

**INTERNATIONAL COOPERATION OF KAZAKHSTAN AND
CHINA IN THE FIELD OF EDUCATION IN THE FRAMEWORK OF
"ONE BELT - ONE WAY" IN ONLINE MODE**

Dauletova G.O.¹

¹1st course PhD student of the Ablai Khan KazUIRandWL,
Almaty, Kazakhstan, gaukhar-daulet@mail.ru

Baissultanova K.Sh.²

²c.polit.s., professor of Ablai Khan Ablai Khan KazUIRandWL
Almaty, Kazakhstan, baissultanova_k@mail.ru

Abstract. These days, COVID-19 has savagely influenced each single circle of human action. The affect of the coronavirus widespread on the higher instruction framework has influenced all nations and regions. COVID-19 has too had a expansive and questionable affect on the advancement of worldwide understudy portability. After the conclusion of the coronavirus emergency, colleges will proceed to battle for universal understudies, but there's each reason to accept that the universal instruction showcase will be indeed more delicate and competitive due to the falling living guidelines of the populace.

The article analyzes the issues of participation within the field of instruction within the system of the "Belt and Street" between Kazakhstan and China. The execution of the Belt and Street Activity postures unused challenges for the circles of culture and instruction in Kazakhstan and China. This implies that financial integration at a unused level will require the social and instructive integration of the two nations. To begin with of all, we are talking around tackling issues related to intercultural communication between the two people groups. This communication ought to be based on the balance of the societies included within the communication.

The author concludes that the Belt and Road Initiative, despite the pandemic, generates a great demand for science and education. If earlier "One Belt-One Road" was considered a transport network for the economic development of the Silk Road countries, now the Chinese initiative is building up its potential in the humanitarian direction and in creating a digital Silk Road.

Keywords: pandemic, coronavirus, distance learning, cultural and humanitarian cooperation, "One Belt, One Road, education, Confucius Institute, internationalization, digitalization, intercultural communication.

Nowadays, there's a common vector of changes within the field of worldwide participation: the widespread has put colleges in a troublesome position, forcing them to adjust to current occasions within the most brief conceivable time, contribute intensely in quickened digitalization and often ignore the conceivable

results. The widespread contrarily influenced worldwide participation within the field of instruction and science: worldwide travel was canceled, trade programs and scholastic versatility of understudies and instructors and logical participation were suspended and are gradually moving to a new format.

The universities in a brief time had to unravel numerous squeezing issues: in what frame can separate learning be carried out; what specialized implies ought to be utilized for this; how to evaluate the digestion of the fabric by understudies. As we know, the widespread has driven to omnipresent online learning at all levels of the instructive prepare. To fortify its position within the world, the specialists of the People's Republic of China are not constrained to financial and political strategies, paying expanding consideration to the advancement of compassionate participation as a way to popularize the Chinese model in other nations. Usually most articulated within the southeastern and Central Asian headings of the PRC's remote arrangement. The advancement of Sino-Kazakh social ties can serve as an great case of this. On the off chance that the primary a long time of two-sided relations were basically characterized as it were by political, lawful and financial interaction, which is very normal, at that point slowly the pioneers of the two nations started to extend the circles of participation.

Humanitarian cooperation between China and Kazakhstan manifests itself primarily during official events (days of culture, etc.), amid the execution of the understudy trade program, when opening instructive educate, presenting national media (daily papers, radio, etc.), conducting scholarly instructive exercises (interpretation of classical scholarly works and works of present day creators), tourism, etc. The trade of understudies is creating most effectively. Around 9,000 Kazakh understudies consider in China (beneath state gifts "Bolashak" and autonomously). They ponder Chinese, and after that proceed their thinks about within the chosen profile. Chinese understudies moreover come to Kazakhstan for internships as portion of understudy trades, as well as secretly.

The new level of financial integration between Kazakhstan and China requires reinforcing interaction not as it were within the political, exchange, monetary circles, but too, which is no less critical, within the social and helpful circles. Usually due to the truth that not as it were lawmakers, businessmen, but moreover conventional individuals will enter the framework of relations within the handle of financial integration of the two nations, with whose hands joint generation and joint generation will be made.

The implementation of the Belt and Road Initiative poses new challenges for the spheres of culture and education in Kazakhstan and China. This means that economic integration at a new level will require the cultural and educational integration of the two countries. First of all, we are talking about solving problems

related to intercultural communication between the two peoples. This communication should be based on the equality of the cultures included in the communication.

