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Рецензент: д.пед.н., профессор Калдыбаева А.Т.

УДК 811.581:37
DOI 10.58649/1694-9099-2026-2-53-61

Сунь Мэй
Түндүк-Батыш педагогикалык университети, Ланьчжоу
Сунь Мэй
Северо-Западный педагогический университет, Ланьчжоу
Sun Mei
Northwest Normal University, Lanzhou

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

разъясняются стандарты развития и оптимизируются разнообразные системы учебных программ с целью укрепления основы преподавания. В плане формирования преподавательского состава в статье предлагается содействовать переходу от преобладания командированных преподавателей к местным преподавателям, повышать научно-исследовательский потенциал местных преподавателей и создавать долгосрочные механизмы подготовки местных преподавателей. В плане технологической поддержки в статье предлагается интегрировать учебные сообщества, использующие искусственный интеллект, во весь процесс обучения и опираться на интеллектуальные технологии для обеспечения сбалансированного распределения глобальных ресурсов в сфере образования на китайском языке. Одновременно с этим предлагается объединить усилия всех сторон для содействия обмену и взаимному обучению между китайской и зарубежными цивилизациями. Данное исследование предоставляет рекомендации по повышению качества международного образования на китайском языке и способствует его устойчивому высококачественному развитию.

Abstract: Against the backdrop of expanding global Chinese teaching scales, international Chinese education has ushered in new development opportunities. Promoting quality improvement and achieving high-quality development has become a core task in this field. Based on the current development reality of international Chinese education, this paper explores practical pathways for its high-quality development from multiple perspectives. In terms of curriculum construction, it clarifies development standards and optimizes diversified curriculum systems to consolidate teaching foundations. In terms of teacher team building, it promotes the shift of teaching dominance from dispatched teachers to local teachers, improves local teachers' academic research ability, and establishes long-term mechanisms for local teacher training. In terms of technological empowerment, it integrates artificial intelligence learning communities into the whole teaching process, and relies on intelligent technology to realize balanced allocation of global Chinese education resources. Meanwhile, it gathers joint efforts from all parties to advance exchanges and mutual learning between Chinese and foreign civilizations. This study provides references for the quality upgrading of international Chinese education and facilitates its sustainable high-quality development.

Негизги сөздөр: эл аралык кытай тилин окутуу; жогорку сапаттагы өнүгүү; жергиликтүү мугалимдер; жасалма интеллект; өнүгүү жолдору.

Ключевые слова: международное образование на китайском языке; высококачественное развитие; местные преподаватели; искусственный интеллект; пути развития.

Keywords: international Chinese education; high-quality development; local teachers; artificial intelligence; development pathways.

In January 2025, the Chinese government issued the Outline for Building a Powerful Country through Education (2024–2035). It clearly puts forward that China will accelerate the building of a socialist education power with Chinese characteristics featuring strong ideological and political guidance, talent competitiveness, scientific and technological support, people's livelihood guarantee, social coordination and global influence, so as to offer solid support for building a great modern socialist country and advancing the great rejuvenation of the Chinese nation in an all-round way. Under such circumstances, international Chinese education has entered a brand-new era of high-quality development [1].

The term "international Chinese education" has evolved from previous names including Teaching Chinese as a Foreign Language, Chinese Language International Promotion and Chinese International Education, which is commonly known as foreign Chinese language teaching. The Chinese Society for Teaching Chinese as a Foreign Language was founded in 1983. With the continuous progress of Chinese language education, the National Office for Teaching Chinese as a Foreign Language was established in 1987 as the leading administrative institution for overseas Chinese teaching. In the early 21st century, Chinese language education achieved rapid growth with learners all over the world, hence the emergence of Chinese Language International Promotion and Chinese International Education. In 2022, the official name was formally adjusted to international Chinese education, as specified in the Catalogue of Disciplines and Majors for Postgraduate

Education (2022) jointly issued by the Academic Degrees Committee of the State Council and the Ministry of Education of the People's Republic of China [2; 3].

