

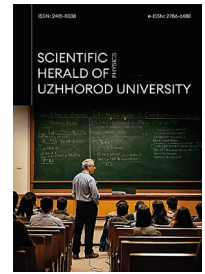
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A comparative study of the state and foreign language teaching system in China and Kyrgyzstan

Shanshan Ren*

Shanghai University of Political Science and Law
7989, Wai Qing Song Rd., Shanghai, China

Junzhong Wang

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

Shuang Wang

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

Yue 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

Abstract

Relevance. Language teaching systems, both national and foreign languages, are constantly evolving, reflecting changes in society, scientific knowledge, and technological progress, playing a key role in a globalised society.

Purpose. The study aims to analyse the key differences and similarities in the state and foreign language teaching systems in China and Kyrgyzstan.

Methodology. To achieve the research objectives, the following methods were used: generalisation, survey, and comparative.

Results. The research results determined that the state and foreign language teaching systems in China and Kyrgyzstan were formed under the influence of historical, cultural, and political factors. While China emphasises language unification at the national level considering local peculiarities, Kyrgyzstan balances between its national language and Russian, preserving the bilingual nature of the country. A comparative analysis of the language policies of two countries as different as China and Kyrgyzstan requires a thorough understanding of the historical, cultural, and political contexts of each country.

Conclusions. Through the student survey conducted, it was found that more than half of the respondents believe that the state language teaching system in both China and Kyrgyzstan is rated as good compared to the foreign language system, where almost 50% of the total number of students are not sufficiently satisfied with its implementation. It was found that this tendency is related to the lack of practical tasks in the implementation of language cognition. The practical

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*Corresponding author



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significance lies in the use of the results of the work by researchers who study aspects of the functioning and development of the learning system in Kyrgyzstan and China, as well as by specialists in the fields of philology and linguistics.

Keywords: linguistic diversity; communicative competence; educational process; international integration; national identity.

Introduction

The system of language teaching, whether national or foreign, has always occupied a special place in the education system. At the turn of the century, in the era of globalisation, intercultural communication and economic integration, the problematics and relevance of this topic have become even more evident. In the context of globalisation, the importance of learning foreign languages is increasing. It is not only a chance for a personal career, but also a tool for intercultural communication, understanding and cooperation between nations. The social, economic, and demographic changes brought about by the intense process of globalisation have opened in recent decades a wide and heterogeneous debate on language learning needs, which should involve formal and multilingual education. The new trans-local scenarios have attracted diverse social, academic, and professional realities in which proficiency in the majority of languages at the international level, such as English, is already an undeniable fact. A multicultural society generates several needs and demands from a learning structure that must establish cultural links within the linguistic component. Given the linguistic diversity that exists in today's world, one of the main objectives of language policy is to promote and develop bilingual or multilingual education, which is understood as a value and competence to be developed.

In many countries, especially those with a multi-ethnic composition, the problem of preserving and promoting the state language arises. Understanding linguistic processes and mechanisms enables effective adaptation to the rapidly changing linguistic landscape of modern society. The model of the teaching system that is evolving in this era confirms the relevance of teaching students' communicative competence, which provides an opportunity to rethink the teaching and learning processes to face cognitive difficulties as well as external and internal factors of the state. The state language teaching system is not just a set of curricula and methodologies. It is a mirror of the socio-cultural, economic, and political processes of the state. Attention to this subject, its study and improvement play a key role in the formation of a harmoniously developed person capable of intercultural dialogue and cooperation. In the era of information technologies, the system of language teaching is undergoing radical changes, where the understanding of cultural peculiarities becomes as important as the mastery of speech. Intercultural elements are becoming an integral part of learning systems. Modern society requires new methods and approaches adapted to changing conditions and needs.

