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## Features of intercultural communication of students from different countries when learning a foreign language in universities of the China

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### Abstract

**Relevance.** In the context of education in the modern world, where globalisation has become an integral part of life, the topic of intercultural communication of students from different countries when learning a foreign language in Chinese educational institutions is of particular relevance. This aspect of education is becoming increasingly important, as today students from distinct cultures and nationalities often come together in learning communities, enriching their knowledge and experience through intercultural interactions.

**Purpose.** The purpose of this paper was to examine and analyse the impact of intercultural communication on the learning process of international students in Chinese universities.

**Methodology.** The study used analytical method and systematisation.

**Results.** The study found opportunities for intercultural exchange among students from different countries in Chinese universities when learning a foreign language. As a result of this study, the influence of intercultural communication on the effectiveness of teaching international students was investigated. This study found out how interactions between students from distinct cultures affect their ability to acquire a new language, and what factors facilitate or hinder successful communication. The study also investigated the specific features of interaction between students from distinct cultures and analysed its influence on the adaptation and learning process, which included the study of social adaptation, the influence of cultural stereotypes, as well as interaction with local students and teachers.

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**Conclusions.** The results of this study can serve as a basis for a more profound understanding of the needs of international students and the development of teaching methods that consider intercultural aspects.

**Keywords:** motivation; educational environment; intercultural exchange; sociolinguistic factors; intercultural interactions.

## Introduction

China is attracting increasingly more students from around the world, and higher education institutions in China are becoming a diverse international community. This creates unique situations for the study of intercultural communication. To effectively tutor international students, it is vital not only to teach them the language, but also to help them successfully adapt to the Chinese learning environment, which involves understanding the local culture and society. Understanding and respecting differences in culture and communication is key to promoting harmonious relations between students from different countries and creating diverse and inclusive learning environments in Chinese higher education institutions.

The research problem is the issue of interaction between students from distinct cultural backgrounds in the context of foreign language learning in China. Exploring this question will provide a more profound understanding of how students from different cultural backgrounds interact and what factors may contribute to or hinder their successful learning and adjustment in China.

R. Cabangcala *et al.* [1] argue that the modern learning paradigm, especially in the context of foreign language learning, has undergone substantial changes with the transition to the online format. Researchers are convinced that innovative approaches in educational practices have an impact on students' motivation, engagement, and language proficiency. According to the researchers, analysing and assessing students' attitudes towards online English language learning and their readiness to use technology in the learning process become important. Researchers address the fact that these changes have affected not only the format of teaching, but also the very perception of the educational process by students. There is a need to examine in detail how these changes affect students, their attitudes towards learning and their level of training in the use of technology.

L. Zhou *et al.* [2] provide in their work an important statement about the close relationship between the level of proficiency in a foreign language and students' readiness to actively communicate in this language. Readiness to communicate in a foreign language, according to the researchers' conclusions, can be a key factor stimulating students' participation in the educational process, specifically, it is manifested in students' active involvement in lessons, discussions, research activities, and other learning activities. However, scholars also emphasise the need to consider negative factors such as anxiety that students may experience at the prospect of communicating in a foreign language. Consequently, apart from the level of competence, motivation, and confidence, the study of students' emotional state and motivation in the organisation of the educational process in foreign languages is of significant importance. Therefore, it is vital to consider these aspects in greater detail, which will offer

a more profound understanding of the influence of emotional factors on students' readiness for active communication in a foreign language.

A.D. Daniyarova [3] states that the use of games in learning a foreign language is an important and modern tool that contributes to the development of intercultural communication of students. The researcher is convinced that games have the potential to improve comprehension and language proficiency and allow students to actively interact in the learning environment. By using language in play situations, students can become more aware of the importance of cultural aspects and learn to respect and understand cultural differences. Therefore, it is worthwhile to scrutinise games in foreign language learning as a tool to promote the development of key intercultural communication skills. Gamification can make the learning process more fun and effective for Chinese students.

S. Abduxalimova [4] is convinced of the importance of studying and understanding intercultural discourse. According to the scholar, it is playing an increasingly widespread and important role, particularly in foreign language learning. The researcher believes that the study of intercultural discourse helps to understand how distinct cultures interact in the field of communication. Thus, a thorough investigation of intercultural discourse is needed to better understand the processes of intercultural interaction in the contemporary world when foreign students learn a foreign language in China.

