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Cultural aspect of education in pedagogical research in Kyrgyzstan and China

Xianfeng Zhou

Kyrgyz National University named after Zhusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Gulmira Karabalaeva*

Kyrgyz National University named after Zhusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Chunhua Ma

Luoyang Normal University
4710022, 71 Luolong Rd., Luoyang, People's Republic of China

Changning Wang

Kyrgyz National University named after Zhusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Qiang Ding

Kyrgyz National University named after Zhusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Abstract

Relevance. The relevance of the study is determined by the need for a detailed consideration of the cultural approach in the context of education, in particular, its implementation in educational programmes.

Purpose. This research is to identify the differences in the influence of culture on the education systems of China and Kyrgyzstan and to develop recommendations for improving the work of the educational system.

Methodology. The following methods were used: system analysis, logical analysis, method of comparison, synthesis, deduction, and method of classification.

Results. The study results are presented in the research: attitudes to education in Kyrgyzstan and China are described, the main features of education in Kyrgyzstan and China from the cultural aspect are identified, the main features of Chinese and Kyrgyz pedagogical research in the cultural context are identified, the discourses of the reviewed studies are compared, the main differences and similarities in the cultural aspect of education between Kyrgyzstan and China are presented, the principles underlying the design and development of scientific and pedagogical knowledge are listed and analysed.

Conclusions. The research highlights the importance of integrating cultural approaches into modern education, emphasizing the role of cultural heritage in shaping national identity, fostering multicultural competence, and promoting understanding and respect for diverse cultures, ultimately enriching educational experiences and societal development.

Keywords: methodological approaches of teaching; national identity; recommendations for improvement; curricula; comparison of approaches; socio-cultural dynamics of society.

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*Corresponding author



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Introduction

The cultural aspect of education in pedagogical research is one of the important areas in the research of the educational process. Cultural studies allow considering education as a socio-cultural phenomenon, which influences the development of the culture of society in general. One of the basic principles of exploring the cultural aspect of education is that education is both a transfer of knowledge and a cultural phenomenon in which the values, standards and traditions of society are significant elements. In pedagogical research, the culturological aspect of education can be considered in different contexts:

- the influence of cultural specificities in the development of educational policies and practices;
- the role of culture in shaping educational programmes and teaching methods;
- the relationship between education and culture, including issues of multicultural education and upbringing;
- the role of education in the development of cultural identities and their impact on the socio-cultural dynamics of society.

The cultural aspect of education in pedagogical research allows considering education in a broad socio-cultural context and understanding its role in the development of society's culture. The research on this phenomenon in China and Kyrgyzstan can help to better understand the role of cultural traditions and identity in the educational process and assess the impact of education on the development of the culture and economy of these countries. The problem of this research is related to issues of diversity of cultural traditions and practices in China and Kyrgyzstan: cultural differences between these two countries can have a significant impact on education, and therefore research in this area should consider this factor and provide a broad overview of differences in culture and education. In addition, the different levels of access to information and data in China and Kyrgyzstan, and the application of this knowledge in practice, can be a challenge.

In China, the problem of the influence of cultural factors on education has long existed: the traditional Chinese culture, which places great emphasis on education and knowledge, has a significant impact on the country's educational system. It is demonstrated by how much emphasis Chinese society places on examinations and students' academic performance. In addition, the problem of the influence of cultural factors on education exists in the Kyrgyz Republic. In 1991, Kyrgyzstan faced the need to establish its educational system and develop a culture of education. One manifestation of this problem is the gap between urban and rural areas in the availability and quality of education. In urban areas, there are more opportunities for quality education, whereas in rural areas many schools are in poor condition and have limited access to learning materials and qualified teachers.

From a historical standpoint, the cultural specifics and traditions of Kyrgyzstan influenced the organisation and content of education in the 19th and 20th centuries. M. Asipbaeva [1] described the historical experience of incorporating Kyrgyz culture, history and language into educational programmes, and the role of education in

strengthening national identity. Q. He [2], in his research, explored how cultural aspects influence the Chinese language teaching process and how they can be integrated into teaching materials and teaching methods. The results of the research demonstrated students' cultural characteristics important for developing effective teaching strategies and promoting students' cultural understanding and communicative skills in the context of intercultural education. The research by G. Marsico and M.V. Machado Dazzani [3] focused on the role of cultural psychology in education. The authors explored various approaches and strategies used in the context of education to address cultural sensitivity and the influence of cultural factors on the learning process and analysed the interaction between culture and education, including issues of intercultural learning, intercultural communication and the adaptation of educational programmes to different cultural contexts.