Information of the societies of the people groups entering into communication is of awesome significance. To begin with of all, in intercultural communication, it is vital to know the dialects of association people groups. Nowadays in Kazakhstan there's an intrigued in learning the Chinese dialect among youthful individuals. Numerous youthful individuals are examining Chinese for instruction within the PRC. Nowadays, a number of colleges in Kazakhstan have associations with Chinese colleges, inside the system of which understudies from Kazakhstan are trained.

The opening of the Confucius Organized in Kazakhstan is of awesome significance in this respect. China's amazing financial improvement, which numerous portray as a "Chinese marvel," is making a difference to spread the Chinese dialect around the world. Confucius educate, which are scattered all over the world nowadays, are an imperative device for this spread. Much appreciated to this, the Chinese dialect is getting to be one of the world dialects in the present day world, an imperative implies of worldwide intercultural communication.

In Kazakhstan, the Chinese language, along with English, is gaining increasing popularity among young people and other segments of the population. The Chinese language is becoming not only a means of obtaining education, but also improving the professional level of specialists, by the nature of their activities related to the Chinese economy or other areas of China's activity.

It should be noted that for the economy of the Republic of Kazakhstan, the improvement of the educational system based on the progressive standards of the PRC is of paramount importance, given its negative characteristics. Among them, it should be noted, firstly, the objective degradation of the quality of the provision of educational services due to the collapse of the USSR and the structural socio-economic crisis, secondly, a significant weakening of the connection between the higher education system and applied science and production, and thirdly, the lack of necessary teaching materials for organization of the educational process related to the study of advanced technologies, characteristic of post-industrial economies.

Since in the 21st century China has a better position in the international education market than Kazakhstan, therefore mutual cooperation for Kazakhstan is promising and important. 2003 marked the most important milestone in the context of the organization and further development of bilateral cooperation in the field of education. On June 3, 2003, in Astana, the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Education of the People's Republic of China signed a basic regulatory act defining the strategic foundations of bilateral

cooperation in the field of education - the Agreement on Cooperation in the Field of Education. The marking of this record made the premise for the administrative and lawful combination of participation in certain zones. In specific, within the period from 2003 to 2005, in arrange to encourage increment the level and effectiveness of joint scientific research, grow trade within the field of instruction between states, the over assention cherished the taking after activities:

- exchange of information on the education system and reforms carried out in the educational sphere, educational and teaching materials;

- exchange of students for programs of higher, postgraduate and additional education;

- assistance in the study and dissemination of the state languages of the two states [1]. The marking of this Understanding made it conceivable for the RK and the PRC to conclude an understanding on the common acknowledgment of instructive documents. It is imperative to note that the substance of this Understanding got to be the basis for concluding a multilateral understanding on participation within the field of instruction between the part nations of the Shanghai Cooperation Organization. At the present stage, relations between Kazakhstan and China have reached a high level. The legal framework of the modern Kazakh-Chinese cooperation in the field of education is developing and improving. From a practical and strategic point of view, the most important vectors of cooperation in the field of education are the exchange of students between the two states and the promotion of the study and dissemination of languages. Since the early 2000s, the leadership of Kazakhstan and China has been making efforts to implement these directions. At the present stage, relations between Kazakhstan and China have reached a high level. The legal framework of the modern Kazakh-Chinese cooperation in the field of education is developing and improving. From a practical and strategic point of view, the most important vectors of cooperation in the field of education are the exchange of students between the two states and the promotion of the study and dissemination of languages. Since the early 2000s, the leadership of Kazakhstan and China has been making efforts to implement these directions. According to the Ambassador of Kazakhstan to China, in 2014, there were about 11.2 thousand of his compatriots in Chinese universities [2]. Also, according to his data, in 2013, approximately 700 Kazakhstani students received diplomas from Chinese universities. The universities of Beijing, Shanghai and Urumqi are the most popular among young Kazakhstanis. In the PRC, students travel both through the state line (within the framework of the presidential program to improve the level of education of specialists in the Bolashak Republic [3], and on their own, at their own expense. Most of them study the Chinese language and related fields [2], as well as those related to the oil and gas industry and

information technology [4]. In China, there are even several associations of Kazakhstani students, which unite students of universities in 9 Chinese cities (Beijing, Shanghai, Guangzhou, Xian, Urumqi, Dalian, Wuhan, Xiamen, Zibo). The attractiveness of China for the youth of Kazakhstan is growing every year. This is explained primarily by accessibility (PRC universities teach foreigners with any degree of initial training), the relative cheapness of education (compared to the USA and Europe), the good quality of education in the Middle Kingdom (especially in the natural sciences, technical sciences and, of course, in the Chinese language), as well as relative safety and geographic proximity.