There are many studies devoted to the study of learning systems in language education. Thus, A. Bezborodova & S. Radjabzade in their works reveal the peculiarities of learning English [1]. They consider the trends of foreign language development in higher education in the Kyrgyz Republic. A. Zakirov *et al.* study the issues of bilingualism in the system of language teaching [2]. The authors

characterise the stratification of this process in Kyrgyzstan, considering the leading and most used languages. In turn, Z. Kalmamatova *et al.* reveal the topic of blended learning in the language education system [3]. They analyse the effectiveness of such an approach in teaching a foreign language in the aspect of modern education. G. Tolbaeva & G.N. McLean investigate aspects of reforming higher education in Kyrgyzstan [4]. Their work discusses the reforms that in one way or another affect the system of language teaching, both state and foreign languages. Y.E. Gul studies the reasons for language preferences in the process of linguistic cognition [5]. The author analyses in detail the circumstances under which Kyrgyz students prefer Russian as the language of instruction in higher education institutions. However, there are few comparative studies on the functioning of the language learning system in the context of China and Kyrgyzstan.

The research aims to examine the peculiarities of the Kyrgyz and Chinese systems of teaching state and foreign languages. Therefore, it is possible to distinguish such tasks of this paper:

- to determine the vector of direction and the role of the state and foreign languages in the cultural and international spaces of both states;
- compare the emphases and trends of language policies in China and Kyrgyzstan, which directly affect the teaching methodology of the learning system.

Materials and Methods

The following methods formed the methodological basis of the research: generalisation, survey, and comparative. The method of generalisation at the stage of considering the trends of the education system in the conditions of integration and globalisation allowed us to characterise the parameters and peculiarities of the functioning of the language policy of the countries, considering the state and foreign languages. It helped to establish the unique properties of each educational system, considering the challenges of modern society and the aspirations of the state as a whole. Its elements led to the identification of the main aspects of the language learning process, as well as the practices that are most actively implemented and used in the methodology of each country. This method made it possible to identify the specificity of the functioning of the language teaching system, which develops in certain historical, cultural, social, economic, and political aspects. It made it possible to identify certain conditions and accents of educational language policies of the countries, in the realisation of which the development of both national and foreign language teaching systems takes place according to modern opportunities and integration requirements.

The survey method at the information collection stage allowed us to determine the advantages and disadvantages of the state and foreign language teaching systems in China and Kyrgyzstan. In August 2023, 148 students (74 from Kyrgyzstan and 74 from China), whose ages corresponded

to 18-25 years old, were interviewed. The survey involved respondents from the Department of Linguistics and Philology of such higher education institutions as Osh State University, Kuwait International University, Hebei Professional Institute of Foreign Languages, and Beijing Foreign Studies University. An online questionnaire with questions was developed using the Google Forms form builder, which was sent to students' mailboxes, where further communication was conducted. The main questions were as follows:

1. How satisfied are you with the quality of the current system of teaching the state language?
2. How satisfied are you with the foreign language teaching system?

This method helped to identify specific problems faced by students in the learning process. It provided an opportunity to better understand how students perceive and evaluate the state and foreign language teaching system and to identify relevant potential for improvement in the education system of both countries.

The comparative method at the stage of identifying common and different features of the language teaching system in China and Kyrgyzstan was used to identify which aspects of the language teaching system are similar and unique to each state. It helped to establish the historical, cultural, and social factors that influence educational policies and practices in each country. Its elements led to the highlighting of specific difficulties and challenges faced by the language education systems in China and Kyrgyzstan, given the processes of globalisation and internationalisation. This method allowed the strengths and weaknesses of multilingualism to be characterised and adapted to different cultural and educational contexts. It was able to provide a broad platform for understanding the state and foreign language teaching systems in two different socio-political and economic regions, allowing the identification of best linguistic practices, challenges, and innovation potential.

Results

Comparative analysis of the state language teaching system in China and Kyrgyzstan

As language learning is a key element in the educational systems of Kyrgyzstan and China, it is important to look at how they organise the learning of the state language to identify the peculiarities and differences in the approaches of the two countries. China is a country with a rich linguistic tradition and culture. Despite the diversity of dialects and dialects, Mandarin (Mandarin) is the official state language. Linguistically speaking, the Mandarin teaching system in China is a unique combination of cultural tradition and innovation. Mandarin belongs to the Sino-Tibetan language family. It is characterised by a tonal system in which the meaning of a word can change depending on the pronunciation. Linguistic instruction in China pays considerable attention to correct pronunciation and tone distinction. The writing system of the Chinese language is based on characters. Linguistic instruction includes the study of their structures and origins, combinations, and derivative forms. Each character conveys a different concept or idea. For decades, Chinese linguists have worked to standardise Mandarin to spread it as a common language of communication throughout

China [6]. Teaching emphasises Mandarin as the standard form of Mandarin.

