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**МАДАНИЯТТАР АРАЛЫК БАЙЛАНЫШТЫН ӨЗГӨЧӨЛҮКТӨРҮ**  
(Азия мамлекеттик университетинин студенттеринин мисалында)

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**ОСОБЕННОСТИ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**  
(на примере студентов Азиатского государственного университета)

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**FEATURES OF INTRACULTURAL COMMUNICATION**  
(on the example of students of the Asian state university)

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Бул макала ааламдашуу шартында барган сайын актуалдуу болуп жаткан маданияттар аралык байланыш темасына арналган. Азыркы учурда билим берүү туризмдин актуалдуулугу өсүүдө, бул контекстте Кыргызстан Түштүк-Чыгыш Азия өлкөлөрүнүн көптөгөн жарандары үчүн билим берүүчү борборго айланууда. Кыргызстан, Индия жана Пакистандын маданияты ар башка болгондуктан, жогоруда айтылган мамлекеттерден келген АЗМИдеги эл аралык студенттер окууда кыйынчылыктарга туш болушат. Алар кантип маданияттар аралык адаптациясын жакшыртса болот? Сурамжылоонун жана интервьюлардын жардамы менен, бул макалада алар маданияттар аралык адаптацияда дуушар болгон кыйынчылыктарга жашоо чөйрөсү, аба ырайы, тамактануу адаттары жана транспорт каражаттары кирет. Анан бул макалада төрт аспектиден, б.а. жашоо чөйрөсү, академиялык чөйрө, инсандар аралык байланыш жана психикалык адаптация, бул кыйынчылыктардын себептери терең изилденген.

**Негизги сөздөр:** адаптация, маданият, маданий шок, глобалдашуу, эл аралык билим берүү, психологиялык адаптация, психология, социалдык-маданий адаптация, студенттер.

Данная статья посвящена теме межкультурной коммуникации, которая становится все более актуальной в условиях глобализации. В настоящее время возрастает актуальность образовательного туризма, в связи с чем Кыргызстан становится образовательным центром для многих граждан стран Юго-Восточной Азии. Поскольку Кыргызстан, Индия и Пакистан имеют разное культурное происхождение, у иностранных студентов из вышеупомянутых стран в АЗМИ наверняка возникнут проблемы с обучением. Как они могут улучшить свою межкультурную адаптацию? С помощью анкетного опроса и интервью в этой статье выясняется, что трудности, с которыми им приходится сталкиваться при межкультурной адаптации, включают среду обитания, погоду, пищевые привычки и средства передвижения. Кроме того, в этой статье подробно рассматриваются причины этих трудностей с четырех аспектов, то есть среды обитания, академической среды, межличностного общения и психической адаптации.

**Ключевые слова:** адаптация, культура, культурный шок, глобализация, интернациональное образование, психологическая адаптация, психология, социокультурная адаптация, студенты.

This article is dedicated to the topic of intracultural communication, which is becoming more and more actual in the terms of globalization. Nowadays educational tourism actuality is growing,

in this context Kyrgyzstan is becoming educational hub for many citizens of South-east Asian countries. Since Kyrgyzstan and India and Pakistan have different cultural backgrounds, international students from mentioned countries at AsMI certainly will have trouble learning. How can they improve their cross-cultural adaptation? By means of questionnaire survey and interviews, this paper finds that difficulties they have to face in cross-cultural adaptation include living environment, the weather, dietary habits and means of transportation. And then this paper has an in-depth exploration of reasons behind these difficulties from four aspects, i.e. living environment, academic environment, interpersonal communication and mental adaptation.

**Key words:** adaptation, culture, culture shock, globalization, international education, psychological adaptation, psychology, socio-cultural adaptation, students.

