

S. Musatayev*  , A. Abzhapparova 

Al-Farabi Kazakh National University, Almaty, Kazakhstan

*e-mail: mceka@mail.ru

FEATURES OF EDUCATIONAL MIGRATION FROM KAZAKHSTAN TO CHINA

The article is devoted to the analysis of educational migration from Kazakhstan to China. According to the authors, educational migration has its pros and cons. This process has several main effects for many countries and for the development of Kazakhstan: political, economic, social and demographic.

The purpose of the study is a retrospective analysis of the evolution of educational migration from Kazakhstan to China. To achieve this goal, the historical, socio-economic, cultural, psychological and other prerequisites for the emergence of a student flow in the PRC were studied. The peculiarities of the functioning of the system of international student mobility and the determination of the place of the influx of students from Kazakhstan to China in this system are also revealed; the existing intermediary organizations in Kazakhstan supporting admission to Chinese universities are studied; the role of institutions contributing to the maintenance of student influx and the Republic of Kazakhstan in the host cities of the PRC is shown, the process of adaptation of students to the Chinese environment, the formation of social networks is analyzed. students.

Keywords: the international educational migration, the higher education, academic mobility, the Kazakhstan-Chinese relations, student mobility.

С.Ш. Мұсатайев*, А.А. Әбжаппарова

Әл-Фараби атындағы ҚазҰУ, Алматы, Қазақстан

*e-mail: mceka@mail.ru

Қазақстаннан Қытайға бағытталған білім көші-қонының ерекшеліктері

Мақала Қазақстаннан Қытайға білім беру көші-қонын талдауға арналған. Авторлардың пікірінше, білім беру көші-қонының оң және теріс жақтары бар. Бұл үдеріс көптеген елдер үшін Және Қазақстанның дамуы үшін бірнеше негізгі әсер етеді: саяси, экономикалық, әлеуметтік және демографиялық.

Зерттеудің мақсаты – Қазақстаннан Қытайға білім беру көші-қонының эволюциясын ретроспективті талдау. Осы мақсатқа жету үшін ҚХР-да студенттер ағымының пайда болуының тарихи, әлеуметтік-экономикалық, мәдени, психологиялық және басқа алғышарттары зерттелді. Соңдай-ақ, халықаралық студенттердің үтқырығы жүйесінің жұмыс істей ерекшеліктері және Осы жүйеде Қазақстаннан Қытайға студенттер ағынының орнын анықтау анықталды; Қазақстандағы қытай университеттеріне түсуге қолдау көрсететін қолданыстағы деңдаудың үйімдар зерттелуде; ҚХР-дың қабылдаушы қалаларында студенттер ағыны мен Қазақстан Республикасының сақталуына ықпал ететін мекемелердің рөлі көрсетілген, студенттердің Қытай ортасына бейімделу процесі, әлеуметтік желілердің қалыптасуы талданады. студенттер.

Түйін сөздер: халықаралық білім беру көші-қоны, жоғары білім, академиялық үтқырлық, Қазақстан-Қытай қатынастары, студенттік мобильділік.

С.Ш. Мұсатайев*, А.А. Әбжаппарова

Казахский национальный университет имени аль-Фараби, Алматы Казахстан

*e-mail: mceka@mail.ru

Особенности образовательной миграции из Казахстана в Китай

Статья посвящена анализу образовательной миграции из Казахстана в Китай. По мнению авторов, образовательная миграция имеет свои плюсы и минусы. Этот процесс имеет несколько основных последствий для многих стран и для развития Казахстана: политические, экономические, социальные и демографические.

Целью исследования является ретроспективный анализ эволюции образовательной миграции из Казахстана в Китай. Для достижения поставленной цели были изучены исторические, социально-экономические, культурные, психологические и другие предпосылки возникновения потока студентов в КНР. Также раскрываются особенности функционирования системы международной студенческой мобильности и определения места притока студентов из Казахстана в Китай в этой системе; изучаются существующие в Казахстане посреднические организации, поддерживающие поступление в китайские вузы; показана роль учебных заведений, способствующих поддержанию притока студентов из Республики Казахстан в принимающие города КНР, проанализирован процесс адаптации студентов к китайской среде, формирование социальных сетей, студенты.

Ключевые слова: международная образовательная миграция, высшее образование, академическая мобильность, казахстанско-китайские отношения, студенческая мобильность.

Introduction

Every year China becomes an attractive country for many international students. In the new 21st century, it has become an economically very developed country both in the region and around the world. The country of the Celestial Empire invests billions of dollars of direct investments in the countries of Central Asia, including the developing economy of Kazakhstan. In a word, China is becoming an investment donor and an active participant in the global process of internationalization of education.

Kazakhstan and China have been developing diversified good neighborly relations over the past thirty years and are strategic partners. Educational migration and academic mobility are also intensively developing between neighboring countries. Migration for educational purposes is a type of migration that occurs for the purpose of obtaining education in foreign higher or secondary vocational schools in order to acquire a competitive specialty. It is this type of migration that includes language courses abroad, since the beginning of education in foreign universities and colleges usually begins with the level of preparation for language teaching (Foundation). In this regard, the involvement of students in the Academic Mobility program is becoming more and more relevant. This is the training of students, the internship of teachers and the conduct of scientific research in other higher educational institutions within the country or abroad during a certain academic period (usually within one semester or one academic year).

Materials and methods of research

The research methodology is based on systemic, comparative, content and event analysis. Educational migration is a multifaceted phenomenon, therefore, approaches to the study of this type of migration are multifaceted.

The main results and analysis, conclusions of the research work: educational migration in terms of numbers is second only to labor and forced migration and is considered one of the largest in the world. They occur both at the international and domestic levels. Thus, the obvious economic, social, political advantages of educational migration should become the basis for making the development of educational migration an important part of the migration policy of Kazakhstan.

The value of the study (the contribution of this work to the relevant field of knowledge) contributes to the development of the study of migration processes. Especially the study of educational migration and its features from the point of view of political science is of particular research interest.

