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BASIC ART EDUCATION IN CHINA AND KYRGYZSTAN: CHALLENGES, REFORMS AND OPPORTUNITIES FOR COOPERATION

PODSTAWOWA EDUKACJA ARTYSTYCZNA W CHINACH I KIRGISTANIE:
WYZWANIA, REFORMY I MOŻLIWOŚCI WSPÓŁPRACY

Streszczenie: Niniejszy artykuł ma na celu systematyczne zbadanie stanu rozwoju, kluczowych różnic oraz obszarów współpracy w zakresie podstawowej edukacji artystycznej w Chinach i Kirgistanie, a także wskazanie teoretycznych podstaw i

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praktycznych kierunków pogłębiania dwustronnej współpracy edukacyjnej. Badanie opiera się na podejściu jakościowym, wykorzystującym łącznie metody badań porównawczych, analizę literatury oraz analizę przypadków. Zgromadzony materiał obejmował dokumenty polityczne, opracowania akademickie, raporty rządowe, wybrane przykłady praktyk szkolnych oraz wywiady z nauczycielami. Dane zostały poddane procesowi kodowania i analizy tematycznej. Wyniki wskazują, że Chiny dysponują rozwiniętym systemem polityki edukacji artystycznej, zróżnicowanymi modelami nauczania oraz rozbudowanym wykorzystaniem technologii cyfrowych, natomiast Kirgistan wyróżnia się silnym naciskiem na dziedziczenie tradycyjnej kultury narodowej oraz ochronę dziedzictwa artystycznego. Analiza ujawnia wzajemną komplementarność obu systemów w zakresie projektowania programów nauczania, kształcenia nauczycieli i alokacji zasobów, co tworzy solidne podstawy dla rozwoju współpracy dwustronnej w dziedzinie edukacji artystycznej.

Slowa kluczowe: Kirgistan, Chiny, edukacja artystyczna, współpraca

Abstract: This paper aims to systematically examine the development, key differences, and areas of collaboration in basic art education between China and Kyrgyzstan, and to provide theoretical foundations and practical pathways for deepening bilateral educational cooperation. A qualitative research design was adopted, integrating comparative analysis, literature review, and case study methods to organize policy documents, academic publications, and public government reports from both countries. These materials were supplemented with selected school teaching cases and interviews with educators. The collected data were coded and thematically analyzed. The findings indicate that China possesses significant advantages in its art education policy framework, diversified teaching models, and the application of digital technologies, whereas Kyrgyzstan demonstrates distinctive strengths in preserving traditional national culture and safeguarding artistic heritage. The two countries exhibit clear complementarity in curriculum design, teacher training, and resource allocation, suggesting substantial potential for further cooperation in art education.

Keywords: Kyrgyzstan, China, Art education, Cooperation

Introduction

Background: With the acceleration of global education internationalization and the widespread application of artificial intelligence technology, basic art education is undergoing a transformation from traditional skills imparting to the trinity of aesthetic literacy, innovation ability and cultural identity. China has prioritized quality education as a priority for education development and continues to promote the reform and digital transformation of basic art education curriculum. As a country with a unique cultural heritage in Central Asia, Kyrgyzstan is actively promoting the integration and development of traditional arts and modern education. In recent years, exchanges and cooperation in the field of education have become increasingly frequent, but in the subdivision of basic art education, a systematic cooperation mechanism and practical path have not yet been formed.

Research question: What are the core differences between basic art education in China and Kyrgyzstan in terms of policy support, curriculum system, teacher training, resource allocation, and home-school cooperation? What are the points of convergence and practical paths of cooperation between the two countries in this field?

Objectives: To deeply analyze the development characteristics and complementary advantages of basic art education in the two countries through qualitative research methods, and to construct a scientific and feasible bilateral cooperation framework, so as to provide support for improving the quality of art education and promoting cross-cultural art dissemination between the two countries.