In recent years, the number of international students in Kyrgyzstan is rising steadily, and the number of Indian and Pakistan students has also increased year by year. In 1960, Oberg raised a concept of cultural shock that “is an experience a person may have one moves to a cultural environment which is different from one’s own; it is also the personal disorientation person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life” meaning the cultural inadaptation a person encountered from one environment to another environment. For Indian and Pakistan students studying in Kyrgyzstan, differences in customs, values and language Culture will make them feel uncomfortable, and serious situations may even cause such cultural conflicts as interpersonal conflict and inadaptation to the learning environment. In this paper, a survey is made for Indian and Pakistan students from Asian medical institute in Kyrgyzstan to discuss their “socio-cultural refers to the ability to fit into the new culture” [1, 238]. Adaptation, mental adaptation and any other factors and research effects of cultural conflict on their study in Kyrgyzstan including study and lives, further giving advice to help them better adapt to Kyrgyzstan’s culture. This paper takes Indian and Pakistan students as its research object, probes into their problems in living environment, mental state and study and also gives specific advice, hoping to provide a reference for Indian and Pakistan students to

better adapt to Kyrgyz culture. The concept of cultural adaptation was first put forward in 1936 by American anthropologist Robert Redfield and others. John Schumann's cultural adaptation theory was proposed to explore the rule of foreign language learning from two aspects including social environment factor and learners' personal psychological factor and overcome disadvantages affecting foreign language learners during their study. Berry discussed in detail the connotation of cultural adaptation, modes of cultural adaptation theories and enlightenment to "international education refers to a dynamic concept that involves a journey or movement of people, minds, or ideas across political and cultural frontiers" [2, 159]. Representative studies on international students' emotional adaptation changes from time dimension.

Overall design of questionnaire is oriented to the international students in Kant town of Chui region. And a questionnaire is divided into four parts as below: living environment adaptation, academic environment adaptation, interpersonal communication and mental adaptation. This survey has collected 70 effective questionnaires.

Basic information of survey respondent: the survey respondents include 48 males and 22 females, of which the number of males is double of that of females. Among the respondents under survey, there are 45 students between 18 and 25, 35 students between 26-35, of which the respondents between 18 and 35 account for the largest number. This means most students come to Kyrgyzstan as soon as they graduate from high schools or universities. For the students under survey, the time they've spent in Kyrgyzstan also differs. 37 students have been in Kyrgyzstan for less than 1, 5 years, 25 students for 1.5 - 3 years, 8 students for over 4 years. Living environment adaptation problem comes first in cultural and psychological adaptation which refers to "feelings of well-being or satisfaction during cross cultural transition" [1, 238]. Such climate changes caused by different geographical locations and differences in food culture, schools' accommodation management systems and public service systems have affected the cross-cultural adaptability of international students in Kant to some different extent.

During international students' life of studying abroad, it is inevitable to have cross-cultural communication with people of different cultural backgrounds. They are faced with a new cultural background completely different from their own country after they come to Kyrgyzstan. They will certainly run into cross-cultural communication problems as well as cross-cultural communication barriers. Students have different opinions on life in Kyrgyzstan. Some are fairly satisfied with their life in Kyrgyzstan, some are not quite satisfied and some others are still not sure. Indian and Pakistan students

who have just come to Kyrgyzstan are not quite comfortable with. Kyrgyzstan's living habits and the influencing factors mainly include local climate, eating habits and social interaction, etc. Over half of Indian and Pakistan students are not pleased with the new environment, and feel hard to adapt to the life of cities where they are because of the language barrier after they come to Kyrgyzstan. In an unfamiliar environment, they often feel lonely and lost because they have no relatives and friends around. Food has always been the biggest difficulty that international students have faced. The most part of the Indian and Pakistan students have a belief in Islam, so they only eat "halal" food. They call speeches, behaviors and food conforming to Islamic law as "halal" and those that don't conform to as "haram". They are used to eating with their right hand and are prohibited drinking all kinds of alcoholic drinks. Indian and Pakistan students pay more attention to the campus environment after coming to Kyrgyzstan it is found that they are mainly not satisfied with the conditions of their dormitories. Indian and Pakistan students are very dependent on teachers and they need the guidance of teachers when doing everything. It can be seen that Indian and Pakistan students in Kyrgyzstan don't feel like going out. Over half of them prefer to stay in the dormitories, and they neither go out to amuse themselves nor work outside due to interpersonal barrier.

