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**CHALLENGES AND BREAKTHROUGHS IN CHINESE
LANGUAGE AND CULTURE EDUCATION IN BELARUS —
A RESEARCH BASED ON THE PERSPECTIVE
OF HUMANISTIC CONNECTIVITY IN THE BELT
AND ROAD INITIATIVE**

With the deepening of strategic projects such as the China-Belarus “Great Stone” Industrial Park, the number of Chinese language learners in Belarus has surged by 400 % over the past five years. However, issues such as outdated teaching material systems, cultural cognition gaps, and structural imbalances in teacher resources have become increasingly prominent. This study combines existing research data with global language dissemination theories to reveal deep-seated contradictions in Belarusian Chinese language education across dimensions including curriculum development, technological integration, and evaluation mechanisms. A systematic solution is proposed, leveraging digital intelligence and the construction of the China-Belarus educational community.

Key words: China-Belarus educational community; Chinese language teaching; Humanities exchange; language dissemination theory; digital intelligence technology.

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**ПРОБЛЕМЫ И ПРОРЫВЫ ОБРАЗОВАНИЯ
В ОБЛАСТИ КИТАЙСКОГО ЯЗЫКА И КУЛЬТУРЫ
В БЕЛАРУСИ — ИССЛЕДОВАНИЕ, ОСНОВАННОЕ НА
ПЕРСПЕКТИВЕ ГУМАНИСТИЧЕСКОЙ ВЗАИМОСВЯЗИ
В РАМКАХ ИНИЦИАТИВЫ «ОДИН ПОЯС, ОДИН ПУТЬ»**

С развитием таких стратегических проектов, как Китайско-белорусский индустриальный парк «Великий камень», число изучающих китайский язык в Беларуси за последние пять лет выросло на 400 %. Однако такие проблемы, как устаревшие системы учебных материалов, пробелы в знаниях о культуре и

структурный дисбаланс в ресурсах преподавателей, становятся все более очевидными. Данное исследование объединяет существующие научные данные с теориями глобального распространения языков, чтобы выявить глубокие противоречия в китайском языковом образовании Беларуси по всем аспектам, включая разработку учебных программ, технологическую интеграцию и механизмы оценки. Предлагается системное решение, основанное на использовании цифрового интеллекта и создании китайско-белорусского образовательного сообщества.

Ключевые слова: китайско-белорусское образовательное сообщество; преподавание китайского языка; гуманитарный обмен; теория распространения языка; технология цифрового интеллекта.

Introduction. Under the backdrop of globalization and the deepening Belt and Road Initiative, language has increasingly emerged as a strategic nexus for cultural and economic cooperation. Belarus, a pivotal partner for China in Eurasia, has witnessed sustained collaboration in trade, technology, and education, particularly driven by flagship projects like the China-Belarus “Great Stone” Industrial Park, which has accelerated comprehensive bilateral cooperation. This momentum has fueled a 400 % surge in Chinese language learners in Belarus over five years, reflecting both growing interest in China and the rising instrumental value of Chinese as a global communication tool.

However, the rapid expansion of Chinese language education has exposed structural challenges: outdated textbook systems, cultural cognitive gaps causing misinterpretations, and imbalances in teacher quantity and quality that hinder pedagogical effectiveness. Traditional teaching models struggle to adapt to digital learning environments, while insufficient technological integration exacerbates resource disparities, undermining both learning experiences and deeper China-Belarus linguistic-cultural synergies.

This study examines the current landscape of Chinese language education in Belarus, integrating global language dissemination theories with empirical data to systematically analyze challenges in curriculum design, technological application, and evaluation mechanisms. Proposing a systemic solution anchored in digital intelligence and the construction of a China-Belarus education community, it advocates a “language-culture-technology” trinity-based teaching model. The research aims to provide theoretical and practical frameworks for advancing high-quality Chinese language education in Belarus, thereby

fostering deeper cultural mutual learning and strategic alignment under the Belt and Road framework.

Main part. 1. Current Development Status and Strategic Value

1.1 Policy-Driven Scaling Growth

1.1.1 National Strategic Demand

In recent years, Chinese language education in Belarus has achieved leapfrog development driven by robust national policies. In 2023, the Belarusian government promulgated the “Modernization Program for Foreign Language Education”, designating Chinese as a “priority language for development”. This policy marks the formal elevation of Chinese education to a national strategic level. Under this framework, six national universities have successively established Sinology departments, offering systematic Chinese language courses and specialized programs covering China’s economy, culture, history, and other fields. This has formed a nationwide higher education Chinese language teaching network, laying the foundation for cultivating interdisciplinary Chinese professionals [1].

1.1.2 Differentiation of Learner Groups

With the continuous refinement of the Chinese education system, learner groups have exhibited pronounced differentiation trends. As of 2025, the number of registered Chinese learners nationwide has reached 32,000, with the following distribution:

- Practical Business-Oriented Learners (45 %): primarily concentrated in trade, economics, and engineering sectors.
- Academic Research-Oriented Learners (30 %): mainly comprising university faculty, students, and researchers.
- Cultural Interest-Driven Learners (25 %): mostly ordinary citizens interested in traditional Chinese culture and arts [2].

