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Career prospects in learning Chinese in the Kyrgyz Republic

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Abstract

Relevance. The development of career prospects is an important issue in the process of educational and professional training of students of all specialities. In this context, learning the Chinese language by higher education applicants is of particular relevance due to the expansion and strengthening of educational interaction between the Kyrgyz Republic and China.

Purpose. A goal was developed, which was to investigate the influence of students' Chinese language skills on their level of competitiveness in the modern labour market and career prospects.

Methodology. The study used the methods of analysis, synthesis, comparison, deduction, abstraction, and generalisation.

Results. As a result, the main advantages of acquiring Chinese language skills by future specialists and the possibility of using it in professional activities were established. Special attention in the paper was paid to the current state of ensuring the teaching of this language in universities of the Kyrgyz Republic. As a result, the areas based on which students develop knowledge of the Chinese language were established. The paper proposed methods to increase the efficiency of this process, through the introduction of double diplomas and special bilateral training programmes. In addition, the main advantages of students learning Chinese were revealed, both in the context of future employment and improving the level of professional competence in general. As a result, it was found that the development of proficiency in this language has a direct impact on the expansion of the career prospects of a future specialist.

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Conclusions. Based on the conclusions obtained in the study, it is advisable to use them in the design of curricula for the Chinese language in universities of the Kyrgyz Republic, which do not have this academic discipline.

Keywords: employment; professional activity; labour market; competitiveness; future specialists; foreign language competence.

Introduction

The training of professional personnel is an important component of the state social policy, since the level of the economy and the social well-being of society in the future depends on it. Given this, issues related to improving the process of educational and vocational training of students, and their post-graduation employment are becoming increasingly relevant [1; 2]. In this context, an important place is occupied not only by the general level of knowledge acquired during their studies at the university, but also by additional skills that affect the level of competitiveness of a future specialist in the labour market. That is why, during their academic activities, students need to master not only professional academic disciplines, but also special ones that affect their competence and professional flexibility. One of such educational areas, which is gaining particular popularity, is the study of the Chinese language. This is largely conditioned by China's successful position in the international arena in the economic, political, scientific, and technical spheres. Thus, it is a priority for students from the Kyrgyz Republic to acquire Chinese language skills, which would increase their career prospects in the future [3; 4].

It can be established that in the modern labour market in various fields, a specialist's knowledge of a foreign language, in particular, Chinese, is an advantage over other specialists. Such a specialist has a higher chance of finding a job. This issue is especially relevant in the era of digitalisation, which is actively developing at the moment. This is conditioned by the massive transition of companies to work remotely, which makes it necessary for potential workers to develop skills in digital technologies and a foreign language. This process affects the unemployment rate in the Kyrgyz Republic, which is increasing compared to previous years, in particular, in 2019 it was 2.1%, in 2020 – 2.3%, in 2021 – 2.6%, and in 2022 – 3% [5]. Given this, competition for jobs is increasing, which leads to a decrease in the career prospects of young professionals [6; 7]. In this context, it is important to introduce intensive approaches, in particular, the study of the Chinese language, into the process of preparing students. This step is necessary to expand the opportunities for future employment of specialists, both in Kyrgyzstan and in China.

The problem of this study is to establish the role of Chinese language skills in the process of forming the professional career of young professionals in the Kyrgyz Republic. Special attention should be paid to the data on the level of development and dissemination of the Chinese language in Kyrgyz universities, as well as the priority of having this skill in the modern labour market.

