Research Article

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The Role of Language in Shaping Communication Culture Among Students: A Comparative Study of Kazakh and Kyrgyz University Students

Abstract: In an increasingly interconnected world, understanding how language shapes communication culture among students is paramount. This study aimed to investigate the formation of communication culture through language use in various socio-cultural contexts among Kazakh and Kyrgyz university students. The research employed a survey methodology to gather data on students' perceptions and practices related to language and communication. Results indicate that students highly value linguistic behaviour and recognize its significant impact on their personal and academic lives. The study revealed a strong awareness among students of how linguistic behaviour influences their professional development, reflecting their readiness for the global job market. Modern technologies, particularly social media and messaging apps, were found to play a crucial role in shaping students' communication culture. The Kazakh and Kyrgyz languages were identified as key factors in cultural and social spheres, influencing thought structures and expression methods of native speakers. The study concludes that effective language communication education requires diverse methods and strategies, considering students' ethnic and cultural identities. It emphasizes the need for comprehensive development of communicative skills to facilitate successful interactions across various situations, highlighting the importance of language education and intercultural understanding in modern educational contexts.

Keywords: ethnolinguistics, language policy, cultural adaptation, globalization, social media influence

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1 Introduction

Culture can be defined as a set of shared values, norms, traditions, and behaviours that shape the identity, worldview, and social interactions of a particular group or society. Communication culture refers to the system of linguistic norms, communicative behaviours, and social conventions that govern how individuals interact, express themselves, and convey meaning within a specific cultural or social context (Fedorenko, Piantadosi, & Gibson, 2024). Language plays a significant role in shaping communicative practices and perceptions, which can influence cultural interactions. The culture of communication through language has helped to strengthen social ties and form harmonious relationships in educational and social environments (Hue, 2025). Studying the impact of language on communication culture helped to identify ways to improve students' communication skills to communicate more effectively in different contexts. Understanding how language affects students' cultural environment and interactions has helped to create more inclusive educational environments, taking into account the diversity of cultural contexts, so researching this topic has helped to identify the best teaching methods and strategies to foster a culture of communication and develop students' communicative competences. Each student is unique and has individual characteristics that influence their cultural perceptions and communication, which made it difficult to generalize the results and was a challenge for the study. It was also considered that cultural norms and communication change over time due to various factors such as globalization, technological change, and migration, which required constant updating of research approaches. The influence of language on the formation of communication culture was difficult to measure and interpret because of its multifaceted nature and interrelationship with other factors such as social status, education, and living environment.

Researchers Koshuev and Tukhlieva (2022), Bonvillain (2020), and Brisset, Gill, and Gannon (2021) studied the features of the relationship between culture and language.

Koshuev and Tukhlieva emphasized the need to match the formation of intercultural communication at university with the goals of intercultural education and modern trends in language education. They pointed out the importance of teaching students not only language skills but also the cultural contexts in which these skills will be used. Scholar Bonvillain raised the issue of the deep connection between culture, language, and students' communication. He argued that understanding students' cultural characteristics and their influence on language practices is necessary to create effective teaching and learning strategies. In turn, Brisset et al. (2021) drew attention to the role of language in the formation of cultural identity. They emphasized that language is not only a means of communication but also a key aspect of cultural heritage and self-identity. This pointed to the need to take into account the cultural aspects of language when designing educational programmes and teaching methods. Within this research, it was important to investigate how cultural sensitivities influence teaching and learning methods in the university. It was also necessary to find out what adaptations were being implemented to accommodate this influence and how they affected learning outcomes and student-teacher interaction.

Researchers Baik, Larcombe, and Brooker (2019) and Galor, Özak, and Sarid (2020) drew attention to the importance of the environment in shaping linguistic behaviour. Galor et al. drew attention to the positive influence of linguistic behaviour an individual's level of education and life. It is necessary to analyse how social factors such as peer interaction, family environment, and media exposure shape language preferences and habits. It is also important to investigate the relationship between linguistic behaviour and mental well-being, including aspects of self-esteem, social adjustment and emotional well-being. Telychko (2016) considered in detail the importance of the cultural approach in the formation of linguocultural competence in students. They emphasized the importance of interactive teaching methods and the integration of cultural materials into the language-learning process. However, the authors did not fully explore the impact of modern digital technologies on the process of forming linguocultural competence.

A number of researchers including Brown (2022), Islamy, Komariah, Kurniani, Yusfiana, and Marwah (2022), and Obana (2020) have emphasized the role of speech in shaping character and social skills. Brown pointed out the importance of linguistic politeness, which includes the ability to communicate in a way that considers the feelings of others and demonstrates concern for their status and relationships. Researchers Islamy et al. discussed various strategies to develop polite behaviour. These strategies include setting clear rules, reward and punishment systems, and modelling by authority figures, including teachers. This indicates the importance of teaching social skills through active interaction and imitation of positive behavioural patterns. Obana offered a comprehensive understanding of politeness and its role in communication. He emphasized the importance of taking into account the context of interaction and cultural characteristics when studying the perception and manifestation of politeness in different situations. Thus, it is important to investigate how different cultural contexts and social conditions shape perceptions of politeness and its expression in different social spheres.

