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Comparative study on curriculum design of art education between China and Kyrgyzstan

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Abstract

Relevance. The comparative analysis of art education curricula in China and Kyrgyzstan offers valuable insights for enhancing educational programs in both countries.

Purpose. This study aims to identify commonalities and significant differences in the approaches to shaping art education systems in China and Kyrgyzstan.

Methodology. A comparative analysis, induction, and deduction were employed to comprehensively examine the art education curricula in both countries and identify notable differences and common principles.

Results. The study reveals significant differences in curriculum development strategies. China's centralized system with a rigidly structured curriculum is contrasted with Kyrgyzstan's more flexible approach, allowing for individualized choices in topics and teaching methods. Cultural and historical aspects significantly influence curriculum development, with Kyrgyzstan emphasizing national artistic traditions and China supporting both traditional and contemporary art movements.

Conclusions. The differences in curriculum development strategies highlight the substantial impact of cultural and historical factors on art education in various countries. The study provides a valuable foundation for exchanging experiences and improving the quality of educational programs in both China and Kyrgyzstan.

Keywords: curriculum development strategies; educational standards; teaching methods; cultural influence; artistic skills.

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Introduction

Art education plays an important role in shaping the cultural and educational environment, and its significance cannot be underestimated. A comparative study of art education curricula in China and Kyrgyzstan is a relevant and important research topic, especially in the current context of a rapidly changing world and cultural diversity.

Contemporary art and culture are in constant development and change. It is influenced by various factors such as technological progress, socio-cultural changes and global challenges. The arts are becoming increasingly diverse and multi-layered, encompassing both traditional and contemporary forms. In this context, it is important to explore how arts education programmes respond to these changes and promote diversity and creativity in students.

There are differences in approaches to arts education in different countries due to cultural and educational backgrounds. A comparative study of art education curricula aims to identify these differences and understand how they affect the process. These differences in approach have an impact on the whole learning process, from the choice of teaching materials and teaching methods to assessment and expectations for students. The study aims to better understand these differences and their impact on the learning process in each country, as well as to identify potential ways for cross-fertilization of educational practices between China and Kyrgyzstan in the arts.

According to M. Ysmayilov et al., there is considerable diversity in the approach to arts education in different countries [1]. The European system emphasizes broad art education, while in North America, the focus is on professional specialization. As A. Ibraiyim kyzy et al. said, the influence of the Chinese model of art education on Kyrgyzstan and possible negative consequences for the unique Kyrgyz artistic traditions [2]. K. Muratbek points to China's role as a world leader in contemporary arts and its influence on neighbouring countries, including Kyrgyzstan [3]. This opens up the potential for Kyrgyzstan in the development of modern arts and technologies.

A. Alimbekov notes the importance of taking into account cultural differences in the formation of curricula, and emphasizes that maintaining a focus on national artistic traditions is important for the preservation of Kyrgyzstan's unique cultural identity [4]. According to G. A. Omurzakova, the significance of modern arts and technologies in China and points to the potential of training using modern methods in Kyrgyzstan [5].

Referring to the definition of M. Musakanova, art education in both countries attaches great importance, but applies different approaches [6]. China is characterized by a more centralized system with a focus on traditional and contemporary arts. While Kyrgyzstan provides more educational freedom and pays attention to national artistic traditions.

The purpose of this article is to conduct an in-depth comparative analysis of art education curricula in China and Kyrgyzstan. The endeavour is to identify similarities and differences in the structure, content, and teaching methods in the two countries. The study aims to understand what factors influence the formation of art curricula and how these curricula meet cultural, educational and global requirements.

This study also identifies the influence of cultural factors in shaping curricula and emphasizes the need to preserve and promote cultural heritage in art education in both countries. The main objectives of the study are:

- to analyse the cultural and educational characteristics influencing curriculum design in each country.
- to identify potential areas for sharing experiences and improving the quality of arts education.