The practical significance of the results of the work allows us to find the answer to the research question about the determinants that set the direction of educational migration and international student mobility.

Results and discussion

There are several reasons for the rapid development of educational migration between Kazakhstan and China. First, cooperation in the field of education is based on meeting the economic needs of the two countries. Currently, China is implementing several large infrastructure projects in Kazakhstan (One Belt, One Road, oil and gas industry, agro-industrial complex, etc.).

The implementation of such investment projects increases the demand for specialists who are in short supply on the Kazakhstani labor market. This, in turn, requires the involvement of holders of various new profile specialties with knowledge of foreign languages, especially Chinese, in the engineering and technical field and translation activities.

Secondly, it depends on the state of the modern system of education and science of the Republic

of Kazakhstan. Its main shortcomings: insufficient funding for many years; reduction in the number of technical specialists, but, on the contrary, the predominance of humanitarian specialties; low quality of education or non-compliance with the requirements of life; inconsistency of acquired knowledge and prepared specialties with the needs of the labor market; high cost of education and living in cities; corruption, etc.

On the third hand, China has a relatively low cost of education, while there is a growing number of good Chinese engineering universities providing a range of educational services. We must admit that the reputation of Chinese universities in the world is growing rapidly.

And also, education in China provides a lot of opportunities that accordingly attract Kazakhstani youth: the opportunity to learn Chinese; the opportunity to become a sought-after professional in the future, or such advantages as highly paid work in purely Chinese companies or in Kazakh-Chinese joint ventures.

Of course, the geopolitical and geo-economic development of China in recent decades, its transformation into a developed country, ranked second in the world after the United States, also play a role in the attractiveness of studying in this geographically neighboring country (Syroezhkin K.L, 2014: 431).

In this regard, the PRC is actively using various international cultural and sports events and exhibitions to strengthen its influence in the world. Among them are the 2008 Summer Olympics and the 2022 Winter Olympics, which were held in Beijing. Also global events such as the World Expo 2010, which was held in Shanghai from May 1 to October 31, 2010. These spectacular events were visited and seen by millions of foreign tourists and recognized that China is a modern and technologically strong state. They were a huge success and significantly improved the image of China at the international level.

In addition, various national-cultural, business and scientific events are regularly held in China to promote the development of trade, economic and humanitarian cooperation, such as the "Days of Central Asian States in the PRC". In turn, exhibitions and fairs of Chinese national goods are held annually in the countries of Central Asia. In Beijing, there is an exhibition of the Xinjiang and Kashgar regions, and the republics of Central Asia are increasingly taking an active part in the Urumqi fair and economic forum.

In recent years, China has been actively entering the global competition for student education and is trying to promote its universities in the global education market. In particular, Kazakhstan seeks to increase the popularity and attractiveness of Chinese universities, to attract more Kazakh youth to study in China.

The annual increase in the migration of foreigners in order to receive education in China is also influenced by the policy of the Chinese authorities "soft power" ("soft power", in Chinese "ruan shili"). The concept of "soft power" was introduced into scientific circulation by the American professor Joseph Nye (Nye J., 2004: 390). This concept in the world is understood as the impact on other countries and their populations without the use of military or forceful methods (not coercion, but persuasion), using the intangible resources of culture and ideology.

As in the rest of the world, China's policy of "soft power" promotes the spread of Chinese culture and the Chinese language in Kazakhstan. International experts identify three main areas of the Chinese concept of "soft power":

The first is the pursuit by China of a security policy aimed at preventing an aggravation of the international situation. In accordance with it, if any conflict does not directly concern China's national interests, territorial interests, such as Taiwan or the islands of the South China Sea, China will never be drawn into military conflicts with other countries (Mihnevich S.V., 2014: 98).

The second direction is the provision of assistance in the economic and social spheres, health-care, education, and the humanitarian sphere. In this sense, China, unlike the West, seeks purely humanitarian cooperation, not linking the provision of assistance to any political and ideological issues (Massey Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaoui, Adela Pellegrino and J. Edward. 1998: 17).

The third direction is scientific and cultural events aimed at demonstrating and promoting the modern achievements of the PRC in the field of economy, science and technology throughout the world (SHustov A., 2018).

One of the priority areas in China's "soft power" policy was the creation of Confucius Institutes, which are a non-profit humanitarian institution aimed at teaching and promoting the Chinese language and culture in various countries of the world, promoting Sinology. The first Confucius Institute outside of China was established in Seoul in 2004.

In ten years, China has created 475 Confucian institutions in 126 countries (Zhou Liang., 2014.).

The study of Chinese is carried out in many language courses of the Confucius Institute. On its scale, academic mobility of students, migration of trainee teachers and doctoral students for the purpose of obtaining education, scientific exchanges and joint research projects are developing. That is, China is investing huge amounts of money in education and science (including gratuitous grants for education for foreigners), the interstate bilateral cultural exchange and exhibition activities with foreign countries are actively going on. According to a study by the Bolashak International Educational Intellectual Center (Kazakhstan), over the past decade, the demand for Chinese universities has quadrupled.

For example, in 2007, only 3,000 Kazakhstanis went to China, in 2016, the number of Kazakhstani youth studying in China reached 11,764 people. And in the first half of 2018, 14,000 Kazakh students have already studied in China (Bolashak, 2018.).

If, in 2010, 7,874 Kazakh students studied in China (and 1,500 Chinese students studied in Kazakhstan), then in 2011 – 8,287, and in 2018 – 14,224, and these numbers are constantly growing. The most popular directions of educational migration for our fellow citizens are Russia and China. So, in the 2018-2019 academic year, 39.6 thousand Kazakh students studied full-time at Russian universities. In China, according to the Consul General of the People's Republic of China in Kazakhstan, Ms. Geng Liping, 15,000 of our students are studying. The number of Kazakhstanis in universities of other countries is incomparably less than the given figures (Bocharova M., 2020).