In particular, R. Ferreras-Garcia et al. [8] and T.Y., Ardiyansah [9] characterised the main advantages of learning foreign languages by students while preparing for an internship. They have proved that this allows expanding the scope of facilities for future specialists to hone practical skills, and also increases the chances of their employment

at such enterprises. The conclusions they received should be used in the development of recommendations for improving the integration of the Chinese language into the educational process at universities in Kyrgyzstan. In turn, M. Merrill [10] and N. Can et al. [11] investigated the principles and teaching of Chinese in Kyrgyzstan and students' perception of this process. They found that the educational process is based not only on traditional textbooks and dictionaries on the Chinese language, but also on digital technologies that can be used both during full-time and distance learning. In addition, the approaches of teachers are focused on the development of auditory perception of the Chinese language by applicants, and subsequently its written reproduction. The findings should be applied in the process of describing the current state of development of faculties of universities in Kyrgyzstan, where students learn this language. Unlike previous researchers, W. Zhou [12] established the opportunities that students who have mastered the Chinese language receive. She was able to determine that proficiency in this language affects not only the development of the professional prospects of a specialist, but also their character traits and everyday activities. According to researcher, the study of the Chinese language involves not only a purely linguistic process, but also the comprehensive development of the individual through the knowledge of culture and the features of the perception of the world by this nation. The results obtained can be used to disclose the activities of future specialists who, in addition to professional knowledge, speak Chinese.

Based on the above information, a goal was established, which was to determine career prospects for Kyrgyz students learning Chinese. The following tasks were also included in the work: to determine the current level of prevalence of the Chinese language in the world; to establish the number of universities in Kyrgyzstan that provide students with the opportunity to master the Chinese language; to develop recommendations for improving this type of educational activity; to characterise the benefits for future specialists that they receive as a result of learning Chinese.

Materials and Methods

The method of analysis was used to highlight such categories as “Chinese language”, “career prospects”, and “competitiveness”. They were analysed, based on which their properties related to the educational activities of students and employment were determined. The analysis divided the general object of research, namely, the development of career prospects in the process of studying Chinese by students into separate elements listed above. This method is necessary to investigate each separate and independent component of the topic of the study. The analysis was used to express the relationships between the structural parts of the object of study, namely, the skills in the Chinese language and career prospects. The synthesis was necessary to identify the relationship between the

above-mentioned skills of future specialists and the success of their employment. This method allowed combining the common properties of these components and expressing their influence on each other in the educational activities of educational subjects.

The comparison was used to express the advantages of students learning Chinese. This method assumed a comparison of the competitiveness of an ordinary specialist and a person who additionally speaks the language mentioned above. The comparison was also used to express the student's capabilities and their assessment in the context of future employment. Based on this method, the main approaches and vectors are described, according to which the process of educational interaction between the Kyrgyz Republic and China is implemented. The deduction was used to express the influence of the Chinese language on the level of professional competence of a student based on general knowledge about the principles of educational and professional training of applicants for higher education in the universities of Kyrgyzstan. This method was necessary to identify the specific properties of a future specialist who speaks Chinese in the general labour market, in accordance with modern conditions. Deduction was also used to form clear educational recommendations based on the general content of curricula at universities in Kyrgyzstan, where students learn Chinese.

The abstraction was used in the process of describing the level of the Chinese language in the modern linguistic environment around the world. It provided for the identification and description of specific data concerning the spread of the Chinese language, and its use in various fields of professional activity of people. Considering this, abstraction was necessary to establish and consolidate the advantages of studying Chinese by Kyrgyz students. The generalisation was necessary to identify and assess the overall level of development of the educational environment in Kyrgyzstan in the context of teaching Chinese. This method was used in the study of the available tools and principles on the basis of which this process is carried out. Moreover, this method was used in the course of systematisation of areas responsible for expanding the scope of student opportunities in the process of professional internship. Generalisation was necessary to express the general influence of Chinese language skills on the career prospects of future specialists and their personal development. This method described promising areas for student employment related to the use of knowledge of the Chinese language.

Results

The study of the Chinese language is a priority in the course of educational and professional training of future specialists in various fields. This is conditioned by the prevalence of this language in the world and the possibility of future employment of students in China. According to statistics, the Chinese language prevails in terms of the number of people to whom it is native, in comparison with English, since its indicator is 1.2 billion persons, and the second is native only to 379 million [13; 14]. Thus, the number of people for whom Chinese is a second language is even greater, which indicates its global prevalence in different countries and spheres of activity of individuals.