Materials and methods

The main objective was to analyse in detail the structure, content, and objectives of these educational programmes, with the subsequent identification of peculiarities and differences in the organization of the educational process. To carry out the analysis, official documents including curricula, study programmes and normative acts regulating the process of art education were involved. The analysis of the structure of the curricula included identifying the disciplines included in them, analysing the goals that students are expected to achieve, and establishing the requirements of the teaching load. The curricula in China provide a total number of 20 subjects, among which the major disciplines include drawing, composition, art history, and sculpture. These programmes cover undergraduate, graduate and postgraduate levels, and are characterized by an in-depth study of art history, which helps to provide students with a cultural context. While in Kyrgyzstan, the curricula include 15 subjects focusing on drawing, graphics, art of crafts and art pedagogy. These programmes are focused exclusively at the undergraduate level and emphasize the development of visual creativity skills and mastery of art production. Kyrgyzstan focuses on preparing students to teach art. Thus, the programme in China leans towards theoretical aspects, including in-depth study of art history, while the Kyrgyz programme focuses on developing practical art skills and preparation for teaching.

The results of the comparative analysis have been used to develop more tailored and effective educational programmes, and to improve mutual understanding and cooperation in education between China and Kyrgyzstan. This analysis provides valuable insights for developing more informed strategies in the teaching process, which ultimately contributes to improving the quality of art education in both countries.

Induction and deduction were applied in the curriculum analysis with different objectives. Induction was used to dissect in detail specific elements and details in the curricula, allowing to identify the peculiarities and specificities of the educational approaches in each of the countries under consideration. On the other hand, deduction was used to generalize and identify common principles and patterns in the approaches to art education in China and Kyrgyzstan. This method of analysis allowed going beyond specific data and extracting generalized conclusions, which is important for understanding more global trends and characteristics of art education systems in both countries. Thus, induction and deduction complemented each other, providing a fuller and deeper understanding of the characteristics and general principles in arts education programmes.

To understand the essence of art education in the context of China and Kyrgyzstan, data synthesis was used. This method allowed combining disparate fragments of information about the structure of curricula and educational standards, creating a unified view of the art education system in both countries. Further, abstraction was applied in order to highlight fundamental characteristics and key features, allowing for a more in-depth and meaningful analysis. This approach was essential for identifying the core principles and values embedded in the educational programmes and understanding how they shape the educational process in the field.

In the synthesis process, the findings were analysed and systematized to identify common findings and conclusions relevant to the curricula in China and Kyrgyzstan. This stage of analysis allows for the reduction of a variety of facts and details to central and generalized ideas, which is essential for identifying common trends and characteristics in the educational programmes of both countries. The application of this method of data synthesis is strategically important as it highlights key aspects that influence the learning process and builds an understanding of the main trends prevailing in art education.

Results

Both countries attach high importance to arts education and invest significant resources in its development. China and

Kyrgyzstan are striving to develop their educational systems and keep up with modern trends in art and culture (Table 1). China has a centralized system with a rigid curriculum that includes both traditional and modern arts. While Kyrgyzstan provides more educational freedom and flexibility, with an emphasis on national artistic traditions.

The comparative analysis also revealed the influence of cultural and educational factors on curriculum design. Kyrgyzstan emphasizes national artistic traditions and strives to preserve its cultural characteristics, while China actively invests in modern arts and technology while preserving its traditional arts. Before independence, Kyrgyzstan was part of the Soviet Union. Art education in Kyrgyzstan was then oriented towards Soviet standards, and teaching methods were heavily influenced by Soviet pedagogy. During this period, special attention was paid to the development of technical skills in the arts, such as painting and sculpture, taking into account the principles of socialist realism. With independence in 1991, Kyrgyzstan began to develop its own education system and art education in particular. The country currently has a number of institutions providing education in the fine arts, including fine arts academies and vocational schools. Art education courses in Kyrgyzstan cover a wide range of disciplines, including painting, sculpture, graphics, design, as well as art theory [7].

