

## From the History of School Education Development in Kyrgyzstan and China in the 20th Century: A Comparative Analysis

Yulin Zeng<sup>1</sup>, Siti Rozaina Kamsan<sup>2</sup>, Dzhooshebekova Ainagul<sup>3</sup>, Yao Yifei<sup>4</sup>, Wenya Huang<sup>5</sup>

### Abstract

This study contributes to the field of comparative education by providing unique case analyses. By comparing the education systems of countries that are rarely analyzed together, it enriches scientific knowledge about global educational trends, common patterns, and the characteristics of educational development under different cultural and political conditions. To improve the quality of education, Kyrgyzstan needs to increase investment in educational resources, optimize the allocation of these resources, enhance teacher training, and promote the internationalization and modernization of education. Problems still exist in areas such as the theoretical foundations, research paradigms, and intrinsic motivations of Chinese education. Summarizing and reflecting on the development of the discipline of education requires more longitudinal attention to its contemporary significance, focusing on serving the higher aims of human educational development and contributing Chinese wisdom; in a horizontal sense, it also requires further exploration of its inclusive value and making continuous efforts in building an academic community and enhancing the intrinsic motivation of the discipline. In the end, the comparative approach we adopted opened up new perspectives and enabled us to gain unique insights that could not be obtained by studying each country individually.

**Keywords:** *School Education, Comparative Analysis, Kyrgyzstan and China.*

### Introduction

The history of school education is an integral part of studying the socio-cultural and political development of any country. In the 20th century, marked by global transformations, educational systems underwent fundamental changes, both reflecting and shaping new state and social paradigms.

Cooperation in the field of education between China and Kyrgyzstan [1] is at the core of both countries' policies, which is inextricably linked to political exchanges and economic cooperation. Education serves as an important diplomatic instrument. The significance of education in international relations is reflected in a UN report. International cooperation in education plays a vital role in exchanges between countries. Studies show that "educational diplomacy" is a key tool of humanitarian diplomacy, aligning with China's main foreign policy interests: to promote communication and mutual understanding between different cultures and civilizations.

Currently, educational cooperation between China and Central Asian countries is primarily realized through international student exchange programs, Confucius Institutes, the SCO platform, and the "One Belt, One Road" (OBOR) initiative. From the perspective of international student exchange programs, students from Kyrgyzstan travel to China more frequently, which is attributed to China's national power, the high quality of its higher education, and the rich selection of scholarship mechanisms. The small number of Chinese students studying in Kyrgyzstan reflects the imbalance in educational cooperation between China and Central Asian countries.

<sup>1</sup> Kyrgyz State University named after Ishenaly Arabaev, Email: 13544516855@163.com, (Corresponding Author)

<sup>2</sup> Kyrgyz National University named after Jusup Balasagyn, Email: fispo2016@gmail.com

<sup>3</sup> Kyrgyz State University named after Ishenaly Arabaev, Email: rysbaevna1@mail.ru

<sup>4</sup> Kyrgyz State University named after Ishenaly Arabaev, Email: yyf19980524@gmail.com

<sup>5</sup> Kyrgyz National University named after Jusup Balasagyn, Email: hwenya666@gmail.com

Nevertheless, the history of school education development in Kyrgyzstan and China in the 20th century is highly relevant for several key reasons:

1. **Profound Socio-Cultural and Political Transformations:** The 20th century was a period of unprecedented change for both countries. Kyrgyzstan transitioned from a colony of the Russian Empire to a Soviet Republic and then gained independence. China, meanwhile, moved from an imperial system through revolutions to the establishment of the PRC and the opening-up reforms. Education played a central role in these processes, acting as an instrument for building new statehood, shaping national identity, and ideological upbringing. A comparative analysis allows us to identify how these global shifts were reflected in the educational systems and what unique development paths they adopted.
2. **Diverse Yet Intersecting Development Models:** The different yet overlapping development models are of particular interest. Although both countries were under the strong influence of communist ideology during certain periods (Soviet Kyrgyzstan and socialist China), their educational systems developed within different cultural, historical, and geopolitical contexts. Kyrgyzstan was integrated into the Soviet educational system with its unified standards and Russian as the language of interethnic communication, while China built its own socialist system, adapting it to its unique conditions and massive scale. A comparison of these models offers valuable lessons about the impact of external factors and internal specifics on educational policy.
3. **Laying the Foundation for Modern Systems:** The historical processes of the 20th century laid the foundations for the contemporary educational systems of Kyrgyzstan and China. Understanding how their schools were formed, what reforms were implemented, and what challenges were overcome is necessary for grasping the current state of education, its strengths, and its problems. This allows for a better understanding of the roots of modern educational challenges and potential pathways for their resolution.

This study contributes to the field of comparative pedagogy by offering unique cases for analysis. Comparing educational systems of countries rarely analyzed together enriches scholarly knowledge about global educational trends, universal patterns, and the specific features of educational development in diverse cultural and political conditions.

Furthermore, given the growing interaction between Central Asia and China (e.g., within the framework of the "One Belt, One Road" initiative), understanding the historical educational trajectories of both countries acquires special significance. This contributes to a deeper understanding of cultural, social, and human resources, as well as the potential for educational cooperation.

It allows us to learn lessons about which approaches proved effective and which led to undesirable consequences, especially in the context of modernization and globalization.

Thus, a comparative analysis of the history of school education in Kyrgyzstan and China in the 20th century is not only academically interesting but also a practically significant study, contributing to a more profound understanding of educational processes on a global and regional scale.

## **Literature Review**

A significant body of scholarly work exists on the history of school education in both Kyrgyzstan and China. Specifically, studies [2] by A. E. Izmailov and D. Aitmambetov provide detailed coverage of the stages of formation of the Soviet school system in the Kyrgyz SSR, including issues of literacy eradication and the development of the national school.

Kyrgyzstan is committed to establishing an educational system based on a democratic model and is promoting personalized, diversified, and market-oriented education, allowing learners to choose the type and level of education. Kyrgyzstan has established connections with more than 80 countries in the field of education, signed a series of agreements, and carries out extensive university student exchanges on this basis. According to data from the Ministry of Education of Kyrgyzstan in 2010: there were 22,000 international students from former CIS countries, such as 15,000 from Uzbekistan and 5,000 from Kazakhstan; over 3,000 students from the Far East were studying in the country; and China had 200 enrolled students at various levels. The general tuition fee for undergraduate international students was 20,000 soms per year, with fees for architecture and medical programs ranging from 35,000 to 40,000 Soms per year; master's degree students paid 2,000 USD annually. Tuition fees for foreign students were 20% to 100% higher than those for domestic self-funded students [3].

Chinese education has extensively and deeply absorbed and embraced many achievements in the construction of world comparative education theory. In terms of theoretical development, it has roughly formed a trajectory characterized by a single dominant approach, the coexistence of multiple perspectives, integrated internalization, and indigenous innovation. Although comparative education in China started relatively late and has developed over a short period of time, its theoretical system has gradually evolved from initial construction to maturity.

### **From Single to Multiple**

In the early stages of reform and opening up, the main approach was to draw on advanced educational theories and practical experiences from abroad to promote the reform and development of domestic education, making reference a fundamental guiding principle. Under the research paradigm dominated by borrowing, the theoretical perspective of comparative education research in China was mainly limited to the translation and adaptation of foreign education models. The deepening of reform and opening up brought about the free liberation of academic thought, opened up a pattern of international exchange, awakened a global awareness in comparative education research, greatly enriched the theoretical resources of Chinese comparative education, and expanded the research perspective. In addition, in the process of exploring and developing a theoretical system of comparative education, Chinese scholars also pay attention to drawing on theoretical methods from other disciplines [4].

