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COMPARATIVE ANALYSIS OF UNIVERSITY TEACHER DEVELOPMENT CENTERS IN KAZAKHSTAN AND CHINA

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Abstract. This study presents a comparative analysis of university teacher professional development centers in Kazakhstan and China based on a systematic review of peer-reviewed publications. Through thematic content analysis and frequency statistics, the research identifies similarities and differences between the two countries regarding organizational structures, functional positioning, service models, and digital transformation strategies. Quantitative analysis indicates that digital transformation and professional competency development are current focal points of research, while studies on inclusive development and evaluation mechanisms remain relatively insufficient. The findings reveal that Chinese teacher development centers exhibit greater institutionalization and policy orientation, whereas Kazakhstan demonstrates stronger characteristics of flexibility, practicality, and teacher identity cultivation. The results provide policy insights for both countries to optimize the governance of teacher development centers and foster teacher professional growth, suggesting future enhancements in transnational collaborative training programs, unified evaluation indicators, and the construction of inclusive support mechanisms.

In addition, the study highlights the influence of national higher education reforms and sociocultural contexts on the strategic priorities of teacher professional development centers. The analysis demonstrates that differences in governance models and funding mechanisms significantly shape the scope and sustainability of professional development initiatives. Attention is also drawn to the growing role of digital platforms in expanding access to training resources and facilitating continuous professional learning. However, gaps persist in research addressing the long-term impact of professional development programs on teaching quality and student outcomes. These findings underscore the need for evidence-based policy alignment and cross-national knowledge exchange to enhance the effectiveness and inclusiveness of university teacher development systems.

Keywords: *teacher professional development center, university teachers, Kazakhstan, China, comparative study, digital transformation, inclusive education.*

Introduction

In the current conditions of globalization, the higher education system is characterized by new qualitative requirements. The role of universities in society is not limited to training specialists, but is inextricably linked with the development of scientific innovations, strengthening human capital, and integration into the international educational space. Therefore, the quality of teaching in higher education institutions depends primarily on the professional skills of professors and teachers, their pedagogical competence and readiness for continuous development. Therefore, systematic support for the professional development of university teachers has become one of the main priorities of modern higher education policy. In recent years, organizational mechanisms for organizing the professional development of university teachers have become of particular importance in world experience.

In particular, professional development centers are recognized as effective structures for improving the pedagogical, methodological, digital and research competencies of academic staff. These centers contribute to the development of teachers' ability to update the curriculum, master innovative teaching technologies, adapt to academic mobility, comply with international standards, and flexibly respond to the needs of students. Therefore, professional development centers are considered one of the organizations that play an important role in ensuring the quality transition of higher education institutions.

In the framework of the reform of the higher education system in Kazakhstan, special attention is paid to improving the professional skills of university teachers. The modernization of educational content, the acceleration of digitalization processes, the strengthening of a competency-based approach, and the growing requirements for international accreditation require the organization of professional development of teachers at a new level. However, the activities of

professional development centers are not developed evenly in all higher education institutions, and their structure, content, and effectiveness vary.

In this context, it is of scientific and practical importance to compare domestic experience with foreign models. In recent decades, the Chinese higher education system has undergone intensive institutional reform and has created effective models of professional support for university teachers. In this country, the professional development of academic staff is closely integrated with the national strategy, the policy of improving the quality of education, and the internal governance system of universities. China's experience can serve as a valuable model for the systematic establishment of professional development centers, continuous training of teachers, increasing their ability to adapt to new pedagogical initiatives, and improving scientific productivity.

Therefore, a comparative analysis of the professional development centers of teachers in Kazakhstan and China is an important scientific problem today. Such a study allows us to identify the characteristics of the structure of the institutions, management mechanisms, content trends and effective practices of the two countries. This comparison will also serve as a basis for identifying ways to support the professional development of teachers in the higher education system of Kazakhstan, improving the activities of professional development centers, and introducing international experience into the national educational space.

With the accelerated reform of higher education around the world, the professionalization of higher education personnel has become a central Element in ensuring the quality of education. In China, stimulated by national strategies such as building "double leading" universities and applied Transformation, many universities have established centers for personnel development, which actively promotes innovation in teaching methods, digital skills development and teaching research. Kazakhstan, an important Partner of the New Silk Road, is also driving the digitalization of higher education and is developing a personnel development System tailored to its specific conditions.

