыңдоого өбөлгө түзгөн. Согуш мезгилиндеги бул илимий-педагогикалык коомчулуктун өзгөрүшү билим берүүнүн коомдук миссиясы менен тарыхый зарылчылыктын өз ара байланышын чагылдырат. Мындай шарттарда педагогикалык максаттар тар адистешкен академиялык кадрларды даярдоодон чек ара аймактарына кызмат кыла ала турган адистерди тарбиялоого багытталган. Ошол эле учурда изилдөө ыкмалары абстракттуу теориялык изилдөөлөрдөн аймактык изилдөөлөргө жана коомдук агартуу иштерине өткөн. Түндүк-Батыштагы педагогикалык жогорку окуу жайларынын окутуучуларынын тажрыйбасы согуш мезгилиндеги билим берүү мамлекеттик саясаттын уландысы гана болбостон, интеллектуалдык жамааттар менен жергиликтүү коомдордун өз ара аракеттенүүсүнүн негизинде жаңы өнүгүү мүмкүнчүлүктөрүн жараткан тарыхый процесс болгонун көрсөтөт.

Аннотация: В период общенациональной Войны сопротивления китайского народа японским захватчикам преподаватели китайских высших педагогических учебных заведений, особенно связанные с Пекинским педагогическим университетом, были перемещены на запад, в Северо-Западный Китай, где в чрезвычайных исторических условиях сформировалась своеобразная образовательная среда военного времени. Их деятельность развивалась по трем взаимосвязанным направлениям. Во-первых, это перемещение учебных заведений во внутренние районы страны и формирование институционального самосознания, что проявилось в борьбе за признание самостоятельного статуса учебного заведения Министерством образования, а также в реализации стратегии «строительства в процессе переезда» в Ланьчжоу. Это позволило сохранить преемственность высшего педагогического образования и одновременно изменить институциональную роль учебного заведения. Во-вторых, это мобилизация населения и участие в мероприятиях военного времени через инициативы гражданского образования, театральную пропаганду и привлечение молодежи к кампаниям по призыву на военную службу, что отражало непосредственную вовлеченность педагогического сообщества в дело спасения нации. В-третьих, это развитие образования в целях защиты приграничных территорий и культурного самоутверждения путем продвижения национального языка и изучения местных историко-культурных традиций, что

способствовало формированию духовной основы национальной обороны. Трансформация этого научно-педагогического сообщества в военное время отражает постоянное взаимодействие между образовательной миссией и исторической необходимостью. В этих условиях педагогические цели сместились от подготовки узко академических специалистов к воспитанию кадров, способных служить приграничным регионам, а исследовательские подходы - от абстрактных теоретических изысканий к региональным обследованиям и социальному просвещению. Опыт преподавателей высших педагогических школ Северо-Запада показывает, что образование военного времени функционировало не только как продолжение государственной политики, но и как исторический процесс, в рамках которого интеллектуальные сообщества, взаимодействуя с местным обществом, создавали новые возможности для развития периферийных пространств.

Abstract: During the period of the Chinese People's War of Resistance Against Japanese Aggression, faculty members of Chinese higher normal institutions, particularly those associated with Peking Normal University, were relocated westward to Northwest China. Under these extraordinary historical circumstances, a distinctive wartime educational environment emerged. Their activities developed along three interrelated dimensions. First, the relocation of educational institutions to the country's interior regions and the formation of institutional self-awareness were reflected in efforts to obtain recognition of the institution's independent status from the Ministry of Education, as well as in the implementation of a "construction during relocation" strategy in Lanzhou. This ensured the continuity of higher normal education while transforming the institution's social role. Second, academics actively participated in wartime mobilization through civic education initiatives, theatrical propaganda, and campaigns encouraging young people to enlist in military service. These activities demonstrated the direct involvement of the academic community in the national salvation movement. Third, educational efforts aimed at strengthening frontier regions and cultural identity were carried out through the promotion of the national language and the study of local historical and cultural traditions, thereby contributing to the spiritual foundation of national defense. The transformation of this academic and pedagogical community during wartime reflects the dynamic interaction between educational mission and historical necessity. Under these circumstances, educational objectives shifted from training narrowly specialized academic professionals to cultivating personnel capable of serving frontier regions. At the same time, research approaches evolved from abstract theoretical inquiry to regional investigations and public enlightenment activities. The experience of academics from Northwest higher normal institutions demonstrates that wartime education functioned not only as an extension of state policy but also as a historical process through which intellectual communities, in cooperation with local societies, created new opportunities for the development of peripheral regions.