### **From Diversity to Integration**

The characteristics of diversification are also reflected in the shift of theoretical research dimensions, manifested in the structuring and logic of studies, gradually giving rise to systematic research on topics such as the academic ecology of comparative education, the history of discipline development, ontology, epistemology, theory of knowledge, axiology, paradigm theory, and methodology. Some scholars have realized that no single theory can provide a complete and suitable interpretation for education; each theory has its own significance and limitations, and its rationality is relative. The evolution of educational methodology has always oscillated between humanism and positivism. The clash and integration of positivist methodology with humanistic methodology have ushered comparative education into a period of methodological diversification [5].

With the deepening understanding of disciplinary theories and the increasingly mature knowledge structure, research on Chinese educational theory is moving towards internal integration, achieving a series of results that comprehensively and in-depth explore the development of educational research. These selections, organization, and applications of educational theory based on Chinese educational practice constitute important academic contributions in the process of constructing educational theory.

### **From Integration to Creation**

Some scholars have proposed four key points for building a pedagogy with Chinese characteristics: constructing a systematic set of disciplinary objectives; forming a dialectically rational disciplinary analytical framework; establishing a scientific methodological system; and developing a disciplinary perspective with national characteristics. Some scholars have emphasized the importance of locally originating education in China, arguing that the root of education lies in philosophy, reflecting the strong inclusiveness and diversity of Chinese culture, which is inherently consistent with characteristics such as educational openness and cross-cultural attributes. Some scholars believe that the idea of 'harmony' in Chinese philosophy offers an ideal disciplinary thinking model for comparative education. The 'harmony model' is manifested in the focus on the complementarity and harmonious development relationships among the education systems of various nations and ethnic groups [6].

However, despite the abundance of monographs and articles on the history of education in each of these countries individually, a comprehensive comparative analysis of the development of school education in Kyrgyzstan and China in the 20th century is currently absent. Most studies focus on intra-country processes, paying insufficient attention to identifying common trends, differences, and interrelationships between the educational trajectories of countries that shared similar socialist orientations but developed in different geopolitical and cultural contexts. Existing works rarely offer a systematic comparison of aspects such as:

- The influence of different socialist models (the Soviet unified model versus the Chinese model with its unique features) on the structure and content of school education.

- Peculiarities of language policy in schools under multi-ethnic populations and its consequences for the educational process in both countries.
- The reaction of educational systems to major political upheavals (e.g., collectivization and repressions in the USSR/Kyrgyzstan, the Cultural Revolution in China) and their long-term consequences have not been fully studied.
- The question of comparing approaches to teacher training and their role in shaping the new educational paradigm, along with many others, remains open.

Thus, the existing literature does not provide a complete picture of how similar ideological settings and different historical conditions shaped the educational landscapes of Kyrgyzstan and China, and what lessons can be drawn from this comparison.

In light of the above, the present study is intended to fill this gap by offering a first-of-its-kind comparative analysis of the history of school education in Kyrgyzstan and China in the 20th century. We aim to identify both universal patterns of educational development under modernization and socialist construction, and specific features conditioned by the unique historical, cultural, and political factors of each country.

Ultimately, the comparative approach we employ opens new perspectives and provides unique knowledge that cannot be obtained by studying each country in isolation.

## **Aim and Objectives**

The aim of the study is to conduct a comparative analysis of the key stages and specific features of the development of school education in Kyrgyzstan and China during the 20th century.

Based on this aim, the following objectives have been determined:

- To examine the stages of formation of school education in Kyrgyzstan.
- To analyze the development of school education in China.
- To identify common tendencies and specific differences in the two educational systems.

## **Method**

### **Document analysis**

The document analysis method is a research approach that systematically collects, organizes, and analyzes relevant document to reveal the essential attributes and developmental patterns of the research subject. It mainly relies on in-depth interpretation and comprehensive synthesis of existing document to draw scientific conclusions or develop new research perspectives.

### **System Approach**

System approach methodology is a research approach that addresses complex problems through structured analysis. Its core lies in applying systems science theory to comprehensively analyze dimensions such as objectives, elements, environment, and resources, forming a systems representation in both logical and physical views. This method, based on systems science theory, shifts scientific thinking from being 'object-centered' to 'system-centered,' creating a paradigm for interdisciplinary research.

### **Comparative-Historical Analysis**

Comparative-historical analysis, also known as comparative method, involves comparing objective things to understand their nature and laws and to make accurate evaluations. The Comparative-historical analysis method usually compares two interrelated data points, quantitatively showing and explaining the size, level, speed, and whether various relationships are coordinated in the research object.

## **The History of School Education Development in Kyrgyzstan and China**

### **Materials and Development of School Education in Kyrgyzstan in the 20th Century**

#### **Pre-Revolutionary Period and the Early Years of Soviet Power (up to the 1930s)**

Prior to the October Revolution of 1917, Muslim confessional schools—madrasahs—predominated in Kyrgyzstan, primarily training theologians. Madrasah students were taught reading, writing of religious texts, Arabic grammar, as well as the Muslim code of conduct (Sharia), civil law, and other subjects. After graduating from these religious institutions, they served as clerics and teachers.

In the late 19th and early 20th centuries, a reformist Jadidist movement emerged in Central Asia, aimed at changing the curriculum in Muslim schools. As a result, new types of schools, known as "Usul-i Jadid" (New Method) schools, were established.

In these schools, alongside religious subjects, general subjects were taught (arithmetic, geography, etc.). Classrooms were equipped with appropriate furniture—desks, blackboards, and teachers' tables—and geographical maps were used. In the early 20th century, Jadidist madrasahs opened in the territory of Kyrgyzstan, including in Pishpek, Tokmok, Karakol, Chon-Kemin, Kochkor Valley, Ton Volost, Jumgal, Kara-Bulak, and other villages. They made a significant contribution to the education of the Kyrgyz population. Most graduates of these schools later formed the progressive segment of the national intelligentsia. The best graduates were sent to Russia for further education, mainly to the madrasahs in Orenburg, Kazan, and Ufa.

According to G. Krongardt [7], in 1912, the literacy rate among the Kyrgyz population was 4.8% (8.5% for men and 0.2% for women).

A. Izmailov [8] calculated that in 1913, for a population of 800,000 in Kyrgyzstan, there were only 107 Russian schools of various types, with a total enrollment of approximately 7,000 students. The number of Kyrgyz students in all these institutions was only 574, which constituted just 8% of the total student body.

According to D. Aitmambetov [9], in 1916, there were 16 Russian-Native local schools operating in Kyrgyzstan. Around 750 people studied in them, 670 (89%) of whom were children of the local population, including 614 boys and 56 girls. Based on the data from these and other researchers, the educational indicators for the local population remained low.

For the Russian population, there were two types of schools:

- Schools for the children of ordinary Russian people, where they were given elementary knowledge.
- Schools for the children of officials, merchants, and others who wished to receive a broader general gymnasium education.

After the October Revolution, radical changes occurred in the national education system. To involve broad masses in organizing schools locally, Soviets of People's Education were established. The construction of Kyrgyz schools unfolded. By 1919, as a result of school reform, the old class-based school system was replaced by the Soviet unified labor school of I and II stages. Children aged 8–13 attended the primary stage, and adolescents aged 13–17 attended the secondary stage.

The order of the Central Executive Committee of the Turkestan Republic [10] dated August 9, 1918, recognizing Turkic languages as state languages, was of immense significance for the development of national education systems among the peoples of Central Asia, including Kyrgyzstan.

In the early years of Soviet rule, many old teachers who had received education before the revolution or came from wealthy families were dismissed. This created a huge personnel shortage in schools.