Before studying in Kyrgyzstan, they lack initiative and motivation in learning and depend much on their teachers. However, teaching methods in Kyrgyzstan are a bit different, and teachers expect students to do by themselves and give them more space in learning. Therefore, Indian and Pakistan students will feel and stressed after coming to Kyrgyzstan. Over half of Indian and Pakistan students think that school management systems in Kyrgyzstan are very rigid. For instance, too many absences will affect their exam and the students may be even expelled from school. Besides, students are not allowed to return late to dormitories that will close after 11 o'clock. The international students are curious about Kyrgyzstan before coming to Kyrgyzstan. But there will be also a cultural shock and physical and mental in adaptation in a new environment as values and ideas inherent in their own parent environment will have a certain impact on them. These causes the international students will opt to avoid or neglect when coming across different cultures. For Indian and Pakistan students, cultural differences have affected their lives in Kyrgyzstan. Their understanding of the new "Culture is an umbrella term which encompasses the social behavior, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups" [3, 87]. Limited to the cognitive level and there will be many unpredictable

situations in real life. It can be seen that most Indian and Pakistan students adopt a positive attitude to deal with cultural conflicts. The Kyrgyz cultural educations they've received in Indian and Pakistan are entirely divergent from the real life. The cultural knowledge they've learned from classes is relatively basic and shallow, but the cultural connotation in real life needs to be continuously explored and felt. Due to personality, age, adaptability and other factors, it will be difficult for foreign students to have interpersonal communication. Students under 20 are introverted and unwilling to go out and take part in activities. They also don't feel like actively contracting with others. With the addition of limited Kyrgyz proficiency, the difficulties in this area are even greater. Indian and Pakistan is a relatively conservative nation, men students will have more chances to make friends and go out. Women students are not. They have to wear headscarves when going out; as a result, Indian and Pakistan girls are more conservative than Indian and Pakistan boys whose parents are not against their studying abroad. The older international students who come to study in Kyrgyzstan, the stronger their psychological adaptability, while the younger they are, the weaker their psychological adaptability. The survey reveals that, most of Indian and Pakistan students who have just come to Kyrgyzstan will feel anxious, scared, and miss their families, while those who have been in Kyrgyzstan for a long time have adapted to the living environment. Principles of persuasion require teachers to be patient and persuasive when educating students and start with raising students' awareness, mobilize students' initiative to make them positive. Principles of persuasion have two aspects included. One is to find out the root of problems, and the other is to give guidance to them so as to help them form good habits. These two aspects complement each other, and neglecting neither of them will achieve the purpose of our education. The international students should also respect Kyrgyzstan's etiquette and traditional festivals. The international students need to keep to the principle of understanding in both class and real life and improve their own quality. Colleges and universities can also implement some other specific measures: hold

cross-cultural activities or set up relevant courses for new international students many Indian and Pakistan students have not accepted any training on cross-cultural adaptation before coming to Kyrgyzstan, so their psychological adaptability is weak. Therefore, foreign students had better read some works and textbooks on cross Culture and watch some relevant videos before coming to Kyrgyzstan, which will contribute to improving their "cultural globalization refers to the transmission of ideas, meanings and values around the world in such a way as to extend and intensify social relations" [4, 256].

To resume that this study tested 70 Indian and Pakistan students and found that interpersonal relationships and psychological adaptation are important factors affecting their cross-cultural adaptation. The data from the questionnaire showed that the overall psychological adaptation of the international students was good. Most of the students are able to accept themselves better, firmly believe in the decision to study abroad, feel less lonely, and have enough sleep. However, it is more difficult to cooperate with foreign students to complete group work and discuss a certain issue together. Since the local interpersonal network has not yet been fully established, students from same nation will naturally maintain close contacts and help each other to solve the difficulties in study and life.

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