The Kyrgyz language, being the state language of Kyrgyzstan, occupies an important place in the linguistic and cultural landscape of the country. In terms of linguistics, its teaching system is a complex interaction of historical, cultural, and scientific factors. The Kyrgyz language belongs to the Turkic language family, which determines its grammatical, syntactic, and phonetic features. Teaching emphasises the agglutinative structure of the language, where the meaning of words is changed by adding prefixes and suffixes. The Kyrgyz language has used different writing systems at different times, including Arabic. The modern system is based on the Cyrillic alphabet with minor modifications. Learning to read and write is based on the correct spelling and pronunciation of letters and sounds [7]. Like Mandarin, the Kyrgyz language has several dialects. The teaching system often emphasises the features of different dialects, creating an understanding of the unity and diversity of the language within the country [8]. It reflects the deep linguistic traditions of the state and its cultural heritage, considering modern trends and technologies necessary for the effective acquisition and use of Kyrgyz in everyday life and professional activities.

As part of the comparative analysis of the teaching systems of the countries under consideration, the results of the survey of Chinese and Kyrgyz students emphasise that the majority of respondents positively evaluate the state language teaching system in China and Kyrgyzstan (Figure 1).

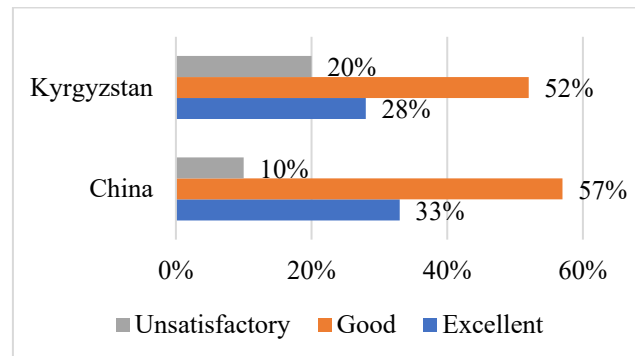


Figure 1. Evaluation of the quality of the state language teaching system in China and Kyrgyzstan in % ratio according to the survey conducted

Source: compiled by the authors.

Consequently, students in both countries are generally satisfied with the quality of the state language education system at their universities. According to the survey, 73% of respondents believe that the quality of the language educational structure plays a critical role in many aspects of the development of the state and society, as well as directly influencing students' success in other subjects, as most of the teaching materials are presented in the state language.

The state language teaching systems in Kyrgyzstan and China reflect the unique cultural, historical, social and political contexts of these countries. Therefore, they are characterised by some similarities as well as differences (Table 1).

Table 1. Similarities and differences of the state language teaching system in Kyrgyzstan and China

Similarities	Differences
Language standardisation	Language families
State language importance emphasis	Writing system
Presence of the state language in educational materials	Integration of minorities
Introduction of modern technologies	Language structure
	Education method

Source: compiled by the authors.

Accordingly, in both countries, the educational system is rather centralised, ensuring a uniform standard and approach to teaching the state language at all levels. In China and Kyrgyzstan, the state language is considered not only as an instrument of communication but also as an important element of state identity. However, it should be borne in mind that China, with its numerous nationalities, has an active policy of integrating all ethnic groups through teaching Mandarin, while in Kyrgyzstan the issue of teaching minorities is not emphasised. In Kyrgyzstan, Russian plays an important role and is often used alongside Kyrgyz in many spheres of life. In China, Putonghua is more dominant, despite the presence of many dialects and languages. Although there are similarities in the approaches to teaching the state language in Kyrgyzstan and China, the unique historical, cultural, and linguistic contexts of each country result in significant differences in their education systems.

