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Некоммерческое акционерное
общество
«Отандастар қоры»

«АЙМАҚТАНУДЫҢ ҚАЗІРГІ КЕЗЕҢДЕГІ МӘСЕЛЕЛЕРІ»
ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ КОНФЕРЕНЦИЯ
МАТЕРИАЛДАРЫНЫҢ ЖИНАҒЫ

«СОВРЕМЕННЫЕ ПРОБЛЕМЫ РЕГИОНОВЕДЕНИЯ»
СБОРНИК МАТЕРИАЛОВ МЕЖДУНАРОДНОЙ НАУЧНО-
ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ



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«СОВРЕМЕННЫЕ ПРОБЛЕМЫ РЕГИОНОВЕДЕНИЯ»

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Жинаққа ғалымдардың, докторанттардың, магистранттар мен студенттердің аймақтық даму мен аймақты зерттеуге әсер ететін проблемаларды түсінуге жәрдемдесуге бағытталған баяндамалар кірді. Бұл процестерді әр түрлі аспектілерде және әр түрлі жағынан қарастыру әсіресе қазіргі кезде өзекті болып табылады.

В сборник вошли доклады ученых, докторантов, магистрантов и студентов, направленные на содействие более глубокому пониманию проблем, влияющих на региональное развитие и изучение региона. Рассмотрение данных процессов в разных аспектах, и с разных сторон особенно актуально в наши дни.

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энергетику, а действующие проекты и соглашения, в которых участвовали российские компании, отложены на неопределенный срок или переданы подрядчикам из других стран [7].

Выводы

Ярким примером являются проекты атомных электростанций в Узбекистане и Казахстане, где Росатом был стратегическим партнером. Процесс внедрения атомной энергетики в энергетический баланс Узбекистана был наиболее продвинутым. В 2018 г. Ташкент подписал с Росатомом соглашение о строительстве электростанции, которая должна была быть введена в эксплуатацию в 2028 г., а в 2030 г. она должна будет обеспечивать 15% электроэнергии.

Казахстан также планирует перезапустить свою АЭС (последняя была закрыта в 1999 году), и в этом случае Росатом также выступил стратегическим инвестором. Изменение геополитической ситуации, возможно, задержит реализацию этих инвестиций, но не отменяет их, так как французские, корейские и американские компании также заявили о своем участии в реализации проектов. Дело в том, что Кремль вовсе не отказался от реализации соглашения 2018 года.

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CHINA'S HIGHER EDUCATION POLICY AND THE RCEP'S EFFECTS

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Abstract : RCEP (Regional Comprehensive Economic Partnership), is an important regional free trade agreement officially signed at a special moment, akin to the WTO, which joined 20 years ago and will have a significant impact on trade, economic growth, and higher education regulations. The study will seek insight and theoretical support from Bruner's structuralism theory with regard to higher education policies, based on the experience we've already had in WTO and the current situation, and assess the impact of the RCEP. It seeks to discover the fundamental structure to fully utilize the institutional advantages of China's higher education system and find structural remedies from the standpoint of deconstruction. Universities should implement the discovery-based teaching model, promote the development of disciplines' fundamental structural content, and set up a framework for resolving academic disputes in order to eradicate the negative effects of RCEP and enhance the structure of higher education.

Keywords : RCEP ; Higher Education Policy ; Higher Education

Introduction

China, Japan, South Korea, Australia, and other signatories formally ratified the Regional Comprehensive Economic Partnership on November 15, 2020. (RCEP). The largest free trade area with the most diverse membership and the most development potential was established at this time[1]. The agreement's signing represents a significant victory for multilateralism and free trade at a time when the global situation is undergoing profound and complex changes, economic globalization is running up against countervailing trends, unilateralism and protectionism are growing, and the COVID-19 pandemic has had a devastating effect on East Asian nations as well as other nations around the world. If China lost its position as the world's largest trading nation 20 years ago, After successfully overcoming the challenge of WTO membership, China's higher education has realized the transformation from "elite education" to "popular education," implemented a number of reforms, and now the official signing of RCEP also has certain implications for China's higher education. The building of "double first-class" in particular has had a significant influence. According to Bruner Structuralism's theory of education, China's higher education system has structural issues. There are various flaws in the discovery teaching process that prevent it from meeting the demands of higher education brought on by RCEP. Students are not taught to solve problems on their own or to investigate rational avenues and approaches to successfully enhance learning. Based on this, this article begins with the experience of China's WTO membership, employs comparative research techniques, and proposes countermeasures to reverse the negative effects of RCEP on China's higher education policies in order to support the healthy development of China's higher education.

