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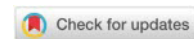
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Distance Learning: Cross-Cultural Characteristics of Stress Resistance of Russian and Chinese Students

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Abstract: The paper presents a theoretical and empirical analysis of the features of distance learning at universities and its impact on the characteristics of anxiety, psycho-emotional states and stress resistance of modern students. The purpose of the study was to determine the specifics of anxiety and stress resistance in Russian and Chinese students during the period of distance learning. The novelty of the paper lies in the fact that Russian and Chinese students took part in a cross-cultural empirical study: in total, the sample consisted of 80 students: 40 Russian students (20 boys and 20 girls) and 40 Chinese students (20 boys and 20 girls) aged 18 to 25 years studying in 2-3d years of Bachelor programs. The following methods were used in the study: 1) Spielberger anxiety scale adapted by Yu. L. Khanin; 2) the questionnaire "Well-being, activity, mood" by V.A. Doskin, N.A. Lavrentieva, V.B. Sharaya and M.P. Miroshnikov; 3) a short scale of stress resistance by E.V. Raspopin. The conducted research identified specific features of anxiety and stress resistance manifestation in Russian and Chinese students. We established significant differences in indicators of anxiety, stress resistance and psycho-emotional state components as well as determined meaningful between indicators of well-being, activity, mood, anxiety and stress resistance in students. Based on the data obtained, the content of the paper presents conclusions and recommendations on optimizing the educational process at the university in order to reduce anxiety and increase stress resistance in students who have to endure the distance-learning format.

Keywords: Russian and Chinese students, stress resistance, anxiety, online learning.

Introduction

Distance learning in an educational environment is far from being an innovation. In the conditions of intensive knowledge accumulation and updating, the emergence of new technologies that led to the information revolution at the end of the 20th century, there appeared a need to develop new ways of transmitting knowledge and ensuring the possibility of spreading it among an unlimited number of people. The concept of distance learning, which was established at the turn of the 20th and 21st centuries, has acquired global significance, having a significant impact on the education systems' functioning in many countries of the world and becoming a resource for continuous acquisition of knowledge in accordance with the social needs (Lukin, 2021; Reza, 2022; Stošić and Stošić, 2015). Online learning has appeared in the world community as an educational industry, which includes a huge number of educational institutions and students (Mamatov et al., 2006).

Nevertheless, when there was a need for an "emergency" transfer of training to a distance format caused by the COVID-19 pandemic, it turned out that Russia has no unified system capable of ensuring the effective conduct of training sessions in such a mode (Mikhailova, 2018). The educational process participants, both teachers and students, faced a number of problems related to adaptation to the new educational format and restructuring their life style (Makarova, 2021). Psychology Department students at St. Petersburg State University (St. Petersburg, Russia) identified the following factors that had a negative impact on their vital activity and psycho-emotional state: 1) an increase in the volume of educational tasks; 2) the need to use a computer and mobile devices for a long time and, consequently, health deterioration; 3) emotional deprivation, including the lack of real communication with peers and teachers; 4) loss of a

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sense of time (Vodopyanova, et al., 2020).

It should be noted that many specialists have studied anxiety as a psychological phenomenon manifested in the student environment (Alharbi et al., 2019; Islam et al., 2020; Lee, Jeong and Kim, 2021; Mohamad et al., 2021). One of the most relevant areas of research in today's reality is the study of correlation between anxiety and productivity (Badmaeva and Bardaleeva, 2021). A particularly relevant area of research in modern psychology is the study of the negative impact of anxiety on health in adolescence and youth (Parodi et al., 2022). According to the data obtained on students, a high level of anxiety also has a negative impact on their success in educational activities, including academic performance, and on their psychophysiological adaptation (Stošić and Fadiya, 2017).

In general, anxiety manifests itself quite often in students, while different factors cause it within different training courses (Núñez-Peña and Bono, 2019). Thus, the first year of study is associated with adaptation to a new environment and unfamiliar requirements: a first-year student faces the need for self-regulation and self-control, as well as personal responsibility for his academic performance and behavior, which naturally leads to an increase in stress and anxiety (Ekhaeva and Sugaipova, 2016).

