

УДК: 37.013.46

DOI 10.33514/1694-7851-2025-4/2-176-186

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ТРАНСФОРМАЦИЯ ЖАНА ТУРУКТУУЛУК: 1990-2000-ЖЫЛДАРЫ КЫРГЫЗСТАН ЖАНА КЫТАЙДА ЖАШТАРДЫН ЖАРАНДЫГЫН ТҮЗҮЛҮШҮҮҮҮЧҮН ОКУТУУ ШАРТТАРЫН САЛЫШТЫРМАЛУУ ИЗИЛДӨӨ

Аннотация. 20-кылымдын акыркы он жылдыгында (1990-2000) Евразия геосаясий пейзажынын драматикалык өзгөрүшү болду. Кыргызстан советтик республика катары улуттук көз карандысыздыктын, саясий системанын өзгөрүшүнүн жана экономикалык "шок терапиясынын" ооруларын көрүп, жаштарынын жарандыгын "советтик жарандардан" жаңы улуттук жарандарга өтүүсүнүн ооруна дуушар болду. Ошол эле учурда Кытай социалисттик жолго каршы, реформаларды жана ачылышты тереңдетти, глобалдаштыруу процессине интеграциясын тездетти жана рыноктук экономиканын жана социалдык плюрализмдин жаңы талаптарын канааттандыруу үчүн жаштарынын жарандыгын учурдагы саясий алкагында түзөт. Бул макала ушул мезгилде бул эки өлкөдө жаштардын жарандыгын түзүлүшүнө негизделген "билим берүү шарттарын" салыштырууну көздөйт, атап айтканда, мамлекеттин негизги канал катары мектеп билими аркылуу жаштардын өзүн-өзүн, билимин жана жөндөмдүүлүктөрүн максаттуу жана системалык түрдө Кыргызстандын билим берүү шарттары тарыхый баяндамаларды алмаштыруу, улуттук тил саясатын ишке ашыруу жана жарандык билим берүү системасын түзүү менен көрсөтүлгөн "үзгүлтүксүздүк жана реконструкция" өзгөчөлүктөрүн көрсөткөн деп айтылат. Ал эми Кытайдын билим берүү шарттары "ылайыкташтыруу жана үзгүлтүксүздүк" өзгөчөлүктөрүн чагылдырган, патриотизмди жана негизги социалисттик баалуулуктарды сактоо, ошондой эле учурдагы кыйынчылыктарга жооп берүү үчүн моралдык билим берүү мазмуну. Бул макала эки өлкөдөгү окуу программасынын долбоорун, окутуучу китептердин мазмунун, окутуудагы тилдик саясатты жана окутуудан тышкары практикалык иш-чараларды талдоо аркылуу мамлекеттер саясий өзгөрүштүн ар кандай жолдорунда билим берүү куралдары аркылуу жаштардын жарандык идентитетин кантип формалаштырганын, ошондой эле жа Бул изилдөө жаштардын социализациялоо механизмдеги социализмден кийинки өтүү өлкөлөрү менен прогрессивдүү реформа өлкөлөрүнүн ортосундагы окшоштуктарды жана айырмачылыктарды түшүнүү үчүн баалуу перспективаны камсыз кылат.

Негизги сөздөр: жарандыкты түзүү, окутуу шарттары, жаштар, Кыргызстан, Кытай, салыштырмалуу билим берүү, социалисттиктен кийинки өтүү.

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ТРАНСФОРМАЦИЯ И УСТОЙЧИВОСТЬ: СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ УСЛОВИЙ ОБУЧЕНИЯ ДЛЯ ФОРМИРОВАНИЯ МОЛОДЕЖНОГО ГРАЖДАНСТВА В КЫРГЫЗСТАНЕ И КИТАЕ С 1990 ПО 2000 ГОДЫ

