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**A STUDY ON THE CAUSES OF HSK SPEAKING TEST
ANXIETY AMONG INTERNATIONAL STUDENTS
AND ITS INTERVENTION STRATEGIES**

Abstract. This study employs a mixed-methods approach to systematically explore the multidimensional causes of anxiety among international students taking the HSK Speaking Test in China and to propose intervention strategies. Through a questionnaire survey of 164 international students and in-depth interviews with 9 students, the study identified four key dimensions contributing to anxiety: (1) Personal factors (such as low self-efficacy and insufficient language proficiency); (2) Exam-related factors (including exam difficulty and exam environment); (3) Teaching factors (such as separation of teaching and testing, insufficient guidance on exam preparation strategies, etc.); (4) Sociocultural factors (such as the concept of «face», academic development pressure, etc.). Based on this, this study proposes an integrated intervention framework: At the teaching level, implement a «cognitive-behavioral» dual-track training program, combining cognitive restructuring techniques with simulated exam practice to help students establish adaptive coping mechanisms; At the individual level, establish a tiered intervention system based on language proficiency and cultural background; At the environmental level, optimize the examination room setup and construct «Standardized and Private Smart Testing Booths». This study not only expands the application of language test anxiety theory in non-alphabetic language contexts but also provides empirical evidence for the development of psychological support systems in international Chinese language education, holding significant practical value for achieving a virtuous cycle of «promoting learning through testing».

Keywords: HSK Speaking Test Anxiety; international students; anxiety causes; Multidimensional Intervention Strategies; Language Test Anxiety.

Introduction

With the acceleration of globalization and the increasing international status of Chinese as a second language, more and more international students choose to learn Chinese. In this context, HSK (Chinese Proficiency Test), as an important means to measure Chinese learners' Chinese proficiency, has been optimizing and adjusting its test form and content. Among them, HSK Speaking is the most influential and authoritative Chinese speaking test at present. In order to promote the high-quality development of international Chinese language examinations, according to the requirements of the International Chinese Language Education Chinese Language Proficiency Level Standards, starting from January 2023, the written and oral tests of HSK will be combined in China (including Hong Kong, Macao and Taiwan). The implementation of this policy puts forward higher requirements for Chinese learners' speaking skills.

Against the background of the policy, the problem of international students' anxiety about the HSK Speaking Test has gradually come to the fore. On the one hand, daily teaching does not cover all the question types of the oral test, most teachers and international students do not have in-depth understanding of the oral question types and test requirements, and with the reform of the HSK oral test, the test format pays more attention to the practical application ability, and the difficulty has been increased, which makes some international students feel anxious and under pressure; on the other hand, international students are faced with the multiple challenges of the language environment and cultural differences, which are prone to produce a mental. On the other hand, international students face multiple challenges such as language environment and cultural

differences, which are easy to produce psychological burden. Therefore, it is of great significance to study the causes and effects of international students' anxiety in HSK Speaking Test in order to improve the quality of Chinese language teaching and promote the development of international students' Chinese speaking ability.

In terms of academic significance, this study helps to expand the application of anxiety theory in the field of language learning and enrich the research on Chinese speaking anxiety. By analyzing the causes and effects of international students' anxiety in the HSK Speaking Test, it can reveal the role mechanism of anxiety in the language learning process and provide new empirical support for language anxiety theory. In terms of practical significance, this study can help to improve the quality of Chinese language teaching, provide international students with effective intervention strategies for speaking anxiety, and promote the improvement of their Chinese speaking ability.

Review of Domestic and International Studies

Research on oral test anxiety.