To provide schools with teachers, Kyrgyz-Kazakh teacher training courses were organized in Tashkent and Verny. Later, similar 6-month and 2-month courses were established in Kyrgyzstan in the cities of Pishpek, Tokmok, and Karakol. Furthermore, initial general education courses for adults were opened. A special decree [11] introduced compulsory literacy training (reading and writing) for citizens aged 18 to 40. Evening literacy courses were organized in cities and villages. The first teachers worked in difficult conditions, often lacking adequate knowledge and pedagogical training. The national writer Chingiz Aitmatov powerfully and convincingly depicted this in his novella, "The First Teacher."

With the formation of the Kara-Kyrgyz Autonomous Oblast within the RSFSR on October 14, 1924, a new chapter in the development of national public education opened. On November 7, 1924, the first national state newspaper, "Erkin-Too," was published in the Kyrgyz language.

On December 16, 1924, by a Decree of the Revolutionary Committee of the Kara-Kyrgyz Autonomous Oblast, a Scholarly Council was created under the chairmanship of Ishenaaly Arabaev and his deputy Kasym Tynystanov. Soon after, on December 20 of the same year, it was transformed into the Academic Center. In a short time, the Academic Center published 5 school books, ranging from Alippe (Primer) to methodological guides, readers for teaching the Kyrgyz language, arithmetic, and five supplementary literary works of the Kyrgyz people, as well as over 20 types of pedagogical literature covering the main school curriculum subjects. Work was carried out on developing an alphabet, establishing norms for the literary language, and compiling terminological dictionaries for various branches of science. This was the result of the great and selfless work of the center's members and patriots of their cause: Ishenaaly Arabaev, Kasym Tynystanov, Bazarkul Daniyarov, Osmonkul Aliev, Konstantin Yudakhin, and Ivanov. Starting from April 13, 1925, the Academic Center was renamed the Scientific Commission. By the Decree of the Kara-Kyrgyz Oblast Bureau of the VKP(b) dated February 7, 1925, a commission for the transition of office work to the local language was organized under the chairmanship of Imanaly Aidarbekov. This became a significant factor in the development of the national language in the new reality.

To further improve the education system, the issue of introducing the Latin alphabet instead of the Arabic script was considered, which became widely used in all Kyrgyz schools in 1928–1929. In 1940, this alphabet was replaced by Cyrillic.

While in 1926, the literacy rate of the population of Kyrgyzstan was only 15.1% (even lower among the Kyrgyz—4.7%), by the end of the 20th century, the republic had achieved practically 100% literacy. Overall, during the Soviet period, the number of schools in the country increased 15 times, the number of students 114 times, and the number of teachers 230 times. These teachers formed the main layer of the republic's intelligentsia.

As seen from the table, while only 107 schools (including only one secondary school) with 7,041 students operated in Kyrgyzstan before the October Revolution, by 1923, over 7,000 students were already being educated in 327 schools in the Kara-Kyrgyz Autonomous Oblast (251 of which were Kyrgyz schools). The number of schools and students increased by approximately three times. By the 1941 academic year, there were already 1,645 general education schools (about half of which were seven-year and secondary schools), educating 328.7 thousand children, including 1,135 Kyrgyz schools with 166 thousand students. Over 18 years, the number of schools increased more than 5 times, and the number of students increased more than 16 times.

In the 1981–1982 academic year, exactly 40 years later, the number of schools in Kyrgyzstan increased by 109, although the number of students increased almost threefold, with 909.6 thousand students studying in 1,734 schools of all types in the republic. During the Soviet period, the education system developed in accordance with unified standards across all 15 socialist republics.

A comparative analysis of the growth of school education, the number of schools, and students indicates that, despite the internal and external complexities of the socialist system, the greatest number of schools were built during the pre-war period. It was during this time that the single state education system of the Soviet state was formed.

In the 1930s, when the country was led by Stalin, two opposing phenomena occurred in society: on the one hand, people were inspired to build a new country; on the other, millions of innocent people were sent to camps and destroyed. With the start of industrialization, the USSR needed literate workers. Consequently, more money began to be allocated to education. An active campaign against illiteracy began, involving everyone who could read and write. In 1930, a law on compulsory primary education was adopted in Kyrgyzstan. The implementation of this law was difficult due to two main reasons:

Many Kyrgyz led a nomadic or semi-nomadic lifestyle. Boarding schools were built for their children so they could study, but conditions for learning were not uniform across all regions of Kyrgyzstan. Therefore, mountainous and remote regions were designated as "non-compulsory" for fulfilling the education plan, while others required special assistance. The compulsory sector included: Frunze, Belovodsk, Chuy, Kalinin, Alamedin, Karakol, Jalal-Abad, Aravan-Burin, Jeti-Oguz, and other districts. The universal education plan for these districts was fully implemented by January 1, 1931. The non-compulsory sector included: Balykchy, Issyk-Kul, At-Bashy, Naryn, Kirov, Naukat, Bazar-Korgon,

Uzgen, Kyzyl-Jar, Alai, and others. It was necessary to provide these districts with special assistance in expanding the school network, building schools, and sending teachers. Only in this way could the established plan for covering children with education be ensured[12].

Despite the complex and multifaceted processes aimed at solving the problems of industrialization, building a socialist society, and educating the "new man," this period was characterized by consistent reforms, the introduction of universal education, significant ideologization, and the formation of a multi-level structure of educational institutions. One of the central achievements of the Soviet educational system was the phased introduction of universal compulsory education, which allowed for the eradication of mass illiteracy in the shortest possible time.

The Great Patriotic War (1941–1945) negatively affected the entire education system. However, despite the hardships of wartime, educational institutions continued their work. Some teachers and school principals were called up to the Soviet Army, and their places were filled by women, evacuated teachers (predominantly women), and elderly men and war invalids. The material and personnel base of educational schools was significantly undermined; there was a shortage of teachers, premises, textbooks, and educational equipment. In many places, the law on universal seven-year education was not observed.

By the late 1950s, after the post-war recovery was completed, the transition to universal compulsory seven-year education was carried out, and in the 1960s, to universal compulsory eight-year education. This process was driven by the growing economy's need for qualified personnel and the state's desire to raise the cultural and educational level of the population.

Ideologization was an integral part of Soviet education. The learning process, the content of curricula, and educational work were subordinated to the tasks of forming a communist worldview. The Communist Party played a decisive role in determining educational policy, controlling educational institutions, and training pedagogical personnel. The main tasks were:

- Formation of class consciousness and loyalty to the ideas of Marxism-Leninism.
- Cultivation of patriotism and internationalism.
- Instilling collectivism and a labor ethic.

To ensure access to education for all segments of the population, various types of educational institutions were created:

- General education schools: The main type of school providing standard secondary education.
- Evening schools: Created for adults who, for various reasons, did not receive a full education in childhood.
- Schools for working youth: Intended for working young people, allowing them to combine work with study.

This multi-level system provided flexibility and accessibility to education, contributing to the realization of the principle of "lifelong learning."

Language policy in the multi-ethnic Soviet Union aimed at the coexistence and development of national languages, with the dominant role of the Russian language. In the Kirghiz SSR (as in other republics), education was conducted in both Russian and Kyrgyz, the role of the latter subsequently fading. The role of the Russian language as the language of interethnic communication and access to the all-Union cultural and scientific heritage was key. At the same time, national languages were preserved and developed through instruction in national schools and the study of national literature.

The effective implementation of educational reforms required appropriate teacher training. The system for training pedagogical personnel included pedagogical schools (for primary schools) and pedagogical institutes (for secondary schools). Teachers, in addition to professional training, underwent ideological education and played a crucial role in promoting communist ideas.

The Great Patriotic War had a devastating impact on the Soviet Union's education system; thousands of schools were destroyed, and teachers and students perished across the Soviet Union. However, Kyrgyzstan, being far from the combat zones, suffered less than others. The post-war period saw the restoration and construction of new schools, and the introduction of the universal seven-year

law, which was an important step in eliminating the consequences of the war and preparing a new generation of specialists.