In the research by Y. Liu [4] analysed various aspects of cultural consumption, including the development of cultural industries, preferences and consumer behaviour in different regions of China. In addition, the research highlighted the sociocultural, economic and demographic factors that may influence the variability of cultural consumption. It identified the main factors that determine the variation in cultural consumption between regions in China and based on these factors, provided recommendations for cultural policies and development strategies in different regions of China. The work of M.M. Atamuratova [5] considers various methodological approaches that can be used to successfully integrate the cultural aspect into foreign language teaching. Possible approaches include a communicative approach, contextual approach, intercultural approach. The author analysed their specifics and advantages and proposed strategies and recommendations for their application in teaching practice.

The influence of Kyrgyzstan's cultural heritage on the content of public administration training programmes can include the examination of national values, traditions and customs, which are considered in the design of courses and teaching methods. N. Akbulaev et al. [6] examined how public administration education promotes intercultural interaction and dialogue between different cultures, which included an analysis of curricula, intercultural studies, and pedagogical approaches designed to foster respect and cooperation among public administration graduates with representatives of different cultures. The research by S. Kamchybekova and Zh. Abdullaeva [7] analysed the development of civic identity in Kyrgyzstan from an ethnic perspective. The authors paid attention to the "multifacetedness" of human social identification and investigated the development of civic identity, which implies the acceptance of ethnic values, provisions and belonging to a particular ethnic group, and the acceptance of universal cultural values, provisions and belonging to the population of the country of residence as the foundation for the development of civic patriotism. The results of the research indicated different degrees of belonging of different ethnic groups to the civic identity of Kyrgyzstan.

This research was designed to identify the differences in the reflection of the culturological aspect of education in pedagogical research in China and Kyrgyzstan and to provide recommendations for improving the work of the

educational system through the culturological aspect, designed to develop culture in society. This theoretical research used the following methods of scientific knowledge: system analysis, logical analysis, method of comparison, synthesis, deduction, and method of classification. The main method of research was chosen system analysis, which allowed structuring and organising complex information about the cultural aspect of education in pedagogical research in Kyrgyzstan and China, exploring the correlation between culture and education, and assessing their impact on the socio-cultural dynamics of society.

Logical analysis was used to identify connections and regularities in the researched problems and helped to draw conclusions based on the analysis of available literature and collected information. Using the method of comparison allowed comparing approaches to culture and education in Kyrgyzstan and China. It helped to identify similarities and differences in the approaches and to highlight the specific features of each country in the development of cultural identities and their impact on social dynamics. The method of synthesis allowed combining and systematising the obtained results and conclusions from various sources and analytical approaches, which helped to establish a holistic view of the cultural aspect of education in pedagogical research in Kyrgyzstan and China. The method of deduction allowed developing of general principles of the influence of the cultural aspect on education and its role in the sociocultural dynamics of society. Using the method of classification helped in systematising information about various aspects of education. This method allowed identifying key themes and categories for a deeper understanding and analysis of the problem.

Review of pedagogical research on Kyrgyzstan and China

The cultural aspect of education in pedagogical studies of China and Kyrgyzstan can be considered in different aspects, considering the cultural specifics and traditions of each of these countries.

The research by B. Sulaimanova [8] focuses on the returns to education in Kyrgyzstan. It analysed how the level of education affects the incomes and wages of workers in the country. The main interest of the study was to identify the economic “returns” of education, i.e. the extent to which an increase in the level of education increases the income of workers. Based on empirical data collected in Kyrgyzstan and using econometric methods to determine the relationship between the level of education and wages, the author proved a clear correlation between education and the income of citizens in Kyrgyzstan. The results of the research help to assess the importance of education for economic development and social mobility in Kyrgyzstan. These data can serve as a foundation for the development of policies and programmes to support the accessibility and quality of education in the country and to improve the relevance of educational programmes to the needs of the labour market and the economy in general.

Notably, cultural factors and traditions in Kyrgyzstan influence perceptions of gender equality and the roles of men and women. The current adverse situation is based on cultural standards, stereotypes and socio-cultural

expectations that affect the social opportunities and achievements of men and women. In the research of A. Erisheva [9] found that international law, including conventions and treaties, has little impact on gender equality in Kyrgyzstan. The research involved analysing the international standards adopted, their application in the national context, and the role of education in awareness and understanding of these legal provisions. Education contributes to the development of consciousness and awareness of gender equality. Thus, the inclusion of gender issues in curricula, and the introduction of educational campaigns and projects designed to overcome gender inequality and violence can broaden students’ cultural competencies and establish a more tolerant and harmonious society that meets the requirements of modernity.