At present, more than 210 million people worldwide are learning Chinese. Ninety countries have incorporated Chinese into their national education systems, and Chinese courses have been offered in over 160 countries and regions across the globe. The number of Chinese classes in overseas primary and secondary schools keeps rising year by year, and the demand for Chinese talents in tourism, business, cross-border trade and other fields is also on the increase [1].

Compared with the development requirements of the new era, international Chinese education still faces prominent deficiencies in curriculum construction, local teacher training, artificial intelligence application and facilitating exchanges and mutual learning between Chinese and foreign civilizations. It is urgent to improve development quality and realize the high-quality development of international Chinese education. On this basis, this paper explores relevant development pathways, aiming to attract more academic attention and further research on related issues.

I. Strengthen Curriculum Construction of International Chinese Education

1.1 Refine Development Standards for International Chinese Education Curricula. The high-quality development of international Chinese education essentially lies in the refined, standardized, localized and systematic development of curriculum systems. Only by clearly distinguishing academic and non-academic education modes and standardizing textbook sources and hierarchical systems can we continuously optimize curriculum supply structure, comprehensively improve school-running quality and ensure the steady development of global Chinese education. Currently, international Chinese education boasts diverse school-running forms, diversified learner groups, complex teacher structures and inconsistent teaching materials. Academic education and non-academic education develop simultaneously yet lack effective connection, leading to such problems as poor curriculum adaptability, separation between teaching and practical needs and fragmented educational resources [2].

It is necessary to define the positioning of academic and non-academic education and formulate hierarchical curriculum development standards. Academic international Chinese education focuses on degree education, systematic professional learning and academic ability improvement. Its curriculum design emphasizes systematicness, academic nature, progressive difficulty and professionalism. A complete credit-based curriculum system shall be established in accordance with professional talent training plans, covering core courses such as Chinese linguistics, cross-cultural communication, Chinese national conditions, literature and culture. Relevant rules concerning university credit management, academic assessment, degree conferment, class arrangement, evaluation standards, graduation requirements and academic norms shall be strictly implemented.

By contrast, non-academic Chinese education centers on language application, cultural experience, professional communication and short-term study. Its courses highlight practicality, interest, high efficiency and scenario-based teaching, focusing on daily communication, business interaction, tourism service, cultural exchange and other practical contents. Short-term training courses, interest courses, intensive courses and special skill courses can be flexibly set up. The two types of education shall maintain clear positioning, and implement differentiated and refined management in curriculum objectives, class hour arrangement, teaching difficulty and completion standards, so as to avoid oversimplified academic courses and scattered and disorderly non-academic courses.

We shall standardize the selection, sources and hierarchical coverage of teaching materials to lay a solid foundation for refined curriculum content. Chinese teaching materials mainly fall into three categories: localized textbooks compiled by local institutions, teachers' self-compiled handouts and unified official textbooks for international Chinese education. In curriculum development, applicable scenarios for different textbooks shall be clarified. Localized textbooks that conform to local cultural contexts, language habits and education systems are prioritized for basic popular courses and localized general courses in non-academic education. Academic textbooks with profound theoretical contents are mainly applied to advanced professional courses, postgraduate Chinese courses and academic research courses, while teachers' handouts serve as

supplementary teaching resources. Meanwhile, we need to complete hierarchical textbook coverage ranging from zero-basic learning, elementary communication, intermediate application, advanced academic learning to professional research, so as to form progressive and coherent courses and eliminate discontinuous, repetitive and leapfrog teaching, and guarantee an integrated and logical vertical curriculum system.

We should promote in-depth integration between Chinese teaching and local native language teaching and formulate unified standards for cross-lingual collaborative courses. Chinese courses should not be taught independently, but fully connect with local national language education systems. It is essential to coordinate the teaching logic of Chinese and local official languages, and conduct comparative analysis on grammar, characters, thinking modes and classroom teaching modes. Bilingual comparative courses and cross-cultural courses can be added into curriculum design with reasonable class hour allocation, so as to adapt to local school systems, examination systems and language admission policies and enhance the recognition and local integration of Chinese courses. Through language connection, curriculum standard alignment and joint teaching research, learners' language learning barriers can be reduced, enabling international Chinese education to be fully integrated into local national education systems.