Seiitbekova and Mirzakmatova (2022) delve into the intricate relationship between language and culture, emphasizing their mutual conditioning. The authors highlight those cultural practices influence the ways in which individuals communicate, while the act of communication itself reinforces and perpetuates cultural norms. This dynamic interplay suggests that effective intercultural communication requires a deep understanding of both linguistic and cultural nuances. Ellis (2019) explores the role of language as a critical component of distributed cognition, emphasizing its significance in natural communicative actions. The study posits that language is not just a means of expression but a fundamental cognitive process that enables individuals to engage in complex social interactions. Ellis argues that language facilitates the distribution of cognitive tasks across individuals and groups, allowing for collaborative problem-solving and knowledge sharing. This perspective highlights the importance of language in shaping not only individual cognition but also collective intelligence.

The purpose of this study was to investigate how students build their communication culture through interaction with language in a variety of sociocultural circumstances. The study focused on analysing the state languages of Kazakhstan and Kyrgyzstan – Kazakh and Kyrgyz, respectively. The research was aimed at studying the peculiarities of the formation of communication culture among students through the prism of their use of national languages in various communicative situations. It is important to emphasize that, given the bilingual environment of both countries, it was the aspects of communication in Kazakh and Kyrgyz that were studied, not language mixing or the influence of Russian.

2 Materials and Methods

This study employed a mixed-methods approach, integrating quantitative survey data with qualitative thematic analysis to explore the characteristics of communication

culture among students through language. The survey, conducted from April 22, 2024, to May 2, 2024, in Almaty and Bishkek, included 100 respondents aged 18–24. The participants were selected randomly. The purpose of the survey was to study the characteristics of the communication culture among students through language. The choice of the research instrument was informed by the need to explore key aspects of communication culture among students, focusing on their self-perceived communication skills, language use, intercultural understanding, and the role of linguistic factors in academic and social integration, ensuring alignment with the study's objectives. This survey allowed a deeper understanding of the process of interrelation between linguistic behaviour and students' behaviour, their preferences, and attitudes in the field of communication. Qualitative analysis was used to analyse the data using thematic analysis, where the main themes and categories of responses were identified.

The survey of the study of the peculiarities of the formation of communication culture among students through language included the following questions:

1. Do you believe you have effective communication skills?
2. Do you feel that your language skills affect your ability to communicate effectively?
3. Do you find it easy to get along with other students?
4. Do you often pay attention to language features (e.g., forms of address, use of polite expressions) when communicating with peers?
5. Do you think that linguistic behaviour affects your understanding and appreciation of other people's cultural backgrounds?
6. Do you use specific language constructions or expressions to convey certain cultural concepts or ideas?
7. Do you feel that your linguistic baggage helps you to better integrate into the cultural space of learning?
8. Do you use different language resources (e.g., dictionaries, grammar books) to improve your language skills?
9. Do you believe that language communication enhances intercultural understanding among students?
10. Does your language proficiency help you successfully overcome language barriers and participate in academic and cultural activities?
11. Do you feel that your linguistic behaviour influences your professional development and career success?

After the research data collection process was completed, the results were analysed to provide a preliminary insight into the students' positions. This analysis contributed to a better understanding of the state of the issue for 2024 in the Republic of Kazakhstan and Kyrgyzstan. By analysing the data, it was possible to identify the main problems and implications related to the formation of a culture of communication among the younger generation through the use of language. The survey carried out in this study provided important results for further discussion and solutions to other problems that arise in building a culture of communication among students through language. The data analysis provided information about the preferences, attitudes, and perceptions of linguistic behaviour among students, which is the basis for the development of recommendations and strategies aimed at improving the communication environment in universities and society as a whole.

Descriptive statistics, including frequency distributions and percentage analysis, were used to quantify responses to the yes/no questions, providing an overview of trends and general tendencies within the sample. Cross-tabulation was employed to explore relationships between variables, such as gender differences in communication preferences. To gain deeper insights, the survey included open-ended follow-up questions that allowed respondents to elaborate on their yes/no answers. Thematic analysis was applied to these qualitative responses to identify recurring themes and patterns related to students' attitudes towards communication culture. This dual approach ensured a comprehensive understanding of the data, offering both numerical and conceptual interpretations.

3 Results

The Kazakh and Kyrgyz languages, as the official languages of the Republic of Kazakhstan and Kyrgyzstan, are a key element of the cultural and social sphere of the society of the two countries. One of the features of the state language is its role in expressing the cultural norms and values of the society. For example, politeness and respect for elders are important aspects of communication in Kazakh and Kyrgyz culture and are reflected in the linguistic behaviour of speakers. The use of appropriate forms of address and speech turns indicates the observance of hierarchical and social norms and relations in the society. It is also important to note that linguistic behaviour can vary depending on the context of communication. Formal and informal situations, as well as individual and collective interactions, require different approaches to language communication. For example, in formal situations, such as business meetings or government events, the use of formal language is considered acceptable, while in informal settings, such as family or friends, the use of more colloquial and friendly language is more common.

One of the important characteristics of language is its ability to influence the structure of thought and the ways in which its speakers' express thoughts (Black, 1962; Ghanizadeh, Al-Hoorie, & Jahedizadeh, 2020). This phenomenon suggests that the language spoken affects the perception of the world and the ways of describing it. The Kyrgyz language has a rich system of time and aspect categories, which can contribute to the development of native speakers' ability to understand and describe past, present, and future events with great accuracy and expressiveness (Madmarova, Abdykadyrova, Ormokeeva, Temirkulova, & Sagyndykova, 2021). Also, linguistic features such as the abundance of synonyms and metaphors can enrich communicative skills and contribute to the creation of more vivid and imaginative expressions. Moreover, the structure of a language can determine which thought processes and concepts will be more easily accessible to speakers of a given language. For instance, a language that has a rich vocabulary for describing nature may help its speakers develop a deeper understanding and appreciation of the environment. Thus, language not only reflects the cultural and social norms of a society but also actively shapes the thinking and ways of perceiving the world of its speakers.

