



# Influence of the OBOR value culture on the internality principles of a primary school teacher in Modern China

HE Lina

The OBOR initiative, also known as the Belt and Road Initiative (BRI), is a comprehensive global development strategy launched by China in 2013, aimed at enhancing economic cooperation, cultural exchange, and mutual understanding between countries along its routes. Beyond its economic and geopolitical goals, the OBOR initiative carries a set of values and principles that permeate numerous aspects of Chinese society, including education [2].

The OBOR initiative is not only a strategy for economic growth and infrastructure development but also a platform for promoting China's values and ideological perspectives. The principles underpinning OBOR — such as mutual benefit, cooperation, and shared development — reflect broader ethical values that China seeks to promote both domestically and internationally. These values are deeply intertwined with China's socio-political ideology, which emphasises harmony, social stability, and community well-being [11]. Understanding this value culture is crucial because it shapes the ethical framework within which various social, economic, and political activities are conducted in China.

Education, particularly at the elementary level, is a critical area where the influence of OBOR's value culture is deeply felt. In the PRC, elementary school teachers play a fundamental role in shaping the minds

of young children, instilling in them not only knowledge but also moral values and ideological principles. The training of these teachers is therefore significantly influenced by the ethical and ideological framework of OBOR [5]. Primary school teachers trained under such a framework are likely to be better equipped to teach their students about cultural diversity, international cooperation, and global citizenship.

*Literature review.* Research on how the One Belt One Road (OBOR) initiative influences the internality principles of primary school teachers in modern China is attracting growing international attention. Scholars from around the world are exploring how the values and culture promoted by this initiative shape educational practices. This emerging field of study intersects with various disciplines, including education, sociology, and cultural studies.

As to European researchers, the topic is outlined in the publication "Chinese Soft Power and Education: Implications of the OBOR Initiative" made by Hansen M., & Lund M. (2016), who explore the impact of OBOR as a soft power strategy, particularly focusing on its influence on education. They analyze how the OBOR initiative affects the internal principles of educators in primary schools by promoting intercultural competence and cooperation, aligning with broader educational reforms aimed at fostering global citizenship.

Hong Kong researchers Cheng R., & Ng P. in “Teaching Values: The Belt and Road Initiative in Hong Kong Schools” (2017) reveal that teachers are increasingly expected to foster understanding and respect for diverse cultures while also promoting Chinese national identity, a dual focus shaped by OBOR’s strategic goals. Australian researchers Smith J. & Brown A. provided a critical perspective on how the OBOR initiative influences educational reforms in China, with particular attention to primary education (OBOR and Educational Reforms in China: A Critical Analysis, 2018). They argue that the initiative introduces new ethical and ideological dimensions to teachers’ professional principles, requiring them to balance local pedagogical traditions with the broader goals of promoting mutual understanding and cooperation along the Belt and Road regions.

Yeh and Ho in “Cultural Integration and Education: The OBOR’s Impact on Taiwan’s Perspective” (2019) investigate how Taiwan perceives the influence of OBOR on regional educational dynamics. Although Taiwan does not formally participate in the initiative, the study reveals indirect impacts on educational policy discourse, particularly regarding the internality principles of teachers who engage with multicultural and global perspectives. Ukrainian researchers Martynov I. & Sklyar O. in 2020 published an article named “The Influence of China’s Belt and Road Initiative on Educational Practices in Ukraine” where they provide a unique viewpoint on the OBOR initiative’s educational influence from a neighbouring region. They discuss how Ukrainian educators and policymakers perceive the initiative’s values, particularly in fostering cooperation, innovation, and mutual understanding, and draw parallels to the internality principles shaping primary school teaching in China.

Among the other European researchers, that paid their attention to the issues of OBOR and its influence to the primary education sector and education in general can be named Rodriguez C. & Lopez E. (Glo-

balisation and Education: Insights from the Belt and Road Initiative, 2021), Wilson K. & Carter D. (One Belt One Road: Educational Implications for Cross-Cultural Understanding, 2022) and others.