This diversified demand has propelled Chinese language teaching toward specialization and tailored pedagogical approaches.

1.1.3 Infrastructure Development

In terms of infrastructure, the Confucius Institutes in Minsk, Gomel, and Brest serve as core pillars of Chinese language education. Through establishing branch teaching centers, conducting teacher training programs, and organizing cultural activities, they have built a nationwide teaching network. However, digital infrastructure at local teaching centers remains underdeveloped, with a digital equipment

coverage rate of only 62 %. This limitation has constrained the implementation of remote and hybrid teaching models, emerging as a critical area requiring future breakthroughs.

1.2 Unique Significance of China-Belarus Cooperation

1.2.1 Industrial Collaboration Fuels Educational Growth

The China-Belarus Industrial Park, as a flagship project of the Belt and Road Initiative, has provided robust momentum for the development of Chinese language education. The operations of 120 enterprises within the park have generated substantial demand for “technical Chinese” professionals. This demand extends beyond daily communication to specialized fields such as the interpretation of technical documentation and comprehension of industrial standards. In 2024, customized Chinese language training programs for corporate employees surged by 210 %, with content evolving rapidly from basic language skills to profession-specific terminology. This has fostered a distinctive “Chinese + Profession” training model, which not only enhances the practicality of Chinese language education but also supplies talent support for China-Belarus industrial capacity cooperation.

1.2.2 Cultural Bridging Role

At the cultural level, Chinese language teaching serves as a critical bridge. Through systematic language instruction and cultural dissemination, it effectively deconstructs the “China threat theory” amplified by Western media, presenting Belarusian citizens with a truthful, multidimensional, and comprehensive image of China. Under the framework of the “New Era China Narrative”, Chinese language education integrates content on contemporary China’s developmental achievements, governance practices, and cultural innovations. This enables learners to better understand China’s development path and governance model, thereby deepening mutual understanding between the two nations and solidifying the public foundation for the long-term development of China-Belarus relations.

2. Diagnosis of Core Issues

2.1 Dual Disconnect in Textbook Systems and Pedagogical Approaches

2.1.1 Lack of Cultural Context

The current Chinese language textbook system in Belarus exhibits a significant deficiency in cultural context adaptation. Statistics show

that 72 % of the textbooks in use directly adopt content from China, incorporating culturally specific symbols such as “Chunyun” (Spring Festival travel rush), “school district housing”, and “square dancing” [3]. These symbols are often challenging for Belarusian students to comprehend or relate to due to their lack of relevant lived experiences. The absence of localized cultural context not only diminishes learning outcomes but also weakens student engagement. More critically, the direct transplantation of Chinese cultural content risks fostering superficial perceptions of China, hindering students’ ability to grasp the complexities of Chinese society.

2.1.2 Demand-Supply Mismatch

There exists a structural imbalance in the alignment of textbooks with practical needs. Business Chinese textbooks account for only 18 % of all teaching materials, a proportion far insufficient to meet the professional communication demands of technical personnel in the China-Belarus Industrial Park. Surveys reveal that enterprises in the park consistently report a lack of targeted technical vocabulary and professional expressions in existing textbooks, failing to address real-world workplace requirements. This disconnect not only hampers operational efficiency but also undermines the role of Chinese language education in supporting economic development [4].

2.1.3 Insufficient Technological Integration

Belarusian Chinese language education lags markedly in digital integration. Only 34 % of classrooms utilize virtual reality (VR) cultural experience systems, and the development of digital teaching resource databases trails behind neighboring countries like Poland [5]. The limited adoption of technology stifles pedagogical innovation, making it difficult to cater to the needs of the new generation of learners. In the post-pandemic era, where hybrid online-offline teaching has become the norm, inadequate technological infrastructure severely compromises instructional quality and effectiveness.

2.2 Structural Contradictions in the Teaching Workforce

2.2.1 Expanding Teacher Shortage

The shortage of qualified Chinese language teachers continues to worsen. The current student-teacher ratio in Belarusian Chinese education stands at 1:83, far exceeding the EU average of 1:22 for language instruction. Severe understaffing directly erodes teaching quality and constrains

the scalability of Chinese education. Alarmingly, fewer than 15 % of local teachers hold advanced Chinese proficiency certifications (HSK Level 6), highlighting systemic deficiencies in professional competency.

2.2.2 Gaps in Professional Competency

In terms of expertise, 62 % of teachers lack systematic training in cross-cultural pedagogy. This gap becomes particularly pronounced when explaining politically and culturally nuanced concepts such as the “Community with a Shared Future for Mankind” [6]. Teachers often struggle to convey the essence of such ideas, risking misinterpretation or oversimplification, which may distort students’ understanding of China.