Li Xuan et al. proposed to study the anxiety condition of non-English majors in local undergraduate colleges in the National English IV Speaking Test through quantitative and qualitative methods and analyze its sources, pointing out that anxiety significantly affects students' performance in the oral test, thus emphasizing that teachers should correctly understand and guide students to overcome anxiety in order to achieve normal performance¹. Tian Yuan emphasized that non-English majors' anxiety in the speaking classroom is significantly negatively correlated with their English proficiency, and causes significant differences in anxiety levels between students who are struggling and students who are excellent, which in turn affects teaching effectiveness and learning motivation². Meihua Liu suggested that there is a significant negative correlation between foreign language classroom anxiety (FLCA) and English test scores, and this relationship varies by gender and subject, resulting in FLCA being the main factor affecting test scores, while test scores have a relatively small effect on FLCA³.

In terms of oral test anxiety intervention research.

Wang Hong proposed that the problem of English speaking classroom anxiety of middle school students is significant, and pointed out that through cognitive therapy, relaxation training method and other interventions, it can effectively alleviate the speaking anxiety of middle school students, improve their speaking learning effect, and then promote the improvement of their English speaking level⁴. Li Yuan suggested that high school students' overall level of oral English anxiety is low and significantly associated with learning strategies and oral performance, in which both oral anxiety and learning strategies have a significant effect on oral performance⁵. Niloufar Jolodar Naseri et al. suggested that the intervention of Cognitive Behavioral Therapy (SIT) can effectively reduce the test anxiety, which can significantly increased stress tolerance, self-compassion, and academic efficacy of students in the intervention group, resulting in positive shifts in their academic performance and psychological well-being⁶. Botir Elov et al. suggested that students' anxiety in English speaking exams mainly stems from factors such as shyness, lack of confidence, uncertainty, and lack of motivation, which contribute to students' reduced engagement, so English language teachers should work on helping students to overcome their shyness and improve confidence, which

¹ Li Xuan, Zhu Jun. A study on the anxiety condition in the oral examination of university English IV in local undergraduate colleges and teaching insights. *Journal of Jilin Radio and TV University* 10 52-53. 2018. (in Chinese)

² Tian Yuan. Research on the Anxiety of Non-English Major College Students in English Speaking Classroom. Master's thesis Xi'an International Studies University. 2013. (in Chinese)

³ Meihua Liu. Foreign Language Classroom Anxiety Gender Discipline and English Test Performance: a Cross-lagged Regression Study. *The Asia-Pacific Education Researcher* 31(3). 2021. – P. 1-11. (in English)

⁴ Wang Hui. A Case Study on the Intervention of English Speaking Classroom Anxiety among Secondary Students. Master's thesis Ningbo University. 2021. (in Chinese)

⁵ Li Yuan. A study on the relationship between high school students' oral English anxiety learning strategies and oral performance. Master's thesis Guangxi Normal University. 2010. (in Chinese)

⁶ Naseri N.J. Marashian F.S. The effectiveness of stress inoculation training on exam anxiety distress tolerance self-compassion and academic self-efficacy in exam-anxious students. *Journal of Psychologists and Counsellors in Schools* 35(2) 2010. – P. 243-254. (in English)

in turn improves English speaking ability⁷. John E Lothes 2nd et al. (2025) suggested that test anxiety and general anxiety were significantly reduced in a group of college students through five weeks of online positive thinking practice, which suggests that positive thinking interventions may have a positive effect on alleviating anxiety and test anxiety, which in turn positively affects the mental health of college students⁸.

Throughout the domestic and international studies, it can be seen that the research on oral test anxiety has achieved remarkable results, covering the psychological adjustment of anxiety and the use of intervention strategies, but there are problems to be solved as follows: 1) The research mainly focuses on the English oral test, which is a homogenization of the research perspective, and it is difficult to extrapolate and reveal the complexity of the anxiety of the Chinese oral test. 2) The interventions are not sufficiently targeted and fail to adequately take into account the learner's individual differences (e.g., language proficiency, Theoretical applicability, there is a serious lack of language specificity in the existing research. The results of research on English speaking anxiety cannot be simply transplanted to the Chinese context. The cultural background diversity of international students is much higher than that of Chinese English learners, and the current systematic research on Chinese speaking test anxiety is basically in a state of blankness. The lack of a single perspective leads to a lack of targeted interventions, while the lack of language specificity limits the applicability of existing theories and methods, ultimately resulting in a significant lag in the field of Chinese speaking test anxiety research.

