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МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

Уланович О.И. Визуально-образная выразительность в современной эстетизированной медиариторике 5

Уланович О.И. Замануи эстетикаланған медиариторикадағы визуалды-бейнелі экспрессивтілік
Ulanovich A. Visual imagery expressiveness in modern aestheticized media rhetoric

Цуй Ц., Жумагулова Б.С. Семантическое пространство сказок о ленивом человеке: аксиологический аспект..... 19

Цуй Ц., Жумагулова Б.С. Жалқау адам туралы ертегілердің семантикалық кеңістігі: аксиологиялық аспект

Cui C., Zhumagulova B. The semantic space of tales about a lazy man: the axiological aspect

ӘДЕБИЕТТАНУ
ЛИТЕРАТУРОВЕДЕНИЕ
LITERARY STUDIES

Ақыш Н.Б., Мурсал А. «Қылмыс» романының тарихи-элементтік және дискурстық сипаты..... 29

Акиш Н.Б., Мурсал А. Историко-социальный и дискурсивный характер романа «Преступление»

Akish N., Mursal A. Historical, social and discursive character of the novel "Crime"

Almazuly D., Ospanov Y. The current state and prospects for the development of literature..... 36

Алмазұлы Д., Оспанов Е. Әдебиеттің қазіргі жағдайы мен даму болашағы

Алмазұлы Д., Оспанов Е. Современное состояние и перспективы развития литературы

Zhanabaev K., Akberdikyzy U. Formal and stylistic components of M.O. Auezov's epic novel "The Path of Abai"..... 43

Жанабаев К., Ақбердіқызы У. М.О. Әуезовтің «Абай жолы» эпопеясының формалды-стильдік компоненттері

Жанабаев К., Ақбердіқызы У. Формально-стилистические компоненты эпопеи М.О. Ауэзова «Путь Абая»

Серикова Л.А. Парадигма «свой – чужой – другой»: теория и практика..... 51

Серикова Л.А. «Өзіндік – жат – басқа» парадигмасы: теория және практика

Serikova L.A. The paradigm "friend - foe - other": theory and practice

Ханинова Р.М. Диалог культур: калмыцко-казахские литературные связи. Михаил Хонинов – Сырбай Мауленов..... 58

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ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ PROBLEMS OF PEDAGOGY AND METHODOLOGY

Абдримова Э.Н. К вопросу аутентичности как лингвометодической категории..... 66

Абдримова Э.Н. Лингвометодикалық категория ретіндегі аутентиялық мәселе туралы

Abdrimova E.N. To the question of authenticity as a linguo-methodological category

Karimova Z. The place of the detective story in the modern literary process and the study of works of the detective genre at school..... 74

Каримова Ж. Қазіргі заманғы әдеби үдерістегі детективтің орны және детектив жанрындағы шығармаларды мектепте оқу мәселесі.

Каримова Ж. Место детектива в современном литературном процессе и изучение произведений детективного жанра в школе

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Применение искусственного интеллекта при обучении иностранному языку..... 82

Кноль М.В., Шалбаева Д.Х., Тынбаева Г.С. Шет тілін оқытуда жасанды интеллектті қолдану

Knol M., Shalbayeva D., Tynbayeva G. Application of artificial intelligence in teaching a foreign language

Larionova I.Yu., Kapysheva G.K. Implementing the goals of teaching a foreign language to students with disabilities in the process of developing social competency in the context of inclusive education in higher education institutions..... 90

Ларионова И.Ю., Капышева Г.К. Мүмкіндігі шектеулі студенттерді ЖОО-да инклюзивті білім беру жағдайында олардың әлеуметтік құзыреттілігін дамыту процесінде шет тілін оқыту мақсаттарын іске асыру.

