

Path Exploration of Integrating Localization and Industrialization of International Chinese Education Empowered by China-Central Asia Cooperation Spirit

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Abstract: Against the backdrop of the deepening of the Belt and Road Initiative and the construction of the China-Central Asia community with a shared future, international Chinese language education has become a core carrier of cross-cultural communication. This paper, based on the connotation and core of the China-Central Asia spirit, focuses on the practical predicaments of the integration of localization and industrialization of international Chinese language education. By analyzing the value logic of spiritual empowerment, it explores the integrated paths that combine the depth of cultural dissemination with the vitality of industrial development from the dimensions of curriculum system reconstruction, industrial ecosystem construction, and cooperation mechanism innovation. This provides theoretical references and practical models for enhancing the quality and efficiency of language education cooperation between China and Central Asia and building a two-way mutual learning cultural exchange pattern.

Keywords: China-Central Asia spirit; International Chinese education; Localization; Industrialization; Integrated development

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1. Introduction

With the implementation of the achievements of the China-Central Asia Summit, interactions between the two sides in economic and trade cooperation, cultural and people-to-people exchanges have become increasingly frequent. As a “bridge project” for connectivity, international Chinese education has become more strategically valuable^[1]. The core essence of the China-Central Asia spirit, “mutual respect, good-neighborliness and friendship, mutual assistance in times of need, and win-win cooperation,” not only lays an ideological foundation for bilateral cooperation but also provides spiritual guidance for international Chinese education to break through development bottlenecks. Currently, Chinese education in the China-Central Asia region has initially formed a large-scale development trend, but it still faces problems such as insufficient localization adaptation, low

industrialization level, and weak resource integration, which restrict the full release of educational effectiveness. How to take the China-Central Asia spirit as the guide, promote the in-depth integration of Chinese education with the local cultural context and industrial needs, and realize the transformation from “knowledge output” to “value co-construction” has become an important issue to be solved urgently. Based on this, combined with the realistic background of China-Central Asia cooperation, this paper systematically explores the development path of integrating localization and industrialization of Chinese education under spiritual empowerment, providing new ideas for building a sustainable development ecology of Chinese education^[2].

2. Connotation core and empowerment value of the China-Central Asia spirit

2.1. Core connotation of the China-Central Asia spirit

The China-Central Asia spirit is a consensus formed in long-term bilateral exchanges, and its core connotation can be summarized into four dimensions: first, mutual respect, respecting the differences in historical cultures, social systems, and development paths of various countries, and adhering to the principle of equal treatment; second, good-neighborliness and friendship, building a mutually supportive partnership based on the natural advantages of geographical proximity and cultural affinity; third, mutual assistance in times of need, joining hands to address risks and share development opportunities in the face of regional development challenges and global changes; fourth, win-win cooperation, promoting the coordinated improvement of the interests of both sides through pragmatic cooperation-oriented efforts. This spiritual core is highly consistent with the core goal of international Chinese education of “promoting cross-cultural understanding and building communication bridges”, providing valuable guidance for educational practice^[3].

2.2. Core value of spiritual empowerment

(1) Consolidating cooperation, consensus and strengthening internal educational motivation

The China-Central Asia spirit provides an ideological link for bilateral Chinese education cooperation, enabling educational subjects to break through single teaching thinking, establish a development concept of “symbiosis and common prosperity”, and promote the coordinated investment of resources from governments, universities, enterprises, and other parties, laying a cooperation foundation for the integration of localization and industrialization.

(2) Guiding value orientation and improving educational adaptation capacity

Guided by the principle of “mutual respect”, Chinese education can break away from the “standardized output” model, focus on adaptation to local cultures, customs, and educational systems, and enhance the local recognition of Chinese education; guided by the orientation of “win-win cooperation”, Chinese education can be guided to connect with local industrial needs, realizing the two-way transformation of educational value and economic value.

(3) Solving development bottlenecks and expanding educational development space

Faced with problems such as insufficient localized resources and imperfect industrialization mechanisms in Chinese education, the concept of “mutual assistance in times of need” advocated by the China-Central Asia spirit can promote the joint construction and sharing of educational resources and joint research of cooperation projects between the two sides, forming a development pattern of complementary advantages and injecting new momentum into the sustainable development of Chinese education.

3. Practical dilemmas in the integration of localization and industrialization of international Chinese education between China and Central Asia

3.1. Insufficient localization adaptation and restricted educational effectiveness

(1) Lack of localized transformation of the curriculum system

Currently, most Chinese education courses in Central Asia adopt domestic textbook systems, with content focusing on Chinese language and cultural knowledge, and insufficient integration of the historical traditions, cultural customs, and social realities of various Central Asian countries. This leads to a disconnect between teaching content and the cognitive context and actual needs of local learners, making it difficult to fully mobilize their learning enthusiasm^[4].

