

Research on Language Services in Cooperation Between China and Central Asian Countries under the Background of the Belt and Road Initiative

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Abstract: Cooperation between Central Asia and China has become increasingly close within the Belt and Road Initiative. The education of Central Asian students plays a crucial role in promoting exchanges and understanding between the two countries. Language services are instrumental in facilitating communication for these students. Additionally, education of Central Asian students also drives investment and trade. Therefore, studying the application of language services in China-Central Asia cooperation is of great significance. This paper aims to provide inspiration and suggestions for enhancing the education of Central Asian students.

Keywords: The Belt and Road; Central Asian countries; Cooperate; Language services.

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Central Asia is an essential contributor to the Belt and Road demonstration zone, playing a vital role in promoting regional economic integration and development. Central Asian countries have forged close collaborations with China in response to the Belt and Road Initiative, resulting in the implementation of numerous mutually beneficial projects.

Within this context, Central Asia's strategic location serves as an essential gateway and hub linking China with neighboring countries. Effective language services have become increasingly influential in fostering cooperation between these nations. It is imperative to optimize language services to facilitate seamless communication and collaboration. By conducting comprehensive research on this subject, valuable insights can be gained to further enhance cooperation between China and Central Asian countries, serving as a model for collaboration in other regions as well.

1. Analysis of the current situation of language services in the cooperation between China and Central Asian countries

1.1 Language communication barriers

First, there are difficulties in language understanding. Due to the language differences between China and Central Asian countries, international students may encounter difficulties in vocabulary, grammar, intonation and other aspects when communicating with Chinese people, which may lead to confusion, misunderstanding and even misleading in the language communication between the two sides.

Secondly, the oral expression ability is limited. Since international students may have limited time to study and practice Chinese before coming to China, they may be limited in their oral expression. This kind of restriction will lead to the inaccurate and smooth expression of international students in daily conversations, academic discussions or work communication with Chinese people, which will affect the effective communication between the two sides.

Finally, the understanding of discipline-specific terms will become one of the dilemmas faced by international students. In academic and professional exchanges, the use of subject-specific terms is essential. However, due to the limited understanding of these terms, international students may encounter difficulties in understanding these terms, which will affect their full understanding

and communication with Chinese people in academic or professional exchanges.

1.2 Great cultural differences

There are great differences in etiquette between Central Asian countries and China. For example, in social situations, Central Asian countries may pay more attention to the expression of status and respect for etiquette, while China focuses on the harmony and interaction of interpersonal relations. As a result, international students may have misunderstandings or conflicts in their interactions with Central Asian classmates or teachers.

On the other hand, there are some differences in cultural concepts between Central Asian countries and China. For example, there may be differences in perceptions of authority, time perception, value orientation, etc. These differences may lead to adaptation difficulties and misunderstandings in study and life, and even affect their cooperation and communication with Central Asian classmates and teachers.

1.3 Single teaching mode

First of all, the teaching content is simple. In language services, the teaching content for foreign students from Central Asian countries is relatively simple, mainly teaching basic knowledge such as grammar and vocabulary, and lacking the training of practical application scenarios and communicative skills. This single teaching content can not meet the overall needs of international students for language skills, and limits their ability to express themselves in actual communication.

Secondly, the teaching method is unitary. The current teaching method is still dominated by traditional classroom teaching, ignoring the interaction and participation with international students, and lacking of heuristic teaching methods. Teachers often teach through traditional methods such as classroom explanation, dictation, recitation, etc. Such teaching methods limit the interest and enthusiasm of international students in learning, and fail to stimulate their learning potential and creativity.

Finally, the evaluation method is single. At present, the evaluation of international students in teaching is mainly based on examination results, and neglects the cultivation and evaluation of practical communicative competence. This single assessment method cannot fully understand and reflect the comprehensive language ability of international students, and also limits their performance and development in practical application scenarios.