In China, educational development centers are closely integrated into national initiatives such as "Double First-Class" universities and "Golden Classes" programs, and have clear institutionalized characteristics with a focus on educational assessment, curriculum development and digital education. In contrast, educational development centers in Kazakhstan place greater emphasis on hands-on learning, capacity building and adaptation to digital education reform, thus demonstrating greater flexibility and contextual resilience [1]. However, systematic comparative studies between the two systems are still rare, which is the main motivation for this study.

Based on an analysis of 74 relevant publications from China and Kazakhstan (2023-2025), this study aims to empirically reveal the commonalities and differences in the TDCs of both countries, providing a reference for optimizing teacher professional development systems and promoting international exchange and collaboration [2-6].

Literature Review

The development and key challenges of research in university teacher education centers in China. The relevant research and practice, which began at the beginning of the 21st century, experienced a rapid development period in 2012, when the Ministry of Education officially began to build a national demonstration center for teacher education. Literature analysis shows a clear development path for domestic research:

1) Investigation of organizational structure and positioning (2012-2018) Early research focused on the legal basis, organizational structure (state or academic-led) and functional Definition of teacher development centers. As many researchers have highlighted, China 's teacher development centers have strong policy-oriented characteristics, and their establishment has been positioned as an important measure to concretize national strategies such as "student-centered education" and "dual-first-class" [7].

2) Investigation of service models and effectiveness (2019-present) Recent research has shifted to a more practice-oriented micro-level and focuses on reviewing the effectiveness of specific support programs. Key research topics include promoting digitalization (virtual teacher

development centers, Online training platforms, intelligent education tools), Educational research (SoTL) and "golden teacher" training, the establishment of evaluation mechanisms (Kirkpatrick 's four-stage evaluation model, etc.) and the development of support systems tailored to specific groups such as technical colleges, private schools and young teachers [8].

A central feature of educational research in China is its strong policy-oriented approach, coupled with significant successes in systematizing and institutionalizing processes that focus on Evaluation and quality assurance. However, as numerous studies have shown, challenges remain, such as strengthening the intrinsic Motivation of teachers, improving the academic autonomy of research institutions, and deepening services that address specific needs such as mental health promotion and inclusive education.

2. Research trends and priorities in university teacher development centers in Kazakhstan

Teacher development research in Kazakhstan is closely linked to national education reforms, including Integration into the Bologna Process, digital Transformation and trilingual education policy. Literature analysis shows that research in this area is practice-oriented and problem-solving oriented.

1) There is a connection between competency-based teaching methods and digital transformation. Research indicates that educational paradigms are shifting from knowledge transmission to competency development.Teacher professional development is regarded as a key pathway to enhancing future educators' digital literacy, interdisciplinary teaching skills, and research capabilities. The integration and application of digital tools−such as online language simulators, specialized platforms for information production, and VR/AR technologies−have become a focus of empirical research [9].

2) Teacher Identity and Psychosocial Dimensions. In contrast to research in China, studies in Kazakhstan place significant emphasis on the construction of professional identity and the development of psychosocial competencies among teachers. Numerous studies investigate how empathy, emotional intelligence and creative thinking can be promoted in future teachers, as these are considered the basis for effective training and comprehensive practice [10].

3) Practice-oriented approaches and cooperation models between business and science "Practice-oriented learning" and "dual training" are frequently used keywords in the professional literature. Research focuses on how the gap between theoretical training and the requirements of teaching practice or the workplace can be bridged through cross-school cooperation and cooperation between business and science [11].

Material and methods

This study examined 74 articles (48 from Kazakhstan and 28 from China) published between 2023 and 2025 on topics such as "university development centers", "professional development of university teachers" and "teaching skills training". The articles were collected from Scopus, Web of Science, the China Knowledge Network (CNKI) and important academic databases in Kazakhstan [12].

Using content analysis methods, the articles were classified thematically and extracted into the following five categories:

1) Digital Transformation: this includes Online platforms, Learning management systems (LMS), digital teaching materials, AI applications, Blended Learning, Online course design and immersive technologies such as VR/AR [13].

2) Professional skills development: this category focuses on educational design, innovations in teaching methods, TPACK (technology, teaching methods, expertise) as well as research and academic competence [14].

