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Demand for and training of Chinese translators in the context of the “One Belt, One Road” initiative

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Abstract

Relevance. The need to investigate the specifics of Chinese translator training within the framework of the global programme “One Belt, One Road” is primarily conditioned by the constant changes in various aspects, particularly in structural, semantic, and artistic aspects.

Purpose. The purpose of this study was to investigate the global initiative “One Belt, One Road” in the context of training professional human resources to perform Chinese language translations.

Methodology. This study analysed materials available on the websites of several higher education institutions. The analysis focused on specific parameters such as the distinct features of training students in Chinese studies, the education of translators working with Chinese, and the principles, methods, and techniques used in teaching the Chinese language.

Results. Analyses of translator training have identified key skills for students: parallel language and culture study, adherence to translation norms like business etiquette, and mastery of technical translation tools. In Kyrgyz universities, methods include verbal (lectures, discussions), visual (audio and video materials), and practical (creative works, exhibitions, quizzes, conferences). For Chinese translators under the “One Belt, One Road” initiative, training spans multiple linguistic levels: phonetic (phrases, accents), grammatical (categories, meanings), lexical (vocabulary related to the initiative and various fields), syntactic (word order, links), and stylistic (business etiquette, unique vocabulary).

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Conclusions. The study found that the “One Belt, One Road” initiative's language policy focuses on planning Chinese language status, foreign languages, language structure, educational language use, and language services. The key challenges are the shortage of skilled professionals, intergovernmental cooperation, infrastructure standards, financial integration, and cultural exchange. In the future, this study can be used to develop technical improvements in Kyrgyz-Chinese translation, to improve the training of Chinese specialists within the framework of the global initiative “One Belt, One Road”.

Keywords: lingua franca; linguistic levels; linguistic policy; linguistic parameters; terminological units.

Introduction

The study of the specific features of training professional interpreters is relevant in the context of constant changes taking place in relation to new global initiatives, improvements in technical parameters in interpreting and translation. As the “One Belt, One Road” global initiative brings together many countries in the Americas, Asia, and Europe, the need for skilled training is only increasing, and a substantial increase in demand for translators who are proficient in both national and global languages is observed. Due to the lack of knowledge of national and global languages in some regions, there is even a need for a lingua franca, and therefore improving methodologies for training translators and analysing work in higher education institutions can help in learning different languages.

The study of Chinese translation training in Kyrgyz higher education institutions is necessary because through this analysis it is possible to judge in general about the training of students in other countries of the world, particularly in the Central Asian region. The information obtained on methods, techniques, forms of work can help in further development of training programmes, building the learning process as a whole, expanding technical capabilities. In addition, based on the data presented, further language policies can be developed within the framework of the global initiative “One Belt, One Road”. Thus, the focus on the study of language policy principles is necessary in the context of understanding the further development of international cooperation, i.e., the study of language policy and training directly affects the building of economic, trade relations.

The correlation between language levels and basic skills is relevant because in this way a higher accuracy and efficiency of translation can be achieved. For instance, at the phonetic level, parameters related to phonetic rules, syntagms, accents, tones are important. At the grammatical level, it is essential to study grammatical categories, meanings, units, forms. At the lexical level, it is necessary to know the vocabulary related to the global initiative “One Belt, One Road”, as well as specific vocabulary related to the spheres of transport, electrical engineering, and economy. At the stylistic level, the significant parameters are those related to the study of the principles of business etiquette, the acquisition of skills in editing texts, the study of non-equivalent vocabulary. And at the syntactic level, the parameters related to the study of syntactic links and word order in sentences.

A. Mambetaliev [1] focused on language policy in Kyrgyzstan, how language policy affects the target audience of Kyrgyzstan and how language attitudes and beliefs are levelled through it. H. Rouhani and G. Modarresi [2] investigated the problem of instructions and prompts used to improve vocabulary. These studies have not explored the issues related to the implementation of

language policy principles in the context of the global initiative “One Belt, One Road”. Z. Kalmamatova et al. [3] examined foreign language teaching in the context of “blended learning” with a combination of online learning, conventional, and independent learning. S. Hariyanto et al. [4] discussed the implementation of project-based learning in translation. C.A. Gebbia [5] examined the translation strategy of using local and textual metaphors. These studies have not addressed the problem of using these methods in relation to translator training in the context of the “One Belt, One Road” initiative.

H. Venkatesan [6] discussed the advantages and disadvantages of machine translation, particularly emphasising the integration of modern technologies into translation processes. G. Yang [7] emphasised the key features of electronic resources that were used in Chinese language teaching. Notably, the key challenge in the context of technical capabilities is to improve the quality of automatic translation, specifically not only translation but also interpretation. Y. Cui and B. Zheng [8] discussed the extra-linguistic consultation on English-Chinese translation. S. Albrecht [9] examined the linguistic (phonological, lexical, syntactic, prosodic, discourse-practical) features of Chinese and English. X. Luo [10] investigated the specific features of Chinese translation. However, the specifics of Kyrgyz-Chinese translation are still understudied.