In the context of Kazakhstan and Kyrgyzstan, where culture is closely linked to nature and tradition, linguistic features can play a particularly important role in shaping education and world perception. For example, the use of metaphors and analogies in the Kazakh language can contribute to a deeper understanding and transmission of the traditions and cultural values of this country. Thus, studying the influence of the Kazakh and Kyrgyz languages in shaping the structure of thinking and ways of expressing thoughts can shed light on unique aspects of the culture and social dynamics of this region. The use of language units such as words, phrases, proverbs, and sayings plays a significant role in reflecting the cultural characteristics and identity of a people (Mansyur & Suherman, 2020). In the case of the Kazakh and Kyrgyz languages, this is particularly noticeable because of their rich vocabulary, which covers various aspects of traditional culture, everyday life, nature, and social phenomena. Ethnic expressions that convey certain values, norms, and customs of Kazakh and Kyrgyz society are an integral part of linguistic communication in this cultural environment. They reflect the deep historical roots and traditions of the people, as well as their attitude to the world and the environment. For example, many proverbs and sayings contain wise advice, knowledge about nature, and life experience, which are passed on from generation to generation and are an important element of national culture. In addition, the use of these linguistic units contributes to the strengthening of socio-cultural ties between native speakers, creating a common understanding and mutual understanding in society. They serve not only as a means of communication but also as an instrument of socialization, formation of social relations, and strengthening of national identity.

The structure of sentences and the expression of thoughts in the Kyrgyz language are due to its unique features, which reflect the culture of communication in Kyrgyzstan. This language is known for its elegant syntactic structure and variety of grammatical forms, which allows expressing thoughts and emotions accurately. One of the characteristic features of the Kyrgyz language is its flexibility in the use of different verb forms, pronouns, and tenses, which can change depending on the context of communication, the social status of the interlocutor, and the level of politeness. For example, there are formal and informal registers of communication, where the choice of appropriate linguistic elements is important to convey the level of respect and distance between the participants of communication. The richness of grammatical forms in language also allows complex concepts and ideas to be expressed with a high degree of precision and emotional intensity (Britain, 2020; Haspelmath, 2021; Mollica et al., 2021). For example, different temporal forms and modal constructions can be used to convey shades of meaning and emotional colouring of an utterance. Thus, sentence structure and expression of thoughts in the Kyrgyz language play an important role in shaping the culture of communication, enriching its means of expression and ways of interpreting messages. This contributes to effective interaction between native speakers and reflects the rich cultural heritage of the people of Kyrgyzstan.

In the context of communication culture in Kazakhstan and Kyrgyzstan, it is also important to consider the influence of other languages, especially Russian, on communicative practices and communication patterns. Russian remains widely used and has a significant influence on various aspects of everyday communication as well as official and business interactions. One significant aspect of the influence of Russian is its use in official documents, institutions, and the business sphere. Russian is often used in government agencies, educational institutions, business negotiations, and other situations where official communication is required. This is due to historical factors, including the period of Soviet influence, as well as modern socio-cultural ties with Russian-speaking countries. The influence of the Russian language is manifested not only at the level of vocabulary and grammar but also at the level of communicative strategies and general norms of behaviour. For example, there are certain turns and expressions in the Russian language that can influence

the style of communication and the choice of communicative strategies. This can lead to the formation of a hybrid communicative culture where elements of Russian and national languages coexist and interact. Thus, the influence of the Russian language on the culture of communication in Kazakhstan and Kyrgyzstan is an integral part of the multilingual reality of the country and has a significant impact on various spheres of social life. Recognizing this influence allows a better understanding of the dynamics of linguistic and cultural processes in modern society and contributes to the development of effective intercultural interaction.

In addition to Russian, other languages that are present in the multilingual environment of Kazakhstan and Kyrgyzstan, such as Uzbek, Tajik, and minority languages, also have a significant impact on the formation of students' communication culture. The presence of Uzbek and Tajik, for example, reflects longstanding cultural and historical ties with neighbouring countries. National minority languages such as Uyghur and Dungan also contribute to the diversity of linguistic and cultural practices. In addition, English plays a key role in international communication and knowledge sharing in educational settings. Its importance as a language of science, technology, and business attracts the attention of students and researchers, encouraging them to learn and master this language (Pereltsvaig, 2020). This opens up new opportunities to participate in international projects, conferences, and internships abroad, which contributes to broadening the horizons and increasing the competitiveness of graduates. Thus, the importance of English for students in Kazakhstan and Kyrgyzstan is not limited to simply communicating in the international arena but also has an impact on their academic development, professional career, and personal development. The sociocultural environment plays a key role in shaping students' communication culture, which influences their social interactions (Figure 1).

Students, as members of society, are exposed to sociocultural norms and values that are defined by their society (Kagan, 2019). This process of adaptation and perception occurs during their socialization and involves the assimilation and internal integration of key values prevalent in the sociocultural environment. One of the most important values that is formed within the sociocultural environment and influences students' communicative behaviour is respect for elders. In many cultures, respect for elders is a fundamental value that is passed on from generation to generation. It is expressed in forms of address, polite communication, and acceptance of the opinion of more experienced members of society.