In addition, it is worth emphasising that although Mandarin is the official language, many Chinese speak local slang. Linguistics education takes this into account by introducing students to the diversity and characteristics of dialects. Digital technologies, including computer-based language learning software, smartphone apps and online platforms, are actively integrated into the learning system, providing modern tools for learning Mandarin [9]. The Mandarin learning system in China combines a deep respect for tradition with the active use of new techniques and technologies. This ensures that the language is learnt effectively, considering its historical roots, cultural characteristics, and contemporary needs of the society [10]. In turn, modern linguistic methods, and technologies such as corpus linguistics, computer programs for studying grammar and vocabulary, and interactive language learning platforms are also actively introduced in the Kyrgyz language teaching system. Linguistic education in Kyrgyzstan emphasises the issues of language adaptation to modern realities, as well as the problems of its interaction with culture and society.

In particular, it is necessary to consider the peculiarities of the educational systems of the countries under consideration. In China, for example, an intensive language education programme is being promoted, where great emphasis is placed on testing and examinations. State examinations, such as the Hanyu Shuiping Kaoshi for Mandarin, play an important role in determining language proficiency. In Kyrgyzstan, examinations are also part of the educational system, but more emphasis is still placed on the practical application of the language and communicative techniques [11]. Although China and

Kyrgyzstan have different cultural and historical contexts, both countries attach great importance to learning the state language as a means of communication. The main difference lies in the teaching approaches and the emphasis on either testing and the formal side of speech or its practical use, driven by educational, social, and political needs.

Therefore, comparing the state language teaching systems in China and Kyrgyzstan, it was found that they have several overlaps and divergences, given the language policies of the countries, which develop in different cultural, historical, linguistic, political, and social spaces. Based on a survey of Chinese and Kyrgyz university students, it can be concluded that the language teaching system is rated quite highly in both countries. It was also determined that in the educational structures examined, the state language is not just a means of communication, but a symbol of national unity, as well as an instrument of cultural and social unification, which has multifaceted significance and plays a key role in various aspects of society. Language policy aimed at developing and supporting the state language promotes social harmony by reducing language barriers and ensuring equal opportunities for all citizens.

Comparative analysis of the foreign language teaching system in China and Kyrgyzstan

In the context of globalisation and economic growth, foreign language education is of particular importance [12]. Their maintenance and dissemination are key components of Chinese and Kyrgyz educational strategies. The foreign language teaching system in China is the result of a combination of traditional methodologies and modern trends. With China's fast-growing economy and active participation in world processes, learning foreign languages is becoming an increasingly important issue for young people. English is the most popular language for learning in Chinese schools [13]. Learning starts in primary school, where special attention is paid to the development of reading, writing, speaking, and listening comprehension skills. In addition, there is an annual centralised Gaokao English exam for secondary school students, which determines language proficiency and can influence admission to tertiary education. Although English dominates, many schools and universities offer programs in other languages such as Japanese, Russian, French, and German.

Linguistics, as the science of language, plays a central role in the foreign language teaching system in China. It reflects a combination of traditional Chinese teaching methods and modern linguistic approaches. The initial stages of learning focus on the structure of language. Students learn to take sentences apart and learn the grammar and syntax of the target speech. The Chinese learning system focuses on understanding the meaning of words and the context of their use, helping students to better identify the nuances and cultural features of the language [14]. At more advanced stages, the educational emphasis is on communicative skills. The goal becomes not just knowledge of the language, but the ability to communicate fluently in it. A feature of this approach in China is the comparison of structures and linguistic phenomena between Chinese and the foreign language

being learnt, which enables learners to better understand the differences and find parallels between the languages. Therefore, the foreign language teaching system in China is a complex combination of scientific approaches and practical orientation. Given the deep tradition of Chinese pedagogy and the active application of modern linguistic methods, this system continues to develop effectively in response to the challenges of globalisation and intercultural communication.