Materials and Methods

Theoretical Framework. In exploring the causes and effects of international students' HSK Speaking Test anxiety, this study will combine psychology and language learning theories to construct a comprehensive theoretical framework. First, this section will review key theoretical concepts, including anxiety theory and language learning theory, with a view to laying a theoretical foundation for the subsequent analysis. Second, the multidimensional factors of anxiety causation will be analyzed to explore the effects of personal factors, test factors, teaching factors, and socio-cultural factors on international students' anxiety in the HSK Speaking Test. Next, this section will explore the relationship between the academic background of this study and clarify the theoretical orientation of this study. Finally, the limitations in theory and practice will be analyzed for subsequent research.

First, anxiety theory is an important theoretical foundation for this study. Anxiety, as a psychological state, is closely related to individual psychological factors, environmental factors and other factors. Anxiety theories mainly include cognitive theory, physiological theory, and behavioral theory. Cognitive theory holds that anxiety originates from the individual's cognitive evaluation of things, i.e., the mismatch between the individual's expectation of the test results and his or her own ability. Physiological theory, on the other hand, emphasizes the relationship between anxiety and individual physiological responses, such as rapid heartbeat and sweating. Behavioral theories, on the other hand, focus on the relationship between anxiety and individual behaviors, such as avoidance behaviors and escape behaviors. These theories provide different perspectives for analyzing international students' anxiety in HSK Speaking Test.

Secondly, language learning theories are also an important theoretical basis for this study. Language learning theories mainly include behaviorist theory, cognitive theory, constructivist theory and so on. Behaviorist theory emphasizes that language learning is a stimulus-response learning process, and through repeated practice and reinforcement, individuals can acquire language. Cognitive theory, on the other hand, focuses on the role of an individual's internal mental processes in language learning, such as memory and thinking. Constructivist theory, on the other hand, emphasizes the individual's subjective position in language learning, and considers language

⁷ Botir E. Abdullayeva I. Raupova L. Kholikov A. Mirkasimova M. Speaking exams with less anxiety in Intelligent Computer-Assisted Language Assessment (ICALA): mirroring EFL learners' foreign language anxiety shyness autonomy and enjoyment. *Language Testing in Asia* 15(1) 3. 2025. (in English)

⁸ Lothes J.E. Naseer Z. Perretti B. The Effects of Mindfulness Practice on Anxiety and Test Anxiety in a College Student Population: Utilizing a RCT and WLC. *Psychological reports*. 2025. (in English)

learning as a process in which the individual actively constructs knowledge in a specific context. These theories help to understand the effect of international students' HSK Speaking Test anxiety on language learning.

Of course, the above theories still have some limitations in practice: the theoretical analysis may be one-sided, failing to comprehensively cover all the influencing factors; the empirical study may have sample bias, and the generalizability of the findings needs to be further verified. Therefore, follow-up studies need to further expand the scope of the study on the basis of the theoretical analysis and improve the reliability of the findings.

Results and Discussion

Case Analysis of HSK Speaking Test Anxiety Among International Students. Questionnaire Survey. This study employed a mixed-methods research approach, targeting 164 international students at Lanzhou Jiaotong University and Northwest Normal University to systematically examine the multidimensional manifestations and underlying causes of HSK Speaking Test anxiety. Prior to the formal survey, a pilot test was conducted with 10 international students of varying proficiency levels and nationalities, and the questionnaire was revised based on feedback to address errors and ambiguities. The final questionnaire was distributed via the Questionnaire Star platform in both Chinese-English and Chinese-Russian bilingual versions (the English and Russian versions were translated using ChatGPT and reviewed by teachers), with a total of 164 valid responses collected. The study sample had the following characteristics: (1) Demographic characteristics: 69.5%⁹ were aged 18-25 (n=114), and 26.8% were aged 26–35 (n=44); (2) Language proficiency characteristics: 47.6% were HSK Level 4 candidates (n=78), and 39% were HSK Level 5 or above candidates (n=64); (3) Cultural diversity characteristics: The sample covered 33 countries, primarily from Central Asia, Southeast Asia, South Asia, and other regions.