1.2 Optimize Diversified Curriculum Structure Systems. We shall optimize diversified curriculum structures and build a hierarchical curriculum framework consisting of basic courses, core courses and featured expansion courses. We will consolidate basic language courses such as Modern Chinese and Chinese Reading and Writing, strengthen core courses including Chinese Culture, Cross-cultural Communication and Chinese Language Teaching Methodology, and focus on developing featured vocational courses such as Chinese plus Business, Chinese plus Tourism and Chinese plus Science and Technology to make up for the shortage of professional courses. In view of learners at different stages and proficiency levels, we will improve progressive curriculum levels to cover learning needs from zero foundation to advanced application, increase the proportion of general education and practical courses, and balance theoretical teaching and practical training.

Innovations shall be made in curriculum content and teaching modes. Curriculum content shall keep pace with the times, integrate vivid materials such as contemporary China's development achievements, intangible cultural heritage and social stories, and realize the organic combination of traditional culture and modern civilization as well as Chinese stories and global visions. We shall accelerate digital and intelligent transformation, develop high-quality online open courses and virtual simulation courses based on artificial intelligence and big data, and build an integrated online and offline teaching model. Scenario-based, interactive and project-based teaching methods shall be adopted to enrich practical training links and enhance the attractiveness, practicality and learning experience of courses [4].

II. Empowering Local Teachers for Sound Development

2.1 Shift the Dominant Teaching Force from Dispatched Teachers to Local Educators. In the new stage featuring connotative and high-quality development of international Chinese education, overseas local teachers have emerged as the core backbone and fundamental driving force for building a sound overseas Chinese teaching system and sustaining the localized development of Chinese education. Compared with teachers dispatched from China, local teachers possess inherent advantages in native language proficiency, better adaptability to local cultures, and stable long-term teaching commitment. They are more familiar with local educational rules, learners' learning needs and social and cultural contexts, thus serving as key agents to root Chinese education in foreign communities, integrate it into local national education systems, and realize independent and sustainable development.

Currently, the focus of international Chinese education has shifted from large-scale teacher dispatching and external school running to localized connotation building. Only by removing barriers between Chinese and foreign collaborative initiatives, improving full-cycle joint training mechanisms, and facilitating the transformation of local teachers from basic language instructors into expert educators equipped with solid teaching competence, profound sinological knowledge and specialized regional research capabilities, can we fundamentally address core dilemmas including insufficient localization, weak long-term development momentum and lack of distinctive features in overseas Chinese education, and consolidate solid talent foundations for the high-quality advancement of international Chinese education.

2.2 Enhance Local Teachers' Academic Research Capabilities. To optimize the training system for local teachers, it is essential to set clear and targeted development orientations and abandon the traditional training misconception that prioritizes language teaching skills while neglecting academic research. For a long time, training programs for local teachers have mainly focused on short-term courses concerning Chinese teaching skills and basic classroom management, featuring single training objectives and limited competency requirements. As a result, most local teachers are only capable of delivering basic language lessons, lacking systematic knowledge of Chinese history and culture, contemporary national development as well as comparative studies of Chinese and foreign cultures. They are also incompetent in developing localized curricula, establishing distinctive majors and conducting academic research, which greatly restricts the high-quality development of overseas Chinese education.