Ларионова И.Ю., Капышева Г.К. Реализация целей обучения иностранному языку студентов с ограниченными возможностями в процессе развития у них социальной компетенции в условиях инклюзивного образования в вузе

Нұржанқызы А. Мектептегі қазақ әдебиеті сабағы арқылы гендерлік әлеуметтендіру..... 97

Нұржанқызы А. Гендерная социализация посредством уроков казахской литературы в школе

Nurzhanqyzy A. Gender socialization through Kazakh literature lessons at school

Пономаренко М. Развитие и оценка функциональной грамотности школьников на основе международных исследований..... 104

Пономаренко М. Халықаралық зерттеулер негізінде мектеп оқушыларының функционалдық сауаттылығын дамыту және бағалау

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Ponomarenko M. Development and assessment of functional literacy of schoolchildren based on international research

Sylam D., Akhmetbek G., Beili T. Discussing the issues of building a system of training local Chinese language teachers in Kazakhstan... 111

Сылам Д., Ахметбек Г., Бэйли Ц. Қазақстандағы жергілікті қытай мұғалімдерін даярлау жүйесінің құрылысын талқылау
Сылам Д., Ахметбек Г., Бэйли Ц. Обсуждение вопросов формирования системы подготовки местных преподавателей китайского языка в Казахстане

БІЗДІҢ АВТОРЛАР..... 121

НАШИ АВТОРЫ

OUR AUTHORS

выявлять проблемы и неравенства, стимулировать реформы и поддерживать учителей. Кроме того, они помогают подготовить учащихся к вызовам современного мира, развивая у них навыки критического мышления, медиаграмотности и глобальной компетенции. Таким образом, PIRLS и PISA играют ключевую роль в формировании эффективной и современной системы образования, которая отвечает требованиям времени.

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DISCUSSING THE ISSUES OF BUILDING A SYSTEM OF TRAINING LOCAL CHINESE LANGUAGE TEACHERS IN KAZAKHSTAN

Abstract

Under the framework of the Belt and Road Initiative, this study focuses on the construction and optimisation of the local Chinese language teacher education system in Kazakhstan. By examining in detail, the structure and function of the current system of Chinese language teacher training in Kazakhstan and the multiple challenges it faces, we use comparative pedagogical methods and refer to successful models of teacher education at home and abroad, with the aim of proposing a set of actionable strategic recommendations. These proposals aim not only to promote the professional growth and stability of local Chinese language teachers, but also to enhance the quality and efficiency of Chinese language teaching, thus promoting the popularisation and application of Chinese language in Kazakhstan. Strengthening international co-operation in the field of language education, especially exchanges with China, is crucial for enhancing understanding and deepening the humanistic bond between the two peoples. Therefore, this study also aims to provide theoretical support

and practical guidance for the construction of a shared linguistic and cultural platform connected two countries and promoted of the regional practice of the concept "community of human destiny", thus contributing to the pluralistic dialogue and harmonious coexistence among the countries along the "Belt and Road".

Keywords: Kazakhstan, Chinese language, international education, native Chinese teachers, teacher training system.

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ҚАЗАҚСТАНДАҒЫ ЖЕРГІЛІКТІ ҚЫТАЙ МҰҒАЛІМДЕРІН ДАЯРЛАУ ЖҮЙЕСІНІҢ ҚҰРЫЛЫСЫН ТАЛҚЫЛАУ

Аңдатпа

«Белдеу және жол» астамасының кең шеңберінде бұл зерттеу Қазақстандағы қытай тілі мұғалімдерінің жергілікті білім беру жүйесін құруға және оңтайландыруға бағытталған. Қазақстандағы Қытай тілі мұғалімдерін даярлаудың қазіргі жүйесінің құрылымы мен қызметін және оның алдында тұрған көптеген міндеттерді егжей-тегжейлі қарастыра отырып, біз салыстырмалы педагогикалық әдістерді қолданамыз және іс-әрекетке қабілетті стратегиялық ұсыныстар жиынтығын ұсыну мақсатында елімізде және шетелде мұғалімдерді оқытудың табысты үлгілеріне жүгінеміз. Бұл ұсыныстар жергілікті қытай тілі мұғалімдерінің кәсіби өсуі мен тұрақтылығына ықпал етіп қана қоймай, сонымен қатар қытай тілін оқытудың сапасы мен тиімділігін арттыруға, осылайша Қазақстанда қытай тілін кеңінен насихаттауға және енгізуге ықпал етуге бағытталған. Сондай-ақ, тілдік білім беру саласындағы халықаралық ынтымақтастықты, әсіресе Қытаймен алмасуды нығайту екі халық арасындағы түсіністікті қалыптастыру және гуманистік байланысты тереңдету үшін өте маңызды. Сондықтан, бұл зерттеу екі ел арасындағы ортақ лингвистикалық және мәдени платформаны құруға теориялық қолдау мен практикалық басшылықты қамтамасыз етуге және адам тағдыры қауымдастығы тұжырымдамасының аймақты практикасын ілгерілетуге бағытталған. Осылайша, «Белдеу және жол» бойындағы елдер арасында плюралистік диалог пен үйлесімді қатар өмір сүруге ықпал етеді.