Many factors contribute to the annual growth in the number of Kazakh youth studying in China. For example, many experts believe that the first reason why Kazakhstani students are interested in studying in China is that specialists with knowledge of the Chinese language will be in demand in the future. That is, the share of Chinese capital and investments, whether in the world economy, the regional economy of Central Asia, including the economy of Kazakhstan, is increasing many times every year.

In addition, along with international trade, Chinese entrepreneurs are actively opening numerous Kazakh-Chinese, Chinese-Russian, Chinese-Uzbek, Chinese-Tajik, Chinese-Kyrgyz and other joint ventures. In recent years, cooperation between Kazakhstan and China has been actively developing. Especially since Chinese President Xi Jingping launched the Belt and Road Initiative in 2013, which was ac-

tively supported and comprehensively implemented by the countries of the world, Chinese capital and Chinese language have strengthened their place in the world.

With such arguments, Zhang Wei (Zhang Wei Vej, 2017) believes that foreign citizens are currently seeking to acquire knowledge in China, realizing that knowledge of the Chinese language is important for close interaction with China. In turn, China is trying to make learning Chinese as accessible as possible for foreigners. The Consul General notes that the second reason why Kazakh students are interested in getting an education in China is the abundance of educational grants. China annually allocates more than a hundred educational grants to our country. But in China, young people who study are mainly educated at their own expense on a paid basis. In addition, many Chinese young people are interested in getting an education in Kazakhstan. According to the ambassador, 90% of them return to China after graduation, the remaining 10% remain in Kazakhstan, do business, gain experience.

As we can see, one of the most important areas of influence through "soft power" is the education system: China actively sends its students abroad and attracts foreign students to its universities. The number of international students in the PRC has increased dramatically over the past 15 years. According to the Ministry of Education of the People's Republic of China, the number of foreign students in China increased sharply in 2010: 265,000 foreign students from 194 countries came to study in China. Especially among them there are many young people from such countries as South Korea, the USA, Japan, Thailand, Vietnam, Russia, India, Kazakhstan, etc. (Budaev A.V., 2016: 109).

The Chinese information website Huanqiuwang, citing the Ministry of Education of the PRC, reported that in 2017 the number of foreign students who came to study at 935 higher educational institutions in China reached 489.2 thousand people, thus, as a result of the annual increase in the number of foreign students by 10%, China has become the largest education hub in Asia.

In turn, the number of Chinese youth studying abroad has exceeded 600 thousand, and China has become the "student exporting country" in the modern world, which sends the largest number of students to study abroad. On the geographic side, in 2017, Chinese students chose education mainly in the United States, the European Union, and the developed countries of Southeast Asia. In particular, in 2017, 66.1 thousand Chinese students went to study

in countries located under the One Belt, One Road project (and 3,679 of them received grants from the state), which is 15.7% more than in 2016. Also, 31.2 thousand Chinese in 2017 moved to 94 countries of the world in order to receive education. Overall, out of 600,000 Chinese studying abroad, 541,300 are self-studying, accounting for 88.97% of all Chinese studying abroad. In addition, after studying abroad, the Chinese have a high rate of return to their countries. In 2017, 480.9 thousand young Chinese specialists who completed their studies abroad returned to their homeland, which is 11.9% more than in 2016 (Dknews, 2017).

Due to the high pace of China's economic development, a large number of jobs are being created in such areas as construction, processing of raw materials, production of goods, the agricultural complex, transport, communications, international trade, innovative technologies, etc. Young specialists with knowledge of foreign languages are especially in demand, since such specialists have high salaries and strong social support, and the housing issue is also easy to solve. Therefore, studying abroad, Chinese youth do not hesitate to return to their homeland and, with a firm belief in tomorrow, strive to find their place in life (Koshanova S., Rakisheva B., Mazhitova A., Ashkenova G. 2016: 65).

Thanks to the reform of openness in foreign policy and the position of "soft power", China's political, diplomatic, trade, economic, cultural and humanitarian relations with foreign countries are becoming more profound and comprehensive every year. In this regard, the importance of migration for the purpose of obtaining education is increasing.

About a third of Kazakh students study in Beijing – about 4 thousand, Urumqi – 1250, Shanghai – 800, Xi'an – 700, Guangzhou – 500, Wuhan – 400 and other cities. In China, there has been a tendency to choose higher educational institutions, where foreign students, including Kazakhstani youth, are mainly in large cities in the eastern part of the country, such as Beijing, Shanghai, Xi'an, Guangzhou, Urumqi. Educational institutions in the cities of Urumqi and Ghulja, located in the Xinjiang Uygur Autonomous Region, which is also a western region of China, remain attractive to Kazakh youth due to their geographical proximity to Kazakhstan. Thus, according to the Chinese Embassy in the Republic of Kazakhstan, in the Xinjiang Uygur Autonomous Region in 2011, 1360 students studied at higher educational institutions, this number exceeded 1.5 thousand people in 2018 (1250 of them in Urumqi, 150 in Kulzha) (Ermekbaev N., 2014).

Thus, more than 70 students from Kazakhstan, Kyrgyzstan and other countries of Central Asia study traditional Chinese medicine at the Xinjiang Medical University. The growth of such interest in recent years is influenced by the demand of the population for oriental medicine, such as Chinese massage, medicinal herbs, and acupuncture.

The first year of study in China is usually devoted to teaching Chinese (Hanyu Shuiping Kaoshi, Traditional Chinese 漢語水平考試, Simplified Chinese 汉语水平考试, pinyin: Hànyǔ Shuǐpíng Kǎoshi) , Hanyu Shuiping Kaoshi). Studying in a language course allows students to pass the HSK state exam to confirm Chinese language proficiency and level of knowledge. The HSK certificate is a qualifying exam for the Unified Assessment of International Students. The exam for obtaining such a HSK certificate will be taken by foreign students, as well as various national minorities living in China, but not native speakers of Hanzu, Chinese emigrants from abroad (huaqiao), who, after receiving the certificate, will have the opportunity to study in higher educational institutions (Safronov E.I., 2014).