Overview of the RCEP agreement

The RCEP is a 16-party agreement that was started by ASEAN in 2012 and

includes 10 ASEAN nations as well as China, Japan, the Republic of Korea, India, Australia, and New Zealand. After numerous meetings between ministers and leaders, there were approximately 30 rounds of formal negotiations. From April 28 to May 8, 2018, the Singapore talks saw significant advancement. Parallel working groups were held in the following areas: trade remedies; goods; services; investment; rules of origin; customs; trade facilitation; hygienic and phytosanitary measures; technical regulations; and intellectual property rights; e-commerce; legal frameworks; and government procurement. Manila hosted the inaugural gathering of RCEP Leaders in November 2017. Much progress has been made in the negotiations, providing a crucial base for the RCEP's eventual signing. In accordance with the Guiding Principles for RCEP Discussions, member states have decided to conduct coordinated efforts in order to hasten the negotiating process. China has contributed positively to the negotiations [2]. The 27th round of RCEP negotiations took place in Zhengzhou, Henan Province, from July 22 to July 31, 2019. The talks are being attended by some 700 delegates from the ten ASEAN nations as well as China, Japan, South Korea, Australia, New Zealand, and India. Working groups on investment, rules of origin, trade remedies, intellectual property rights, trade in products and services, e-commerce, regulations, and procedures were held. The Third RCEP Leaders' Conference came to an end in Bangkok, Thailand, on November 4, 2019. During the meeting, the RCEP's leaders released a joint statement in which they stated that 15 of the 16 nations had finished text talks on all 20 chapters and nearly all market access regimes. The next phase will be legal review before the RCEP is formally signed in 2020. On November 15, 2020, 15 RCEP countries formally signed the agreement at the Fourth RCEP Leaders' Conference via video, bringing the largest free trade pact in the world to an end.

International law stipulates that in order for multilateral international treaties to become legally binding, their effectiveness must be changed through the member countries' domestic laws and that they can only do so after meeting the necessary conditions for membership. During the two sessions on March 8, 2021, the Ministry of Commerce said that China had successfully completed the RCEP's domestic clearance procedure and will finish the agreement's legislative convergence work and start preparing for the law's implementation within six months. The RCEP's effective rules indicate that before it can be put into effect, at least nine of the 15 member nations (including six ASEAN members and three non-ASEAN members) must have approved and transformed their domestic laws in accordance with their own laws. The agreement will be a significant source of legislation in China once it formally enters into force and becomes an international treaty with legal authority. The RCEP will be applied first if there is a disagreement between domestic law and other legal requirements, in accordance with China's "principle of precedence" on conflicts in the application of law to international treaties.

Overall, the RCEP is a crucial step for the region and its member states in their efforts to support the multilateral trading system and create an open global economy. It will have a profound effect on regional economic development, trade liberalization, education, science and technology, as well as many other elements. It

is of landmark significance for strengthening regional economic integration and stabilizing the world economy.