Аннотация. Последнее десятилетие XX века (1990-2000 гг.) стало свидетелем драматического изменения геополитического ландшафта Евразии. Как советская республика, Кыргызстан пережил боли национальной независимости, трансформации политической системы и экономической «шоковой терапии», столкнувшись с тяжелым переходом своего молодежного гражданства от «советских граждан» к новым национальным гражданам. Между тем Китай, придерживаясь социалистического пути, углублял реформы и открытость, ускорил свою интеграцию в процесс глобализации и сформировал гражданство своей молодежи в существующих политических рамках для удовлетворения новых требований рыночной экономики и социального плюрализма. Целью настоящей статьи является сравнение «образовательных условий», на которые опиралось формирование молодежного гражданства в этих двух странах в этот период, а именно систематических механизмов, с помощью которых государство, через школьное образование в качестве основного канала, целенаправленно и систематически формировало самобытность, знания и способности молодых граждан. В статье утверждается, что условия образования в Кыргызстане проявляли характеристики «дисконтингентности и реконструкции», проявляющиеся в замене исторических повествований, реализации национальной языковой политики и создании системы гражданского образования, процесс, полный противоречий и неопределенностей. Напротив, условия образования Китая отражали характеристики "адаптации и непрерывности", сохраняя патриотизм и основные социалистические ценности, модернизируя содержание и методы морального воспитания для реагирования на вызовы времен. Анализируя разработку учебных программ, содержание учебников, языковую политику в преподавании и внешкольную практическую деятельность в обеих странах, эта статья раскрывает, как государства формировали гражданскую идентичность молодежи с помощью образовательных инструментов на различных путях политической трансформации, а также процессы адаптации, переговоров и интернализации, испытываемые молодежью. Это исследование дает ценную перспективу для понимания сходств и различий между странами с постсоциалистической переходной экономикой и странами с прогрессивными реформами в механизме социализации молодежи.

Ключевые слова: формирование гражданства, условия обучения, молодежь, Кыргызстан, Китай, сравнительное образование, постсоциалистический переход.

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TRANSFORMATION AND PERSISTENCE: A COMPARATIVE STUDY OF TEACHING CONDITIONS FOR THE FORMATION OF YOUTH CITIZENSHIP IN KYRGYZSTAN AND CHINA FROM 1990 TO 2000

Abstract. The last decade of the 20th century (1990-2000) witnessed a dramatic reshaping of the Eurasian geopolitical landscape. As a Soviet republic, Kyrgyzstan experienced the pains of national independence, political system transformation, and economic "shock therapy," facing the arduous transition of its youth's citizenship from "Soviet citizens" to new national citizens.

Meanwhile, China, while adhering to the socialist path, deepened reform and opening-up, accelerated its integration into the globalization process, and shaped the citizenship of its youth within the existing political framework to meet the new demands of a market economy and social pluralism. This paper aims to compare the "educational conditions" relied upon by the formation of youth citizenship in these two countries during this period, namely the systematic arrangements by which the state, through school education as the main channel, purposefully and systematically shaped the identity, knowledge, and abilities of young citizens. The paper argues that Kyrgyzstan's educational conditions exhibited the characteristics of "discontinuity and reconstruction," manifested in the replacement of historical narratives, the implementation of national language policies, and the establishment of a civic education system, a process fraught with contradictions and uncertainties. In contrast, China's educational conditions reflected the characteristics of "adaptation and continuity," maintaining patriotism and core socialist values while modernizing the content and methods of moral education to respond to the challenges of the times. Through analyzing curriculum design, textbook content, language policies in teaching, and extracurricular practical activities in both countries, this paper reveals how states shaped the civic identity of youth through educational tools under different paths of political transformation, as well as the processes of adaptation, negotiation, and internalization experienced by the youth. This study provides a valuable perspective for understanding the similarities and differences between post-socialist transition countries and progressive reform countries in the socialization mechanism of youth.

Keywords: citizenship formation, teaching conditions, youth, Kyrgyzstan, China, comparative education, post-socialist transition.