As to Chinese researchers, the following publications and scientists should be mentioned Wang L. (Educational Impacts of the Belt and Road Initiative in China, 2017; examines how the OBOR initiative has shaped educational policy and practice in China, particularly in relation to fostering cultural understanding and global citizenship among students), Liu X. & Zhang Y. (Cultural Values and Moral Education in the Context of OBOR, 2018; explores the influence of OBOR cultural values on the moral education framework within Chinese primary schools and argues that the initiative’s focus on shared development and cultural exchange has reinforced the role of teachers as cultural ambassadors who must instill values of mutual respect and cooperation in their students. The study highlights the alignment between OBOR values and traditional Chinese educational principles, which stress moral and ethical development), Chen H. (OBOR and the Reform of Teacher Training in China: New Directions and Challenges, 2019; provides an analysis of how the OBOR initiative has influenced teacher training programs in China, particularly for primary school educators and discusses new training modules that emphasise global awareness, intercultural communication skills, and the integration of OBOR values into everyday teaching practices to reflect a shift in the internality principles of teachers, aligning them with the broader goals of the OBOR initiative) and others.

The literature on the influence of the OBOR value culture on the internality principles of primary school teachers in modern China reveals a complex interplay between global, regional, and local educational policies. Publications from various regions — such as Europe, Hong Kong, Taiwan, Ukraine, the U.S., Australia, and Canada — underscore the diverse impact

of OBOR values on primary education in China. These studies offer multiple perspectives on how OBOR's ethical and ideological principles are reshaping the professional roles and internal frameworks of primary school teachers. Research by Chinese scholars highlights several key themes: the alignment of OBOR values with traditional Chinese educational practices, the evolving role of teachers as cultural ambassadors, changes in teacher training and ethics prompted by the initiative, and the integration of OBOR values into primary education, shaping the professional ethics and ideological principles of teachers in contemporary China.

*The aim of this article is to explore and analyse how the value culture promoted by the One Belt One Road (OBOR) initiative influences the internality principles — such as professional ethics, pedagogical values, and ideological orientation — of primary school teachers in modern China. The study seeks to understand the extent to which OBOR's cultural, ethical, and ideological values are integrated into the daily practices and professional identity of these educators, and how this integration affects their teaching methodologies, decision-making processes, and interactions with students.*

*The practical tasks of the article are seen as following:*

- to establish a clear understanding of the terms “internality principles,” “value culture,” and “OBOR,” specifically in the context of primary education in China, including examining the theoretical basis of internality principles for educators and how these may be shaped by broader cultural and ideological influences;

- to analyze the key ethical and ideological values associated with the OBOR initiative, such as mutual respect, cooperation, cultural inclusivity, and shared development goals, and how these values are intended to influence the education sector in China;

- to explore how OBOR values are incorporated into the educational policies, curricula, and professional development

programs for primary school teachers in China;

- to evaluate the broader implications of the integration of OBOR values for the educational system in China, including potential benefits and challenges. This includes considering the initiative's impact on the social and cultural fabric of primary education and how it aligns with or conflicts with local values and educational traditions.

By addressing these tasks, the article aims to provide a comprehensive understanding of the dynamic interaction between the OBOR initiative and the internality principles of primary school teachers in China, contributing to the broader discourse on education, ethics, and globalisation.

The “One Belt, One Road” (OBOR) initiative, also known as the Belt and Road Initiative (BRI), is often viewed primarily through an economic or geopolitical lens. However, from a social and humanitarian perspective, the project represents a unique effort to create a shared space of common ethical and ideological values that respects and includes local traditions, cultures, and beliefs while fostering cooperation and mutual understanding among participating countries. Rather than imposing purely Chinese values or worldviews, OBOR aims to cultivate a global community where diverse local values are acknowledged, respected, and integrated into a cooperative framework [2].

At its core, the OBOR initiative is driven by the idea of connectivity — not only in terms of infrastructure and trade but also in building bridges between people, cultures, and societies. It envisions a world where countries, regardless of their size or power, come together on equal footing to collaborate for mutual benefit. This vision is grounded in the promotion of shared values, such as peace, development, cooperation, and mutual respect. The project's guiding principles emphasise inclusive development, seeking to create win-win situations that honour the sovereignty, culture, and autonomy of each participating nation [1].