Негизги сөздөр: Кытай элинин жапон баскынчыларына каршы каршылык көрсөтүү согушу; Түндүк-Батыш педагогикалык жогорку окуу жайлары; окутуучулар; Түндүк-Батыш Кытайга көчүрүү; чек ара аймактарындагы билим берүү; улуттук биримдик.

Ключевые слова: Война сопротивления китайского народа японским захватчикам; высшие педагогические учебные заведения Северо-Западного Китая; преподаватели; перемещение в Северо-Западный Китай; образование в приграничных регионах; национальное единство.

Keywords: Chinese People's War of Resistance Against Japanese Aggression; Northwest higher normal institutions; faculty members; relocation to Northwest China; education in frontier regions; national unity.

Modern Chinese universities emerged in a period of profound national crisis and, "from the very outset, functioned as an integral component of the state apparatus, participating directly in the project of nation-building" [1]. The shifting tides of historical circumstance thus exerted a profound influence on the trajectory of higher education. Following the outbreak of the whole-nation War of Resistance Against Japanese Aggression, Chinese higher education underwent extensive inland relocation and institutional reconfiguration. Taking the community of "Northwest Higher Normal School academics" as its principal object of inquiry, this article focuses on the period between 1937 and 1945, and traces the trajectory along which the pedagogical

community centered upon Beiping Normal University-later reorganized as Northwest Normal College-migrated from the Beiping–Tianjin region first to Chenggu in Shaanxi and subsequently to Lanzhou in Gansu. It examines how these academics responded to the distinctive historical and regional circumstances of Northwest China during wartime, redefined the functional boundaries of higher normal education, and created a wartime landscape which was fundamentally distinct from that of the National Southwestern Associated University in three interrelated dimensions: knowledge production, social service, and cultural dissemination.

I. Inland Relocation to the Northwest and the Awakening of Institutional Subjectivity: The Pragmatic Participation of Higher Normal School Academics in Protracted Resistance. Following the success of the Northern Expedition launched by the National Revolutionary Army in 1927, the Nationalist regime achieved a nominal political unification of China; nevertheless, the broader social landscape remained beset by persistent internal instability and external threats. The catastrophic famine that struck Northwest China in 1928 compelled the Nationalist government to redirect its strategic attention toward the region, initiating what may be described as a form of "relief-oriented development" [2]. After the outbreak of the War of Resistance against Japan, considerations of regime preservation and national security further accelerated the state's northwestern development agenda. Among its central objectives was the expansion of higher education in Northwest China. From political elites and intellectual circles to the press and civic organizations, calls for the rapid establishment of universities in the Northwest gained widespread traction. Shao Lizi, then Chairman of the Shaanxi Provincial Government, proposed relocating National Beiping University to Shaanxi, while institutions such as Tsinghua University began contemplating the establishment of new western campuses as part of long-term strategic planning and wartime contingency preparation. As for higher normal education, following the "Transformation of Higher Normal Schools into Universities" Movement of 1923, Peking Normal University remained the nation's sole surviving normal university; thereafter, it weathered the "debate over its preservation or abolition", institutional reorganization, and relocation westward to Shaanxi, among other upheavals-a trajectory marked by considerable turbulence [4].

Following the outbreak of the whole-nation War of Resistance Against Japanese Aggression the Nationalist government convened a National Defense Conference, at which strategic principles such as "comprehensive resistance" "protracted attritional warfare" and "trading space for time" were formally adopted. Under wartime conditions, the inland relocation of governmental agencies, factories, and educational institutions in North China became an urgent necessity. According to the *Outline Plan for the Establishment of Provisional Universities* issued by the Ministry of Education of the National Government, provisional universities were to be established in order to ensure that "distinguished faculty members within occupied war zones might continue to serve" and that "students would not be deprived of educational opportunity" while simultaneously cultivating specialized personnel capable of meeting national wartime demands. Consequently, National Beiping University, National Peking Normal University, and the National Beiyang Engineering Institute were amalgamated and relocated westward to Xi'an, where they jointly established the Xi'an Provisional University, thereby inaugurating the "northwestern turn" of higher normal education. In April 1938, during the university's southward movement toward Chenggu in Hanzhong, the Ministry of Education ordered its reorganization into the Northwest Associated University, within which the former National Peking Normal University was temporarily transformed into the College of Education and the Normal College of the new institution.

