Analysis of lingual situation and foreign language teaching methods (quality) in China and Kyrgyzstan

Shanshan Ren
Shanghai University of Political Science and Law
7989, Wai Qing Song Rd., Shanghai, China
Kyrgyz National University named after Jusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Jia Jiao
Kyrgyz National University named after Jusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Junzhong Wang
Kyrgyz National University named after Jusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Aisuluu Moldobaeva*
Kyrgyz National University named after Jusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Asel Toksonalieva
Kyrgyz National University named after Jusup Balasagyn
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

Abstract

Relevance The development of a quality language policy fully depends on the level of development of the language situation in the state. For this reason, during the introduction of the current reforms for the improvement of Kyrgyzstan, particular attention should be devoted to the state languages and their prevalence in society.

Purpose. The research aims to study the linguistic situation in Kyrgyzstan and China and to investigate the concepts of foreign language teaching in these countries.

Methodology. Analysis and synthesis, comparison, deduction, generalization, and abstraction were used in the study.

Results. As a result, the characteristics of education, as well as the provision of the language situation in China and Kyrgyzstan, were revealed. Historical, political, economic, and socio-cultural aspects were characterised based on the source for the development of the state language policy. The study also differentiated the societies of China and Kyrgyzstan based on the nationality of the people living in these states. Such results allowed identifying the most common languages and dialects in these territorial entities, as well as determining the level of balance between them. In addition, the study explored approaches and starting points for Chinese and Kyrgyz language teachers. Based on this, the main pedagogical tools, both formal and informal, aimed at developing students' linguistic skills were characterized.

*Corresponding author

Conclusions. Following the study, methodological recommendations for the formation and provision of effective interaction of educational actors were developed. The results are appropriate to be used in the process of developing curricula and materials for those involved in foreign language teaching.

Keywords: public policy; education; linguistic skills; pedagogical concepts; dialects.

Introduction

The spread of multilingualism in modern society is quite dynamic due to globalisation processes. The active involvement of digital technologies, the transformation of social institutions and the change of roles in society have an impact on the linguistic situation in the state. As a result, modern socio-cultural phenomena are evolving, making it necessary to modify pedagogical technologies and approaches to the provision of foreign language teaching. This aspect is significant as it is closely linked to the linguistic situation in the state. This is explained by the interests of minorities being satisfied by having their languages as foreign or additional languages in educational institutions. This way, multilingualism is promoted, allowing not only the development of several languages in the state (Kyrgyzstan) but also different dialects and types of one language (China) [1]. Hence, the relevance of the linguistic situation in China and Kyrgyzstan is predefined by the evaluation and effective pedagogical methodology creation. The results will allow the expression of the characteristic features of the target audience, namely pupils and students who will be learning a foreign language. Their consideration is a necessary component to improve the level of teacher's professional performance, as well as to develop the efficiency of the learning process [2; 3].

It should be noted that the quality of the pedagogical concepts used depends on the content of their components in dynamics. This is why an evolutionary approach to the organisation of the educational process, including the teaching of a foreign language, is relevant today. As a result, it is possible to maintain a balance of the linguistic situation, ensuring multilingualism in the state [4]. It is important to note that for pedagogical methodologies to be relevant, they need to be constantly updated in line with developments and changes in social relations. Therefore, a study of current concepts of foreign language teaching will make it possible to identify their advantages and disadvantages, as well as to propose priority approaches for the development of student-teacher communication. It is important in this case to use a systematic approach; through which it will be possible to form a quality structure for the organisation of teaching in different forms of educational institutions. The three degrees of autonomous activity of the educational actors while teaching and acquiring a foreign language are relevant today [5]. These include working with the theoretical background, the stage of developing practical and language skills, and providing a set of monitoring activities of the students' learning work. Thus, at this point, there is a need to develop the described system in Kyrgyzstan so that it meets both the political and socio-economic needs of society.

It should be noted that the issues of ensuring the development of the language situation, organising a quality language policy and foreign language teaching are debatable in scientific doctrine, as researchers study them from different angles. Accordingly, N.S. Usupova and J.D. Abdyraeva [6], G.B. Abakirova [7], Z. Rakhimova and D.