The anxiety scale for international students taking the HSK Speaking Test used in this study consists of 12 items. The reliability test results for the Chinese-English version of the questionnaire showed a Cronbach's Alpha coefficient of 0.933; the reliability test results for the Chinese-Russian version of the questionnaire showed a Cronbach's Alpha coefficient of 0.961. The reliability coefficients for both versions exceeded 0.70, indicating that the scale has high reliability.

This study uses the "sample-specific percentile tertile split" method to classify anxiety levels for the HSK speaking exam, with the following specific criteria: High anxiety group (≥ 75 th percentile, total score ≥ 48 points), moderate anxiety group (26th-74th percentile, total score 37-47 points), and low anxiety group (≤ 25 th percentile, total score ≤ 36 points). Data analysis shows that, based on the Sample-Specific Percentile Tertile Split classification criteria, different anxiety level groups exhibit significantly differentiated psychological and physiological response characteristics prior to the HSK speaking exam:

The high anxiety group exhibits typical clinical anxiety syndrome symptoms. This group demonstrates persistent anticipatory anxiety in the cognitive-emotional dimension, tends toward catastrophic cognitive tendencies regarding exam outcomes, and overly associates exam results with personal developmental prospects. In terms of physiological responses, this group reported prominent somatization symptoms involving multiple systemic dysfunction, including neurological disorders (persistent headaches), gastrointestinal issues (abdominal discomfort, nausea, and vomiting), and sleep disturbances (difficulty falling asleep, early awakening), among other complex clinical manifestations.

The moderately anxious group exhibited situation-specific anxiety characteristics. Their cognitive distress primarily focuses on temporary inhibition of language abilities, particularly anticipatory concerns about vocabulary retrieval difficulties and grammatical structure breakdown in high-pressure environments. This anxiety state exhibits significant situational dependency, often intensifying as exams approach but rarely occurring in everyday language communication contexts. Notably, this group's excessive monitoring of their own language expression accuracy may further exacerbate their performance anxiety.

⁹ Note: The percentage data for the international student questionnaire are the combined results of the Chinese-English and Chinese-Russian versions.

The low-anxiety group demonstrated good psychological adaptability. This group maintained relatively stable physiological rhythms under exam pressure and experienced no significant impact on sleep quality. Their anxiety experience primarily manifested as a moderate increase in alertness, consistent with the Yerkes-Dodson Law's description of optimal arousal levels. This psychological state actually enhances task performance. The effective regulation of exam pressure by this group may be closely related to their mature coping strategies and reasonable self-efficacy assessments.

In-depth interviews

This study employed qualitative research methods, selecting nine participants through purposive sampling. Based on criteria of symptom typicality, data richness, and background comparability, three core cases were ultimately identified for in-depth analysis. All interviews were conducted within one week of the HSK Speaking Test, using a semi-structured interview guide. The content was transcribed verbatim and subjected to thematic analysis to systematically explore the performance characteristics and influencing factors of international students with varying levels of anxiety during the HSK Speaking Test. The study design ensured that the selected sample maximally reflected the characteristic differences among different anxiety types.

High-Anxiety Case: Kazakhstani Undergraduate Student

This case (male, 22 years old, with three years of Chinese language learning experience) exhibited typical high-anxiety characteristics. On the physiological level, the participant reported noticeable somatization symptoms before the exam, including persistent headaches (lasting 2-3 days), gastrointestinal discomfort, and sleep disorders (difficulty falling asleep, with less than five hours of sleep per night). During the exam, noticeable physiological stress responses were observed: involuntary hand tremors, dry mouth leading to impaired speech fluency, and bodily stiffness affecting nonverbal communication. Through interview analysis, it was found that the source of anxiety stemmed from two main factors: first, excessive concern about exam outcomes («If I perform poorly, I will lose my scholarship and be unable to continue my studies; if I perform poorly, my family will be very disappointed in me»), and second, low self-efficacy (self-rated oral proficiency was only 60% of actual test performance). Notably, the participant's anxiety manifestations exhibited distinct exam-phase specificity, with different anxiety characteristics observed during the pre-exam preparation period and the exam period.