Table 1. Results of comparative analysis of educational programs

Comparison criterion	China	Kyrgyzstan
Curriculum structure	Basic disciplines at the beginning. Specialization after 2 years	Basic disciplines at the beginning. Specialization after 2 years
Basic disciplines	Drawing, painting, sculpture, composition. Modern technology and design	Drawing, painting, sculpture, craftsmanship. Less emphasis on modern technologies
Modern technologies	Emphasis on the use of computer graphics and design	There are corresponding courses, but less pronounced emphasis
Duration of the program	Bachelor's programs are usually 4 years	Bachelor's programs are usually 4 years
Availability of specialized courses	Wide range of specialized courses	Available, but selection limited
Methods for assessing knowledge and skills	Mixed methods, including exams and hands-on projects	Assessment includes exams and practical work
Level of international accreditation	High level of international accreditation	May be lower at some accreditation levels
Student support system	Tutoring, career support, extensive libraries	Basic support is available, but with limitations
Alumni success	Graduates are employed in the fields of design, art, and creative industries	Graduates successfully integrate into local artistic environments. They open their own art studios and actively participate in exhibitions and projects

Source: created by the authors

A comparative analysis of educational programmes in China and Kyrgyzstan reveals a number of key differences and similarities. Both countries offer basic disciplines at the beginning of studies, with further specialization after two years. However, there are differences in the emphasis of the core disciplines: China emphasizes modern technology and design, while Kyrgyzstan places greater emphasis on drawing, painting, sculpture and

craftsmanship. An important aspect is also the length of programmes, which in both countries is usually 4 years for undergraduate programmes. China offers a wider range of specialized courses, including an emphasis on computer graphics and design, while access to such courses is limited in Kyrgyzstan. Methods of assessing knowledge and skills also differ: China uses mixed methods, including exams and practical projects, while in Kyrgyzstan assessment

includes exams and practical work. It should also be noted that educational programmes in China have a high level of international accreditation, while in Kyrgyzstan accreditation may be lower at some levels. An important element of the educational process is the student support system. In China, it includes tutoring, career support and extensive libraries, while in Kyrgyzstan the main elements of support are available, but with some limitations. The success of graduates of educational programmes in both countries has its own characteristics. In China, graduates are successfully employed in design, art and creative industries. While in Kyrgyzstan, they successfully integrate into local art environments, open their own art studios and actively participate in exhibitions and projects.

In Kyrgyzstan, strengthen the introduction of modern technologies in the educational process to increase the competitiveness of graduates in the global labour market. In China, emphasize the development of practical skills and mastery of handicrafts to preserve art traditions. Encourage the exchange of experience between educational institutions in both countries to enrich art education and cultural diversity. These recommendations will help to improve the quality of art education in both countries and prepare graduates for successful careers in art and design. Contemporary art education in Kyrgyzstan places great emphasis on the development of creative thinking, student self-expression and research in art. Study programmes include practical classes and master classes, as well as theoretical courses that help students deepen their understanding of art and culture.

Nevertheless, there are certain problems in art education in Kyrgyzstan. Insufficient funding and limited access to resources can complicate students' opportunities. In addition, the education quality assessment system needs to be improved and more modern and innovative teaching methods need to be developed.

The educational system in China comprises a multitude of educational institutions covering general, higher and specialized arts education. It includes both universities, technical colleges and specialized arts education institutions such as academies and art institutes. Programmes in China can cover a variety of art fields, including painting, sculpture, music, dance, theatre, architecture, and other artistic disciplines. Students can choose areas of study depending on their interests and needs. Arts education programmes are offered at various levels: undergraduate, graduate and postgraduate. The length of programmes can vary depending on the level of education and specialization, but on average, Bachelor's degrees last 4-5 years, Master's degrees last 2-3 years, and postgraduate degrees last 3-5 years [8].