The purpose of this study was to investigate the strategies of training Chinese language interpreters within the framework of the global initiative “One Belt, One Road” in Kyrgyz universities. The key objectives set in this study were to investigate the work related to the training of professional translators from and into Chinese in Kyrgyzstan and to examine the key principles, methods, and forms of work in teaching Chinese used in the training of translators under the “One Belt, One Road” programme. It also aimed to consider the features of training at different language levels (phonetic, lexical, morphological, syntactic).

Materials and Methods

This study used materials posted on the websites of the following universities: Bishkek State University named after Kusein Karasaev, Jusup Balasagyn Kyrgyz National University, Osh State University. Specifically, the study analysed such parameters as the specific features of training students of Chinese studies, translators from and into Chinese, principles, methods, and techniques of work in teaching Chinese language, namely in training students within the framework of the global initiative “One Belt, One Road”.

This study discussed the key theoretical aspects related to several parameters such as the use of automatic translation and the implementation of language

accessibility strategies. The study also examined the differences between Eastern and Western translation models and explored various translation strategies such as foreignization, domestication, and metaphorical translation. Different forms of work in the translation process were analysed, and the intercultural communication and the use of technical tools to improve the quality of translation were investigated. Attention was also paid to the study of problems within the framework of the global initiative “One Belt, One Road”, pedagogical experience on the example of training of students-translators in Kyrgyzstan. Apart from analysing the specificities of interpreter training, the key points related to the implementation of international cooperation within the framework of the above initiative were also highlighted.

After exploring the key theoretical aspects, this study examined materials on the training of professional Chinese translators. There was also a particular focus on exploring the specifics of learning within the global “One Belt, One Road” initiative. Key methods (verbal, practical, visual) and techniques of work (competitions, quizzes, literature days, events, exhibitions, master classes, international seminars) were considered. In analysing the learning process, the correlation between the different language levels (phonetic, grammatical, lexical, syntactic, stylistic) and the basic skills needed to realise successful translation activity was examined.

This study also identified the main objectives related to the implementation of translation strategies. These include interpretation, translation, and simultaneous translation, editing and correcting textual information, adhering to the necessary linguistic norms, engaging students to learn intercultural information, and active involvement of teachers in developing new technical capabilities to provide translation. Specifically, the need to learn vocabulary related to the economic, electrical, and transport spheres was considered, the features of word order were investigated, and the need for knowledge of non-equivalent vocabulary was emphasised. The key features of business communication, etiquette formulas were also considered. Next, the findings obtained from the study were tabulated.

After investigating all the above aspects, this study summarised the findings, which were related to the study of the level of demand for Chinese translator training in the context of the “One Belt, One Road” initiative. The findings also included information related to the specific features of language training of students in higher education institutions in Kyrgyzstan. Notably, apart from the study of pedagogical activities, the linguistic aspects related to professional translation in the context of the global initiative “One Belt, One Road” were also emphasised.

Results

Key information on the global project “One Belt, One Road”

“One Belt, One Road” is a global geopolitical project, an initiative of the People’s Republic of China (PRC), adopted in 2013 and involving investment in 70 countries and international organisations. PRC leader Xi Jinping developed this strategy. It was first announced in

September 2013 during the official visit of the President of China to Kazakhstan under the title “Silk Road Economic Belt”. The main objective of the initiative is considered the improvement of regional ties and economic situation in the region. The first and second forums were held in Beijing in 2017 and 2019 to discuss issues related to international cooperation. China has signed agreements with about 70 countries and international organisations. To date, the PRC has managed to involve over 138 countries and about 30 international organisations in the initiative. Among the infrastructure projects under the initiative are the construction of ports, steel roads, motorways, power plants, and telecommunications. Financial organisations such as China Agricultural Development Bank, Agricultural Bank of China, China Construction Bank, Export-Import Bank of China, China Investment Corporation, Asian Development Bank, are involved in financing the global “One Belt, One Road” initiative [11].

In July 2016, a programme called “One Belt, One Road” was developed by the Chinese Ministry of Education. The objectives of the programme included improving coordination mechanisms for language course development, expanding intergovernmental programmes, engaging language experts, emphasising the strengths of universities, expanding student enrolment, encouraging study programmes that promote partnerships between China and other countries in the global initiative, and increasing the number of teachers and volunteers who can teach Chinese. Today, there are about 100 million Chinese language learners, and the number of foreign students is 400.000 per year.

China’s language policy includes several elements. These elements encompass Chinese language status planning, which involves formalizing language rights, interlingual communication, and language dissemination. It also includes foreign language planning, focusing on transnational cooperation and creating an official lingua franca. The policy involves language structure planning, which aims to expand the leading position of Chinese in the world, ensure the presence of Chinese in regional communication, and use basic documentation in Chinese. The planning of language use in the educational process includes Chinese international education planning and Chinese language planning from a learning perspective. The policy also encompasses planning of language services, such as language translation, training, and technical support.