(2) Low localization level of the teaching staff

Most Chinese teachers in Central Asia are either dispatched from China or local primary teachers. The former lack an in-depth understanding of local educational models and cultural contexts, while the latter need to improve their professional competence and teaching level. It is difficult to realize the organic integration of Chinese teaching and local culture, affecting the stability of teaching quality.

(3) Simplified teaching evaluation system

Existing evaluations mainly focus on the mastery of linguistic knowledge, ignoring the assessment of cross-cultural communication skills and practical application abilities. Moreover, evaluation standards are not set in combination with local workplace needs and cultural scenarios, making it difficult to adapt to localized talent training goals^[5].

3.2. Lagging industrialization development and weak resource integration

(1) Fragmented industrial layout

The Chinese education industry in Central Asia is mostly concentrated in basic language training, with insufficient development of extended industrial chains such as high-end translation services, “Chinese + vocational skills” training, and cultural creativity. The industrial structure is single, and it is difficult to form a scale effect.

(2) Imperfect market connection mechanism

There is a disconnect between Chinese education and local industrial needs. Talent training in universities is disconnected from enterprise job requirements, and there is a lack of customized Chinese training programs for advantageous industries in Central Asia, such as energy, agriculture, and logistics, resulting in a low conversion rate of educational achievements.

(3) Incomplete industrial support system

The Chinese education industry in Central Asia faces problems such as insufficient capital investment, weak technical support, and limited brand influence. It lacks professional educational service platforms and market-oriented operation mechanisms, making it difficult to achieve sustainable development.

3.3. Lack of integrated development mechanism and insufficient synergistic effect

The integration of localization and industrialization lacks systematic institutional design. The division of responsibilities among governments, universities, enterprises, and other subjects is unclear, and there is a lack of effective communication and coordination mechanisms and interest-sharing mechanisms. On the one hand, localized reforms do not fully consider industrial needs, leading to a disconnect between educational content and the market; on the other hand, industrialization development ignores localization adaptation, making it difficult to

gain widespread recognition from local society. The two are separated from each other, failing to form a virtuous cycle of “education adapting to the local area and industry feeding back education”^[6].

4. Integrated development paths empowered by the China-Central Asia spirit

4.1. Promoting the quality improvement of Chinese education localization based on the principle of “mutual respect”

(1) Building a localized curriculum system

Based on the cultural context and development needs of various Central Asian countries, carry out curriculum reconstruction of “Chinese + local culture + vocational needs”. Integrate the historical cultures and traditional customs of various Central Asian countries into language teaching, develop characteristic textbooks such as “Central Asian Culture and Chinese Expression” and “Application of Chinese in Central Asian Workplaces”; set directional courses such as Energy Chinese, Agricultural Chinese, and Cross-border E-commerce Chinese for the industrial advantages of different countries, realizing the precise connection between teaching content and local needs^[7]. At the same time, respect the differences in educational systems among Central Asian countries, and adopt a “modular teaching” model to adapt to local credit systems and teaching rhythms^[8].

(2) Cultivating a localized teaching staff

Implement a “dual-teacher co-cultivation” plan: on the one hand, strengthen localized training for Chinese dispatched teachers, offer courses related to Central Asian culture and local educational models, and improve their cross-cultural teaching capabilities; on the other hand, cooperate with Central Asian universities to carry out academic education and on-the-job training for Chinese teachers, invite experts from Chinese universities to give online and offline lectures, and cultivate a team of localized teachers who “understand Chinese, are familiar with the local area, and are good at teaching”. Establish a bilateral teacher exchange mechanism, promote mutual visits and research between Chinese teachers and local Central Asian teachers, and share teaching experience^[9].

(3) Establishing a localized evaluation system

Construct a three-dimensional evaluation model of “language competence + cross-cultural literacy + practical ability”, set up practical assessment content such as oral communication, business negotiation, and cross-cultural communication in combination with the workplace needs and cultural scenarios of the Central Asian region; introduce local enterprises and social organizations to participate in the evaluation process, and incorporate the job adaptation and social recognition of learners into evaluation indicators, forming a diversified and localized evaluation closed loop.

4.2. Promoting the industrialization upgrade of Chinese education guided by the orientation of “win-win cooperation”

(1) Building a diversified industrial ecology

Relying on the industrial advantages of the Central Asian region, expand the dimensions of the Chinese education industry: first, deepen the basic language training market, develop personalized courses for different groups, such as Chinese enlightenment for teenagers, workplace Chinese for adults, and Business Chinese; second, develop “Chinese + vocational skills” training, focus on key fields such as energy, agriculture, logistics, and cross-border e-commerce, and carry out customized training in

cooperation with local enterprises to cultivate compound language talents; third, extend the industrial chain, develop related industries such as Chinese translation services, cultural creativity, and cross-border educational tourism, forming an integrated industrial pattern of “teaching - training - services - cultural and creative products”^[10].