Dzhusubalieva [8] analysed the objective criteria which are reflected in the reform of pedagogical methods. They established that the latter should not only contain traditional principles but also involve informal tools, which are the basis of the digital society. Thus, their conclusion about the digitalization of education and the modification of foreign language teaching concepts is appropriate to use in expressing the main advantages and disadvantages of current pedagogical methodologies in China and Kyrgyzstan. In turn, A. Andujar et al. [9] and N. Chylanbekova and N.K. Sartbekova [10] are proponents of mobile-oriented methods of teaching a foreign language and providing a balance in the linguistic situation of the state. They investigated the peculiarities of involving electronic information bases and mechanisms in the process of mastering new linguistic skills for students. As a result, they were able to uncover the benefits of programs such as Big Data, Data Mining, Data Bases as well as electronic libraries such as Electronic Libraries. Their findings should be used to formulate recommendations for improving the quality of foreign language teaching in the current context caused by the digitalisation of all spheres of society. The essence of the language situation has been studied by Z.K. Derbisheva [11], who managed to establish that it is a variable that influences the formation of public policy in the sphere of the use of one or more languages on the territory of a state. She proposed to represent the linguistic situation in two contexts, namely sociolinguistic and linguistic, which differ in their direction. However, this study should use the aim of the linguistic situation and policy to address the status of languages and the level of their use in a certain territory.

Based on the aforementioned, it should be established that the research aims to review the peculiarities of the language situation in China and Kyrgyzstan as well as the principles of foreign language teaching in their educational institutions. The research formed 6 tasks, namely, to reveal historical preconditions of language situation formation in China and Kyrgyzstan; define principles of language situation balance in these states; describe the main ideas and content of their state language policy; analyse concepts of foreign language teaching in China and Kyrgyzstan; form recommendations on improving their quality; compare studied pedagogical approaches and establish their advantages and disadvantages.

Materials and Methods

The analysis method was used to explore categories such as "language situation" and "narrative methodology". In this way, their meaning and essence were revealed to express the relationship between these elements. The analysis took place in stages, and therefore it was used firstly to identify the peculiarities of the linguistic situation in China, and then in Kyrgyzstan. This method is necessary to express the main techniques based on which educators implement their professional functions in the field of foreign language teaching. The analysis allowed

differentiation according to their complexity and the necessary pedagogical tools. The synthesis method was used to form the research objective, as well as establish the dependence between its components. Thus, it is necessary to identify and describe the common and distinctive features of language formation in China and Kyrgyzstan. Synthesis was used to investigate the teaching process as well as its effective pedagogical tools necessary for teaching a foreign language.

The comparison method was used to compare the experiences of the formation, development, and provision of state language policy in two states, such as China and Kyrgyzstan. It contributed to the identification of similarities in the attributes and approaches based on which language policy development takes place in these territorial entities. The comparison was also used to reveal the common methods of teaching a foreign language. It involved expressing their advantages and disadvantages as well as the main ways of implementation. The comparison method was necessary in the process of highlighting promising pedagogical approaches to foreign language teaching in China and Kyrgyzstan. The abstraction method was used to identify pedagogical concepts. It involved expressing such approaches in both states and examining their effectiveness, responsiveness, and complexity. Abstraction highlighted the specific features of the presentation methods without considering their general characteristics in pedagogical scientific doctrine. Thus, this method was necessary to examine the function and purpose of the pedagogical approaches used in China and Kyrgyzstan.

The deduction method was used to analyse the approaches to foreign language acquisition, namely their specific indicators, based on the general knowledge and understanding of the language situation in a certain state. A transition from general ideas and principles established in the state language policy to the specific tools and ways of foreign language acquisition in China and Kyrgyzstan was made. The generalisation method was used to evaluate the experiences of China and Kyrgyzstan in the context of balancing the language situation and the quality of learning approaches in the education system. Recommendations, presented in the form of a scheme to express the logical connection between its components, were formed using this method. Accordingly, the synthesis involved the disclosure of priority ideas and advantages in the process of pedagogical activities of teachers and their teaching of a foreign language.

Results
Language situation in China
The analysis of the linguistic situation in a country allows for highlighting not only the linguistic development of its citizens but also the cultural and traditional foundations of the provision of society. Moreover, a qualitative description of the linguistic situation makes it possible to identify the main approaches and tools used for learning both the state language and foreign languages. When examining this aspect in China, it should be pointed out at once that it has one of the largest populations in the world. It has a population of 1.4 billion people, which is due to the large area of the country, which is almost 9.6 million square kilometres [12]. These facts play an important role

in the development of the linguistic situation in China, which is due to its leading position in the world. Given this, there are 56 nationalities living in this state. Among them, the Han group is 1.3 billion people, which makes it the de facto dominant group, accounting for 91.6% of the total population [13]. As for the minority population, it is 0.1-0.15 billion, accounting for 8.5% of the population. Considering the number of people living on the territory of China and their differentiation by nationality, it should be noted that they use about 80 languages, among which 33 are written languages.