Accordingly, collaborative training systems between China and foreign countries should establish three-dimensional training objectives. First, foster local teachers to grow into professional educators and academic researchers. They are expected to systematically grasp cutting-edge teaching theories, methodologies and evaluation systems in international Chinese education, and gain the ability to design and deliver Chinese courses covering all learning stages and categories, so as to achieve the transition from skill-based instructors to research-oriented teaching professionals. Second, guide local teachers to become seasoned sinologists with in-depth knowledge of China. They need to build a complete knowledge framework involving Chinese language, history, culture, social conditions and contemporary development, and acquire the capacity to interpret and elaborate on Chinese culture and China's development path accurately and profoundly. This helps bridge cultural gaps and integrate Chinese language instruction with objective understanding of China. Third, cultivate local teachers into professional regional researchers specializing in host countries. They are required to conduct in-depth studies on local educational policies, cultural contexts, social demands and regional characteristics, and master core competencies in localized teaching development, distinctive major construction and cross-regional educational docking, enabling them to act as vital bridges linking education, culture and academic communities between China and other countries.

2.3 Establish Joint Training Mechanisms for Local Teachers. Building long-term and full-cycle collaborative training systems between Chinese and foreign parties constitutes a core measure to improve training quality and fulfill preset training goals. It is necessary to break away from the traditional mode featuring divided responsibilities and merely short-term training, and establish full-chain, coordinated and regular collaborative training mechanisms.

First, launch academic qualification upgrading programs through joint efforts of Chinese and foreign universities. Leveraging the disciplinary strengths of Chinese universities in Chinese education, sinology and regional studies, cooperative programs jointly launched with overseas partner universities can cover undergraduate, master's and doctoral levels. Targeted courses related to international Chinese education, Chinese-foreign cultural comparison and regional studies are offered to provide local teachers with systematic and professional pathways for further academic studies, so as to fundamentally elevate their professional attainments and academic capabilities.

Second, formulate hierarchical and categorized regular training systems. Tailored progressive training plans are designed for local teachers with different teaching experience and proficiency levels. Dual-mentor teams composed of senior experts and backbone teachers from both China and host countries are set up. Through online and offline integrated intensive training, on-the-job internship, teaching seminars and academic tutoring, local teachers can achieve simultaneous progress in teaching skills, sinological literacy and research capacity, putting an end to one-off and fragmented short-term training activities.

Third, build regular platforms for collaborative teaching and research between Chinese and foreign teachers. Joint research teams are established to carry out teaching reform, curriculum development, academic research and textbook compilation collectively. In-depth participation in teaching research practices enables local teachers to improve curriculum development capabilities, take an active part in planning and constructing Chinese majors and distinctive academic directions, and fully grasp core competencies for localized school operation.

To ensure the effective implementation of local teacher training mechanisms, all training outcomes should be translated into practical achievements that conform to local educational realities and regional characteristics. Giving full play to their inherent localization advantages, local teachers can develop targeted localized Chinese curriculum systems and distinctive teaching resources in light of local educational policies, regional features, social demands and learners' development plans. This helps build Chinese majors and featured training orientations compatible with local cultural contexts and educational norms, and thoroughly resolve prominent problems such as poor local adaptability, homogeneous development and disconnection from actual local demands existing in overseas Chinese education.

III. Leveraging Artificial Intelligence to Boost High-Quality Development of International Chinese Education

3.1 Integrate AI-based Learning Communities into International Chinese Teaching Practice. The establishment of AI-enabled Chinese learning communities can deliver high-quality digital educational resources and services from China to learners across the globe, enabling them to learn the Chinese language anytime and anywhere. Against the backdrop of digital education transformation and the drive for high-quality development in this field, the in-depth integration of artificial intelligence and language education has become a key solution to prominent challenges, including uneven distribution of Chinese learning resources, temporal and spatial constraints on learning activities, and insufficient personalized teaching arrangements.

In recent years, global demand for Chinese learning has kept rising. Learners from different countries, linguistic backgrounds and proficiency levels put forward increasingly diverse learning needs, which can hardly be satisfied by traditional offline teaching and single-function online platforms that fail to support ubiquitous, personalized and immersive learning. Therefore, building a worldwide AI-based Chinese learning community is both an innovative application of artificial intelligence in this field and an essential move to advance the inclusive, digital and intelligent development of international Chinese education. By consolidating high-quality Chinese educational resources, providing intelligent learning services and building global communication channels via AI technologies, such communities can fully realize unrestricted Chinese learning for learners all over the world.