Politeness is also a key value that influences students' communication. Polite communication includes the use of forms of address such as "please" and "thank you", as well as respectful tone and non-verbal cues that emphasize attention and respect for the interlocutor. This value is formed during socialization and reflects cultural expectations in society (Astia, 2020; Prayitno et al., 2019). Empathy, or the ability to understand and share the feelings of others, also plays an important role in students' communication practices. The ability to express empathy in communication allows them to build more harmonious relationships and show care and support to their interlocutors. Tolerance, as another key value, influences students' communication, especially in multinational societies such as Kazakhstan and Kyrgyzstan. Tolerance for differences in culture, religion, world view, and other aspects promotes respect for diversity and the formation of an open and inclusive society. Thus, socio-cultural norms and values such as respect for elders, politeness, empathy, and tolerance are formed within the socio-cultural environment and have a significant impact on the communicative behaviour of students, determining their way of acting and interacting in society.

Cultural traditions and customs play an important role in shaping students' communicative practices (Zhumasheva et al., 2022). These traditions include ways of greeting, forms of address, features of non-verbal behaviour, and other aspects that reflect cultural norms and values and are passed on from generation to generation. Greeting is one of the first elements of communicative contact and often reflects respect for the interlocutor and his/her status. Different cultures may have different forms of greeting, which
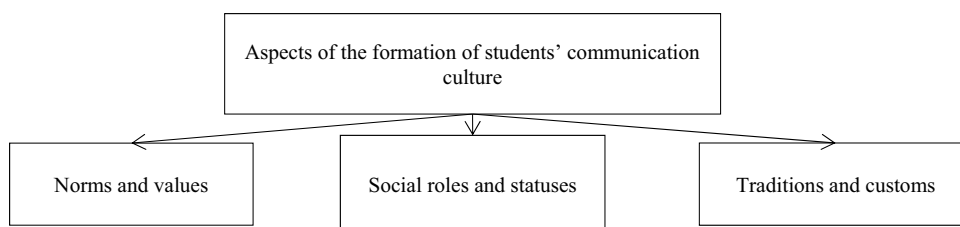

Figure 1: Aspects of the formation of students' communication culture.

may depend on the social status, age, and gender of the interlocutor. For example, in some cultures, it is customary to greet elders and parents in a more formal and respectful manner than peers or young people. Forms of address may also reflect social relations and hierarchies in society. For instance, in the cultures of Kazakhstan and Kyrgyzstan, there are different forms of address depending on age, gender, and social status. The use of correct forms of address is considered an important element of polite communication and a demonstration of respect for the interlocutor.

Non-verbal behaviours such as gestures, facial expressions, and body contact are also important aspects of communication practices that reflect cultural norms and traditions. For example, in some cultures, gestures and facial expressions may have special meanings and be used to express emotions or convey information. Also, body contact, such as hugs or handshakes, can be an important element in communication and reflect the level of closeness and trust between interlocutors. Traditions and customs passed down through generations have a significant impact on students' communication practices and shape the way they act and interact in society (Anđić et al., 2024). These aspects of communication reflect the cultural norms, values, and identity of a society, contributing to the preservation and transmission of cultural heritage.

Social roles and statuses are formed in the sociocultural environment, which has a significant impact on students' communication (Wahid & Sajid, 2025). Social roles are determined by the expectations placed on individuals according to their position in society, and social statuses reflect society's attitude towards each individual. Students, as part of the society, are subject to social expectations and demands that are determined by their status in the institution, age, gender, nationality, and other factors (Kalybekova,

Zhussipbekova, Madiyarova, Yelshibayeva, & Meirmanova, 2024). For example, students may adapt their communication strategies depending on their position in the social hierarchy. For example, students with high academic status or influential social connections may have more opportunities to influence communication processes and be more confident in communicating. In addition, social roles such as student, friend, leader, or subordinate status influence communication. For example, students can adopt different roles depending on the context of communication: they can be active participants in class discussions, team leaders in group projects, or attentive listeners in individual conversations.

The sociocultural environment also shapes norms of behaviour and expectations of roles and statuses in society. For example, in some cultures, there may be a strongly vertically stratified society where social roles and statuses vary widely according to age, gender, and professional status. In such societies, students may feel more pressure from societal expectations and follow social norms more strictly in their interactions. Thus, the sociocultural environment plays a key role in shaping the social roles and statuses that influence students' communication. Understanding these sociocultural factors allows for a better understanding of the dynamics of communication in the learning environment and adapting effectively to social expectations and demands. The study surveyed students on the characteristics of peer interactions, including the ability to communicate effectively, resolve conflicts, show empathy, and maintain relationships (Table 1).

The survey results indicate that students acknowledge the significance of language in communication, intercultural understanding, and professional development, with particularly high percentages affirming its role in career success (94%) and intercultural communication (92%).

Table 1: Results of the student survey

Question	Yes (%)	No (%)
Do you believe you have effective communication skills?	75	25
Do you feel that your language skills affect your ability to communicate effectively?	87	13
Do you find it easy to get along with other students?	55	45
Do you often pay attention to language features (e.g., forms of address, use of polite expressions) when communicating with peers?	60	40
Do you think that linguistic behaviour affects your understanding and appreciation of other people's cultural backgrounds?	82	18
Do you use specific language constructions or expressions to convey certain cultural concepts or ideas?	76	24
Do you feel that your linguistic baggage helps you to better integrate into the cultural space of learning?	80	20
Do you use different language resources (e.g., dictionaries, grammar books) to improve your language skill?	10	90
Do you believe that language communication enhances intercultural understanding among students?	92	8
Does your language proficiency help you successfully overcome language barriers and participate in academic and cultural activities?	70	30
Do you feel that your linguistic behaviour influences your professional development and career success?	94	6

However, the low percentage of students using language resources (10%) suggests a potential gap in structured language learning, which warrants further investigation into possible barriers and solutions. The modern education emphasizes the development of communication skills and also points out the importance of intercultural understanding and tolerance (Cherepovska, Parubchak, & Karamyshev, 2021). Most students recognize that they have effective communication skills, which may be a result of their confidence in their communicative abilities and experience of communicating in different contexts. Students affirm the importance of language education and its role in communication. The relatively low percentage of students using language resources to improve their skills is due to a lack of motivation to use them. Some students rely on their natural language talent or prefer other methods of learning. The overall high level of awareness of the influence of linguistic behaviour on professional development is due to students' understanding of international competition and the growing importance of intercultural skills in today's world.