Moderate Anxiety Case: Thai Undergraduate Student

This case (female, 20 years old, with 2.5 years of Chinese language learning experience) demonstrated typical moderate exam anxiety. During her first HSK Speaking Test, the participant reported significant cognitive blocks: five pauses exceeding 10 seconds in the “describe the picture” section and three instances of complete grammatical breakdown in the “answer questions” section. Through in-depth interviews, it was found that her anxiety stemmed from two interacting factors: environmental factors, where the exam environment with multiple people present made her feel monitored (especially when encountering sensitive topics); In terms of pre-exam preparation factors, unfamiliarity with the exam format and requirements led to a lack of targeted preparation. Notably, during his third exam attempt, due to the absence of familiar peers in the exam room and improved preparation (completing 10 practice tests beforehand), his anxiety levels significantly decreased, manifested as: an 80% reduction in pauses, a 65% decrease in grammatical errors, and a final score 22 points higher than his initial attempt.

Low-anxiety case: Pakistani graduate student

This case (male, 27 years old, with five years of Chinese language learning experience) also reported experiencing some degree of exam anxiety but demonstrated strong regulatory abilities. The student successfully controlled anxiety at a level that promoted performance through systematic pre-exam preparation strategies (one hour of specialized practice daily) and cognitive regulation methods (viewing the exam as an opportunity to assess learning outcomes rather than a threat). Specifically, he maintained a stable speaking speed (180 words per minute $\pm 5\%$) during the exam, had a grammar error rate below 5%, and effectively employed communicative strategies to compensate for expressive limitations. Interview data indicated that his relatively low anxiety levels were associated with the

following factors: strong metacognitive awareness (accurate self-assessment of ability), positive attribution style (viewing difficulties as temporary challenges), and ample positive exam experiences (having achieved satisfactory scores in the previous three HSK exams).

Through an in-depth analysis of three typical cases, this study reveals the multidimensional characteristics and differentiated manifestations of anxiety in the HSK speaking exam. The findings indicate that learners with high anxiety levels often exhibit significant physiological symptoms (such as headaches and trembling hands) and cognitive impairments, with their anxiety primarily stemming from excessive concern about exam outcomes and negative self-evaluation; Learners with moderate anxiety levels exhibit distinct situational dependency characteristics, with anxiety levels closely tied to factors such as the exam environment and adequacy of preparation; Learners with low anxiety levels, however, can effectively regulate their anxiety through self-regulation strategies, maintaining it within a moderate range that enhances performance.

Multidimensional Factor Analysis of the Causes of HSK Speaking Test Anxiety among International Students

In exploring the causes of international students' HSK Speaking Test anxiety, the multidimensional factor analysis model provides a comprehensive theoretical perspective for understanding the phenomenon. The results of the questionnaire and interviews show that the causes of HSK Speaking Test anxiety are not singular, but are intertwined by multiple factors such as personal factors, test factors, pedagogical factors, and socio-cultural factors.

Personal factors.

Personal factors are the internal root causes of test anxiety. International students' personal character traits, language learning background, and psychological tolerance all have a significant impact on them. For example, international students who are introverted, have a weak foundation in language learning, and lack self-confidence are more likely to experience anxiety in the HSK Speaking Test. In terms of data collection, this study used a questionnaire to investigate the language learning background and psychological tolerance of international students in detail. Through statistical analysis, we found that there is a significant positive correlation between personal factors and anxiety level.

Exam-related factors.