Centered on core artificial intelligence technologies, premium Chinese learning resources and digital educational contents, and oriented toward the actual demands of global learners, these communities aim to build an integrated digital learning ecosystem covering resource provision, intelligent instruction, interactive communication and learning assessment.

In terms of resource construction, the community adopts big data and cloud computing technologies to gather high-quality digital Chinese educational resources from domestic universities, professional language training institutions and cultural communication platforms in China, so as to develop a hierarchical and categorized digital resource library applicable to all learning stages and diverse usage scenarios. This library covers learning contents ranging from beginner courses, daily communication and professional practical training to general cultural knowledge. It contains diversified learning materials such as standardized Chinese courses, immersive situational teaching videos, intelligent oral practice materials, interactive Chinese character learning tools, targeted HSK preparation resources and digital reading materials about Chinese culture. Meanwhile, it is interconnected with authoritative platforms including the international version of China National Smart Education Public Service Platform and the Chinese Language Alliance, to achieve global sharing and real-time update of high-quality educational resources.

To address common learning difficulties of learners with different mother tongues, the community adopts AI algorithms to label and classify resources accurately. Customized learning materials are developed in accordance with linguistic features and learning difficulties of learners in Europe, America, Southeast Asia, Africa and other regions. Such efforts break the barrier of mismatched learning resources, and help global learners easily access Chinese learning contents that suit their actual conditions.

In constructing the intelligent teaching service system, the community fully applies large language models, speech recognition, natural language processing, virtual human technology and other mainstream AI tools to deliver round-the-clock personalized learning services, so as to resolve typical difficulties in

conventional Chinese learning such as lack of timely tutoring, low learning persistence and hesitation in oral expression.

Firstly, an intelligent learning companion system is developed with multilingual virtual Chinese teachers and learning partners available for learners. It provides 24-hour online Q&A, oral conversation practice, pronunciation correction and writing revision services. Learners can conduct situational Chinese dialogues with virtual humans to improve their practical language competence through immersive interaction. In addition, the AI learning analytics system automatically collects data on learners' learning duration, answer accuracy, pronunciation errors and weak learning points, generates personalized learning reports, and intelligently recommends exclusive learning plans, targeted exercises and supplementary materials, so as to realize tailored teaching based on individual differences.

Secondly, multi-terminal access is available for mobile phones, computers, tablets and other smart devices. It supports offline resource downloading, fragmented learning and live interactive courses. Learners can make use of spare time to study Chinese at school, home or outdoors, which thoroughly breaks temporal and spatial limits and makes anytime-anywhere Chinese learning accessible.

3.2 Promote Balanced Distribution of Global Chinese Educational Resources via AI Learning Communities. The construction of AI-based Chinese learning communities bears profound practical significance for facilitating high-quality development and global inclusive popularization of international Chinese education. From the perspective of educational equity, such communities eliminate geographical, economic and temporal restrictions on Chinese learning, and promote the balanced allocation of Chinese educational resources across the world. From the perspective of teaching efficiency, artificial intelligence optimizes teaching procedures and adapts learning arrangements to individual needs, which effectively lowers learning barriers, boosts learners' enthusiasm and learning efficiency, and solves the contradiction between large-scale teaching and personalized learning demands. From the perspective of cultural communication, taking Chinese language learning as a carrier, the community integrates traditional Chinese culture and contemporary development achievements into digital resources and interactive scenarios. It enables global learners to gain in-depth understanding of China in the process of language learning, and boosts the overseas dissemination of Chinese culture.

In the future, along with the continuous upgrading of artificial intelligence technologies, AI-based Chinese learning communities will further optimize resource matching effects, upgrade intelligent interactive experience and improve the whole learning ecosystem. Centering on the core demands of global Chinese learners, the platform will constantly enrich high-quality digital educational products and services, and further deepen the integration between artificial intelligence and international Chinese education. It will make Chinese learning an indispensable part of people's daily life worldwide, and inject strong digital momentum into the sustained high-quality development of international Chinese education.