I. Introduction

The 1990s was an era of profound transformation, marked by significant shifts in the global landscape. The dissolution of the Soviet Union and the end of the Cold War reshaped the international political and economic order [4, c. 12-15]. As a Central Asian country, Kyrgyzstan gained independence from the Soviet Union during this period, ushering in a new chapter of national development. Politically, the transition from a Soviet republic to an independent sovereign state made the establishment of a new political system and governance framework an urgent priority. Economically, the abandonment of the planned economy model and the arduous shift toward a market economy presented numerous challenges, including economic restructuring and the establishment of market mechanisms. Culturally, while preserving its national traditions, Kyrgyzstan faced the challenge of shaping a unique national cultural identity under the dual influences of Western culture and neighboring countries. China also entered a critical phase of deepening reforms and expanding openness during this period. The socialist market economy system continued to advance, driving rapid economic growth and increasingly close ties with the world. Amid the wave of globalization, China had to uphold its cultural traditions and values while adapting to international norms, cultivating talents with a global perspective and modern civic consciousness [7, c. 34-38].

The formation of citizenship is crucial for the stability and development of a nation. As the future and hope of a country, the formation of citizenship among youth is even more closely related to the long-term development of the nation. Under this special historical context, studying the educational conditions for the formation of youth citizenship in Kyrgyzstan and China holds significant theoretical and practical importance. Theoretically, it helps enrich and expand research on citizenship theory and related theories of educational sociology, providing new perspectives and case studies for

cross-cultural education research. Practically, it serves as a guide for both countries to improve their youth citizenship education systems according to their national conditions, enhance educational quality, and cultivate young talents that meet the demands of the times. It also facilitates exchanges and cooperation in the field of education between the two countries.

II. Theoretical framework: Formation of citizenship and teaching conditions

2.1 Core Concept Definition

Citizenship is a multifaceted and evolving concept that has been interpreted differently across historical periods, cultural contexts, and academic disciplines [1, c. 34-38]. Tracing its origins to ancient Greece, citizenship was initially closely tied to city-state governance. Citizens held political rights to participate in public affairs like decision-making and judicial processes, though this form of citizenship had clear limitations—reserved exclusively for free males while excluding slaves, women, and non-Greeks. As society evolved, modern citizenship expanded within the framework of nation-states, encompassing broader rights and obligations including civil, political, and social rights.

In this study, citizenship primarily refers to the social status of young individuals within a nation and society, encompassing both their rights and obligations. These rights include equal access to education, freedom of speech, and the right to vote and stand for election. Obligations involve complying with national laws and regulations, maintaining national unity and social stability, and actively participating in public welfare activities [14, c. 30-33]. The formation of youth citizenship is a dynamic process influenced by multiple factors such as family, school, and society. Among these, school education plays a crucial role in shaping young citizens' identities, with teaching conditions serving as a vital component of this educational process.

Educational conditions encompass all factors influencing teaching quality and student learning outcomes, comprising both physical infrastructure and educational resources. The physical infrastructure includes school facilities such as teaching buildings, laboratories, libraries, and sports facilities, which provide essential material support for educational activities. Modern laboratories, for instance, offer practical training environments that enhance students' understanding and mastery of scientific knowledge. Comprehensive library collections meet students' reading needs and broaden their knowledge horizons. Educational resources include faculty quality, teaching materials, instructional methods, and educational policies. A high-caliber teaching staff is crucial for improving educational quality, as teachers' professional competence, instructional skills, and educational philosophies directly impact students' learning experiences and outcomes. Diverse teaching resources like textbooks, multimedia courseware, and online learning platforms provide multifaceted support for instruction. Effective teaching methods such as heuristic approaches and collaborative learning stimulate students' interest and initiative. Comprehensive educational policies establish institutional safeguards, standardizing teaching practices and maintaining educational order. In the process of cultivating young citizens' identity, well-equipped teaching conditions create abundant learning opportunities and experiences, fostering students' understanding and recognition of civic rights and responsibilities while nurturing their civic consciousness and social accountability [11, c. 51-55]; [9, c. 27-28].