In the 1960s–1980s, the education system underwent several significant reforms. One of these was polytechnization, aimed at combining learning with productive labor. Courses in technology, electronics, and other applied sciences were introduced into the curricula. Labor training became a mandatory component, which contributed to the professional orientation of youth and their preparation for work in production.

Thus, the development of school education during the Soviet period was determined by a combination of socio-economic and ideological factors. The introduction of universal compulsory education, the development of a multi-level school system, ideologization, language policy, and the reforms of the 1960s–1980s collectively created a system that achieved a high level of literacy among the population in Kyrgyzstan, but was simultaneously strictly ideologically determined. This system left a deep imprint on the history of education and formed the basis for the development of post-Soviet educational systems.

### **The State of School Education in Kyrgyzstan During the Transitional Period (1990s)**

In response to these challenges, reforms aimed at decentralizing educational governance, developing new curricula and programs, and searching for new funding sources began. The need arose for the development of its own regulatory and legal framework, the creation of national legislation in education, and the training and professional development courses for school teachers.

One of the key directions of the reforms was the de-ideologization of education, primarily in the humanities. The school curriculum, previously permeated with communist ideology, began to be cleansed of the dogmas of Marxism-Leninism. This led to a revision of textbook content. Work was carried out to exclude ideologically colored sections and include new materials on the history of Kyrgyzstan, world culture, and religious studies. The focus shifted from forming the "builder of communism" to educating a citizen of independent Kyrgyzstan, an individual with critical thinking and universal human values.

Pioneer and Komsomol organizations were dismantled. New children's and youth associations took their place, but they did not attain the high status in the lives of schoolchildren that the Pioneer and Komsomol organizations had held. The process of de-ideologization was complex and ambiguous, as it required a complete overhaul of thinking and approaches from both teachers and students. There were also attempts within the state to create various ideological constructs, though they mostly remained on paper, failing to capture the minds of the people.

With Kyrgyzstan's independence, there were also significant changes in language policy. The Kyrgyz language was granted state status, which led to an expansion of instruction in Kyrgyz. The number of schools and classes with Kyrgyz as the language of instruction increased, and the development of textbooks and methodological materials in the state language began. Russian retained its status as the language of interethnic communication and the language of instruction in many schools, especially in cities. However, its role changed somewhat, and it ceased to be the sole dominant language of education. Interest grew in foreign languages—Chinese, English, Turkish, and others—which were actively introduced into school curricula.

These changes led to the formation of a multilingual educational environment, but also created certain difficulties associated with the shortage of qualified teachers of Kyrgyz and foreign languages, as well as the provision of quality educational materials.

The 1990s in Kyrgyzstan were accompanied by a severe economic crisis, which had the most destructive impact on the financing and material-technical base of school education. The sharp reduction in state funding resulted in delays in teachers' salaries, reduced expenditure on school maintenance, and the purchase of textbooks and equipment. Many schools faced the problems of dilapidated buildings, lack of repairs, shortage of furniture, computers, and modern teaching equipment, leading to the deterioration of the material and technical base.

Due to low salaries, there was a brain drain of qualified personnel. Low wages and lack of prospects led many experienced teachers to leave the profession, negatively affecting the quality of teaching. In some schools, paid clubs and additional classes began to appear, which created social inequality in access to quality education. These problems led to a significant decline in the overall quality of education and created serious obstacles to its further development.



Thus, the transitional period of the 1990s was a time of deep upheaval and transformation for school education in Kyrgyzstan. Despite de-ideologization and attempts at reform, the system faced severe economic difficulties that negatively affected its funding, material and technical base, and personnel potential. These challenges laid the groundwork for further reforms and determined many characteristics of the development of Kyrgyzstan's education system in the subsequent decades.

### **School Education in China in the 20th Century**

#### **End of the Qing Dynasty and the Early Republic Period (up to 1949):**

In the late Qing Dynasty, with the introduction of Western culture and the changes in Chinese society, the traditional education model could no longer meet the needs of society. To cultivate talent suitable for the new era, the Qing government began to implement educational reforms.

#### **Main Content of Educational Reform**

- **Changes in Schooling Models:** In the late Qing Dynasty, traditional academies were gradually replaced by modern schools. At the same time, Western education models, such as universities, secondary schools, and primary schools, also began to appear in China.
- **Updates to Teaching Content:** Teaching content that traditionally focused on classic texts and history gradually shifted towards modern scientific knowledge, including subjects like mathematics, physics, and chemistry entering the curriculum.
- **Reform of the Educational Management System:** Establish modern education management systems, set up educational departments, and formulate education policies to make educational development more standardized.

#### **Development of Modern Education**

- **Development of Higher Education:** With the deepening of reforms, higher education also developed. The emergence and growth of universities provided places for cultivating professional talents.
- **Rise of Overseas Study:** In the late Qing Dynasty, studying abroad began to rise. Many students went abroad to learn advanced Western science and culture, contributing to China's modernization process.
- **Promotion of Women's Education:** During the reform process, women's education was also emphasized and promoted, giving more women the opportunity to receive education.

#### **Impact and Significance**

- **Impact on society:** Educational reform provided talent support for social development and promoted China's modernization process.
- **Impact on education itself:** Educational reform transformed Chinese education from traditional to modern, establishing a modern education system and laying the foundation for the modernization of education in China.
- **Impact on ideology and culture:** Educational reform promoted the progress of ideology and culture, allowing more Chinese people to be exposed to Western culture and broaden their horizons.

The educational reforms in the late Qing Dynasty and the development of modern education were important stages in the history of Chinese education. Through these reforms, China established a modern education system and promoted the modernization of education. At the same time, educational reforms also had a profound impact on society, culture, and thought. The educational reforms in the late Qing Dynasty played a significant role in advancing China's modernization process.

#### **Period of the PRC's Establishment and the Cultural Revolution (1949 – 1976):**

First, let's return to the initial stage of this path. From 1949 to 1966, it was the pioneering period of education in the new China, and everything was getting started with great difficulty.

#### **Establishing Regulations and Systems:**

Gradually establishing the socialist education policy. 'The culture and education of the People's Republic of China is new-democratic, that is, national, scientific, and mass-oriented.' In September 1949, the 'Common Program' adopted at the first plenary session of the Chinese People's Political

Consultative Conference set the tone for the development of education in the soon-to-be-born New China. Over the next decade or so, China adjusted its intellectual policies, strengthened the teaching workforce, and formulated provisional regulations for full-time schools at the primary, middle, and higher education levels... gradually establishing the socialist education policy and promoting the healthy development of socialist education.

### **Eradicating Illiteracy:**

Comprehensively improve the cultural level of the people. There is an old photo from the 1950s: in August 1952, to celebrate the 25th anniversary of the founding of the Chinese People's Liberation Army, the All-Army Games were held in Beijing, where sprinters competed in literacy races. This was a snapshot of the literacy campaign at the time. The new China had just been founded, and a sweeping nationwide campaign to eradicate illiteracy was launched. From 1949 to 1964, nearly one hundred million Chinese people lifted the label of illiteracy from themselves.

### **Adjustment of Faculties and Departments:**

Efforts were made to cultivate various types of highly specialized talents needed for economic and social development. At the beginning of the founding of New China, the training objectives of higher education institutions were unclear. From 1952 to 1955, China systematically and gradually adjusted the faculties, professional structures, and distribution of higher education institutions according to a planned approach. After these adjustments, universities were generally able to meet the country's demand for various highly specialized talents, laying an initial foundation for the establishment of the socialist higher education system.

In the following decades, education with Chinese characteristics in socialism entered the fast lane and achieved a series of major breakthroughs.

