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On training at the undergraduate level in pedagogy in Kyrgyz Republic and China

Chen Wenjing

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

Ajarbubu Raimkulova*

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

Hao Zhoushao

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

Kizai Zulpueva

International Kuwait University
720022, 6A Ibraev Str., Bishkek, Kyrgyz Republic

Shaiyrkul Sultanalieva

Naryn State University named after S. Naamatov
722600, 25 Lenin Str., Naryn, Kyrgyz Republic

Abstract

Relevance. This study considered the main stages of development of higher pedagogical education in Kyrgyz Republic and China, as well as the problems of teacher training in Chinese and Kyrgyz universities at the present stage. The relevance of the issues of researching the demand for Chinese and Kyrgyz higher pedagogical educational institutions, the problems of reforming and adapting educational programmes to new socio-cultural conditions was noted. The reasons and main stages of development of the system of higher pedagogical education in Kyrgyz Republic and the People's Republic of China were analysed, the active involvement of the state leadership in reforming the system of higher education, building new university campuses, creating the necessary conditions for training specialists was noted.

Purpose. The purpose of this article was to investigate the causes, preconditions, conditions, and main stages of the development of the system of training of pedagogical specialists in the Kyrgyz Republic and China, as well as to analyse the current state and features of educational programmes of Chinese and Kyrgyz pedagogical universities.

Methodology. Critical-analytical method, comparative method, analysis of open data sources were used as research methods.

Results. The study showed that the state reforms towards liberalisation and openness of economic and social life, which have been carried out in China since 1978 and in Kyrgyz Republic after independence in 1990, have had a positive impact on the development of the education system in the country. At the same time, the popularity of the teaching profession under liberalisation has declined markedly, which has had a negative impact on the quality of training of entrants and graduates of teacher training institutions.

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*Corresponding author



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Conclusions. The practical significance of the study is to systematise the specific features of theoretical training and practical experience of higher teacher education because of reforms of the educational system in such dynamically developing countries as Kyrgyz Republic and China.

Keywords: pedagogical universities; educational policy; modernisation of education; globalisation of education; system of higher education.

Introduction

The development of education is one of the key factors in the economic, social, and cultural development of a country. Education plays a key role in the formation of a nation and its values and allows the young generation to be educated into intellectually advanced and ethically responsible citizens. Therefore, the development of education and teacher training systems are global trends in which both advanced and developing countries of the world are interested in actively taking part. Kyrgyz Republic and China, like many other developing countries, need trained and qualified teachers who can overcome the challenges and problems facing the modern education system. The Kyrgyz Republic, like China, is striving to improve the quality of its education system, and teacher training is an important part of this process. Therefore, the study of future teachers' learning process is important from the standpoint of establishing state priorities in the sphere of education and professional training of future specialists.

The study of undergraduate teacher training in Kyrgyz Republic and China is highly relevant for several reasons. Firstly, in the context of the overall process of education system development: the Kyrgyz Republic and China are striving to reach a new level in the field of education. The study of pedagogy helps to improve the quality of education and prepare highly qualified teachers who can meet the challenges of modern education. In addition, it is necessary to note the phenomenon of constant growth in the number of students in Kyrgyz Republic and China. Both countries have a considerable proportion of the population that belongs to the younger generation and a high demand for education. To meet this demand, more educators need to be trained.

It is important to examine the development of teacher education in Kyrgyz Republic and China in the broader context of the country's economic growth. The Kyrgyz Republic and China are striving to become more innovative and high-tech countries. Education plays a crucial role in achieving these goals. The study of pedagogy helps to create an educational system that can develop creative thinking and innovative abilities in students. At the same time, it is necessary to investigate the development of teacher education as a factor of international cooperation. The countries are actively developing cooperation with world educational leaders in the field of education. Studying pedagogy allows Kyrgyz and Chinese students and scholars to better understand cross-cultural differences in education and learn from the best educators from other countries. It is important to realise that the process of teacher training in both countries is now undergoing a comprehensive renewal of the fields of education. Kyrgyz Republic and China are implementing reforms in the education system to improve the quality of education. The study of pedagogy helps to

develop and implement new techniques and approaches in education.

In the context of the global process of higher education system development, teacher training in Kyrgyz Republic and China has also progressed in response to new socio-cultural demands. The Kyrgyz Republic has also witnessed rapid development of its higher education system after 1990, which was particularly intensified after the transition to the Bologna two-tier model of higher education in 2011. Since then, not only the processes of integration of higher education in Kyrgyz Republic into the world educational system have intensified, but also the development of the system of training of specialist teachers in Kyrgyz higher education institutions. U. Mambetakunov [1] covered the current state of education in pedagogical universities in Kyrgyz Republic, emphasising the existing problems of the quality of training of applicants to pedagogical universities, professionalism of graduates, and shortage of teachers. In addition, it is worth noting the study by N. S. Usupova and J.D. Abdyaeva [2], where the researchers justify their proposal to radically modernise the process of teacher training to better develop the personal potential of the teacher, which should improve the quality of education in general.