Present situation of basic art education in China and Kyrgyzstan

1. A brief description of basic art education in China

With the continuous advancement of global education internationalization and artificial intelligence, Chinese governments at all levels have issued a number of policy documents to prioritize quality education, requiring strengthening art education in primary and secondary schools, emphasizing broadening students' aesthetic horizons,

cultivating innovative thinking, and enhancing cultural self-confidence (Li Kun, 2022). As a global education power, China continues to explore new paths in basic education, creating high-quality learning conditions for students through curriculum innovation, teaching method improvement, and educational environment improvement (Cheng Yongzheng, 2021). As an integral part of high-quality education, basic art education is an important link in promoting the all-round development of students, and has experienced multi-stage development such as curriculum reform, innovative teaching models, and teacher professional development, and plays an irreplaceable role in cultivating students' aesthetic literacy, innovation ability, and cultural identity (Zhang Zhiqiang, 2024).

Over the past few years, China has continued to strengthen policy support for quality education, increased capital investment and resource allocation, promoted the continuous improvement of curriculum system and teaching equipment, schools are generally equipped with advanced teaching facilities and information technology support, and teachers have mastered diversified teaching methods such as digital teaching, project-based learning, and inquiry-based learning through systematic training, effectively stimulating students' creativity and aesthetic potential. At the same time, home-school cooperation and social participation have become increasingly active, forming a benign mechanism for the participation of the government, schools, parents and society, providing students with a rich platform for artistic practice.

With the in-depth application of artificial intelligence in various fields, the concept of interdisciplinary education has emerged, and the interdisciplinary integration between art and science, technology, engineering and other disciplines, and the use of digital platforms to share art resources and carry out interactive teaching has become a future development trend and new opportunity.

However, the humanistic care, emotional temperature, critical thinking, artistic resonance, and unique human organ touch and thoughts in art creation will not be replaced by artificial intelligence. Teachers are still guides, inspirers, and companions in educational interpersonal relationships.

2. The current situation of basic art education in Kyrgyzstan

China and Kyrgyzstan differ significantly in history, culture, economy, education systems, and scale, influencing both their educational philosophies and practical aspects like curriculum design, teaching methods, and assessment across educational stages (Li Kun, 2024).

2.1 Policy support and institutional development

In recent years, the Kyrgyz government has increasingly emphasized the importance of art education in fostering students' creativity and cultural identity. In order to optimize the allocation of educational resources and reform the curriculum system, the government has introduced various modernization policies. "The government is working to integrate traditional arts with modern teaching methods to promote the holistic development of students at the basic education stage," said an official from the Ministry of Education. Although the policy has been actively promoted, there are still differences in the implementation effect due to insufficient funding, imperfect regulatory mechanisms, and uneven distribution of resources (Кыргыз Республикасынын Билим берүү жана илим министрлиги.2025-03-27). For example, some schools in the capital Bishkek have benefited from strong government support and have richer art curriculum; However, remote rural areas face problems such as outdated teaching facilities and lagging teaching materials updating, making it difficult to ensure the quality of art education.

2.2 Curriculum and teaching mode

The basic art education in Kyrgyzstan is still based on traditional painting and handicrafts, and the teaching mode is relatively simple, lacking the support of modern information technology. Many schools still follow the traditional way of teachers teaching and students imitating practice, resulting in a lack of interaction and inquiry in the classroom. Although this traditional teaching method can help students master basic techniques, it is difficult to stimulate innovative thinking and aesthetic judgment. In recent years, some schools have tried to introduce modern art elements such as digital

painting and installation art, but the overall promotion is still insufficient. In addition, due to the relatively limited curriculum content, students' development in art appreciation, creative expression, and interdisciplinary integration ability lags behind, making it difficult to meet the demand for comprehensive artistic literacy in a digital and intelligent society (Jumagulova, K. T. 2021). Extracurricular art activities and social practice have also failed to establish an effective system, and the participation of parents and communities is low, which restricts the expansion and depth of art education to a certain extent.

2.3 Teaching staff and professional development

The training of excellent teachers is still a challenge in the field of education. At present, most teachers affected by traditional teaching models lack a full understanding of modern art concepts, digital technology and interdisciplinary teaching methods, as well as a systematic professional training mechanism. According to the latest survey, less than 40% of art teachers participate in continuing education or training programs (Кыргыз Республикасынын Билим берүү жана илим министрлиги.2025-03-27). Although schools in some cities have improved their teacher capabilities through distance training programs at home and abroad, rural schools in mountainous areas still have difficulties in improving their professional ability and literacy due to limited equipment and quotas. In addition, the lack of cooperation between teachers in the same school and inter-school collaboration in various regions has also led to the long-term use of outdated teaching models and curriculum design in many schools (Li Kun, 2022). This educational dilemma and the shortage of excellent teachers directly affect the development of students' comprehensive literacy, and ultimately restrict the improvement of the overall quality of education.