The results of the HSK exam are recognized all over the world. The HSK exam was first held in China in 1990. A year later, he passed in several foreign countries. The reputation of this exam in the world, which is considered the Chinese analogue of TOEFL, is growing every year. In 2005, Xu Ling, Secretary General of the State Department of the People's Republic of China for the Promotion of Chinese Overseas (Hanban), at the second plenary meeting of the 7th Congress of the International Society for the Study of Chinese Language, set the task of reforming this exam in order to simplify and promote the passing of the HSK exam.

In 2009, the development of the new exam was completed, and since March 2010, the new HSK exam has been launched worldwide. As of the end of 2009, there were 106 HSK examination centers operating in 41 countries around the world. At the beginning of 2010, the total number of foreigners who passed the HSK qualification exam exceeded 1 million people.

Since 2010, the world system of Confucius Institutes has received the right to conduct the HSK exam. The global network of Confucius Institutes is overseen by the Hanban Office, established in 1987, the state office for the promotion of the Chinese language abroad. Confucian institutions were created following the example of Western countries (the German Goethe Institute or the Spanish Cervantes Institute). According to the Xinhua news agency, in

September 2017, 516 Confucian institutes and 1,076 Confucian classes were set up in 142 countries and regions around the world. And the total number of students studying Chinese has reached 7 million people. The Chinese authorities plan to increase the number of Confucius Institutes to 1,000 by 2020. At the same time, China pays special attention to its neighboring countries – the “near abroad”. There are 135 Confucian institutes and 129 Confucian classrooms in 51 countries located along the One Belt, One Road project (Linda Y.C. Lim, 2013: 258).

The main base for the dissemination of the Chinese language and culture in the countries of Central Asia is the Xinjiang center of the city of Urumqi, in which a special base has been operating since 2010 for the dissemination of the Chinese language to neighboring regions (Larin A.G., 2013: 197).

Currently, Chinese can be studied at various special language courses or at Confucian institutes within Kazakhstan. The first Confucius Institute in Kazakhstan was opened in December 2007 at the Eurasian National University. N. Gumilyov in Astana.

In the cultural center of the country in Almaty in February 2009, the Confucius Institute was opened at the Kazakh National University. Al-Farabi. At present, the Confucius Institute is successfully working and more and more involving student youth in the orbit of its influence. Formerly KazNU. Al-Farabi collaborated with the Lanzhou University of China and in 2002 established a Chinese language center. On the basis of this center of the Chinese language, the Confucius Institute was opened at KazNU. Al-Farabi (Zhou Li, 2011). And also, in the city of Almaty, on the basis of KazGUMOiWL named after Abylai Khan, there is another Confucius Institute.

Every year, the Confucius Institute sends teachers to China to undergo scientific practice and improve their knowledge of the Chinese language. In 2014, the Confucius Institute sent more than 500 university students and staff to China. In 2011, two more Confucius Institutes were opened in Kazakhstan on the basis of Aktobe and Karaganda universities (in total, five Confucius Institutes are currently open and operating in Kazakhstan). Xinjiang University of Economics and Finance in Urumqi has become a Chinese partner of Kazakh educational institutions in these cities. The activities of the Confucius Institutes contribute to the development of close cooperation in the educational and cultural spheres of the Republic of Kazakhstan and China.

In addition, China is taking measures to strengthen the potential of information impact in order to

expand its cultural influence in Central Asia. China Central Television has conceived the idea of broadcasting in Russian to regions neighboring Xinjiang. The activities of the foreign branch of the Xinhua news agency and the Russian-language version of the People's Daily were intensified. For example, in Kazakhstan there are branches of the People's Daily, Guangming Daily, Xinhua News Agency, Chinese International Radio and CCTV Central Television.

Educational and research programs in China are implemented both through official channels (universities, academic and industry institutes and centers) and through informal channels. In this regard, a different contingent of students study in China: those who arrived under the Bolashak program; students under state agreements; self-arrived, paying for their education in language courses, colleges or universities; as well as Kazakhstani specialists specifically aimed at training and improving the knowledge of private enterprises and national companies (Sinoil, Aktobemunaigas, KazMunayGas, Kazakhmys, etc.).

In recent years, Kazakh educational migration has been rapidly developing, oriented towards China. For example, in 2005-2014, 190 students studied in China under the Bolashak academic mobility program (many students chose Western countries – Great Britain, the USA, France, etc.) (Sadovskaya E.YU., 2014: 100). This is a lower figure compared to other countries (there are much more Kazakh youth in the US and Russia). But the number of students studying at universities in China and Southeast Asia is growing every year. In 2019, this figure exceeded 15 thousand. As a result, over the past 10 years, the number of students studying in China from Central Asian countries, including Kazakhstan, has increased dramatically.

Currently, Kazakhstani youth studying in China annually hold their own Kurultai (Congress), creating associations. Kurultai of Kazakh students in China was first organized in May 2012 in the city of Xi'an. As a result of the first Kurultai, students from Beijing (Zhas Kyran), Shanghai (Kazakh Connection), Wuhan (Association of Kazakh Students of Wuhan), Urumqi (KazUnion) and Xian (Golden Horde) signed a memorandum on taking measures to develop cooperation and unite all student organizations in single community. On April 24-26, 2013, the second Kurultai of Kazakh students in China was organized in Shanghai, dedicated to the 20th anniversary of the Bolashak International Scholarship of the President of the Republic of Kazakhstan.

On May 30, 2014, the III Kurultai of students of Kazakhstan in China took place in Beijing. As a result, a memorandum of cooperation on the comprehensive development of youth and the Charter of the Association of Kazakhstani Students in China were adopted. During the event, a conference and a concert were organized on the theme "Innovations in education, as well as the comprehensive development of youth."

On June 13-14, 2015, the IV Kurultai of Kazakh students in China was held in Hubei province, organized by the Center for International Programs, the Embassy of Kazakhstan in China, and the student organization "Kazakhstan students association in China" (KSAC).

In May 2016, the V-Kurultai of Kazakh students in China was held in Chongqing. More than 100 students from Beijing, Shanghai, Wuhan, Xi'an, Urumqi, Lanzhou, Nanjing, Tianjin, Shenyang and Guangzhou took part in the Kurultai.