G.Z. Uzakova [5] notes the importance of native language in learning a foreign language. She addresses the idea that the native tongue can play a significant role in foreign language acquisition. The researcher notes that the native tongue can be used as a rich source of knowledge and help in second language learning, provided it is used judiciously. In the context of foreign language teaching in higher education institutions in China, it is worth exploring the role of students' native tongue, which can influence intercultural communication.

The purpose of this study was to research and analyse the impact of intercultural communication on the learning process of international students in Chinese educational institutions to enhance education, promote a harmonious intercultural environment, and prepare young people for their future roles as international leaders.

## Materials and Methods

Within the framework of this study, scientific research methods, including analytical method and systematisation, were employed to scrutinise the features of interaction between students from different countries in learning a foreign language in educational institutions in the People's Republic of China. These methods helped to better understand the dynamics of sociocultural differences, identify common trends and characteristics, and determine the impact of these factors on the learning process.

Using the analytical method, intercultural communication situations of students from different countries in the context of foreign language learning in Chinese higher education institutions were investigated. This method facilitated an in-depth understanding and highlighted the of key aspects of the process, as well as identified factors influencing success or difficulties in students' intercultural interactions. Using the analytical method, this study highlighted and explored in detail the main problems and challenges faced by students from different countries when learning a foreign language in China. The analytical method provided a study of the linguistic, cultural, and adaptation challenges faced by these students. The data and findings obtained using this method helped to highlight the impact of the adaptation and learning process of students from distinct cultural backgrounds in educational institutions in China, contributing to improving their intercultural communication, enhancing learning efficiency and forming more harmonious relationships between students and educational institutions.

Using the method of systematisation, it was possible to order and structure the available information, highlighting the key aspects of the issue of communication of students from different countries in learning a foreign language in educational institutions in the People's Republic of China, which gave a deeper and more comprehensive understanding of the complexity of the adaptation and learning process. Using the method of systematisation, the impact of intercultural communication on the learning effectiveness of international students was investigated. This method assessed several key aspects, including understanding of both language and culture, intensity of speech practice, development of intercultural competence, degree of motivation, effective use of educational resources, support from teachers and classmates, and level of co-operation and involvement of students in cultural activities. This method helped to explore important aspects that contribute to an in-depth understanding of international students' learning in China. Using the method of systematisation, common patterns and key factors related to the learning process and interaction of students from distinct cultures were identified. Using the systematisation method, it was possible to investigate the interactions of students from distinct cultures and their impact on the adaptation and learning process. This method has enriched the understanding of the impact of intercultural communication on students' learning and adaptation, which is important for creating more effective educational programmes and improving the quality of intercultural interaction among students from different countries in the context of foreign language learning in higher education institutions in China.

The conducted study, using analytical method and systematisation, helped to develop a more detailed understanding of intercultural communication and its impact on the educational effectiveness of students from different countries studying foreign language in universities in the People's Republic of China.

## **Results**

In a modern globalised world, people from distinct cultures and nationalities interact increasingly often. This makes

intercultural communication a key competence for personal and professional success. Universities play a major role in preparing future leaders who will work in international companies, government agencies, and other organisations. Understanding the intercultural aspects of communication helps them to be more competent and successful in a global environment.

There are many individual factors to consider when learning a foreign language. The personal attraction and preferences of each student, as well as their level of motivation, appear to be a crucial aspect. These variables have a meaningful impact on a student's ability to learn a foreign language effectively. Therefore, there is an urgent need for an individualised and flexible approach in education to adapt the teaching methodology to the unique characteristics of each learner. This approach allows for a variety of aspects such as level of passion, individual specifications and motivation, which are considered fundamental to optimise the foreign language acquisition process [6; 7]. Chinese students learning English as a foreign language have difficulties with speaking practice in English. Their motivation for speaking practice in the language plays an important role. Students in China, as in any country, may face difficulties in speaking a foreign language [8].

Emotional and motivational factors play a significant and significant role in the context of foreign language learning. These affective aspects have a substantial impact on teaching methods and learners, their perception and interaction with the learning material. Understanding and considering these factors is key for foreign language teachers to tailor teaching methods to the needs and characteristics of each student most effectively. The emotional state of students has a direct impact on their learning. Students who feel confident, motivated, and have a positive attitude towards language are more likely to achieve success in language acquisition. On the other hand, fear, anxiety, and negative emotions can be a barrier to effective learning. Motivation plays a key role in keeping students interested in language learning. The level of motivation affects the degree of effort a student is willing to put into learning and their persistence in overcoming difficulties. Understanding each student's motivational factors allows instructors to find an approach to help strengthen and maintain motivation for language learning [9]. Affective aspects also influence students' attitudes towards language and the process of intercultural communication. Understanding and respecting cultural differences and perceptions can contribute to more successful intercultural communication and the development of students' intercultural competence. Thus, emotional and motivational factors play a critical role in the context of foreign language learning and intercultural communication of students from different countries.