In addition, describing the general features of the Chinese language, it is necessary to pay attention to the fact that China's economy is developing most dynamically among other countries, and its share in the world GDP is about 20% [6]. Based on this, the probability of future cooperation with Chinese entities for students of Kyrgyz universities is quite high. Considering the factors described above, it can be established that learning Chinese is associated with economic growth, and therefore implies success for business entities, business and career prospects. This indicates the expediency of learning Chinese for the development of professional skills of future specialists in Kyrgyzstan. In addition to the factors disclosed above, it is advisable to pay attention to other motives for students to learn Chinese. Future specialists can get acquainted with Chinese culture and approaches to performing professional tasks; start their own business in China; improve the level of professional training in the best educational institutions in China. In view of this, it can be established that there is a direct and close connection between the process of learning Chinese and the concept of career prospects for students of Kyrgyz universities. That is why it is advisable to consider the current state of ensuring the teaching of Chinese in higher educational institutions of Kyrgyzstan.

First of all, the Chinese language is being integrated into educational programmes in Kyrgyzstan due to the educational cooperation of Kyrgyzstan with the People's Republic of China (PRC). This takes place in the form of joint educational projects, which include bachelor's and master's educational materials, general postgraduate studies, the introduction of mutual scholarship programmes, and the organisation of educational exchange projects. An example of the above facts is the opening of the Confucius Institute at Bishkek State University. K. Karasaeva and Jusup Balasagyn Kyrgyz National University in 2007 [15]. Thus, ensuring the dissemination of the Chinese language in the educational environment of Kyrgyzstan is a complex system that includes many components and tools. To date, only 10 universities in the Kyrgyz Republic are teaching Chinese. Such educational centres include: Kyrgyz-Russian Slavic University, Bishkek State University. K. Karasaeva, Jusup Balasagyn Kyrgyz National University, Kyrgyz State University named after I. Arabaeva, B. N. Yeltsin Kyrgyz-Russian Slavic University, Naryn State University S. Naamatova, Osh State University, Osh State Pedagogical University named after A. Myrsabekov, Kyrgyz State Technical University named after A.I. Razzakova, Kyrgyz-Turkish University "Manas" [15]. In addition, in 2013, another Confucius Institute at Osh State University was launched, which is funded by China. China also provides 50 Kyrgyz students with annual studies at Chinese universities [4]. Based on the above, it can be established that in Kyrgyzstan there are a number of educational cells of different types, both public and private, which are aimed at teaching Chinese to students.

Despite this, some important aspects of cooperation between PRC and Kyrgyzstan in the context of students learning Chinese have not yet been resolved. In particular, there are no double degree programmes that would ensure the possibility of using the linguistic skills acquired by students in the future. Such an approach would improve the career prospects of future Kyrgyz specialists, since they

could realise their professional activities in two republics at once. One of the main obstacles in ensuring such an approach is the lack of funding. Given this, most universities in Kyrgyzstan prefer to organise short-term projects that are less promising compared to long-term

ones. This factor also affects a small number of consumers of educational services within the framework of Kyrgyz-Chinese educational programmes. According to statistics, in 2019 only 107 Kyrgyz students studied Chinese in 2020 – 123 people, in 2021 – 134, and in 2022 – 145 (Figure 1).