Analysing the historical development of Chinese society as well as theoretical materials, it can be concluded that all languages spoken in China belong to the Xeno-Tibetan group. It includes hundreds of local dialects, accents, and dialects. The most common among them are the northern dialects, called Guanghua, which are divided into several types of their domains. Accordingly, the natives of Beijing have used Guanghua as their native and traditional language. In addition to "Beijing" Guanghua, there were other phonetic variants, such as "Lanqing Guanghua", which had some deviations from the Beijing pronunciation and were therefore used in other Chinese cities [13]. Despite the wide range of linguistic diversity, it should be noted that the Chinese have a common writing system. This approach is justified as it greatly simplifies and streamlines the process of expression and communication between individuals. This writing system was developed based on one of the dialectical types of the Chinese language, namely Cantonese. Accordingly, the first written texts appeared in it as early as the end of the Ming dynasty. To this day, they are still used in modern Chinese society, with the addition of elements of Putonghua as well as traditional full or abbreviated dialect characters.

In the study of the linguistic situation in China, particular attention should be devoted to the establishment and proclamation of the People's Republic of China. Accordingly, the formation of the official language took place in 1949, as well as over several years [12]. However, the result of this language policy came only in 1956 with the unification of the Chinese language and the promotion of Mandarin Chinese (the common language). In addition, the first table of simplified characters was introduced in that year, and in 1986 an official list of 2,235 such characters and 14 radicals were defined and adopted [13]. Concerning minority policies and the state language in China, they are supported as they are free to use and develop their language. This shows respect for the existence of other languages within the state as well as ensuring their dissemination. An example of the implementation of this approach is the introduction of a rule for schools in which most students belong to an ethnic minority to provide students with textbooks and teaching aids in their language, but not to exclude the study of Chinese. To maintain the balance of the linguistic situation in China, bilingual education has been introduced to preserve minority linguistic groups while maintaining the state language.

A separate study of the linguistic situation should be devoted to the mutual understanding of different dialects. In China, such speakers, even within the same dialect group, often have problems which make communication

between citizens impossible. An example is the period of the coronavirus epidemic, during which in Wuhan, where two subgroups of the Guanghua group of dialects are common, health workers were provided with special phrasebooks so that they could communicate with older patients who were using dialects to a greater extent [13]. Regarding the preservation of balance and protection of the linguistic situation in China, its cooperation with UNESCO on language research and protection is noteworthy. Such an approach is necessary to simultaneously ensure the diversity of linguistic attitudes within the state, as well as to preserve the number of languages of the Chinese people, including their dialects.

Language situation in Kyrgyzstan

As for the language situation in the Kyrgyz Republic, its peculiarities are largely due to the bilingualism established by the legislation. Consequently, both the Kyrgyz and Russian languages are developing simultaneously in this state, since, following the Law of the Kyrgyz Republic No. 52 "On the official language of the Kyrgyz Republic" [14]. As a result, both languages are tools for realising inter-ethnic communication, as well as providing citizens with access to education, culture, information, and technology.

The historical development of the Kyrgyz language is conditioned by certain difficulties, as it did not receive much attention as a national language during the Soviet period. In terms of population, Bishkek, for example, was dominated by Russian-speaking ethnic groups (67%), thus the Kyrgyz language did not find its full development and spread. By the end of the twentieth century, the number of Kyrgyz increased by 6.8%, while the number of Russians, on the contrary, decreased by 5.1%. Regarding the analysis of other language speakers who lived in Kyrgyzstan, the number of Kyrgyz was – 47%, Uighurs – 6%, Koreans – 7%, Uzbeks – 8%, Kazakhs – 13%, Dungans – 13% [7]. Given this, the number of Russians has dropped significantly, including Ukrainians and Germans. At the same time, among the languages described, Russian was the most widespread, as it was used for record-keeping, administration, and management. That is why more than half of the population of Kyrgyzstan speak and communicate in Russian, while Kyrgyz is spoken by only 69% of society. As for other foreign languages, such as English, only 39% of citizens speak. The impact of this linguistic situation was reflected in the education system, in which Russian-language schools dominated Kyrgyz-language schools. Moreover, before perestroika, there was only one school in Bishkek that taught in the Kyrgyz language.