It is important to examine the motivational mechanisms that underlie success in foreign language learning from the perspective of regulatory focus. Diverse types of motivation and ways of directing attention can have a considerable impact on outcomes in foreign language learning. A thorough understanding of these mechanisms is a key element in developing more effective teaching techniques and motivational strategies for students seeking to acquire a foreign language. One of the key aspects to

consider is the type of motivation that inspires students to learn the language. Motivation can be integrated, or extrinsic, and different types of motivation have different effects on learning. For example, integrated motivation, where students see the meaning and value of language learning for themselves personally, is often more effective in stimulating the learning process than external factors such as grades or rewards [10; 11]. Furthermore, focusing attention plays a major role in foreign language learning. Students who can focus their attention on the learning material and minimise the impact of distractions often achieve better results. Understanding how attention focus is formed and regulated can lead to the creation of more effective learning strategies and motivational tools.

Assessing the impact of intercultural communication on the effectiveness of teaching international students is of significant importance in the context of modern education. In a localised world where international connections and cooperation are becoming increasingly important, the ability to communicate and collaborate effectively with people of distinct cultures and nationalities is becoming a key skill. Therefore, assessing how intercultural communication affects the learning process of international students helps not only to better understand this process, but also to develop methods and strategies that contribute to improving the quality of education.

Mediation plays a vital role in assessing language learning in the context of interlanguage and intercultural orientation. The importance of mutual interpretation and understanding between learners from different linguistic and cultural backgrounds is emphasised. Mediation, as a process of sharing and interpreting information between students, promotes a better understanding of different languages and cultures, which enriches intercultural communication and learning. This role of mediation is particularly relevant among students from different countries studying a foreign language in the context of China, where distinct cultures and languages converge. Attention should also be drawn to the importance of

assessing learning and intercultural communication through the lens of mediation, as this contributes to a better understanding of students' level of linguistic competence and intercultural abilities. Mediation is an integral part of successful intercultural communication and can be used in assessing students' level of language competence and intercultural readiness [12].

Students actively interact with innovative methods and technologies when they learn a foreign language. This includes the use of modern online resources, applications, and programmes that enrich the learning process and promote more effective language acquisition. Innovations in education and technology play a key role in motivating students and facilitating their active involvement in the learning process and communication with students from other countries. Specifically, innovative technologies contribute to a more profound understanding of foreign culture, sustained motivation, and increased student confidence in their language abilities. Multimedia and interactive technologies such as video lessons, audio materials, and virtual field trips provide students with the opportunity to immerse themselves in the target culture, perceiving it through sight and hearing. Many applications and online resources are available to students, allowing them to learn at their own pace and choose materials that match their interests. Innovative technology provides opportunities for immediate feedback and error correction, helping students to use language more confidently and avoid the fear of making mistakes. They create opportunities for practical communication, which facilitates the development of intercultural communication skills [13]. The use of innovative technologies in learning a foreign language contributes to more effective learning, motivation of students, and development of their intercultural competence.

Notably, students from different countries, when they embark on foreign language learning in higher education institutions in China, can exchange culture in the foreign language learning process in numerous ways (Table 1).

**Table 1.** Opportunities for intercultural exchange of students in foreign language teaching in China

No.	Opportunities	Description
1	Intercultural communication	Teachers can encourage students to communicate with each other and discuss their cultural backgrounds. This can include discussions, projects, interviews, and other types of communication.
2	Exploring cultural themes	Includes lessons and topics related to the culture and history of the countries speaking the target language. This may include learning about cultural festivals, traditions, art, music, cooking, and other aspects of culture.
3	Multimedia resources	The use of multimedia resources such as films, cartoons, music videos, and documentaries can help students immerse themselves in the cultural aspects of the language and country. Discussing these materials after viewing can stimulate dialogue and the exchange of opinions.
4	Guest lectures and presentations	Inviting guests from a native speaker country can provide students with direct contact with the culture and language. This may include lectures, masterclasses, first-hand stories, and other forms of interaction.
5	Projects and research	Assignments that explore the cultural aspects of a particular country can inspire students to delve deeper into cultural studies. This may also include creating presentations, research papers, or cultural projects.
6	Exchange of cultural experiences	Students can share their cultural backgrounds and experiences with classmates from other countries. This creates an opportunity for mutual learning and enrichment of knowledge.