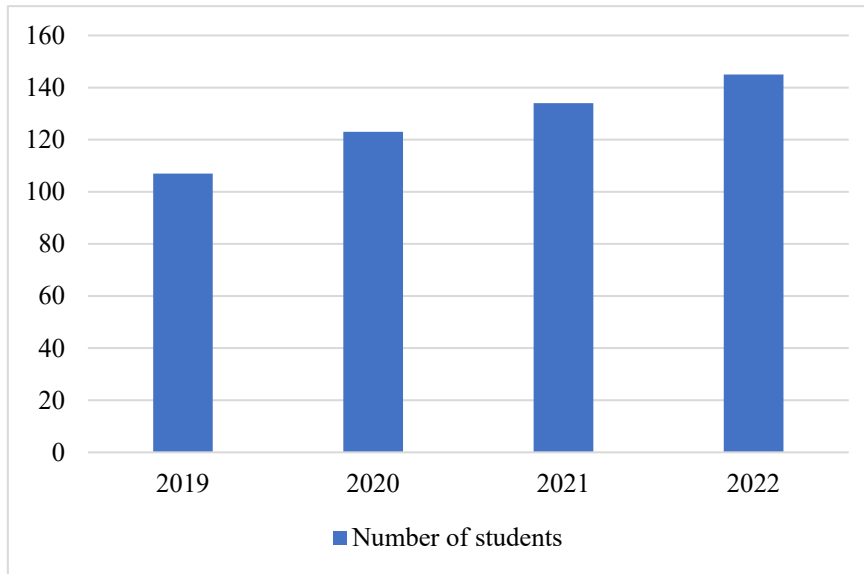


Figure 1. Ratio of the number of education applicants in the Kyrgyz Republic who developed Chinese language skills in the period 2019-2022

Source: W. Zhou [12].

In addition to the introduction of double diplomas for the development of Chinese language learning in Kyrgyzstan, it is advisable to ensure the establishment of direct interuniversity ties between the PRC and the Kyrgyz Republic, based on which to create special associations of specialised universities of the two countries. As a result, it will be possible to design joint scientific and educational programmes and plans, and implement joint scientific events. The priority of this approach is confirmed by statistical data, since according to them, there are currently more than 1,000 universities with technical specialties in China, accounting for 91% of the total number of Chinese educational institutions [16]. It is possible to link the study of the Chinese language and career development through the projects described above, namely, the organisation of both educational training of students and their professional internships, including in technical universities in China. Specifically, in the field of technical development and training of professionals, China is introducing special technical technologies in foreign countries. As an example, Tajikistan opened the Lu Ban workshop in 2022, which aims to train professionals for “One Belt, One Road” projects around the world [17]. The expediency of attracting such technology in Kyrgyzstan is explained by the fact that China provides students with technical equipment and Chinese teachers. Compared with other approaches, such as the provision of grants, this facilitates the development of practical skills of future specialists using the Chinese language. As a result, Chinese enterprises independently provide students with additional training for future employment in their companies. It is possible to trace the relationship between students learning Chinese and their ability to participate in various educational projects aimed at developing their professional competence.

For the implementation of the above educational programmes, it is a prerequisite for Kyrgyz students to speak Chinese, including for studying at universities in China. In this context, future specialists should have a perfect level of Chinese language proficiency, since their development in both the socio-cultural and educational and professional spheres will depend on it. During the initial stage of learning Chinese without prior preparation, Kyrgyz students should pay special attention to listening to lectures in this language. Auditory memory will allow forming an understanding of the pronunciation of certain words, methods of constructing sentences, and ways of expressing a personal opinion, including in the course of teamwork. It is also advisable to involve Chinese teachers in teaching Chinese in Kyrgyz universities to increase the volume of special academic disciplines. A prerequisite is the proficiency of these teachers in the Russian language, so that communication between the subjects of the learning environment is effective and understandable. As a result of these approaches to the development of educational areas in Kyrgyz universities, students will be able to freely stay in a Chinese-speaking environment after completing their studies and realise their professional careers.

Based on the information described above, which concerns the current state of teaching and learning Chinese in Kyrgyzstan, a list of career prospects arising as a result of obtaining such knowledge by a student should be highlighted. The future specialist will be able to carry out professional activities in various fields and areas of employment, for example, to be a translator in various companies, including Chinese or foreign ones that build relationships with China. In this process, a student who speaks Chinese will be able to provide a wide range of services related to the creation, analysis, translation, and evaluation of texts of various volumes. In addition, the

future specialist, as a translator, will be able to process text information in Persian, Kyrgyz, and Russian. This indicates the possibility of their employment in translation agencies of various forms and volumes, other humanitarian foundations, museums, and art and cultural centres, including embassies. This list is not exhaustive; therefore, it may expand depending on the level of additional industry knowledge of the specialist. Despite this, the proposed options allow students to find a job in Kyrgyzstan, China, and other developed countries.