R. Dogan and Zh. Zholalieva [10] devoted their work to the research of religious education and analysed how religious education in schools in Kyrgyzstan contributes to the development of students’ cultural values, standards and identity. The research explored the impact of religious education on the development of intercultural dialogue, tolerance and mutual understanding between different religious and ethnic groups in the educational environment, and examined the organisation of religious education in schools and its inclusion in the curriculum. The authors discussed the methods and approaches used in teaching religious subjects and considered the relationship between religious and secular education. The culturological aspect of the research allows evaluating of the impact of religious education on the development of cultural values, identity and understanding of different cultural and religious traditions. On the one hand, religion can instil in children and youth the basic principles of morality, ethics and understanding, and contribute to the preservation and transmission of cultural heritage and traditions. However, on the other hand, issues related to the teaching of religious subjects in schools can be controversial and divisive in the context of secular education and the principle of separation of church and state. For this reason, it is important to carefully assess and understand the role of religious education in the context of cultural identity development and to respect the principles of freedom of religion and respect for different cultural and religious beliefs in the educational environment.

The relationship between geographical location and institutionalised cultural capital with graduate employment inequality was examined by C.L. Xu and Y. Ma [11]. The authors highlighted that university location and regional characteristics can have a significant impact on access to resources related to culture, education and employment, and analysed how these factors shape differences in graduate employability and contribute to inequalities within regional contexts. The results of the research demonstrated that geographical location significantly affects the educational and cultural opportunities available to students, and their employment prospects after graduation. The authors found a difference in the distribution of institutionalised cultural capital between different regions, indicating the need to combine efforts in social mobility and equity of access to work opportunities.

The role of higher education in the development of new relations between Kyrgyzstan and China in the context of

the “Dialogue of civilisations” was analysed by P. Chang [12]. The author identified mechanisms through which higher education can promote mutual understanding, cooperation and dialogue between the cultures of Kyrgyzstan and China, including educational programs, exchange of students and teachers, research projects and other initiatives designed to enhance cultural understanding and cooperation between the two countries. The application of these mechanisms will bring the cultural aspect of education in China and Kyrgyzstan to a new level. However, when applying them, one should consider the already existing circumstances in the national cultures of these two countries: the high level of Chinese participation and interest in their own culture, and using the principles of multicultural education in Kyrgyzstan can contribute to a simpler integration of Chinese culture (and, as a consequence, political interests) into Kyrgyz society. If successful, it will allow speaking about bilateral benefits: improvement of the quality of education, economic growth, and development of cultural competencies.

The influence of cultural factors on educational systems, teaching methods and the development of students’ cultural identities varies from country to country. The similarities and differences in approaches to culture and education, the relationship between culture and education, and their impact on pedagogical practices and sociocultural dynamics of societies around the world is important information for this research and will broaden the understanding of how the cultural dimension influences educational processes and pedagogical practices.

Cultural aspect of education in Kyrgyzstan and China

China and Kyrgyzstan have traditionally placed great emphasis on education, which is seen as a key element of culture and economic development. Education in these countries is based on respect for elders and national traditions, and cultural traditions play an important role in the organisation of educational systems and teaching methods. Examples of using cultural studies in Chinese education reflect the country's commitment to preserving and promoting its unique culture in the education system. Firstly, Chinese culture is integrated into curricula at all levels of education, from primary school to higher education. Students are offered subjects that focus on history, literature, art, philosophy, and other aspects of Chinese culture [13].

Secondly, cultural heritage research is supported, including the research of historical sites, architecture, folk traditions, handicrafts and other aspects of Chinese culture. This contributes to the preservation and transmission of cultural heritage to younger generations [14].

Thirdly, national holidays such as Chinese New Year, Mid-Autumn Festival, Qingming, Dragon Boat Festival are promoted. Schools and educational institutions organise various activities to introduce students to the traditions, customs and values associated with these holidays.

Fourthly, cultural experiences are exchanged with other countries. Student and teacher exchange programmes, cultural festivals, language courses and other activities establish opportunities for students to get to know the

cultures of other countries and enrich their cultural experience [15].

A review of China’s current educational policies in terms of the implementation of the cultural perspective in the curriculum demonstrates that China places great emphasis on integrating this approach into education to develop students’ understanding and respect for their own culture and the cultures of other countries.