The linguistic situation was reformed on 23 September 1989, when the Supreme Soviet of the Kyrgyz SSR adopted the Law of the Kyrgyz Soviet Socialist Republic No. 2219-XI "On the state language of the Kyrgyz SSR" [15]. Based on this document, the Kyrgyz language was given the status of a state language and therefore acquired a special role in state institutions. The revival and spread of the Kyrgyz language were also influenced by Kyrgyzstan's independence, which made it possible to change the role and place of this language in society. To this end, special documents were developed and implemented at the state level, for example, Decree of the President of the Kyrgyz Republic No. 283 "On measures

to develop the state language and improve the language policy in the Kyrgyz Republic" [16], which determined relevance and priority of Kyrgyz language and the language policy in Kyrgyzstan.

Based on the aforementioned, during the Soviet era, the Kyrgyz language was underdeveloped in Kyrgyzstan, since the majority of society, including state officials, used Russian in their activities. Exclusively domestic issues were solved in Kyrgyz, which complicated the process of its dissemination and provision. The independence of the country stimulated the development of the Kyrgyz language, giving it an important national status. However, at the same time, bilingualism was being legitimized by granting Russian the status of an official language. Therefore, the linguistic situation in Kyrgyzstan is still unbalanced due to the competition between the two major languages.

Foreign language teaching in Chinese educational institutions

Upon researching the historical development and current situation of the language situation in China, it is appropriate to consider the characteristics and tools for teaching a foreign language in educational institutions. This requires the description of the average Chinese learner to identify their characteristic traits and characteristics in the learning activities. Students exhibit a non-communicative as well as rational-logical style of acquiring new foreign language skills [17]. This is reflected in the educational traditions of China, according to which there is no rigid subordination between educational actors in educational institutions (but this does not exclude the principle of respect for teachers); no absolute authority of the teacher (students can discuss objectively with the teacher); high activity and efficiency of students during the learning process. Before analysing the main methods of teaching a foreign language in China, it should also be noted that Chinese students are characterized by a special way of mastering the material. In contrast to Kyrgyz education applicants, their approach is not one of rote memorisation of information, but of free dialogue in which the student has to use the acquired knowledge as well as develop it. In this case, the textbook as a teaching element is used to define the algorithm of the lesson and its stages. In addition, a distinctive feature of Chinese education is the type of teacher in it, who is supposed to serve as a mentor for the next generation. While learning a foreign language in China, students often complete creative tasks, such as "explain your position on an issue or event" or "describe a news story". Such a creative approach to foreign language teaching makes it easier for students to use the skills they've learned. This is one of the main goals of Chinese education, which implies that their linguistic and methodological traditions as well as the use of national teaching materials must be considered.

Chinese teachers don't rely only on verbal exercises but also focus on presenting the information to the students in a visual way. During the presentation, they try to combine innovative tools with conventional approaches, for example using the technique of denotative analysis. The latter involves developing a graphical denotative graph and displaying a hierarchy of content units in the text. In this

way, the teacher can identify the most important elements in a foreign language, explain the meaning of the main grammatical and lexical components, answer students' questions about the sub-themes of the study session, demonstrate the actual hierarchy of sub-themes and sub-sub-themes through an ordered network. On this basis, it can be established that the narration process is in close relationship with the students' national psych type. The latter influences their cognitive style, which is dominated by deductive ways of learning the material, using visual images, images of imitations and analogies followed by an explanation.

Based on the aforementioned, it can be established that the most effective methods of teaching a foreign language in China are suggestive and situational methods. The content of the first one is to create special learning conditions in which students' tension is reduced as much as possible, which improves the work of consciousness and memory. The result is the realization of a hypermnesic effect, which contributes to improved memorization of the learning material. In the context of learning a foreign language, students need to master new skills without overwork, as well as with a high level of motivation to use the acquired knowledge and understand its high practical value. As far as the situative method is concerned, it involves the teacher introducing complex tasks, namely written and oral tasks according to the conditions proposed by the teacher. In this way, the teacher simulates a process or situation in which students reproduce their skills. Often Chinese teachers additionally use pictures or coloured words. Thus, methods of teaching a foreign language in China differ significantly from the Kyrgyz experience, which is due to the difference in traditions and principles of formation of the education system. From the described experience it is advisable to adopt teachers' approaches to conveying learning information, which should take place freely and impartially. Such a goal should precede all training sessions, which should focus on striving to make students better, rather than only assessing them according to the curriculum.