Some researchers note the restrictions imposed by higher education institutions on the students' behavior as one of the important factors of anxiety. Students can continue their studies only if all the necessary requirements for this, concerning both the discipline and the learning process itself, are met. All this contributes to the growth of anxiety, stress levels and even aggression (Kudinov et al., 2017).

The modular-rating training system itself, common for most universities, is also singled out as one of the factors increasing the level of anxiety among students (Hull et al., 2019). The need for constant activity during the academic semester, including regular answers at seminars and attending all the lectures — since points for skipping classes cannot be compensated — lead to an increase in the students' anxiety (Alieva and Tazhutdinova, 2009).

Despite the successful solution of organizational problems, distance learning in itself, namely its main characteristics, is a factor that has a negative impact on the life, health and psycho-emotional state of both teachers and students (Rzanova et al., 2022). It is well-known that prolonged sitting at a computer and other electronic devices, coupled with psychological stress, negatively affects attention and efficiency (Malaya and Larionova, 2020).

One of the factors adversely affecting the students' health is their use of phones mostly to participate in online classes (a small screen and symbols on it, electromagnetic radiation) (Di Malta et al., 2022). The students' inability to keep the correct working posture, the tension of the neck and shoulder girdle muscles that goes beyond the norm also negatively affect the students' health (Adedoyin and Soykan, 2020). As the students themselves note, they have the main problems in distance learning when organizing their daily routine, as well as due to the lack of personal space for learning activities. Moreover, the students themselves can trouble close people (roommates or family) or they can be distracted from the learning process as well (Krylov et al., 2020).

Describing the student's lifestyle during online learning, V. M. Krylov, A. V. Krylova and T. A. Ponomaryova note that the majority of students, despite the high level of activity inherent in their age, had their overall physical activity significantly decreased (Krylov et al., 2020). For many of them, this is due to an increase in the amount of homework, the need for a long time spent at the computer, which also leads to back pain and weight gain (Almuraqab, 2020). Some of the student respondents noted a decrease in psychological activity and pointed to the lack of "live communication" and loneliness (Waterhouse, Samra and Lucassen, 2022).

Thus, determining the main factors that have a negative impact on the students' health during distance learning, the authors identify low physical activity, which is a consequence of a "sedentary" lifestyle, psychological deprivation, fatigue and a violation of the usual lifestyle (Fetisova, Milenin and Senik, 2020). With the distance-learning format, many students for various reasons began to actively combine study and work, which, of course, resulted in the educational process detriment.

Characterizing the emotional state of college students during distance learning, L. A. Grigorovich, S. S. Grigorovich and E. B. Kachalina note problems with students' self-regulation, as well as an insufficient level of their self-reflection, which leads to an increase in their levels of anxiety and frustration, as well as to the feeling of despair (Grigorovich, Grigorovich and Kachalina, 2020).

In turn, T. I. Kulikova, according to the results of the study of the psycho-emotional states of students during distance learning, notes that the situation of uncertainty naturally triggers anxiety, promotes the manifestation of neurotic reactions and provokes a feeling of loneliness in students (Kulikova, 2021).

V. V. Pozdnyak, N. I. Saulenko, A. O. Polushko, V. V. Shishkov, A. V. Ilyichev, who studied the mental state of students during self-isolation, identify a factor of general concern about the consequences of distance learning that causes anxiety and fears among students (Pozdnyak et al., 2021).

All of the above problems pose new tasks for higher school employees to reduce the stressful factors of the educational process and optimize educational activities (Brooke et al., 2022). Two important factors that have a positive impact on the stress resistance development in students and the formation of their positive attitude to learning were identified: 1) external factors, including the teachers' influence, interpersonal interaction with them and with other students, active student activity (both extracurricular and scientific), the system of incentives available at the university; 2) internal factors represented by psychophysiological, socio-psychological, as well as psychological and pedagogical characteristics of the individual (Stošić, Dermendzhieva and Tomczyk, 2020).