China has a deeply rooted tradition of education that defines the pursuit of excellence and is part of the country’s cultural heritage. Education in China often emphasises the significance of respect for elders, the pursuit of harmony and collective responsibility. Conventional teaching techniques such as mnemotechnics and active use of memory are used intensively to assimilate information and develop skills. Cultural traditions, such as discipline and diligence, influence the educational system and approaches to education: Chinese education endeavours to transmit and preserve national values and cultural heritage by teaching disciplines in conventionally Chinese discourse. Cultural elements are integrated into teaching methods, for example through using traditional calligraphy, music and art.

In China, education is of strategic importance as through the learning of Chinese culture and heritage, young people gain an understanding of their identity and connection to their country’s historical and cultural roots. In addition, education helps to preserve and promote national standards of behaviour, which maintains socio-cultural stability. China is currently endeavouring to improve the quality of education and enhance its international competitiveness. As part of this strategy, China is implementing education reforms to improve the quality of education, develop science and technology, and narrow the gap between urban and rural areas in educational accessibility [16]. China initiates and develops cooperation with other countries in education and conducts international research in education [17].

The cultural aspect in education in Kyrgyzstan is reflected in the following examples:

1. Learning about cultural traditions, national culture and history through educational programmes. Students explore Kyrgyz literature, music, folk traditions, language and other aspects of Kyrgyz culture.
2. The multicultural content of the curricula includes the cultural aspects of the different ethnic groups living in the country, which helps students develop respect for diversity and maintain a multicultural society.
3. Integrating cultural aspects into academic subjects such as history, literature, art, social sciences and geography, which helps students to understand their culture, its influence on the development of national identity and enhances the quality of education [18].
4. Research and evaluation of cultural heritage, including the research of historical monuments, architecture, traditions and other aspects of national culture for the preservation and transmission of cultural heritage to future generations.
5. Intercultural interaction and exchange of experience: Kyrgyzstan is actively developing student and faculty exchange programmes with other countries. It establishes opportunities for intercultural interaction,

exchange of experiences and understanding of cultural differences [19].

These facts and examples demonstrate that Kyrgyzstan is striving to use the cultural approach in education to preserve and design multinational culture, develop cultural awareness among students and promote intercultural dialogue.

In Kyrgyzstan, where a mix of different ethnic groups and cultures is a characteristic feature of the state, cultural traditions influence education [20]. Respect for the diversity of cultures, languages and religions in the country is reflected in the policy of multicultural education. Acceptance and awareness of ethnic and cultural identities are significant aspects of educational practice in Kyrgyzstan. Cultural traditions and identity play a significant role in education and the upbringing of young people: the educational system endeavours to respect and incorporate local cultural specificities. It can manifest itself in the choice of teaching materials, using local languages, considering cultural festivals and customs, and developing intercultural understanding and tolerance among students. In addition, education plays an important role in economic development as it contributes to the design of a skilled labour force, entrepreneurship and innovation, which has an impact on the social and economic dynamics of the country [21].

Conventional Kyrgyz society attaches great significance to family values and traditions, which may result in limiting the freedom of choice of profession and education area. In addition, cultural factors can influence approaches to learning, assessment methods and the organisation of the learning process in general. Kyrgyzstan is currently implementing reforms in the educational system, which are designed to improve the quality of education, reduce the gap between urban and rural areas, improve the professional training of teachers and develop science and technology. In addition, Kyrgyzstan participates in international education programmes and initiatives, such as those of the United Nations (UN) and the World Bank, and conducts public research in this area [22].

Cultural traditions in both countries influence teaching methods and the organisation of the learning process. China places great emphasis on knowledge and transmission of traditional values through teaching materials and methods, while Kyrgyzstan uses pedagogical approaches based on respect for the culture and traditions of different ethnic groups. Cultural characteristics influence the choice of teaching materials and teaching methods: in China, the choice of teaching materials and programmes is designed to stimulate interest in national culture, while in Kyrgyzstan, teaching materials and teaching methods can integrate local folklore and artworks, reflecting the country's diverse cultural heritage. Table 1 presents a comparison of the main elements of the cultural aspect of education in Kyrgyzstan and China.