Since the beginning of the People's Republic of China, higher education in the country has undergone a long road of development and transformation, both qualitatively and quantitatively. The study of the history of success and failures in building the higher education system as a whole, the study of the general laws and characteristics of the development of higher education in China, as well as the specifics of changes in the indicators of popularity of higher teacher education in the country will help to identify the specific features of the development of teacher training in China and highlight positive trends in the system of education of future teachers. Many studies have been devoted to the history of the development of higher education in China. M. Hong [3] examines the development of higher education in China in the early 21st century from different perspectives and in terms of particular topics. The study by E. Jones and H. de Wit [4] focuses on the transformation of China's higher education system in the context of internationalisation. G. Biesta [5] explores China's experience in developing global university education. G. Biesta et al. [6] explores the approaches, methods, and main stages of development of higher teacher education in China. M. Cochran-Smith et al. [7] explore the theoretical plane of the problems of training in Chinese teacher education institutions.

The purpose of this study was to examine the development of the higher pedagogical education system in the reform period and to establish its features, as well as a comparative analysis of the conditions of bachelor's degree training in pedagogy in higher education

institutions in China and Kyrgyz Republic under the conditions of socio-economic changes.

Literature Review

The main historical stages of development and the current state of the system of teacher training in higher education institutions in Kyrgyz Republic and China have been sufficiently studied by many researchers.

I.S. Boldzhurova [8], conducting a study of the history of development of the educational sphere of Kyrgyz Republic in 1990–2018, notes that the system of higher professional education as such was formed in the times of the USSR. This system existed under the conditions of centralised state administration, which formed a unified educational space. In the Soviet period, the all-union education system included national republican educational units, had a multilevel network of pedagogical educational institutions of profile and unified normative and methodological support. The number of students was constantly increasing, and a prominent level of professionalism of teachers was achieved, which was positively reflected at all levels of the learning process. The study analyses the modern period of development of the higher education sphere of the Kyrgyz Republic, focusing on the reception of the new two-stage model of higher education in the context of the inclusion of the Kyrgyz Republic in the Bologna process.

A.S. Raimkulova [9], studying new formats of training a modern teacher who would meet the demands of modern society, focuses on the application of the competence-based approach in pedagogy. This methodology allows teachers to better bring out the personal qualities in students, forming competence systems necessary for the realisation of specialists in the current socio-cultural conditions. N.S. Usupova and J.D. Abdyraeva [2] analyse the role and contribution of teacher education in the development of the Kyrgyz Republic, noting the dependence of success indicators of the entire socio-economic life of the country on the quality of the teacher training system. The study substantiates the need to modernise higher teacher education and identifies the main problems faced in practice by the teacher training system.

U. Mambetkunov [1], examining the quality of teacher training in the modern Kyrgyz Republic, focuses on the low level of popularity of the teaching profession in Kyrgyz society, especially among the younger generation. In his opinion, it is the low level of provision for teachers that contributes to a decline in interest in relevant education among applicants, which affects both the level of preparation of those entering teacher training institutions, their performance levels during their studies, and their motivation to work as secondary school teachers. This negatively affects the entire education system of Kyrgyz Republic and, consequently, the overall level of socio-economic development of the country.

In 2018, the study by S. Marginson [10], which explores the process of cooperation between state, scientific, and educational institutions in China. This study, based on rich historical material, gives a brief description of the development of higher education. The study edited by D. Ou and Z. Zhao [11] made a comprehensive and systematic investigation of the development and reform of higher education in China. The

study by W. Shen et al. [12] is devoted to the problems of modern Chinese pedagogy, in which the authors examine the current trends in the education of future teachers in China through the lens of the historical experience of building the Chinese system of higher pedagogical education.

Materials and Methods

To understand the system, main indicators and conditions of implementation of higher pedagogical education in China and Kyrgyz Republic, the regulatory documents of China and the Kyrgyz Republic in the field of higher education were analysed: Vocational Education Law of China [13], Law of the Kyrgyz Republic No. 92 “On education” [14]. The analysis of the state policy in the field of development of higher professional education and higher education institutions until 2022 was based on the study of the documents: Outline of China’s National plan for medium and long-term educational reform and development 2010-2020 [15], New round of China’s World Class Universities and Disciplines (“dual first class”) initiative [16]. The perspectives of popularity indicators in the context of the strategic development process of Chinese and Kyrgyz universities were investigated based on China’s education modernisation plan towards 2035 [17] and Programme education development programme in the Kyrgyz Republic for 2021-2040 years [18].

The methodology of this study was based on the method of substantive approach, which is based on the requirement to describe the modernisation of higher education, focusing on its conceptual, institutional, substantive, technical components. The methods of functional approach were also implemented, where it is important to consider such functions of higher education as personalisation, popularisation, informatisation, internationalisation, diversification, democratisation, socialisation, and specialisation. The study also applied the methodology of historical-evolutionary approach, based on which the process of realising the potential of the higher education system should be considered as a phenomenon of gradual development based on long-term evolution.