The Impact of RCEP on China's higher education Policy

The RCEP, which China and other 15 nations signed, will have an effect on China's higher education strategy, much like joining the WTO. We can infer from past events and the nearly 20-year history of China's WTO membership that the following areas will mostly see an impact. influence on higher education as a concept. Higher education will undoubtedly have a worldwide perspective with the growth of economic globalization and trade liberalization in the process of international economic development characterized by trade in services and protection of intellectual property rights. In addition, as the information economy grows, there will be a greater demand for professionals around the world, and new perspectives on talent in higher education will displace the conventional Chinese perspective. This has a significant impact on the humanistic spirit of higher education. The RCEP has advanced provisions in a number of areas, including those that are closely related to traditional higher education specialties, such as goods, services, investment, rules of origin, customs procedures and trade facilitation, sanitary and phytosanitary measures, technical regulations and conformity assessment procedures, trade remedies, finance, telecommunications, intellectual property rights, e-commerce, legal mechanisms, and government procurement. As a result, the RCEP's implementation has resulted in a mixing of the cultures and social systems of various nationalities and nations, which presents more difficulties for the process of humanistic education in higher education. It also affects the allocation of new resources in China's higher education system. Given that China's allocation of resources for higher education falls short of that of wealthy nations, it has adopted the "double first-class" construction. The shortage of resources for higher education in China will be somewhat reduced by the adoption of RCEP. In terms of educational human resources, the openness of the service market will encourage the admission of foreign educational human resources into China, modernizing Chinese higher education. Nevertheless, in some ways, it will also result in the loss of human resources in Chinese higher education. Also, the distribution of new resources will have an impact on the development of talents in fields closely associated to global trade, such as computer science, finance, and law, which will result in the adjustment and optimization of professional resources in higher education; influence on higher education's theory and delivery system. For instance, modern Western educational theories and practices have influenced Chinese higher education since China's membership into the WTO. Using the study of law as an example, "case" and "clinic" teaching methods have gradually emerged [3: 23]. The traditional teaching model will change as a result of the RCEP signing. The nations that have ratified the RCEP are more comparable in terms of their political systems, cultural backgrounds, and humanistic spirits, notwithstanding disparities in institutions and social situations. Thus, there will be a greater impact on Chinese educational theories and models. influence on the study of higher education. The RCEP will make it easier for Chinese institutions to collaborate on scientific research projects and exchange

personnel, radically altering the country's higher education system's comparatively underdeveloped state in this area. At the same time, we must also consider the potential harm to China, including the loss of talent and a reduction in the independence of scientific research higher education.

The higher education sector's adjustment to China's WTO membership

In order to effectively modernize China's higher education system in light of the effects of RCEP, China's experience with WTO membership should be thoroughly drew upon. Reform and opening up shall be upheld, and the market for education will be vigorously but cautiously opened up. Education involves important social development issues like national sovereignty, national culture, and social morality, but it is not quite comparable to general trade and industry. The market for higher education should be gradually opened up while strictly adhering to the law and China's sovereignty criteria; Change the government's role from one of host to one of planning, regulation, supervision, and service administration for higher education in order to transform higher education's administrative function. The role of postsecondary education should change as a result of the transformation. Higher education should adhere to the sovereign supremacy of higher education to achieve scientific research autonomy and the healthy development of university humanistic spirit. It should also take into account the national requirements for the unity of higher education management in addition to the requirements of economic globalization. The transitional arrangement and preferential guarantee of China's cultural sovereignty have been adopted in the legal documents of China's accession to the WTO. Additionally, unified planning for teaching materials has been realized, and scientific, reasonable, and standardized management, examination, and approval methods for foreign investment education have been developed. In parallel, political and ideological education in higher education has been bolstered to support students in developing a proper perspective on life, principles, and the wider world. Avoid "westernization" and "difference," and support the reform of Chinese higher education theory and practice in line with the demands of suitable opening up. China has implemented cutting-edge scientific and technological methods, upgraded cutting-edge instructional tools, made higher education theory and teaching modes realize the synchronous development of WTO entry and science and technology, and realized the cultivation of talent mode of "innovative talents" and "compound mode" [4: 29]. China has improved the professional structure of higher education and decentralized the power of major approval and examination by borrowing from the innovative and valuable educational ideas and concepts of developed nations. to satisfy the demand of higher education for the development of narrow majors and to guarantee the development of talents and majors that are competitive; Enhance the system for studying abroad, implement the open higher education standards following China's WTO membership, and encourage the growth of free trade and economic globalization. Assuming that higher education is sovereign, in order to reform and open up, better the overseas study mechanism, fully utilize the benefits of both the domestic and international talent markets, and choose more talented individuals to study abroad; Universities are also urged to increase the number of

foreign instructors they employ and the number of students they send abroad. China's higher education has achieved the transformation from "elite education" to "mass education" in the nearly 20 years since China joined the WTO. This satisfies the requirements of China's accession to the WTO for the development of higher education. Additionally, China's higher education has accumulated rich experience, which has laid a solid foundation for coping with the impact and challenges of the implementation of RCEP on China's higher education.

