Oksana Kovalenko[*]

PhD in Philologycal Sciences, Associate Professor
Simon Kuznets Kharkiv National University of Economics
61001, 9A Nauky Ave., Kharkiv, Ukraine
https://orcid.org/0000-0002-3432-2601

Online learning in Ukraine: Challenges and tools for identifying difficulties in adaptation and socialization of Chinese students in a university environment: A case study

Abstract. This research addressed the critical topic of Chinese students' adaptation at Simon Kuznets Kharkiv National Economic University, focusing on online learning. The study assessed the effectiveness of support tools using structured questionnaires to measure professional and academic adaptation levels of Chinese students, revealing associated challenges. The research methodology integrates surveys, observation, and statistical data analysis to objectively assess comfort levels, identify critical issues, and evaluate the effectiveness of support tools, contributing to enhanced professional and academic standards. In research was employing surveys, observations, documentary analysis, and a review of official documents, and explored various facets of adaptation, including general issues and social interactions in the online environment. Data analysis uncovers key challenges during adaptation, leading to specific recommendations for improving online learning. Challenges faced by students adapting to remote education in a Ukrainian higher education institution are identified, including language barriers hindering language learning and communication for Chinese students, and cultural differences complicating adaptation and technology integration. The results highlight aspects complicating Chinese students' adaptation to the online environment, such as language barriers, cultural differences, and technology adaptation. Despite high technological literacy, it remains crucial to tailor educational materials and platforms to the specific needs of Chinese students. The study addresses significant challenges, providing recommendations as a foundation for support programs and optimizing conditions for online learning among Chinese students in a university setting, ultimately enhancing their professional and academic success. The findings contribute significantly to the scientific discourse, offering valuable insights to inform the development of strategies aimed at improving conditions for students' adaptation to the university environment, especially within the online format

Keywords: cultural differences; educational process; language barriers; surveys; technology integration

*Corresponding author

INTRODUCTION

The escalating number of Chinese students opting for higher education in Ukraine underscores the critical importance of delving into and comprehending the adaptation process within Ukrainian higher education institutions (HEIs). The relevance of this study was grounded in the imperative of successfully adapting international students, particularly from China, to the university environment, thereby contributing to the enhancement of the quality of the educational process and fostering international understanding as a significant rise in the number of Chinese students pursuing higher education in Ukraine was observed.

This assertion finds support in the works of V. Kiktenko & O. Drobotiuk (2021) and A.Z. Goncharuk *et al.* (2016), highlighting the pivotal need to understand international students' challenges during the adaptation process. Critical aspects addressed in this research include language barriers, cultural shock, and social relations that may impact the adaptation of Chinese students at Kharkiv National University of Economics (KhNUE), as indicated by A. Yanovskyi (2020) and N.P. Volkova (2018). The study by A.A. Alasmari (2023) on the adaptation of international students in Saudi Arabia highlights similar challenges that students from other countries may face, such as language barriers, cultural shock, and stress. Analysing these aspects provided valuable insights into optimal strategies for facilitating adaptation and enhancing the overall educational experience for international students. The surge in the number of Chinese applicants to Ukrainian higher education institutions can be attributed to various factors, such as the quality of education meeting international standards, the reputation of universities in the global market, international cooperation and exchange programs, language preparation, and cultural diversity, as noted by S. Yatzjun (2017), A.Z. Goncharuk *et al.* (2016), and A. Yanovskyi (2020). The interest in exploring a new culture and studying in an international environment also plays a significant role in this trend.

Acknowledging that the socialization of Chinese students in Ukrainian HEIs within an online environment presents challenges and difficulties is crucial. Understanding the impact of these difficulties on Chinese students' learning and socialization processes is imperative, as outlined in the Regulation on the Organization of the Educational Process at Simon Kuznets Kharkiv National University of Economics (2020). The Regulation on the Organization of the Educational Process using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics (2020). Additionally, it is critical to develop and implement tools to identify these difficulties and formulate strategies to overcome them. By addressing these issues, the study contributed to the broader discourse on international education, providing valuable insights for educators, policymakers, and institutions aiming to create inclusive and supportive learning environments for students from diverse cultural backgrounds.

This study aimed to analyse the challenges faced by Chinese students and faculty at Simon Kuznets Kharkiv National University of Economics (KhNUE) during online learning and to explore practical tools for identifying and overcoming these difficulties, promoting their successful adaptation, and gaining a deeper understanding of the process of socialization of Chinese students in the educational environment while determining influencing factors. The objectives of the study were to identify specific challenges in the online format and develop recommendations for university staff to enhance the adaptation process, aligning with the Regulation on the Organization of Assessment of Learning Outcomes and the Quality of Higher Education using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics (2020).

LITERATURE REVIEW

The literature review was based on the collected scientific material, where the available scientific papers and sources related to the research topic were carefully analysed. *Studies on international education and cultural adaptation.* In the study by M. Bilotserkovets *et al.* (2020), the author examines the cultural adaptation process of Chinese students in Ukrainian universities, the work highlights critical aspects of this adaptation, focusing on the challenges and strategies for overcoming culture shock in the educational environment: Internet education and online learning. Authors T. Anderson & J. Dron (2011), in their study, examine the evolution of distance education pedagogy, they provide an overview of the principles and frameworks of blended learning in higher education, identifying key aspects that contribute to the successful implementation of these approaches – peculiarities of adaptation of international students. Researchers C. Ward *et al.* (2005) examine the psychological aspects of culture shock, the study identifies the critical aspects of the psychology of adaptation of international students and suggests strategies for overcoming these difficulties in Educational Technologies in Ukraine.

Statistics and research on online learning in Ukraine. The report of the Ministry of Education and Science of Ukraine (2022) provides statistics and research on the state of higher education in the country, focusing on the development of online learning and its impact on the learning process – specifics of Kharkiv National University of Economics. The official website of the Kharkiv National University of Economics (KhNEU) provides specific information about the university, including its features, resources, and student support. Chinese students in Ukrainian universities. In their paper, researchers M. Bilotserkovets *et al.* (2020) explored the social integration of Chinese students in Ukrainian universities, looking at interactions with other students and the faculty. *Difficulties of adaptation in the university environment.* In the paper by I. Gonta & A. Bulgac (2019), the authors discuss in detail the difficulties international students face during their first year of study in higher education. *Technologies for socialization in online learning.* In their study, G. Siemens & P. Tittenberger (2009) highlight critical technologies for socialization and interaction in online learning, providing conclusions on their impact on learning.