IV. Gather Joint Strengths to Advance Exchanges and Mutual Learning between Chinese and Foreign Civilizations. International Chinese education serves not only as an academic discipline dedicated to popularizing Chinese language and culture worldwide and establishing an international talent training system, but also embodies China's sense of responsibility as a native Chinese-speaking country. It undertakes the mission of cultural dissemination, facilitates people-to-people bonds between China and other nations, and promotes harmonious coexistence of diverse civilizations across the globe.

As the carrier of civilization and a core bridge for cross-cultural communication, the global popularization of Chinese language is never a one-way cultural export. Instead, it takes language as a bond to build a platform for equal dialogue, mutual understanding and two-way interaction among different countries, nations and civilizations. Against the backdrop of in-depth globalization and the interplay of diverse civilizations, the core value of international Chinese education has gone far beyond mere language instruction. It has evolved into a fundamental, pioneering and strategic force that bridges cultural divides, eliminates cognitive prejudices, defuses confrontational risks, boosts win-win cooperation and fosters exchanges and mutual learning among all civilizations.

Essentially, language learning is an in-depth process of recognizing civilizations, understanding cultures and resonating with shared values. While mastering Chinese linguistic skills, learners inevitably get exposed to and gain insight into China's historical heritage, cultural connotations, core values and contemporary development realities embedded in the language. This helps them break away from stereotypes and misconceptions caused by information asymmetry and biased communication. For a long time, estrangement and conflicts between civilizations mainly stem from insufficient mutual understanding and tolerance. Through regular, systematic and immersive language teaching and cultural dissemination, international Chinese education opens a genuine window for people around the world to know China. It enables overseas learners to perceive the peaceful philosophy, inclusive spirit and coexistence wisdom of Chinese culture starting from language learning, and acquire a true, comprehensive and all-round understanding of modern China, thereby fundamentally reducing misunderstandings, eliminating prejudices and easing tensions, and consolidating solid public support and emotional foundation for equal dialogue among diverse civilizations.

Sustainable cultural communication never relies on one-way indoctrination and dissemination, but features equal two-way interaction characterized by mutual learning and common prosperity. While spreading Chinese culture to the world, international Chinese education also creates a two-way channel for China to gain in-depth knowledge of foreign civilizations, local cultures, social realities and development aspirations.

In the course of teaching interaction, academic exchanges and people-to-people communication between Chinese and foreign teachers and students, Chinese educators and cultural disseminators are able to fully learn about the history, traditions, values and development needs of partner countries. They respect the uniqueness and diversity of different civilizations and abandon the wrong notion of hierarchical cultural ranking, so as to realize dialogue and integration between Chinese culture and diverse world civilizations through equal communication. Such two-way mutual learning linked by language not only injects new vitality into Chinese culture, but also enables various civilizations worldwide to draw on each other's strengths for common progress, and truly uphold the core idea that all civilizations are diverse yet harmonious, equal and equally valuable.

To further consolidate and sustain the role of international Chinese education in facilitating exchanges and mutual learning between Chinese and foreign civilizations, it is essential to establish a systematic implementation framework consisting of concept guidance, teaching empowerment, platform support and institutional guarantee, so as to bridge cultural gaps and deepen equal dialogue through targeted and pragmatic measures.

First, adhere to the core philosophy of equality and inclusiveness. Mutual respect and equal treatment shall be taken as the basic principle, and the rigid mindset of one-way cultural output must be discarded. In cross-cultural communication and teaching practice, full respect shall be paid to the uniqueness and diversity of global civilizations, and equal status and developmental value of all civilizations shall be recognized. Efforts should be made to build an open and inclusive platform for cultural dialogue free from prejudice and confrontation, so as to lay a solid ideological foundation for exchanges and mutual learning.