The educational system in Kyrgyzstan has a narrower specialization in the arts. The number of specialized art schools in the country is limited compared to China. Programmes in Kyrgyzstan probably have a more limited range of areas of study compared to China, but can still cover various art forms such as painting, sculpture, music, dance, etc. Arts education programmes are also offered at different levels: undergraduate, graduate and possibly postgraduate. The duration of programmes in Kyrgyzstan may be similar to Chinese programmes, but the exact duration may vary depending on the specific specialization and institution. Both of these countries provide arts

education programmes at different levels, but differences may include the number of specialized institutions and the variety of majors available.

There are a huge number of institutions offering arts education in China. This includes universities, academies and art institutes, as well as technical colleges and other educational organizations. At prestigious institutions, such as the Central Academy of Fine Arts, teachers are usually highly qualified and have a wealth of experience in their field. They may have doctorates, master's degrees and many publications or exhibitions that showcase their professional achievements. Teachers in China also have opportunities for ongoing professional development, including participation in masterclasses, seminars, conferences, and other educational activities. Many teachers at prestigious Chinese educational institutions may also conduct research activities in their areas of expertise.

In Kyrgyzstan, due to the more limited number of specialized educational institutions in the arts field, teachers may have less access to a variety of professional development programmes. The qualifications of teachers can vary depending on their experience and education. Some teachers may have advanced degrees, while others may have more practical experience. Research activity among teachers in Kyrgyzstan may be less prevalent, especially when compared to teachers in prominent Chinese institutions. Teachers in Kyrgyzstan can obtain additional qualifications through professional development courses, seminars, and other educational programmes, but these may be less diverse and accessible compared to China [9].

There is access to outstanding material resources in China, especially at large and prestigious arts institutions. Large educational institutions usually have state-of-the-art art studios, modern facilities and libraries, which provide students with the opportunity to develop their creative potential to the fullest.

Both of these countries provide arts education programmes at different levels, but differences may include the number of specialist schools and the variety of streams available. Modern art studios and professional equipment provide students with hands-on learning and art-making opportunities. In China, especially at large institutions, such resources are usually available in extensive quantities, fostering students' creativity. In addition, libraries with a variety of fiction, monographs and electronic resources enrich the educational process.

In Kyrgyzstan, especially in smaller educational institutions, resources may be limited, which may affect the availability of modern art studios and professional equipment for students. However, even with limited resources, students can have basic opportunities for hands-on learning and creativity.

Analyses of graduate success rates in China indicate outstanding achievements in professional careers. Graduates from major institutions such as the Central Academy of Fine Arts achieve outstanding success in their respective fields of art. Participation in national and world exhibitions and competitions allows them to showcase their talents and make important connections in the arts industry. In addition, the publication of work in trade

publications complements the career achievements of graduates [10].

Successful careers of graduates in the arts can also be observed in Kyrgyzstan. They can work as artists, designers and musicians, fulfilling their creative potential. Participation in local exhibitions and competitions provides them with a platform to present their work to a wider audience. Publishing work in local publications helps to disseminate and recognize their creative heritage.

Self-employment and entrepreneurship in the arts represent a significant opportunity for successful graduates of educational institutions in both China and Kyrgyzstan. They have the chance to develop as independent artists, designers, architects, or art teachers. Moreover, their impact on the cultural environment of both countries is undeniable. The works of art created by these artists and female artists are able to inspire and influence public opinion [11].

Building a professional network is an important element of success in the arts. Successful graduates can build strong professional connections and networks in the arts industry, which significantly contributes to their further growth and development.

In the context of China and Kyrgyzstan, employer feedback has a significant impact on the career path of artists. In China, where the arts industry is extensive and dynamic, employers pay attention to the quality of graduates. They assess the availability of necessary skills and knowledge, as well as specialized skills and creativity. In Kyrgyzstan, where the industry may be less developed, employers also carefully assess the relevance of graduates to the labour market requirements in the arts.