### **Institutional Reform:**

Serving the overall development of the economy and society. After the reform and opening-up, with the rapid recovery and development of the education sector, issues within the education system increasingly became prominent. From the 1985 "Decision of the Central Committee of the Communist Party of China on the Reform of the Education System" to the 1993 "Outline of China's Education Reform and Development," and then to the "National Medium- and Long-Term Education Reform and Development Plan Outline (2010–2020)," the pace of education system reform has never stalled and has always resonated with the construction of socialist modernization.

### **"Two Basics" Campaign:**

Popularizing nine-year compulsory education. In the early 1990s, since the reform and opening up, the Chinese government and people overcame numerous difficulties and made achieving the "Two Basics" a top priority in education work. From the implementation of the 1986 "Compulsory Education Law of the People's Republic of China" to the official announcement by the Chinese government that the "Two Basics" had been achieved, it took 15 years of arduous struggle. By 2000, China had become the first among the world's nine most populous countries to achieve the goal of universal education, regarded by the international community as a miracle in the history of human education. Since then, from achieving the strategic goal of the "Two Basics" campaign to striving to promote basic balance in urban and rural compulsory education, the level of compulsory education in China has continuously improved.

### **Faster Growth and Improved Quality:**

Leapfrog development in higher education. Since the reform and opening up, China's higher education has gone through a historical process from elitism to massification and popularization. According to a 1999 survey by the National Bureau of Statistics, among the nation's 706 million employed population, only 3.8% had an education level of junior college or above. With the rapid development of China's economy, the demand for higher-level education among urban and rural residents has been increasingly strong. Since 1999, the scale of higher education in China has expanded rapidly, and the gross enrollment rate has gradually increased, with projections in 2019 expected to exceed 50%... At the same time, with the implementation of the "Project 211," "Project 985," and "Double First-Class" initiatives, the quality of higher education in China has also continuously improved.

### **Innovative Education:**

Building an innovative country. Since the 1990s, innovation has been the strongest theme of the era. In the face of global high-tech revolutions and challenges from the knowledge economy, the Party and the government have attached great importance to innovative education. Implement quality education with the cultivation of innovative abilities as the core, reform textbooks, teaching, and teaching methods through curriculum reform, and promote educational innovation with the fundamental goal of nurturing innovative talents, gradually guiding the development of education onto a new track. This is the only path to building an innovative country.

### **Period of Reforms and Opening Up (1978 – 2000):**

In December 1978, China embarked on a broad path of building socialism with Chinese characteristics. Education, the most fundamental endeavor of the Chinese nation, entered a springtime of flourishing and reached its best period of historical development. a. A decade of calamity, education as a 'hard-hit area' needing revival

From 1966 to 1976, during the catastrophe of the 'Cultural Revolution,' the education sector was virtually paralyzed. Many universities and secondary specialized schools were forced to close, relocate, or suspend enrollment. Ordinary primary and secondary schools faced extremely poor conditions, school order was chaotic, and teaching quality was low, showing a scene of widespread decay.

By the later period of the 'Cultural Revolution,' there were hardly any schools across the country with intact windows. The textbooks in the hands of students were filled with political slogans of the 'Cultural Revolution' and distorted history. A whole generation of young people lost the opportunity to receive scientific and cultural education. In various economic sectors and fields of science and technology in the country, there was a serious shortage of skilled professionals, making the education sector a veritable 'hard-hit area.'

### **Correcting the Chaos and Ushering in a Springtime for Education**

In July 1977, in response to strong demands from the people nationwide, with the extraordinary courage and scientific attitude of Marxists, the initiative was first taken to overturn the 'Two Estimates' as a breakthrough for correcting the chaos and emancipating the mind. A symposium on science and education work was convened, firmly refuting the erroneous conclusions of the 'Two Estimates,' fully affirming the educational work over the 17 years since the founding of the country, recognizing that intellectuals are part of the working class, and implementing the Marxist ideological line of 'emancipating the mind and seeking truth from facts' on the educational front, which had a far-reaching impact.

### **Talent Gap, Striving to Restore College Entrance Examinations Amidst Crisis**

During the ten years of the "Cultural Revolution," the college entrance examination system was abolished, resulting in a severe talent gap in the country. In August 1977, at the National Symposium on Science and Education, the State Council approved two documents from the Ministry of Education, announcing the immediate restoration of the college entrance exams that year. In the winter of 1977, 5.7 million candidates entered examination halls that had been closed for ten years. That year, 273,000 new students were admitted to universities nationwide; in 1978, 6.1 million candidates took the exams, and 402,000 were admitted. The class of 1977 enrolled in the spring of 1978, while the class of 1978 enrolled in the fall, with only a six-month gap between the two admissions. Additionally, some higher education institutions and research institutes also conducted graduate entrance exams.

The restoration of the college entrance examination was another important sign of correcting past mistakes, once again strongly shaking the education sector and the whole society. It allowed the proper policy of respecting knowledge and talent to be implemented. The reestablishment of the fair, just, and scientific principles of talent selection changed the then dull and confused mental state of the younger generation, motivating millions of young people to pursue knowledge and enthusiasm. Teachers were also invigorated, revitalizing the atmosphere of the entire education sector and society. In one aspect, this reflected the strategic shift of our party's work focus from 'taking class struggle as the key link' to centering on economic development.

#### **(4) Respecting Teachers and Valuing Education, School Teaching Order Returns to Normal**

From the perspective of overall socialist modernization, vigorous efforts have been made to promote a societal atmosphere throughout the Party and society that 'respects knowledge and values talent,' mobilizing the entire society to effectively implement respect for teachers and education. Following Comrade Deng Xiaoping's guidance on teacher salaries, rewards, and professional title

systems, starting from October 1977, nearly 60% of educators nationwide received varying degrees of salary increases. In 1978, annual year-end bonuses were distributed to school staff for the first time. As higher education institutions restored teacher positions, the Ministry of Education began establishing a system allowing primary and secondary school teachers to be evaluated for senior titles, starting with the approval of three primary school teachers in Beijing as special-grade teachers. Across the country, a large number of teachers were recognized by both the government and society for their work, greatly stimulating the enthusiasm of teachers.

In March 1978, the State Council approved the report from the Ministry of Education and the Publishing Bureau on the meeting regarding textbook publishing and distribution, restoring the system for textbook compilation and review as well as the methods for publishing and distribution. The Ministry of Education actively organized personnel to compile national textbooks for primary and secondary schools. The newly reestablished People's Education Press selected more than 200 people from 18 provinces, municipalities, and autonomous regions to participate in the textbook compilation work. By September of that year, primary and secondary schools nationwide began using the newly compiled textbooks, quickly alleviating the shortage and disorder of textbooks in China. Since 1979, the Central Radio and Television University and the Radio and Television Universities in various provinces, autonomous regions, and municipalities have been established one after another, developing distance education, and have now trained more than 2 million specialized talents for the country.

(5) Correcting the Source and Standard of Truth: The Nationwide Debate on Criteria of Truth

In May 1978, the nationwide debate on the criteria of truth swept across the country, directly targeting the mental shackles of the extreme 'leftist' ideology of the Cultural Revolution and the dogmatism of the 'Two Whatevers.' Comrade Deng Xiaoping clearly supported the view that practice is the sole criterion for testing truth, driving the discussion to continue in depth. The debate on the criteria of truth deeply ingrained the principles of emancipating the mind and seeking truth from facts. By thoroughly implementing Deng Xiaoping's educational thought, an important ideological and theoretical foundation was laid for the reform and development of education in the new era.

A vast number of educational theorists participated in the great discussion on the standard of truth with unprecedented enthusiasm. Drawing from the realities of the education sector, they explored various theoretical issues in education, gradually overcoming some long-standing dogmatic, one-sided, and rigid notions that had troubled educational work. This further steered the cause of education onto a path of healthy development, and education in our country finally regained vitality, ushering in a new atmosphere.