2.2 Theoretical Basis

The theory of citizenship provides an important theoretical framework for studying the formation of youth citizenship. Among them, T.H. Marshall's theory of citizenship has had a profound influence. He proposed that citizenship consists of three dimensions: civil rights, political rights, and social rights [8, c. 490]. Civil rights mainly include personal freedoms, property rights, and freedom

of speech, which form the foundation for citizens to survive and develop as individuals in society. Political rights involve citizens' participation in political activities, such as the right to vote, the right to be elected, and the right to political expression, reflecting citizens' status and role in the political sphere. Social rights include rights in education, healthcare, and social security, aiming to ensure citizens' basic living needs and promote social equity and justice. Marshall believed that these three dimensions of rights gradually developed and improved over different historical periods, driving the evolution of citizenship. When studying the educational conditions for the formation of youth citizenship in Kyrgyzstan and China, this theory can be used to analyze how both countries cultivate young students' awareness and practice of citizens' rights and obligations across different dimensions in education. For example, through analyzing curriculum design and teaching content, we can understand whether both countries emphasize fostering students' awareness of civil rights, provide opportunities for practicing political rights, and how they convey relevant concepts and knowledge about social rights through education.

The theory of educational sociology emphasizes the mutual relationship between education and society, considering education as an important component of social structure, which is also influenced by factors such as social politics, economy, and culture. In this study, applying the theory of educational sociology can provide an in-depth analysis of how the social backgrounds of the two countries affect the teaching conditions for the formation of young citizens' identities. From a political perspective, different political systems and policy orientations can influence the allocation of educational resources and the setting of educational goals. After Kyrgyzstan's independence, changes in the political system may lead to adjustments in educational policies to meet new national development needs [13, c. 195-198]. China's socialist political system emphasizes cultivating socialist builders and successors with all-round development in moral, intellectual, physical, aesthetic, and labor aspects, which influences every aspect of teaching and education, including the construction of teaching conditions for citizenship education. At the economic level, the level of economic development determines the scale and quality of educational investment, thereby affecting teaching conditions. Economically developed regions often provide better hardware facilities and higher-quality teaching staff, while relatively underdeveloped regions may face shortages of teaching resources. Cultural factors should not be overlooked either. The different cultural traditions and values of the two countries permeate teaching and education, influencing the selection of teaching content and methods. Kyrgyzstan's indigenous and religious cultures have unique impacts on citizenship education, while China's traditional culture, such as the patriotic sentiments and moral concepts in Confucian thought, also holds significant importance in citizenship education. Through the perspective of educational sociology, we can comprehensively and deeply understand the social roots behind the teaching conditions for the formation of young citizens' identities in both countries [5, c. 123-125]; [16, c. 90-92].

III. Teaching conditions for the formation of citizenship among young people in Kyrgyzstan, 1990-2000

3.1 Educational reform under the background of social transformation

The dissolution of the Soviet Union in 1991 and Kyrgyzstan's declaration of independence triggered profound political transformations that reshaped all aspects of society, including the education sector. Politically, post-independence Kyrgyzstan needed to establish a new national identity and civic education system to cultivate citizens aligned with the nation's developmental needs. Unlike the Soviet-era education system that served the USSR's collective interests and

ideology, Kyrgyzstan urgently needed to integrate its cultural heritage, historical legacy, and national development philosophy into educational content, fostering political, cultural, and ethnic identity among youth. Economically, the transition from a planned economy to a market economy posed new demands on education [4, c. 12-15]; [2, c. 48-50]. To meet the market's talent requirements, education must emphasize vocational skills, innovation capabilities, and market competitiveness. While the planned economy primarily trained technical professionals for state-owned enterprises, the market economy demands more diversified and flexible talent cultivation models that align with diverse and market-driven corporate needs.

Against this backdrop, Kyrgyzstan initiated a series of educational reforms, with privatization emerging as a key initiative. The government encouraged private sector participation in education, leading to the gradual rise of private schools and higher education institutions. By the mid-1990s, the number of private schools began to grow steadily, and by 2000, private higher education institutions accounted for a significant proportion of the country's educational resources. The privatization aimed to introduce market competition mechanisms, enhance educational efficiency and quality, and meet diverse societal demands for education. However, implementation challenges persisted, including uneven educational standards across private institutions, some schools prioritizing profit over quality, and high tuition fees that restricted access for low-income students, thereby exacerbating educational inequality.