**Source:** compiled by the authors of this study.



Teachers can also create an open and supportive atmosphere where students feel comfortable to discuss cultural issues and exchange ideas. This promotes greater understanding and intercultural communication among students. Notably, there is a considerable correlation between students' readiness for active communication in a foreign language and their level of proficiency in this language. The degree to which students are prepared for active language interaction can have a profound impact on their language acquisition ability. This readiness is a critical factor to be considered when developing foreign language teaching methodologies. Students who feel confident and motivated to actively communicate in a foreign language are more likely to achieve a better level of proficiency. The willingness to communicate in a foreign language, whether in a learning environment or in real-life situations, can encourage students to actively apply their language skills. Understanding the relationship between language readiness and language proficiency becomes a key element in developing foreign language teaching methods. Teachers and educational programmes should not only focus on the language material, but also on students' motivation and confidence in using the language. This will create a more effective and stimulating environment for language learning and language skills development [14].

Intercultural communication has a considerable impact on the learning process of international students in China. This impact can be categorised into several key aspects that are important for both students and educational institutions. These include personalisation of learning, improved visual learning, feedback and assessment, independent learning, global learning and cross-cultural interaction, improved accessibility, motivation and engagement, and increased efficiency of educational institutions.

Student intercultural communication fosters a more profound understanding of the language and culture being studied. When students encounter people from other cultures, they can immerse themselves in authentic language environments and understand language features such as accents, slang, idioms, and even cultural nuances that are difficult to learn from textbooks. Communication promotes the development of oral skills. Communicating with native speakers or students from different countries requires the use of spoken language. It helps students improve pronunciation, grammar, and listening comprehension. Students, by engaging in intercultural dialogues, learn to understand and respect the differences between cultures. This is an important aspect, especially in today's world where international interaction plays a key role. Intercultural communication is to stimulate motivation to learn. When students see how language is used in real-world circumstances and how it can be useful in achieving their goals, it can be a powerful motivator for learning. Notably, students can share knowledge about their cultures, which enriches the educational process. They can also get valuable language learning tips and resources from their peers. Socialising with others who are in a comparable situation creates a sense of mutual support and encouragement, which can make the learning process less stressful. Intercultural communication also includes participation in cultural activities. This enables students

not only to learn about the culture, but to take an active part in it, which can make learning more engaging and interesting. Thus, intercultural communication has a versatile and positive impact on international students' learning in China, contributing to their linguistic, cultural, and personal development.

Interactions between students from diverse cultures have their own unique characteristics that can have an impact on the adaptation and learning process. Students may encounter communication problems due to differences in language. Having a language barrier can reduce comfort and confidence levels, which can affect the quality of learning. Differences in cultural values, norms, and customs can cause misunderstandings and conflicts. Students may encounter cultural stereotypes and prejudices that affect their interactions. For students who come from another country, adapting to a new educational environment can be a challenge. This includes adapting to teaching methods, socio-cultural backgrounds, and even climatic conditions. Understanding and respecting cultural differences can make interactions more harmonious. Students who have intercultural sensitivity can more successfully integrate into a unique environment.

Group learning and collaborative projects can create conditions for mutual help and co-operation between students from distinct cultures. This facilitates the exchange of knowledge and experience. A system of mentoring and support from universities and local students can greatly facilitate the adaptation and learning of international students. Organising cultural events and festivals on campus can promote understanding and integration of students from distinct cultures. The importance of psychological support for students facing cultural adaptation challenges should not be underestimated. The interaction of students from distinct cultures can influence the adaptation and learning process in various aspects. Understanding and addressing these characteristics can help universities and students provide a more successful learning experience for all.

## **Discussion**

The study of the issue of intercultural communication of students from different countries in learning a foreign language has been covered by many scholars, offering a variety of opinions and research methods. For a better understanding of this issue, the views, and findings of other studies in this area need to be examined in greater detail. Comparing the results of this study with the findings of researchers may allow for the identification of common patterns, differences, and potential areas for more research.