The relationship between linguistic behaviour and mental well-being encompasses several key aspects. Linguistic behaviour can have a significant impact on an individual's self-esteem. When a person is proficient in the language of their culture and is able to express their thoughts and feelings in it, this can contribute to self-confidence and a sense of belonging to a particular socio-cultural group. Conversely, limited language skills can create feelings of isolation and insecurity. Language is a key tool for social adaptation (Madmarova, Gaipova, Gómez, Karabekova, & Sabiralieva, 2023). People who have a good command of language are better able to integrate into society, find common ground with others, and participate in socio-cultural events. Limited language skills can make it difficult to adapt socially and interact with others. Language also plays an important role in expressing emotions and feelings. Culturally based nuances in language can affect a person's ability to express their emotions and understand the emotional expressions of others. Successful proficiency in the language of one's culture can facilitate more effective communication and understanding, which in turn can enhance emotional well-being. Thus, linguistic behaviour has a significant impact on mental wellbeing, including self-esteem, social adjustment, and emotional well-being, forming the basis for interaction and inclusion in socio-cultural environments. It is worth noting the impact of modern technologies, including social networks and messengers, on students' communication culture (Table 2).

The data on modern technologies' influence on students' communication culture demonstrate both advantages and challenges, such as the increased accessibility of communication and the development of new forms of social interaction, alongside concerns about diminishing real-world social skills. The integration of digital communication tools into educational settings requires a balanced

Table 2: Influence of modern technologies on students' communication culture

Aspect	Description
Changing formats of communication	Social networks and messengers provide students with a variety of formats for communication, such as text messages, audio and video calls, voice messages and more. This broadens the range of communication possibilities and allows choosing the most convenient ways of communication depending on the context
Increased speed and accessibility of communication	Technology allows students to instantly communicate with classmates, teachers, and friends anytime and anywhere. This facilitates a more active and productive exchange of information and ideas
Development of new forms of social interaction	Social media create opportunities for the formation of online communities where students can discuss academic issues, share experiences and learn from each other. This enhances social circles and enriches the educational experience
Changing the language of communication	Modern technology affects students' language and communication style. For example, many acronyms, emoji and other symbols adopted in Internet communication are being transferred to everyday communication, which can change the tone and style of communication
Impact on social skills	While technology makes communication easier and faster, it can also weaken students' social skills in the real world. The lack of non-verbal cues and the limited ability to feel the emotions of a communication partner in virtual spaces can reduce empathy and the ability to interact effectively in real life
Concentration and attention problems	Constant accessibility to social media and messengers can lead to concentration and attention problems while studying. Students may be tempted to distract themselves from their studies and spend more time socializing on social media

approach to ensure that technological benefits enhance, rather than hinder, students' linguistic and interpersonal development (Kolbayev, Tuyenbayeva, Seitimbetova, & Apakhayev, 2024; Nurbatyrova, Japarov, Apakhayev, Abdulaziz, & Khushkeldiyeva, 2024).

Thus, modern technologies have a significant impact on students' communication culture by providing new opportunities and challenges that require adaptation and balance between online and offline communication. The impact of digital technologies, such as social media and messengers, in shaping students' communication culture through language is also significant. Social media and messengers offer new formats of communication such as text messages, emoji, audio, and video calls (Toktagazin et al., 2016). These new forms of communication can affect the ways in which thoughts and emotions are expressed, as well as the use of language such as abbreviations, slang, and internet jargon. Digital technologies allow students to communicate with people from different countries and cultures, which broadens their horizons and intercultural competence (Rexhepi, Breznica, & Rexhepi, 2024). This can lead to the introduction of new linguistic elements, adapting and borrowing linguistic features from other languages. Students can use digital platforms to express their identities and views, which contributes to the formation and strengthening of their cultural and linguistic identities (Batsurovska, Havrysh, Hruban, & Novikov, 2021). They can actively participate in language communities, share experiences, and practise language skills. Students may initially communicate through social media and then move on to real-time interactions with peers. This transition can affect

their ability to effectively express their thoughts and emotions in both virtual and real environments. Thus, digital technologies are not only changing the way students communicate but also affecting their linguistic culture and self-identity, as well as their ability to interact with the world around them. There are many methods and approaches to teaching students to communicate effectively in language (Table 3).

The methods presented for teaching effective communication emphasize a combination of modelling, practical exercises, and personalized approaches, highlighting the importance of interactive and contextual learning. The inclusion of modern technology in language education is particularly relevant, as it aligns with students' digital engagement and offers opportunities for more dynamic and immersive learning experiences (Rudenko, Sapenko, Bazaluk, & Tytarenko, 2018). Learning to communicate effectively in a language requires a variety of methods and strategies, including modelling, practical exercises, feedback, the development of critical thinking, the use of real-life situations, an individualized approach, and the use of modern technology (Burayeva, Berkimbayev, Kerimbayeva, Semiz, & Atikol, 2020). These approaches help students develop communication skills and apply them successfully in a variety of situations.