On June 1-3, 2017, the VI Kurultai of the Association of Kazakhstan Students (KSAC) in China was held in Nanjing. The event was attended by more than 150 delegates from 14 major cities in China – Shanghai, Xi'an, Wuhan, Urumqi, Beijing, Jinan, Harbin, Dalian and Tianjin, where Kazakh students study.

On May 16-17, 2018, the VII Kurultai of the Association of Kazakhstani Students (KSAC) in China was held in Hangzhou. It was attended by delegates of more than 300 Kazakh students studying in 16 cities of China. Within the framework of the Kurultai, a conference was held "The role of the Kazakh student community in the life of young people in China" (Kazinform, 2018).

Kazakh students in China study mainly in the following specialties: technical (for example, geological exploration and oil and gas production in the oil and gas industry, metallurgy and mechanical engineering, construction and transport and communication, information technology and ecology), humanities: international relations, regional studies, international trade, translation a business. A feature of educational migration from Kazakhstan to China is its multi-ethnic composition: among students studying in Chinese colleges and universities, the most common are Kazakhs, Russians, Ukrainians, Dungans, Chinese (citizens of Kazakhstan) and representatives of other nationalities. Nevertheless, the proportion of Kazakh students prevails, since Kazakhs predominate both among the participants in state educational programs and in the general ethno-demographic struc-

ture of the population of Kazakhstan (Fierman W., 2006: 105).

In January 2018, the Kazakhstani Research Institute "Public Opinion" and the Confucius Institute at ENU named after Gumilyov (Astana) presented a joint report on educational migration from Kazakhstan to China. The theme of the joint research work is called "Study migration from the Republic of Kazakhstan to the People's Republic of China as one of the aspects of strategic cooperation between countries." The authors of this study conducted a survey of more than 400 Kazakh students studying in 14 cities in China. 97.1% of 400 Kazakh students are representatives of Kazakh nationality, 51.2% are boys, 48.8% are girls. The average age is 20 years. Of the respondents, 94.7% answered that education in China is pleasant, but difficult. Those who believe that studying in the Chinese higher education system is very difficult, showed 97.3% of respondents.

Also in the questionnaire, students were asked the question: "Why did you decide to study in China?". Among the answers provided, the first place – 49.6% of respondents – was the answer: "China takes good care of foreign students" (visa support, good hostel, after-hours assistance, etc.). In second place is the answer – 45% "It is more affordable and cheaper to live in China", in third place – high quality education – 41.8%, prestigious higher education (prestige) – 39.1%, grant winnings – 29.5%, cultural factor (26.5%) and the last one – the advice of friends and acquaintances – 25.6%.

The advice of acquaintances and friends had a particularly decisive influence when choosing education in China: 76.8% of respondents had acquaintances or friends who have been living, working or studying in China for a long time. 12.5% of the respondents found information about Chinese education through the Internet. 5% of respondents found the necessary information regarding education in China on the pages of the Kazakh media.

The most desirable for Kazakh students are Chinese universities: Xi'an University of Foreign Studies, Beijing University of Foreign Studies, Tianjin University. In the humanitarian direction, 36.9% of respondents chose the specialty "Chinese language and culture", 32.6% chose such specialties as economics, management, finance, 10.7% of Kazakhstani youth preferred the legal field. The branch of technology was chosen by 19.8% of our youth, studying mainly in the oil, industrial, architectural and construction specialties. 64.6% of respondents study in China at their own expense. The share of grant holders from China amounted to 32.7%, and

for grants from Kazakhstan – only 2.7%. Kazakhstani students studying on Chinese grants said that their scholarships would be enough for a month of accommodation and meals on campus.

65.8% of Kazakhstani students studying in China study well, 21.2% are excellent students. Overall, 80.6% of respondents are good at Chinese. Our young people study mainly in departments where foreigners study, the requirements for foreigners are lower than for students studying in purely Chinese departments. Most of the Kazakhstani youth studying in China – 82.4% – say that after graduation they return to their homeland and will work on their native land. Those wishing to stay after graduation in China – 11.1%, and those who answered that it is possible – 10.3%. But 5.2% of the respondents answered that they want to live in China in the future, 91.7% – they will definitely return to Kazakhstan and live in their own country. The results of the study conducted in this way showed a high level of patriotism among Kazakhstaniis studying in China (Zakon, 2017).

The growth of young people who want to study in China and are eager to learn Chinese is a global trend. Factors contributing to this are the transcontinental spread of Chinese business to all regions of the world, in these conditions, knowledge of the Chinese language is necessary to establish effective cooperation (Montgomery C., McDowell L. 2009: 460). Learning Chinese also increases the competitiveness of Kazakhstani specialists in the local and international labor market, in some Chinese universities, the best Kazakhstani students are offered highly paid jobs without a diploma.

In China, there are two types of higher education institutions: the first is polytechnic: educational institutions of this direction have many technical and natural faculties, such as mining, metallurgy, various engineering, geology, petroleum engineering and chemical technology. In general universities, the faculties consist of two areas: the humanities and the natural sciences. Admissions committees under the leadership of educational authorities have been established and operate at the national and local levels. The most capable applicants for faculties and institutes are selected based on the results of exams and taking into account their individual wishes and state of health.

A feature of schools in China is that much attention is paid to the rote memorization of reference materials; in China, students take the exam in writing, so they are good at writing tests. Since Chinese writing is carried out with the help of hieroglyphs,

Chinese students practiced artistic writing. Because of such features, Chinese students have difficulty passing the oral exam, and the oral exam in a foreign language is doubly difficult for them.