2.4 Teaching resources and hardware facilities

The development of art education requires perfect hardware facilities and high-quality teaching resources. Schools in cities are often equipped with studios, painting supplies, and digital teaching equipment. Due to limited economic resources and insufficient funds, remote mountainous areas face problems such as outdated teaching

equipment, lack of teaching materials, and shortage of books and video resources, which have affected the achievements of art education. In addition, the uneven level of digital infrastructure development also hinders the sharing of high-quality teaching resources and exacerbates the gap between urban and rural education. Although the application of modern educational technology has improved the resource situation of some urban schools, the overall penetration rate is still low. There is an urgent need for the government and society to work together to achieve a rational distribution of educational resources (Mambetakunov, U. M. 2020).

2.5 Insufficient home-school cooperation and social support

The lack of synergy between families, schools and society hinders the comprehensive development of education and innovative exploration. Most parents in Kyrgyzstan have relatively low awareness of art education, coupled with limited social participation, and the problem is more prominent, and the cooperation between family and school has not yet established an effective interactive platform (Isaeva, A. T. 2019). Surveys have shown that many parents place more emphasis on academic performance, leading to insufficient participation and support in art courses. In addition, the role of community and cultural institutions in promoting art education is not fully utilized, and social resources are not effectively integrated, which causes inconvenience for schools to organize art practice activities and other extracurricular exchanges (Asanalieva, S. K. 2020). A small number of schools are gradually establishing a home-school interaction mechanism through campus family art festivals, parent workshops and other initiatives, aiming to promote the all-round development of education.

2.6 Current status of China-Kyrgyzstan education cooperation research

At present, most of the research on China-Kyrgyzstan education cooperation focuses on higher education exchanges and language teaching cooperation (Li Kun, 2024), and there is a lack of special research on basic art education. A small number of studies related to art education only stay at the level of cultural exchange, and do not delve into substantive cooperation paths such as curriculum co-construction and teacher joint

training (Li, K., 2025). Therefore, it is necessary to carry out targeted qualitative research to fill this research gap.