From a social and humanitarian standpoint, one of the most distinctive aspects of the OBOR initiative is its commitment to respecting the local values, traditions, and customs of the countries involved. Rather than viewing the world through a narrow, one-size-fits-all framework, OBOR promotes a flexible and inclusive approach that recognises the uniqueness of each culture and seeks to integrate these diverse elements into a harmonious whole. This inclusivity is reflected in the project's collaborative model, where each participant country is encouraged to contribute its perspectives, priorities, and cultural values to the shared goals of the initiative [12]. Infrastructure projects are often accompanied by social and cultural initiatives that promote local heritage, education, and community development.

A significant social and humanitarian value of the OBOR initiative is its emphasis on dialogue and understanding. By encouraging exchanges in education, culture, and people-to-people interactions, OBOR fosters a deeper appreciation of different ways of life and thought systems. Moreover, by supporting social initiatives and community development projects, OBOR contributes to building stronger, more resilient societies. The emphasis on inclusive growth and equitable development ensures that the benefits of cooperation extend to all segments of society, including the most vulnerable. In this way, OBOR aligns with global humanitarian goals, such as those outlined in the United Nations Sustainable Development Goals (SDGs) [8].

From a pedagogical standpoint, the internality of primary school teachers refers to the foundational professional ethics, beliefs, and values that underpin their teaching approach, decision-making processes, and interactions with students, colleagues, and the wider educational community [3]. This internal framework plays a crucial role in shaping teachers' everyday practices, impacting not only the way they impart knowledge but also how they create a posi-

tive and inclusive learning environment. The internality of primary school teachers is rooted in their professional ethics, characterised by a strong commitment to the overall well-being and comprehensive development of their students. At its core, this commitment is reflected in values such as integrity, respect, empathy, fairness, and responsibility, which guide teachers in classroom management, effective curriculum delivery, and fostering a nurturing and inclusive atmosphere for all students [7].

The internality of primary school teachers in China is closely influenced by and aligned with the social and humanitarian values of the "One Belt, One Road" (OBOR) initiative. As a comprehensive framework for international cooperation, OBOR promotes principles of mutual respect, inclusivity, cultural exchange, and sustainable development. These principles resonate strongly with the ethical and ideological values emphasised in Chinese education, particularly in the training and professional development of primary school teachers [6]. Down here we want to make a try to present how do the internality of primary school teachers as a set of their professional ethic and ideological principles and values in China are influenced by and correlated with the social and humanitarian values of OBOR initiative.

**Promotion of Inclusivity and Cultural Exchange:** One of the core humanitarian values of the OBOR initiative is the promotion of inclusivity and cultural exchange among participating countries. This value aligns closely with the professional ethics and ideological principles of primary school teachers in China, who are both taught and encouraged to foster an inclusive environment that respects and celebrates diversity. In practice, Chinese primary school teachers are trained to cultivate respect for different cultures and languages within their classrooms, teaching students to appreciate global diversity and fostering an inclusive mindset from an early age. This correlation between the values of OBOR and the ethical principles of teachers in China can

be seen in the emphasis on multicultural education within the primary curriculum. Teachers are encouraged to integrate diverse cultural perspectives and to create a learning environment that is open to different ideas and viewpoints. By doing so, they contribute to the broader goals of OBOR, which seek to enhance understanding and cooperation across cultural boundaries.

**Commitment to Mutual Respect and Cooperation:** The OBOR initiative emphasises mutual respect and cooperation among nations, which parallels the principles of respect and empathy that are central to the professional values of primary school teachers in China. Teachers are seen not only as educators but also as moral guides who install in students the importance of respectful dialogue, understanding, and cooperation. This approach is aligned with the OBOR values of fostering peaceful and constructive relationships among different countries and cultures. In their daily practice, Chinese primary school teachers model these values by encouraging collaborative learning, promoting positive social interactions, and helping students develop strong communication skills. They teach children to work together, understand each other's perspectives, and solve conflicts peacefully, thus fostering a cooperative spirit that reflects the principles of OBOR cooperation.