Modern technologies create new opportunities and difficulties that require students to adapt and balance online and offline communication (Sosnytska, Titova, Symonenko, & Kravets, 2019). The influence of social media and messaging systems on linguistic culture is significant. Instagram, Telegram, TikTok, and WhatsApp are Kazakhstan and

Table 3: Methods of teaching students to communicate effectively

Method	Description
Modelling	Teachers can demonstrate effective patterns of language communication using correct vocabulary, grammar, and non-verbal techniques. This helps students to see and understand what quality communication should look like
Practical exercises	Teachers can conduct various exercises and games that help students to hone their language skills. These may include role-plays, debates, group discussions, and other interactive activities
Feedback	An important part of teaching is giving students constructive feedback on their language communication. Teachers can highlight students' strengths and point out areas for improvement, suggesting ways and strategies to develop skills
Development of critical thinking	Learning to communicate effectively also involves developing students' critical thinking and the ability to analyse information, formulate their thoughts, and argue their points of view in the language
Use of real-life situations	Teachers can create authentic communication situations in which students can put their language skills into practice. These can be simulations of real dialogues, situations from everyday life, or from business environments
Personalized approach	Teachers can take into account the individual needs and background of each student, adapting teaching methods and materials to suit their level and interests
Utilization of technology	Using modern technology such as interactive online resources, language learning applications, and video conferencing can also be an effective way to teach effective language communication

Kyrgyzstan students' main communication platforms, shaping their communication style. Telegram is extensively used for formal and casual communications, allowing students to navigate diverse levels of linguistic formality on one platform. TikTok emphasizes visual and colloquial expression through short films, memes, and hybrid linguistic features. Digital communication blurs formal and informal barriers (Ramankulov et al., 2015). Messengers are used by students to interact with instructors, colleagues, and peers, sometimes in casual language. This raises concerns about how digital communication may affect students' capacity to distinguish formal and informal registers in professional and educational settings. As younger generations adopt online linguistic standards like acronyms, emoticons, and internet slang, inspired by worldwide digital trends, this shift continues.

Multilingual relationships are another benefit of digital communication (Kozyar, Pasichnyk, Kopchak, Burmakina, & Suran, 2022). Code-switching, especially between Kazakh or Kyrgyz and Russian, shows how internet platforms shape language. Students often speak Russian for academic or technical talks and their native languages for cultural and personal contacts online. Modern linguistic practices are hybrid, and digital environments allow the fluid integration of various languages in a single communication act. Digital technology affects how pupils' express emotions and behave socially (Ponomarenko, Rayevnyeva, Yermachenko, Aksonova, & Brovko, 2021). Using emoticons, GIFs, and internet-specific expressions to express emotions has reduced the necessity for explicit politeness formulae, especially in messaging apps. This shift raises problems about how digital communication influences face-to-face interaction, especially in cultures where respect and decency are written into language. While students still use honorifics and respectful speech patterns in traditional settings, their decreasing use online reflects a shift in social etiquette among younger generations.

Digital communication opens up language innovations that change pupils' cultural and linguistic identities (Zaitseva, Symonenko, Titova, Osadchyi, & Osadcha, 2023). Exposure to international online communities expands their linguistic repertoire and expressive options. This effect increases intercultural competency and introduces new linguistic constructs that eventually change spoken language. However, the immediacy of digital communication can lead to fragmented and less structured language use, which may hinder students' capacity to form cohesive and well-articulated arguments in academic and professional settings. Digital platforms promote inclusivity and cross-cultural engagement, but their effects on language patterns must be considered (Kerimkhulle et al., 2023). Online communication's growing use raises concerns about the long-term repercussions of less social engagement. Students used to digital interactions may struggle with spontaneous face-to-face conversations when non-verbal clues and rapid reactions matter. This shows the significance of balancing digital and offline contact to improve pupils' language and social abilities.

Social media and messaging platforms are dynamic areas where linguistic norms evolve, as shown by the convergence of digital technologies and communication culture (Hryshchuk and Molodetska, 2017; Nauryzbayev & Kaliyeva, 2016). While digital communication in education has many benefits, it demands smart pedagogical approaches to help students build good communication skills in diverse circumstances. Structured language education can lessen digital communication's downsides and maximize its linguistic and cultural enrichment potential (Adilzhanova, Dzhusubaliyeva, & Stoimenova, 2024).

The ethnic and cultural identity of Kazakh and Kyrgyz students plays a significant role in their culture of communication and ability to adapt to different cultural contexts. Cultural identity includes language, and for Kazakh and Kyrgyz students, their mother tongue, Kazakh or Kyrgyz, plays a key role in their cultural identity (Parker, 2019; Sampson, 2023). Language is not only a means of communication but also a carrier of cultural values, customs, and traditions. National language reflects the unique aspects of an ethnic group's culture and history, and its use in communication contributes to students' cultural identity. Ethnic and cultural identity is also formed through norms and values that are passed on from generation to generation. Kazakh and Kyrgyz culture promotes values such as hospitality, respect for elders, family ties, and collectivism. These values can be reflected in students' interactions both in the university environment and in social and cultural contexts.