Table 1: Comparison of basic art education systems in China and Kyrgyzstan

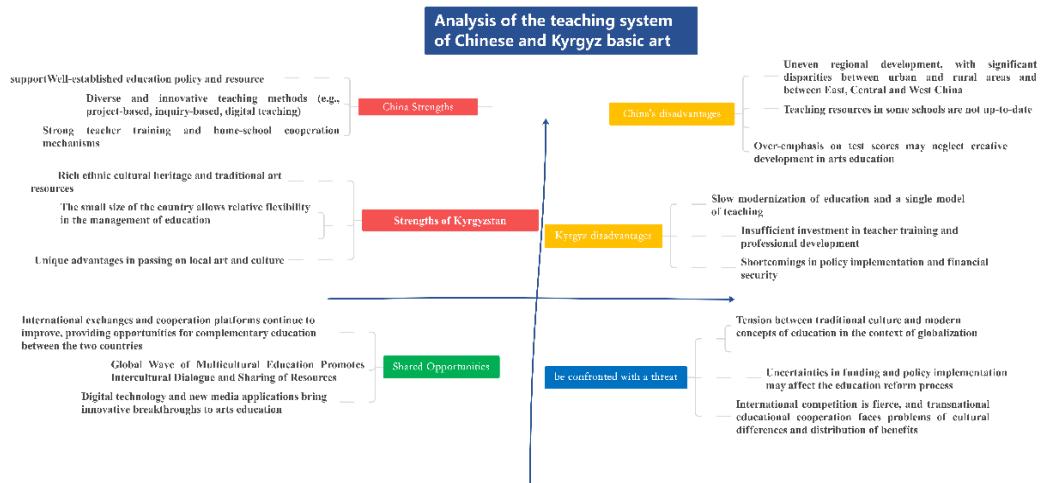


Table 2: Comparison of basic art curriculum resources in China and Kyrgyzstan

Sports event	China	Kyrgyz
Policy support	Multi-level government policy documents and investment intake	Policy documents are gradually being introduced, but inputs are relatively limited
Curriculum	Diversified curriculum (traditional, interdisciplinary integration of mathematics)	Focus on traditional painting and handicrafts
Teaching methods	Project-based, inquiry-based, information-based teaching	Traditional lectures with gradual introduction of new teaching methods
Teachers' strength	Strong and varied faculty, regular training and international exchanges	The number of teachers is limited and professional training needs to be strengthened urgently
teaching resource	State-of-the-art equipment, abundant resources, multi-channel access	Outdated or inadequate equipment and uneven distribution of resources in some schools
Home-school and social cooperation	Frequent home-school interaction and better social and community support	Low parental concern and limited social participation in art education

From the comparison between Tables 1 and 2, it is found that there is a significant gap between China and Kyrgyzstan in terms of basic art education policies, teaching methods and resource allocation.

From the policy perspective in Tables 1 and 2, China pays attention to top-level design, capital investment and resource allocation in the reform of basic art education, while Kyrgyzstan relies on its own traditions and urgently needs to introduce modern educational concepts. This stems from a deep understanding that to promote the

modernization of art education, the government should formulate a long-term development plan, clarify the strategic positioning of basic art education in the overall education system, and narrow the gap between urban and rural, regional and international levels through policy incentives, project support and international cooperation.

In terms of curriculum reform and teaching methods, the key is to realize the integration of traditional art and modern art. Through diversified curriculum and the widespread application of information technology, China provides a model for cultivating students' multi-dimensional aesthetic ability. Kyrgyzstan needs to gradually introduce new paradigms and interdisciplinary innovation models of digital art while inheriting national traditions. In the future, art education should focus on personalized and experiential learning, stimulate students' active learning and creativity through project-based teaching, inquiry-based teaching and interactive teaching, and build a multi-level training system based on students' interests and advantages.

Teaching team building and teacher professional development have always been the core topics of art education reform. Although the two countries have their own advantages in teacher training, international cooperation and technology application, the key is to build a sustainable training system (UNESCO. 2022). By using information technology to build an online platform, we can achieve cross-regional and cross-border resource sharing. Only by continuously updating the knowledge base and innovating teaching methods can educators better guide students and improve the quality of art education in an all-round way (Shamatov, D. A., & Bekmurzaev, I. B. 2019). In addition, cultivating compound talents who understand both art and modern educational technology will provide solid human resource support for educational reform.

In addition, the cooperation between families and schools and the participation of the community are the key guarantees for the sustainable development of art education. The core essence is that the school should not only improve the internal teaching system, but also take the initiative to build a framework for tripartite cooperation between family, school and community. Through the use of modern communication

technologies, schools should establish information sharing mechanisms and two-way interaction channels between parents and institutions (Ибраим, К. А. 2023). At the same time, integrating the resources of local communities, enterprises and cultural institutions to jointly organize art practices and exhibitions will benefit a wider audience of art education results. In the future, cross-departmental cooperation and international exchanges will become an important driving force for continuous innovation in art education.

Challenges and Potential

1. The advantages and differences of basic art education between the two countries

Cultural background has a profound impact on social form and education, and is an important factor in the formation of the education model of the two countries. China has thousands of years of brilliant cultural history, and traditional art forms such as opera, ink painting, folk crafts, and calligraphy have formed a unique aesthetic system over the years. With the development of global artificial intelligence technology, basic art education has also integrated new opportunities such as digital art, interdisciplinary collaboration, and international exchanges. This education model not only protects cultural genes, but also shows cultural inclusiveness and modernity through continuous updates.

The cultural heritage of the Kyrgyzstan Kingdom stems from the dual influence of a long steppe civilization and a short-lived Soviet education. The country's traditional art is mainly manifested in folk paintings, handicrafts and folk songs and dances, all of which contain distinct regional characteristics and cultural expressions. In all stages of art education, attention is paid to inheriting traditional folk art, which is passed down from generation to generation through classroom teaching and demonstration, oral teaching, and practical activities. However, this education model retains the advantages of national traditions. Due to lagging factors such as economic level, educational concepts, and thinking solidification, modern art creation concepts and interdisciplinary

teaching methods are obviously lacking in the classroom, resulting in limited cultivation of students' aesthetic ability (UNICEF Kyrgyzstan. 2020). Therefore, to achieve a breakthrough in modern education, it is not only necessary to change hardware facilities and educational awareness, but also to deeply integrate cultural heritage with modern educational concepts, so as to achieve the unity of tradition + modernity.