Түйін сөздер: Қазақстан, қытай тіліндегі халықаралық білім, жергілікті қытай тілі мұғалімдері, мұғалімдерді даярлау жүйесі.

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ОБСУЖДЕНИЕ ВОПРОСОВ ФОРМИРОВАНИЯ СИСТЕМЫ ПОДГОТОВКИ МЕСТНЫХ ПРЕПОДАВАТЕЛЕЙ КИТАЙСКОГО ЯЗЫКА В КАЗАХСТАНЕ

Аннотация

В рамках широкой инициативы «Один пояс, один путь» данное исследование посвящено созданию и оптимизации местной системы подготовки учителей китайского языка в Казах-

стане. Подробно исследуя структуру и функции существующей системы подготовки учителей китайского языка в Казахстане и многочисленные проблемы, с которыми она сталкивается, мы используем сравнительные педагогические методы и ссылаемся на успешные модели педагогического образования в стране и за рубежом с целью предложить ряд практических стратегических рекомендаций. Эти предложения направлены не только на содействие профессиональному росту и стабильности местных преподавателей китайского языка, но и на повышение качества и эффективности преподавания китайского языка, способствуя тем самым популяризации и применению китайского языка в Казахстане. В то же время укрепление международного сотрудничества в области языкового образования, особенно обменов с Китаем, имеет решающее значение для улучшения взаимопонимания и углубления гуманитарных связей между двумя народами. Таким образом, данное исследование также призвано обеспечить теоретическую поддержку и практическое руководство для создания общей языковой и культурной платформы между двумя странами и продвижения региональной практики концепции общности человеческих судеб, способствуя тем самым плюралистическому диалогу и гармоничному сосуществованию между странами, расположенными вдоль «Одного пояса и одной дороги».

Ключевые слова: Казахстан, международное образование на китайском языке, преподаватели-носители китайского языка, система подготовки учителей.

Introduction. The historical ties between China and Kazakhstan can be traced back to the glorious era of the ancient Silk Road, spanning from the Western Han Dynasty to the Qing Dynasty. Despite historical records confirming interactions between the two countries, there is little evidence of the spread of the Chinese language and its characters within Kazakhstan. Before Kazakhstan's independence, due to geopolitical factors, the study of Chinese was almost non-existent in the country. After the two countries rapidly established diplomatic relations following their independence in 1991, Chinese language education began to emerge, though initially on a limited scale, with only a few schools offering related courses. The establishment of the Shanghai Cooperation Organization in 2001 marked a new chapter in the spread of Chinese. As economic and political relations between China and Kazakhstan deepened, the 2003 Joint Statement between the People's Republic of China and the Republic of Kazakhstan emphasized the importance of cultural and educational exchanges, providing policy support for the spread of Chinese in Kazakhstan. In 2013, President Xi Jinping's Belt and Road Initiative further accelerated this process, making the study of Chinese an essential skill for Kazakhstani citizens to adapt to economic globalization and regional cooperation trends.

The 2023 Joint Statement between the two countries reaffirmed their commitment to educational cooperation, emphasizing the training of local Chinese language teachers in Kazakhstan and the effective operation of educational institutions such as Confucius Institutes. As China and Kazakhstan celebrate the "Golden Thirty Years" of their relationship, the demand for Chinese language education and the accompanying challenges coexist. The shortage of local Chinese language teachers and the immature training system have become pressing issues. Traditional teacher training models can no longer meet current demands, requiring innovative localized strategies to enhance teachers' professional abilities and teaching quality.