## **Comparative Analysis: Common Tendencies and Specific Differences**

### **Formation of the State Education System:**

This period was an important stage in the development of pedagogy with Chinese characteristics. However, due to the invasion of foreign powers, political turmoil, warlord conflicts, and continuous civil wars, the social conditions of the Republic of China fundamentally constrained the overall level of educational development. The educational achievements of the Republic of China period should not be overestimated, and a pedagogical theoretical system with Chinese characteristics had not yet taken shape. The educational theories of this period can be roughly divided into four categories.

### **Western Educational Systems: The Parallel Penetration of Two Academic Traditions**

Introduced into China through translated foreign theoretical works, Western education brought with it already established theoretical systems. These systems can be broadly categorized into the traditional educational system represented by Japan and Germany, and the progressive educational system represented by the United States. Both systems have profoundly influenced Chinese education through their respective academic traditions. During this period, the development of education in China was mainly centered on indirectly introducing and directly translating foreign works in education and related fields, marking the phase when education was being imported from abroad. As a product of the modern Western discourse system and disciplinary classification, education began to take root in China, attracting widespread attention from intellectuals and government administrators. From the perspective of educational systems, 'Chinese education' during this period primarily focused on imitation and learning, aiming to address educational issues arising during the country's social transformation. This objective also resulted in a certain degree of impatience and a one-sided pursuit of short-term results during the early stages of introducing education.

### **Teacher training system: an important carrier for the introduction of foreign pedagogy theory**

Through the introduction and imitation of foreign advanced teacher training systems, Western pedagogical theories have also been spread and rooted in relation to the teacher system. The "Charter of the Imperial School" in 1902 is the first statutory school system and the starting system of normal education in our country's modern education, in which the "Charter of the Imperial Middle School" clearly stipulates that pedagogy courses should be set up in the school, and the pedagogical courses at this time mainly include educational purposes, educational principles, Chinese and foreign education history, educational theory, teaching methods, etc., and all kinds of normal schools at all levels established in the later period have pedagogy-related courses, and foreign pedagogy has also had an impact on the land of China through the introduction and improvement of the teacher system.

In 1949, with the founding of the new China, Chinese pedagogy entered a new phase of development, and a theoretical system of pedagogy with Chinese characteristics gradually began to take shape. The pedagogical theoretical system represented by the Soviet educator K.P. Kirov, along with the system of Mao Zedong's educational thought that emerged from China's revolutionary practice, successively became dominant and had a profound impact on the education undertaking of the new China.

### **The Soviet Pedagogical Theory System: Benefits and Drawbacks for the Construction of the Theoretical System of Socialist Education with Chinese Characteristics**

In the early years of the founding of the People's Republic of China, influenced by the trend of "learning from Russia," the pedagogical system based on K. D. Ushinsky's "Pedagogy" in the Soviet Union became the mainstream of educational research at that time. The positive impact of this pedagogical system was that Soviet educational thought, along with national-level assistance for China's education, greatly promoted the modernization of China's educational development, thereby playing a facilitating role in the progress of education in China. At the same time, blind imitation and mere copying meant that the educational theories and related systems at the time could not truly respond to social realities and educational issues. For example, many problems in the Soviet educational system (such as "strong in practicality but weak in theory; highly dogmatic but poor in dialectics") were also transplanted into China. This directly led to repeated adjustments and corrections during later educational reforms in response to the problems that arose during this historical period.

### **Mao Zedong's Educational Theory System: Contribution to the Systematization of Education Theory with Chinese Characteristics**

After the breakdown of Sino-Soviet relations in 1957, China entered a stage of independent exploration, completely rejecting foreign educational theories. During this stage, Mao Zedong's educational thoughts and writings became the main basis for the development of education. The 1958 "Teaching Outline of Pedagogy" compiled by Beijing Normal University clearly pointed out that past pedagogy "did not start from Chairman Mao's thoughts, did not start from the Party's policies, and did not start from the actual situation of education in our country."

The specific content and main contributions of Mao Zedong's educational thought system can be roughly explained as follows: First, it inherits and develops Marxist educational thought, revealing the general laws of social development (especially Chinese society) and the general laws of cognitive development. His discussions on the relationship between education and politics and economics, on the relationship between education and production relations, and on the relationship between theory and practice are instructive for examining education.

### **Accessibility and Equity in Education:**

The education policies formulated by the Communist Party of China, based on the actual conditions of the Shaanxi-Gansu-Ningxia Border Region and the fundamental interests of the masses, fully reflect scientific and progressive principles and have carried out extensive practice in building a new democratic cultural system.

### **Adhering to the Educational Principle of Combining Education with Labor**

Marx emphasized the combination of education and labor, with the fundamental goal of using education to help workers improve their ability to understand and transform the world, enabling them to correctly understand themselves, demonstrate their abilities in productive practice, and be able to work and live according to their own wishes, thereby aiming to achieve the free and comprehensive development of individuals. The literacy campaigns carried out by the Chinese Communist Party in the

base areas were truly intended to help the people achieve comprehensive development and become free individuals.

Compared with education in old China, the literacy movement demonstrated characteristics closely linked to the realities of China and integrated with the production and daily lives of the majority of the people, possessing a strong advantage in accordance with the laws of social development. The people's educator Yu Qingtang pointed out, 'At the current stage of education, we should grasp the demands of reality, remove the constraints that the organization of production in contemporary society imposes on learners, and connect education with the actual lives of the majority of the populace.'

### **Adhering to the educational direction of simultaneous development of school education and social education**

School education is the main force in promoting educational equity. Through systematic and organized school education, the right of young people to receive education is fully guaranteed. In relatively underdeveloped border areas, schools are mainly concentrated in larger villages, while smaller villages do not have their own schools; schools are set up between these villages to facilitate students' attendance. In these schools, education is generally free, and students do not need to pay tuition or fees. Education expenditure accounts for one-seventh of the local government budget in border areas, reflecting the importance attached to school education. Children of school age not only attend school themselves, but can also teach the literacy skills they have learned to their family members. The 'Little Teacher System' has also been widely implemented in this context.

### **Adhering to Respecting and Meeting the Educational Needs of the People**

Throughout the entire learning process, the people voluntarily participate and organize their own learning, especially in the area of social education, where the whole organization is managed by the people themselves. All work and initiatives are decided and driven by the people, making literacy education their own affair. In this process, the people fully experience freedom and respect, which in turn increases their enthusiasm for learning. The literacy movement not only cultivates the people's capacity for self-governance but also enhances their willingness and initiative to engage in political participation.

Due to limited teachers and funding, a spirit of mutual assistance and self-learning developed in the teaching process. Even after students left literacy groups, night schools, or winter classes, they were able to continue learning and improving on their own. Through the method of 'teaching others what you have just learned,' the masses developed a spontaneity in learning, and their self-awareness in participating in all resistance efforts continued to deepen and expand throughout this process.

### **Adhering to Diversity and Specificity in Educational Mobilization**

In addition to the diversity of publicity methods, the border region government paid great attention to the materials used for publicity, with many specific requirements. The importance of literacy should be illustrated using the local people's own experiences and typical examples, based on their living habits. It is essential to fully understand the psychology and habits of the people, starting from aspects of life they are most familiar with, and to often use individual oral conversations to communicate with them, avoiding causing resentment. Through continuous exploration, the border region government developed a publicity system that is compelling, humane, and persuasive, stimulating the people's enthusiasm for learning, spreading progressive ideas, and promoting social development in the border areas.