Professional internships and apprenticeships play a key role in the training of future artists. In both countries, as an important part of the educational programme, they provide students with the opportunity to apply their knowledge in real-world settings. These practical experiences not only contribute to the development of skills, but also help students to establish professional contacts and gain insight into the characteristics of the arts industry [12].

Overall, the arts education system and training in China and Kyrgyzstan provide students with many opportunities for professional growth and development in the arts industry, with each country having its own characteristics and advantages. In both countries, the present time reflects the desire to balance modern art requirements with the preservation of cultural heritage. Art education programmes remain accessible to students and take into account both contemporary artistic trends and national artistic traditions.

In China and Kyrgyzstan, contributing to better preparing students for successful careers in art and design. In China, emphasis should be placed on integrating modern technology into the learning process, helping graduates to be more competitive in today's art industry. In Kyrgyzstan, in turn, it is important to emphasize the development of creative thinking and self-expression, which will help students to maintain and develop their unique artistic voices [13].

Allowing students to choose specialized courses and participate in practices, based on their interests, will allow them to develop their unique skills and talents. Active collaboration with international arts institutions and

organizations will enrich students' educational experience and broaden their cultural horizons.

The development of critical thinking, analytical skills and the ability to analyse and interpret art is essential to the development of quality artists. The inclusion of theoretical courses and practices in art education programmes, as well as the support of research activities, contributes to the development of creativity [14].

Increasing the availability of resources is also an important aspect. Providing students with access to modern art studios, technical equipment and library resources contributes to the fuller development of their creative potential. Developing an educational quality assessment system that takes into account multiple aspects, from theoretical knowledge to practical skills and creativity, is also crucial. Stimulating and supporting the creative initiative of graduates is essential for a successful start in the arts industry. Developing programmes and initiatives to support graduates at the start of their careers, including organizing exhibitions, competitions and other events, contributes to a successful start in the arts industry. These recommendations aim to improve the quality of art education in China and Kyrgyzstan, and to better prepare students for careers in art and design.

Discussion

This study is a significant contribution to the comparative analysis of art education curricula in China and Kyrgyzstan. The results of the analysis of official documents reveal important aspects of approaches to the formation of art education in both countries.

In China, there is a preference for a centralized system with a rigid curriculum. It means that curricula are subject to the national standards and norms. This approach promotes standardization of education, which in turn can ensure a high level of training of students in the field of art. Here, the educational process is oriented towards the systematic mastering of the theoretical foundations of art, which creates a solid foundation for subsequent creative development.

In Kyrgyzstan, the country favours a more flexible education system. Here, the study programmes provide students with more academic freedom. This means that students can have the opportunity to choose disciplines and areas of study that match their own interests and needs. This approach creates the conditions for deeper individualization of the learning process, allowing each student to develop his or her unique creative abilities.

Such differences in approaches to curriculum design point to the diverse strategies of educational systems. In China, stricter centralization and standardization may promote high quality training, while in Kyrgyzstan greater flexibility may allow for more in-depth consideration of individual student needs and interests.

In this context, China is taking a different approach. The country endeavours to support and develop both traditional and contemporary arts. This represents a remarkable balance between preserving cultural heritage and stimulating contemporary creative flows. With this approach, students are able to get a more well-rounded education, covering different aspects of the arts.

According to K. A. Long and C. O'Connell, the funding and accessibility of education in China and Kyrgyzstan

differ significantly [15]. In China, public funding provides greater access to education, which increases the number of students receiving arts education. In Kyrgyzstan, limited state resources can create barriers for certain segments of the population, especially for those who cannot afford expensive art education. K. A. Long and C. O'Connell highlight significant differences in the financing and accessibility of education in China and Kyrgyzstan. In China, public funding is more extensive, which ultimately leads to greater access to education, including art education. This, in turn, can contribute to an increase in the number of students receiving art education and a diversity of talented young artists. In Kyrgyzstan, with limited public resources, there is a risk of creating barriers for certain segments of the population, especially those who cannot afford expensive art education. This could lead to a potential loss of talent and limited access to arts education for certain groups of the population. This is an important observation, as access to quality arts education plays an important role in developing and unlocking the creative potential of young artists in both countries. The level of funding and support has an impact on shaping the future artistic community and cultural heritage.