Our theoretical research has confirmed that the students' anxiety and stress resistance expressed during distance learning have specific features (Başağaoğlu Demirekin and Buyukcavus, 2022; McLafferty et al., 2022; Mirna and Ali, 2021; Pelucio et al., 2022; Sindiani et al., 2020), and differ from the indicators of anxiety and stress resistance in full-time education. It was also revealed that the problem of the Chinese students' psychological well-being in general and the manifestations of their anxiety and stress resistance in particular remains poorly understood.

It is important to note that psychological well-being characteristics of those Chinese students who study remotely in Russia have certain specifics (Chenn and Agyeiwaah, 2022), since Chinese students, unlike Russian students, face a number of additional stressful situations such as learning in a foreign language (Aristovnik et al., 2020), the need to urgently master online platforms and work effectively with them (Abramova, Filkina and Sukhushina, 2021), difficulties in online communication with teachers (Abramova, Sukhushina and Rykun, 2020), etc.

In order to develop methods for the prevention of anxiety, stress resistance maintenance and development, as well as to identify criteria and create conditions for comfortable implementation of educational activities in online format, there is a need to study the characteristics of anxiety and stress resistance in students, including those studying abroad. Thus, having identified the main characteristics of anxiety and stress resistance of Russian and Chinese students studying remotely, we will be able to more fully consider the impact of online learning on the students' psychological well-being as a whole. Such a study will allow us to develop recommendations for overcoming anxiety and developing stress resistance in students, taking into account ethno-cultural characteristics.

Materials and Methods

Based on the theoretical analysis carried out, we have set the purpose of our empirical research — to identify the specifics of anxiety and stress resistance of Russian and Chinese students during distance learning.

The organization of the empirical study was based on the following assumptions: 1) there are specific features of anxiety and stress resistance in Russian and Chinese students studying remotely; 2) there are differences in the manifestation of anxiety and stress resistance in Russian and Chinese students studying remotely.

Students of the Peoples' Friendship University of Russia (Moscow, Russia), Philology Department, became our respondents. The sample consisted of Russian students aged 18 to 25 years and Chinese students aged 18 to 25 years: 40 Russian students (20 boys and 20 girls) and 40 Chinese students (20 boys and 20 girls) studying in 2-3d year of Bachelor program. The respondents' national belonging was not taken into account; the study was based solely on the actual data of the respondents' nationality.

The results presented in the study were interpreted using the following techniques: 1) Spielberger anxiety scale adapted by Yu. L. Khanin (Greiben, 2014); 2) "Well-being, activity, mood" questionnaire by V. A. Doskin, N. A. Lavrentieva, V. B. Sharaya and M.P. Miroshnikov (Vasilyeva, 2014); 3) the short scale of stress resistance by E. V. Raspopin (Raspopin, 2013). The methodology has been repeatedly tested for informative and discriminatory validity.

Since the study was conducted during the online-learning period, the methods we selected were presented to the subjects in Google Forms. The methods presented to Chinese students were translated into Chinese by semantic translation and adapted by a native Chinese speaker with a high level of the Russian language knowledge. The results were processed using mathematical and statistical methods: Mann-Whitney U-test and Spearman's rank correlation coefficient.

Results

The results of identifying the features of anxiety in Chinese and Russian students using C.D. Spielberger Anxiety Scale in Y.L. Khanin's adaptation are presented in Figure 1.

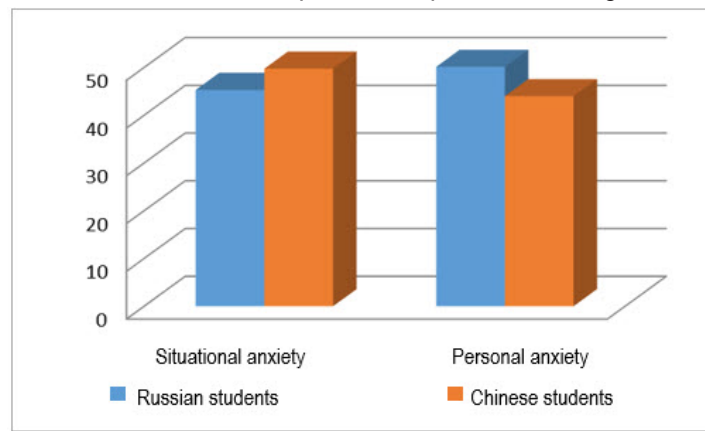


Figure 1. Comparative analysis of the features of anxiety state in Russian and Chinese students studying remotely (n=80)

Having analyzed the data presented in Figure 1, we found differences in both groups. Moreover, lower indicators of situational anxiety are inherent in Russian students, while lower indicators of personal anxiety are characteristic of Chinese students. The greatest differences can be noted on the scale of personal anxiety. In general, both groups of students demonstrated high situational anxiety.