The historical method was used to establish the main conditions for the emergence and subsequent development of higher pedagogical education in Kyrgyz Republic and China, to investigate the patterns of involvement of the political leadership of the countries in educational processes and to describe the main features of the evolution of the system of teacher training in these countries. The method of induction was used to establish general phenomena and regularities of development of the sphere of Bachelor of Pedagogy training based on systematization of data on training programmes, quality of higher education and prospects of subsequent employment of graduates of pedagogical universities in the Kyrgyz Republic and China. The method of comparative analysis was used to identify similarities and differences between the educational pedagogical programmes of Kyrgyz and Chinese higher education institutions, as well as to analyse the historical evolution of the development of conditions for training future teachers in the Kyrgyz Republic and China.

The historiography of the development of Chinese and Kyrgyz pedagogical universities in the post-reform period focuses on different areas of the functioning of the higher education system. Researchers are also interested in bachelor's degree training in pedagogy in China and the Kyrgyz Republic, as well as the factor of internationalisation and international cooperation in higher education. In this field, the reform factor as a key factor in the development of higher pedagogical education, as well as the problems of the quality of "mass education" and social stratification as a consequence of increasing the accessibility of higher education are predominantly investigated. The scientific community is also interested in the issues of joint educational programmes in the field of university education, ways of adaptation and training of foreign students in the educational ecosystem of a modern university of international level.

The general problems of the structure of higher education in Kyrgyz Republic and China, the reform process, external conditions, and strategic prospects for the development of Chinese and Kyrgyz pedagogical universities are also of interest to many researchers and are discussed in the studies of specialists.

Results and Discussion

History of the development of teacher education in Kyrgyz Republic

The education system in Kyrgyz Republic as such began with the spread of Islam in the early 19th century, when the first madrasas (institutions designed to train Muslim clerics and schoolteachers) and mektebs (primary schools) were founded in the country. By the beginning of the 20th century, the number of madrasas had increased considerably – in 1914, 88 such religious educational institutions were running in Osh County alone. In parallel with the development of the traditional-religious system of education with the accession of Kyrgyz Republic to the Russian Empire, Russian and mixed Russian-Kyrgyz schools, as well as gymnasiums and colleges appeared on the territory of the country. By 1916, 16 mixed Russian-Kyrgyz schools were already working in Kyrgyz Republic. There were 56 girls among the pupils of these schools, which then totalled 750. At the same time, as N.S. Usupova and J.D. Abdyaeva [2] point out, the country's education system substantially lacked pedagogical personnel, as there were only two educational institutions for teacher training – a teachers' seminary in Tashkent and pedagogical courses at the city school in Verny (now Almaty). At the same time, as a result of reforming the system of mektebs and madrasahs, new schools were established for the Turkic-speaking population, with a four-year programme of study. However, due to the unsystematic policy of the state authorities towards the problems of the educational sphere, as well as the acute shortage of teaching staff, most of the population of Kyrgyz Republic (about 90%) was illiterate by the time of the establishment of Soviet power. The situation changed dramatically when the Communists came to power. Apart from the widespread opening of schools, the new authorities also began to actively develop the system of teacher education. The Institute of Public Education in Bishkek began its work in 1925, and similar educational institutions in Osh and Jalal-Abad in 1926. The Kyrgyz State Pedagogical Institute was opened in 1932.

A new stage in the development of the teacher training system in Kyrgyz Republic was the 1950s. At that time, several higher educational institutions of pedagogical orientation were opened – the Kyrgyz State University, which had several faculties of pedagogical training (opened in 1951), the Osh Pedagogical Institute (1951), the Kyrgyz Women's Pedagogical Institute (1952), and the Pedagogical Institute in Karakol (1953). In 1979, the Frunze Pedagogical Institute of Russian Language and Literature began its work. The opening of new pedagogical universities has had a positive impact on the quality of teacher training in Kyrgyz Republic. By 1985, the number of teaching staff with higher education had increased markedly – by 21% in urban schools and 30% in rural schools. Notably, in the 1985-1986 school year, 83% of the 1654 general education schools were rural, i.e., 1375 [2]. With the beginning of Kyrgyz Republic's existence as an independent state, new economic, political, and social conditions began to dictate substantial changes in the sphere of higher professional education. In the first years (1991-1994), the Soviet educational system was still essentially adapting to the new socio-cultural reality. During this period, new types of educational institutions appeared (including private universities), educational institutions gained more financial and administrative independence, but, at the same time, there was an outflow of teaching staff, lack of state funding and some inconsistency of educational theory in relation to new practical demands [8].

At the next stage (1995–1999), researchers note the transition of the system of teacher training institutes to the status of universities, which was accompanied by changes in the system of teacher training, oriented towards new conditions of humanisation and diversity of society, democratisation of education and increased requirements for training specialists. In addition, this period is characterised by the regional expansion of the network of teacher training institutions. In the 1990s, the following universities were opened: Tynystanov Issykkul State University (1992), Jalal-Abad State University (1993), Osh University of Humanities and Education named after A. Myrsabekov (1994), Naryn State University named after Satybaldi Naamatov (1996). With the advent of the 21st century, the development of the Kyrgyz system of teacher training is moving to the stage of mass higher education, as well as internationalisation and globalisation of the general educational process. At that time, the process of opening new educational institutions in the regions of the country continues. Talas State University (2000) and Batken State University (2000), which have units specialising in teacher training, have been launched. Since the 2011–2012 academic year, within the framework of the Bologna system implementation, higher education institutions of Kyrgyz Republic have switched to a two-tier system of education.