Subsequently, higher normal school academics led by Li Zheng, following the reorganization of Northwest Associated University, successfully secured the independent establishment of the National Northwest Normal College. Faculty and students were relocated to Xi'an, penetrating deeper into Chenggu in southern Shaanxi, and ultimately resolving to continue westward to Lanzhou in Gansu. This process proved extraordinarily arduous. Lacking the privileged status of a centrally favored "national team" institution and burdened by their identity as educational outsiders within the Northwest, the creation of the new campus encountered formidable obstacles. The academics therefore adopted a strategy of "construction amid relocation," spending four years gradually completing the establishment of the Lanzhou campus and thereby enabling higher normal education during wartime -previously suspended in a condition of instability and

displacement-to achieve a form of institutional rebirth. As Hou Dechu has observed, “the inland relocation of Chinese higher educational institutions persisted continuously from the outbreak of the War of Resistance until its conclusion, constituting an integral component of the nationwide resistance movement.” At the same time, “the transfer of universities from eastern to western China was not merely a simple spatial relocation, but rather a collective recalibration of established developmental models and historical inertia within Chinese higher education”. The “northwestern turn” undertaken by higher normal school academics not only preserved and expanded higher normal education during wartime, but also furnished Northwest China with crucial intellectual and human resources for both regional development and the execution of protracted resistance.

II. Mobilizing the Populace and Taking Up Arms: The Paths of National Salvation Pursued by Northwest Higher Normal School Academics. Against the overarching backdrop of the War of Resistance Against Japan, the cultivation of patriotic sentiment among faculty and students, the mobilization of the broader populace for wartime participation, and the enlistment of young intellectuals into military service became distinct yet interconnected modes through which Northwest higher normal school academics contributed to the resistance effort. As early as the period of the Northwest Associated University, Xu Songming-then a standing committee member of the university and former president of National Beiping University-asserted that “during wartime, of the nation’s highest institutions need not necessarily bear rifles at the front lines in order to save the nation; scientific research conducted in the rear to strengthen the capacity for resistance likewise constitutes an act of national salvation”. Such an understanding enabled faculty and students to preserve a remarkable degree of composure amid the turbulence and anxiety of wartime displacement. The university accordingly incorporated military drills and national defense education into its curriculum, implemented quasi-military forms of daily discipline, and sought to cultivate students’ martial consciousness and practical military competence. At the same time, academics made use of patriotic elements embedded within Chinese cultural traditions, organized public lectures on historical heroes and loyalist exemplars, and endeavored to inspire students with both patriotic fervor and confidence in ultimate victory.

As Wu Daguang and Zhang Yuheng have argued, Chinese universities, once removed from the seclusion of the “ivory tower” and united beneath the banner of the Anti-Japanese National United Front, underwent an arduous journey that fundamentally transformed their previously restless intellectual temperament. In stark contrast to the devastation of popular livelihood, they came to embody an elevated national vitality characterized by an indomitable spirit of struggle and an intense commitment to social service [5]. Guided by the practical demands of wartime resistance and the concrete realities of local society, Northwest higher normal school academics launched a wide-ranging series of mobilizing campaigns in support of national salvation [3]. When addressing ordinary citizens, faculty and students consciously adopted forms of communication that would be intelligible and accessible to the masses. They established drama societies, theatrical associations, and national salvation performance troupes, staging various anti-war productions and celebrating modern dramas to disseminate anti-Japanese and national propaganda. Drawing upon their intellectual and artistic expertise, they assisted public education centers in producing wall newspapers and propaganda illustrations to explain the wartime situation to local inhabitants and awaken anti-Japanese consciousness among the populace. Faculty and students also organized relief activities for the families of soldiers serving at the front, while conducting public campaigns concerning military conscription and wartime grain administration. Consolation funds were distributed to the dependents of servicemen, thereby strengthening popular support for the resistance movement. Furthermore, academics from northwest higher normal schools traveled from the cities to remote areas to carry out literacy campaigns, civic education, health education and home economics instruction among the local people to enlighten the local populace, and improve cultural literacy. In doing so, they accumulated intangible support for the war effort and encouraged widespread participation in the resistance movement.

In the mid-to-late period of the War of Resistance, due to the political corruption of the Nationalist Government and exhaustion of the economy, a large number of soldiers suffered from malnutrition, mass desertions occurred both at the front and the rear, and the quantity and quality of military recruits were increasingly worrisome. At the same time, the Allied powers deployed a substantial amount of modern

weaponry, significantly raising the technical requirements of warfare, which the existing troops were unable to meet. In 1944, the Nationalist Government launched a campaign to encourage educated young people to enlist in the military. Academics from northwest higher normal schools responded enthusiastically. The school principal, Li Zheng, was appointed as a member of the Gansu Provincial Committee for the Voluntary Military Service of Educated Youth, leading four national schools in Gansu to support the movement. Ultimately, a total of 134 teachers and students from National Northwest Normal College were approved for military service, including two teachers. According to the national recruitment plan at the time, approximately 3,000 recruits were to be enlisted from Gansu Province, but the final number of those who passed the physical examinations reached 6,820, far exceeding the planned quota. The enlisted teachers and students were then formally organized into units and participated in short-term training. However, due to the war ending soon after, they did not ultimately serve in the expeditionary forces. Nonetheless, this enlistment campaign served as a re-mobilization of educated youth, playing a significant role in further awakening the civilian population, consolidating the energy of young people, fostering a spirit of national unity, and promoting the patriotic ethos of collectively confronting the national crisis. Its influence was both compelling and practically significant.