Table 1. Main differences and similarities in the cultural aspect of education between Kyrgyzstan and China

Element	Kyrgyz Republic	People's Republic of China
Role of cultural heritage	Considered in the content of educational programmes	Significant in the development of national identity

	Exploring the history and culture of national minorities	Preserving and promoting Chinese culture in education
Intercultural education	Attention is paid to the development of intercultural competence	Limited support for cultural diversity in the education system
	Projects and programmes promoting interaction between cultures	Developing learning strategies to overcome cultural differences
	Activities that allow students to experience different cultures	Exchange and cooperation programmes with foreign universities
Weaknesses	Programmes and activities for the preservation and development of the country's cultural heritage	Increased understanding of and respect for other cultures
		Development of intercultural communication and cooperation

Source: compiled by the authors.

The relationship between education and culture in China and Kyrgyzstan is inextricable. Cultural traditions, values and identity play an important role in developing the education and upbringing of young people in both countries. Cultural traditions and identity influence both education the content and its purposes and values. In both countries, education is designed to develop a civic and national identity, to strengthen patriotic feelings and love for the homeland. In addition, cultural values permeate the processes of education designed to foster ethical standards, respect for traditions and empathy for others. Thus, the relationship between education and culture in China and Kyrgyzstan is manifested in the integration of cultural traditions and identity into educational programmes and teaching methods, and in the development of values and ideas that promote youth development and strengthen national identity. Cultural exchange, education and integration of Chinese culture can be applied as a soft power tool of China's cultural diplomacy [23]. In the context of this research, it can be acknowledged the role of this mechanism in building cultural identity, mutual understanding and cooperation between China and Kyrgyzstan and connected to language, education and culture, as China's cultural diplomacy promotes the spread of Chinese language and culture in Kyrgyzstan.

Discussion of the cultural dimension of education in other countries

The issues of ethnocultural education in Kazakhstan, civic values and self-identification among students were considered by G. Musakhanova et al. [24]. The research presented the results of a survey conducted among students to identify their perceptions and understanding of ethnocultural education, civic values and self-concept. In addition, the authors paid attention to the influence of ethnocultural education on the development of civic values and self-identity among students in the context of

Kazakhstani society. The research found connections between ethnocultural education, civic values and self-identity among students. The results of the research can contribute to the design of effective strategies and approaches for the development of ethnocultural education in Kyrgyzstan, as the existence of a correlation between ethnocultural education, civic values and self-identification of students provides an opportunity to increase the cultural component of society and strengthen its self-awareness through the implementation of ethnocultural context in the educational process.

The relationship between cultural heritage and education has been examined by M.L. Felgueiras et al. [25]. The authors explored how cultural heritage influences educational processes, and how education contributes to the preservation and transmission of cultural heritage and analysed various aspects of this relationship. The work examined the role of cultural heritage in the development of students' identity and self-awareness, in their understanding and respect for different cultures, and the development of their critical thinking and creativity. The authors discussed how educational institutions can integrate cultural heritage into curricula and practices to enrich the learning process and broaden students' knowledge and experiences. In addition, the research explored the role of education in preserving and protecting tangible and intangible cultural heritage, in supporting traditions, rituals and languages, and in developing the skills and competencies needed to preserve and transmit cultural heritage to future generations. Reflecting on the relationship between cultural heritage and education leads to the conclusion that it is necessary to integrate cultural heritage into educational processes, which was recommended by this research. Recognising the value of a state's traditional culture and introducing elements of this culture into the educational process and materials contributes to strengthening the national identity of the younger generations.

S. Sungkitin et al. [26] devoted a research study to the role of culturally adaptive pedagogy and the arts in developing multicultural competence in teacher education students. The authors of the research argue that in today's diverse society, teachers must be prepared to work with different cultures, recognise and respect cultural differences, and adopt approaches that address the unique needs and experiences of each student. The research presented the concept of culturally adaptive pedagogy and its relationship to the arts, and how using the arts in the classroom can help develop multicultural competence in future teachers. The authors identified and described the principles and approaches of culturally adaptive pedagogy that help students become aware of their biases, develop skills to interact with different cultures and integrate culturally diverse materials and practices into the classroom. The reviewed research calls for the application of culturally adaptive pedagogy and using the arts in education to develop multicultural competence in future educators. This approach is promising for the realisation of the idea of a tolerant society. In addition, using various forms of art in the educational process can positively affect the emotional and aesthetic development of students, promote their creative thinking, and develop cooperation and communication skills.