Recently, there have been more and more intermediaries who encourage Kazakhstani youth to study in China and provide comprehensive assistance and support in this direction. Such intermediary organizations provide their services to all categories of young people: graduates and applicants are invited to get higher education in Chinese universities, as well as bachelors who graduated from the university to study in a master's program in China, and Kazakhstani master students in Chinese doctoral studies. For example:

1. YourChina – websites: <http://yourchina.kz/>
2. Chinaland foundation – <http://chinaland.kz/>
3. Grants to China for Kazakhstanis – <http://zarubezh.kz/granty/kitaj.html>
4. <http://shopomania.kz/children/369-obuchenie-v-kitae-dlya-kazahstancev-posle-9-klassa-posle-11-klassa.html>
5. <http://mychina.kz/>
6. <https://chinastudy.kz/obuchenie-v-kitae-granti/>
7. <http://obr.kz/obrazovanie-v-kitae/obuchenie-v-kitae-dlya-kazahstancev/>
8. <https://study.chinese.kz/>
9. <https://pandaeducation.kz/>
10. <http://pandaedu.kz/>
11. <http://zarubezh.kz/granty/kitaj.html>
12. <http://www.educaz.kz/country/kitay/6.html>
13. <http://1waytochina.kz/mobile/>
14. <http://chinaland.kz/>
15. <https://www.ef.kz/pg/study-abroad/china/>

These sites provide exhaustive answers to all topical questions, ranging from providing young people with general information about China, ending with the peculiarities of the Chinese education system, information about universities, what needs to be done for admission and what documents are needed. That is, an applicant who wants to get an education in China can receive comprehensive information.

One of the current problems that should be taken into account here is the emergence of fraudulent intermediaries who want to help in obtaining free education in China. In addition, this migration process generates some risks and threats. First, the wave of emigration that unfolded between 1991 and 2000 in the first decade of Kazakhstan's independence led to a "brain drain" (Sirkeci I., Cohen, J. 2015: 340).

Now, this trend is going east, our able-bodied, healthy, educated citizens are moving beyond China

and moving further towards the Southeast. Therefore, the question arises whether these trends will harm the country's human resources and capital, national security and economy. There is no guarantee that migration for the purpose of education, which initially seemed temporary, will not develop from commuting to permanent emigration. Dynamically developing China opens the doors of its universities to Kazakh graduates, being a professional in academic mobility, and also promotes international migration and emigration.

According to some experts, "brain drain" (brain drain) in the medium and long term can have serious consequences for the national economy of the donor country and contribute to a decrease in the quality of human capital. Therefore, it is important to develop political mechanisms that influence the "attracting smart people to our country" (brain gain) and use them in the interests of Kazakhstan (Sadovskaya E.YU. 2016: 128.).

However, according to the position of the Center for International Programs of the Ministry of Education and Science of the Republic of Kazakhstan "Bolashak", the issue of foreign superiority of educated and qualified specialists ("brain drain") is not so relevant for the student community. The first reason is that the age that became a student at the age of 17 has not yet formed either a life position or a professional qualification. Now modern students have high academic mobility. If 1-2% of young people studying abroad stay there after graduation, then there is nothing wrong with that. The more educated our people, the stronger our country. At present, it is inappropriate to talk about the "brain drain", it is more correct to talk about the development of human capital, the exchange of knowledge and experience (Meldeshov ZH., 2018).

In our opinion, a "brain drain" occurs only if qualified specialists leave the country forever, move to another country and acquire foreign citizenship. And temporary labor or educational migration is the acquisition of deep knowledge and professional experience. In most cases, migration for the purpose of education is temporary.

Conclusion

What effective or negative consequences and consequences for Kazakhstan can migration with such an education have? Educational migration can become an additional source of skilled labor for the domestic labor market. In particular, this will provide qualified personnel for the currently operating

Kazakh-Chinese joint ventures and infrastructure projects of the PRC, which in the future can be implemented on the territory of Kazakhstan.

Vocational education in China can become not only an improvement in the quality of the workforce in Kazakhstan, but also a cultural and humanitarian factor in the development of human potential for both sending and receiving countries to train young people. That is, the migration of students is a factor in the development of bilateral educational and scientific, cultural, social, trade, economic, humanitarian ties between the Republic of Kazakhstan and China. Therefore, an important direction is the comprehensive strengthening of international co-operation between the two neighboring countries. This process can also be seen as an opportunity to increase China's influence in Kazakhstan and the Central Asian region.

According to specialists from the Ministry of Higher Education and Science of the Republic of Kazakhstan, attempts are being made to combat such a phenomenon as the outflow of educated specialists abroad. Every year the migration of qualified specialists is growing, and at present this trend is perceived as a factor that poses a serious threat to the future of many states. On the other hand, supporters of the migration of educated professionals say that more neutral names should be used instead of the term "brain drain", for example, "brain exchange" or "brain mobility". After all, they say that this process, along with disadvantages, has advantages.

Kazakhstan is taking various measures to prevent brain drain, including:

1. Implementation of a policy aimed at priority funding of scientific research and support for scientific schools that meet the national interests of the country;
2. Improvement of the Kazakhstani labor market through the filling of new jobs for qualified specialists and scientists;
3. Ensuring the training of specialists, bringing them into line with the needs of the national economy.

By 2020 in Kazakhstan there are more than 800 colleges – professional educational organizations (PEO) and 131 higher educational institutions that offer citizens the opportunity to receive an official education. As of 2019, 43% of PEO institutions and 43% of higher education institutions are private and have a narrow specialization. Most of these private institutions were opened in the 1990s and 2000s, when it was relatively easy to get a license. Admis-

sion to higher education institutions depends on passing the entrance exam – the Unified National Testing (UNT), which is based on the curriculum of secondary school. Non-formal education opportunities are usually offered by private educational institutions and professional development centers. The number of these centers increased dramatically between 2000 and 2015, but Kazakhstan legislated the concept of non-formal education only in 2019. Given this rapidly evolving environment, the quality of non-formal learning opportunities varies greatly depending on training centers and educational service providers, as there is no reliable quality assurance system (Zainiyeva L., Abzhapparova A., 2022.).