III. Education for Frontier Defense and Cultural Idetification: A Long-Term Strategy for a Solid Spiritual Defense in Northwest China. During the War of Resistance, the northwest region became a strategic base for nation-building, with the northwest passage serving as a vital lifeline, anthereby giving the area crucial significance in terms of national defense. However, due to the region's previously slow economic and social development, large areas of northwest China remained underdeveloped and isolated, Internally it was plagued by internal conflicts and ethnic tensions; externally, it was vulnerable to encroachment from neighboring powers. The country's strategic national defense position was thus unstable. one effective way to change this situation was to provide education to children, young people, and the broader population eligible for schooling. Following the relocation of higher normal education to Lanzhou, the number of students from northwest provinces at National Northwest Normal College increased dramatically. Students from Gansu and Shaanxi even became the primary sources of enrollment, in stark contrast to the sporadic numbers of students from the northwest before the war. Concurerntly,The school guided students to serve wartime needs upon graduation, ensuring that their employment contributed to regional development. In addition, academics, aiming both at developing the northwest and meeting wartime demands, extended the educational pipeline by promoting graduate education while maintaining strong undergraduate programs. They shortened teaching cycles, added specialized courses, and set up a complete talent cultivation system in the heart of northwest China, significantly improving the previously unbalanced educational layout. This approach provided a continuous supply of talent for the region’s development and growth, effectively demonstrating the powerful role of education in supporting frontier defense.

Promoting interethnic integration and communication, strengthening ethnic unity, and creating a shared national identity were crucial means of mobilizing resistance during the war and reinforcing anti-Japanese defense efforts. In this context, the promotion of Guoyu (the national language) was particularly significant. As Liu Jincai notes, “The Guoyu Movement encompasses two aspects: unifying spoken and written language, and establishing a common national language. Unifying spoken and written language aims to make knowledge accessible to the general population and cultivate modern citizens to create a modern nation-state. The goal of a common national language is to create a language that is universally understood by the populace, thereby uniting the nation and strengthening national identity through the formation of a linguistic community, ultimately consolidating national unity”. Under the leadership of Li Jinxi, academics from higher normal schools in the northwest carried out a series of practical initiatives to promote Guoyu. National Northwest Normal College introduced compulsory Guoyu courses, established specialized Guoyu programs, and actively trained Guoyu teachers. The college alsolaunched the *Guoyu Weekly*, and compiled educational materials to promote Gouyu education and advocacy. These measures effectively addressed language barriers among different ethnic groups, enhanced interethnic communication, and actively promoted the creation of a shared national identity. As Tian Liang observes, “The Chinese nation has a long history and a shining culture. Explicating outstanding national culture and giving it new contemporary meaning not only helps enhance

national self-esteem, confidence, and pride but is also necessary for constructing a new national culture" [7]. Northwest China, as the birthplace of the Chinese nation and of Chinese culture, boasts countless profound historical and cultural resources. Tian Liang further notes, "Under the influence of patriotic sentiment, the utilitarian tradition of Chinese historiography, particularly the patriotic tradition of modern Chinese history, was elevated to unprecedented heights" [8]. Academics from Northwest higher normal schools paid particular attention to cultural creation in the region. They carried out a series of cultural archaeology and civilization origin studies. During the period of National Northwest United University, academics organized scientific excavations of Zhang Qian's tomb in Hanzhong, Lu Maode conducted detailed surveys of Hanzhong's prehistoric culture, and Huang Wenbi carried out numerous archaeological studies in Inner Mongolia Autonomous Region (IMAR) and Xinjiang Uygur Autonomous Region (XUAR). After relocating to Lanzhou, He Shiji conducted in-depth research on the origins of Chinese civilization in the northwest. Through these sustained archaeological, faculty and students from the Department of History and Geography repeatedly engaged in archaeological fieldwork, demonstrating the richness of northwestern culture and thereby laying a solid foundation of spiritual and cultural defense for regional development and nation-building during the War of Resistance.