In order to establish the significance of the differences in the obtained empirical data, we carried out mathematical and statistical processing of the results (Mann-Whitney U-criterion). The results obtained during further studies within the framework of the stated problem are presented in Table 1.

Table 1

Results of establishing the significance of differences in the level of anxiety indicators in Russian and Chinese students (n=80)

Methodics scale	Average value (Russian students)	Average value (Chinese students)	Mann-Whitney U-criterion	p-level
Situational anxiety (SA)	45.3	49.75	568	0.025*
Personal anxiety (PA)	50.125	44	525.5	0.008**

Note: * - significance level $p < .05$; ** - significance level $p < .01$

After analyzing the data presented in Figure 1 and Table 1, we noted that the level of situational anxiety in Chinese students (82%) is significantly higher than that in Russian students (47.5%). This may be due to a number of specific stressful factors that foreign students face when studying in Russia. Unlike Russian students, Chinese students have to study in a foreign language, which has complicated their adaptation to the distance learning format. Therefore, the need to work quickly and efficiently on Russian-speaking online platforms, difficulties in communicating with teachers, and the lack of a language environment have been additional sources of stress for Chinese students.

Respondents from China and Russia scored high on the "Situational Anxiety" scale (65% of students from the total number of respondents), which indicates psychological discomfort, increased tension, expressed in high situational anxiety.

Russian students scored high on the "Personal Anxiety" scale. Low and medium levels of personal anxiety were demonstrated by 45% of Chinese students and 32.5% of Russian students. Compared to Chinese students, the group of Russian students has a fairly stable tendency to perceive events happening to them as threatening and react to them by developing great anxiety. Perhaps these results are related to the ethno-cultural characteristics of Chinese culture representatives in general. Chinese students have more patience with difficulties and stressful situations, and also stick to active lifestyle, proper nutrition, a

balanced daily routine and other factors that reduce the level of anxiety.

“Well-being, activity, mood” symptomatic questionnaire by V. A. Doskin, N. A. Lavrentieva, V. B. Sharaya and M. P. Miroshnikov was used to analyze the situation. This data is presented in Figure 2.

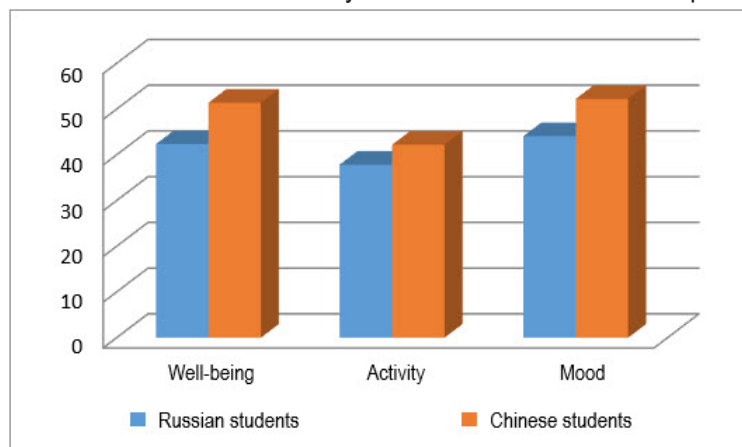


Figure 2. Results of the “Well-being, activity, mood” symptomatic questionnaire application (Russian and Chinese students (n=80))

Based on the analysis of the data from “Well-being, activity, mood” questionnaire, differences were revealed on all scales. Chinese students, unlike Russian students, demonstrated the highest indicators of psycho-emotional state. The greatest differences were obtained on the scales of “Well-being” and “Mood”. In general, Russian students demonstrated average results on all scales of the questionnaire. This suggests that their psycho-emotional state is less satisfactory compared to Chinese students, whose well-being and mood are at a fairly high level. At the same time, the indicators on the “Activity” scale are average for both groups of students, which may be the result of distance learning: a sedentary lifestyle, a long time spent at the computer, a reduction in the number of walks.