In the fight for student migrants, Chinese universities receive significant government funds to equip their technical and administrative bases, conduct research and invite specialists from abroad. Scholarships for international students are very plentiful, especially for Chinese teacher training programs. In addition to mainland China, Hong Kong universities can be noted. English is widely known there, inherited from British colonization. Many courses are taught in English. It will also be attractive to international students. Five of the nine universities in Hong Kong are in the top 200 universities in the world (QS ranking). The most interesting thing is that studying in China costs no more than \$2,000 a year. But seriously, in China, a student who does not speak Chinese cannot get an education. For admission to some prestigious universities, you need to pass additional exams. And it is easy to enroll in language courses, a citizen who has reached the age

of 18, who graduated from a school of complete secondary education, does not impose other additional requirements (365info.kz., 2014.).

As a result, we want to answer the question of why Kazakhstani youth seeks to get an education in Russia or China. Several facts play a role here: first, of course, the economic factor comes to the fore. Russia and China annually allocate a huge number of grants for absolutely free education. In addition, life in these two countries is cheaper than in non-CIS countries. The second factor is the relative ease of admission to universities in China and Russia from the point of view of the West: they do not require either a single Kazakh national testing (UNT) or international language testing. The third factor is that parents have a significant influence on the choice of young people. It is much easier for parents to send their children to neighboring countries, both psychologically and financially.

The Chinese state is currently paying great attention to educational grants allocated to foreign students. Therefore, access to the educational grant of this country becomes easier. However, the coronavirus pandemic and lockdown quarantine measures led to the closure of state borders and the transition to distance education. However, this is not a problem for applying to Chinese universities. That is, applicants send documents via the Internet to the desired educational institution and wait for a response. Especially high is the likelihood that an applicant with high academic performance will be enrolled in higher education institutions in China.

References

Syroezhkin K.L. 2014. Nuzhno li Kazahstanu boyat'sya Kitaya: mify i fobii dvustoronnih otnoshenij. Astana-Almaty: IMEP pri fonde Pervogo Prezidenta RK – Lidera nacii. [Should Kazakhstan be afraid of China: myths and phobias of bilateral relations. Astana-Almaty: IMEP under the Foundation of the First President of the Republic of Kazakhstan – the Leader of the Nation]. 431 p. (in Russian).

Nye J. 2004. Soft Power: The Means to Success in World Politics. New York: Public Affairs Group, 2004. -390 p.

Mihnevich S.V. 2014. Panda na sluzhbe Drakona: osnovnye napravleniya i mekhanizmy politiki «myagkoj sily» Kitaya. [Panda in the Service of the Dragon: Main Directions and Mechanisms of China's Soft Power Policy]. International Organisations Research Journal (Russia). Vol.9. № 2. P. 98.

Massey Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward. 1998. Taylor Worlds in Motion. Understanding International Migration at the end of the Millennium. Oxford: University Press; Oxford. N.Y. -P. 17.

SHustov A. 2018. Myagkaya sila drakona: kak Kitaj pytaetsya zavoevat' vliyanie v Central'noj Azii. [The soft power of the dragon: how China is trying to gain influence in Central Asia]. Retrieved September 2022 from <https://eurasia.expert/myagkaya-sila-drakona-kak-kitay-pytaetsya-zavoevat-vliyanie-v-tsentralnoy-azii> (in Russian).

Zhou Liang. 2014. V 126 stranah i regionah mira sozdany 475 institutov Konfuciya. [475 Confucius Institutes established in 126 countries and regions of the world]. Retrieved September 2022 from <http://www.ifes-ras.ru/center-doc-news/1301-news-141208> (in Russian).

Bolashak. 2018. Besplatnoe obuchenie v kitae dlya kazahstancev. [Free education in China for Kazakhstanis]. Retrieved September 2022 from <http://bolashakedu.kz/strani/besplatnoe-obuchenie-v-kitae-dlya-kazaxstancev.html> (in Russian).

Bocharova M. 2020. Mnogo li kazahstanskikh studentov uchitsya za rubezhom i pochemu? [Are there many Kazakh students studying abroad and why?]. Retrieved September 2022 from <https://factcheck.kz/claim-checking/verdict/mnogo-li-kazaxstanskix-studentov-uchitsya-za-rubezhom-i-pochemu/> (in Russian).

Zhang Wei Vej. 2017. Pochemu kazahstanskie studenty edut na uchebu v Kitaj? Rasskazyvaet konsul KNR v Almaty. [Why do Kazakh students go to study in China?]. Retrieved September 2022 from https://baigenews.kz/news/pochemu_kazahstanskie_studenti_edut_na_uchebu_v_kitai_rasskazal_konsul_knr_v_almati/?ysclid=l8x25gtjc2987853617 (in Russian).

Budaev A.V. 2016. Svetlye i temnye storony «myagkoj sily» Kitaya. [Light and Dark Sides of China's Soft Power]. Public Administration. E-journal (Russia). № 54. p 109 (in Russian).

Dknews. 2017. Kitaj prinimaet bol'she vsego inostrannyyh studentov. [China admits the most international students]. Dknews – international news agency. Retrieved September 2022 from <https://dknews.kz/silk-road/68581-kitaj-prinimaet-bolshe-vsego-inostrannikh-studentov.html> (in Russian).

Koshanova S., Rakisheva B., Mazhitova A., Ashkenova G. 2016. Nekotorye aspekty uchebnoj migracii iz Respubliki Kazahstan v Kitajskuyu Narodnuyu Respubliku. [Some aspects of educational migration from the Republic of Kazakhstan to the People's Republic of China]. Kazakhstan-Spectrum. № 1(75). 63-83p.

Ermekbaev N. 2014. Kitaj zanimaet vtoroe mesto po chislu obuchayushchihlya kazahstancev. [China ranks second in terms of the number of students from Kazakhstan]. Retrieved September 2022 from <https://365info.kz/2014/10/kitaj-zanimaet-vtoroe-mesto-po-chislu-obuchayushchihlya-kazaxstancev/> (in Russian).

Safronov E.I. ed. History and modernity. 2018. Kitaj v mirovoj i regional'noj politike. Iстoriya i sovremennoст'. Vypusok XXIII: ezhegodnoe izdanie. [China in world and regional politics. Issue XXIII: annual edition]. M.: IFES RAN. 392 p. (in Russian).