Research on authenticity, plausibility and cultural accessibility of listening texts in Omani classrooms was conducted by J. Abatayo et al [27]. The authors analysed the extent to which the materials used in English language teaching reflect real-life situations and cultural backgrounds in Oman. One of the key purposes of the research was to determine the significance of using authentic and culturally accessible materials in developing learners' linguistic and cultural competencies. The research evaluated the effectiveness of teaching materials in conveying the realities and cultural characteristics of Oman and recommended further introduction of current cultural and social provisions of Omani society into the foreign language curriculum, indicating the need for contextually relevant and culturally enriched foreign language learning materials that promote effective learning and cultural competence of Kyrgyz learners.

The significance and role of cultural elements in computer games in terms of their potential for education have been explored by G. Vaitonyte et al. [28]. One of the key focuses of the research was to identify the various cultural signs, such as language, symbols, customs, and history, embodied in computer games. The authors analysed how these cultural signs are transmitted and interpreted by players, and how they influence the development and expansion of cultural knowledge and understanding. The research described the possibilities of using cultural elements in computer games for educational purposes: as a tool to expand cultural knowledge, increase cultural awareness and develop intercultural skills. The authors suggested using game content with cultural references in educational programmes to enrich the learning process and stimulate students' interest in learning about their own culture and the culture of other players. The identified potential of using game content to develop students' cultural knowledge and intercultural competencies expands the understanding of pedagogical approaches to the implementation of educational programmes and implies innovative practices that address contemporary educational requirements and respond to students' needs. The conducted research did not consider using extracurricular activities as another method of introducing the cultural aspect into education, which indicates that there may be other means and spheres of students' life that can be used to integrate the cultural aspect into education.

O.Z. Barnawi and A. Ahmed [29] explored the impact of transnational factors such as migration, international trade and cultural exchange on teacher education and discussed the changing needs and expectations of students in intercultural educational environments in the context of the significance of developing new approaches to teacher education and training. The work explored innovative methods, strategies and practices that can be applied in teacher education to respond effectively to the challenges of a transnational world. In addition, the authors justified the significance of developing intercultural competence in teachers and explored the possibilities of using modern technology and online resources in teaching. The purpose of the research is to highlight the current challenges faced by teachers in transnational education and to offer innovative approaches and perspectives that can help them meet these challenges. The book calls for the development

of flexible and adaptive teaching and learning strategies to prepare teachers to work in modern transnational educational contexts. The reviewed research confirms the need to adopt new teaching and learning practices as it is an essential factor in establishing a modern multicultural educational environment. Such teacher training is particularly important for the Kyrgyz educational system, as the state is home to several national groups, and the ability of teachers to familiarise students with other cultures will have a positive effect in the form of a more tolerant society in the future.

The reviewed research by K. Dhedchawanagon [30] was devoted to the examination of the theoretical foundations of multicultural education and its impact on educational practices. Since the purpose of the research was to explore and develop effective bilingual educational models that integrate multicultural education and promote students' intercultural competence, the author proposed various bilingual education models that consider the multicultural environment and individual student needs. Methodological approaches and resources that can be used to support these models, such as multimedia materials, literature in the language of the ethnic group, and culturally relevant practices, were discussed. The research confirms the relevance of several practices and methods to implement and enhance the effectiveness of multicultural education.

The considered works demonstrated different approaches of scholars to understanding the relationship between culture and education, which allowed for a better understanding of the contextual features and specificity of cultural-educational interactions.

Recommendations for the development of the cultural aspect of education

The application of culturally contextualised approaches to learning requires teachers to use techniques that are culturally sensitive and contextualised for students. These may include using real-life examples and materials related to the students' culture and incorporating interactive and collaborative tasks to encourage the sharing of cultural experiences. In addition, an effective way to develop the cultural component of the educational process is to organise activities that promote cross-cultural interaction and enhance students' cultural experiences. Such activities include cultural festivals, student exchanges, guest lectures and other forms of activities that promote dialogue and participation of different cultures. The inclusion of a component in curricula devoted to the development of intercultural competence can stimulate awareness and analysis of cultural differences, the development of communication skills, the ability to work in multinational and multicultural groups, and the ability to resolve intercultural conflicts among students. In addition, relevant today is using modern technologies such as web-based platforms, social media and online resources to increase access to culture-related materials and opportunities to interact with different cultures. Examples include virtual field trips, online courses and collaborative projects with participants from different countries and cultures.

Methodological approaches and resources that can be used to implement multicultural education in China and promote students' intercultural competence include

multimedia, literature and texts in the language of ethnic groups, practical activities related to cultural traditions, intercultural projects and cooperation, educational games and simulations, as well as online resources and social networks [31].