In Kyrgyzstan, the study of foreign languages is an important part of the educational programme due to the need for international integration, economic cooperation, and cultural exchange. Historically, Russian has played a significant role in Kyrgyzstan due to the country's Soviet past. It is often studied as a second language and is used in many areas of life. With globalisation and increasing international ties, English is becoming increasingly popular. It is included in the curricula of primary and secondary schools, as well as in university courses [15]. Considering the geographical location and historical ties, languages such as Turkish are also of some importance. In addition, there are Turkish educational institutions in Kyrgyzstan. In recent years, many public schools and courses have appeared in the country offering intensive foreign language learning, mainly English [16]. Cultural exchange programmes and scholarships for studying abroad are becoming an incentive for young people to learn foreign languages.

The system of foreign language teaching in Kyrgyzstan reflects the peculiarities of the country's socio-cultural and historical contexts, as well as current global trends in language education. It actively uses modern methods and technologies such as interactive learning, online platforms, and multimedia resources. Due to significant differences in pronunciation between Kyrgyz and most foreign languages, special attention is paid to the phonetic side of learning [17]. With the emphasis on practical use of the language, communicative teaching methods have become mainstream in most educational institutions. In the pedagogical process, corpus data are increasingly used to demonstrate the actual use of language units in modern speech [18]. In addition, in Kyrgyzstan, there is a growing interest in research in the field of Linguistics, which helps to optimise teaching methods and adapt them to the specifics of the local educational context. For students and professionals, there are many programmes aimed at learning foreign languages for business communication, tourism, or scientific activities.

Thus, according to the results of a survey of university students in China and Kyrgyzstan, it was determined that the majority of respondents are not sufficiently satisfied with the foreign language teaching system (Figure 2).

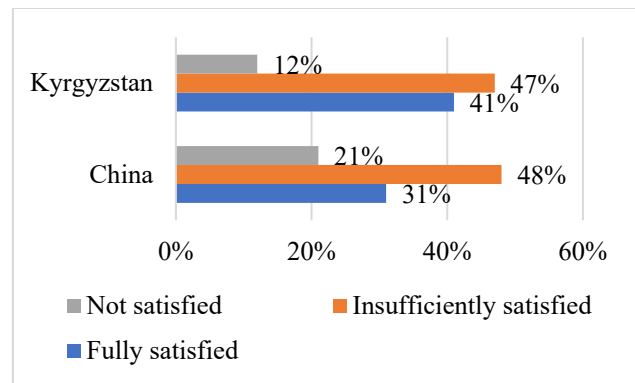


Figure 2. Level of students' satisfaction with the foreign language teaching system in China and Kyrgyzstan in % ratio according to the conducted survey

Source: compiled by the authors.

This state of affairs confirms that the foreign language teaching system needs reorganisation, which will consider not only the needs of globalisation and internationalisation of both states but also adopt a student-centred approach, considering their interests and requirements. In addition, 78 per cent of all the interviewed respondents pointed out that the most important problem in the teaching system is the insufficient implementation of practical classes, as the speaking practice is often left in the background. That is, to improve satisfaction rates, more practical exercises, and opportunities to communicate in foreign languages, particularly English, should be introduced into the education system, as it is considered a key language in both countries. Consequently, to comparatively analyse the strategies of the foreign language teaching system in China and Kyrgyzstan, it is important to consider their implementation features (Table 2).

Table 2. Peculiarities of realisation of strategies of foreign language teaching system in China and Kyrgyzstan

Peculiarities	China	Kyrgyzstan
Method	Traditional	Classic
Language	English	English, Russian
Education focus	Exam training	Practical language usage
Aim	China's transformation into a global economic and cultural entity requires extensive knowledge of foreign languages, especially English	Development of multilingualism in the light of regional and global linkages

Source: compiled by the authors.

Accordingly, both China and Kyrgyzstan attach great importance to foreign language learning, but the emphasis and methods of their teaching systems differ. China focuses on academic learning for exam success, while Kyrgyzstan is more oriented towards the practical application of language skills, considering cultural, historical and geopolitical factors.