3.2 Education system and implementation of civic education

Kyrgyzstan's education system comprises multiple tiers including kindergarten, primary, secondary, higher education, and vocational training. The law mandates compulsory kindergarten education, while primary and secondary education are free. The current 12-year system combines nine years of compulsory education with three years of high school. The country maintains numerous higher education institutions and vocational colleges offering diverse career training programs. Civic education curricula cover multiple disciplines to cultivate students' civic awareness and social responsibility. Moral and civic education courses serve as key components in primary and secondary schools, teaching ethical standards, civic rights and duties, national history, and culture through classroom instruction. Historical education plays a vital role in civic education by exploring Kyrgyzstan's development from ancient civilizations and independence struggles to modern state-building, fostering national pride and identity. However, curriculum content often lacks real-world relevance. Outdated textbooks fail to reflect rapid societal changes, making it difficult for students to connect classroom knowledge with practical life, which diminishes their learning motivation and engagement.

Traditional lecture-based teaching remains the predominant approach in education. In classrooms, teachers primarily deliver knowledge through one-way lectures while students passively absorb information, resulting in a lack of interactive engagement. This methodology fails to cultivate students' critical thinking, innovative capabilities, and practical skills. In civic education courses, instructors often focus on theoretical explanations of citizens' rights and obligations without guiding students to analyze real-world cases or participate in group discussions. Consequently, students' understanding remains superficial, making it difficult to internalize civic awareness and behavioral standards. Furthermore, limited educational resources—particularly in remote areas where basic teaching facilities and multimedia equipment are scarce—restrict the application of diverse teaching methods, further diminishing the effectiveness of civic education.

IV. Teaching conditions for the formation of Chinese youth citizenship from 1990 to 2000

4.1 Education Development under the Background of Deepening Reform and Opening-up

In the 1990s, China's reform and opening-up entered a deepening phase, and the socialist market economy system was gradually established, which had a profound impact on the development of education. Driven by rapid economic growth, education was regarded as a key factor in improving the quality of the nation and cultivating talents for modernization, receiving unprecedented attention [15, c. 46-50]. The government increased investment in education and introduced a series of policies and regulations to promote the comprehensive development of the education sector. The "Outline of China's Education Reform and Development" issued in 1993 explicitly stated that "education should be placed in a strategic position of priority development," providing policy guarantees for the advancement of education.

Against this backdrop, China's education system has undergone multifaceted reforms. In terms of educational management, the authority of local governments in education has been gradually expanded, forming a tiered management system with central and local governments sharing responsibilities. This system enables local authorities to formulate education policies that better align with their specific needs, enhancing the flexibility and relevance of educational administration. Regarding educational investment, a system has been gradually established that primarily relies on fiscal allocations while diversifying funding sources, encouraging private sector involvement in education, which has led to some development in private education. This not only increases the supply of educational resources but also provides citizens with more educational choices. Educational philosophies have also been continuously updated, shifting from traditional knowledge transmission to quality-oriented education. Quality-oriented education emphasizes cultivating students' innovative spirit, practical abilities, and social responsibility, focusing on their holistic development. This conceptual shift has significantly influenced the teaching conditions for shaping young citizens' identities, prompting education to place greater emphasis on fostering civic awareness and social participation skills, while providing students with more opportunities for practice and experience to meet the demands of social development for talent.

4.2 Education system and implementation of civic education

China's education system includes multiple stages such as preschool education, compulsory education, high school education, higher education, and vocational education, forming a relatively complete educational system. Compulsory education has been fully popularized, basically achieving the goal of nine-year compulsory education, providing a basic guarantee for citizens to receive education. Higher education is also continuously developing, cultivating a large number of high-quality talents for society through measures such as expanding enrollment scale and improving educational quality. In the implementation of civic education, school education is the main approach. During the primary and secondary school stages, ideological and political education courses are the core courses of civic education, covering multiple disciplines such as moral education, ideological and political education, history, and society. These courses are guided by Marxist theory, combined with China's history, culture, and current national conditions, teaching students values such as patriotism, collectivism, and socialism, and cultivating students' national consciousness, ethnic pride, and social responsibility. At the higher education stage, ideological and political theory courses are compulsory for college students, including courses such as an introduction to the basic principles of Marxism and an introduction to the theoretical system of Mao Zedong Thought and socialism with

Chinese characteristics. These courses help college students establish a correct worldview, outlook on life, and values, and improve their political literacy and social awareness.