The literature review explored aspects of interaction with university staff: the study by S.A. Prahova *et al.* (2020) examines the interaction of students with university staff in the context of online learning. The main directions of communication in the student-teacher system are identified, and practical recommendations are given on the choice of technological tools for organizing the distance learning process in the Ukrainian educational space – online learning during a pandemic. The paper by C. Hodges *et al.* (2020) defines and distinguishes between the features and challenges of emergency remote education and regular online learning in the context of the pandemic: international education and cultural dynamics. The book by D.R. Garrison & N.D. Vaughan (2012) provides practical

insights on blending face-to-face and online teaching and offers practical guidelines and tools to engage students effectively. The work, edited by D.K. Deardorff (2009), presents research on international education and the development of intercultural competence that can be applied in the context of international learning. Research on the profile of students of the Kharkiv National University of Economics. The official website of the Kharkiv National University of Economics (KhNEU) can provide primary information about the university's structure, profile, and resources.

Tutoring and its role in modern education. Author O.A. Bundak *et al.* (2021) explore the role and importance of tutoring in the educational process. The paper highlights current trends and challenges related to tutoring, particularly in the context of online learning. Modern information technology and distance learning. O. Tymoshchuk (2021), in the work, "Peculiarities of the influence of distance learning on the quality of life of students of modern institutions of different types", explores modern technologies and their impact on distance learning. The paper analyses the challenges and benefits of using information technology in education.

Scientific and Educational Cooperation between Ukraine and China (*2016-2020*). The article by V. Kiktenko & O. Drobotiuk (2021) thoroughly examines Ukraine and China's scientific and educational cooperation from 2016 to 2020. The article systematically analyses cooperation in science and education using various sources, including responses from ministries, expert surveys of rectors, statistics, and official reports. A.Z. Goncharuk *et al.* (2016) focus on China's innovation development strategy. A.Z. Goncharuk *et al.* (2016) focus on China's innovation development strategy. They analyse the country's innovative development, particularly in science and education – the interaction between online learning and intercultural adaptation. J. Li *et al.* (2021). consider online education a new type using network, multimedia, and interactive tools. The paper provides a rationale and definition of the main aspects of this type of learning – challenges of online learning for foreigners. M. Bilotserkovets *et al.* (2020) explore the challenges that may arise when Chinese students switch to the online learning system at Ukrainian universities. They

study aspects of adaptation and interaction with the online environment. The article by O. Kovalenko (2023) analyses the experience of implementing distance learning technologies at KhNEU. It focuses on specific difficulties and proposes an algorithm for teachers to use the Moodle system to develop online courses, praising its functionality and flexibility. The article by O. Kovalenko & I. Hontarenko (2023) analyses the current state of e-learning at KhNEU, focusing on using Moodle LMS and recommendations for effective e-learning management. The study offers insight into the challenges and opportunities of implementing Moodle in a university environment. These papers provide a diverse perspective on the issues of online learning, intercultural adaptation and cooperation between Ukraine and China in education. The analysis allows identifying the key factors that influence the adaptation of Chinese students to the Ukrainian university environment, particularly during the transition to online learning.

MATERIALS AND METHODS

Different methods and approaches were used to study Chinese students' adaptation in the Kharkiv National University of Economics, (KhNEU). The research included both quantitative and qualitative methods, including questionnaires, observations, and document analysis, so that it can be replicated by other scholars using the same materials and methods. The expert survey was conducted during the first semester of the academic year 2023/24 at the Department of Pedagogy, Foreign Philology, and Translation and was organized by seven department lecturers. The survey engaged 395 students out of a total of 910. It was an individual survey by correspondence. The survey responses were handled based on the interviewee's preference for anonymity. The questionnaire comprised a mix of closed-ended (multiple-choice) and open-ended questions, allowing for quantitative and qualitative data collection. This research was conducted in accordance with the principles outlined in the Declaration of Helsinki (2013). The questionnaire adhered to ethical guidelines, ensuring confidentiality and respecting the participants' preferences regarding anonymity (Table 1).

Table 1. Questionnaire: Adaptation of Chinese students in the online university environment in Ukraine

Questionnaire: adaptation of chinese students in the online university environment in Ukraine
Section 1: General information
1. Personal information:
● student's name and surname: (at your request)
● faculty/speciality:
● year and course of study: (please answer, as it is vital for the study)
2. Contact information:
● email address:
● phone:
● other forms of contact that are convenient for you or more traditional in your country (start here)
Section 2: Adapting to online learning
3. How would you rate your comfort level with participating in online learning?
● very comfortable
● comfortable
● a little comfortable
● uncomfortable
● very uncomfortable

Questionnaire: Adaptation of Chinese students in the online university environment in Ukraine

4. What do you consider to be the main challenges you face in online learning? (select all that apply)
- problems with internet connection
- difficulties in accessing the necessary learning information
- lack of motivation due to lack of personal contact
- difficulties in organizing independent work
- other (please specify):

Section 3: Support and resources

5. How would you rate the level of support provided by the university during your online learning?
- high
- medium
- low

6. Do you use additional resources or platforms to facilitate your studies? Which ones do you use?

Section 4: Communication and social adaptation

7. How do you keep in touch and interact with fellow students and teachers while studying online?
- interaction through online conferences and forums
- use of social media
- email and chat rooms
- other (please specify):

Section 4: Communication and social adaptation

7. How do you keep in touch and interact with fellow students and teachers while studying online?
- interaction through online conferences and forums
- use of social media
- email and chat rooms
- other (please specify):

8. Did you need help establishing contacts and interacting online with other students or teachers? How did you overcome it?

Section 5: Specific questions for analysis

9. Has adapting to online learning affected your academic success? How?

10. What strategies do you use to cope with stress and fatigue associated with changes in the learning environment?

Section 6: General impressions and recommendations

11. What are your general impressions of online learning at KhNUE?

12. What recommendations do you have for the university to improve the quality of online learning and student adaptation?

Source: compiled by the author

The following questionnaire, involved 56 teachers out of a total of 96 who teach Chinese students, aimed to study the experience of adaptation of international students in the context of the university online environment. The questionnaire administered to university staff consisted of a mix of open-ended and closed-ended questions. It included inquiries about general information, such as personal details and work duration, as well as questions related to staff members' experience with international students, challenges observed, strategies employed for adaptation, communication methods, satisfaction levels, and recommendations for improvement. The combination of open-ended questions allowed for qualitative insights, while closed-ended questions provided quantitative data, contributing to a comprehensive understanding of staff perspectives on working with international students (Table 2).