The main languages of the “One Belt, One Road” global initiative are Chinese, English, French, Russian, Spanish, and Arabic. These are the languages used in the official “Belt and Road” portal for translation of business documents. Among Asian countries, 38 countries are involved in this initiative, including Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Arab Emirates, Vietnam, and Georgia. African countries (40) include Algeria, Egypt, Ethiopia, Senegal, Sudan, Zambia. Among the European countries (26), Austria, Latvia, Malta, the Czech Republic, Poland, Portugal, have joined the initiative. Among North American countries (11), Dominican Republic, Cuba, Panama, Jamaica, Barbados, among South American countries – Venezuela, Uruguay, Ecuador, Peru, Chile. Thus, English was most used for communication in European countries, English, French,

and Spanish for communication in America, and English, Chinese, and Russian in Asia [12].

Within the framework of the “One Belt, One Road” initiative, language planning is important, specifically the development of a strategy related to key languages, common languages, and transborder languages. Therewith, government decision-makers should formulate language strategies, i.e., experts in different fields of knowledge. Language policy points must necessarily be supported by both theoretical and practical evidence. In addition, an essential component of language policy is systematisation, i.e., encouraging colleges and universities to produce highly qualified professionals. The main shortcomings of language policy in the context of the global “One Belt, One Road” initiative are as follows: limited capacity to teach Chinese as a foreign language, insufficient number of qualified personnel with foreign language skills (e.g., English, Japanese, German, Spanish, Arabic), and lagging behind in the training of professionals with expertise in engineering and technology.

The key areas of cooperation between countries under the “One Belt, One Road” program include policy coordination, specifically promoting intergovernmental cooperation. There is a focus on improving linkages between facilities, particularly enhancing infrastructure connectivity and technical standards. Unimpeded trade is emphasized, with a goal of fostering regional economic integration. Financial integration is also a priority, involving coordination and cooperation between financial organizations. Furthermore, enhancing people-to-people communications is highlighted, with efforts directed towards cultural exchange and cooperation in mass communications [13].

There are two “belts”: the Silk Road Economic Belt and the 21st Century Maritime Silk Road. The Silk Road Economic Belt makes provision for infrastructural development and economic cooperation between Eurasia, covering six corridors. These include the New Eurasian Land Bridge, China-Mongolia-Russia Economic Corridor, China-Central Asia-West Asia Economic Corridor, China-Indochina Peninsula Economic Corridor, Bangladesh-China-India Economic Corridor, Myanmar Economic Corridor, China-Pakistan Economic Corridor. The 21st Century Maritime Silk Road includes maritime links between Indonesia, India, Somalia, Egypt, and Europe.

Chinese language learning in Kyrgyz higher education institutions

The Kyrgyz-Chinese Department was established at Bishkek State University named after Kusein Karasaev in February 2004, and Chinese has been taught at the Faculty of Oriental Studies and International Relations since 1991. The principal task of the faculty is to train professionals – highly qualified specialists in the field of Chinese language and culture, to educate students learning Chinese who would be in demand on the labour market. The faculty represents a range of humanities areas in which training is provided. These include International Relations, Applied Translation and Translation Studies, Oriental Studies, African Studies/Chinese Language, Linguistics, Economics, Chinese Studies, Philosophy, and Management. These areas of training are aimed at strengthening cooperation between Kyrgyzstan and China.

The Bishkek State University named after Kusein Karasaev opened the first Chinese language testing centre in Central Asia, as well as the Confucius Institute, which focused on seminars, conferences, and Chinese literacy training. In addition, the students of the faculty were given the opportunity to take an active part in a variety of conferences, academic competitions, festivals, and contests. Notably, the teaching staff had internships in China, Switzerland, Great Britain, India, Turkey, and Kazakhstan.

In 2013, the Kyrgyz-Chinese Faculty was established at Osh State University with the purpose of improving friendly relations between the Kyrgyz Republic and China. An agreement was signed between representatives of Osh State University and Xinjiang University to regulate the activities of the institute, making provision for the opening of a Confucius Institute. The main task of the Kyrgyz-Chinese Faculty is to provide systematic training of highly qualified specialists in the field of Chinese studies, Chinese language and linguistics for the Kyrgyz Republic. Based on establishing links and knowledge exchange between students of the People’s Republic of China and the Kyrgyz Republic, Chinese students develop such qualities as academic mobility, freedom, social responsibility, ability to think and rationally make decisions according to the demands of the modern world, but considering the preservation of national interests and cultural values. The Chinese language is studied in parallel with the study of culture, economics, and politics, the introduction of a flexible approach to a modern educational system, and the analysis and monitoring of learning outcomes. Involvement of students in solving problems in the sphere of social and industrial activities is significant for establishing relations between Kyrgyzstan and China.