Firstly, using audio, video and interactive materials in different languages and cultural contexts allows learners to immerse themselves in and develop an understanding of and respect for diverse cultures. Secondly, giving pupils access to literature and texts in their mother tongue preserves and develops the language and culture of the ethnic group and strengthens their self-identity and self-esteem.

Thirdly, organising activities that incorporate cultural practices and traditions such as dance, music, cooking, crafts and festivals allows students to actively participate in cultural life and deepen their understanding of and respect for other cultures. Fourthly, organising joint projects and cooperation with students from different cultural groups allows developing intercultural interaction, exchange of experience and understanding of other cultures [32].

Furthermore, using games and simulations in which learners can interact with different cultural contexts and make decisions based on cultural knowledge develops their intercultural competence and co-operation skills. Finally, using modern technologies and online resources allows students to communicate and cooperate with people from different cultures, learn about different cultural aspects and develop their intercultural competence.

Using these methodological approaches and resources in multicultural education promotes students' open and respectful attitudes towards different cultures, the development of intercultural skills and the ability to cooperate in multilingual and multicultural environments [33].

The integration of the cultural approach into modern education will help students from Kyrgyzstan to develop cultural literacy, respect for differences and intercultural competence, which is significant in the context of globalisation and multinational societies [34]. In addition, the cultural approach can be integrated into modern education in a multicultural context, considering the significance of national culture in the educational process. Teachers can incorporate the study of a country's cultural characteristics, historical and cultural contexts, art and literature within different subjects. For example, history, literature, art, or sociology courses may consider the influence of culture on social phenomena and processes. In addition, teachers can incorporate methods of cultural analysis, such as the examination of symbols, values, standards and traditions, to analyse various phenomena and problems in the teaching process. For example, cultural aspects in literary works can be examined or the influence of culture on educational practices and policies can be analysed. In educational practices, it is essential to expose students to a variety of cultural forms, such as visual arts, theatre, music or folklore, to stimulate creative thinking and develop students' aesthetic perception. Finally, students can be involved in research projects that explore cultural characteristics and issues, enabling them to develop research skills, critical thinking and an

understanding of the impact of culture on different areas of life.

The integration of the cultural approach into modern education can be done through the development of culturally relevant curricula, which implies the inclusion of materials that reflect different cultures and traditions in the curriculum and syllabus and includes the examination of literature, art, history and language of different cultures to allow students to become familiar with and understand the diversity of cultural heritage. The main principles that underpin the design and development of scientific and pedagogical knowledge include the following:

- systemic principle: the learning process is seen as a system where each element is interrelated and influences other elements. The research of education requires analysing and understanding this systemic nature;
- the principle of purposefulness: education is designed to achieve specific purposes, such as the design of critical thinking, the development of key competencies and the successful socialisation of students;
- the principle of activity: students actively participate in the educational process, independently explore and discover new knowledge. this principle emphasises the significance of students' active work in acquiring knowledge;
- the principle of contextuality: the learnt information should be applicable in real life, considering the socio-cultural, economic and historical characteristics of the learners;
- the principle of continuity: education is seen as a continuous process that includes both formal and non-formal learning at different stages of a person's life;
- the principle of adaptability: educational methods and strategies should be flexible and adaptable to the needs and abilities of learners, considering their individual differences;
- the principle of scientificity: pedagogical knowledge should be based on current research and scientific theories that help to broaden understanding of educational processes.

These principles help to guide and develop effective approaches to education based on research and pedagogical experience. They serve as the foundation for the design and development of scientific and pedagogical knowledge in educational research. The fundamental principles, theories and research that underpin pedagogical knowledge play an important role in understanding the processes of learning and education and provide the foundation for the development of techniques, strategies and approaches that support effective educational processes. These principles and theories should consider different aspects of learning, including the psychological, sociocultural and individual characteristics of learners; they contribute to the establishment of a favourable educational environment where learners can develop and achieve their potential. The integration of the cultural approach into modern education contributes to students' knowledge and understanding of culture, their development of cultural competence and their ability to analyse and interact with different cultural contexts.

Conclusions

In the course of the research, the results reflecting the significance of integrating the cultural approach into modern education were obtained. The analysis of the main pedagogical approaches in Kyrgyzstan and China allowed concluding that both countries recognise the role of cultural heritage in the educational process, which is an important factor in the development of national identity and contributes to the preservation of cultural traditions and values. The difference in the cultural aspect of education in pedagogical research between Kyrgyzstan and China is related to the context and characteristics of each country, which have different historical, socio-cultural and political factors that influence the perception and implementation of the cultural approach in education.