Approaches and tools for teaching a foreign language in the Kyrgyz Republic

In Kyrgyz educational institutions, teachers use different foreign language teaching methods, namely communicative, intensive, fundamental and lingua-sociocultural. The first is aimed at developing the communication and creativity of students. The teacher uses in this case a set of methodological techniques to ensure free conversation in a foreign language in the classroom. This methodology aims to reduce or eliminate language barriers for students so that they could express themselves in a foreign language. Thus, this methodology focuses specifically on speaking and active language practice. Written exercises are also used, but they are secondary in this methodology. The main part of the teaching of a foreign language based on the communicative approach of a teacher consists of communication, listening, pair work and role-playing of students. The process described above results in the implementation of group communication, which affects the psychological component of stimulating the student to master a foreign language.

The subsequent fundamental methodology is at the same time traditional in the context of teaching a foreign language in Kyrgyzstan. Its main purpose is aimed at the qualitative study of phonetics as well as the identification of images of syntactic constructions. This process is also reflected in the volume of foreign vocabulary of the students. Thus, the use of the fundamental method by the teacher implies presenting the language as a real tool for communication. In this case, it is a question of both speaking and writing as well as listening, which should be harmoniously acquired by the learners. The teacher should be aware of all phases of the professional activity and effectively divide them to ensure a dynamic but optimal pace of lessons. To this end, the following algorithm for building the interaction of a Kyrgyz teacher with learners while teaching a foreign language should be proposed (Figure 1).
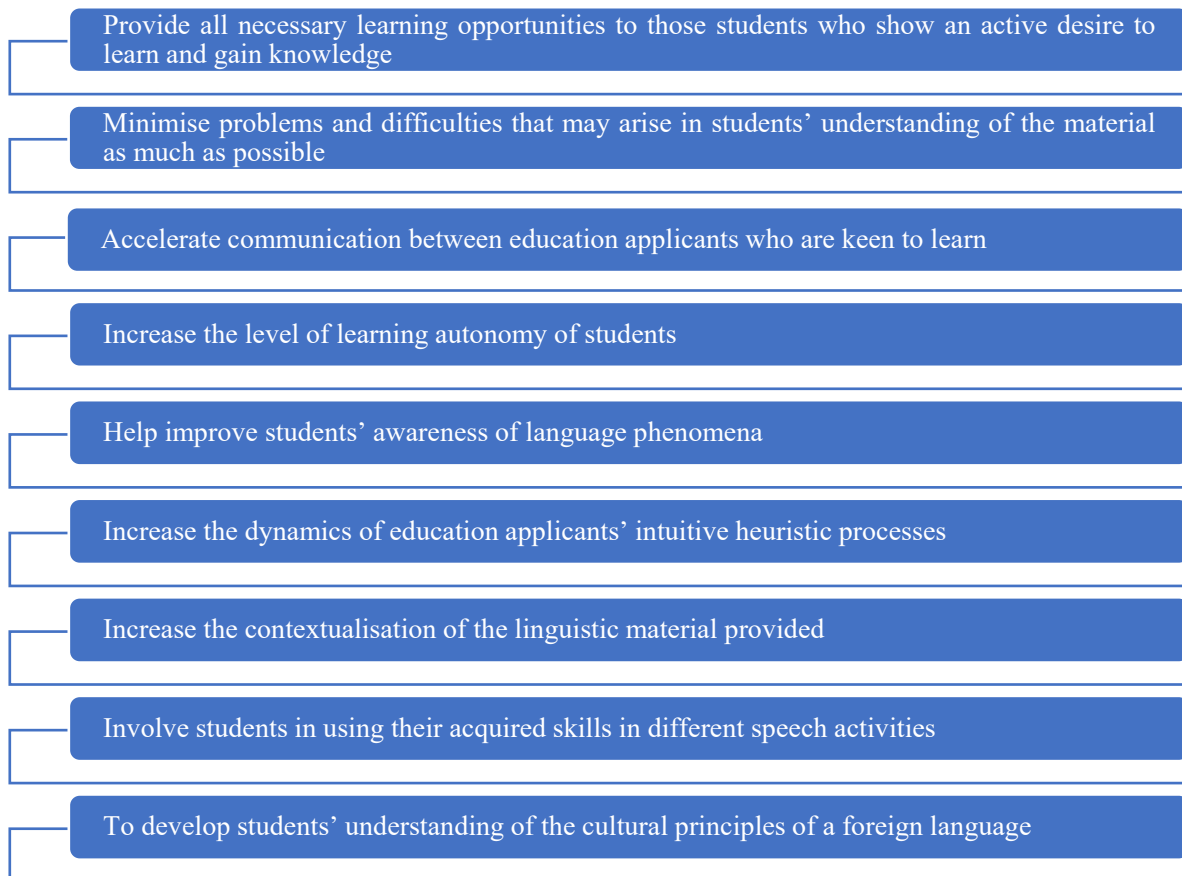
- Provide all necessary learning opportunities to those students who show an active desire to learn and gain knowledge
- Minimise problems and difficulties that may arise in students' understanding of the material as much as possible
- Accelerate communication between education applicants who are keen to learn
- Increase the level of learning autonomy of students
- Help improve students' awareness of language phenomena
- Increase the dynamics of education applicants' intuitive heuristic processes
- Increase the contextualisation of the linguistic material provided
- Involve students in using their acquired skills in different speech activities
- To develop students' understanding of the cultural principles of a foreign language