3) Identity and Soft Skills: this examines characteristics such as teachers' professional awareness, values, sense of mission, empathy and emotional intelligence [15].

4) Evaluation and quality assurance: this includes course evaluation, measuring the effectiveness of continuing education, developing evaluation indicators as well as establishing institutional frameworks and Standards [16].

5)Inclusive support: this includes taking into account special educational needs, supporting teachers' mental health and accessible educational practices [17].

Using frequency statistics and qualitative comparisons, we analyzed how these topics are distributed and weighted in both countries. The reliability of the coding was checked using the Cohen-Kappa coefficient; The value of 0.82 indicates a high degree of agreement.

The results and discussion

Based on thematic coding and frequency statistics of the 74 publications, this study obtained core data on teacher development center research in the two countries. Table 1 presents the frequency distribution of the five major themes across the literature, while Figure 1 **(**Figure 1 – Frequency Distribution of Research Topics in Teacher Development Centers) and Table 1 (Table 1 – Frequency Statistics of Research Themes in Teacher Development Centers) visually illustrates the comparative distribution of themes.

Table 1 – Frequency Statistics of Research Themes in Teacher Development Centers (N=74)

Research Theme	Total Frequency	Kazakhstan	China	Proportion
Digital Transformation	830	520	310	71.5%
Professional Development	273	170	103	23.5%
Competency Development	54	28	26	4.6%
Assessment and Evaluation	42	15	27	3.6%
Inclusive Education	11	9	2	0.9%
Total	**1210**	**742**	**468**	**100%**

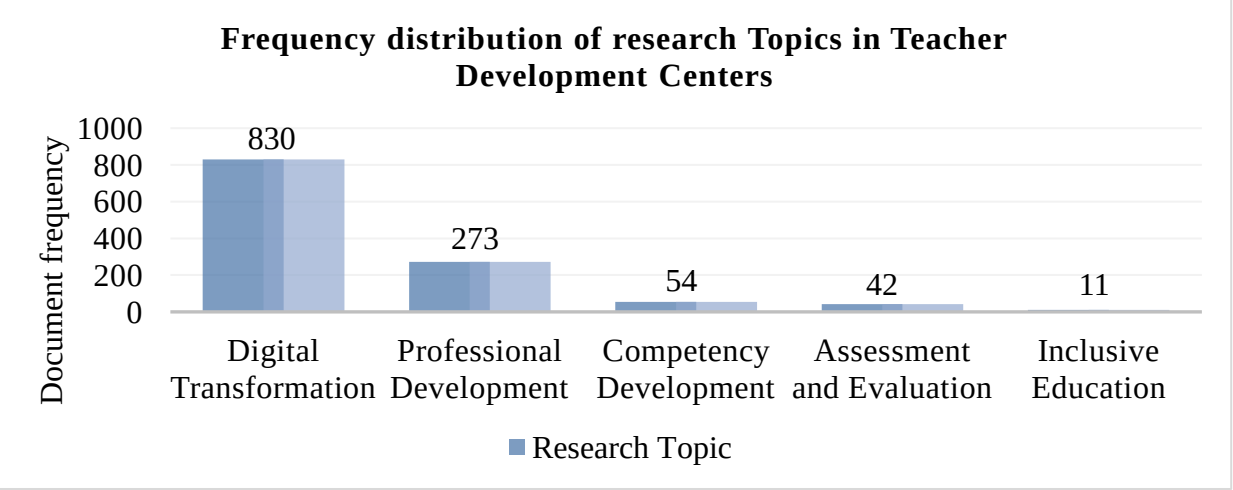

Figure 1 – Frequency Distribution of Research Topics in Teacher Development Centers

It can be seen that digital transformation is the core topic in the research on teacher development centers in both countries, with a frequency as high as 830, far exceeding other topics. The analysis shows that both countries emphasize the use of educational technology in teacher education in the digital age. The development of professional skills was the second most common topic with 273 studies, indicating that improving teacher skills continues to be an important research topic. On the other hand, there is a clear need for research in the field of performance

assessment and measurement (42 studies) and inclusive education (11 studies), with inclusive education accounting for only 1.0 % of all studies. This reflects that this field continues to occupy a marginal position in the teacher education systems of both countries. (Figure 2-Comparison of the frequency of research topics at the Japanese-Chinese teacher education centers).