The Kyrgyz-Chinese Faculty at Jusup Balasagyn Kyrgyz National University is engaged in training highly qualified specialists and developing friendly relations in the cultural and humanitarian sphere between the PRC and Kyrgyzstan. The faculty provides training in such educational programmes as “Chinese Studies”, “Theory and Practice of Chinese Language Translation”, “Intercultural Communication”. To promote the global initiative “One Belt, One Road”, a Kyrgyz-Chinese Research Centre was established to work with Chinese companies located within Kyrgyzstan, as well as higher education institutions related to the training of students in areas such as literature, economics, and trade.

The key objectives include the mastery of translation strategies and all necessary tools. Namely students should be able to communicate at different levels, be able to interpret (consecutive, sight translation), translate and perform simultaneous translations following all linguistic norms, edit and proofread pre-translated texts, have knowledge of business etiquette, e.g., non-verbal means of communication. It is also important to involve students in the study of foreign languages and cultures, to train bachelors in the context of not only obtaining theoretical knowledge, but also in the context of building worldview patterns, forming practical skills to maintain competitiveness in the labour market, to unlock creative potential through the implementation of organisational, managerial, and other skills. In this case, a significant parameter is the active involvement of teachers in the

development of new technical possibilities for translation, holding joint scientific conferences, forums, creation of joint scientific publications with foreign partners.

Thus, the key methods used in the training of specialists include verbal methods (conversations, discussions,

lectures, discussion), visual methods (use of video materials, visual aids), practical methods (writing creative works, term papers and theses, solving problem tasks). The key techniques are discussed in Table 1 below.

Table 1. Key techniques

Kyrgyz-Chinese Faculty at Bishkek State University named after Kusein Karasaev	Kyrgyz-Chinese Department at Osh State University	Kyrgyz-Chinese Faculty at Jusup Balasagyn Kyrgyz National University
Chinese New Year celebrations	Organising a competition in Oriental languages	Conference dedicated to the 80th anniversary of B. Shamshiev
Organising exhibitions and master classes of national cuisine	Organisation of the International Chinese Language Day	Holding an inter-university student scientific and practical conference to mark the 30th anniversary of the establishment of diplomatic relations between the Kyrgyz Republic and the People's Republic of China
Traditional Chinese games	Holding an event related to the diversity of national cultures	Conducting a quiz on country studies of the Kyrgyz Republic and PRC at the forum
Holding of the China-Kyrgyzstan International Forum "China-Central Asia Community: The Future of Humanity and Digital Communication"	Organisation of the Day of Literature at the Kyrgyz-Chinese faculty	Editing and proofreading of written translations
Holding a "Phonetic Contest"	Organisation of an international seminar	Performance of consecutive and simultaneous interpretation by students when receiving delegations
Holding the quiz "我眼中的中国" ("China through my eyes")	Working with the Chinese publisher Phoenix for literature translation	Organisation of scientific forums and conferences
Holding a round table on the theme: "Current problems of Chinese language teaching in the era of digital transformation".	Celebration of the 10th Anniversary of the Confucius Institute	Working with research centres

Source: compiled by the authors of this study.

Key features of Chinese language learning in the framework of the global initiative "One Belt, One Road"

Learning Chinese within the framework of the "One Belt, One Road" initiative involves, first of all, terminology training. Specifically, the dictionary of economic terms includes the following units: "产品" ("chǎnpǐn") – product, commodity, "分销" ("fēnxiāo") – retail trade, "变动成本" ("chéngběn") – variable costs, "边际利润率" ("biānjì lǐrùnlǜ") – marginal income, "财务预测" ("cáiwù yùcè") – financial forecasting, "出超" ("chūchāo") – trade balance, "发展中国家" ("fāzhǎnzhōngguójiā") – developing country, "货币" ("huòbì") – currency, money, "通胀率" ("tōngzhànglǜ") – inflation rate, "外汇储备" ("wàihuìchǔbèi") – foreign exchange reserves, "投资银行" ("tóuzīyínháng") – investment bank, "经济均衡" ("jīngjì jūnhéng") – economic equilibrium. Knowledge of the railway terms is also required: "残疾人座位" ("cánjírén zuòwèi") – a seat for the disabled, "高速列车" ("gāosù lièchē") – high-speed train, "铁路切换" ("tiělù qiēhuàn") – railroad switch, "检票" ("jiǎnpiào") – ticket checking, "检票口" ("jiǎnpiàokǒu") – ticket offices.

Terms from the energy industry: "核能源" ("hénéngyuán") – nuclear energy, "火电站" ("huǒdiànzhàn") – thermal power, "风车" ("fēngchē") – "windmill", "太阳能" ("tàiyángnéng") – solar energy, "柴油" ("cháiyóu") – diesel fuel, "可持续性" ("kěchíxù xìng") – sustainability. Terms from the field of telecommunications: "蜂窝网络" ("fēngwō wǎngluò") – cellular communications, "数字电视" ("shùzì diànshì") – digital television, "公共承运人" ("gōnggòng chéngyùn rén") – a common carrier.