However, it is worth considering that China, being a country with strong economic potential, invests significant

resources in education and innovation in the field of foreign language teaching. This means more research, and more variety of teaching materials and methodologies, unlike Kyrgyzstan. China understands that language is inextricably linked to culture. Therefore, the process of foreign language teaching also touches on the cultural, historical, and social aspects of the country of the target language. To help students master the language in practice, many educational institutions organise language courses abroad and engage foreign teachers. The government actively supports foreign language learning by funding exchange programmes and providing grants and scholarships for study abroad [19]. China, attaching great importance to language education, is creating a system in which Mandarin maintains its key role and English and other foreign languages are learnt as a tool for international communication and integration into the world community. This strategy allows the country to combine the preservation of national identity with active foreign policy and economic activity on the world stage. In turn, Kyrgyzstan, as a multicultural and multilingual State, attaches great importance to the development of multilingualism, considering the historical and social peculiarities of the country.

Thus, having compared the foreign language teaching system in China and Kyrgyzstan, it was found that China's language policy towards English reflects the country's aspiration for globalisation and cultural and economic exchange with the world community. Intensive language learning is a key element in China's strategy to integrate into the globalised economy and culture. The system of foreign language teaching in Kyrgyzstan continues to develop in line with the Russian and English languages, adapting to the modern requirements of the country, and considering its historical peculiarities and roots. The results of the survey of university students made it possible to characterise their satisfaction with the functioning of foreign language teaching systems while forming trends that could improve the process of language learning. Given the aspirations of Kyrgyzstan and China for international integration and activation, it can be emphasised that the importance of foreign language learning will only grow shortly.

Discussion

Language learning is nowadays a demand of wide social segments, especially in the so-called consolidated societies. With the advent of globalisation at the end of the last century, the world started a dizzying and continuous process of change towards integration between countries. In this aspect, language learning and use is gaining important strength for economic, labour as well and cultural reasons. L.I. Gonzalez-Perez & M.S. Ramirez-Montoya believe that the importance of language learning has led countries to implement public policies on linguistic issues [20]. Initially, the general orientation of the language teaching system was to strengthen the nation-state by imposing a common language, but now it is a matter of taking advantage of the opportunities of a globalised world. With the advent of new language and literature programmes in basic education, there is a great decantation of the aims and objectives that are pursued in language teaching and learning. Achieving the

development of communicative competence becomes a great challenge for the linguistic field of the functional approach as opposed to the grammatical paradigms that have dominated the practice of the linguistic aspect. The decision to direct the system of language teaching in communicative and functional ways is based on the contributions of currents such as psycholinguistics, sociolinguistics, and textual linguistics. Language is culturally, socially, and situationally influenced. Hence, a need to account for the variations, deviations and changes that arise from social and cultural influences. The researchers' hypotheses under consideration echo the findings, emphasising the focus and trends of language teaching systems.

The position of R.H. Chen emphasises that the concept of multilingualism and multiculturalism is affected by the different dialects and cultural diversity inherent in any complex society [21]. This imbalance is related to the fluid nature of multilingual and multicultural competencies. The traditional vision of "monolingual" communicative competence assumes that the learning system is an educational profile characterised by a changing configuration. Depending on the professional needs, experience and hobbies of the individual, there are significant changes in linguistic and cultural background that transform the balance of multilingualism and make the learning system a more complex process, considering the plurality of cultures. This in no way implies instability, uncertainty, or lack of balance on the part of cognitive language aspects, but rather favours, in most cases, an improved awareness of the uniqueness and identity of speeches. Similarly, learning about language and culture through the educational system does not necessarily mean going beyond what may be ethnocentric, as learning linguistic components often reinforces stereotypes and preconceived ideas, whereas it is more likely that knowing a few basics will avoid this problem while enriching the learning potential. The results of this study also emphasise that cultural diversity and various external factors are steering the public education system towards the vector of multiculturalism and multilingualism.