### **Implement Special Education for Cadres and Women**

Raising the cultural level of cadres was considered "an important task in the Party's propaganda and education work, and also one of the most crucial aspects of improving our topic selection in work." During the Yan'an period, many cadres in the Party had relatively low levels of education; some could not even read books and newspapers freely, which directly affected the improvement of their political theoretical understanding. Realizing the importance of cadre education, the border region also carried out many initiatives to improve cadres' cultural education. In terms of learning content, it was not limited to eliminating illiteracy and basic literacy but also included reading and writing, general knowledge of natural sciences, and historical and geographical knowledge. In terms of learning methods, besides attending cultural tutoring classes at cadre schools, learning was also conducted at amateur cultural tutoring schools or night schools in locations where senior leadership organs were situated. Regarding the teaching staff, it could be composed of full-time intellectuals, part-time intellectuals, and, when

necessary, local primary and secondary school teachers specifically assigned for instruction. Through a series of measures, cadre education achieved significant results; not only did their cultural level increase, but their ideological understanding also deepened, especially in the recognition and comprehension of Marxism-Leninism. Leadership ability and the consciousness of serving the people were enhanced as well.

### **Content of Education and Pedagogical Approaches:**

The reform of educational content and teaching methods not only concerns individual growth and development but is also closely linked to the progress and future of society as a whole.

### **Improving Curriculum Design**

Improving curriculum design is a key part of education content reform. To meet the demands of the times, we must adjust and optimize curriculum content in a timely manner, making it more relevant to real life and the needs of social development. Curriculum design should focus on cultivating students' comprehensive qualities, which not only include subject knowledge but also encompass critical areas such as innovative thinking, practical abilities, and a sense of social responsibility. At the same time, we should strengthen the establishment of interdisciplinary courses to promote integration and exchange between different subjects, thereby fostering students' diverse thinking and ability to solve complex problems.

### **Developing Educational Resources that Adapt to the Times**

Developing educational resources that adapt to the times is also an important aspect of reform. We should promote the digital transformation of education and actively develop and utilize various high-quality educational resources, such as online courses, digital textbooks, and practical training facilities. By integrating and applying these resources, we can enrich teaching content, improve teaching quality, and allow students to grow in a broader learning environment. At the same time, attention should be paid to the sharing and circulation of educational resources so that more students can benefit from high-quality education resources.

### **Promoting New Teaching Models**

The promotion of new teaching models is an inevitable trend in educational reform. The traditional teacher-centered teaching model can no longer meet the needs of modern education. We should advocate for student-centered teaching models, such as inquiry-based learning, cooperative learning, and project-based learning. These models emphasize students' active participation and independent exploration, enabling them to become active thinkers and creators in the learning process. Inquiry-based learning can stimulate students' curiosity and desire for knowledge, cultivating their scientific spirit and exploratory abilities; cooperative learning can develop students' teamwork awareness and communication skills; while project-based learning allows students to solve real problems in practice, thereby enhancing their comprehensive application abilities. Through the use of these new teaching models, students' interest and potential in learning can be better stimulated, ultimately improving teaching quality and effectiveness.

### **Strengthen Practical Teaching**

Strengthening practical teaching is an important way to cultivate students' practical abilities and innovative spirit. With the widespread application of information technology and digitalization, the function of schools in disseminating knowledge has gradually been replaced by networks and screens. Schools need to enhance the design and implementation of practical teaching components, allowing students to acquire knowledge and skills through experiments, internships, social practices, and other methods, thereby improving their ability to solve real-world problems. At the same time, schools should strengthen cooperation with enterprises and social organizations to provide students with more authentic practical environments and opportunities.

### **4.4. Language Policy in Schools:**

Kyrgyzstan, as a multi-ethnic and multi-lingual country, has seen its language education policies and curriculum evolve from traditional to modern approaches. This article aims to explore the localization process of language education in Kyrgyzstan and analyze the paths and challenges of its curriculum reform.

## **Current Situation of Language Education in Kyrgyzstan**

### **a. Language Policy**

After gaining independence, Kyrgyzstan gradually established Kyrgyz as the official language of the country. At the same time, in order to protect the languages and cultures of ethnic minorities, the country has implemented a bilingual education policy, using both Kyrgyz and Russian in the education system.

### **Education System**

The education system in Kyrgyzstan includes preschool education, basic education, and higher education. During the basic education stage, students are required to study Kyrgyz and Russian, while in the higher education stage, they can choose to learn other foreign languages, such as English or Chinese, according to their personal interests and career plans.

### **Background of Localized Curriculum Innovation**

#### **Trend of Internationalization**

With the development of globalization, Kyrgyzstan needs to cultivate more talents with an international perspective and cross-cultural communication skills. Therefore, localized curriculum innovation has become an inevitable trend.

#### **Adjustment of Language Policy**

In order to better inherit and develop the Kyrgyz language, the state has begun to focus on the construction of localized curricula to enhance the status of Kyrgyz in the education system.

### **Pathways for Localized Curriculum Innovation**

#### **Textbook Reform**

Textbooks are an important vehicle for curriculum innovation. The education authorities in Kyrgyzstan actively introduce and develop localized textbooks, integrating content related to Kyrgyz language, culture, history, and geography into the textbooks to enhance students' language proficiency and cultural identity.

#### **Innovation in Teaching Methods**

The education department of Kyrgyzstan encourages teachers to adopt diverse teaching methods, such as project-based learning and flipped classrooms, to enhance students' interest and engagement in learning.

#### **Teacher Training**

In order to meet the needs of localized curriculum reform, Kyrgyzstan is strengthening teacher training to improve teachers' capabilities in localized teaching and cross-cultural communication.

### **Challenges of Localized Curriculum Innovation**

#### **Insufficient Resources**

Localized curriculum reform requires substantial human, material, and financial support, while Kyrgyzstan is relatively lacking in educational resources.

#### **Teacher Quality**

Some teachers' teaching concepts and methods do not align with the requirements of localized curriculum reforms, so teacher training needs to be strengthened to improve teacher quality.

#### **Social Concepts**

Some parents and members of society have doubts about the localization of curriculum reform, fearing it might affect students' foreign language proficiency.

The localization of curriculum reform in Kyrgyzstan's language education is a long-term and complex process. Through continuous exploration and practice, Kyrgyzstan is expected to make greater progress in the field of language education and cultivate more outstanding talents for the country.



## **Influence of Political and Socio-Economic Transformations:**

The Restriction and Influence of Social, Political, and Economic Systems on Education:

(1) Social, political, and economic systems determine the leadership of education

In a class society, "the class that dominates the material means of production also dominates the means of spiritual production." Any ruling class uses the power of the state, economic strength, and ideological dominance to control education. Ideological dominance refers to influencing education through the compiling of textbooks, the publication of various reading materials, and shaping teachers' thinking, thereby effectively guiding the direction of educational work. Therefore, the ruling class in every society attaches importance to controlling the power over education to better cultivate the talents they need.

(2) The sociopolitical and economic system determines the right, opportunity, and extent of education.

In a given society, who has the opportunity and right to receive education and to what extent they can be educated is mainly determined by the political system of that society. In primitive societies, because collective ownership was practiced and there were no class distinctions, education was universal. In feudal societies, the class-based and hierarchical nature of education was very obvious, with the vast majority of working people and their children being denied access to schools. In capitalist societies, due to the objective demands of modern production, the scope of school education was expanded, and various countries subsequently enacted compulsory education laws. However, equal educational opportunity has not been fully achieved, and there are significant differences in the level and quality of education received by children of different social classes. For example, the dual-track education system still exists in the United Kingdom.

(3) The socio-political and economic system determines the goals of education, educational policies, the education system, and the content framework.

Educational content serves to achieve educational goals; the nature of these goals is determined by the political system, which inevitably influences and governs the selection and compilation of educational content, shaping the structure of educational content. For example, in slave societies, China emphasized 'rites' and 'music,' while Europe focused on music, literature, politics, philosophy, and other subjects. In feudal societies, China emphasized the 'Four Books' and 'Five Classics,' while European countries focused on the 'Seven Liberal Arts' in church education and the 'Seven Skills' in knightly training. These all reflected the will of the ruling class and served the socio-political and economic system of their time.