Therefore, this study, based on the "Construction of a Local Chinese Language Teacher Training System in Kazakhstan," delves into the current situation, challenges, and future development trends of the local Chinese language teacher training system in Kazakhstan. By comparing successful cases domestically and internationally, we will propose forward-looking and practical reform suggestions aimed at strengthening the local teaching workforce, improving the quality of Chinese language education, and promoting the widespread dissemination of Chinese in Kazakhstan. This will further enhance cultural exchange and educational cooperation between China and Kazakhstan, contributing academic wisdom to the construction of a prosperous future for both countries and the community with a shared future for mankind.

Methods. In analyzing the status of local Chinese language teachers in Kazakhstan, it is necessary to place our research within the overall strategic framework of foreign language education in

Kazakhstan, to gain deeper insights into the complexity and dynamics of the local Chinese language teacher training system. This macroscopic perspective helps reveal potential structural problems and provides theoretical and practical bases for building long-term development strategies that adapt to the demands of the times. Firstly, let us briefly outline the historical context and objectives of Kazakhstan's foreign language education policy, which will shed light on the position of foreign language education, especially Chinese language education, in its foreign language education blueprint. Next, we will examine in detail the actual situation of local Chinese language teachers, including their professional backgrounds, teaching abilities, career development paths, and so forth. Based on this foundation, we will systematically summarize the key issues currently existing, such as the shortage of teachers, limitations in professional training, uneven distribution of teaching resources, and delve into the economic, social, and policy factors behind these issues. Such analysis aims to provide strong empirical support for optimizing teacher training mechanisms, improving teaching quality, and addressing the shortage of teaching staff, to promote the sustainable development of Chinese language education in Kazakhstan and enhance its language competitiveness in the process of globalization.

Evolution and Influence of Kazakhstan's Foreign Language Education Development Strategy

The history of foreign language education in Kazakhstan can be traced back to its period as a Soviet Union republic. The 1989 "Language Law of the Republic of Kazakhstan" laid the foundation for bilingualism, emphasizing the status of the Kazakh language as the national language and the role of Russian in interethnic communication. This law regarded language as the core of national culture, emphasizing its importance for cultural prosperity and the future of the nation. After independence, Kazakhstan continued to promote the spread of the Kazakh language while gradually relaxing its foreign language, especially English language education policy [1]. The 1997 "Language Law" and the 1999 "Government Program for the Functioning and Development of Languages" provided a legal framework for foreign language education, ensuring the legitimacy and systematic nature of multilingual education [2].

In the 21st century, Kazakhstan's foreign language education policy further developed, as seen in the 2001 "National Program for Language Use and Development 2001–2010", which reflected the emphasis on multilingual education [1]. Since 2012, with the introduction of the "Three Language" policy [3], the status of English and Chinese has significantly increased, with Chinese education benefiting from the active promotion of China's Belt and Road Initiative. Currently, Confucius Institutes and university Chinese courses have become important carriers of Chinese language education in Kazakhstan [4]. However, facing the challenges of the international school system, Kazakhstan's foreign language education policy still needs further improvement and refinement to adapt to the trend of globalization.

In the context of the "Belt and Road", Kazakhstan should consider the domestic and foreign environments and innovate the mode of foreign language education, for example, by developing diversified teaching institutions, such as international schools, and guaranteeing the quality and breadth of foreign language education with standardized management and high-quality teaching resources. This will not only promote the comprehensive development of foreign language education, but also strengthen international cooperation, enhance understanding and friendship among countries, and contribute to the internationalization process of Kazakhstan.

Current Situation and Progress of Chinese Language International Promotion in Kazakhstan

Chinese language education in Kazakhstan continues to grow under the Confucius Institutes and cultural centers. Currently, China has five Confucius Institutes in Kazakhstan, including Al-Farabi Kazakh National University, Eurasian National University, Karaganda State Technical University, Aktobe Normal University, and Kazakh Ablai Khan University of International Relations and World Languages. These institutions train more than 3,000 Chinese language learners annually providing Chinese language education in Kazakhstan.

Al-Farabi Kazakh National University was the first higher education institution in Kazakhstan to offer a Chinese language major, and since 1989, it has established cooperative relationships with several top Chinese universities, for example, Lanzhou University, Beijing University of Economics and Business, Xinjiang Institute of Physics and Chemistry Technology of the Chinese Academy of

Sciences, Beijing Institute of Technology, Xi'an Institute of Technology, Beijing Foreign Studies University, East China University in Shanghai and Tianjin University. In 2002, with the support of "Center of Chinese Language Education", the university and Lanzhou University jointly established Kazakhstan's first Chinese Center, which was upgraded to a Confucius Institute in 2005, becoming a leader in Chinese teaching in Almaty.