Figure 1. A teacher's outline for effective interaction with students
Source: compiled by the authors.

Another method used by Kyrgyz teachers is lingua-sociocultural, which involves mastering "inanimate" lexico-grammatical forms. An example is the following sentence: "What problems are you interested in?", but this variant contains an error, as the problem has a negative connotation, and therefore the correct sentence is: "What issues are you interested in?" Such peculiarities are difficult to consider at the initial stage of learning a foreign language, so teachers use this method in high school or during university teaching. It is important to note that this method has two main aspects: linguistic and intercultural. The first one deals with increasing the vocabulary by which a person can express his or her thoughts. The intercultural aspect, on the other hand, is about reinforcing not only the basics of a foreign language but also its national characteristics, history, and culture of such a foreign-speaking country. Thus, there is a systematic involvement of different methods in the teaching of a foreign language in Kyrgyzstan. This ensures that learners could acquire an appropriate level of knowledge, as well as to use it in their future educational as well as professional activities.

Discussion

Researchers are actively addressing issues related to language situations in different countries, as this is influenced by both social and political changes. Considering the conditions of globalisation as well as the massive spread of digital technologies, opportunities are developing to improve the quality of foreign language teaching in schools, particularly in Kyrgyzstan.

In this case, it is appropriate to consider the studies of M.T. Zokirov [18] and X.L. Curdt-Christiansen and J. Huang [19], in which the concepts of "language situation" and "language policy" were explored. Distinguishing these categories is necessary to study sociolinguistics as a subdivision of linguistics. Correspondingly, M.T. Zokirov [18] pointed out that linguistic situation is appropriate to understand the system of forms which ensure the existence and development of one or more languages in their territorial and social relations. The linguistic situation is unique to specific geographic regions or administrative units. The researcher pointed out that the described category reveals the relationship and dependence of different territories on each other, based on different dialects of one language. It is important to note that the analysis of the language situation allows to establish the social conditions for the implementation of the language, namely the features of its development, distribution and use in society. The author managed to express the basic qualitative criteria of the language situation, which allows to divide it into several types. The researcher cites this criterion as the number of languages spoken in a given territory, namely multilingualism. Based on this criterion, there are such language phenomena as bilingualism, which is characteristic of Kyrgyzstan. In addition to this, he identifies a factor such as a task balance, e.g., balanced (they have the same function) and unbalanced (they have

different tasks). In turn, X.L. Curdt-Christiansen, and J. Huang [19] focuses on language policy and the peculiarities of its formation. The researchers point out in their work that language policy is developed depending on the language situation. Thus, the former is derived from the latter category, allowing its properties to be purposefully influenced. The researchers pointed out that language policy should aim at the active use of language in different spheres of society. Language policy must be a full-fledged independent component of the national policy of the state, as it has an important function, namely, to preserve the existing distribution of languages. It should be noted that the conclusions obtained by the researchers share common features with the results of this article, which also describes the categories of language situation and language policy, but in the practical context of, for example, China and Kyrgyzstan.