In addition, a student with perfect knowledge of the Chinese language can be a scientific and pedagogical worker in various forms of educational institutions, including private ones [18-20]. Such a student can engage in such activities independently, as a tutor, and in the future open their own language school in Kyrgyzstan. The specialist can also provide training for interns at various enterprises in China. Given the current conditions of digitalisation, a student can be involved in working with media and communication technologies in electronic media in Kyrgyzstan, as well as in foreign countries [21; 22]. In view of the above, it should be established that a specialist in the knowledge of the Chinese language can be professionally implemented in such areas as government, business, mass media, and education not only in China or Kyrgyzstan, but also in other countries where this language is used, for example Singapore. The indication of Chinese language skills in the resume of a specialist is an important element for increasing the level of his competitiveness and career prospects, since such a specialist can become an invaluable employee for an enterprise engaged in its activities in China [23; 24].

Special attention should be paid to statistical data on the number of Chinese companies that are located in Kyrgyzstan and, accordingly, provide jobs for Kyrgyz citizens with knowledge of the Chinese language. Thus, there are 644 companies in total, and the number of employees varies depending on the region of the state. In the Chui region – 53.7 thousand persons, in Jalal-Abad region – 48.8 thousand persons, Issyk-Kul region – 63.6 thousand persons, Osh region – 31.6 thousand persons, Osh city – 28.3 thousand persons, Talas region – 13 thousand persons, Batken region – 5.2 thousand persons, Naryn region – 7 thousand persons [18; 25]. This indicator affects the volume of investments allocated by China for the construction and operation of these enterprises, namely about USD 206.1 million for 2022 [18]. Therefore, it can be established that people who speak Chinese can realise their knowledge at Chinese enterprises even within Kyrgyzstan. Thus, the greatest advantage of students learning Chinese is a significant expansion of the vectors of their future employment. This is conditioned by the fact that China now attracts the most foreign investment, and also actively invests independently to ensure high-quality economic cooperation around the world. That is why there is a great demand for professional personnel from foreign countries to build links between the new China and the world.

Discussion

The development of foreign language skills among future specialists is the object of inquiry by many researchers. The prevalence of this topic in pedagogical doctrine is

caused by a significant increase in competition in the labour market, therefore, the question of providing future specialists with career prospects, including through learning Chinese, is increasingly relevant.

G. Deekshitha and L. Mary [19] and L. Kirss et al. [20] investigated the features of the multilingual programme and ways of its implementation in educational institutions to improve the level of training of students, in particular, in the field of linguistics. They established that the essence of this Chinese programme is a combination of national curricula with Chinese ones. Based on this, the establishment of an academic foundation within higher educational institutions is taking place, which affects the scope of opportunities for the further development of a specialist. The researchers have established the purpose of such programmes, which is to train future specialists with a developed functional level of Chinese language proficiency, which will provide them with the opportunity to continue their studies or professional activities in China. They pay special attention to the possibility of students receiving education in Chinese universities in certain specialities without additional training and improving their own level of professional competence. The researchers also note that students who have learned Chinese can retrain at any world university, using this knowledge in the context of individual specialities. The mission of such a multilingual programme is to immerse the future specialist in a multilingual environment, thereby developing a multipolar world and improving the understanding of the specifics of foreign languages [26-28]. The researchers argue that the priority of implementing this programme in higher education institutions is also that, in addition to the developed academic component, students will be able to acquire high-quality soft skills, which also affect their competitiveness in the labour market. The position of the researchers has common features with the results of this study, since it also proposed the use of bilingual diplomas in Kyrgyzstan. Both approaches involve the application of multilingual principles in the organisation of educational activities.