Apart from narrowly focused vocabulary, it is also necessary to study the lexical layer directly related to the "One Belt, One Road" initiative: "丝绸之路经济带" (Silk Road Economic Belt), "二十一世纪海上丝绸之路" (Maritime Silk Road of the 21st century), "全球发展的贡献者" (driver of global development), "亲诚惠容理念" (the concept of "closeness, sincerity, mutual benefit, and inclusion"), "上海精神" (Shanghai spirit), "世界和平的建设者" (builder of world peace), and many others.

Since the Chinese prefer harmony, they tend to avoid open confrontation or outright rejection, and therefore understanding non-verbal cues in business communication

is as necessary as understanding verbal cues. In written communication, polite phrases are exchanged, and then the main part – solving business issues – is dealt with. Popular phrases for business communication include the following: “请问贵姓?” (“qǐng wèn guì xìng”) – “What is your last name?”, “您觉得怎么样?” (“nín jué de zěn me yàng”) – “What do you think?”, “您在哪个部门工作?” (“nín zài nǎ ge bù mén gōng zuò”) – “Which department do you work in?”, “请您重说一遍好吗?” (“qǐng nín zhòng shuō yī biàn hǎo ma”) – “Could you please repeat what you said?”, “我明白了,谢谢” (“wǒ míng bái le xiè xiè”) – “I understand, thank you”, “请在这里签名” (“qǐng zài zhè lǐ qiān míng”) – “Please sign here”, “我们可以交换名片吗?” (“wǒ men kě yǐ jiāo huàn míng piàn ma?”) – “May we exchange business cards?”, “我们可以在微信上聊吗?” (“wǒ men kě yǐ zài wēi xìn shàng liáo ma?”) – “May we talk in WeChat?”.

In addition, during business negotiations the following vocabulary can be used: “谈判” (“tán pàn”) – “to negotiate, to discuss”, “解决问题” (“jiě jué wèn tí”) – “to resolve problems”, “谁还有什么意见或者问题?” (“shéi hái yǒu shén me yì jiàn huò zhě wèn tí”) – “Does anybody have other comments or questions?”, “你还有什么需要补充吗?” (“nǐ hái yǒu shén me bǔ chōng ma?”) – “Do you have anything to add?”. If there is a need to ask a question, the phrase “请问” (“qǐng wèn”) is used, which means “may I ask”. If there is a need to ask for something, then the phrase “麻烦你” (“má fan nǐ”) is used, which can be translated as “let me trouble you with a request” or “would you be so kind to [...]”. To express gratitude, phrases such as “麻烦你了” (“má fan nǐ le”) – “forgive [me] for disturbing you”, “谢谢” (“xiè xiè”) – “thank you” are used. Responsive remarks in this context might be as follows: “没关系” (“méi guān xi”) – “not to worry, no problem”, “不用谢” (“bù yòng xiè”) – “no need to thank me”. Knowledge of the lexical stratum and specific features of translation of basic terminology in different branches is necessary for both spoken and written translation.

Learning Business Chinese at Beginner level involves knowledge of Hanyu Pinyin, accurate pronunciation, use of basic characters and common content phrases, simple conversations such as greetings, habits, hobbies, basic grammar, and sentence construction. The Pre-Intermediate level includes basic reading skills, knowledge of business expressions for conversations and business correspondence in social networks, writing short essays, formal letters and messages. The Intermediate and Advanced levels include learning business terms, using complex syntactic constructions, participating in a variety of discussions with clear cause-and-effect relationships, observing the logic and coherence of statements, writing materials of different genres: letters, notices, invitations, reporting documents, contracts. Thus, the significant

aspects of the preparation include basics of business correspondence, study of grammatical and rhetorical patterns of communication, use of punctuation marks in business correspondence, principles of business communication, basics of writing techniques, the most common written expressions, study of the most frequent word errors.

When training specialists within the framework of the “One Belt, One Road” initiative, it is important to consider the specific features of the Kyrgyz and Chinese languages, which have a considerable number of differences. Specifically, the Kyrgyz language is considered agglutinative, and therefore in it grammatical forms and derivative words are formed using affixes that are added to unchangeable word bases (e.g., “kitep” – “kitepter” – “book” – “books”; “shaar” – “shaarlar” – “city” – “cities”). Chinese is a tonal language, aiming for a melodic voice pattern that is characterised by changes in pitch: e.g., the sound “ā” is high and flat, the sound “á” is ascending, “ǎ” is first descending, then ascending, the sound “à” is descending. In Kyrgyz language, the predicate necessarily stands at the end of the sentence, in Chinese – the word order is based on the principle: “subject” – “verb”. Comparing the lexical strata, the Kyrgyz language has a lot of both indigenous Turkic vocabulary and borrowings from Arabic (e.g., “madaniyat” – “culture”), Persian (e.g., “zhan” – “soul”), Russian (e.g., “botelke” – “bottle”), Mongolian (“shiber” – “dense forest”) languages.