Academician Y. Lee points out the importance of cultural characteristics and traditions in shaping students' artistic skills [16]. In China, where traditional arts are highly valued, students have the opportunity to immerse themselves in the depths of Chinese artistic traditions. In Kyrgyzstan, where the artistic heritage of Central Asia is important, students can find inspiration in the traditional arts of this region.

However, it should not be forgotten that in addition to cultural specificities, there are other important aspects that can influence the formation of students' artistic skills. For example, modern technologies and innovative teaching methods can complement and enrich the traditional approach to art education. It is important to find a balance between respect for cultural heritage and innovative approaches to ensure that students develop their artistic abilities in the most complete and harmonious way.

K. Longhurst et al. identified that professional orientation and support for research activities are different in China and Kyrgyzstan [17]. In China, students can participate in internships and professional projects that contribute to their professional growth and skills development. In Kyrgyzstan, where creative freedom is more emphasized, students may have more opportunities for self-realization and experimentation in the arts.

Despite these differences, it is important to note that a balanced approach that includes both professional orientation and support for research and creative freedom may be most effective. A variety of approaches to building artistic skills can contribute to the fuller and deeper development of students. However, it is also important to consider students' individual needs and preferences. Some may be more comfortable working in a strictly vocational environment, while for others the freedom to create and experiment is more important. In an ideal situation, an educational programme should offer a variety of opportunities to develop both professional skills and creativity. This allows students to realize their individual potentials to the fullest.

A. Benavot et al. emphasize that both education systems have their challenges and advantages. In China, students face high competition and pressure, but develop rigour and excellence [18]. Students in Kyrgyzstan may have more creative freedom, but may face limited resources and opportunities for professional growth.

In China, students face high competition and pressure, but they develop rigour and mastery in the process, which can play an important role in their professional career. On the other hand, students in Kyrgyzstan can enjoy more creative freedom, which favours the development of individual creativity. However, they may also face limited resources and opportunities for professional growth, which requires extra effort to achieve a high level of excellence. Both China and Kyrgyzstan have their own unique contexts that can impact student development. Understanding these characteristics allows educational programmes to be tailored to the needs and potential of each country, creating a more effective environment for professional growth and creative development.

According to A. P. Manoharan et al., the importance of international co-operation in education. Student exchanges, joint programmes and the integration of world art movements can enrich the experience of students in both countries [19]. This can foster a more global understanding of art and open new perspectives for students on the world stage.

Additionally, it is important to note that international co-operation in education also facilitates the exchange of cultural values and understanding of world-views of different nationalities. This allows students not only to deepen their knowledge of the arts, but also to develop intercultural competence, which is an important skill in today's globalized world. Moreover, the integration of different artistic movements from different countries can stimulate the creative process and foster innovative ideas in art. This exchange of ideas and approaches can lead to more effective interaction and cooperation between artists from different cultures. International cooperation in art education has many positive aspects that affect both the development of students' artistic abilities and the enrichment of the world's artistic heritage.

S. Assanova et al. note that assessment and monitoring of students' progress have different approaches in China and Kyrgyzstan [20]. In China, the assessment system is more formal and focused on exam results, which creates high pressure on students to achieve high scores. In Kyrgyzstan, the learning process is more emphasized and assessment can be based on participation in projects, creative process and discussions.

Additionally, it is worth considering that a variety of assessment methods may suit different types of learning and individual student characteristics. For example, some students may show their potential better in formal examinations, while for others it is more important to assess their participation in creative projects. It is also worth considering that the approach to assessment can affect student motivation. High standards and a rigorous assessment system can incentivize diligence and drive to achieve high results. Whereas a more flexible, learning-centred approach can encourage creative thinking and self-promotion. It is important to consider the diversity of students' needs and abilities when designing an assessment

system to ensure they are optimized to develop and unlock their creative potential in the arts.