Linda Y.C. Lim. 2013. Southeast Asian Chinese business and regional economic development. Routlrdge Handbook of the Chinese Diaspora / Tan Chee-Beng ed. L., N.Y. 256–260 p.

Larin A.G. 2013. Kitaj v mirovoj i regional'noj politike. Iстoriya i sovremennoст'. Vyp. XVIII: ezhegodnoe izdanie. [China in World and Regional Politics. History and modernity. Issue. XVIII: annual edition]. Safronov E.I. ed. M.: IFES RAN. 193-222 p. (in Russian).

Zhou Li. 2011. V 2011 godu v Kazahstane otkrylis' eshche dva instituta Konfuciya. [In 2011, two more Confucius Institutes opened in Kazakhstan]. Retrieved September 2022 from <http://vesti.kz/foundation/87663/> (in Russian).

Sadovskaya E.YU. 2014. Sovremennaya obrazovatel'naya migraciya iz Kazahstana v Kitaj. [Modern educational migration from Kazakhstan to China]. *Problemy Dalnego Vostoka* (eng. "Far Eastern Studies"). № 1. 97-108 p. (in Russian).

Kazinform. 2018. Svyshche 300 kazahstanskikh studentov sobralis' na kurultaj v Kitae. [Over 300 Kazakh students gathered for kurultai in China]. Kazinform – – international news agency. Retrieved September 2022 from https://www.inform.kz/ru/svyshche-300-kazahstanskikh-studentov-sobralis-na-kurultay-v-kitae_a3293556?ysclid=l8x2kqrgju552215439 (in Russian).

Fierman W. 2006. Language and education in post-Soviet Kazakhstan: Kazakh-medium instruction in urban schools. The Russian Review. Vol. 65. 98-116 p.

Zakon. 2017. Ucheba v Kitae: chego hotyat i chto poluchayut nashi studenty. [Studying in China: what our students want and get]. Retrieved September 2022 from <http://www.zakon.kz/4846930-ucheba-v-kitae-chego-khotyat-i-cto.html> (in Russian).

Montgomery C., McDowell L. 2009. Social Networks and the International Student Experience: An International Community of Practice? Journal of Studies in International Education. Vol. 13. No.4. 455-466p. DOI: 10.1177/1028315308321994

Sirkeli I., Cohen, J. 2015. Measuring impact and the most influential works in Migration Studies. Migration Letters. Volume: 12, N 3. 336-345 p.

Sadovskaya E.YU. 2016. Mnogomernoe prisutstvie Kitaya v Kazahstane cherez prizmu migracii. Issledovatel'skij otchet. MIR-PAL, Regional'naya programma po migracii Vsemirnogo banka, MOM, OON-ZHenshchiny i DFID. [China's multidimensional presence in Kazakhstan through the lens of migration. Research report. MIRPAL, World Bank Regional Migration Program, IOM, UN Women and DFID]. Almaty – Moscow. 128 p. (in Russian).

Sadovskaya E.YU. 2014. Obrazovatel'naya migraciya iz Kazahstana v Kitaj: operezhayushchaya dinamika na fone drugih vidov migracij. [Educational Migration from Kazakhstan to China: Leading Dynamics Against the Background of Other Types of Migration]. Kazakhstan-Spectrum. №1. (in Russian).

Meldeshov ZH. 2018. Prezident Centra mezhdunarodnyh programm – o zarubezhnom obrazovanii dlya kazhdogo kazahstana. [President of the Center for International Programs – on foreign education]. Retrieved September 2022 from https://forbes.kz/process/education/janbolat_meldeshov_zarubejnyie_vuzyi_stoyat_v_ocheredi_za_kazahstanskimi_studentami/ (in Russian).

Zainiyeva L., Abzhapparova A. 2022. Distance Education at Universities during the COVID-19 Pandemic (on the Example of the Republic of Kazakhstan). In 2022 3rd International Conference on Education Development and Studies (ICEDS'22), March 09–11, 2022, Hilo, HI, USA. ACM, New York, NY, USA, 6 pages. <https://doi.org/10.1145/3528137.3528140>

365info.kz. 2014. Kazakstan studentterin shetelde okufa ne məzhbyrlejdi? [What forced Kazakhstan students to study abroad?]. Retrieved September 2022 from <https://365info.kz/2014/06/kazakstan-studentterin-shetelde-okuf> (in Kazakh).

Information about the authors:

Seylbek Shayakhmetovich Musatayev – Associate Professor of the Department of Political Science and Political Technologies at Al-Farabi Kazakh National University, Doctor of Political Sciences (e-mail: mceka@mail.ru)

Abzhapparova Aigul Abdumatalipovna – PhD, Assistant Professor of the Department of Political Science and Political Technologies, Al-Farabi Kazakh National University (e-mail: aigul.abzhapparova@kaznu.kz)

Авторлар туралы мәлімет:

Мұсатаев Сейлбек Шаяхметұлы – Әл-Фараби атындағы ҚазҰУ Саясаттану және саяси технологиялар кафедрасының доценті, саяси ғылымдарының докторы (e-mail: mceka@mail.ru)

Абжапарова Айгүл Абдімұтәліпқызы – PhD, Әл-Фараби атындағы Қазақ ұлттық университетінің саясаттану және саяси технологиялар кафедрасының асистент-профессоры (e-mail: aigul.abzhapparova@kaznu.kz, +77081864165)

Сведения об авторах:

Мусатаев Сейлбек Шаяхметович – доцент кафедры политологии и политических технологий КазНУ им. аль-Фараби, доктор политических наук (e-mail: mceka@mail.ru).

Абжапарова Айгуль Абдумуталиповна – доктор PhD, асистент-профессор кафедры политологии и политических технологий, КазНУ им. аль-Фараби (e-mail: aigul.abzhapparova@kaznu.kz).

Поступила 10.08.25

Принята 15.10.25