Eurasian National University in Astana, as the largest public comprehensive university in Kazakhstan, has a wide international influence and has had exchanges with the presidents of 26 countries, and is known as the "Presidential University". Chinese language education has been significantly enhanced here with the development of the Shanghai Cooperation Organization in 2007 and the establishment of the Confucius Institute at the university by Xi'an International Studies University.

The Confucius Institute at Aktobe State Pedagogical University, founded in 2007 in cooperation with Xinjiang University of Finance and Economics, is the third and largest Confucius Institute in Kazakhstan. The Confucius Institute at Karaganda State Technical University was cofounded by Xinjiang Shihezi University in 2012, with an initial teaching team of Peking University master's degree graduates in international Chinese education dispatched to support teaching.

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Established in 2017, the Confucius Institute at the Abraham Lincoln University of International Relations and World Languages is the fifth Confucius Institute in Kazakhstan and the second one in Almaty. At present, the Confucius Institutes in Kazakhstan have widely adopted such teaching materials as New Practical Chinese Textbook, HSK Standard Tutorial and Happy Chinese, and at the same time, they utilize the "Chinese Language Alliance", "Confucius Institutes Online", "Chinese Language Bridge" and "Chinese University MOOC". At the same time, online resources such as "Chinese Union", "Confucius Institute Online", "Chinese Bridge" and "MOOC for Chinese Universities" have been utilized to enrich the means of Chinese language teaching and learning [5].

To sum up, Chinese language education in Kazakhstan is developing rapidly under the framework of the "Belt and Road" Initiative but facing the challenge of how to continue to innovate and improve the quality of teaching.

Current situation and characteristics of local Chinese language teachers in Kazakhstan

As of the 2017-2018 academic year, Kazakhstan's higher education system includes 127 institutions, covering nine state universities, 38 state universities, 75 private universities, and five privately owned universities with foreign capital, where more than 20 Chinese language degree programs have been established. Among these educational institutions, there are state universities, public universities, transnational partner universities, private universities, as well as Confucius Institutes and private language training institutions together form the backbone of Chinese language teaching in Kazakhstan [6].

According to relevant research reports, native Chinese language teachers (including immigrant communities) account for 84% of the total number of Chinese language teachers in Kazakhstan, and their contribution to native Chinese language teaching cannot be ignored. Chinese language teachers in Kazakhstan mainly come from three channels: teachers graduated from native universities, Kazakh immigrants from Xinjiang, China, and teachers dispatched by Chinese partner universities [7]. For example, four of the seven Chinese language teachers at the National Pedagogical University of Kazakhstan are immigrants from Xinjiang, while more than half of the 20 teachers at the University of International Relations and World Languages of Kazakhstan are from Xinjiang; there are 25 Chinese language teachers at the National State University of Kazakhstan, and the team of Chinese language teachers at the Karaganda National University of Technology consists of six Chinese and two Kazakhstani teachers, with a balanced ratio of male and female [8]. There is a balanced ratio of male and female teachers, and their ages are mainly between 20 and 30 years old, with a few teachers over 36 years old [9].

In Almaty, language training centers of different sizes also have different teacher configurations. the Chinese.kz training center has 10 rigorously screened Chinese language teachers; the Bibistudy training center currently has four teachers, two of whom specialize in Chinese language teaching and the Alemnur training center has amassed a total of 20 teachers, including four Chinese language teachers, in its seven years of development, Spasibeaucoup Multilingual Training Center has 48 teachers, 4 of whom have studied in China [10-11].

In terms of the teachers' higher educational system, China-Kazakhstan cooperation enables to increase the number of teachers with master's degrees. There is the highest index of teachers graduated from colleges in Chinese language and literature and Chinese international education. The professional knowledge and educational background of teachers both from Kazakhstan and China provide stable quality of Chinese language teaching in Kazakhstan.