In order to establish the significance of the differences in the obtained empirical data, we carried out their mathematical and statistical processing using the Mann-Whitney U-test. We presented the results in Table 2.

Table 2

The results of establishing the significance of differences in the level of indices of the actual psycho-emotional state in Russian and Chinese students studying remotely

Methodics scale	Average value (Russian students)	Average value (Chinese students)	Mann-Whitney U-criterion	p-level
Well-being	42.35	51.40	418	0.000**
Activity	37.852	42.20	578	0.032*
Mood	44.05	52.225	501.5	0.004**

Note: * - significance level $p < .05$; ** - significance level $p < .01$

Chinese students scored the highest on the mood scale, which characterizes them as generally more optimistic, positive-minded and cheerful compared to Russian students. This result may indicate both the easier tolerability of the changed living conditions (distance learning) by Chinese students, and their ethno-cultural characteristics: tolerance and resilience towards difficulties, hope for a change in circumstances for the better. At the same time, we should not forget that the results we have obtained are students’ self-assessment. Chinese students can strive both to present themselves on the positive side and to convince themselves (and others) that their emotional state is at a high level, since it is not customary in Chinese culture to openly demonstrate emotions to strangers.

Chinese students also scored the highest points on the “Well-being” scale compared to Russian ones. This result may indicate that despite the conditions of distance learning, constant spending time at home, Chinese students take care of their health.

Both groups of students demonstrated an average indicator on the “Activity” scale (51.25% of the total number of respondents demonstrated an average level of activity, 13.75% showed a low level of

activity). Chinese students demonstrated low and medium levels of activity (7.5% and 85%, respectively), while Russian students demonstrated 20% and 72.5%, respectively. Thus, we can assume that even in the conditions of distance learning, Chinese students try to regularly perform physical exercises and take walks.

In general, the majority of Russian students rated their well-being and mood at an average and low level, while the majority of Chinese students rated their well-being and mood at a high level. Thus, the Chinese students' well-being, activity and mood is significantly higher than those of Russian students, which was confirmed during mathematical and statistical data processing.

The results of the application of the short stress tolerance scale by E. V. Raspopin are presented below in Table 3.

Table 3

Results of determining the significance of differences in the level of stress resistance indices in Russian and Chinese students (n=80)

Methodics scale	Average value (Russian students)	Average value (Chinese students)	Mann-Whitney U-criterion	p-level
Stress-resistance	2.7	4.35	519	0.006**

Note: ** - significance level $p < .01$

The data presented in Table 3 suggest that Chinese students scored the highest on the stress tolerance scale compared to Russian students. 55% of Chinese students and 27.5% of Russian students demonstrated high and medium levels of stress resistance. Compared to Russian students, Chinese students are more resistant to stressful situations, as well as events that disrupt their usual way of life, also for a long time. This may be a consequence of the Chinese students' cultural characteristics, expressed in patience, a more stoic attitude to difficulties.

The results of the correlation analysis of the correlation between stress resistance and anxiety in Russian students are presented in Table 4.

Table 4

The results of the correlation analysis of anxiety and stress resistance specifics in Russian students (n=40)

Methodics scale	Well-being	Activity	Mood	Stress-resistance
Situational anxiety (SA)	-.691**	-.327*	-.762**	-.550**
Personal anxiety (PA)	-.720**	-.652**	-.651**	-.546**
Stress-resistance	-.436**	-.321*	-.335*	1.000

Note: * - significance level $p < .05$; ** - significance level $p < .01$

After analyzing the obtained data, we revealed significant inverse correlations between indicators of anxiety, stress resistance and components of functional psycho-emotional state in Russian students (Table 5). We observe quite pronounced inverse relationships on "Situational anxiety" and "Personal anxiety" scales and the scales of the "Well-being. Activity. Mood" methodology. Obviously, the higher the anxiety indicators are, the lower the indicators of the psycho-emotional state, in particular, mood, activity, well-being, are. Thus, situational anxiety among Russian students is more pronounced in mood, while personal anxiety is reflected in the indicators of well-being. In addition, anxiety indicators have negative correlations with stress resistance indicators, that is, the higher anxiety is there, the less stress resistance is expressed.