Kazakh and Kyrgyz students, like other ethnic groups, may encounter different cultural contexts in educational institutions, at work, and in social life. Their ability to adapt to these contexts may depend on their level of confidence in their cultural identity. Some students may seek to maintain and demonstrate their cultural belonging, while others may prefer to adapt to new cultural contexts while maintaining core aspects of their identity (Assmann, 2021). Thus, the ethnic and cultural identities of Kazakh and Kyrgyz students have a significant impact on their communication culture, including their perception of the world and their ability to adapt to different cultural contexts and to communicate both within and outside their ethnic community.

Comparative research of the communication culture of Kazakh and Kyrgyz pupils finds both commonalities and

significant differences influenced by linguistic, historical, and social factors. Both cultures exhibit a profound adherence to politeness norms, reverence for elders, and collectivist principles, which are intricately woven into their linguistic conduct. The utilization of suitable forms of address, hierarchical divisions in discourse, and a focus on indirect communication styles exemplify common cultural norms. The impact of Russian as a secondary language is considerable in both situations, influencing communication behaviours in official and informal environments. The inclusion of digital communication has significantly impacted the linguistic behaviour of the younger generation, resulting in the adoption of new vocabulary and hybrid communication tactics (Dobroskok et al., 2023).

Notwithstanding these commonalities, specific language and structural distinctions influence how Kazakh and Kyrgyz students articulate concepts and engage socially. The Kyrgyz language, characterized by a comprehensive system of aspectual and temporal categories, allows speakers to express temporal nuances with remarkable accuracy, potentially affecting their perception of past, present, and future events. In contrast, the Kazakh language, abundant in metaphorical terms and parallels, significantly contributes to the transmission of cultural legacy and the enhancement of creativity in communication. Moreover, although both groups operate within multilingual contexts, Kazakh students may encounter a more pronounced institutional focus on the Kazakh language in education, attributable to language policies advocating its utilization. In contrast, Kyrgyz students, in certain instances, exhibit enhanced linguistic adaptability owing to the broader presence of Russian in both official and informal discourse. These distinctions demonstrate how linguistic and social elements distinctly influence the communication culture of each group, affecting their adaptability, perception of cultural identity, and methods of intercultural contact.

4 Discussion

The results of the survey indicate students' awareness of the importance of linguistic behaviour and its influence on life and learning. Language communication promotes intercultural understanding. However, the low percentage of students using language resources to improve skills emphasizes the need for more motivating tools. The high level of students' awareness of the impact of linguistic behaviour on professional development indicates their readiness for international competition. Digital technology is changing the culture of communication, requiring adaptation and balance between online and offline communication. Teaching effective communication takes into account the diversity of methods and cultural backgrounds of students to develop their communication skills.

The results of this study confirm the important influence of language on the structure of thinking and ways of expressing thoughts in its speakers. It indicates that linguistic features, such as grammatical forms, lexical constructions, and the rich system of time and aspect categories in the language, shape certain ways of thinking and approaches to problem-solving. For example, the rich vocabulary for describing nature in the national Kyrgyz language contributes to the development of a deeper understanding and appreciation of the environment. In addition, the use of synonyms and metaphors enriches communicative skills and contributes to the creation of more vivid and imaginative expressions. Comparing these results with the findings of researcher Wyatt (2021), metaphors used in communication are an effective means to convey its essence and possibilities, both now and in the future. This is also supported by the study of researchers Thibodeau, Matlock, and Flusberg (2019) who argue that metaphors are common in everyday communication and help people to understand complex topics, communicate effectively, and influence others. Thus, the results confirm that language not only reflects the cultural and social norms of society but also actively shapes the thinking and ways of perceiving the world of its speakers. This fact is of significant importance for understanding the relationship between language and thinking, as well as for developing effective communicative strategies.

The previous section emphasizes the role of linguistic units such as words, phrases, proverbs, and sayings in reflecting the cultural characteristics and identity of a people. This is particularly noticeable in the context of the Kazakh and Kyrgyz language, which has a rich lexicon covering various aspects of traditional culture, everyday life, nature, and social phenomena. Ethnic expressions in the language are an integral part of communicative practice and reflect the deep historical roots, traditions, and values of Kazakh and Kyrgyz society. Such conclusions are confirmed by the study of Litovkina, Hrisztova-Gotthardt, Barta, Vargha, and Mieder (2021), who trace and identify common trends in proverbs and anti-proverbs in different contexts. This indicates the widespread use and significance of such linguistic units not only in the Kyrgyz language but also in other cultures. Thus, both studies confirm that linguistic units play an important role in the formation of cultural identity, transmission of values and traditions of a society, as well as in strengthening socio-

cultural ties between its members. They reflect not only the unique features of a culture but also contribute to common understanding and interaction in society.

The results of this study confirm that sociocultural norms and values have a significant impact on students' communicative behaviour. Politeness, empathy, and tolerance are highlighted as key values formed in the sociocultural environment and influencing students' communication behaviour (Ponomarenko, 2021). These values reflect cultural expectations and ways of interacting in society, determining the way of acting and interacting in different situations. Cultural traditions and customs also play an important role in shaping students' communicative practices. Ways of greeting, forms of address, and features of non-verbal behaviour reflect cultural norms and values passed down from generation to generation. Greeting, for example, is the first element of communicative contact and reflects respect for the interlocutor and his/her status. The results of other scholars, in particular Megaiab, Wijana, and Munandar (2019), also confirm the importance of politeness in communication between students and teachers, indicating a widespread recognition of the importance of politeness as a key component of communicative behaviour in educational settings. In turn, Nashruddin and Al-Obaydi (2021) point out that through politeness the character of students is nurtured and helps them understand the value of human behaviour. Thus, the results of this study and the findings of other scholars indicate the importance of considering sociocultural norms and values in developing strategies for teaching effective communication, especially in the context of inclusive education, where the diversity of cultures and individual needs of students are taken into account.