2. Effective measures of language service in cooperation between China and Central Asian countries

2.1 Establish and improve language service institutions and platforms for international students

Firstly, the establishment of specialized language service institutions can provide tailored language learning programs for Central Asian students, focusing on the specific language needs and cultural backgrounds of these students. These institutions can offer courses in Mandarin Chinese, local languages such as Uighur, as well as other languages prevalent in Central Asia. By offering comprehensive language education, these institutions can facilitate effective communication and cultural integration among students.

Secondly, creating a centralized platform for language services can streamline the process of accessing language resources and support. This platform can serve as a one-stop hub where Central Asian students can access language learning materials, translation and interpretation services, intercultural communication training, and other related resources.

Additionally, involving various stakeholders, such as educational institutions, government agencies, and language experts, is crucial for the continuous improvement of language services. Collaboration between these stakeholders can help develop standardized language curricula, establish quality assurance mechanisms, and ensure the availability of qualified language instructors. It is also important to conduct research on the language needs and preferences of Central Asian students to better tailor language services to their specific requirements.

Furthermore, leveraging technology can significantly enhance language services. Integrating online learning platforms, mobile applications, and virtual classrooms can provide flexible and accessible language learning opportunities for Central Asian students. Technology can also assist in facilitating cross-cultural communication and real-time translation and interpretation services.

2.2 Strengthen academic exchanges and cooperation with Central Asian countries

Firstly, establishing academic exchange programs and scholarship opportunities specifically targeted at Central Asian students would encourage more students from the region to pursue higher education in China. This would foster a conducive environment for cultural understanding and knowledge sharing.

Secondly, organizing academic conferences, seminars, and workshops that focus on topics of mutual interest between China and Central Asia would facilitate scholarly interactions. These platforms can promote research collaborations, joint projects, and academic

partnerships.

2.3 To strengthen the diverse collaboration between society, schools and enterprises

To begin with, establishing a social support network through student associations and alumni networks would foster communication, cultural exchanges, and mentoring opportunities, facilitating integration into local communities. Moreover, fostering cooperation between universities and enterprises is crucial. Internship, apprenticeship, and job placement programs tailored for Central Asian students would provide practical experience and improve their employability. Partnerships between educational institutions and businesses can also offer joint research projects and industry-academia collaborations.

Promoting cultural diversity and inclusivity through cultural events, diversity training, and intercultural understanding initiatives will create an environment that embraces different cultures. Establishing partnerships with Central Asian educational institutions, government organizations, and businesses can further enhance collaboration. Exchange programs, joint research projects, and investment initiatives can be explored for mutual benefits.

2.4 We will strengthen policy support and support

Firstly, establishing specific policies that facilitate visa processes and provide streamlined immigration procedures for Central Asian students will simplify the administrative burdens they may face. This will attract more students from Central Asia to study in China.

Secondly, increasing the availability of scholarships and financial aid for Central Asian students will make education more accessible and affordable. This can be achieved through collaboration with governments, organizations, and educational institutions to establish scholarship programs or funding opportunities.

Additionally, creating targeted academic and career counseling services for Central Asian students will help them make informed decisions regarding their education and future career paths. This support can include guidance on program selection, job placement services, and networking opportunities.

Moreover, developing cultural integration programs and activities that promote cross-cultural understanding and cooperation will help Central Asian students feel welcomed and facilitate their social integration.

3. Conclusion

In conclusion, language service research is vital for promoting cooperation between China and Central Asian countries through the Belt and Road Initiative. Effective communication and a strong grasp of languages help bridge cultural and linguistic gaps, facilitating seamless collaboration in trade, education, and cultural exchanges. Therefore, it is essential to invest in tailored language services for Central Asian students studying in China. This involves developing innovative translation and interpretation technologies, resources, and support programs. By promoting effective language services, we can enhance cross-cultural communication, foster cultural appreciation, and build stronger ties between China and Central Asian countries. With continued emphasis on language services, we can create a conducive environment for academic and socio-economic development, promoting the success and integration of Central Asian students in China.

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