The correlation analysis data obtained from a sample of Chinese respondents are presented in Table 5.

Table 5
The results of the correlation analysis of anxiety and stress resistance specifics in Chinese students (n=40)

Scale	Well-being	Activity	Mood	Stress-resistance
Situational anxiety (SA)	-.373*	-.398*	-.504**	-.614**
Personal anxiety (PA)	-.338*	-.350*	-.373*	-.514**
Stress-resistance	.158	.218	.195	1.000

Note: * - significance level $p < .05$; ** - significance level $p < .01$

In general, based on data analysis, we see that Chinese students studying remotely in Russia have lower indicators of the inverse correlation of situational and personal anxiety with the scales of “Well-being. Activity. Mood” methodology than those of Russian students. However, unlike in the group of Russian respondents, the stress resistance in Chinese students is not related to psycho-emotional state indicators (well-being, activity and mood). Although, like a group of Russian students, they have an inverse significant correlation between indicators of anxiety and indicators of “Well-being. Activity. Mood” methodology. The obtained results demonstrate that Chinese students have a greater potential for stress tolerance compared to Russian respondents.

Discussions

Our empirical study of anxiety and stress resistance specifics in Russian and Chinese students studying at the Philology Department at Peoples’ Friendship University of Russia revealed some specifics and significant differences in indicators of anxiety and stress resistance, as well as in the characteristics of the respondents’ functional psycho-emotional state during distance learning.

Characterizing the features of anxiety in both groups of respondents, we can note a high level of situational anxiety in both Russian and Chinese students (65% of the total number of respondents). A high level of situational anxiety may be a consequence of students’ reaction to the upcoming session. It is important to note that the session in the distance format has certain specifics that also increases the students’ anxiety level for the following reasons:

- 1) the need to look into the camera when answering;
- 2) difficulties in understanding teachers;
- 3) the presence of proctoring technology, etc. One of the reasons for the high level of situational anxiety may be a situation of uncertainty.

Despite the expectations of those students who want to continue their full-time studies at the beginning of the academic year, universities have decided to maintain a remote mode for an indefinite period of time until the epidemiological situation improves. Thus, students who had to stay on distance learning reacted with an increased level of anxiety.

An interesting fact revealed during the study is that the level of personal anxiety in Chinese students is significantly lower than that of Russian students. This may be due to the peculiarities of the nervous system, upbringing, as well as the ethnic characteristics of Chinese culture representatives in general. Chinese students have great patience with difficulties and stressful situations; they also use various methods adopted in Chinese culture that reduce the level of anxiety (active lifestyle, proper nutrition, healthy daily routine, etc.).

Analyzing the peculiarities of well-being, activity and mood indicators manifestation of both groups of students as a whole, we can note that both groups of respondents demonstrated an average level of activity. This indicator is a consequence of the specific features of distance learning and the pandemic as a whole. Thus, students spend a lot of time at the computer, studying online and doing homework, the volume of which, as some students note, has increased. Many students could not afford sports at home due to housing conditions, and also did not attend the gym and other public places intended for active recreation, due to restrictive measures, as well as the risk of morbidity.

It is worth noting that the average activity rate of Chinese students is higher than that of Russian students. In general, the Chinese students’ well-being, activity and mood is significantly higher than that of Russian students. Thus, we can assume that higher indicators of the psycho-emotional state in Chinese

students are associated with their culture peculiarities.

The analyzed stress resistance indicators in both groups of respondents show that Chinese students are more stress-resistant. In general, stress tolerance in the sample of Chinese students was revealed at an average level, and stress tolerance in the sample of Russian students is characterized as low. The results obtained during the study clearly demonstrated a statistically significant connection between stress resistance and anxiety in both groups of students. Consequently, the higher the students' stress tolerance index is, the higher their anxiety level is. Accordingly, the lower their stress resistance index is, the lower the level of anxiety is.