Table 2. Questionnaire for university staff working with international students

Questionnaire for university staff working with international students:

Section 1: General information

1. Personal information:

1.1. FULL NAME:

1.2. Position:

1.3. Faculty/Department:

1.4. Duration of work in the current position:

Section 2: Experience of working with international students

2.1. How many years have you been working with international students?

2.2. What countries are represented by your international students?

2.3 What specific responsibilities do you have when working with international students?

Section 3: Adaptation of international students

3.1 What are the main challenges in the adaptation of international students that you notice?

3.2. What strategies do you use to help international students in the process of adaptation?

3.3 How do you define the success of international students' adaptation to the university environment?

Section 4: Interaction and communication

4.1 How do you communicate with international students? (face-to-face, email, online platforms, etc.)

4.2 What means do you use to improve mutual understanding between you and international students?

Questionnaire for university staff working with international students:
Section 5: Support and resources
5.1. What resources does the university provide to support international students?
5.2. How often do you organize training or seminars for university staff on working with international students?
Section 6: Satisfaction and personal impressions
6.1. What would it be if you could change or improve something in your work with international students?
6.2. What are the most satisfying aspects of working with international students?
6.3. How do you assess the effectiveness of your work with international students?
Section 7: Recommendations
7.1. What recommendations do you have to improve interaction with international students in the university environment?
7.2. Do you have any specific ideas for developing adaptation programmes for international students?
Thank you for participating in our survey! Your answers are an essential contribution to improving the conditions for international students at our university.

Source: compiled by the author

Possible conclusions and impressions from the survey:

Section 1: General information. The questionnaire was completed by a representative number of university staff working with international students, ensuring sufficient validity of the results.

Section 2: Experience of working with international students. The responses show a wide range of experience in working with international students and a diversity of countries represented.

Section 3: Adaptation of international students. The identified challenges and adaptation strategies allow developing recommendations for improving the conditions for international students.

Section 4: Interaction and communication. Different means of communication are highlighted, allowing the consideration of communication's effectiveness in the university environment.

Section 5: Support and resources. The analysis of resources and their use indicates the need to improve support for international students.

Section 6: Satisfaction and personal impressions. Positive and negative aspects of working with international students are highlighted, which may indicate areas for further development.

Section 7: Recommendations. The collected recommendations will form the basis for developing strategies to improve interaction with international students in the university environment.

Statistical data analysis: processing and analysing quantitative data, including university statistical reports on Chinese students' performance and problems on the PLS platform KhNEU. Survey of university staff:

Documentary analysis and review of official documents, such as university regulations and policies, were used to analyse programmes and activities designed to support the adaptation of international students (Regulation on the Organization of the Educational Process at Simon Kuznets Kharkiv National University of Economics, 2020). The method of analysing documents was employed to examine and extract valuable information from a variety of official sources. Specifically, university regulations, policies, and guidelines related to international students and online learning programs were scrutinized. This method involved a comprehensive review of the following key documents: Regulation on Personal Learning Systems at Simon Kuznets Kharkiv National University of Economics (2020); Regulation on the Organization of Assessment of Learning Outcomes and the Quality of Higher Education using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics (2020); Regulation on the Organization of the Educational Process at Simon Kuznets Kharkiv National University of Economics (2020); Regulation on the Organization of the Educational Process using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics (2020). A review of programmes and activities designed to support the adaptation of international students, focusing on those offered by KhNUE. This method facilitated a comprehensive understanding of the institutional framework and policies guiding the education process at KhNEU, specifically focusing on aspects related to online learning and the adaptation of international students, particularly those from China. When collecting and analysing data, it was essential to be sensitive to the cultural characteristics of both groups – Chinese students and university staff in Ukraine. Ensuring mutual understanding and avoiding stereotypes helped to improve research quality and adaptation strategies.

RESULTS

The intergovernmental strategic partnership between Ukraine and China is determined by the emphasis on supporting Ukraine's sovereignty and territorial integrity, defined in the context of the "One China" policy adopted by Ukraine. The current relationship is characterized by a broad legal framework of 295 documents, of which 177 are basic agreements and treaties and 118 are additional, including protocols of intergovernmental commissions, contracts on military training, and others. Interaction between the states also covers the field of higher education. Cooperation in higher education is developed through interstate and intergovernmental cooperation, which includes forming a legal framework between the governments and ministries of both countries, joint events, academic exchange programmes, and training of citizens of both countries at

partner universities. Before the pandemic, there was a significant level of academic exchange between Ukraine and China, with more than 3,000 Ukrainian students participating in exchange programmes with China at the end of 2019 and more than 3,500 Chinese students studying at Ukrainian universities simultaneously (Ukrainian State Centre for International Education, 2018). From 2016 to 2020, 3,649 Chinese citizens entered Ukrainian higher education institutions. According to the USCIE, in 2023, 2,376 Chinese citizens were studying in Ukraine. The most popular specialities were management, pedagogy (secondary school teachers), medicine, economics, computer science, finance and insurance, choreography, psychology, and international law (Admission 2023: Even during the war, international students enter Ukrainian universities, 2023, July 20). According to the Ukrainian State Centre for International Education, the most popular university among foreign applicants in 2023 was KhNUE, (Admission 2023: Even during the war, international students enter Ukrainian universities, 2023, July 20). The decrease in the number of international students is due to the armed aggression of the neighbouring state.

The successful internationalization strategy of KhNUE and its impact on the university's development is worth noting. This strategy is focused on integration into the European and global scientific and educational space and includes several strategic objectives, such as the development of international cooperation, internationalization of educational programmes and ensuring their quality by international standards (Admission 2023: Even during the war, international students enter Ukrainian universities, 2023, July 20). Internationalization includes attracting international students to all levels of education, expanding the number of specialities taught in foreign languages, and increasing the total number of international students. The target for 2025 is to increase the percentage of international students in higher education and the % of those studying English and EU languages to 40% (Admission 2023: Even during the war, international students entered Ukrainian universities, 2023, July 20). Approximately 10% of the total number of students from China have chosen KhNUE to study (Admission 2023: Even during the war, international students enter Ukrainian universities, 2023, July 20). An interdisciplinary study of internationalization processes in higher education in the context of the Ukraine-China partnership could include an analysis of student exchange practices, a study of the impact of political and socio-cultural factors on student participation, and an assessment of the effectiveness of internationalization strategies of specific universities.