In turn, Y. F. Gong et al. [21] revealed ways for students to learn Chinese in accordance with the terms of the present. He found that digitalisation has affected all spheres of public life, including educational, and therefore such information technologies have gained particular popularity among educational tools. Therefore, the researcher drew attention to the specific features of using digital programmes when learning Chinese by future specialists at the university. According to researcher, the use of Internet resources in the educational process allows improving the quality of students' education, and therefore meet not only personal, but also future professional needs. The researcher claimed that during the study of the Chinese language, digital tools allow training different forms of speech activity, combine them with each other and use them comprehensively, improve linguistic skills, and develop communicative situations. The researcher analysed the work of such programmes as GoogleClassroom, Quizlet, Trainchinese, and Purple Culture. As a result, it was found that the first one is the most popular among them, most teachers at universities use this application. The least relevant among educational subjects is the PurpleCulture, although according to

researchers it is the most functional. This is conditioned by the fact that this application is free and publicly available, and most importantly allows converting various terms from English into Chinese characters [29; 30]. This converter also can translate text fragments, voice them, and even download such a sound recording. The use of this digital application is useful both during the student's work with the teacher when learning Chinese, and independent processing of the material by a future specialist [31]. In the conditions of digitalisation, the involvement of information technologies in educational activities is a mandatory element [32]. In the study, attention was paid directly to the relationship between Chinese language skills and the digitalisation of society in the context of attracting students to work with media and communication technologies.

Unlike previous researchers, K. Mayumi and Y. Zheng [22] described the benefits of students learning Chinese from different angles. The researchers have formed several vectors that are developing in connection with the acquisition of knowledge of this language by a person. First of all, the researcher focused on such a factor as a successful business. She noted that China is one of the most popular and successful business partners in the entire international economic market. Thus, business cooperation with Chinese enterprises is economically beneficial [33]. Attention is drawn to the fact that an entrepreneur who is fluent in Chinese will be able to independently conduct their own business and develop it by establishing contact with Chinese representatives without intermediaries [34-36]. In addition, like previous researchers, she separately noted the availability of education. This component is important in the system of professional competence of a specialist, since it allows increasing the level of their skills even after graduation [37; 38]. The researcher drew attention to the fact that the educational environment and PRC approaches are among the best in the world, so a large number of specialists take additional training courses there aimed at retraining or improving their own qualifications. This has an impact on the competitiveness of the employee and their demand in the modern labour market. The researcher paid special attention to such factors as rich history and culture. They can be associated not only with the professional career of a person, but also with the personal cultural development of a person. The study of the Chinese language also pursues additional goals related to the opportunity to learn the history of Asia and China, as well as to permanently reside in it [39-41]. Describing the advantages of the Chinese language, the researcher also drew attention to its prevalence. In this context, she found that this language is popularised in various spheres of human activity, which increases the demand for workers who speak it. Given this, it is necessary to establish common features between the work of the researcher and the conclusions obtained in the paper. To a greater extent, it is similar to establishing a link between the acquisition of Chinese language skills and professional personal development. Jointly disclose the benefits of future employment of students both within their own country and abroad, provided they have a perfect understanding of the Chinese language [42; 43].

The paper by Y. Chen et al. [13] has similar features, when the researcher analyses the role of Chinese language

skills in business for future entrepreneurs. He claims that the "human factor" plays a special role in each type of entrepreneurial activity. In this context, a businessman's knowledge of Chinese allows improving relations with business partners, to better understand each other. In addition, this approach significantly saves the future entrepreneur's funds, since they do not need to spend them on an interpreter, thereby not involving intermediaries in their business [44]. Thus, in the course of educational and professional training in learning a foreign language, including Chinese, the prerequisites for the successful professional development of a person in the future are established. The disclosed position has common features with the results of the study, since it proves that the development of foreign language skills contributes to the improvement of the professional status of an individual. This allows a specialist to be successfully realised both within the company and self-employment, in particular, develop their own business.