Kazakhstan, in turn, is also a very popular country for Chinese education. In China, the unified state examination for admission to a university is rather difficult, and the number of places in prestigious educational institutions is much less willing to enter them, so many Chinese graduates who have "lost points" have to look for options at foreign universities [5-6]. In this regard, Kazakhstan is very attractive for the Chinese due to the relative cheapness of education and living (again in comparison with Europe and America). The exact number of Chinese students is not carried out, but, according to approximate data, their number is more than 2000 [7]. This is the second indicator; only Uzbek students study more in Kazakhstan. The overwhelming majority of Chinese come to study at their own expense, privately, and only a small share - on state scholarships and grants.

Representatives of the People's Republic of China are at the Kazakh National University. Al-Farabi, at the Kazakh University of International Relations and World Languages, in other universities. There is no data on preferences in specialties among Chinese students. Many come to Kazakhstan to study the Russian language. The Russian language is in demand in the business and trade of the PRC, but many Chinese consider Kazakh cities to be calmer and safer (first of all, in terms of tolerance towards Asians) than Russian ones [8], therefore they opt for the former. In addition, it is often cheaper to study Russian in Kazakhstan than in Russia (especially in Moscow and large cities).

The spread of the Chinese language in Kazakhstan is many times faster than the Kazakh language in China. Many factors play a role in this. The popularity of the Chinese language in the world is growing. China is getting stronger, both economically and politically. The image of a prosperous Chinese society is gaining momentum. For many young people, China is a country in which one can realize oneself, build a career, and realize one's "American", or rather "Chinese" dream. Many are inspired by the wonderful graceful culture of the Celestial Empire (painting, calligraphy, philosophy, literature, etc.). Young Kazakhstanis are no exception to the general trend of popularizing the Chinese language. They are attracted by the prospects of employment in Chinese companies at home or in the

PRC, which implies a good income and respectability. Speaking Chinese increases the number of employment options and improves ranking in the labor market. That is why more and more Kazakhstanis are beginning to study it. Fortunately, there are opportunities for this. An increasing number of universities teach Chinese as a first or second foreign language for students (for example, the Department of Chinese at the Eurasian National University) [9], Chinese is gradually penetrating the school system, and the number of private courses is growing.

With all the diversity, the leadership in the spread of the Chinese language in Kazakhstan undoubtedly belongs to the system of Confucius Institutes. It is the most powerful institution for introducing Chinese throughout the world. Four Confucius Institutes have already opened on the territory of Kazakhstan: in Astana (at the Gumilyov Eurasian National University, 2007), in Almaty (at the Kazakh National University, in 2009), in Aktobe (at the Aktobe State Pedagogical University, in 2011 g.), in Karaganda (at the Karaganda State Technical University, in 2012) and in Almaty (at the Kazakh University of International Relations and World Languages, in 2017). Confucius Institutes offer a wide range of services, but the most in demand is the study of the Chinese language. Courses of Confucius Institutes are extremely popular, which is explained by objective reasons: the predominance of native speakers as teachers, the modernity of educational programs, an established and proven form of presenting material, a variety and availability of textbooks and manuals, a focus on results (language for communication, without unnecessary theoretical knowledge and additional items), a good price-quality ratio, etc. The advantages of Confucius Institutes in the field of studying the Chinese language are so obvious that the number of people who want to acquire knowledge in them is steadily growing. In 2013 alone, the Confucius Institute at the Eurasian University trained more than 1000 people. Those who graduate from the Confucius Institutes system get access to numerous grants and state programs, according to which they continue teaching the Chinese language already in the PRC. It is obvious that in the future the flow of those wishing to study in language courses both at the Confucius Institutes and in other institutions will only increase.