Beyond classroom instruction, schools implement civic education programs through diverse activities. Students participate in social practices, volunteer services, and community initiatives to understand society and serve the community, thereby strengthening their civic awareness and social responsibility. Many schools conduct "Learn from Lei Feng" volunteer programs where students visit neighborhoods to assist the elderly, the disabled, and other vulnerable groups. These experiences help students deeply appreciate the value of caring for others and contributing to society. Schools also emphasize campus culture development by organizing themed class meetings, cultural festivals, and science fairs, creating a positive and uplifting campus environment that subtly influences students' values and behaviors.

V. Comparative Analysis of Teaching Conditions for the Formation of Youth Citizenship in Kyrgyzstan and China

By sorting out the teaching conditions of the two countries, we can clearly see two different logic of shaping:

Compare dimensions	Kyrgyzstan (1990-2000)	China (1990-2000)
Key Features	Break and Reconstruct	Adapt and Continue
Change type	Revolutionary, disruptive	Progressive, corrective
Ideological foundation	From Marxism-Leninism to nationalism and liberal democracy	Adhere to Marxism-Leninism and Mao Zedong Thought, and integrate the theory of socialism with Chinese characteristics
Historical Narrative	Sovietization, building an independent national history	Continue the revolutionary narrative and reinforce the modern history narrative of 'suffering and revival'
Civic education objectives	To cultivate citizens with democratic ideas, human rights awareness and national identity	Cultivating "socialist builders and successors" emphasizes political loyalty
Teaching Language	The shift from Russian dominance to the promotion of the Kyrgyz national language has triggered tensions over identity	We will uphold the teaching of Putonghua to safeguard national unity, while ensuring education in ethnic minority languages within a defined scope.
external action	It has been profoundly influenced by western countries and international organizations	Take the initiative, absorb only to a limited extent, and be alert to "Western peaceful evolution"
face the challenge	The disconnect between ideals and reality, fragile national identity, and lack of educational	How to deal with the tension between ideological education and

	resources	social reality and value pluralism
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Through comparison, it can be seen that Kyrgyzstan's educational conditions attempt to quickly build a new "citizen's edifice" on the ruins, but its foundation is unstable. The blueprint (Western democratic model) does not match the local building materials (tribal traditions and authoritarian heritage), leading to a fragile structure. China's educational conditions, on the other hand, involve continuous "reinforcement" and "modernization" of an existing edifice. Although the internal layout (political core) remains unchanged, the moral education methods (water and electricity lines) and interior and exterior decorations (role models and narratives) are constantly updated to meet the new needs of residents (youth) and resist external storms (globalization and the impact of Western values).

VI. Discussion on the factors affecting the formation of teaching conditions for youth citizenship in both countries

6.1 Political factors

Kyrgyzstan underwent a pivotal political transition from a Soviet republic to an independent sovereign state between 1990 and 2000, with its new political framework still in the process of establishment and refinement. This transformation profoundly reshaped educational priorities, requiring education to serve national development goals. Cultivating citizens with national identity and market economy adaptability became central educational objectives. However, resource allocation faced multiple challenges due to political restructuring and economic instability. Limited government investment in education could not meet the sector's rapid growth demands, resulting in uneven distribution across regions and schools. In remote areas, outdated infrastructure, obsolete teaching equipment, and insufficient teaching staff severely hindered the development of civic identity among youth.

During this period, China maintained political stability, adhered to the socialist path, and continuously advanced political system reforms, providing a stable political environment for the development of education. The government placed high importance on education, prioritizing it in strategic development. Through formulating a series of educational policies and regulations, it increased investment in education and ensured the rational allocation of educational resources. In terms of educational orientation, emphasis was placed on cultivating socialist builders and successors with all-round development in moral, intellectual, physical, aesthetic, and labor education, while focusing on students' ideological and political education and the cultivation of civic consciousness. This political orientation enabled educational resources to be tilted toward civic education, providing favorable teaching conditions for the formation of young citizens' identities. The government intensified efforts in building ideological and political education courses, compiling high-quality textbooks, training professional teaching teams, and providing students with systematic and comprehensive civic education.