2. Potential for cooperation between the two countries

The advantages of basic art education in Kyrgyzstan stem from the profound cultural heritage and artistic traditions and rich national artistic heritage. Despite its small size and ongoing educational reforms in some areas, art education in Kyrgyzstan still maintains a unique and personalized character. The ultimate pursuit of interactive exchanges between teachers and students and the details of traditional art is the winning treasure of the education system of Kyrgyzstan. However, the shortcomings are also obvious, although our country has significant advantages in resource allocation, teaching mode and teachers, there is still a gap between large cities and rural areas, and between the coast of the Yangtze River Delta and the northwest and northeast regions. In addition, the overemphasis on the utilitarianism of exam-oriented education has led to some schools failing to give full play to the aesthetic and creative functions of art education, and classroom teaching still tends to be formalistic and utilitarian. In contrast, despite Kyrgyzstan's unique artistic tradition, modern educational concepts have not yet been fully integrated, the curriculum is still relatively simple, and the application of digital technology and interdisciplinary integration are not high. The teaching staff generally lacks a high level of professionalism, and the professional development system of teachers is relatively lagging behind. Many schools still follow the Soviet-era education model and lack systematic curriculum reform and innovative practices. In addition, due to economic conditions and financial constraints, there is a serious shortage of modern teaching facilities, outdated teaching resources, insufficient integration of external resources, and imperfect school-school cooperation mechanism

(Li, Z., Li, K., Sarygulovna, K. A., & Zhicheng, F. 2024). These factors collectively restrict the overall improvement of art education.

In general, art education in the two countries has its own advantages and disadvantages in terms of development level, teaching philosophy, resource investment and evaluation mechanism. China is more mature in overall planning and the application of modern educational tools; Kyrgyzstan has natural advantages in national traditions and cultural heritage, but still lacks in modern educational concepts, technology application and system management. Only through cross-border exchanges, resource sharing and targeted reforms can the two sides learn from each other's strengths and achieve common progress. Such comparisons not only provide reference for the two countries to formulate targeted education policies, but also accumulate feasible experience for cross-cultural integration of education in Central Asia and China.

Feasibility Study on Cooperation Opportunities Between the Two Countries

The core differences in basic art education between China and Kyrgyzstan are essentially the result of the combined effect of historical inheritance, economic level and policy orientation. As a major education country, China has realized the modernization and transformation of art education by relying on a strong economic foundation and systematic policy planning. Influenced by the inheritance of steppe civilization and the Soviet education model, Kyrgyzstan has formed an educational feature with traditional culture as the core, but the level of economic development has limited the popularization of modern educational resources. This difference is not an antagonistic relationship, but provides a premise for bilateral cooperation, China's modernity can make up for the shortcomings of Kyrgyzstan's development, and Kyrgyzstan's traditional performance enriches the cultural dimension of Chinese art education.

1. Strengthen international exchanges and cooperation

In the context of globalization, diversification and integration, international

exchanges and cooperation have become an important driving force for innovation in basic art education. China and Kyrgyzstan should establish a regular and institutionalized cooperation mechanism to improve the quality of education through mutual learning. First, the governments and education authorities of the two countries can jointly launch special cooperation programs, such as the "China-Kyrgyzstan Art Education Cooperation Initiative". Through mutual visits, joint seminars and scientific research cooperation, the two sides can collide ideas on issues such as art education concepts, curriculum systems, teacher training models and evaluation frameworks, learn from each other's strengths, and jointly improve the quality of education (Li Kun, 2024). Secondly, schools at all levels should establish an "international art education network". Through the use of online tools such as video conferencing and social media groups, virtual forums, case studies, and expert lectures were organized to allow teachers and students to exchange ideas across geographical boundaries (Li, K., Yilihamu, J., & Sarygulovna, K. A. 2025). In addition, co-organizing international art exhibitions, festivals and student competitions will help to promote mutual understanding of multicultural artistic expressions.