(2) Improving the market connection mechanism

Establish a coordinated mechanism of “government guidance, university leadership, and enterprise participation”, and build a China-Central Asia Chinese education industry cooperation platform. Through holding school-enterprise docking meetings, job fairs, and other activities, promote universities to sign cooperation agreements with local enterprises, build internship and training bases, and realize the seamless connection between talent training and job needs; carry out “order-based training” for advantageous industries in Central Asia such as energy, agriculture, and logistics, set courses and organize teaching according to enterprise needs, and improve the conversion rate of educational achievements. At the same time, build an online education platform with digital technology, integrate high-quality Chinese education resources, and expand the coverage of industrial services^[11].

(3) Strengthening industrial support guarantees

Increase capital investment in the Chinese education industry, encourage social capital to participate in industrial development, and establish a China-Central Asia Chinese education industry development fund; strengthen technical empowerment, promote the in-depth integration of artificial intelligence, big data, and other technologies with Chinese education, develop digital products such as intelligent teaching systems and Chinese learning APPs, and improve teaching efficiency and industrial competitiveness; build a regional Chinese education brand, enhance the influence and reputation of Chinese education through holding Chinese speech contests, cultural festivals, and other activities, and enhance industrial attractiveness^[12-14].

4.3. Building a long-term mechanism for integrated development based on the concept of “mutual assistance in times of need”

(1) Establishing a coordinated governance mechanism

Set up a China-Central Asia Chinese Education Cooperation Committee, composed of representatives from government departments, universities, and enterprises of both sides, to overall plan educational cooperation matters and clarify the division of responsibilities of all parties; establish a regular communication and consultation mechanism, promptly solve problems arising in the integration of localization and industrialization through holding cooperation meetings and conducting joint research, forming a governance pattern of “government coordination, university implementation, enterprise participation, and social support”.

(2) Building a resource-sharing platform

Integrate educational resources of both sides, build a China-Central Asia Chinese education resource library, covering textbooks, courseware, teacher training materials, industrial demand information, etc., to realize resource interconnection and sharing; promote cooperation such as credit recognition, course sharing, and joint school-running between universities, encourage Central Asian students to study in China or pursue Chinese-related majors through online platforms, and cultivate high-level bilingual talents; share industrial development resources, promote cooperation between Chinese education institutions and local enterprises and industry associations, build industrial colleges and R&D centers,

and realize the in-depth integration of the education chain and industrial chain.

(3) Strengthening cultural exchange empowerment

Centered on the China-Central Asia spirit, carry out various cultural exchange activities, such as “Chinese + culture” experience camps, Central Asian cultural exhibitions, and China-Central Asia military-civilian get-togethers, to enhance cultural identity and emotional resonance between the people of both sides; integrate cultural exchanges into Chinese teaching, allowing learners to understand the connotation of different cultures while mastering language knowledge and improving cross-cultural communication capabilities through situational teaching and cultural practice; encourage Chinese education institutions to cooperate with local cultural institutions to develop cultural and creative products with both Chinese characteristics and Central Asian cultural elements, promoting the coordinated development of cultural communication and industrial development^[15-17].

5. Conclusions

The China-Central Asia spirit provides value guidance and an action plan for the integrated development of localization and industrialization of international Chinese education. Its core connotation is highly consistent with the development goals of Chinese education, and can effectively solve the current problems of insufficient adaptation, backward industry, and weak integration faced by Chinese education. By promoting the quality improvement of localization with “mutual respect”, leading the industrialization upgrade with “win-win cooperation”, and building a long-term mechanism with “mutual assistance in times of need”, it is possible to build an integrated development ecology of “education adapting to the local area, industry developing in the market, and both sides advancing in coordination”, realizing the transformation of Chinese education from “scale expansion” to “quality improvement”, and injecting new vitality into China-Central Asia cultural and people-to-people exchanges.

Looking forward to the future, with the continuous deepening of the construction of the China-Central Asia Community with a Shared Future, bilateral Chinese education cooperation will usher in a broader development space. In the next step, we should further strengthen the leading role of the China-Central Asia spirit, continuously optimize the integrated development path, strengthen the application of digital and intelligent technologies, and promote the in-depth integration of Chinese education with regional industrial development and cultural construction; at the same time, pay attention to experience summary and model promotion, form a replicable and referable China-Central Asia Chinese education cooperation paradigm, and make greater contributions to promoting the high-quality development of global Chinese education and facilitating the exchange and mutual learning of different civilizations. It is worth noting that in the process of integrated development, full respect should be paid to the sovereignty and development demands of various Central Asian countries, and homogeneous promotion should be avoided. Precise adaptation of “one country, one policy” should be realized through differentiated strategies. At the same time, the prediction and response to cultural conflicts and market risks in the integration process should be strengthened to ensure the stable and long-term progress of cooperation.

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