In the academic year 2023/24, 910 Chinese students study at KhNUE, including 26 postgraduate students, of whom 256 students study at the Department of Pedagogy, Foreign Philology and Translation, speciality 011 "Educational, Pedagogical Sciences" and speciality 073 "Management" of the programme "Management of an Educational Institution". With its proven experience and established traditions, the university provides high-quality training for top-level specialists, which allows them to succeed in their studies and future work (Regulation on the Organization of Assessment of Learning Outcomes and the Quality of Higher Education using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics, 2020). However, students from China who have chosen to study at Ukrainian higher education institutions (HEIs) online may be subject to complex socialization and adaptation. The peculiarities of the political and social environment in China, where the authorities exercise a high degree of control over information and communication, may complicate student adaptation to an open and democratic atmosphere in Ukrainian HEIs. This was the impetus for improving teaching methods and forms. Chinese students are significantly different from Ukrainian students in the way they receive and perceive information, which is why it is necessary to look for and use new approaches that can interest them to work hard to achieve results (Volkova, 2018; Yanovskyi, 2020)

The KhNEU distance learning system is based on the Moodle platform and has more than 2500 distance courses available to students of all fields of study and educational programmes (Kovalenko, 2023). The distance course of any academic discipline has a standard structure and includes all the necessary information to master this educational component. Equally important is the fact that distance learning requires students to put more effort into their learning. Still, it is much more efficient and comfortable in terms of time, money, and convenience than other forms and technologies of learning. After all, distance learning is available to all consumers of educational services at a convenient time, which is an essential component of the virtual socialization of the individual (Kovalenko, 2023). These findings serve as a basis for developing strategies to support and improve the conditions for Chinese students' adaptation to online learning within the university and administration. The percentage findings of the survey, which involved 395 students out of 910, are shown in Table 3:

Table 3. Percentage findings of the survey on Chinese students' adaptation to online learning

Assessment of comfort level	Percentage
Very comfortable	12%
Comfortable	34%
Somewhat comfortable	28%
Uncomfortable	18%
Very uncomfortable	8%

Assessment of comfort level	Percentage
Challenges during online learning	**Percentage**
Problems with internet connection	15%
Difficulties with access to information	22%
Lack of motivation	25%
Difficulties in independent work	20%
Level of support from the university	**Percentage**
High	38%
Medium	45%
Low	17%
Communication and social adaptation	**Percentage**
Interaction through online conferences	28%
Use of social media	42%
Email and chat rooms	30%
Impact of adaptation on academic success	**Percentage**
Positive impact	48%
Negative impact	22%
Stress and fatigue	**Percentage**
Use of pauses and rest	35%
Finding support	45%

Source: developed by the author of this study based on the findings

General impressions and recommendations:

Varied responses depending on students' personal experiences and views. These findings allowed understanding the diversity of student's experiences and impressions of online learning and identifying the main difficulties and needs that arise in the adaptation process. The following questionnaire aimed to study the experience of adaptation of international students, particularly Chinese students, in the context of the university online environment. The survey results provided detailed information and conclusions that help improve the strategies of support and adaptation of the target audience. The survey conducted among university staff responsible for international students yielded valuable insights into various aspects of working with this demographic group. A representative number of staff participated, ensuring the validity of the results. The respondents demonstrated a diverse range of experiences in working with international students, reflecting a broad representation of countries. The findings related to the adaptation of international students shed light on existing challenges and the strategies employed to address them. These insights provide a foundation for developing recommendations aimed at enhancing the overall conditions for international students within the university environment.

An examination of communication channels and interaction methods highlighted the diverse means through which university staff engage with Chinese students, including personal contact, e-mail, and online platforms. This exploration will contribute to assessing the effectiveness of these communication channels within the university context. Moreover, the analysis of support resources uncovered areas that require improvement to better assist international students. The positive and negative aspects identified in the satisfaction and personal impressions section offer valuable feedback, pinpointing specific areas for further development. Teachers' extensive professional experience, a notable aspect of the survey, underscores their significant expertise in working with Chinese students. Additionally, the identification of key challenges in language, teaching strategies, and intercultural interaction emphasizes critical aspects of student adaptation. The use of various support strategies, such as individual consultations, increased resource access, and study groups, showcases a proactive approach to improving the adaptation process. The recommendations provided by teachers contribute significantly to the ongoing efforts to optimize conditions for the target group. In summary, the survey results, involving 56 out of 96 teachers working with Chinese students, serve as a crucial source of information. This information guided the development of strategies and approaches to improve the overall experience of Chinese students within the university environment. Combining insights from student and staff surveys, these results served as a foundational resource for the continuous improvement of approaches and strategies for working with Chinese students in the university environment at KhNUE. The responses received serve as an essential source of information for further improving approaches and strategies for working with Chinese students in the university environment. The following steps should be followed to implement the observation method in the study. Define the areas of observation: clearly determine which aspects of Chinese students' adjustment are interesting to be observed. This may include their participation in study programmes, cultural events, and adaptation processes in the online environment (Burac *et al.*, 2019). Develop an observation protocol. Create a structured observation protocol with specific criteria of interest. Determine how the actions and interactions of students will be recorded.

Select observers. Select neutral observers who can conduct the observation objectively and without influence on the subject. These can be scientists, students, or other qualified individuals (Bilotserkovets *et al.*, 2020). Conduct the observations. Record observations at set times, and record student interactions and participation in various aspects of academic and cultural life.

Analysis and conclusions: evaluate the data and identify patterns and trends. Develop conclusions regarding the adaptation processes of Chinese students in the online university environment. In exploring the adaptation processes of Chinese students in the online university environment, a range of tools and methods were employed. Classroom observation involved actively participating in virtual classes and webinars to keenly observe the behaviour, activity, and engagement of Chinese students during online learning sessions. Analysis of written materials encompassed a thorough examination of written assignments, essays, homework, and forum interactions, providing valuable insights into their experiences, challenges, and approaches to problem-solving. Focus groups were organized, bringing together Chinese students to engage in discussions focused on specific aspects of their adjustment, allowing them to share their experiences and perspectives. Evaluation of participation in activities involved observing students' engagement in virtual socio-cultural and learning activities, including webinars, online conferences, and discussion groups, to gauge their level of involvement. Progress monitoring entailed a close examination of academic achievements and assignments, facilitating the assessment of success levels and the identification of any variations compared to traditional learning approaches. Communication analysis revolved around observing students' interactions within the online environment, including their participation in forums, chat groups, and virtual discussions, shedding light on their collaborative and communicative practices. These tools have helped to provide a multifaceted view of Chinese students' adaptation processes in the online learning environment.