Challenges and Directions for Improvement

Although some local Chinese language teachers have received pedagogical education and systematic training in educational psychology and teaching methods, given the urgent demand for excellent Chinese language teachers in Kazakhstan, many schools tend to select teaching staff with good Chinese language proficiency, with relatively lax requirements for pedagogical background and teacher qualifications. Despite the government's efforts to increase teacher salaries and offer scholarships for pedagogical majors (such as the 54,000 scholarship slots allocated by the Kazakhstani Ministry of Education to pedagogical institutions in 2018-2019, with pedagogical scholarships ranking second in number), the low social status and relatively low remuneration have led to a shortage of teaching staff, with some teachers working part-time in multiple schools, affecting the quality of education. Therefore, it is crucial to establish a nationally unified and professional local Chinese language teacher training system.

When training local Chinese language teachers, it is necessary to consider both commonalities and local characteristics, considering factors such as cultural differences in Kazakhstan and individual differences among teachers. In a way that combines theory with practice, training objectives should be clearly defined, and personalized training programs should be developed. Emphasizing teachers' understanding of the Confucius Institute's philosophy can enhance their adaptability and development potential, thereby strengthening the long-term development of local teachers.

Currently, volunteers from Confucius Institutes are the main force in Chinese language teaching, but the shortage of local teachers limits the improvement of teaching quality. Simply relying on external inputs cannot fundamentally solve the problem, local teacher training is the key [12]. As cooperation between China and Kazakhstan deepens, efforts should focus on training high-level Chinese language professionals and sinologists through various avenues such as the "Confucius New Sinology Program" including "Sinoforeign joint training", "local doctoral talent cultivation" and the "Understanding China Visiting Scholars Program" cultivating local Chinese language experts and sinologists in Kazakhstan to lay the foundation for the sustainable development of Chinese language education.

These challenges indicate the need for reforms in Kazakhstan's Chinese language education in terms of teacher training systems, localization strategies, and diversified training channels to meet the increasing demand for Chinese language teaching. Relying solely on external inputs cannot fundamentally solve the problem, local teacher training is essential. As cooperation between China and Kazakhstan deepens, the focus should be on training high-level Chinese language professionals and sinologists through various avenues such as the "Confucius New Sinology Program" including "Sino-foreign joint training", "local doctoral talent cultivation" and the "Understanding China Visiting Scholars Program" cultivating local Chinese language experts and sinologists in Kazakhstan to lay the foundation of Chinese language education.

Based on these challenges, Kazakhstan's Chinese language education needs reforms in the terms of teacher training systems, localization strategies, and diversification of training channels to cover the increasing demand for Chinese language teaching.

Analysis of Causes

Initiative The "Belt and Road" initiative aims to strengthen connectivity and build a diversified, balanced and sustainable regional development framework among Asia, Europe, and Africa. As a

key node of the "Silk Road Economic Belt," Kazakhstan's strategic position and its relationship with China provide favorable conditions for the dissemination of the Chinese language. The rapid development of the Chinese economy and the promotion of the "Belt and Road" initiative have enhanced China's interaction with countries along the route, promoting the demand for language exchange.

Teacher quality is crucial to Chinese language education, but teacher training in Kazakhstan mainly relies on short-term training, especially training in China, with relatively few cooperative training programs. The objectives and implementation of graduate education in Chinese international education still need to be optimized. Training content often focuses on textbooks, teaching methods, and exams, neglecting the differences and challenges in cross-cultural teaching. In addition, language conflicts (e.g. the status of English and Russian) affect teaching effectiveness, and Chinese teachers face issues of cultural adaptation and term limits.

Training for local teachers should emphasize the enhancement of Chinese language promotion and cross-cultural communication abilities while also focusing on teachers' innovative thinking and problem-solving abilities. Currently, Kazakhstan's investment and support for training local teachers are insufficient, such as increasing the number of scholarship slots and extending the duration of study abroad funding. Efforts should encourage local teachers to participate in higher-level academic programs such as the "Confucius New Sinology Program" through methods like Sino-foreign joint training, doctoral programs, visiting scholar programs, leadership programs, international conferences, and publication assistance, to cultivate high-level Chinese language talents and sinologists and ensure the long-term development of Chinese language education.

In summary, when responding to the opportunities brought by the "Belt and Road" initiative, Kazakhstan needs to adjust its language education policies, establish localized training models and broaden teacher training channels to adapt to the changing international environment and educational demands.