The study revealed meaningful connections between the indicators of personal /situational anxiety and functional psycho-emotional state components both Russian and Chinese students demonstrate. Since anxiety is a deeper emotional state, it naturally influenced the respondents' well-being, activity and stamina. Thus, the high level of Russian students' personal and situational anxiety is associated with low indicators of well-being, activity and mood. It is obvious that the high level of anxiety among Russian students reduces mood characteristics and has a negative impact on their health due to neuropsychiatric tension. Analyzing the indicators of correlation between Russian students' anxiety and energy, we can assume that the lack of their physical activity led to an increase in anxiety. The data obtained is important to take into account for the preparation of psychological recommendations aimed at reducing the level of anxiety among students.

The situation is somewhat different for Chinese respondents. Although the level of personal anxiety of Chinese students is close to high and the level of situational anxiety is noticeable, too, the indicators of their psycho-emotional state are quite prominent. This explains that, compared to Russian students, the Chinese respondents' anxiety is much less expressed in their well-being, activity and mood. Thus, we can assume that Chinese students are more resistant to stressful situations, maintaining their psycho-emotional indicators at a worthy level.

The results of the correlation analysis of Russian students' psycho-emotional state indicators with the level of their stress resistance are of much interest. We discovered positive associations between the level of stress resistance and well-being indicators, activity and mood. This may indicate that the Russian students' level of stress resistance may increase due to physical exercises that have a positive and relaxing effect on their nervous system and mood. Deterioration of health and decrease in physical activity, respectively, increase anxiety and negatively affect the Russian students' stress resistance, which in turn causes depression.

Unlike with Russian students, the Chinese students' psycho-emotional state indicators are not related to their stress resistance. Since stress is mainly associated with tension and is not a deep emotional state like anxiety, it is not significantly expressed in the Chinese students' well-being, activity and stamina. It can be assumed that Chinese students endure stressful situations more stoically.

Based on the revealed differences and correlations of anxiety and stress resistance manifestation specifics in Russian and Chinese students, it is important to develop recommendations for the anxiety correction and stress resistance development in students who have to study remotely.

Conclusions

Our empirical research revealed specific features by which Russian and Chinese students manifest their anxiety and stress resistance. Significant differences were detected in terms of anxiety and stress resistance expression, as well as in all components of the functional psycho-emotional state of these groups of students. The research also disclosed reliable correlations between indicators of well-being, activity, stamina and indicators of anxiety, stress resistance in Russian students; reliable correlations between indicators of well-being, activity, stamina and anxiety in Chinese students.

Based on the results of the study, the following recommendations can be formulated in order to optimize the teaching forms and methods, to reduce the level of anxiety and increase the stress resistance in students during distance learning:

1) Psychological services at universities need to develop and implement psycho-corrective online programs and online trainings for stress resistance development in both Russian and foreign students.

2) It is important to conduct educational work on the methods and techniques by which students could organize their personal time as well as to introduce students to time management techniques that will help them correctly allocate their resources during the day. The university psychological service can develop and publish recommendations for students on managing their academic activities and creating a rational daily routine.

3) It is important for specialists in the educational process organization and management to optimize the forms and methods of teaching, to form a clear and understandable system for students to monitor and report on doing the tasks. The psychological service of the university needs to work on teaching the students some psycho-technical exercises that reduce the level of anxiety and regulate their psycho-emotional state. It is necessary to organize interaction between Russian and Chinese students promoting the experience exchange in the use of motor and emotional relaxation anti-stress programs, including various stress management practices adopted in both countries.

4) It is important for the university teaching staff to introduce new methods of activating mental activity and motivating learning in order to stimulate the timely completion of educational tasks by students, as well as lectures attendance. In this case, the point-rating system helps increase the number of points for active work in the classroom and for timely homework completion.

5) Specialists in working with students and group supervisors need to develop and implement a mentoring system for foreign (including Chinese) students within the same study group. The student-mentor, whose work should be encouraged by the management, should monitor the completion of homework by foreign students, as well as assist in explaining the teachers' requirements and the specifics of working with Russian-language online platforms.

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Conflict of interests

The authors declare no conflict of interest.

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