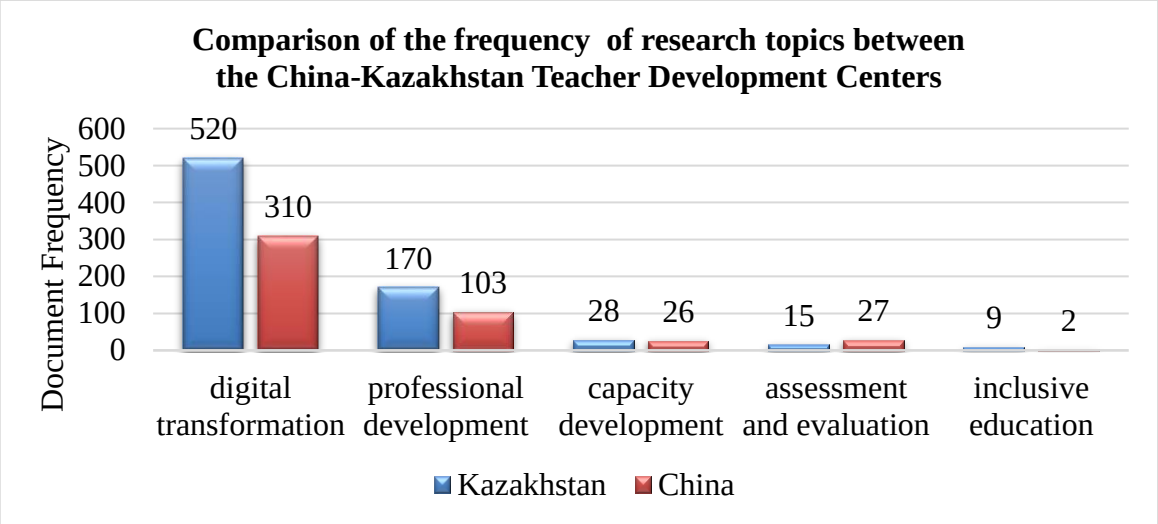

Figure 2 – compares the frequency of research topics in teacher education centers in China and Kazakhstan

In Kazakhstan, research is actively conducted on digital Transformation (520 vs 310) and professional development of teachers (170 vs 103). This is likely due to the impact of the reforms promoted in Kazakhstan in recent years to digitalize education. In China, on the other hand, research on evaluation and measurement (27 vs 15) is relatively common, indicating that Chinese teacher education centers attach more importance to institutional development.

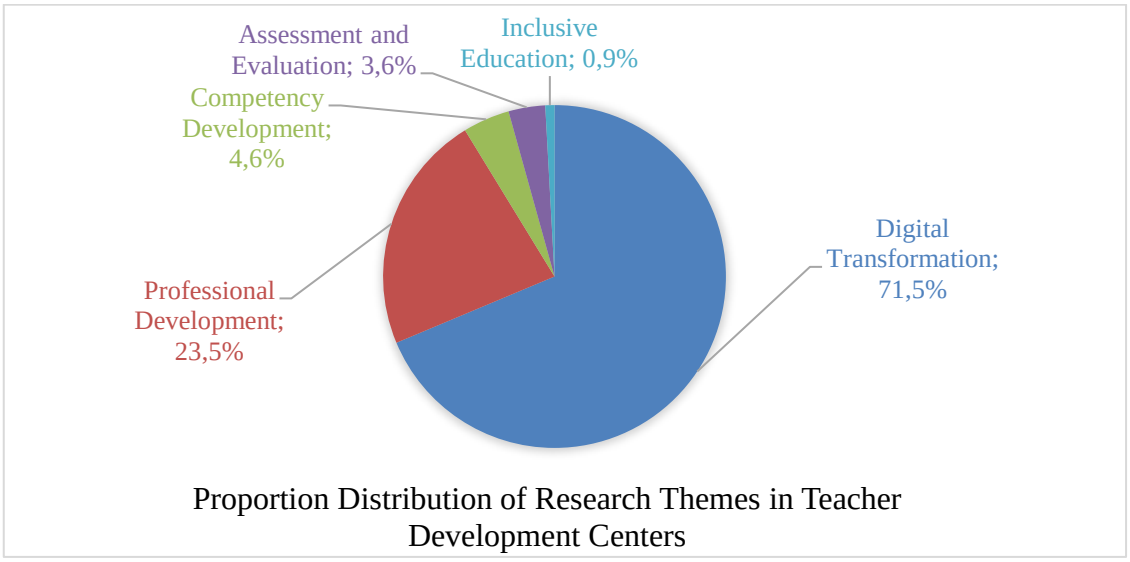

Figure 3 – Shows the distribution of research topics in both countries in more detail