According to I.S. Boldzhurova [8], the educational system of Kyrgyz Republic has actively adapted to the new socio-cultural conditions and is trying to respond adequately to the labour market. This is especially true for the system of teacher training, given that over 2 million of the 6.5 million people living in Kyrgyz Republic are students at various levels – from pre-school children to university students. This quantitative factor of demand for

quality teaching staff together with the objective process of Kyrgyz Republic's integration into the world educational space through accession to the Bologna Process brings some adjustments to the teacher training system. Gradually implementing the principles of the Bologna Declaration, Kyrgyz universities now use a two-tier system of teacher training – bachelors and masters. At the present stage in the Kyrgyz Republic, teachers are trained in 26 educational institutions, of which 6 are non-state institutions. Training is provided in 26 pedagogical specialties and 6 bachelor's and master's degrees [19]. In Kyrgyz Republic, 113 thousand teachers currently work in more than 4 thousand educational institutions at various levels, from preschool to higher vocational education. Of these, 82 thousand are schoolteachers, 58 thousand of whom work in rural areas. There are a total of 2296 general education schools in the country [2].

Due to the problems of lack of necessary working conditions and remuneration, the teaching profession is becoming unpopular in the society. This has become the main reason for the shortage of teaching staff in the educational sphere, which becomes about 2 thousand teachers annually. The deficit becomes especially clear in light of the data that half of educators are in their 50s, while the proportion of educators under the age of 30 is less than 10%. This age bias is explained by the relatively low standards of teachers' monthly salaries, which are on average 20% lower than total employee benefits in Kyrgyz Republic and 40% lower than those of employees of public administration institutions [2]. This affects not only the indicators of popularity of the teaching profession, but also the quality of training of applicants and graduates of pedagogical universities in Kyrgyz Republic. Upon graduation from the university, no more than 20% of graduates-teachers go to work in general education institutions of the Kyrgyz Republic. In addition, during the first 3 years of teaching practice, about 60% of specialists leave Kyrgyz schools.

Specific features of bachelor's training in pedagogy in Kyrgyz Republic

In the conditions of innovative trends in the system of higher education, pedagogical science is characterised by an intensive search for new methodological approaches that determine innovative directions in the training of a new generation of teaching staff. This is primarily because the knowledge paradigm has exhausted its possibilities and the strategies for modernising education in the 21st century is causing systemic changes in modern schools and universities. Modernisation of the educational space is carried out against the background of contemporary trends in pedagogy, in modern didactics, initiates pedagogical searches and introduction of innovations dictated by the realities of the current agenda.

In modern higher education in Kyrgyz Republic, under the influence of historical, socio-economic, and other factors, different systems of teacher training have developed, which are characterised by several national specific features and common patterns. Modernisation of universities in Kyrgyz Republic, including its orientation on the implementation of the principles of the Bologna Declaration, expects the teacher training system to substantially transform the structure of future teacher

education, focus on the high quality of its education, development of mobility, activity, independence of future teachers. Innovative practice is building up some experience in training such teachers, but without "heavy investment in education and sufficient teacher pay", the New Teacher cannot be brought up [20].

In the Kyrgyz Republic, 26 higher education institutions in Kyrgyz Republic trained personnel in pedagogical specialties, but there was integration of pedagogical institutes into faculties at universities [21]. Modern university faculties of education award three types of academic degrees: bachelor's, master's, and doctoral in the relevant speciality. The preparation for the bachelor's degree is carried out over a period of 4 years. The Bachelor of Pedagogy degree is a preparatory degree; it is not regarded as a qualification. Training can be conducted by full-time, distance, and part-time forms of education. The bachelor's programme in Kyrgyz Republic includes the following pedagogical disciplines: implementation of communicative approach in education, education management, ethnopedagogy, pedagogy, basics of pedagogical skills [22].

The scientific bases for designing the process of Bachelor of Pedagogy training considering the positive trends in education (humanisation, democratisation, integration, digitalisation) declared in modern conditions are special principles. Along with general didactic principles such as scientificity, conscientiousness, creativity, visual learning, and the development of creative thinking, special attention should be focused on the following principles:

1. The principle of systematicity, through which the content of teacher training is considered as a whole.
2. Principle of integrity – the successful implementation of this principle ensures the completeness of theoretical and factual knowledge and pedagogical skills.
3. The principle of interdisciplinarity – consideration and actualisation of this principle ensures synthesis of knowledge from a wide range of disciplines.
4. The principle of correspondence of the content of teacher training to the prospects of society development.
5. The principle of dynamism – using this principle, contemporary trends and those characteristic changes that occur in the activity of the future bachelor of pedagogy are considered.
6. The principle of correspondence of the forms of organisation of the educational process to the goals of pedagogical training of a bachelor.
7. The principle of didacticization and practical orientation.