Contrary to previous researchers, L.S. Teng and L.J. Zhang [20] and M.S. Byram [21] analysed modern concepts and methods of foreign language teaching in higher education institutions. L.S. Teng and L.J. Zhang [20] revealed the culturally oriented concept as a methodology related to the emergence of the phenomenon of multilingualism in the contemporary environment. In their opinion, this approach is relevant, as it promotes the development of intercultural communication and the level of an educated society. The researchers point out that this approach is not common to the formal education system, as it has a great number of creative properties and principles. This, in their view, is the advantage of the culturally oriented concept, which allows for the development of intercultural and inter-ethnic interaction and communication among students. In this case, the researchers suggest that educational aspirants should not only master the theoretical aspects of a foreign language as a tool for communication but specifically ensure cultural communication. The implementation of such an approach is only possible in a specific language-socio-cultural association, which allows the student to be introduced to a completely new culture of the language and the traditions of the native speakers of the foreign language. As a result, the student is not only able to use the acquired linguistic skills when communicating, but also to develop his or her level of cultural values and awareness. This is a characteristic feature of culturally oriented foreign language teaching methodology, which provides students with the opportunity to realise post-communicative activities in the future. In turn, M.S. Byram [21] focused on another pedagogical concept, namely principled pragmatism. It should be noted that it is a subject of debate in scientific doctrine, as there are different positions on its effectiveness and practical significance. The researcher argues that this methodology is common among progressive states in which the process of implementing education reforms has been particularly successful, e.g., Switzerland, Germany, and Japan. The essence of this approach lies in the use of developed macro-strategies by the teacher, based on which not only his/her professional activities are organized, but also the building of trusting relationships with students to create effective interaction between them. The mentioned approaches were mentioned in the framework of this article, which indicates that there are common features. It should be noted that the use of the disclosed methods of teaching a foreign language may differ depending on the specifics of the educational system of a particular state.

V. Greenier et al [22] investigated the most common approaches of teachers during their professional activities in European countries, namely the UK and Iran. The researcher highlighted approaches such as organising training sessions in the form of webinars or lectures. According to them, this allows to reduce the level of tension during training and to form a comfortable environment for students. They also highlighted the use of communication techniques, which can be used in the form of discussing crisis issues in chat rooms or forums so that students can freely express themselves in a foreign language. Foreign teachers also prefer online learning as well as its combination with traditional learning. The author proved that often lecture classes are held directly in the classroom so that the instructor and students have live contact, and additional consultations are organised in an online format. In turn, M. Alfadil [23] emphasises the particular benefit during foreign language teaching of introducing research projects, including in a virtual environment. Such learning activities can be organised outside class time as well as during classes. This approach strengthens the acquired theoretical knowledge of a foreign language by employing its creative reproduction by students. Also, the author researched that foreign teachers often use such a technique as a "speaking club", which ensures better interaction between the educational subjects as well as an increase in their practical skills. According to the researcher, an important and indispensable tool in today's educational environment, including in the process of teaching a foreign language, is the involvement of artificial intelligence, such as chatbots. Considering the described positions, it should be noted that all modern pedagogical methods consist of attracting information technology. The researcher believes that digital learning is an integral part of foreign language teaching because it contributes to increasing the number of educational opportunities for both students and teachers. As a result of such approaches, the level of accessibility and mobility of education increases, which has a positive impact on students' acquisition of a foreign language. The findings of the study share common principles with the findings of this study as they express current concepts of foreign language teaching concerning the digitalisation process.

Based on the aforementioned, it should be established that the positions of researchers have similar ideas in the context of developing and improving the effectiveness of teaching a foreign language. That is why it is advisable to use the described world experience in Kyrgyzstan to improve the educational activities of both teachers and students. In addition, such approaches will help to balance the linguistic situation in the state, through the protection and preservation of the state languages.

Conclusions

The results obtained can be applied to identify shortcomings and difficulties in Kyrgyzstan's language situation. Such findings are the basis for the development of a new state language policy that meets the requirements of modernity, as well as ensures the multiculturalism of society. In addition, the findings in the context of foreign

language teaching methodology should be used in manuals and methodological materials for working teachers. The approaches and concepts disclosed in the study are also advisable to be incorporated into the curricula of future pedagogical specialists for the development of pedagogical education.