It emerges, The fact that digital Transformation accounts for an overwhelming proportion, with over 70 % of all research work. Topics such as inclusive education and assessment, however, together account for less than 5 % of all research work. This distribution confirms the results of the quantitative analysis (Figure 3) and underlines the need for a more balanced research system that also includes important areas often neglected in the professional development of teachers.

Analysis and discussion results

Chinese teacher education centers often operate as independent institutions at the university level and emphasize standardized Governance and evaluation systems. They pursue a vertical management approach ("policy → organization → implementation"), work with departments such as academic service and human resources, and are characterized by their Integration into national strategic frameworks such as the "Double First Class" Initiative and Transformation to applied universities (see Table 2).

Table 2 – Organizational structure comparison of teacher development centers in China and Kazakhstan

Comparative Dimension	China	Kazakhstan
Governance Model	University-level institutes aligned with national policies	University-based center system supported by project-driven operation
Structural Features	Well-defined, specialized departmental structure	Integrated comprehensive training divisions
Management Style	Institutionalized, hierarchical administration	Flexible, project-oriented management
Core Characteristics	Policy-oriented, highly standardized	Context-responsive and practice-focused

Kazakhstan's teacher education centers, on the other hand, are more flexible and adaptable. They are often located in faculties or research institutions, rely on project-based, collaborative Management and place great emphasis on collaboration with secondary schools and companies.

Functional Positioning

The functional positioning of teacher development centers in China primarily includes: teaching evaluation and quality monitoring, teaching competitions and the cultivation of "golden courses," digital teaching training (online teaching, smart classrooms), curriculum innovation and teaching reform, as well as pre-service training for new teachers and in-service professional development. They advocate the "academization of education and learning" and the "application of research results in education" and strive for measurable and visible educational outcomes.

Their functions are diverse and range from hands-on learning and immersive experiences to the development of professional identity and emotional competencies to the promotion of digital competencies (use of VR/AR and AI Tools), Inclusive education (supporting students with special educational needs), interdisciplinary teaching skills development and cooperation between universities, schools and enterprises. Greater emphasis is placed on the holistic development of teachers as "complete individuals."

Digital Transformation

Both countries have strong interests in digital Transformation, but differ in its implementation.

China: China attaches great importance to platform unification, resource standardization and data-based education evaluation, focusing on building large-scale virtual teacher training centers, integrating high-quality education resources nationwide, and establishing a unified Online learning platform and education evaluation system. The application of technology leans more toward teaching management and quality monitoring.

Kazakhstan: Places greater emphasis on teachers' autonomous design of digital teaching content and the conduct of immersive teaching experiments based on VR/AR. It encourages teachers to develop personalized digital tools, such as speech simulators on the Tilda platform and subject-specific teaching software. The application of technology is more oriented toward teaching innovation and practical exploration (Figure 4).