Following J. Rivera, depending on the enrichment or diversification of learning strategies, educational goals should be related to the discovery of cultural specificities [22]. Language teaching, whether national or foreign, is an integral part of the educational system of any country. Language acquisition opens new horizons for the individual, helps in integration into society and ensures successful interaction at the international level. The linguistic context is a fundamental element for the development of an effective language learning system. Education worldwide endeavours to ensure that learners develop competencies and life skills. Technological advances have enabled foreign language learning to be more interactive and dynamic. Language system teaching methods represent a new type of cognitive tools for both teachers and students, conditioning learning strategies as well as conscious voluntary decisions that have a specific purpose to be able to learn more effectively. When analysing the data, it is observed that the language teaching system is constantly adapting to changing socio-cultural, economic, and technological conditions. However, its main goal remains the same – to ensure effective language

acquisition for successful communication and understanding of the world around.

According to E. Macaro, the language learning system uses different educational strategies that have different goals [23]. The first one is to scale the process of language learning while promoting the use of the target language in a multinational society. The second goal is to fulfil specific tasks, as the choice of strategy depends on the task to be performed. The third goal helps to solve specific problems related to language learning and understanding. If the student faces continuous problems in the process of learning, it is important to utilise and implement other strategies of the educational system to achieve the objectives effectively. Progress in language learning is more clearly manifested in the student's ability to perform observable language activities and realise communication strategies. Therefore, it is not enough for students to learn the accumulation of data – vocabulary, rules, functions. They need to learn how to use this knowledge to negotiate meaning. Communication has become the most important goal of language education in the modern world, which has led to the renewal of the traditional model of the teaching system in university education. Accordingly, the curriculum structure should focus on the key aspects of communicative skills development, which is crucial in today's society striving for internationalisation. The researchers' results coincide with the conclusions obtained in this paper, emphasising that the system of language teaching, including foreign languages, should be oriented to the needs, goals, and objectives of the student, taking into account the challenges facing the state and its tasks in the international arena.

A.J. Liddicoat believes that the main problem for many learners is a lack of motivation [24]. If a person does not see the direct benefit of learning a language or has no interest in the culture of a country, this can be a significant barrier. At the same time, each speech has its unique sounds and intonations, which may be unfamiliar or difficult to reproduce, especially if the grammatical structure of the language being learnt is radically different from the state language. Therefore, language immersion is necessary for the effective implementation of the learning system. Lack of opportunity to practise in a real environment slows down the learning process. Curriculum and methodologies are not always tailored to the individual learner's needs. Sometimes the language education system may be too outdated or theoretical. Hence, the importance of using and innovating teaching methods that can present the linguistic and cultural content of language education in a new way. A coexistence is needed that allows students to get closer to the language, traditions, characteristics, and worldview of a particular nation, reflecting the balance and fusion between the diverse linguistic world. The researcher's ideas and rationale echo the findings of this paper, emphasising the importance of continuous improvement and adaptation of the language teaching system.

Thus, having analysed the information regarding the specificities of the functioning of the language learning system, it was determined that language learning is a multifaceted process involving not only academic difficulties but also cultural, psychological, linguistic, and social aspects. Learning both national and foreign

languages, especially in multinational and multilingual countries, requires an individualised approach, motivation, and diligence, without forgetting the orientation of public policies. In addition, it has been found that in today's rapidly changing world, where the boundaries between cultures and nations are blurring, the ability to learn languages effectively has become vital. However, simply learning a language is no longer enough. Both national and foreign language teaching systems must not only provide knowledge but also constantly adapt to new realities and learners' needs. Continuous improvement and adaptation are not just a trend, it is a necessity. After all, a language teaching system is not a static set of rules and methods. It is a dynamic structure that must be constantly improved to give learners the tools they need to communicate successfully in a globalised world.

Conclusions

As a result of the study, it was found that the language teaching system is a complex and multilevel process, the purpose of which is not only to transfer knowledge of language structure but also to develop communicative skills and understanding of the cultural environment in which speech functions. It is constantly evolving, integrating new methodologies, technologies, and scientific approaches to make the process of language learning, both national and foreign, effective, interesting and accessible due to the development of processes, integration, globalisation and linguistic diversity. With the development of technology, the language learning system has evolved considerably. According to a survey of university students, it was determined that more than 50% of respondents from China and Kyrgyzstan rated the state language teaching system as good, given its importance in various sectors of life. In addition, only 41% of Kyrgyz students and 31% of Chinese students are fully satisfied with the foreign language teaching system due to the general problem of insufficient application of practical activities in the educational process. Modern language teaching systems need to emphasise the practical application of speech. This means that instead of memorising grammatical rules, learners should be immersed in real language situations. Mastering a new language opens new horizons for the student in the international arena, develops critical thinking and improves intercultural interaction.