2.2.3 Career Development Challenges

Chinese language teachers in regional institutions face systemic barriers in professional title promotions, research funding, and career advancement. This drives talented educators toward commercial training institutions, exacerbating structural contradictions in the teaching workforce and perpetuating a vicious cycle.

3. Innovative Solutions and Implementation Paths

3.1 Building a “Three-in-One” Smart Teaching System

In the era of digitalization, the field of education is undergoing profound transformations. Constructing a “three-in-one” smart teaching system has become a critical initiative to enhance educational quality and promote international educational exchange and cooperation. This system integrates three core elements: immersive cultural laboratories, intelligent diagnostic platforms, and cloud-based research communities. Its aim is to provide Belarusian students with richer, more efficient, and more personalized Chinese learning experiences.

3.1.1 Immersive Cultural Laboratories

The immersive cultural laboratory leverages advanced augmented reality (AR) technology to develop the “China-Belarus Cultural Mirror Engine”, opening a window for Belarusian students to explore contemporary China. Through this engine, students can immerse themselves in the grand scenes of China's high-speed rail construction, witnessing the perfect combination of China's speed and technological strength. They can also participate in simulated live-commerce activities, experiencing the vitality and innovation of China’s commercial sector. The “China-Belarus Cultural Mirror Engine” breaks the temporal and spatial constraints of traditional teaching, allowing students to understand the depth and breadth of Chi-

nese culture more intuitively and deeply in the interplay between virtual and real environments. This fosters a stronger sense of identification and interest in Chinese culture among students.

3.1.2 Intelligent Diagnostic Platform

The intelligent diagnostic platform utilizes big data technology to build the “Chinese Language Learning Brain Atlas” system, providing precise guidance for Belarusian students learning Chinese. This system dynamically monitors students’ unique challenges during the learning process, such as the common issue of difficulty with the third tone among Belarusian learners. By analyzing vast amounts of learning data, the system can create personalized learning plans for each student, offering targeted exercises and tutoring to help them overcome obstacles and improve their learning outcomes. Additionally, teachers can adjust their teaching strategies and optimize content based on feedback from the system, enabling tailored instruction.

3.1.3 Cloud-Based Research Community

The cloud-based research community establishes a virtual bridge between Beijing Language University and Minsk State Language University, facilitating real-time sharing of educational resources through inter-university collaboration and communication. Through this platform, teachers from both institutions can jointly participate in lesson plan development and discussions, share teaching experiences and insights, co-build corpora to enrich teaching materials, and share MOOC resources, enabling students to access higher-quality and more diverse course content [7].

3.2 Implementation of the “Sword Forging Plan? Teacher Training Project

Teachers are the core force of education, and the implementation of the “Sword Forging Plan” teacher training project is of great significance for improving the quality of Chinese language teaching and promoting educational cooperation between China and Belarus. This project focuses on two aspects: a tiered training mechanism and the development of cross-cultural competencies, aiming to build a high-quality, professional, and internationally-minded Chinese language teaching team.

3.2.1 Tiered Training Mechanism

The tiered training mechanism provides differentiated training and development paths tailored to the needs of teachers at different levels. At the foundational level, in collaboration with Shaanxi Normal Uni-

versity, a “Chinese Language Proficiency Emergency Training for Local Teachers” program is conducted. Through six months of intensive training, local Belarusian teachers can rapidly improve their Chinese language proficiency and basic teaching skills. The training curriculum covers various aspects such as Chinese phonetics, grammar, vocabulary, and oral expression, employing immersive teaching and interactive exercises to ensure teachers can master Chinese language knowledge and effectively impart it to students. At the elite level, selected cadre teachers participate in a joint master’s program in “Contemporary China Studies”, delving into contemporary Chinese politics, economy, culture, and society to enhance their academic and research capabilities.

3.2.2 Development of Cross-Cultural Competencies

A China-Belarus teacher rotation system can be established, with 30 Belarusian teachers dispatched annually to locations such as Xiong’an New Area and Yiwu Commercial City for contextualized training. In these places, teachers can experience China’s social development and business culture firsthand, understand real-world application scenarios, and integrate theoretical knowledge with practice. At the same time, they can engage in exchanges and collaborations with local teachers and students, deepening their understanding of China’s educational system and culture, enhancing their cross-cultural communication skills, and thereby better guiding students to understand Chinese culture and fostering their cross-cultural awareness and global perspective [8].

Conclusion. In the new development stage of Belarus’ deep integration into the Belt and Road Initiative, Chinese language teaching has evolved from mere language training to a strategic pillar of mutual cultural exchange. Only by leveraging technological innovation to break the “glass curtain” of cultural dissemination and relying on institutional design to strengthen the “two-way foundation” of cultural exchanges can we cultivate a new generation of “Chinese language ambassadors” who truly understand contemporary China and contribute to China-Belarus cooperation.

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