The situation with the study of the Kazakh language in China is much more complicated, although a large Kazakh diaspora lives in China. The Kazakh language is taught only in specialized faculties in some universities. The faculty of the Kazakh language and literature was organized at the Central University of Peoples in Beijing. It is a kind of academic center for the study of the Kazakh language, where not only teaching is carried out, but also scientific activity, the development of methodological and teaching aids. Textbooks and dictionaries on the Kazakh language for the Chinese are published there. In the Xinjiang Uygur

Autonomous Region, due to the large Kazakh population, there are also universities in which you can study the Kazakh language. These are Xinjiang University in Urumqi and the Ili Pedagogical Institute. Kazakh language in universities is not very popular due to its narrow specialization and lack of demand in the labor market.

In the course of the implementation of China's Belt and Road Initiative, a huge number of theoretical and practical issues naturally arise that need to be addressed first. In our opinion, such issues include, firstly, the construction of roads and the creation of infrastructure to ensure the normal operation of the participants in the Belt and Road Initiative. Secondly, the provision of this transport artery with a network of road maintenance and repair, the construction of filling and repair stations for servicing vehicles passing along this highway, thirdly, the construction of numerous hotels for recreation and service of drivers, passengers and tourists, and fourthly, information ensuring the participants of "One Belt - One Road". Fifthly, building competent logistic communication of huge trade flows, sixth, medical and legal services.

All these issues, in the context of the above tasks, need scientific understanding and study and, accordingly, the development of scientifically based proposals and recommendations to address these issues. In our opinion, for representatives of university science and education, the issues of training personnel and information support for the "One Belt - One Road" initiative are primarily important. There is no doubt that the implementation and maintenance of this initiative will require highly qualified specialists in both traditional and new fields, in specialists of a new formation and competencies, who are able to work and think at the level of the requirements of this modern and large-scale initiative "One Belt One Road". Therefore, these tasks require coordination of efforts and resources of educational institutions for servicing this transport highway. We propose the creation of the Alliance of universities of the countries located on the Great Silk Road. For example, for institutions that train specialists in the study of languages, it is primarily important to prepare all kinds of reference books and dictionaries on economics, trade, law, tourism, the service sector, customs and tax legislation, guidebooks, atlases, encyclopedias. It is also quite obvious that the implementation of the Chinese initiative will require coordination of the activities of educational institutions of the countries along the Silk Road, in scientific, personnel, information and other support of this great initiative affecting the fate of the peoples living on this transport corridor.

It is clear that the Belt and Road Initiative will generate demand for scientific research, primarily, for example, for the development of national logistics systems, which will significantly reduce intercontinental transport costs

dostupa: [Http:// inlang. linguanet.ru/ Cis/ Cis Countries /detail.php? ELEMENT_ID=2629&SHOWALL_1=1](http://inlang.linguanet.ru/Cis/Cis_Countries/detail.php?ELEMENT_ID=2629&SHOWALL_1=1) Data obrashcheniya 28.11.2020.

8. Inostrannyye studenty uchat v Kazakhstane russkiy yazyk [Elektr. resurs]. Rezhim dostupa: (Foreign students learn Russian in Kazakhstan [Electr. resource]. Access mode). <http://news.gazeta.kz/news/inostrannyestudenty-uchat-v-russkijj-yazyknewsID397505.htm> - Data obrashcheniya 27.11.2020.

9. Guanmin Zhibao. - 2013.- 25.12. - p. 5.

10. Interv'yu direktora Istituta Konfutsiya S. Kaoshanovoy (Interview with the director of the Confucius Institute S. Kaoshanova). 09.09.2013. [Elektr. resurs]. - Rezhim dostupa: <http://russian.people.com.cn/31519/8393833.htm> - Data obrashcheniya 24.11.2020.

ОНЛАЙН РЕЖИМІНДЕГІ БІЛІМ САЛАСЫНДАҒЫ ҚАЗАҚСТАН МЕН ҚЫТАЙДЫҢ ХАЛЫҚАРАЛЫҚ ҮНТЫМАҚТАСТЫҒЫ

Даулетова Г.О.¹

¹Абылай хан атындағы ҚазХҚжӘТУ 1-курс докторанты,
Алматы, Қазақстан, gaukhar-daulet@mail.ru

Байсултанова К.Ш.²

²с.ғ.к., профессор Абылай хан ат. ҚазХҚжәнеӘТУ
Almaty, Kazakhstan, baisultanova_k@mail.ru

Аңдатпа. Қазіргі таңда COVID-19 пандемиясы адам қызметінің барлық салаларына аяусыз әсер етті. Коронавирустық пандемияның жоғары білім беру жүйесіне әсері барлық елдер мен аймақтарға әсер етті.