## **Discussion**

### **Analysis of Modern Education in Kyrgyzstan**

Kyrgyzstan, a country located in Central Asia, has made certain progress in the field of education in recent years, but it also faces numerous challenges. This article will delve into the current state of education in Kyrgyzstan, including the evaluation of education levels and potential challenges it may face in the future.

### **Education System**

Kyrgyzstan's education system is divided into three stages: preschool education, basic education, and higher education. Preschool education is mainly for children aged 3 to 6, basic education covers primary and secondary education, and higher education includes universities and research institutions.

### **Education Investment and Enrollment Rate**

In recent years, Kyrgyzstan has been increasing its investment in education year by year, and the government has pledged to raise education spending to more than 4% of GDP. This has significantly improved the rate of education coverage, particularly at the primary education level.

### **Education Quality**

Although the literacy rate has improved, the quality of education in Kyrgyzstan still faces challenges. According to World Bank data, while Kyrgyzstan's adult literacy rate has reached 99.6%, its performance in the Program for International Student Assessment (PISA) is not ideal.

## **Evaluation of Educational Level**

### **a. International Comparison**

In the Program for International Student Assessment (PISA), students in Kyrgyzstan scored below the global average in mathematics, reading, and science. This indicates that there are shortcomings in Kyrgyzstan's education system in certain areas.

### **b. Domestic assessment**

In Kyrgyzstan, the quality of education is mainly assessed through national exams and graduation rates. Although graduation rates have been increasing year by year, exam results indicate that students have deficiencies in basic subject knowledge.

### **c. Future Challenges**

#### **(a) Unequal distribution of educational resources**

Educational resources in Kyrgyzstan are unevenly distributed, with a noticeable gap between urban and rural areas, as well as between wealthy and poor families. This inequality may lead to a further decline in the quality of education.

#### **(b) Teacher Training and Motivation**

Teachers are a key factor in the quality of education. However, Kyrgyzstan's teacher training system has shortcomings, and teacher incentive measures are also lacking, which affects teachers' enthusiasm and teaching quality.

#### **(c) Internationalization and Modernization**

In the context of globalization, Kyrgyzstan's education system needs to become more internationalized to adapt to global competition. At the same time, the modernization of education is also key to improving its quality.

## **Analysis of Modern Education in China**

With the continuous improvement of China's educational discipline system, a comparative education discipline has been established within the education system, facilitating the training of reserve educational talents; educational academic organizations have been founded, enhancing China's educational cohesion and international influence; the construction of educational research institutions has been promoted, advancing the professionalization of education. The improvement of the system has laid the foundation for the sustainable development of education.

### **Talent cultivation in education**

In 1980, the "Regulations on Academic Degrees of the People's Republic of China" were promulgated, and comparative education was listed as a secondary discipline within the field of education. Since the reform and opening-up, the development of education curricula and teaching materials has kept pace with the times, not only offering courses at universities with relevant academic programs but also leveraging the national quality courses online platform to launch national quality shared courses in comparative education to promote the sharing of high-quality educational resources. In terms of textbook development, a large number of textbooks with diverse styles have been created. The content of these textbooks has been continuously improved as times progress, emphasizing a balance between theoretical and practical aspects, as well as academic rigor and readability.

After nearly 40 years of development, the education talent training system has grown increasingly strong. According to statistics from the Graduate Admissions Information Network of China and the enrollment brochures of various universities, in 2018, a total of 45 universities enrolled master's students in education, and 15 universities enrolled doctoral students in education. The high-level education professionals trained by these universities have provided talent support for the development of comparative education in China and have addressed the issue of training successors in the field of education.

### **Academic Organizations in Education**

The Chinese Society of Education is an academic organization dedicated to the study of comparative education. It promotes the development of education through academic activities and other activities closely related to academic research. The establishment of autonomous educational

academic organizations has consolidated domestic educational research forces and enhanced the sense of identity and disciplinary confidence of education researchers. During the period of socialist market economy reform and globalization, the themes of conferences mainly focused on issues such as educational modernization, the relationship between education and economic culture, prospects for education in the new century, and the cultivation of innovative talents. Since the 21st century, especially after joining the WTO, China's educational research perspective has broadened significantly, and in selecting conference themes, there has been greater emphasis on local educational needs while also considering global awareness and a sense of contemporary mission.

### **Institutional Development of Education**

The establishment and development of educational research institutions have greatly promoted the professional level of educational research, and the professional academic journals they publish have become the main platform for education scholars to voice their views. With the professional development of educational research, universities have either expanded the scale of existing research institutions or established new educational research institutions specifically. Educational research institutions based in universities gather and cultivate a large number of education professionals with an international perspective, actively undertake major national educational research tasks, and play an important role as think tanks.

### **Conclusion. Main Findings**

The establishment and development of educational research institutions have greatly promoted the professional level of educational research, and the professional academic journals they publish have become the main platform for education scholars to voice their views. With the professional development of educational research, universities have either expanded the scale of existing research institutions or established new educational research institutions specifically. Educational research institutions based in universities gather and cultivate a large number of education professionals with an international perspective, actively undertake major national educational research tasks, and play an important role as think tanks.

With the continuous reform of Chinese education and the rapid development of educational disciplines, China's education theory system has gradually matured, the disciplinary identity has been increasingly clarified amid debates, knowledge areas have progressively expanded and been enriched, and the disciplinary system has been constantly improved. These achievements have played a positive role in promoting educational theory and innovating educational practice. However, issues regarding the theoretical foundation of education, research paradigms, and intrinsic motivation still exist. Summarizing and reflecting on the development of educational disciplines requires, vertically, paying more attention to their contemporary significance, based on the higher pursuit of serving human educational development, and contributing Chinese wisdom; and horizontally, further exploring their inclusive value, making continuous efforts in building academic communities and enhancing the discipline's intrinsic motivation.

Geopolitical education is a new direction in comparative education research and a core conceptual system that centers on geographical elements, developing based on a country's geographical location and its relations with neighboring countries. Geopolitical education employs comparative education research methods, focusing on the educational realities and patterns of education in nation-states defined by their geographical and ethnic characteristics. It aims to form a consensus on geopolitical values, promote geopolitical security, and foster the development of geopolitical communities. Geopolitical education can support the development of geopolitical political and economic strategies while concentrating on and deepening international comparative education, driving educational development in border areas, and advancing the realization of a community with a shared future for humanity. The construction of geopolitical education can be approached from three dimensions: conducting country-specific geopolitical education research to build a knowledge system for geopolitical education; researching mechanisms for educational cooperation among countries to enhance the practical capabilities of geopolitical education; and studying the consensus on geopolitical educational values to cultivate the concept of a community with a shared future for humanity.

### **Perspectives for Further Research**

Following the comparative analysis of the school education systems in Kyrgyzstan and China, the following directions for future work are suggested:

- (1) Contemporary Analysis and Mutual Learning: Examine the current state of school education in both countries to identify areas where they can adopt positive experiences from one another.
- (2) Impact of Educational Cooperation and Cultural Exchange: Investigate how educational cooperation influences cultural exchange. Specifically, analyze the impact of Chinese-funded language programs on the linguistic landscape in Kyrgyzstan.
- (3) Motivation and Outcomes: Determine the motivation of schoolchildren and their parents regarding Chinese language studies, and identify the problems and successes in this direction.
- (4) Regional Comparative Analysis: Conduct a comparison of Kyrgyzstan's experience with that of other Central Asian countries. This can yield interesting conclusions regarding how China's educational cooperation in Kyrgyzstan compares to neighboring countries, identifying common features and distinctions in approaches and results, among other aspects.

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