6.2 Economic factors

Kyrgyzstan's post-independence economy has grappled with multiple challenges. During its transition from a planned economy to a market economy, the nation experienced sluggish growth, an imbalanced industrial structure, and limited fiscal revenue. These factors directly constrained educational investment, resulting in funding shortages. In infrastructure development, the lack of funding has delayed the construction of school buildings, laboratories, and libraries, failing to meet educational needs. Many school buildings are dilapidated and pose safety hazards, while outdated laboratory equipment hinders modern experimental teaching. Libraries suffer from insufficient collections and infrequent updates, severely limiting students' access to reading materials. Economic

constraints have also led to low teacher salaries, making it difficult to attract and retain qualified educators. This situation further undermines teaching quality and creates unfavorable conditions for nurturing young citizens.

China experienced sustained rapid economic growth from 1990 to 2000, with the socialist market economy system gradually improving and economic strength continuously increasing. The economic development provided a solid material foundation for education, enabling the government to increase investment in education. In terms of educational infrastructure, schools across the country built and expanded numerous teaching buildings, laboratory buildings, and libraries, equipped with advanced teaching facilities and multimedia teaching equipment. Many schools established modern laboratories, providing students with excellent experimental conditions; the library collections significantly increased in quantity and variety, meeting students 'thirst for knowledge. Economic development also improved teachers' salaries, attracting more outstanding talents to devote themselves to education, thereby providing high-quality faculty support for the formation of young citizens.

6.3 Cultural factors

Kyrgyzstan, a multi-ethnic nation with rich cultural diversity, is shaped by both Islamic and Russian influences. This multicultural landscape presents both opportunities and challenges for civic education. The curriculum must balance preserving ethnic traditions with fostering cultural integration, cultivating students' global awareness and inclusive values. Yet in practice, striking the right balance between cultures and preventing conflicts remains a pressing issue. A key challenge lies in seamlessly integrating ethnic cultural elements into civic education programs, ensuring students not only learn civic values but also actively preserve and promote their own cultural heritage.

China boasts a long history and a splendid traditional culture, where Confucianism, Taoism, and other traditional cultures have profoundly influenced the concepts and content of civic education. Traditional culture emphasizes values such as patriotism, moral ethics, and social responsibility, which have become essential components of civic education. In school education, by offering courses in ideological and political education and traditional culture, the essence of traditional culture is imparted to students, fostering their patriotic sentiments, national pride, and social responsibility. Ideological and political education courses incorporate numerous elements of traditional culture, such as values like "benevolence," "integrity," and "harmony," guiding students to establish correct worldviews, outlooks on life, and values. The inheritance and promotion of traditional culture provide a profound cultural foundation and spiritual support for the formation of young citizens' identities.

VII. CONCLUSION

Between 1990 and 2000, the educational conditions for the formation of citizenship among young people in Kyrgyzstan and China were deeply marked by the unique political transition trajectories of their respective countries. Kyrgyzstan's "discontinuity and reconstruction" model resulted in civic education that blended nationalism and liberalism in content, while being limited in effectiveness due to its disconnection from reality. Young people navigated a new national identity in an environment filled with uncertainty. China's "adaptation and continuity" model, on the other hand, ensured ideological coherence and a highly controllable process of political socialization. Through systematic educational conditions, it successfully implanted patriotism and socialist core values into the hearts of the majority of young people, yet also faced the long-term challenge of effectively responding to the diverse demands of society.

This study reveals that teaching conditions, as a core mechanism for shaping future citizens, depend not only on the design of curriculum texts but also on their alignment with the macro political and economic environment, social and cultural traditions, and daily life practices. The case of Kyrgyzstan shows that civic education lacking social roots and externally imposed is difficult to take root; while the case of China demonstrates that a highly politicized and ritualized education system has strong efficacy in maintaining social stability, its internal tensions cannot be ignored. For the world today, which is undergoing unprecedented changes in a century, understanding the historical experiences and lessons of these two models holds significant reflective value.

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