Proceeding from the above differences between languages, there is a need to use different transformations in translation, including grammatical, syntactic, stylistic. Thus, to train Chinese translators, translation strategies, such as domestication, foreignization, change of content or structure, use of metaphorical constructions and omissions, should also be considered. Domestication in translation is a translation strategy in which the source text is brought to match the target culture, with the risk of losing information from the source text. Foreignization is aimed at preserving the content specified in the source text when translating into the target language; it also uses a descriptive method. Metaphorical transformations are used when translating from Kyrgyz into Chinese, and vice versa, when translating without equivalent vocabulary, phraseological units, and proverbs.

Apart from the above, linguocultural parameters of Chinese and Kyrgyz stay significant, specifically, the consideration of national-cultural lexical units in speech. Linguocultural information is connected, first of all, with phraseological expressions, sayings, and without equivalent vocabulary. Linguocultural units are usually translated using domestication or foreignization strategies. Although linguocultural vocabulary is not used as often in business communication as in artistic contexts, it is necessary to know basic communication skills, namely etiquette formulas inherent in Kyrgyz and Chinese languages. Table 2 presents the main characteristics of language training.

Table 2. Specifics of training in language levels

Language level	Characteristics
Phonetic	Study of phonetic phrases, syntagms, phonetic words (syllables, sounds), supersegmental units, accents, tones, tempo, and other features of business speech
Grammatical	Study of key grammatical categories, grammatical units, grammatical meanings, grammatical forms and their functioning in Chinese language
Lexical	Learning vocabulary related to the “One Belt, One Road” global initiative
	Learning vocabulary related to the economic, electrical, transport, and other fields.
Syntactic	Study of syntactic relations between different syntactic units
	Learning word order in sentences
Stylistic	Study of key principles of business etiquette
	Study of non-equivalent vocabulary, phraseological units and proverbs
	Gaining skills in text editing, business negotiations, correspondence

Source: compiled by the authors of this study.

Thus, the present study identified the key features of Chinese language training in the global initiative “One Belt, One Road”, specifically it outlined the translation strategies, methods and modalities in Chinese language teaching. The analysis of Chinese language teaching in Kyrgyz universities revealed that they implement a variety of teaching techniques: master classes, competitions, literature days, exhibitions, quizzes, practical conferences, international seminars, round tables. Translation strategies such as domestication, foreignization, metaphorisation, structural changes and omissions are used to train Chinese translators.

Training of specialists-translators from Kyrgyz into Chinese within the framework of the programme “One Belt, One Road” showed the need to investigate transformations in translations: phonetic, grammatical, lexical, syntactic, and stylistic. At the lexical level, important parameters are the study of vocabulary related to the economic, electrical, and transport fields, as well as vocabulary related to the global initiative “One Belt, One Road”. At the same time, at the syntactic level, the study of syntactic relations between syntactic units is significant, while at the stylistic level, the acquisition of skills in text editing and business negotiation is important.

Discussion

In the context of the “One Belt, One Road” global initiative, the technical components of communication, i.e., ensuring quality information exchange between representatives of different delegations, are significant. Modern language policies often use tools to automate translations. Since the development of modern technology significantly affects natural language processing, P. Jun et al. [14] investigated aspects related to different characteristics of professional training of interpreters, both interpreters and translators. The study analysed three types of annotations among which are annotation, machine annotation and human edited annotation. The high potential of semi-automated text processing was recognised. Y. Li and X. Lu [15] studied the translation principle based on machine learning and post-editing. X. Li et al. [16] discussed the potential of ChatGPT, specifically to enhance opportunities in teaching Chinese to those whose first language is English. In doing so, ChatGPT was found to be a valuable tool for language learning for low-income people.

S. Şimon et al. [17] covered ways of professionalization through the example of implementing a language accessibility strategy in Romania. This also applied to the information content, which is constantly being improved and undergoing adaptation. The analyses identified key translation errors that could improve the quality and efficiency of translations. The concept of automatic text translation with further editing within the framework of the global “One Belt, One Road” initiative is essential in terms of speed of translation of technical documentation.

When analysing the specific features of Kyrgyz-Chinese translation, attention was focused on the differences in the structure of the languages, specifically in terms of morphological and syntactic parameters. The differences between Western (English, French) and East Asian (Chinese, Japanese) translations are caused by both linguistic and cultural differences. In the analysis of C. Wang et al. [18] identified the key differences between the West and the East as well as the similarities between China and Japan in translation. Based on analysing 153 articles related to translation theory, Z. Qin et al. [19] found that Chinese translation theory is under strong Western influence. Thus, the author’s study focused on how Eurocentric approaches can be countered when translating from or into Chinese. The concept of translation from Kyrgyz into Chinese is aimed at maximum transmission of all necessary nuances of lexical meanings and stylistic parameters. The translation strategies of foreignization and domestication are applied.