Specific principles include [2]:

1. The principle of participatory interaction (taking responsibility for learning outcomes).
2. The principle of polyfunctionality (integration of educational, educational tasks aimed at the formation of professional activity of a future teacher).
3. Didactic diversity (use of all methods, techniques, and tools, including innovative and digital technologies).

Modern realities of Kyrgyz Republic impose fundamentally new requirements to the education of future teachers. The competence approach to the formation of professional competences of a future teacher is declared as

one of the “cardinal ways of modernisation of modern education”. The renewed school, according to A.S. Raimkulova [9], requires the training of a teacher capable of supporting the personal development of each student and, at the same time, ready to ensure the quality of education that would meet the needs not only of the individual, but also of society and the state. The processes of modernisation of the Bachelor of Pedagogy training system in Kyrgyz Republic are closely related to the continuous development of internationalisation of higher education. The study of this issue from the standpoint of comparative pedagogy shows that the development of teachers’ professional competences, including Bachelor of Pedagogy, and the improvement of their intercultural communication are also urgent tasks of educational reforms in China.

History of the development of teacher education in China

The institutionalisation of vocational education in China has its actual origins in the reforms that followed the overthrow of the Qing dynasty in 1912. By the 1920s, there were already 385 public institutes and colleges for teacher training, often admitting teenagers from poor families. The state saw in the new pedagogical institutions a qualitative alternative to the traditional Confucian education, which, in their opinion, had led the Celestial Empire into a state of decadence characteristic of the 19th century. In the 1930s, the Kuomintang government legally formalised the status, charter, and standard of teacher education, separating it from classical general education.

Researchers W. Shen et al. [12] note that after the Communists came to power in China, the Chinese model of teacher education became orientated towards the Soviet model. Students of teacher training institutions studied at the expense of the state, received a stipend, and were distributed throughout the country, which was conveniently linked to the five-year plans of the Chinese Communist Party. But, due to the “cultural revolution” (1967-1977), the development of the sphere of teacher education was substantially disrupted. When, by the early 1980s, the country’s leadership proclaimed a course of modernisation and liberalisation, Chinese schools, particularly in rural areas, were in dire need of qualified teachers. In some provinces, even in the 2000s, there was a shortage of 1500-2000 certified teachers, leaving some classrooms with 70-100 students and teachers having to teach all subjects at once. At the turn of the 1980s and 1990s, the Chinese authorities implemented radical reforms in the administration of the higher education system. The system of forced placement of graduates in jobs was abolished, and the rights of local authorities and higher education institutions, which now also became responsible for the financing of educational institutions, were expanded. This had a negative impact on the position of pedagogical universities, as the local economy was less interested in specialists in the pedagogical sphere than in technical or economic ones.

The decline in the level of material support has caused pedagogical universities to lose their leading teachers, who have left for more popular classical universities. Specialists noted some signs of inefficiency in the system of training of specialist teachers: detachment of theoretical training

from practical needs, unbalanced methodology, poor level of practical skills of students, low level of requirements for future teachers [4]. China’s political leadership during the reform period (1980s) re-established a three-tier teacher training system:

1. Secondary teacher training colleges to train primary school and kindergarten teachers.
2. Higher pedagogical colleges for the training of secondary school teachers.
3. Pedagogical universities for the training of higher-level teachers.

However, even in 2009, only 32% of primary and secondary school teachers had an adequate level of education. Therefore, the government solved the problem of the shortage of certified specialists by “in-service training”, which enabled the “people’s teachers” of primary and lower secondary schools, who constituted 40% and 60% of the total number of teachers in the educational institutions of the respective categories, to obtain the required level of qualification.

In 2001, the Chinese government embarked on a path of reforming teacher education by opening teacher specialisations in advanced universities admitted to the “211 Project” (Fudan University, Peking University, Nanjing University). As a result, to increase competitiveness, some pedagogical universities merged with classical universities, pedagogical colleges, introducing modern scientific disciplines, grew to the level of a university, and pedagogical colleges merged with colleges. Between 1998 and 2008, the number of teacher training colleges increased from 75 to 140, while the number of colleges decreased from 154 to 48. As a result, the 2010 requirements made it mandatory for primary school teachers to have at least a diploma from a teacher training college, and for lower and higher secondary school teachers to have a bachelor’s and master’s degree, respectively [12]. Researchers noted China’s successful implementation of Projects 211 and 985 over two decades (from 1995 to 2014), which put China among the world leaders in educational achievement rates and successfully affected the development of the Chinese economy.

According to the “State Programme of Education Development and Reform for 2010-2020”, China leadership highlighted the key role of pedagogical universities in shaping the system of training specialist teachers. It was proposed to bring the field of teacher training closer to school practice, actively exploring the experience of other countries as well, and to balance the system of management and resourcing between local and central government. At the same time, pedagogical universities have been given a sufficient degree of autonomy to independently determine the forms and models of teacher training. For example, Beijing Normal University, since 2003, has divided applicants into only two majors, science, and humanities, leaving the choice of specialisations to the end of the second year. In doing so, students are free to choose the model for obtaining the qualification:

1. Studying subjects of pedagogical orientation within the framework of elective courses.
2. Obtaining another bachelor’s degree at the same time as a pedagogical degree.