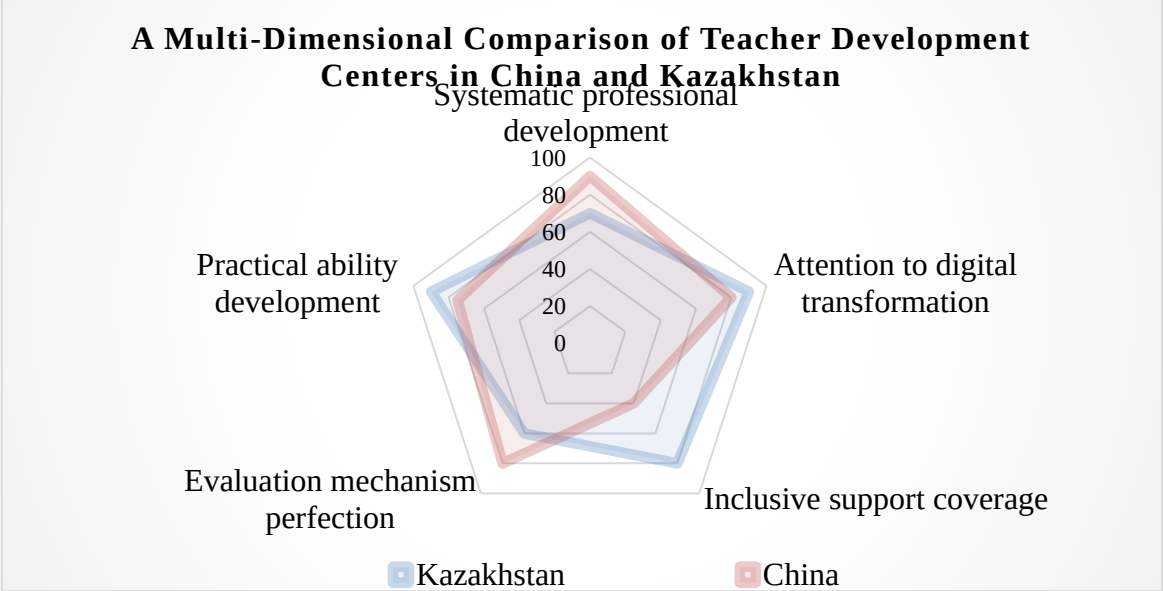

Figure 4 – provides a multi-layered comparison of teacher training centers in China and Kazakhstan

The figure comprehensively compares the centers of the two countries based on five dimensions and illustrates their respective strengths and development characteristics.

Discuss. Common trend. Digital transformation has become a core driver of teacher development in both countries. In both China and Kazakhstan, the use of educational technology in teacher training is a highly respected research topic that reflects the global Trend of digitization of education.

Both countries place special emphasis on improving teachers' didactic skills and interdisciplinary skills. In an era of rapid knowledge change, the ability of continuous learning and the interdisciplinary competence of teachers are considered far more important than pure knowledge transfer.

However, both countries also face common challenges, such as lack of teacher participation and difficulty in evaluating long-term effects. How to motivate teachers intrinsically and establish effective tracking and evaluation mechanisms are shared challenges for both nations. Table 3 Analyzes the differences in the characteristics of teacher training centers in China and Kazakhstan

Table 3 – Analyzes the differences in the characteristics of teacher training centers in China and Kazakhstan

Analysis Dimension	**China**	**Kazakhstan**
Core Driving Force	National policies, quality assessment, institutional construction	Practical problems, technical exploration, personal professional growth
Teacher Role Orientation	Academic researcher in teaching, curriculum implementer	Reflective teaching practitioner, emotional support provider
Development Focus	Teaching criteria, research achievements, high-quality course building	Digital tool use, psychological and affective competence development

Analysis Dimension	China	Kazakhstan
Evaluation Orientation	Result-oriented, quantitative, tied to performance	Process-oriented, descriptive, based mainly on teacher-student feedback
Organizational Culture	Hierarchical, procedure-focused, formal structure	Flexible, project-led, informal collaborative networks

Research Limitations and Future Directions

This study has some limitations. Firstly, the literature sample mainly covers the period from 2023 to 2025 and may therefore not fully reflect the overall picture of teacher training centers in both countries. Secondly, some of the literature consists of conference papers or work reports, leading to uneven academic quality. Thirdly, due to language and database access constraints, there may be selection bias in the literature reviewed.

Future research should focus on the following directions: conducting cross-national collaborative empirical studies and establishing a unified evaluation indicator system for teacher development; delving deeper into mechanisms for inclusive professional support; carrying out longitudinal studies on the long-term impact of teacher development centers; and focusing on the development of a comprehensive support system for teachers throughout their entire careers.

Conclusion

There is a high degree of alignment in the development objectives of university teacher development centers in China and Kazakhstan. Both countries are working to improve the quality of education and students' learning outcomes through professional support. in the course of modernization and internationalization of education, they consider teacher training as a crucial Element to improve the quality of higher education. They emphasize the continuous improvement of teachers' didactic skills and the development of their ability to innovate in the field of education, which reflects the common value of student orientation and the focus on high-quality education.