It should be established that different factors have an impact on the language situation in the state. The study examined the experiences of China and Kyrgyzstan and revealed that the historical preconditions for the development and formation of the state were reflected in their language situation and, accordingly, in their language policy. Apart from these factors, the linguistic situation is substantially influenced by demographic indicators, in particular the size of the population, and its differentiation by nationality. Hence, China and Kyrgyzstan are significantly different in these indicators. It was essential to determine the level of its balance, namely the interests of different categories of the population and representatives of different nations. Accordingly, while Chinese is the state language in China, minority languages are not oppressed but are supported by the state. This policy aims at preserving cultural linguistic origins, which is an important part of social development.

Particular attention in the study was devoted to the methods of foreign language teaching used by teachers in educational institutions in China and Kyrgyzstan. It should be noted that what they have in common is the implementation of a system of concepts which involves both traditional and non-formal approaches to the learning process. In this case, in China, learning a foreign language takes place in such a way that the student not only masters new knowledge but also touches the culture of the speakers of that language. This allows to form an appropriate level of speech consciousness, as well as to better consolidate the new linguistic skills. In addition, the role of the teacher is emphasised in China, which is different from the approach in Kyrgyzstan. There, the teacher is a mentor for the student, which improves the process of interaction between them, having a positive impact on the learning environment.

As far as Kyrgyzstan is concerned, pedagogical methods such as communicative, intensive, fundamental, and lingo-sociocultural were considered in the paper. Accordingly, their nature, as well as their influence on the process of students' acquisition of a foreign language was disclosed. It should also be noted that the algorithm was developed, namely recommendations for Kyrgyz teachers to organize their activities in the process of foreign language utterance. It is advisable to consider these aspects when training future teachers in Kyrgyzstan to increase the effectiveness of their activities. Considering the aforesaid, it should be established that language policy and foreign language teaching methods in China and Kyrgyzstan differ from each other. This has been influenced by several conditions: historical, social, political, and economic. Considering this, all peculiarities should be considered when formulating the state language policy for future years to make it effective and of high quality. That is why it is advisable to pay special attention to ways of balancing the linguistic situation in Kyrgyzstan in future research papers.

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Conflict of Interest
None.

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Аналіз мовної ситуації та методів (якості) викладання іноземних мов у Китаї та Киргизстані

Шаньшань Рен
Шанхайський університет політичних наук і права
7989, вул. Вай Цин Сон, Шанхай, Китай
Киргизький національний університет імені Джусупа Баласагина
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Цзя Цзяо
Киргизький національний університет імені Джусупа Баласагина
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Цзюньчжун Ван
Киргизький національний університет імені Джусупа Баласагина
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Айсулуу Молдобаєва
Киргизький національний університет імені Джусупа Баласагина
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Асель Токсоналієва
Киргизький національний університет імені Джусупа Баласагина
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

Анотація

Актуальність Розробка якісної мовної політики повністю залежить від рівня розвитку мовної ситуації в державі. Саме тому під час впровадження сучасних реформ для покращення Киргизстану особлива увага має бути приділена державним мовам та їх поширеності в суспільстві.

Мета. Метою дослідження є вивчення мовної ситуації в Киргизстані та Китаї, а також дослідження концепцій викладання іноземних мов у цих країнах.

Методологія. У дослідженні використано методи аналізу та синтезу, порівняння, дедукції, узагальнення та абстрагування.

Результати. У результаті було виявлено особливості освіти, а також забезпечення мовної ситуації в Китаї та Киргизстані. Охарактеризовано історичні, політичні, економічні та соціокультурні аспекти на основі джерел розвитку державної мовної політики. Дослідження також диференціювало суспільства Китаю та Киргизстану за національною приналежністю людей, які проживають у цих державах. Такі результати дозволили виявити найпоширеніші мови та діалекти в цих територіальних утвореннях, а також визначити рівень балансу між ними. Крім того, в рамках дослідження було вивчено підходи та відправні точки для вчителів китайської та киргизької мов. На основі цього було охарактеризовано основні педагогічні інструменти, як формальні, так і неформальні, спрямовані на розвиток мовних навичок учнів.

Висновки. За результатами дослідження розроблено методичні рекомендації щодо формування та забезпечення ефективної взаємодії суб'єктів освітнього процесу. Результати дослідження доцільно використовувати у процесі розробки навчальних програм та матеріалів для тих, хто займається викладанням іноземних мов.

Ключові слова: державна політика; освіта; лінгвістичні навички; педагогічні концепції; діалекти.