3. A “4+2” model that offers a master’s degree in pedagogy in addition to a bachelor’s degree in a specific field of study.

Shaanxi Normal University, emphasising on student’s gaining practical training, has implemented a “3+1” system, which provides 1 year of practical training in school after 3 years of theoretical training [6]. Thus, in China, with the key role of state leadership in the management of the education system, there is a significant degree of autonomy for teacher training colleges, allowing them to implement different variations of models for educating future teachers.

Specific features of bachelor’s degree in pedagogy in China

The current position of the Chinese political leadership on the new requirements in the training of future teachers was outlined in the Opinion of the CPC Central Committee and the State Council of the People’s Republic of China dated 20.01.2018 “On Comprehensively Deepening the Reform of Teacher Education in the New Era”. Education of students of pedagogy has been formalised as one of the priority areas of socio-economic development of the country. In 2019, China’s education modernisation plan towards 2035 [17] was published, which includes a list of transformations to train a new generation of high-calibre educators. It is known that according to the Reform and Opening-up Policy in China in 1978, the ranking of universities was carried out, and all universities were divided as follows:

1. Generalist universities with science and humanities departments.
2. Institutions of technology universities and colleges.
3. Sectoral universities.
4. Teacher training universities and colleges.
5. Speciality colleges.

In the modernisation of China’s higher education system, “60 regulations on higher education”, “50 regulations on secondary education”, “40 regulations on primary education” were approved. Other measures included:

1. Curricula, programmes, and manuals have been updated and revised.
2. The Unified Entrance Examination Programme has been approved.
3. The system of university management has been restored, and the role and tasks of trade unions have been clearly outlined.

4. Project 211 and Project 985 are being successfully implemented, the main goal of which is to take up the challenge of the global technical revolution, stimulate the development of higher education, and take high places in the ranking of the world’s universities.

Through the processes of modernisation of the educational system, Chinese higher education institutions have gained innovations such as:

1. The right to approve the curriculum.
2. Introduction of electives, related courses.
3. Bachelor’s, Master’s, and Doctoral programmes were approved (1981).
4. Introduced evening and distance learning.
5. Introduction of the Unified State Examination.
6. The updated version of the Compulsory Education Act (2006) was recognised.

Obtaining a bachelor’s degree in China is similar in structure to the Western education system. Obtaining a bachelor’s degree in China takes 4-5 years. The academic year is also divided into two semesters: autumn and spring. The first lasts from mid-September to January. The second is from March to July. After completing a bachelor’s degree in pedagogy, it is possible to study for a master’s degree and then continue on to a doctoral programme. Depending on the chosen speciality, the programme can last from 3 to 6 years [23]. A foreign applicant in China can apply for a bachelor’s degree in teaching at Chinese universities immediately after graduating from high school or college. There are educational programmes in both Chinese and English. The latter are much fewer (about 20-30% of the total). Students earn a Bachelor of Pedagogy degree after 4 years of study, accumulating an average of 130-170 credits [24].

According to the “Guide to Bachelor’s Speciality in General Higher Education Institutions” prepared and promulgated by the Department of Higher Education of the Ministry of Education of China, there are two kinds of specialities within education with subject code 04: teaching (professional code: 0401) and sports (professional code: 0402). The category of pedagogy also includes 16 specialisations: pedagogy (040101), pre-school education (040106), primary education (040107) and special education (040108) [17]. In 2023, China’s Ministry of Education has declared it is possible for many universities to conduct undergraduate training in teaching specialisation (professional code: 040101) (Table 1).

Table 1. Pedagogical universities enabled to train bachelors in pedagogy

Serial number	Name of the higher school	Professional name	Level
1	Beijing Normal University	Pedagogy	National
2	Nanjing Normal University	Pedagogy	National
3	Shaanxi Normal University	Pedagogy	National
4	South China Normal University	Pedagogy	National
5	Northeast Normal University	Pedagogy	National
6	Capital Normal University	Pedagogy	National
7	Hunan Normal University	Pedagogy	National
8	Shanghai Normal University	Pedagogy	National
9	Sichuan Normal University	Pedagogy	National
10	Shandong Normal University	Pedagogy	National
11	Tianjin Normal University	Pedagogy	National

12	Anhui Normal University	Pedagogy	National
13	Hebei Normal University	Pedagogy	National
14	Yunnan Normal University	Pedagogy	National
15	Fujian Normal University	Pedagogy	National
16	Liaoning Normal University	Pedagogy	National
17	Henan Normal University	Pedagogy	National
18	Qufu Normal University	Pedagogy	National
19	Hainan Normal University	Pedagogy	National
20	Guizhou Normal University	Pedagogy	National
21	Harbin Engineering University	Pedagogy	National
22	Shenyang Normal University	Pedagogy	National
23	Inner Mongolia Normal University	Pedagogy	National
24	Tianjin University of Science and Technology	Pedagogy	National
25	Gannan Normal University	Pedagogy	National
26	Xinyang Normal University	Pedagogy	National
27	Anyang Normal University	Pedagogy	National
28	Northwest Normal University	Pedagogy	National
29	Jilin Engineering Normal University	Pedagogy	National

Source: China's education modernisation plan towards 2035 [17].