Chinese language teaching in Kyrgyz higher education institutions is aimed at using both verbal, visual, and practical methods of work. Specifically, students take an active part in various events: Chinese New Year, Oriental language competitions, conferences, exhibitions and master classes, literary evenings, quizzes, international seminars, forums, contests, and round tables. In studying translation and interpreting strategies in China, W. Su and D. Li [20] conducted a questionnaire survey of students and identified the key trends related to the implementation of translation technology. Challenges to the effectiveness of transfer learning were emphasised. A. Cook et al. [21] discussed the ways of online learning in training, also focusing on students’ perceptions of the new instructional design, specifically exploring interactive course materials. According to C. Chen and X. Du [22], the study of intercultural communication showed the necessity of

combining group and individual work, using teamwork and different technological tools. Thus, in the context of training in Kyrgyz higher education institutions, all the main methods were implemented, namely, interactive learning (problem solving, various cultural events).

In the study of business communication in Chinese, aspects such as lexical, morphological, syntactic, and stylistic correspondences are important. S. Tian et al. [23] emphasised the significance of choosing the suitable technology for translation. As Chinese enterprises aim to maximise market expansion, the need for translators related to international markets and business translations increases substantially. G. Zhang et al. [24] aims to investigate the problems in the business environment, the specifics of communication service provision in the field of Chinese multinational enterprises. For instance, professional translation is always accompanied by self-expression and self-development. D.E. Westney et al. [25] presents the structure of the translation ecosystem through the micro-perspectives of translators, the meso-perspectives of compositional units, and the macro-perspectives of sociolinguistic contexts that influence translation. The study of the specific features of Chinese translation within the framework of the “One Belt, One Road” initiative showed the significance of observing such parameters as the use of terminological vocabulary from the economic, railway, electrical engineering spheres, knowledge of the basics of business communication (introductory phrases, greetings, farewells, phrases related to negotiation).

The analysis of Chinese language training of students in Kyrgyz universities has shown the focus on international cooperation with many countries of the world, holding scientific conferences, forums, business communication with foreign partners, implementation of simultaneous, oral and written translations during negotiations. Y. Zhang [26] reviewed the development of strategies to optimise learning and improve translation strategies when translating into professional Chinese. The need for a flexible system for training and exchange of students was also highlighted. C. Xue [27] identified the key issues associated with the fulfilment of modern translations. These include improving the systematicity of research on translation, reviewing translation methods. The elimination of problems in Kyrgyz-Chinese communication is related to the use of different translation strategies, such as domestication and foreignization, the study of Chinese and Kyrgyz linguoculture, namely the specific features of translation without equivalent vocabulary.

When translating texts within the framework of “One Belt, One Road” initiative, the accuracy of translation of technical documentation plays a critical role. The accuracy of translations was determined in a study by B.R. Taira et al. [28], where the accuracy rate for Spanish was 94%, followed by Tagalog (90%), then Korean (82.5%), Chinese (81.7%), Farsi (67.5%), and Armenian (55%). L.Z. Lzou et al. [29] discussed the practice of intermediate language translation, while the influence of the key language on the production of the final translation was not investigated. Kyrgyz to Chinese translation has obstacles to the implementation of a correct translation strategy in terms of morphological, lexical, syntactic, and stylistic features.

The specific feature of translations in the context of the global initiative “One Belt, One Road” lies in understanding and knowledge of technical, legal, political terminology to build effective communication. S. Aina et al. [30] investigated the key characteristics of translation of political texts within Chinese-English discourse. The key features of translation are considered to be accuracy, targeting an international audience, political correctness, and reflecting national characteristics. Thus, discourse specificity should also be considered when teaching Chinese to translators.

In analysing the training of Chinese language specialists within the framework of the global “One Belt, One Road” initiative, it was shown that there is still a shortage of teaching staff to teach not only Chinese but also national languages. Analysis of the pedagogical situation by M. Xu and X. You [31] emphasised the insufficient level of knowledge of teacher-translators, such as insufficient knowledge of modern technologies, lack of familiarity with the translation market and translation strategies. A study of teaching in Kyrgyz educational institutions showed that they have professional teachers who take part in many international forums, programmes, maintain regular links with international organisations, and improve their translation skills.

Thus, in the context of Chinese translator training, modern scientific discourse considers such problems as analysis of qualified labour resources, specific features of terminological units use. The discourse considers the observance of business communication principles, consideration of forms, methods, and techniques of work used in translator training. Improving technical capabilities related to the realisation of translations is also an essential issue.

Conclusions

The study found that language policy in the global “One Belt, One Road” initiative aims at planning Chinese language status, planning foreign languages, planning language structure, planning language use in the educational process, and planning language services. The main languages are Chinese, English, French, Russian, Spanish, and Arabic. Among the key problems the following were named: lack of highly professional specialists with foreign language skills, low training of specialists in technical branches of knowledge. The key challenges in the context of the “One Belt, One Road” programme are such as promoting intergovernmental cooperation, improving the link between infrastructure and technical standards, ensuring financial integration, cultural exchange and cooperation in mass communications.