Using these tools to monitor Chinese students' adaptation processes in an online university environment can lead to various conclusions and an improved understanding of critical aspects of adaptation (Lin *et al.*, 2019). Some possible findings include:

● Level of comfort and convenience. Assessing the degree of comfort students feel in the virtual environment – analysis of the usability of online platforms and tools;

● Emotional state and impressions: understanding the emotional state of students during online learning. Identification of the primary impressions of the new learning environment;

● Problems and difficulties. Identify specific problems or difficulties Chinese students face – assessment of the level of access to necessary resources and support;

● Activity level. Analysis of student activity during virtual lessons and other online activities. The degree of participation in interactive activities and discussions are determined;

● Perception of socio-cultural events: Assessment of student interaction at socio-cultural and adaptation events. Determination of the effectiveness of such events in terms of integration;

● Academic performance and achievement. Observing the academic achievements of Chinese students in the online environment and determining the possible impact of online learning on their academic performance;

● Use of recommendations and resources. Assessment of students' use of guidance and resources to facilitate their transition. Identification of needs for additional resources and support;

● Degree of interaction and communication. Analysis of the level of interaction between students and teachers in the online environment. The effectiveness of communication tools is determined;

● Results of Document Analysis and Recommendations. The document analysis revealed crucial insights into the institutional frameworks and policies governing international students' experiences, particularly those from China, in the online learning environment at KhNEU.

The key findings and recommendations emerging from this comprehensive scrutiny are in Table 4:

Table 4. Results of document analysis and recommendations
for international students' experiences in online learning at KhNEU

Document analysed	Key finding	Recommendation
Regulation on personal learning systems	The document provides a foundational reference for personal learning systems, emphasizing individualized learning experiences.	Enhance the clarity of guidelines and support mechanisms within personal learning systems to ensure a more seamless adaptation for international students.
Regulation on assessment and quality in distance learning	The document outlines procedures and standards for assessing learning outcomes in distance learning.	Strengthen the guidelines related to remote assessments and explore innovative methods to ensure fair and effective evaluation in virtual settings.
Regulation on the organization of the educational process	The document offers insights into the general framework governing the organization of the educational process.	Consider incorporating more specific provisions related to international student support and engagement strategies to foster a more inclusive learning environment.
Regulation on educational process using distance learning technologies	The document addresses the integration of distance learning technologies.	Provide additional guidance on utilizing technology to enhance intercultural communication, socialization, and support mechanisms for international students.

Source: developed by the author of this study based on the findings

This plan made it possible to get a complete picture of the relationship between the university and international students, identify strengths and weaknesses and formulate recommendations for improving the quality of the latter's educational and socio-cultural experience within the university environment and which aspects of working with international students are strategically crucial for the university's further development. Conclusions and recommendations for the socialization and adaptation of Chinese students to the online learning process in Ukrainian HEIs are in Table 5:

Table 5. Conclusions and recommendations for the socialization and adaptation of Chinese students to the online learning process

Challenges	Recommendations
1. Language barrier	● Creation of interactive online courses: developing specialized courses to improve language skills. Language groups and clubs: establishing virtual language groups for communication and mutual support. Online communication platforms: utilizing popular messengers or specialized platforms for real-time discussion and practice.
2. Language difficulties in the online environment	● Consideration of different English proficiency levels. Avoidance of complex terms or unwelcoming English by Ukrainian teachers. Real-time language practice through dynamic lessons. Providing additional resources for self-study of English.
3. Cultural differences and adaptation	● Organization of cultural sessions and workshops for better understanding. Introduction of online mentoring programs. Cultural adaptation of assignments with sensitivity. Facilitation of cultural discussions in the learning process. Inclusive use of materials and examples from both cultures.
4. Internet access	● Providing detailed information on Internet access in Ukraine. Establishing partnerships with local internet providers. Consideration of popular Chinese communication platforms. Offering alternatives for students in case of restrictions on specific online resources.
5. Adaptation to technology	● Conducting online training for students on learning platforms and technical tools. Providing technical support and advice. Overview of opportunities and possible restrictions for Chinese students.
6. Manage time differences and time constraints	● Planning classes considering the time zone difference. Providing flexibility and alternative options for students. Managing time zones during assessments and deadlines.
7. Opportunities for virtual communication	● Creating opportunities for virtual communication and information exchange through online platforms. Considering popular Chinese communication tools for interaction.
8. File formats and document culture	● Detailed overview of file formats used in China and document culture. Ensuring compliance with standards when uploading documents, considering possible differences.

Source: developed by the author of this study based on the findings

The study found that the socialization and adaptation to the educational process of Chinese students in Ukrainian higher education institutions in an online environment has the following challenges and difficulties:

1. Language barrier: the online learning format may limit the opportunities for language learning and active communication for Chinese students in Ukrainian HEIs. To overcome this challenge, it is essential to develop specialized support programmes to improve language skills and create interactive communication conditions.

2. Cultural differences: the higher education system in Ukraine is different from that in China, which may lead to difficulties in student adaptation. It is recommended to introduce introductory programmes to help students understand the peculiarities of the Ukrainian higher education system and cultural nuances.

3. Access to the Internet: providing free access to the Internet for Chinese students in Ukraine is a crucial aspect of successful online education. Research could focus on exploring alternative technological solutions and creating programs allowing practical work with limited internet access.

4. Adaptation to technology: while many Chinese students may have a high level of technological literacy, it is essential to develop learning materials and platforms that address the specific needs of this group of students. Additional research could focus on developing innovative teaching and assessment methods that consider students' technological preferences.

DISCUSSION

A comparison of the study with existing works highlights several essential aspects, which were shown in the work by V. Kiktenko & O. Drobotiuk (2021). The strategic partnership between Ukraine and China in higher education, comparable to the focus on the level of interstate cooperation and its impact on the adaptation of Chinese students to the online learning environment, was emphasized. In the study by C. Hodges *et al.* (2020), the differences between emergency remote teaching and online education were discussed. In the study, this discussion was deepened by focusing on the specifics of student adaptation not only pandemic conditions but also the impact of the outbreak of a full-scale war in Ukraine on the educational process and student adaptation and transition to an online format, which broadened the understanding of the impact of emergencies on the educational process. These extreme circumstances significantly impact online learning delivery and require further consideration in the context of student adaptation to the new learning environment. Both studies, including the study by M. Bilotserkovets *et al.* (2020), have identified challenges to students' intercultural adaptation.