The basic years of undergraduate study in pedagogy in China are four to five years, after which the Bachelor of Pedagogy degree is awarded. Students study according to the curriculum and credit requirements set out in each professional training programme and receive a Bachelor of Pedagogy degree. Total credit is 140-160 credits. In specific modules of the curriculum, each university has its own organisation. For instance, Beijing Normal University has incorporated teaching practice into the "Teacher Professional Literacy Curriculum", Capital Normal University takes part in the "Teacher Education Curriculum", Ludong University emphasises on "practical course", and Yunnan Normal University is included in the establishment of the "Teacher Training" platform [12].

The main goal of many teacher training universities and colleges in China is to provide quality training for primary, secondary, and research teachers, as well as educational administrators at all levels. For example, the comprehensive characteristics of Henan Normal University are evident in the fact that the team aims to train a specialist in pedagogy, considering the already established relationships in the society. In the system of education of this pedagogical university the emphasis is made on the education of such qualities as high professional training, mobility, the ability to work in a team, argumentative presentation of their thoughts. Shandong Normal University sets goals such as training

teacher-researchers in educational theory. Hainan Normal University within the framework of its educational mission actualises the importance of mastering of research competences by bachelors of pedagogy and puts forward the task of development of reflective critical thinking in the future teacher as a priority. Harbin Normal University in the training of future teachers is oriented to carry out its activities according to the Concept: "student-centred, result-oriented, consistent improvement" [25].

In conclusion, China, on the wave of creating a special system of education and training of teacher-professionals, intends to train a new generation of teachers who will shape the new educational system of China by 2035. China's political leadership is going to modernise the management system in relation to the system of training and professional implementation of educators by 2035, to strengthen its capabilities in this area [17]. The Chinese Communist Party leadership considers the synthesis of world experience and national traditions as a distinctive feature of all Chinese universities.

Comparative analysis of teacher training systems in Kyrgyz and Chinese universities

Teacher training programmes in Kyrgyz Republic and China have some similarities, but there are also notable differences (Table 2).

Table 2. Conditions of teacher training in Kyrgyz and Chinese universities

Criterion	Kyrgyz Republic	China
Type of educational institutions	Pedagogical universities. Pedagogical faculties at classical universities	Pedagogical universities. Pedagogical faculties at classical universities
Main disciplines	Psychology, teaching methods, pedagogy	Psychology, teaching methods, pedagogy
Duration of training	4 years	4-5 years
Learning model	Classical	Classic, mixed
Form of training	Full-time, distance, part-time	Full-time, distance, evening, part-time
Focus on research work	Moderate	Selected universities train teacher-researchers in educational theory
Practical internship	Classical	Classical, some universities emphasise practical training (up to 1 year)
Cultural characteristics	Ethnopedagogy	Ethnopedagogy

Similarities:

1. **Emphasis on teacher education:** in both Kyrgyz Republic and China there are specialised educational institutions where students receive higher professional pedagogical education.

2. **Core disciplines:** educational programmes in both countries include the study of subjects such as psychology, teaching methods, pedagogy, which contribute to the development of professional skills of a teacher.

3. **Practical internships:** in both cases, students are given the opportunity to undertake internships in schools or other educational institutions to gain teaching experience and improve their skills.

4. **Cultural sensitivity:** Teacher training programmes in Kyrgyz Republic and China include learning about local culture and traditions so that educators can better understand their students. At the same time, at the present stage, in the conditions of globalisation, the influence of local cultural and ethno-confessional specific features is no longer key in the education of future teachers.

Distinctions:

1. **Programme duration:** in Kyrgyz Republic, teacher education programmes for higher professional education usually last 4 years. In China, there are programmes lasting between 4 and 5 years, depending on the training model.

2. **Focus on research:** in China, some teacher education programmes emphasise educational research so that educators can develop innovative teaching methods and curricula. In Kyrgyz Republic, the research component in all Bachelor of Pedagogy programmes does not have a clear research focus.

3. **Format of study:** Programmes in Kyrgyz Republic can be delivered in conventional face-to-face, distance learning, or extramural formats. At the same time, there is a wide range of forms of study in China, including full-time, distance, part-time, and extramural courses.

4. In China, unlike Kyrgyz Republic, there is a variation of practical internships for Bachelor of Pedagogy in secondary schools. Some teacher training universities allocate a year of study for student internships.

Thus, teacher training programmes in Kyrgyz Republic and China provide students with the necessary skills to pursue careers in education. However, they have some differences related to the specific features of the practical training of future teachers, the format of training and the focus of research.