Bilateral cooperation in international research projects is crucial. The two countries can work together to apply for global research funding and jointly build joint studios or laboratories to jointly address common problems in basic arts education, such as uneven distribution of teaching resources and single curriculum design. This collaboration can also promote the application of digital and virtual reality technologies in art education, share research results through academic platforms, and contribute to the development of global art education. Finally, the establishment of the "Art Education Exchange Scholarship" to support teachers and students to study in overseas partner universities can not only improve their professional quality, but also cultivate cross-cultural thinking and innovation awareness, and inject lasting vitality into the reform of art education.

2. Promote curriculum reform and diversified teaching

Curriculum reform is at the heart of the modernization of modern art education,

China has accumulated experience in digital and project-based teaching, and Kyrgyzstan needs to combine modern educational concepts with traditional artistic heritage, and bilateral cooperation can create a balanced and innovative curriculum system.

First, a multi-level and modular curriculum system is constructed, in addition to traditional painting and sculpture, digital art, interactive media, installation art, interdisciplinary and other courses are added, focusing on project-based, inquiry-based, and experiential learning, and on-campus electives are offered to meet students' individual interests and development needs (Li, K., Jiang, Z. Y., & Li, Z. 2025).

Secondly, we use information technology to build an integrated teaching system. By building a digital art resource platform, creating online interactive classrooms and virtual exhibition spaces, high-quality educational resources are within reach both inside and outside the classroom. Multimedia videos, animated presentations, and virtual reality experiences enhance classroom engagement and help students understand abstract art theory more intuitively.

Third, promote interdisciplinary integration, such as adopting a comprehensive education model, combining art and science, engineering, history, literature and other disciplines through cooperative projects, such as designing artscience models or creating historical-themed artworks, which can not only cultivate students' comprehensive ability, but also encourage interdisciplinary cooperation among teachers.

Establish a diversified evaluation and feedback mechanism, regularly collect the opinions of students, parents and experts through questionnaires, classroom observations, reviews, etc., and use this feedback to adjust curriculum and teaching methods to ensure that the reform achieves practical results.

3. Optimize teacher development

Teachers are the cornerstone of the quality of art education, but both countries face challenges such as insufficient teacher training and limited international exchanges, and there is an urgent need to establish a systematic and long-term teacher development system to improve teacher professionalism.

First of all, increase investment in teacher training. Education authorities should formulate special training plans covering cutting-edge teaching concepts, digital technology applications, and interdisciplinary teaching methods, and carry out a combination of offline seminars, online courses, and school-based training. Provide targeted financial support for teachers in rural and underdeveloped areas, and ensure equitable access to educational resources through distance education platforms.

Second, expand international teacher exchange programs. Collaborate with well-known overseas art schools and educational institutions to invite international experts to give lectures and workshops. Encourage local teachers to participate in international conferences and professional development programs to keep them up-to-date with the latest trends in arts education and integrate cross-cultural elements into classroom teaching.

Third, build a domestic and regional teacher exchange platform, create online communities (such as forums, communities, etc.), regularly organize offline salons, so that teachers can share teaching experience, discuss teaching problems, prepare lessons together, and set up outstanding teacher awards to encourage teachers to innovate.

Fourth, use technical means to optimize teacher evaluation. Objectively evaluate teaching performance, student feedback, and learning outcomes through big data and simple AI tools. Provide personalized development recommendations based on assessment results and link outstanding performance to incentives such as promotion or further study opportunities.

4. Promote home-school cooperation and social participation

To achieve the healthy development of basic art education, it is necessary to establish a cooperation mechanism with the participation of schools, families and society.

First, enhance home-school communication. By organizing activities such as parent-teacher meetings, open days, and student exhibitions, we help parents understand the goals and content of art education. Establish online communication platforms (such as class groups) to achieve real-time interaction between teachers and

students, and encourage parents to support their children in extracurricular art activities.

Second, we must mobilize all sectors of society to participate. Governments, enterprises and cultural institutions can work together to promote public welfare projects: enterprises can donate art equipment or fund art courses; Museums, galleries and art institutions can regularly organise talks, workshops and exhibitions to expose students to diverse art forms. Establish a collaborative evaluation mechanism with the participation of parents and community representatives, and continuously optimize curriculum design, activity planning and resource allocation by collecting feedback.