The study identified that Kyrgyzstan and China have their unique cultural characteristics that are reflected in research and practices: in Kyrgyzstan, greater emphasis is on the learning and preservation of the cultural heritage of the peoples living in the state, multinationality and interaction of cultural groups, while in China the preservation of Chinese culture and national identity is promoted. These differences are related to educational policies and strategies: each country pays special attention to certain cultural aspects of education, depending on its purposes and priorities in this sphere. Thus, it can be concluded that research and practices conducted in Kyrgyzstan and China can mutually enrich each other and contribute to the improvement of education and culture of the society.

The cultural aspect of education in pedagogical research is interdisciplinary and can include elements of sociology, anthropology, psychology and other fields of knowledge. The results of the research emphasise the significance of the cultural aspect of education for the development of multicultural competence, understanding and respect for different cultures. Integration of this aspect into the educational process contributes to the development of a tolerant society where diversity of cultural expressions and opinions is welcomed and valued. In addition, the work intended to develop recommendations on how to improve the work of the educational system through a cultural aspect, designed to develop culture in society.

The recommendations arising from the conducted research imply the development of effective strategies and approaches to integrate the cultural approach into modern education and include updating curricula with cultural aspects, organising intercultural events and projects, and exchanging experiences between universities and various cultural organisations. The research showed that actively involving students in intercultural interactions and exchanges allows them to acquire practical skills and experience necessary for developing multicultural competence. Therefore, it is recommended to apply methods that promote intercultural interaction to broaden students' horizons and increase mutual understanding between different cultures. Such methods include organizing student exchanges, holding intercultural seminars and meetings, and incorporating cultural materials, historical facts, and examples from diverse cultures into the curriculum. By facilitating intercultural engagement through these approaches, students can effectively develop their multicultural competence. All

these will help to enrich the educational process and promote understanding of the diversity of cultural expressions.

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Conflict of Interest

None.

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Культурний аспект освіти в педагогічних дослідженнях Киргизстану та Китаю

Сяньфен Чжоу

Киргизький національний університет імені Жусупа Баласагіна
720033, вулиця Фрунзе, 547, м. Бішкек, Киргизька Республіка

Гульміра Карабалаєва

Киргизький національний університет імені Жусупа Баласагіна
720033, вулиця Фрунзе, 547, м. Бішкек, Киргизька Республіка

Чунхуа Ма

Лоянський нормальний університет
4710022, дорога Луолун, 71, м. Лоян, Китайська Народна Республіка

Ченнінг Ванг

Киргизький національний університет імені Жусупа Баласагіна
720033, вулиця Фрунзе, 547, м. Бішкек, Киргизька Республіка

Цян Дін

Киргизький національний університет імені Жусупа Баласагіна
720033, вулиця Фрунзе, 547, м. Бішкек, Киргизька Республіка

Анотація

Актуальність. Актуальність дослідження визначається необхідністю детального розгляду культурологічного підходу в контексті освіти, зокрема, його реалізації в освітніх програмах.

Мета. Це дослідження має на меті виявити відмінності у впливі культури на освітні системи Китаю та Киргизстану та розробити рекомендації щодо покращення роботи освітньої системи.

Методологія. Були використані наступні методи: системний аналіз, логічний аналіз, метод порівняння, синтезу, дедукції, метод класифікації.

Результати. У дослідженні представлені результати дослідження: описано ставлення до освіти в Киргизстані та Китаї, визначено основні особливості освіти в Киргизстані та Китаї в культурному аспекті, виявлено основні особливості китайських і киргизьких педагогічних досліджень в культурному контексті, проведено порівняння дискурсів розглянутих досліджень, представлено основні відмінності та подібності в культурному аспекті освіти між Киргизстаном і Китаєм, перераховано та проаналізовано принципи, що лежать в основі конструювання і розвитку науково-педагогічного знання.

Висновки. Дослідження підкреслює важливість інтеграції культурологічних підходів у сучасну освіту, наголошуючи на ролі культурної спадщини у формуванні національної ідентичності, розвитку полікультурної компетентності та сприянні розумінню і повазі до різноманітних культур, що в кінцевому підсумку збагачує освітній досвід і суспільний розвиток.

Ключові слова: методологічні підходи викладання; національна ідентичність; рекомендації щодо вдосконалення; навчальні програми; порівняння підходів; соціокультурна динаміка суспільства.