COVID-19 халықаралық студенттердің ұтқырлығын дамытуға үлкен және қайшылықты әсер етті. Коронавирустық дағдарыс аяқталғаннан кейін университеттер шетелдік студенттер үшін күресті жалғастырады, бірақ халықтың өмір деңгейінің төмендеуіне байланысты халықаралық білім беру нарығы одан да сезімтал және бәсекеге қабілетті болады деп айтуға толық негіз бар.

Мақалада Қазақстан мен Қытай арасындағы «Бір белдеу - бір жол» аясындағы білім саласындағы ынтымақтастық мәселелері қарастырылған. «Белдеу және жол» бастамасын жүзеге асыру Қазақстан мен Қытайдың мәдениеті мен білім беру саласы үшін жаңа міндеттер қойып отыр. Бұл жаңа деңгейдегі экономикалық интеграция екі елдің мәдени-білімдік интеграциясын қажет ететіндігін білдіреді. Ең алдымен, әңгіме екі халықтың мәдениаралық коммуникациясына байланысты мәселелерді шешу туралы болып отыр. Бұл байланыс коммуникацияға кіретін мәдениеттердің теңдігіне негізделуі керек.

Автор «Белдеу және жол бастамасы» пандемияға қарамастан, ғылым мен білімге үлкен сұраныс тудырады деген тұжырымға келеді. Егер бұрын «Бір белдеу-бір жол» Жібек жолы елдерінің экономикалық дамуы үшін көлік желісі болып саналса, қазір қытайлық бастама гуманитарлық бағытта және цифрлық Жібек жолын құруда өзінің әлеуетін арттыруда.

Тірек сөздер: пандемия, коронавирус, қашықтықтан оқыту, мәдени-гуманитарлық ынтымақтастық, «Бір белдеу, бір жол, білім беру, Конфуций институты, интернационалдандыру, цифрландыру, мәдениаралық байланыс.

МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО КАЗАХСТАНА И КИТАЯ В ОБЛАСТИ ОБРАЗОВАНИЯ В РЕЖИМЕ ОНЛАЙН

Даулетова Г.О.¹

Докторант 1-курса КазУМОиМЯ имени Аблай хана,

Алматы, Казахстан, gaukhar-daulet@mail.ru
Байсултанова К.Ш.²
к.полит.н., профессор КазУМОиМЯ им.Абылай хана
Алматы, Казахстан, baisultanova_k@mail.ru

Аннотация. На сегодняшний день COVID-19 безжалостно затронула все до единого сферы деятельности человечества. Воздействие пандемии коронавируса на систему высшего образования затронула все страны и регионы.

COVID-19 оказал также большое и неоднозначное влияние на развитие международной студенческой мобильности. После окончания кризиса с коронавирусом университеты продолжают борьбу за иностранных студентов, но есть все основания полагать, что международный рынок образования будет еще более чувствительным и конкурентным из-за падения уровня жизни населения.

В статье рассматриваются вопросы сотрудничества в области образования в рамках «Одного пояса-Одного пути» между Казахстаном и Китаем. Реализация инициативы «Один пояс-Один путь» ставит новые задачи перед сферами культуры и образования Казахстана и Китая. Это означает, что экономическая интеграция на новом уровне потребует культурной и образовательной интеграции двух стран. В первую очередь речь идет о решении проблем, связанных с межкультурной коммуникацией двух народов. Эта коммуникация должна строиться на основе равенства входящих в коммуникацию культур.

Автор приходит к выводу, что инициатива «Один пояс-один путь», несмотря на пандемию, рождает большой спрос на науку и образование. Если раньше «Один пояс-один путь» считался транспортной сетью для экономического развития стран Шелкового пути, то сейчас китайская инициатива наращивает потенциал в гуманитарном направлении и в создании цифрового Шелкового пути.

Ключевые слова: пандемия, коронавирус, дистанционное обучение, культурно-гуманитарное сотрудничество, «Один пояс-один путь, образование, Институт Конфуция, интернационализация, цифровизация, межкультурная коммуникация.

Статья поступила 12.12.2020