C. Weninger & T. Kiss [15] insist on the undoubted importance of cultural elements when learning a foreign language and their influence on teaching materials. Their study emphasises that integrating cultural components into teaching materials plays a major role in enriching and enhancing language comprehension because language is always closely related to the socio-cultural context. Scholars argue that analysing cultural aspects in textbooks enhances students' knowledge of foreign culture, its customs, values, and ways of communication. Moreover, researchers emphasise the importance of critical reflection on the cultural materials included in textbooks. This analysis aims to avoid stereotypes, biases, and

misunderstandings, which contributes to a more profound and more objective perception of cultural characteristics. A critical approach to the study of cultural aspects, according to the researchers, contributes to the development of intercultural competence in students and enables them to interact more effectively and adaptively in a multicultural environment. Comparing with the results of this study, it is necessary to agree that cultural features do have an active influence on the process of learning a foreign language, and the inclusion of cultural components in teaching materials and critical analysis of their content help students to understand the language and worldview of native speakers of that language more deeply.

B.J. Ali & G. Anwar [16] argue that anxiety is manifested in various aspects of foreign language learning in the student environment. These aspects, according to researchers, may include anxiety before taking exams, anxiety before communicating in a foreign language, and even anxiety related to lack of confidence in one's language skills when interacting with students from other countries. According to the researchers, these anxiety states can have negative consequences, such as lowering students' motivation levels, reducing engagement in the learning process and, in some cases, even leading to discontinuation of foreign language learning. Comparing with the results of this study, it is worth noting that students' disruptive emotional states can have a negative impact on their ability to communicate intercultural. Anxiety and insecurity can create barriers to open and effective interaction between students from different countries, which hinders the development of their intercultural competence and cultural awareness.

Sh.G. Akbarova [17] touches upon an important philological aspect related to the phenomenon of reception in intercultural communication. The scholar emphasises that philological, psychological, and philosophical interpretations of reception play an essential role in today's world, especially among the younger generation and students. The researcher argues that reception is a vital tool for the exchange of ideas, cultural values, and knowledge between distinct cultures. This, according to the scholar, contributes to a better understanding of the world's cultural diversity. The researcher is convinced that the analysis of philological, psychological, and philosophical aspects of reception in intercultural communication can help students and the young generation to develop skills of effective perception and understanding of information, as well as stimulate their critical thinking, as these skills are especially valuable in the modern world, where globalisation and intercultural interactions are becoming increasingly important aspects of our lives. When comparing with the results of this study, it is worth noting that intercultural communication indeed plays a key role in enriching world experiences and understanding distinct cultures when learning a foreign language.

I.E. Klyukanov [18] addresses the basic principles of intercultural communication, which are important in the interaction between representatives of distinct cultures. These principles, according to the researcher, facilitate effective and harmonious communication between people from different cultural contexts. Respect and openness, adaptation and flexibility, active listening, awareness of one's biases, cultural literacy, tolerance and

constructiveness, and the very linguistic competence of the person who encounters a new culture are important, according to the scholar. Understanding another culture, according to the researcher, begins with active listening and teaching, which also includes an interest in the history, values, and customs of another culture. In addition, researcher argues that it is important to be aware of one's own biases and stereotypes that can influence the perception of another culture and being aware of the cultural norms and values of another culture allows one to successfully interact with its representatives. The researcher is convinced that resolving conflicts and misunderstandings requires tolerance and the desire to find constructive solutions, so instead of picking on differences, it is worth looking for common ground and ways to co-operate. Knowledge of a foreign language, according to the researcher used in a particular culture, is one of the main aspects of intercultural communication because fluency in the language reduces the risk of misunderstanding and promotes profound mutual understanding. Comparing with the results of this study, it must be agreed that these principles do help to provide a foundation for successful intercultural communication and help to strengthen the connection and understanding between students' different cultures in the process of foreign language learning in China universities.

W.A. Ou & M.M. Gu [19] argue that language practices and perceptions of students from different countries who take part in communication in a transnational university in China is an important issue in modern education. The researchers focus on the process, within the framework of which multilingual students interact by negotiating linguistic norms, adapting communication contexts, and strategically utilising the various resources available in different spatial and temporal frameworks to communicate successfully. Scholars' findings indicate that transnational space provides opportunities for different norms and changing power relations. According to the researchers, multilingual students can create, define, and improve sociolinguistic contexts by fitting them into their own interests. Furthermore, the researchers emphasise that multilingual students understand power issues related to the relationship between language and norms, which contributes to the development of more flexible and open attitudes towards language use. According to the scholars, they are also skilled in interactive strategies that enable them to harmonise language differences to interact successfully in a transnational space. Comparing with the results of this study, it is worth noting that it is now important to understand the impact of intercultural communication on the language practices and norms of students from different countries in order to promote intercultural understanding in the university environment.