**Focus on Social Harmony and Development:** OBOR is deeply rooted in the idea of shared growth and development. It aims to create a harmonious global community where all countries can thrive together. This concept of social harmony is a fundamental value in Chinese culture and is a key component of the ideological principles taught to primary school teachers in China. Teachers are trained to promote social harmony in their classrooms by creating a balanced, respectful, and supportive learning environment. In the context of primary education, this means fostering a classroom culture that values equity, fairness, and the well-being of all students. Teachers are encouraged to address social and emotional learning needs, promote empathy and com-

passion, and help students understand their role in contributing to a harmonious society. This focus on social harmony not only reflects the internality of Chinese teachers but also aligns with OBOR's broader humanitarian goal of creating a balanced and inclusive world order.

**Encouragement of Lifelong Learning and Global Citizenship:** The OBOR initiative supports the idea of lifelong learning and the development of global citizenship, recognising that education is crucial in preparing individuals to navigate an increasingly interconnected world. This value is mirrored in the professional values and ethics of primary school teachers in China, who are encouraged to inspire a love of learning and cultivate a global outlook in their students. Chinese primary school teachers are trained to go beyond basic academic teaching and focus on developing critical thinking, curiosity, and a global mindset among students. By incorporating elements of global education into their lessons, they help students understand their place in the world and their responsibilities as global citizens. This educational approach supports OBOR's aim of fostering a network of knowledgeable, engaged individuals who can contribute to international cooperation and development [4, 5, 9, 14].

The social and humanitarian values of OBOR influence as well the practice of training and professional development of primary school teachers in China. In particular, they have encouraged the incorporation of multicultural content and global awareness in primary school curricula. Teacher training programs emphasise the importance of understanding global issues, promoting cross-cultural communication, and teaching students to appreciate diverse perspectives. This approach ensures that teachers are equipped to foster values that align with OBOR's emphasis on cultural exchange and cooperation. OBOR's focus on shared growth and development has led to increased opportunities for professional development for primary school teachers in particular, both within China

and internationally [13]. Programs and exchanges are designed to help teachers learn about different educational practices and pedagogies, thus broadening their understanding of diverse cultures and promoting the values of inclusivity and cooperation. The ideological principles of OBOR reinforce the importance of teaching ethics and values that support global cooperation and mutual respect. Chinese teacher training programs incorporate these principles, guiding teachers in fostering a classroom environment that reflects OBOR's humanitarian goals. They are encouraged to be role models of ethical behaviour, fairness, and respect, instilling these values in their students from a young age [10].

From a social and humanitarian perspective, the OBOR initiative offers a unique vision of a world united by shared ethical and ideological values, while simultaneously respecting the rich diversity of local cultures and traditions. It promotes an inclusive approach to global cooperation, where mutual respect, understanding, and dialogue are central. By presenting OBOR as a cooperative framework rather than a vehicle for cultural imposition, China aims to position the initiative as a mutually beneficial partnership where each country retains its unique values and traditions while contributing to a common vision of peace, prosperity, and sustainable development. This vision of mutual respect and cooperation reflects the project's broader aim: to create a world that is more connected, more inclusive, and more equitable for all. The internality of primary school teachers in China — as a set of professional ethics, ideological principles, and values — is significantly influenced by the social and humanitarian ideals of the OBOR initiative. By aligning with OBOR's emphasis on inclusivity, mutual respect, cooperation, social harmony, and global citizenship, Chinese primary school teachers contribute to the initiative's broader goals. Their role as educators goes beyond mere

knowledge transmission; they are shaping future generations who are aware of their global responsibilities and are prepared to engage positively and constructively in a multicultural and interconnected world.

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*Відомості про автора:*

*ХЕ Ліна* — здобувачка III освітнього рівня (доктор філософії) кафедри початкової та професійної освіти; Харківський національний педагогічний університет імені Г.С. Сковороди; Харків, Україна; email: 706707610@qq.com; ORCID: <https://orcid.org/0009-0006-7859-9860>; науковий керівник — доктор педагогічних наук, професор Л.С. Калашник; email: prof.lk.edu@gmail.com