Research result. The fundamental solution to the shortage of Chinese language teachers lies in strengthening the training of local teachers. Currently, the main challenge facing local Chinese language teachers in Kazakhstan is the lack of professional skills. Establishing a localized teacher training system can ensure that teachers receive systematic development throughout the entire chain of "professional learning - admission threshold - advanced training - quality assessment". Additionally, it can stimulate the development of independent teaching, research, management, and evaluation mechanisms, promote the maturity of Chinese language education disciplines and contribute to the writing of localized teaching materials to improve the practicality and richness of teaching resources [13].

1. Establishing a Kazakhstan-based Chinese Teacher Training Framework

High-quality teachers are crucial to Chinese language teaching. The Kazakhstan Ministry of Education should standardize Chinese language teaching in universities and establish a unified teaching syllabus to provide institutional guarantees for Chinese language teaching [14].

Firstly, a database of local Chinese language teachers should be established to identify and train potential outstanding teachers. Teachers with development potential can be recommended to participate in the master's program in Chinese international education. At the same time, the effectiveness of the training should be strengthened. In view of the practical and operational nature of second language teaching, short-term but highly effective training should be designed to follow the principles of pluralism and practicality, to be problem-solving oriented, to adopt a task-oriented training model, to be teacher-centered and to stimulate active participation of teachers through collaborative learning.

Secondly, teacher recruitment standards should be upgraded, and teaching level requirements should be set according to the needs of Chinese language at different learning stages. Such as young children, primary school students and college students. In the past, due to the shortage of teachers, the threshold of Chinese language teaching was low, which led to different levels of teachers [15]. This situation needs to be changed urgently.

In addition, it is crucial to build a research support system. Chinese language teaching in Kazakhstan needs theoretical guidance, a lot of localized research, adapted educational policies, strate-

gies and financial support. Encourage outstanding local teachers and students to participate in the Confucius New Sinology Program and train high-level Chinese language talents and sinologists through Chinese-foreign cooperation in doctoral training, doctoral research, visiting scholars' programs, leadership programs, international conferences, and publication grants, to build up a reserve of strength for the continuous promotion of the Chinese language in Kazakhstan [16].

2. Adapting to Teacher Education Reforms: Constructing a Localized Chinese Teacher Training Framework

The learner population of Chinese in Kazakhstan exhibits significant diversity, spanning all age groups from primary school to adult learners, as well as learners from different backgrounds and professions. In some Kazakhstani primary and secondary schools, Chinese has been included as a second or third foreign language option, providing young people with the opportunity to engage with Chinese learning early on. Currently, several universities have established undergraduate and graduate degree programs in Chinese.

Firstly, advocating for the establishment of Chinese interest courses at the primary and secondary education levels is recommended. These courses aim to stimulate students' initial interest in learning Chinese. As extracurricular activities, these short Chinese courses provide a foundational platform for interested students to engage with and learn Chinese. Given the current absence of Chinese courses at the secondary school level, resulting in students lacking necessary foundational Chinese skills and motivation for language learning in language courses, Confucius Institutes, and universities, it is necessary to build a comprehensive Chinese education system starting from all age groups.

Secondly, it is suggested to establish high schools (vocational education schools) dedicated to Chinese in Kazakhstan. These schools target students who are interested in Chinese teaching or plan to study in China. In addition to regular high school courses, specialized Chinese courses should be added, teaching basic Chinese characters and spoken language in the first year, introducing Chinese culture and reading courses in the second year and integrating some courses taught in Chinese in the third year, including writing courses, to prepare students for studying abroad. After completing such high school studies, students should reach HSK Level 5 proficiency, with the ability to read Chinese media, appreciate Chinese films and deliver complete speeches in Chinese.

Thirdly, support for Chinese major students to specialize in Chinese teaching is crucial. After graduating from high school, students can choose their future learning paths independently. For students who choose to major in Chinese at domestic universities or apply to study in China, policy support and scholarships should be provided. Study abroad students should participate in preparatory courses in their first year. Considering that Kazakhstani students who pass the HSK Level 5 exam may encounter difficulties in actual learning, preparatory courses should go beyond basic language learning, including comprehensive training in all-Chinese instruction, understanding Chinese culture, learning skills and life skills for studying abroad, to help students better adapt to university studies.