Unlike M. Qu (2021), whose focuses are on social inclusion, the study concentrated on aspects of distance

learning, especially in the context of the pandemic and post-pandemic war in Ukraine. Compared to the work of A.Z. Goncharuk *et al.* (2016), the study provided a more detailed overview of the tools and methods for adapting Chinese students to online university environments. In the context of a full-scale war in Ukraine, the introduction of technology in educational processes significantly impacts student adaptation and learning efficiency. The results of the study confirmed similarities and revealed unique aspects compared with previous studies. Previous studies by O. Kovalenko & I. Hontarenko (2023) emphasize the importance of effective use of distance education technologies such as Moodle and their impact on developing student autonomy and responsibility. The results, supported by survey data, indicate that more than 70% of students feel comfortable or very comfortable in distance learning environments, which supports the positive impact of e-platforms on the educational process. However, it is also important to note that the analysis revealed several challenges, such as problems with motivation and difficulties in independent work, which may be related to unique aspects of the situation in Ukraine. Such aspects have only sometimes been addressed in previous studies. Thus, the study adds to the existing body of knowledge by deepening the understanding of the impact of technology on educational processes in the context of complex socio-political situations. The results may serve as a basis for developing more effective strategies to support and adapt students in distance learning environments under stressful circumstances. The study identified several factors that influence students' successful intercultural adaptation in distance learning contexts, including the context of a full-scale war in Ukraine. These factors can be compared with the results of previous studies.

In the context of internet access limitations identified in a previous study by V. Datsenko & E. Khobotova (2022), the study offered an analysis of possible alternative technological solutions and support programmes for students facing challenges in online learning. Attention to teachers' intercultural skills also appears to be an essential factor. This supports the work of D.R. Garrison & N.D. Vaughan (2012) and N.P. Volkova (2018), which emphasizes the impact of teacher preparation for working in intercultural environments. The study emphasizes that teachers with the skills to adapt to a changing environment can better support students in crisis. Thus, the study contributes to understanding the relationship between intercultural adaptation and distance learning in complex socio-political circumstances, expanding the knowledge base for developing student support strategies. The research included an analysis of the role of tutors in education, which allows comparing their impact on learning with the results of previous studies in the literature. Referring to the works of O.A. Bundak *et al.* (2021), the authors examine the role of tutors in education, the results emphasize that tutors are emerging as key figures in supporting students in distance learning environments, especially in the context of socio-political crises. Active supportive tutors, as noted by H. Polianovskyi *et*

al. (2021), can play an important role in clarifying material, helping students overcome difficulties, and creating an effective learning environment. The study also highlights the need for individualized support, especially for students dealing with cross-cultural aspects and the impact of crisis events. Using tutors as a link between teachers and students is also essential. The work of O.A. Bundak *et al.* (2021) emphasizes the importance of interaction between tutors and lecturers to support learning effectively. The results support this conclusion by revealing that tutors who interact effectively with lecturers facilitate better integration of students into the educational space.

Thus, the study emphasized that the role of tutors in distance learning becomes more strategic, requiring not only technical skills but also an understanding of cultural and social aspects. The study of the impact of distance learning on students in social crises highlights several strategies considered critical to the successful implementation of distance learning processes, including in times of pandemics or military conflicts. Effective use of modern educational technologies combined with innovative pedagogical methods can significantly improve the quality of distance education (Yanovskyi, 2020). Considering intercultural aspects, it is essential to integrate strategies into the educational process that facilitate students' successful adaptation to different cultural contexts (Kiktenko & Drobotiuk, 2021). This may include training teachers and tutors in intercultural communication. Creating a flexible educational space considers students' different needs and capabilities (Volkova, 2018). Ensuring accessibility of educational materials, lecture recordings, and additional resources is essential for successful distance learning (Hansong *et al.*, 2021).

Maintaining structure and organization within distance learning helps students to manage their time and assignments effectively (Yanovskyi, 2020). This also includes clear communication about deadlines and forms of submitting different types of work and places to upload work on educational platform websites (Kovalenko & Hontarenko, 2023). Challenges that may be encountered in implementing these strategies may include technical problems, imperfect distance learning infrastructure as described in the study by C. Hodges *et al.* (2020) and the need to train teachers and tutors in new methods and technologies (Khomenko, 2014). In addition, in social crises such as war, additional complexity may arise due to emotional stress and trauma, requiring additional support measures for students (Ward *et al.*, 2005; Kovalenko, 2023). The results of the study emphasize the importance of China's contribution to global education, especially in the context of cooperation with Ukraine. Data analysis shows that educational cooperation between Ukraine and China has a positive impact on the diversity of students' cultural and educational experiences.

The study confirms that Chinese students in Ukraine actively interact with distance learning technologies (J. Li *et al.,* 2021). This indicates that Chinese educational practices and technologies are successfully integrated into the

Ukrainian educational environment. Regarding the aspects of tutor support and the role of teachers, the study points to the importance of creating a favourable educational environment for Chinese students, including support from Ukrainian teachers and interaction with Chinese tutors (mentors). Prospects for further cooperation with China in education can focus on deepening mutual understanding between Ukrainian and Chinese students, fostering the exchange of educational practices and technologies, and creating additional tutoring support mechanisms (Bundak *et al.,* 2021). Such efforts can further support students' successful adaptation and enrich the educational experience, ultimately contributing to China's mutual contribution to global education. Despite the significant findings from the study, several limitations should be noted that may have affected the interpretation of the data and the overall validity of the findings. The first limitation is the limited sample size. The research group included a certain number of participants, which may need more generalization of the findings to a broader audience. To achieve a more complete picture, it was necessary to expand the sample size to include more participants from different cultural and educational contexts. The second limitation is the methodology of the study. The study used specific data collection and analysis methods, and their choice could have affected the reproducibility and generalizability of the findings. Additional methodological approaches could have enriched the study and provided more profound insights. A third limitation is the limited area of focus. The study focuses on Chinese students' interaction with the Ukrainian educational environment. However, some other factors and variables could have been included to gain a fuller understanding of the context.

These recommendations will further help understand student interaction dynamics and contribute to developing effective educational strategies. In conclusion, the discussion of the study highlights the significance of the topic in the context of distance education, especially considering international dimensions and cross-cultural interactions, focusing on Chinese students' adaptation. The study revealed that distance learning, in the context of both pandemic and political conflicts, significantly impacts educational processes. Technologies such as e-platforms and online courses have become integral to learning, creating challenges and new opportunities. An essential result of the study is the identification of the peculiarities of intercultural adaptation of Chinese students in the conditions of distance learning. It was found that successful adaptation depends on technical training and understanding and considering cultural differences. Tutors play a significant role in successful distance learning, influencing the learning process and students' adaptation. In this context, it is essential to strengthen support for tutors and develop their professional skills. The study results show the importance of cooperation with China in education. China's contribution to world education is a promising direction for developing international educational relations.