IV. Conclusion. Following the outbreak of total war, academics from higher normal schools, guided by the spirit of collectively confronting national calamity, embarked on the "westward shift" of higher normal education. This large-scale move was driven both by the need to preserve the continuity of higher normal education and by the imperative to contribute to the war effort and nation-building activities Upon arriving in the remote northwest under extremely harsh conditions, these academics took on the mission of cultural resistance. They actively cultivated wartime talent, enlightened local populations through social education, distributed anti-Japanese propaganda, and provided support for military families. By helping civilians gain confidence in ultimate victory, and under the call of "An inch of land, an inch of blood; a hundred thousand youths, a hundred thousand soldiers," students and teachers eagerly enlisted, demonstrating their patriotic spirit and commitment to defending the nation. Confronted with the circumstances of the northwest, higher normal schools had to shift their educational goals from "training academic specialists" to "cultivating grassroots teachers and regional service personnel," and to transform knowledge from something that was "purely theoretical", "practical applications in regional surveys and social enlightenment." Thus, the relationship between education and the circumstances of the time was not merely adaptive; it was a continuous process of negotiation and mutual transformation. The exigencies of war reshaped the format of teacher education, while teacher education in turn influenced the local social structure and cultural identity. Wartime education was not simply an extension of state power or a response to a national cultural crisis; it was a dynamic process in which intellectual communities, operating in specific contexts, intertwined with local society to jointly create new possibilities.

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КЫТАЙ ТИЛИН ОКУТУУНУН ЭЛ АРАЛЫК ЖОГОРКУ САПАТТАГЫ ӨНҮГҮҮ ЖОЛУН ИЗИЛДӨӨ
ИССЛЕДОВАНИЕ ПУТЕЙ КАЧЕСТВЕННОГО РАЗВИТИЯ МЕЖДУНАРОДНОГО ОБРАЗОВАНИЯ НА КИТАЙСКОМ ЯЗЫКЕ
EXPLORATION ON THE PATH OF HIGH-QUALITY DEVELOPMENT OF INTERNATIONAL CHINESE EDUCATION

Кыскача мүнөздөмө: Дүйнө жүзүндө кытай тилин окутуунун масштабы кеңейип жаткан шартта эл аралык кытай тилин окутуу жаңы өнүгүү мүмкүнчүлүктөрүнө ээ болууда. Билим берүүнүн сапатын жогорулатуу жана анын туруктуу жогорку сапаттагы өнүгүүсүн камсыз кылуу бул тармактын негизги милдеттеринин бири болуп саналат. Макалада эл аралык кытай тилин окутуунун азыркы өнүгүү абалы талданып, анын жогорку сапаттагы өнүгүүсүн камсыздоонун практикалык жолдору ар түрдүү багыттар боюнча каралат. Окуу программаларын өркүндөтүү багытында өнүгүүнүн негизги стандарттары такталып, окутуунун сапатын жогорулатуу үчүн көп баскычтуу жана диверсификацияланган окуу программалары сунушталат. Мугалимдердин кесиптик потенциалын өнүктүрүү багытында окутуу ишмердүүлүгүндө жергиликтүү мугалимдердин ролун күчөтүү, алардын илимий-изилдөө мүмкүнчүлүктөрүн кеңейтүү жана жергиликтүү кадрларды даярдоонун туруктуу механизмдерин түзүү сунушталат. Технологиялык колдоо багытында жасалма интеллектке негизделген окутуу платформаларын билим берүү процессине кеңири киргизүү жана интеллектуалдык технологиялар аркылуу дүйнөлүк кытай тилин окутуу ресурстарын тең салмактуу пайдалануу мүмкүнчүлүктөрү каралат. Ошондой эле кытай жана башка элдердин маданияттарынын ортосундагы өз ара түшүнүшүүнү жана маданий кызматташууну өнүктүрүү үчүн бардык тараптардын биргелешкен аракеттеринин мааниси белгиленет. Изилдөөнүн жыйынтыктары эл аралык кытай тилин окутуунун сапатын жогорулатууга көмөк көрсөтүп, анын туруктуу жана жогорку сапаттагы өнүгүүсүнө өбөлгө түзөт.

Аннотация: На фоне расширения масштабов преподавания китайского языка во всем мире международное образование в области китайского языка открыло перед собой новые возможности для развития. Повышение качества и обеспечение высококачественного развития стали ключевыми задачами в этой сфере. Исходя из современных реалий развития международного образования в области китайского языка, в данной статье с различных точек зрения исследуются практические пути обеспечения его высококачественного развития. В плане построения учебных программ в статье