Firstly, the study revealed significant differences in teaching methods between China and Kyrgyzstan. China emphasized formal assessment methods and examinations that promote the development of theoretical knowledge. Whereas in Kyrgyzstan, more emphasis is placed on flexible and creative teaching methods that allow students to experiment and develop their own artistic style.

Conclusions

The cultural context also influences the curricula of both countries. In China, traditional artistic trends are valued, which is reflected in the content of educational programmes. In Kyrgyzstan, more emphasis is placed on the artistic heritage of Central Asia, which influences the artistic preferences and style of students.

In the context of funding and accessibility of education, it is important to note that China provides greater access to arts education due to public funding, while in Kyrgyzstan limited public resources may create barriers for certain social groups.

Support for career guidance and research also differs between China and Kyrgyzstan. In China, students are provided with opportunities for internships and participation in professional projects, facilitating their professional development. In Kyrgyzstan, there is more emphasis on students' creative freedom and self-realization in the arts. The study also emphasizes the importance of international cooperation in art education. Student exchanges, joint programmes and integration of world art movements can enrich the experience of students in both

countries. Student assessment and monitoring systems also have different approaches in China and Kyrgyzstan. In China, assessment is more formal and focused on exam results, which puts high pressure on students to achieve high grades. In Kyrgyzstan, the focus is more on the learning process and assessment can be based on participation in projects, creative process and discussions.

Overall, the study highlights the importance of adapting educational programmes to the cultural, social and economic contexts of each country. It can also serve as a starting point for further research and exchange of experience between China and Kyrgyzstan in art education.

China and Kyrgyzstan have unique approaches to shaping art education. The Chinese curriculum focuses on developing students' aesthetic and creative abilities, emphasizing the rich heritage and innovation of traditional culture. While Kyrgyzstan emphasizes the protection and development of local culture, striving to preserve the country's unique artistic and cultural traditions. Identity plays an important role in education in both countries, but with different emphasis on cultural aspects. These differences and similarities can serve as a source of inspiration and shared experiences in the future. Further research is needed to better understand the structure of the curricula and their impact on students.

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Conflict of Interest

None.

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Порівняльне дослідження з розробки навчальних планів мистецької освіти між Китаєм та Киргизстаном

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Анотація

Актуальність. Порівняльний аналіз навчальних планів мистецької освіти в Китаї та Киргизстані дає цінну інформацію для вдосконалення освітніх програм в обох країнах.

Мета. Це дослідження має на меті виявити спільні риси та суттєві відмінності у підходах до формування систем мистецької освіти в Китаї та Киргизстані.

Методологія. Порівняльний аналіз, індукція та дедукція були використані для всебічного вивчення навчальних програм мистецької освіти в обох країнах та виявлення помітних відмінностей і спільних принципів.

Результати. Дослідження виявило значні відмінності у стратегіях розробки навчальних програм. Централізована система Китаю з жорстко структурованим навчальним планом протиставляється більш гнучкому підходу Киргизстану, що дозволяє індивідуальний вибір тем і методів викладання. Культурно-історичні аспекти суттєво впливають на розробку навчальних програм: у Киргизстані наголошують на національних мистецьких традиціях, а в Китаї підтримують як традиційні, так і сучасні мистецькі течії.

Висновки. Відмінності у стратегіях розробки навчальних програм підкреслюють значний вплив культурно-історичних чинників на мистецьку освіту в різних країнах. Дослідження створює цінне підґрунтя для обміну досвідом та покращення якості освітніх програм як у Китаї, так і в Киргизстані.

Ключові слова: стратегії розробки навчальних програм; освітні стандарти; методи викладання; культурний вплив; художні навички.