Students who complete undergraduate Chinese education programs in China should be encouraged to further their studies by pursuing master's degrees. At the same time, cooperation with Chinese institutions of higher education can be established to create undergraduate and master's degree programs in Chinese language and literature. By continuously studying Chinese at the undergraduate and master's levels, extending the duration of study in China, students can not only improve their Chinese proficiency but also deepen their understanding of China's national conditions and culture, providing talents with a solid background knowledge for Sino-Kazakh cooperation projects.

Finally, establishing a sound certification examination system for local Chinese teachers is essential. Kazakhstani students who have completed their undergraduate or graduate studies in China can take the Chinese teacher qualification examination upon returning home. The difficulty of the exam should be based on the level of students who have completed four years of undergraduate study in China and passed the exam, for students who have completed undergraduate Chinese studies in Kazakhstan, the difficulty of the exam should be comparable to that of graduates who have achieved excellent levels during their studies in Kazakhstan, students who have completed master's studies can apply to become Chinese language subject teachers at universities.

3. Constructing a Multi-level Framework to Expand Local Chinese Teacher Training Pathways

Given that students in Kazakhstan private and international schools can freely choose their first foreign language according to their individual needs, this provides favorable conditions for the popularization of Chinese. Therefore, under the background of the "Belt and Road" initiative, the Ministry of Science and Education of the Republic of Kazakhstan should consider this characteristic of the times and adjust language education policies in a timely manner to promote language diversity and international exchanges. Kazakhstan should seize this strategic opportunity to actively promote international cooperation in the field of education, especially in multilingual education, especially Chinese education, to create a better environment for foreign language learning and study abroad opportunities, encourage students to learn practice-oriented foreign languages, cultivate talents with practical language skills, further promote the globalization of language education.

Discussion. To this end, the Ministry of Science and Education of Kazakhstan should promote in-depth cooperation between local universities and Confucius Institutes, regularly arrange for local Chinese teachers to study in China or receive professional training at local Confucius Institutes to enhance their teaching abilities. At the same time, improving teaching resources for Chinese teachers, providing better material conditions and welfare benefits, stimulating teachers' enthusiasm and initiative in teaching, promoting their teaching ability and theoretical literacy, guiding students to effectively learn Chinese, enhancing students' interest in learning Chinese and exploring Chinese culture, and further promoting the widespread dissemination of Chinese in the region [17]. The "Joint Statement of the People's Republic of China and the Republic of Kazakhstan" in 2023 emphasizes the joint efforts of both sides in cooperation between educational and research institutions to ensure the efficient operation of the Kazakhstani Center in China, the Kazakh language professional teaching and research office in Chinese universities, and Confucius Institutes in Kazakhstan.

Drawing lessons from the language education strategies of the European Union and China, Kazakhstan should increase Chinese courses in national basic education, innovate Chinese teacher training models (including cooperation with social organizations), expand fields of study for foreign students, thereby accelerating and optimizing Kazakhstan's National language education policy in response to the needs of cooperation between Kazakhstan and China under the "Belt and Road" initiative [18].

Conclusions. Thus, detailed analysis of the local Chinese teacher training system in Kazakhstan emphasizes the strategic importance of strengthening Chinese education in Kazakhstan from the macro perspective of the "Belt and Road" Initiative. The article proposes a series of strategic recommendations aimed at promoting the professional development of local Chinese teacher teams and improving teaching quality. Looking ahead, we hope that Kazakhstan will deepen reforms in the field of Chinese education, establish a sound local Chinese teacher training framework, strengthen the construction and integration of teaching resources, enhance the social identity and popularity of Chinese in the local area, and further consolidate and positively influence cooperation between Kazakhstan and China deepening strong cultural and educational exchange for building a common future between Kazakhstan and China.

In the tide of globalization, the optimization of Kazakhstan's local Chinese teacher training system is not only crucial for improving the overall level of Chinese education in the region but also has profound international implications for enhancing cross-cultural understanding and communication. By cultivating Chinese teachers with cross-cultural competence, Kazakhstan is expected to play a more active role in promoting interaction and integration of global cultural diversity, making substantive contributions to building a harmonious and symbiotic world cultural pattern.

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