In the study of Kyrgyz universities, it was found that the necessary skills for students learning Chinese are parallel language and culture learning, mastery of key translation strategies and necessary technical tools for translation, observance of all necessary language norms, mastery of business etiquette and non-verbal means of communication. The key methods of work used in communication with students of Kyrgyz universities include verbal methods (lectures, talks, discussions, debates), visual methods (demonstration of various video materials, audio materials), practical methods (compilation of creative works, implementation of projects, quizzes,

exhibitions, competitions, research-to-practice conferences, scientific forums).

The “One Belt, One Road” global initiative emphasises training at different linguistic levels. At the phonetic level, the focus is on phonetic phrases, syntagms, phonetic words, accents, tones, and tempo. At the grammatical level, the study involves key grammatical categories, units, meanings, and forms. At the lexical level, the emphasis is on studying vocabulary directly related to the “One Belt, One Road” global initiative, including vocabulary related to different fields, specifically economic, electrical, and transport branches of knowledge. At the syntactic level, the focus is on the study of word order, syntactic links between syntactic units, and key principles of business etiquette. At the stylistic level, the study covers basic principles of business communication, phraseological units, sayings, and vocabulary without direct equivalents and gaining skills in editing texts and conducting business correspondence.

To ensure accurate and effective translation within the framework of the “One Belt, One Road” initiative, the distinct characteristics of the Kyrgyz and Chinese languages should be considered. Specifically, the Kyrgyz language is agglutinative by nature, i.e., the formation of grammatical forms occurs using affixes, while the Chinese language is tonal, i.e., its melodic pattern is characterised

by changes in the pitch of sounds. Among the principal translation strategies, the following were identified: domestication, foreignization, use of metaphorical constructions, omissions. When teaching Chinese, special attention should be paid to linguocultural parameters, namely vocabulary without equivalents, phraseological expressions, and proverbs.

A limitation of this study may be that only three higher education institutions were selected to analyse teaching activities, which cannot be indicative of the implementation of teaching processes across the country. Future priorities may include developing strategies for training translators with a prominent level of proficiency in both their native language and several global languages, exploring ways to implement language policies within the framework of the global “One Belt, One Road” initiative, and investigating technical possibilities for improving the technologisation of translation processes.

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Conflict of Interest

There is no conflict of interests.

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Попит і підготовка перекладачів китайської мови в контексті ініціативи “Один пояс, один шлях”

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Анотація

Актуальність. Необхідність дослідження специфіки підготовки перекладачів китайської мови в рамках глобальної програми “Один пояс, один шлях” зумовлена насамперед постійними змінами в різних аспектах, зокрема структурному, семантичному та художньо-творчому.

Мета. Метою цього дослідження було дослідити глобальну ініціативу “Один пояс, один шлях” у контексті підготовки професійних кадрів для виконання перекладів китайською мовою.

Методологія. У цьому дослідженні проаналізовано матеріали, розміщені на сайтах кількох вищих навчальних закладів. Аналіз зосереджувався на конкретних параметрах, таких як особливості навчання студентів китайській мові, освіта перекладачів, що працюють з китайською мовою, а також принципи, методи та прийоми, що використовуються у викладанні китайської мови.

Результати. Аналіз підготовки перекладачів визначив ключові навички для студентів: паралельне вивчення мови та культури, дотримання норм перекладу, таких як діловий етикет, володіння технічними засобами перекладу. У киргизьких університетах методи включають словесні (лекції, дискусії), наочні (аудіо- та відеоматеріали), практичні (творчі роботи, виставки, вікторини, конференції). Для перекладачів китайської мови в рамках ініціативи “Один пояс, один шлях” навчання охоплює кілька лінгвістичних рівнів: фонетичний (фрази, наголоси), граматичний (категорії, значення), лексичний (словниковий запас, пов’язаний з ініціативою та різними сферами), синтаксичний (порядок слів, взаємозв’язки), стилістичний (діловий етикет, унікальна лексика).

Висновки. Дослідження показало, що мовна політика ініціативи “Один пояс, один шлях” зосереджена на плануванні статусу китайської мови, іноземних мов, структури мови, використання мови в освіті та мовних послуг. Ключовими проблемами є нестача кваліфікованих фахівців, міжурядова співпраця, інфраструктурні стандарти, фінансова інтеграція та культурний обмін. У майбутньому це дослідження може бути використано для розробки технічних удосконалень киргизько-китайського перекладу, для покращення підготовки китайських фахівців у рамках глобальної ініціативи “Один пояс, один шлях”.

Ключові слова: мова міжетнічного спілкування; лінгвістичні рівні; мовна політика; лінгвістичні параметри; термінологічні одиниці.