Significant differences exist in their implementation approaches. China demonstrates a model characterized by "system-driven and evaluation-oriented" features, emphasizing top-level design and policy guidance. It promotes teacher development through institutionalized training systems, standardized competency frameworks, and outcome-based performance evaluation mechanisms. In contrast, Kazakhstan tends to adopt a "practice-generated and identity-constructed" approach, focusing on teachers' autonomous reflection, emotional engagement, and identity formation in teaching practice. It emphasizes professional growth in authentic teaching contexts, reflecting greater practicality and individual adaptability.

Both countries urgently need to strengthen comprehensive education promotion and systematic evaluation mechanisms, which are crucial ways for future cooperation. Although progress has been made in teacher training support mechanisms, challenges remain in taking into account the individual needs of teachers with different career levels, academic backgrounds and diverse educational needs. in addition, the mechanisms for long-term recording and systematic evaluation of teacher training results have not yet been fully established, which hinders the continuous improvement of teacher training measures. China and Kazakhstan can cooperate in the fields of comprehensive promotion and systematic evaluation of teacher training in the future through the exchange of experiences, Deepen the joint development of evaluation tools and joint research on support strategies. Such cooperation will significantly contribute to the improvement and Innovation of regional teacher training systems.

Promote in-depth collaboration projects between Chinese and Kazakh teacher development centers to facilitate the open sharing of digital transformation and teacher training resources. It is recommended that education authorities or representative leading universities from both countries jointly take the lead in organizing the "China-Kazakhstan Teacher Development Summit Forum" on an annual rotating basis, and establish a dedicated joint research fund to support cross-regional and interdisciplinary research and practical exchange in teacher development.

It is important to jointly develop an indicator system for the evaluation of teacher training, with special attention to strengthening process evaluation and mechanisms for recording long-term results. It is necessary to develop jointly applicable and evidence-based evaluation tools and methods tailored to the realities of higher education and teacher training in both countries, systematically following internationally established evaluation frameworks such as Kirkpatrick 's four-level model.

Strengthen the establishment of an inclusive education support system, with particular attention to teacher mental health support and the cultivation of special education teaching competencies. It is recommended to jointly develop the Inclusive Teaching Implementation Guide and the Teacher Mental Health Self-Support Toolkit for higher education instructors, and to promote the creation of a support network that covers all teachers.

Improve mechanisms for teacher participation in center governance to enhance teachers' autonomy and innovative engagement in professional development activities. We will examine the development of a hybrid Governance model that combines practical Feedback based on teachers' needs with Top-down management based on policy guidelines, thus promoting the sustainable development and revitalization of the teacher training center.

Author Contributions

Bi Tao – contributed to the conceptualization of the study, conducted the main literature review, performed the comparative analysis, and prepared the initial draft of the manuscript. The author was also responsible for data organization, interpretation of the results, and revision of the article according to academic requirements.

Guan Yurong – provided scientific supervision, methodological guidance, and critical review of the manuscript. The author contributed to refining the research design, strengthening the interpretation of the findings, and approving the final version of the article.

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ҚАЗАҚСТАН МЕН ҚЫТАЙДАҒЫ УНИВЕРСИТЕТ ОҚЫТУШЫЛАРЫНЫҢ КӘСІБИ ДАМУ ОРТАЛЫҚТАРЫН САЛЫСТЫРМАЛЫ ТАЛДАУ

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Аңдатпа. Бұл зерттеу рецензияланған ғылыми жарияланымға жүргізілген жүйелі шолу негізінде Қазақстан мен Қытайдағы университет оқытушыларының кәсіби даму орталықтарына салыстырмалы талдау жасайды. Тақырыптық мазмұндық талдау және жиілік статистикасы арқылы екі ел арасындағы ұйымдық құрылымдар, функционалдық бағытталу, қызмет көрсету модельдері және цифрлық трансформация стратегиялары тұрғысынан ұқсастықтар мен айырмашылықтар айқындалады. Сандық талдау цифрлық трансформация мен кәсіби құзыреттерді дамыту қазіргі зерттеулердің негізгі бағыттары екенін көрсетсе, инклюзивті даму мен бағалау тетіктеріне арналған зерттеулердің салыстырмалы түрде жеткіліксіз екенін анықтайды. Зерттеу нәтижелері Қытайдағы оқытушыларды дамыту орталықтарының институционалдану деңгейі мен саясатқа бағдарлануы жоғары екенін, ал Қазақстанда икемділік, практикалық бағыттылық және оқытушының кәсіби бірегейлігін қалыптастыру сипаттары басым екенін көрсетеді. Алынған нәтижелер екі ел үшін де оқытушыларды дамыту орталықтарын басқаруды оңтайландыру және оқытушылардың кәсіби өсуін қолдау мақсатында саяси ұсыныстар ұсына отырып, болашақта трансұлттық бірлескен даярлау бағдарламаларын жетілдіруді, бірыңғай бағалау көрсеткіштерін енгізуді және инклюзивті қолдау тетіктерін қалыптастыруды ұсынады.