Finally, organize cross-departmental art activities. Collaborate with the community to organise art festivals, parent-child workshops and community art projects. These activities not only stimulate students' creativity and teamwork skills, but also raise public awareness of the importance of art education. Use information technology to optimize resource allocation. Information technology provides a solution to solve the uneven distribution of art education resources.

5. Create a digital intelligence resource cooperation platform

In order to increase investment in digital infrastructure, the government should set up a special fund to update school information technology equipment and support the construction of platforms, and encourage private capital and enterprises to participate in building a smart art education ecosystem.

First, create an open art education resource platform, integrating high-quality courses, teaching videos, virtual laboratories, and online exhibitions into a shared digital platform that is free for teachers, students, and parents, narrowing the gap between urban and rural areas and regions.

Second, apply smart tools to the education sector. Develop a personalized learning platform that recommends courses and programs based on students' interests and learning progress (Li, K. 2025). Through data analysis, assist teachers in adjusting teaching plans and provide accurate guidance. Promote the application of virtual reality (VR) and augmented reality (AR) technologies. VR technology can create immersive environments, such as providing students with virtual art galleries or studios to practice;

AR technology can overlay digital content on traditional artworks, making the learning process more interactive. Collaborate with technology companies to develop cost-effective VR/AR teaching tools suitable for basic education.

Train teachers in information technology skills, regularly offer information technology training courses, help teachers master digital platforms, VR/AR tools, data analysis methods, establish school technical support teams, and help teachers solve technical problems.

By using digital platforms, virtual reality, and artificial intelligence technology, teachers or learners in China and Kyrgyzstan can not only share high-quality educational resources, but also create an immersive and interactive learning environment that breaks through the time and space limitations of traditional classrooms (Usenova, N. E., & Li, K. 2024). Future research should further explore the deep integration path of information technology and art education, and build an intelligent art education system, so as to promote the comprehensive innovation of teaching mode, evaluation mechanism and resource allocation. Through comparative analysis, it can be found that China and Kyrgyzstan have their own highlights and shortcomings in the basic stage of art education development.

In the future, the two sides should continue to deepen reforms in the fields of government guidance, curriculum reform, teacher training, home-school collaboration, and information technology application. Only by continuing to promote exploration with an open, cooperative and innovative attitude can we promote the transformation of art education from traditional models to modernization and internationalization, and provide a solid guarantee for cultivating future citizens with comprehensive literacy and creativity.

6. Research limitations and future directions

The limitation of this study is that the coverage of case selection is limited, and it does not involve a comprehensive comparison of different school sections and different types of schools in the two countries. The sample size of the interviews is relatively limited, which may affect the generality of the conclusions. Future research can expand

the scope of cases and interviews, introduce mixed research methods, and further verify the effectiveness of the cooperation path with quantitative data. At the same time, it can focus on the implementation process of specific cooperation projects and carry out follow-up research to provide more accurate support for the optimization of cooperation mechanisms.

Conclusion

This study systematically analyzes the development status, core differences and cooperation potential of basic art education in China and Kyrgyzstan through qualitative research methods. The study confirms that China's advantages in policy system, teaching mode and digital technology application are strongly complementary to Kyrgyzstan's characteristics in traditional cultural inheritance, and bilateral cooperation has a solid practical foundation. By strengthening international exchanges and cooperation, promoting curriculum reform and diversified teaching, optimizing the teacher development system, promoting home-school-community collaborative participation, and building a digital intelligence resource cooperation platform, the coordinated development of basic art education in the two countries can be effectively promoted. This study not only provides a new practical direction for China-Kyrgyzstan educational cooperation, but also provides a useful reference for the innovative development of cross-cultural art education.

1. Article type: research article

2. Conflict of Interest

The author declares no competing financial or non-financial interests directly or indirectly related to the work submitted for publication.

3. Data Availability

The datasets generated or analyzed during this study are not publicly available to protect the privacy of research participants.

4. Author's statement

Li Kun was responsible for drafting the manuscript and data collection; Liu Huijun contributed to the revision process.

5. Participation and Consent for Publication

1. Informed Consent: Written informed consent was obtained from all students and parents or legal guardians.
2. Consent for Publication: Participants (or their guardians) were clearly informed that anonymous data

obtained from their participation may be published in academic journals.

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