Furthermore, a comparative analysis of the state and foreign language teaching systems in Kyrgyzstan and China revealed that the language policies of the countries have both similarities and differences. Both China and Kyrgyzstan have several languages and dialects. Educational institutions in both countries pay attention to the study of foreign languages, primarily English. However, it should be considered that in China the main emphasis is on Mandarin as an official language, where language teaching is closely connected with culture and traditions. In Kyrgyzstan, Kyrgyz is the official language, but Russian also has official status and is actively used in various spheres, as the education system is influenced by the classical Soviet tradition. In China, the emphasis on language education is often placed on preparation for an international career or study abroad, especially in the context of English. In Kyrgyzstan, language education is

more focused on preparing for the local market or cooperation with nearby countries. Thus, while there are some similarities in the language teaching systems in China and Kyrgyzstan, each reflects the unique cultural and historical characteristics of their respective countries. The state and foreign language teaching systems of the countries reviewed reflect the multifaceted and diverse cultural and historical components. The balance between preservation of the national language, respect for the historical heritage and the need to integrate into the world community makes these educational language systems special and unique. Accordingly, it can be concluded that

the aim of the study has been achieved. However, the study of the linguistic and sociocultural components that form the basis of the Chinese and Kyrgyz educational systems requires further research.

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Conflict of Interest

None.

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Порівняльне дослідження державної системи викладання іноземних мов у Китаї та Киргизстані

Шаньшань Рен

Шанхайський університет політичних наук і права
7989, вул. Вай Цін Сонг, м. Шанхай, Китай

Цзюньчжун Ван

Киргизький національний університет імені Жусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

Шуан Ван

Киргизький національний університет імені Жусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

Юе Ван

Киргизький національний університет імені Жусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

Айсулу Молдобасва

Киргизький національний університет імені Жусупа Баласагіна
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

Анотація

Актуальність. Системи викладання мов, як національних, так і іноземних, постійно розвиваються, відображаючи зміни в суспільстві, науковому знанні та технічному прогресі, відіграючи ключову роль у глобалізованому суспільстві.

Мета. Дослідження має на меті проаналізувати ключові відмінності та подібності в державних системах викладання іноземних мов у Китаї та Киргизстані.

Методологія. Для досягнення цілей дослідження були використані наступні методи: узагальнення, опитування та порівняльний.

Результати. Результати дослідження визначили, що державна та іншомовна системи навчання в Китаї та Киргизстані формувалися під впливом історичних, культурних та політичних чинників. Якщо Китай робить акцент на уніфікації мови на національному рівні з урахуванням місцевих особливостей, то Киргизстан балансує між державною та російською мовами, зберігаючи двомовний характер країни. Порівняльний аналіз мовної політики двох таких різних країн, як Китай і Киргизстан, вимагає глибокого розуміння історичного, культурного та політичного контекстів кожної з них.

Висновки. Завдяки проведеному опитуванню студентів було виявлено, що більш ніж половина респондентів вважають, що система викладання державної мови як у Китаї, так і в Киргизстані оцінюється як добра порівняно з системою викладання іноземної мови, де майже 50% від загальної кількості студентів не достатньо задоволені її реалізацією. З'ясовано, що така тенденція пов'язана з відсутністю практичних завдань у реалізації мовного пізнання. Практичне значення полягає у використанні результатів роботи дослідниками, які вивчають аспекти функціонування та розвитку системи навчання в Киргизстані та Китаї, а також фахівцями в галузі філології та лінгвістики.

Ключові слова: мовне розмаїття; комунікативна компетентність; освітній процес; міжнародна інтеграція; національна ідентичність.