L. Wang [20] provides an important statement about the role of motivation in the context of intercultural communication of students from different countries in the process of learning a foreign language. The researcher emphasises that motivation plays an integral role in the successful interaction between students from distinct cultures and contributes to more effective foreign language acquisition. This, according to the scholar, emphasises the importance of intrinsic and extrinsic motivation that drive students to learn a foreign language as well as to engage in

intercultural communication. Compared with the results of this study on students' intercultural communication in China, it is worth agreeing that motivation can indeed influence the effectiveness of intercultural communication in an educational setting.

Thus, analysing the existing literature and comparing our own results with the findings of other scholars contributed to a better and more comprehensive understanding of the specific features of intercultural communication of students from different countries in foreign language learning, particularly in China.

## Conclusions

Thus, the modern world has become global and interconnected, and this is reflected in educational practices. Universities in China and elsewhere attract students from all over the world, creating diverse cultural and linguistic environments. Therefore, understanding how students from distinct cultures interact in learning environments becomes a key aspect of education. Intercultural communication is the basis for successful interaction in today's world where international co-operation, business partnerships, and international relations are becoming increasingly important. The ability to communicate effectively and understand each other in international environments is crucial, and language learning is part of this process.

The study showed opportunities for intercultural exchange among students from different countries in Chinese universities, such as intercultural communication, exploring cultural topics, multimedia resources, guest lectures and performances, projects and research, and sharing cultural experiences. The influence of intercultural

communication on the learning effectiveness of international students has also been identified. The study examined aspects of cross-cultural student interactions and their impact on the ability to learn a new language. Factors that contribute to successful communication were identified, as well as those that may hinder it. Additionally, the paper analyses the specific features of interaction between students from distinct cultures and its impact on the process of adaptation and learning. This included research on social adaptation and the impact of cultural stereotypes, as well as analysing interactions with local students and teachers. The findings provide a better understanding of the dynamics of international students' learning in China and allow developing strategies to support their academic success and adaptation.

Researchers working with the topic of intercultural communication of students from different countries in China should pay attention to what methods and approaches in education can promote more successful intercultural communication and learning, which will help to better understand the complexities and characteristics of students' intercultural communication in China and develop strategies to improve the quality of education in this area.

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## Conflict of Interest

None.

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## **Особливості міжкультурної комунікації студентів з різних країн при вивченні іноземної мови в університетах Китаю**

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### **Анотація**

**Актуальність.** У контексті освіти в сучасному світі, де глобалізація стала невіддільною частиною життя, особливої актуальності набуває тема міжкультурної комунікації студентів з різних країн під час вивчення іноземної мови в китайських навчальних закладах. Цей аспект освіти набуває все більшого значення, оскільки сьогодні студенти різних культур і національностей часто об'єднуються в навчальні спільноти, збагачуючи свої знання і досвід завдяки міжкультурній взаємодії.

**Мета.** Метою цієї статті було дослідити та проаналізувати вплив міжкультурної комунікації на навчальний процес іноземних студентів у китайських університетах.

**Методологія.** У дослідженні використано аналітичний метод та систематизацію.

**Результати.** Дослідження виявило можливості для міжкультурного обміну між студентами з різних країн в китайських університетах під час вивчення іноземної мови. В результаті цього дослідження було вивчено вплив міжкультурної комунікації на ефективність навчання іноземних студентів. Це дослідження з'ясувало, як взаємодія між студентами з різних культур впливає на їхню здатність опановувати нову мову, і які фактори сприяють або перешкоджають успішній комунікації. Також було досліджено особливості взаємодії між студентами різних культур та проаналізовано її вплив на адаптацію та процес навчання, що включало вивчення соціальної адаптації, вплив культурних стереотипів, а також взаємодію з місцевими студентами та викладачами.

**Висновки.** Результати цього дослідження можуть слугувати основою для глибшого розуміння потреб іноземних студентів та розробки методів викладання, що враховують міжкультурні аспекти.

**Ключові слова:** мотивація; освітнє середовище; міжкультурний обмін; соціолінгвістичні чинники; міжкультурні взаємодії.