Based on the above, the advantages of students learning Chinese and using these skills in their professional activities are quite bright and noticeable. This is evidenced by the positions of researchers who managed to describe ways to implement Chinese language skills by applicants for higher education in their future professional life and career.

Conclusions

As a result of the conducted research, it was found that there is a direct connection between the career perspective and the study of the Chinese language, which is reflected in the course of the professional activities of future specialists. The study found that Chinese is one of the most widely spoken in the world and is used in various areas of employment. Based on the acquisition of Chinese language skills, the future specialist increases the level of their competitiveness in the labour market. This follows from the fact that a student can be involved in work both within Kyrgyzstan and abroad, in particular, at enterprises in China. The paper described the advantages of learning Chinese for a specialist, including the expansion of employment opportunities, development of their own business, and increasing the level of professional competence. Thus, proficiency in this language allows a future specialist to develop not only professionally, but also personally, by studying individual disciplines in leading universities in China without an interpreter.

Special attention was paid to the current level of development of the institution of Chinese language teaching in the universities of Kyrgyzstan. Based on this, a list of universities with departments dedicated to the study of the Chinese language by students is compiled. The paper suggests ways to improve the efficiency of the process of presentation and consolidation of acquired knowledge by applicants for education. In particular, it is advisable to introduce double diplomas in the context of educational cooperation between Kyrgyzstan and China. This approach will significantly affect the employment opportunities and career development of Kyrgyz specialists in the international labour market, in particular, in China. In addition, it is important not only to continue to support, but also to improve the system of interrelations between higher educational institutions of Kyrgyzstan and China, for

example, through the establishment of special associations of specialised universities. As a result, it would be possible to increase the level of efficiency of the Chinese language teaching process in Kyrgyz universities, which will positively affect the future activities of students in various fields of professional employment.

Therefore, mastering the Chinese language leads to a number of advantages for future specialists. This indicates the priority of such an approach, which should be fundamental in the organisation of university activities. That is why, in future studies, attention should be paid to

the specifics of the design of curricula for learning Chinese based on the use of digital learning technologies.

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Conflict of Interest

None.

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Кар'єрні перспективи при вивченні китайської мови в Киргизькій Республіці

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Анотація

Актуальність. Розвиток кар'єрних перспектив є важливим питанням у процесі освітньої та професійної підготовки студентів усіх спеціальностей. У цьому контексті вивчення китайської мови здобувачами вищої освіти набуває особливої актуальності у зв'язку з розширенням і зміцненням освітньої взаємодії між Киргизькою Республікою та Китаєм.

Мета. Була розроблена мета, яка полягала в дослідженні впливу володіння студентами китайською мовою на рівень їх конкурентоспроможності на сучасному ринку праці та кар'єрні перспективи.

Методологія. У дослідженні використано методи аналізу, синтезу, порівняння, дедукції, абстрагування та узагальнення.

Результати. У результаті було встановлено основні переваги оволодіння китайською мовою майбутніми фахівцями та можливості її використання у професійній діяльності. Окрему увагу в роботі було приділено сучасному стану забезпечення викладання цієї мови в університетах Киргизької Республіки. У результаті було визначено напрями, на основі яких студенти формують знання китайської мови. Запропоновано шляхи підвищення ефективності цього процесу шляхом запровадження подвійних дипломів та спеціальних двосторонніх навчальних програм. Крім того, виявлено основні переваги вивчення студентами китайської мови як у контексті майбутнього працевлаштування, так і підвищення рівня професійної компетентності загалом. У результаті з'ясовано, що розвиток володіння цією мовою має безпосередній вплив на розширення кар'єрних перспектив майбутнього фахівця.

Висновки. Виходячи з висновків, отриманих в ході дослідження, доцільно використовувати їх при розробці навчальних програм з китайської мови в університетах Киргизької Республіки, які не мають цієї навчальної дисципліни.

Ключові слова: працевлаштування; професійна діяльність; ринок праці; конкурентоспроможність; майбутні фахівці; іншомовна компетентність.