Сонымен қатар, зерттеуде жоғары білім беру саласындағы ұлттық реформалар мен социомәдени контекстің оқытушылардың кәсіби даму орталықтарының стратегиялық басымдықтарына ықпалы атап өтіледі. Талдау басқару модельдері мен қаржыландыру тетіктеріндегі айырмашылықтардың кәсіби даму бастамаларының ауқымы мен тұрақтылығын едәуір дәрежеде айқындайтынын көрсетеді. Цифрлық платформалардың оқыту ресурстарына қолжетімділікті кеңейту және үздіксіз кәсіби оқуды қолдаудағы рөлінің артып келе жатқанына ерекше назар аударылады. Алайда кәсіби даму бағдарламаларының оқыту сапасы мен студенттердің білім нәтижелеріне ұзақ мерзімді әсерін зерттеуге арналған еңбектерде әлі де олқылықтар бар. Бұл қорытындылар университет оқытушыларын дамыту жүйелерінің тиімділігі мен инклюзивтілігін арттыру үшін дәлелді саясатты үйлестіру мен елдер арасындағы білім алмасудың маңыздылығын айқындайды.

Кілт сөздер*: оқытушылардың кәсіби даму орталығы, университет оқытушылары, Қазақстан, Қытай, салыстырмалы зерттеу, цифрлық трансформация, инклюзивті білім беру.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЦЕНТРОВ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПРЕПОДАВАТЕЛЕЙ УНИВЕРСИТЕТОВ КАЗАХСТАНА И КИТАЯ

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Аннотация. Данное исследование представляет сравнительный анализ центров профессионального развития университетских преподавателей в Казахстане и Китае на основе систематического обзора рецензируемых научных публикаций. С помощью тематического контент-анализа и статистики частот выявлены сходства и различия между двумя странами в отношении организационных структур, функциональной направленности, моделей предоставления услуг и стратегий цифровой трансформации. Количественный анализ показывает, что цифровая трансформация и развитие профессиональных компетенций являются актуальными направлениями исследований, тогда как работы, посвященные инклюзивному развитию и механизмам оценки, остаются относительно недостаточными. Результаты исследования показывают, что центры профессионального развития в Китае характеризуются более высокой институционализацией и ориентированностью на политику, тогда как в Казахстане преобладают гибкость, практическая направленность и формирование профессиональной идентичности преподавателя. Полученные выводы предоставляют рекомендации для обеих стран по оптимизации управления центрами развития преподавателей и поддержке профессионального роста, предлагая в будущем совершенствовать транснациональные совместные программы подготовки, внедрять единые показатели оценки и создавать инклюзивные механизмы поддержки.

Кроме того, исследование подчеркивает влияние национальных реформ в сфере высшего образования и социокультурного контекста на стратегические приоритеты центров профессионального развития преподавателей. Анализ демонстрирует, что различия в моделях управления и механизмах финансирования существенно формируют масштаб и устойчивость инициатив профессионального развития. Особое внимание уделено возрастающей роли цифровых платформ в расширении доступа к учебным ресурсам и поддержке непрерывного профессионального обучения. Однако сохраняются пробелы в исследованиях, посвященных долгосрочному влиянию программ профессионального развития на качество преподавания и результаты обучения студентов. Эти выводы подчеркивают необходимость согласования политики на основе доказательных данных и межгосударственного обмена знаниями для повышения эффективности и инклюзивности систем развития университетских преподавателей.

Ключевые слова: *центр профессионального развития преподавателей, университетские преподаватели, Казахстан, Китай, сравнительное исследование, цифровая трансформация, инклюзивное образование.*

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