Conclusion

China's higher education has achieved significant advancements since the formation of New China, and system and policy creation has been crucial. In New China, the transformation in higher education policy is broken down into three distinct phases. The third stage entails adhering to the Party's leadership, the path of socialism with Chinese characteristics, the development of higher education as a whole, the deepening of higher education policy reform, the strengthening of higher education's rule of law governance, adhering to reform and opening up, and the strengthening of international cooperation and exchange[5: 345]. However, Yet, there are also issues with the development of higher education programs, such as the Communist Party of China's full control over colleges and universities being weakened, as well as indexing issues brought on by the "double first-class" assessment criteria. In order to overcome the conflict between knowledge, employment, and quality, higher education should expand the concepts of "connotation building" and "academic origin," and it should also work to stop China's higher education from becoming the new indexing education during the RCEP period. China should use cutting-edge theoretical tools, combine with the unbiased facts of the political, economic, and social development of The Times, and systematically analyze the systemic and structural issues present in the process of China's higher education policy construction in order to adapt to the policy requirements of the RCEP on China's higher education development as soon as possible. And look for experience to use as a guide in the system of higher education policy that was developed with Chinese features after China's membership into the WTO.

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ИСТОРИЯ УЛУСА ДЖУЧИ (ЗОЛОТАЯ ОРДА, ҰЛЫҚ ҰЛЫС)

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1. Образование государства Чингисхана и его завоевательные походы

Создание Великой Монгольской империи XIII столетия, считавшейся по праву самым большим государством в мире, как известно, непосредственно связано с жизнью и деятельностью ее основателя – Чингисхана (1155 или 1162-1227 гг.). По сведениям «Тайной истории монголов», будущий «Потрясатель Вселенной» родился на берегах реки Онон в урочище Делюн-Болдох и получил при появлении на свет имя – Тэмуджин, в честь знатного татарского пленника - Тэмуджина-Угэ, захваченного в одном из походов его отцом – Есугэй-багатуром – вождем кият-борджигинов. Матерью Тэмуджина была прекрасная Оэлун из подразделения олхонут, племени унгират (хонхират). Уже в девятилетнем возрасте, по тогдашним степным традициям, отец Тэмуджина засватал за сына 11-летнюю дочь Бортэ, унгиратского Дай-Сэчена, но при возвращении домой был отравлен враждебными татарами и вскоре умер. Ранняя смерть отца неожиданно изменила его детство и юность [1].

Для Тэмуджина и его семьи началась настоящая борьба на выживание. Предводитель тайчиутского племени – Таргутай-Кирилтух, возглавив улус Есугэя, захватил в плен юного Тэмуджина, и какое-то время он прожил в рабстве с колодкой на шее. Но ему удалось бежать и вернуться к семье.

Через несколько лет Тэмуджин все-таки женился на Бортэ и приступил к созданию собственного улуса-владения. В борьбе «за место под солнцем» в степи он опирался на поддержку друга отца – Тоорил-хана киреитского и тщеславного побратима-анда Джамуху из рода джаджират. Именно они помогли Тэмуджину совершить поход против давних врагов борджигинов – меркитов и выволить из неволи его жену Бортэ. Союз Тэмуджина и Джамухи оказался недолгим и вскоре их пути разошлись. При их размолвке в более выигрышной позиции оказался Тэмуджин, на сторону которого перешли многие нукеры и нойоны, подчинявшиеся Джамухе, что вызвало неприязнь со стороны бывшего друга. Вскоре, после этого между ними произошло большое сражение, которое Тэмуджин проиграл, но сохранил самостоятельность своего улуса. В 1196 г. Тэмуджин и Тоорил-хан совершили поход против татар,