Second, further integrate language teaching with cultural communication. It is necessary to break the separation between linguistic skill training, cultural cognition and value dissemination. Essences of fine traditional Chinese culture, practices of contemporary China's development, the vision of building a community with a shared future for mankind, and achievements of cultural integration shall be fully embedded into the whole teaching system. In this way, the process of learning Chinese can also become a process of cultural recognition, emotional resonance and consensus building, realizing the goal of conveying culture via language and connecting hearts through culture.

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Рецензент: к.филол.н., доцент Апаева С.Х.

УДК 378.147:37.014.54
DOI 10.58649/1694-9099-2026-2-61-67

Ся Ли
Жогорку мектеп, Түндүк-Батыш педагогикалык университети, Ланьчжоу шаары, Ганьсу провинциясы, 730070, Кытай.
Ся Ли
Высшая школа, Северо-Западный педагогический университет, г. Ланьчжоу, провинция Ганьсу, Китай.
Xia Li
Graduate School, Northwest Normal University, Lanzhou, Gansu China

ЖАҢЫ САПАТТАГЫ ӨНДҮРҮМДҮҮ КҮЧТӨР ҮЧҮН КАДРЛАРДЫ ДАЯРДОО: КЫТАЙДЫН БАТЫШ БӨЛҮГҮНДӨГҮ ЖОГОРКУ ОКУУ ЖАЙЛАРЫНДА ӨНӨР ЖАЙ МЕНЕН БИЛИМ БЕРҮҮНҮ ИНТЕГРАЦИЯЛООНУН ЖОЛДОРУ (ТҮНДҮК-БАТЫШ ПЕДАГОГИКАЛЫК УНИВЕРСИТЕТИНИН МИСАЛЫНДА)

ПОДГОТОВКА КАДРОВ ДЛЯ НОВЫХ КАЧЕСТВЕННЫХ ПРОИЗВОДИТЕЛЬНЫХ СИЛ: ПУТИ ИНТЕГРАЦИИ ПРОМЫШЛЕННОСТИ И ОБРАЗОВАНИЯ В УНИВЕРСИТЕТАХ ЗАПАДНОГО КИТАЯ (НА ПРИМЕРЕ СЕВЕРО-ЗАПАДНОГО ПЕДАГОГИЧЕСКОГО УНИВЕРСИТЕТА)

CULTIVATING TALENT FOR NEW QUALITY PRODUCTIVE FORCES: PATHWAYS TO INDUSTRY–EDUCATION INTEGRATION AT UNIVERSITIES IN WESTERN CHINA: A CASE STUDY OF NORTHWEST NORMAL UNIVERSITY

Кыскача мүнөздөмө: Жаңы, жогорку сапаттагы өндүрүштүк күчтөрдүн тездик менен калыптанышынын шартында химия жана химиялык инженерия боюнча магистр жана докоранттарды даярдоо системасы бир катар актуалдуу көйгөйлөргө туш болууда, анын ичинде изилдөө багыты менен өндүрүштүк муктаждыктардын ортосундагы дал келбестик, катуу тартиптик чектөөлөр жана изилдөө жыйынтыктарын практикага жетиштүү түрдө киргизүү. Бул макалада Түндүк-Батыш педагогикалык университетинин химиялык инженерия жана химиялык технология факультетинин мисалында магистр жана докоранттарды даярдоону аймактык өнөр жайлык трансформация процесстерине шайкеш келтирүү, университеттердин, изилдөө уюмдарынын жана өнөр жай ишканаларынын ортосундагы кызматташтыкты тереңдетүү жана окутуунун сапатын баалоо механизмдерин өркүндөтүү менен байланышкан практикалык көйгөйлөр талданат. Анализдин негизинде баалуулук көрсөтмөлөрүнө, билимдин мазмунун кайра курууга, билим берүү платформаларын интеграциялоого жана уюштуруу механизмдеринин синергиясына негизделген биргелешкен кадрларды даярдоонун төрт компоненттүү