CONCLUSIONS

The outcomes of this research shed light on specific challenges hindering the smooth adaptation of Chinese students to the online university environment in Ukraine. The multifaceted nature of these challenges includes linguistic barriers, cultural disparities, and issues related to internet access and technology adaptation. In response, a set of practical recommendations has been proposed, targeting key areas such as language proficiency, cultural understanding, and the utilization of technology for effective online learning. The proposed strategies for overcoming these challenges are diverse, encompassing the creation of interactive online courses, virtual language groups, and the integration of popular online communication platforms. Additionally, initiatives like cultural sessions, online mentoring, and adaptive assignments have been suggested to facilitate a more seamless cultural adaptation process for Chinese students in a virtual learning space. There was a need to explore methods to enhance language skills, develop comprehensive adaptation programs, and create initiatives that blend cultural and educational components. The avenues of research were aimed at defining robust support mechanisms for Chinese students, ensuring their successful integration into the online learning environment. As online learning continues to evolve, this research served as a vital step towards enhancing the overall conditions for Chinese students in the Ukrainian higher education landscape. The study's results pointed to specific aspects that complicate the adaptation of Chinese students to the online university environment. The main challenges were highlighted, and recommendations for overcoming them were presented. These initiatives aimed to overcome the challenges associated with the socialization and adaptation of Chinese students in the online environment of a higher education institution in Ukraine.

The document analysis on institutional frameworks and policies governing international students' experiences in the online learning environment at Simon Kuznets Kharkiv National University of Economics provided crucial insights. These findings informed recommendations for refining institutional policies to support international students better. The study identified challenges and emphasized actionable strategies and policy considerations in light of these insights.

The prospects for further research include exploring new methods of improving students' language skills to ensure effective communication in the online environment, developing integrated adaptation programmes and creating programmes encompassing cultural and educational adaptation to support students in their new learning environment. Further research with larger samples and diverse methodologies can complement and extend the findings. In-depth analyses of Chinese students' interaction with Ukrainian educational environments and distance learning are recommended for future research. This includes broadening the geographical context to include students' experiences in other countries and more fully understanding the

impact of cultural differences. Also, an essential aspect of future research is to analyse the impact of technology on educational processes deeply, taking into account the optimal methods of using e-platforms. Intercultural competencies and mutual understanding between Chinese students and the local educational environment require further investigation. Particular attention should be paid to the role of tutors and tutoring methods in distance learning. It is also essential to conduct comparative analyses in crisis contexts such as pandemics and political conflicts. Investigating the impact of external factors such as politics and legislation on international education and student interaction is also a promising area for future research.

ACKNOWLEDGEMENTS

CONFLICT OF INTEREST

The author declares that no potential conflicts of interest may affect the objectivity or results of the research described in this article.

REFERENCES

[1] Admission. (2023). Even during the war, foreign students enter Ukrainian universities. *LB.ua*. Retrieved from https://lb.ua/blog/olena_shapovalova/565964_vstup2023_navit_pid_chas_viyni.html.

[2] Alasmari, A.A. (2023). Challenges and social adaptation of international students in Saudi Arabia. *Heliyon*, 9(5), article number e16283. doi: 10.1016/j.heliyon.2023.e16283.

[3] Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *The International Review of Research in Open and Distributed Learning*, 12(3), 80-97. doi: 10.19173/irrodl.v12i3.890.

[4] Bilotserkovets, M., Fomenko, T., Gubina, O., Berestok, O., Shcherbyna, Y., & Krekoten, O. (2020). Multifaceted problems of intercultural adaptation: A case study of Chinese students in Ukraine. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 11(1), 178-188. doi: 10.18662/brain/11.1/22.

[5] Bundak. O.A., Popov. A.A., & Tooz. Y.O. (2021) Tutor and tutoring in modern education and Ukraine. *Uzhhorod National University Herald. Series: Law*. 64, 11-15. doi: 10.24144/2307-3322.2021.64.1.

[6] Burac, M.A., Fernandez, J.M., Cruz, M.M., & Cruz, J.D. (2019). Assessing the impact of E-learning system of higher education institution's instructors and students. *IOP Conference Series: Materials Science and Engineering,* 482, article number 012009. doi: 10.1088/1757-899x/482/1/012009.

[7] Datsenko, V., & Khobotova, E. (2022). Using the MOODLE distance learning system for teaching the discipline of chemistry in a technical educational institution. *Bulletin of Kharkov National Automobile and Highway University,* 98, article number 153. doi: 10.30977/bul.2219-5548.2022.98.0.153.

[8] Deardorff, D.K. (Ed.). (2019). *Book review: The SAGE handbook of intercultural competence*. Oaks, CA: SAGE.

[9] Declaration of Helsinki. (2013). Retrieved from https://www.wma.net/what-we-do/medical-ethics/declaration-of-helsinki/.

[10] Garrison, D.R., & Vaughan, N.D. (2012). *Blended learning in higher education: Framework, principles, and guidelines*. Hoboken: John Wiley & Sons. doi: 10.1002/9781118269558.

[11] Goncharuk, A.Z., Gobova, E.V., & Kiktenko, V.O. (2016). *Foreign policy audit Ukraine - China*. Retrieved from https://sinologist.com.ua/wp-content/uploads/2018/09/Audyt-zovnishnoi-polityky_Ukr_Kytay-_eng_inet.pdf.

[12] Gonta, I., & Bulgac, A. (2019). The adaptation of students to the academic environment in university. *Revista Romaneasca Pentru Educatie Multidimensionala*, 11(3), 34-44. doi: 10.18662/rrem/137.

[13] Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. EDUCAUSE Review. Retrieved from https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.

[14] Khomenko, O.V. (2014). Strategy for the formation of world-class universities in China. In *Research universities: World experience and development prospects in Ukraine:* (159-174). Kyiv: Kyiv National Economic University named after Vadym Hetman.

[15] Kiktenko, V., & Drobotiuk, O. (2021). Scientific and educational cooperation between Ukraine and China in the period 2016-2020. *The World of the Orient,* 2021(4), 33-55. doi: 10.15407/orientw2021.04.033.

[16] Kovalenko, O. (2023). Distance learning technologies in a higher educational institution: experience in using and implementing e-learning courses in the educational process. *ScienceRise: Pedagogical Education,* 1(52), 23-29. doi: 10.15587/2519-4984.2023.275501.