Conclusions

The study has shown that the process of development of higher pedagogical education system is directly related to the efforts of the state in the sphere of supporting the growth of the level of education in the society. Thus, despite the high social status of the teacher in the traditional societies of Kyrgyz Republic and China, it was only in the 20th century, thanks to centralised state tutelage of both the entire education system and teacher training specifically, that it was possible to qualitatively and quantitatively improve the indicators of the general literacy rate among the broad masses of the people. While in Kyrgyz Republic, during the Soviet period, it was possible to develop the system of pedagogical education in this way quite successfully, in China, as a result of the “cultural revolution” of 1967-1977, the branch of training of

specialist teachers, as well as the entire sphere of education, underwent a serious catastrophe, which the school education system experienced until the 2010s. The situation in the Kyrgyz Republic differed from that in China in that even after the fall of the USSR, the country continued to have a Soviet education system, which was unable to adapt qualitatively to the new conditions of social life. Therefore, a two-tier model of higher education was introduced in 2011, which contributed to the inclusion of Kyrgyz universities in the Bologna process and favourably affected the prospects of teacher training institutions in the Kyrgyz Republic.

At the same time, qualitative changes in the higher teacher education system in China and Kyrgyz Republic have become possible primarily due to the systematic efforts of state institutions in supporting the transformation of higher education and bringing Chinese and Kyrgyz universities to a new level of development. Nevertheless, due to the insufficient level of material support, working conditions and remuneration, the profession of a teacher is not perceived as a promising profession in society, which is reflected in the level of preparation of applicants and professionalism of graduates of pedagogical institutions in the Kyrgyz Republic and China. The results of the study showed that the level of development of higher pedagogical education in both China and Kyrgyz Republic in the post-reform period grew due to the commitment of many universities to the project-oriented model of education, as a result of strengthening and transforming the educational, as well as scientific and practical laboratory base of the university. Due to this, an updated educational environment was created, which gave a new turn to the development of key competences of future specialists.

The comparative success of the system of training of specialist teachers in Kyrgyz Republic and China in recent years has been a consequence of the revision of theoretical doctrine in the training process in favour of the actualisation of pedagogical approaches in modern socio-cultural realities. Emphasis was placed on humanisation, digitalisation, and mobility in learning. It is also necessary to note the desire to bring the system of education of future teachers as close as possible to the practical environment – the implementation of theoretical knowledge in the conditions of primary or secondary schools, for which in some Chinese pedagogical universities allocate a whole academic year. Despite the key role of the state in the development of teacher education, in Kyrgyz Republic and China the principle of autonomy of higher education is observed, which allows each teacher training institution to implement its own models and forms of student education, which adds variability and, as a result, contributes to the attractiveness of teacher education.

Acknowledgements

None.

Conflict of Interest

None.

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Про навчання на бакалавраті з педагогіки в Киргизькій Республіці та Китаї

Чень Венъцзін

Киргизький національний університет імені Джусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Ажарбубу Раймкулова

Киргизький національний університет імені Джусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Хао Чжоушао

Киргизький національний університет імені Джусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Кизай Зулпуева

Міжнародний Кувейтський університет
720022, вул. Ібраєва, 6А, м. Бішкек, Киргизька Республіка

Шайиркул Султаналієва

Наринський державний університет імені С. Нааматова
722600, вул. Леніна, 25, м. Нарин, Киргизька Республіка

Анотація

Актуальність. У даному дослідженні розглянуто основні етапи розвитку вищої педагогічної освіти в Киргизькій Республіці та Китаї, а також проблеми підготовки викладачів у китайських та киргизьких університетах на сучасному етапі. Відзначено актуальність питань дослідження попиту на китайські та киргизькі вищі педагогічні навчальні заклади, проблем реформування та адаптації освітніх програм до нових соціокультурних умов. Проаналізовано причини та основні етапи розвитку системи вищої педагогічної освіти Киргизької Республіки та Китайської Народної Республіки, активну участь керівництва держави у реформуванні системи вищої освіти, розбудові нових університетських містечок, створенні необхідних умов для підготовки спеціалістів відмічено.

Мета. Метою даної статті було дослідити причини, передумови, умови та основні етапи розвитку системи підготовки педагогічних фахівців у Киргизькій Республіці та Китаї, а також проаналізувати сучасний стан та особливості освітніх програм Китайський і Киргизький педагогічні університети.

Методологія. Як методи дослідження використовувалися критично-аналітичний метод, порівняльний метод, аналіз відкритих джерел даних.

Результати. Дослідження показало, що державні реформи в напрямку лібералізації та відкритості економічного та соціального життя, які проводилися в Китаї з 1978 року та в Киргизькій Республіці після здобуття незалежності в 1990 році, позитивно вплинули на розвиток системи освіти в країні. . Водночас популярність професії вчителя в умовах лібералізації помітно впала, що негативно позначилося на якості підготовки абітурієнтів та випускників педагогічних закладів.

Висновки. Практичне значення дослідження полягає в систематизації особливостей теоретичної підготовки та практичного досвіду вищої педагогічної освіти внаслідок реформування системи освіти в таких країнах, що динамічно розвиваються, як Киргизія та Китай.

Ключові слова: педагогічні університети; освітня політика; модернізація освіти; глобалізація освіти; система вищої освіти.