The results of this study emphasize the importance of ethnic and cultural identity for Kazakh and Kyrgyz students and its influence on their communication culture. The Kazakh and Kyrgyz language plays a key role in the formation of cultural identity, as it is not only a means of communication but also a carrier of cultural values, traditions, and customs of the ethnos. The use of the national language in communication contributes to the preservation and transmission of cultural aspects of students' ethnic identity (Lavrysh, Saienko, & Kyrychok, 2021). Students' cultural identity is also formed through the transmission of norms and values from generation to generation. Cultural values such as hospitality, respect for elders, and family ties play an important role in students' communicative practices in the university environment and beyond. However, students may encounter different cultural contexts, which requires students to be able to adapt. Some students may prefer to maintain and demonstrate their cultural belonging, while others may adapt to new cultural contexts while maintaining core aspects of their identity. For his part, Jackson (2019) argues against cultural stereotyping and calls for students' individual differences to be taken into account when teaching. He suggests developing skills that promote understanding of the complexities of language and intercultural communication, which reflects the importance of considering cultural characteristics and individual needs in shaping educational practices. Thus, the findings of this study and J. Jackson's opinion emphasize the complexity of the relationship between cultural identity and student communication and the need to consider this relationship when developing educational strategies.

Modern education emphasizes the development of communication skills, which is reflected in students' awareness of the importance of intercultural understanding and tolerance (Bazaluk, 2019). Most students recognize that they have effective communication skills, which may be related to their confidence in their communication abilities and their experience of communicating in different contexts. However, the relatively low percentage of students using language resources to improve their skills may be due to a lack of motivation to use them, a preference for other learning methods, or a reliance on their natural language talent. The overall high level of students' awareness of the impact of linguistic behaviour on professional development is related to their understanding of international competition and the growing importance of intercultural skills in today's world. This emphasizes the position of Holliday (2020), who is convinced that the concept of culture, especially in the context of national identity, is an imaginative concept and has different discourses and narratives. This adds to the understanding of how students perceive and realize the impact of linguistic behaviour on their lives and learning.

The results of the study reveal the importance of language in shaping the cultural and social environment of Kazakhstan and Kyrgyzstan. They indicate that language features influence not only the ways of thinking and expression but also the communicative behaviour of students. The low percentage of language resource use indicates the need for more motivating tools for learning. However, the high level of students' awareness of the impact of lan linguistic behaviour on professional development indicates a readiness for international competition. Digital technology, although changing the culture of communication, requires adaptation to balance online and offline communication. Teaching effective communication should be culturally sensitive to develop students' communication skills in different situations.

5 Conclusions

The study reveals that the Kazakh and Kyrgyz language plays a key role in the cultural and social spheres of society in Kazakhstan and Kyrgyzstan. Its features not only reflect cultural norms and values but also influence the structure of thinking and ways of expressing thoughts of native speakers. It was found out that the richness of linguistic means, such as words, phrases, proverbs, and sayings, contributes to the transmission of traditions and values of this society.

The results of the survey conducted in the study demonstrate that students recognize the importance of linguistic behaviour and its impact on various aspects of their lives and learning. They recognize that language proficiency has a significant impact on their ability to communicate effectively and on their understanding and appreciation of other people's cultural backgrounds. Importantly, most students recognize that language communication enhances intercultural understanding, reflecting their willingness to interact in a variety of cultural contexts. However, the relatively low percentage of students using language resources to improve their skills may indicate a potential need for more motivating and accessible language learning tools. Nevertheless, the high level of students' awareness of the impact of language linguistic behaviour on their professional development indicates their readiness to compete in the international labour market and their desire to develop intercultural skills. In general, the survey results emphasize the importance of language education and intercultural understanding in the modern educational context and the need to continue working on the development of these competences among students. Modern technologies, especially social networks and messengers, significantly influence the culture of communication among students. Changing formats of communication, increasing speed and accessibility of communication, and development of new forms of social interaction – all these expand the range of communication opportunities and contribute to the formation of online communities. However, teaching effective language communication requires a variety of methods and strategies. These approaches include modelling, practical exercises, feedback, development of critical thinking, use of real-life situations, individualized approach, and use of modern technologies.

The difficulty of the study was that the assessment of students' formation of communication culture through language relied on self-reported data, which may be subject to subjective distortions, including social desirability bias, recall bias, and variations in self-perception, as well as the influence of external factors such as prior experiences, contextual settings, and familiarity with the research topic. Additionally, the study's small sample size of 100 respondents, while providing initial insights, limits the generalizability of the findings to a broader student population, as it does not account for regional, institutional, and sociocultural differences in communication practices. To address these limitations, future research should incorporate a larger and more diverse sample, including students from different universities and academic disciplines, and employ a mixed-method approach that combines surveys with direct observations, discourse analysis, and experimental studies to obtain a more objective and comprehensive understanding of students' communication culture. Longitudinal studies would further contribute to identifying trends and shifts in communication behaviour over time, particularly in the context of digital transformations. Furthermore, researchers should explore the development and evaluation of targeted interventions aimed at enhancing students' communication skills and emotional well-being, such as structured online counselling, group support initiatives, psychoeducational programs, and other resources that foster resilience and adaptability in both digital and offline communication environments.

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