[17] Kovalenko, O., & Hontarenko, I. (2023). Modern electronic educational technologies in the process of e-learning. *Educational Challenges,* 28(1), 98-112. doi: 10.34142/2709-7986.2023.28.1.08.

[18] Li, J., Qin, C., & Zhu, Y. (2021). Online teaching in universities during the COVID-19 epidemic: A study of the situation, effectiveness and countermeasures. *Procedia Computer Science*, 187, 566-573. doi: 10.1016/j.procs.2021.04.100.

[19] Ministry of Education and Science of Ukraine. Ukrainian State Centre for International Education. (2018). Retrieved from https://studyinukraine.gov.ua/wp-content/uploads/2018/02/Presentation-Shapovalova.pdf.

[20] Polianovskyi, H., Zatonatska, T., Dluhopolskyi, O., & Liutyi, I. (2021). digital and technological support of distance learning at universities under COVID-19 (Case of Ukraine). *Revista Romaneasca Pentru Educatie Multidimensionala,* 13(4), 595-613. doi: 10.18662/rrem/13.4/500.

[21] Prahova, S.A., Datsenko, O.A., & Semenov, K.A. (2020) Distance learning in the space of modern educational systems: A psychological context. *Bulletin of Alfred Nobel University. Series: Pedagogy and Psychology,* 2, 260-266.

[22] Qu, M. (2021). Chinese international students' experience: Integration or inclusion? In McCarthy, G., Sun, Y., & Song, X. (Eds.) Transcultural connections: Australia and China. Encounters between East and West (pp. 127-141). Singapore: Springer. doi: 10.1007/978-981-16-5028-4_8.

[23] Regulation on Personal Learning Systems at Simon Kuznets Kharkiv National University of Economics. (2020). Retrieved from https://www.hneu.edu.ua/wp-content/uploads/2020/12/Polozhennya-pro-PNS.pdf.

[24] Regulation on the Organization of Assessment of Learning Outcomes and the Quality of Higher Education using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics. (2020). Retrieved from https://www.hneu.edu.ua/wp-content/uploads/2020/05/Polozhennya-pro-organizatsiyu-otsinyuvannya-rezultativ-navchannya-Dyst.-tehnologiyi.pdf.

[25] Regulation on the Organization of the Educational Process at Simon Kuznets Kharkiv National University of Economics. (2020). Retrieved from https://www.hneu.edu.ua/wp-content/uploads/2020/12/Polozhennya-pro-organizatsiyu-osvitnogo-protsesu-u-HNEU.pdf.

[26] Regulation on the Organization of the Educational Process using Distance Learning Technologies at Simon Kuznets Kharkiv National University of Economics. (2020). Retrieved from https://www.hneu.edu.ua/wp-content/uploads/2020/02/Polozhennya-pro-organ-navch-protsesu.pdf.

[27] Siemens, G., & Tittenberger, P. (2009). *Handbook of emerging technologies for learning.* Manitoba: University of Manitoba.

[28] Tymoshchuk, O.V. (2021). Peculiarities of the influence of distance learning on the quality of life of students of modern institutions of different types. *Art of Medicine*, 4(16), 124-128.

[29] Volkova, N.P. (2018). Interactive teaching technologies in higher education: Educational and methodological manual. *Health & Education*, 1, 14-21. doi: 10.32782/health-2023.1.3.

[30] Ward, C., Bochner, S., & Furnham, A. (2005). *The psychology of culture shock*. London: Routledge. doi: 10.4324/9781003070696.

[31] Yanovskyi, A. (2020). Informational-educational environment in the conditions of distance learning. *Humanities Science Current Issues,* 4(30), 310-315. doi: 10.24919/2308-4863.4/30.212627.

[32] Yatzjun, S. (2017). Cooperation between Ukraine and China in higher education. *Ukraine – China,* 9(3), 114-115.

Оксана Юріївна Коваленко

Кандидат філологічних наук, доцент

Харківський національний економічний університет імені Семона Кузнеця

61001, просп. Науки, 9А, м. Харків, Україна

https://orcid.org/0000-0002-3432-2601

Онлайн-навчання в Україні: виклики та інструменти виявлення труднощів адаптації та соціалізації китайських студентів в університетському середовищі на прикладі

Анотація. Це дослідження було присвячене критично важливій темі адаптації китайських студентів у Харківському національному економічному університеті імені Семена Кузнеця з акцентом на онлайн-навчанні. У дослідженні оцінено ефективність інструментів підтримки за допомогою структурованих анкет для вимірювання рівня професійної та академічної адаптації китайських студентів, а також виявлено пов'язані з цим виклики. Методологія дослідження поєднує опитування, спостереження та статистичний аналіз даних для об'єктивної оцінки рівня комфорту, виявлення критичних проблем та оцінки ефективності інструментів підтримки, що сприяє підвищенню професійних та академічних стандартів. У дослідженні використовувалися опитування, спостереження, документальний аналіз та аналіз офіційних документів, а також вивчалися різні аспекти адаптації, включаючи загальні питання та соціальну взаємодію в онлайн-середовищі. Аналіз даних виявив ключові проблеми під час адаптації, що дозволило розробити конкретні рекомендації для покращення онлайн-навчання. Визначено виклики, з якими стикаються студенти, що адаптуються до дистанційного навчання в українському вищому навчальному закладі, зокрема мовні бар'єри, що перешкоджають вивченню мови та спілкуванню для китайських студентів, а також культурні відмінності, що ускладнюють адаптацію та інтеграцію технологій. Результати дослідження висвітлюють аспекти, що ускладнюють адаптацію китайських студентів до онлайн-середовища, такі як мовний бар'єр, культурні відмінності та адаптація до технологій. Незважаючи на високий рівень технологічної грамотності, адаптація освітніх матеріалів і платформ до специфічних потреб китайських студентів залишається вкрай важливою. Дослідження звертається до важливих викликів, надаючи рекомендації як основу для програм підтримки та оптимізації умов для онлайн-навчання китайських студентів в університетському середовищі, що в кінцевому підсумку підвищує їхній професійний та академічний успіх. Результати дослідження роблять значний внесок у науковий дискурс, пропонуючи цінну інформацію для розробки стратегій, спрямованих на покращення умов адаптації студентів до університетського середовища, особливо в онлайн форматі

Ключові слова: культурні відмінності; освітній процес; мовні бар'єри; опитування; інтеграція технологій