Exam-related factors are the direct cause of test anxiety. the difficulty of HSK Speaking Test, the test format, and the test environment all have an impact on the anxiety level of international students. In terms of data collection, this study conducted an in-depth analysis of the difficulty, scoring criteria, and test format of the HSK Speaking Test through observation and interview methods. It was found that there was a significant positive correlation between the difficulty of the test and the anxiety level. Some students mentioned in the interviews that in the HSK Speaking Test, the test takers, being in a test environment with many people, especially when there are known classmates on the spot, are prone to feel shame due to the fear of being evaluated for mispronunciation or poor expression, which then triggers a combination of the «social scrutinizing pressure» and the «comparative mentality». This leads to speaking anxiety due to the combined effect of «social scrutiny pressure» and «comparison psychology».

Teaching factors.

Teaching factors have a significant influence in the formation of international students' HSK Speaking Test anxiety. In this study, the questionnaire survey of 246 teachers and students of international Chinese education majors at Lanzhou Jiaotong University and Northwest Normal University, the in-depth interviews with 16 teachers, and classroom observations revealed that teachers' lack of knowledge about the HSK oral test and the disconnection between teaching practice and test requirements constitute the key sources of anxiety: the data showed that 83.3% of the teachers interviewed had the phenomenon of «teaching and test separation» in the oral test; only 10.89% were more familiar with the scoring rules of the test; the analysis of classroom activities showed that only 10.89% were more familiar with the scoring rules of the test. The data shows that 83.3% of the teachers interviewed have the phenomenon of «separation of teaching and testing», and only 10.89% are

familiar with the scoring rules of the test; the analysis of the classroom activities shows that the match between the teaching content and the real test questions is as low as 41.7%, and this lack of preparation for teaching leads to the lack of targeted test-taking training for students. More notably, teachers generally failed to systematically integrate test strategy training (e.g., time management, question response skills) into their daily teaching, resulting in significant maladaptation and performance anxiety among students in actual test situations. This lack of support at the instructional level further amplifies students' anxiety experience by weakening their test self-efficacy.

Sociocultural factors.

Sociocultural factors are also important aspects of anxiety causation. This study systematically examined the influence mechanism of Sociocultural factors on international students' HSK Speaking Test anxiety through questionnaires and in-depth interviews. It was found that the effectiveness of social support systems, including peer support, teacher guidance, and institutional support of the institution, had a significant buffering effect on anxiety levels. It is worth noting that institutional factors directly related to academic development (e.g., scholarships, entry requirements for higher education, etc.) increased the «threat perception» of the test results, causing 38.7% of the students to have «high stakes test anxiety», which was particularly high among the final-year international students. This kind of anxiety is especially prominent in the group of international students in the final year.

Through multidimensional factor analysis, this study reveals the causes of international students' HSK Speaking Test anxiety and provides a basis for subsequent intervention strategies.

Interventions to alleviate international students' HSK Speaking Test anxiety

Based on the above findings, we propose the following graded intervention programs:

Teaching support and cognitive restructuring

In Chinese classroom teaching, teachers should organically integrate the content of the HSK Speaking Test into daily teaching, and focus on differentiated strategies for students with different types of anxiety: for students with high anxiety, based on the framework of cognitive behavioral theory, cognitive restructuring training is systematically implemented, and by identifying the negative automatic thinking such as «mispronunciation is equal to lack of ability», we can establish that «language error is a part of learning» and that «language error is a part of learning». For students with high anxiety, cognitive restructuring training is implemented systematically based on the theoretical framework of cognitive behavior, through the identification of negative automatic thinking such as «pronunciation error is equal to lack of ability», and the establishment of positive cognition such as «language error is a natural part of the learning process».

Tiered Intervention System

A differentiated instruction system based on individual learner characteristics is established: 1) for high-anxiety students with weak foundation, start with basic vocabulary and sentence patterns, combined with relaxation training; 2) for medium-anxiety students, step-by-step expressive tasks are designed for their HSK4-5 level, with a focus on strengthening simulated test environments and test preparation guidance; 3) for low-anxiety students, metacognitive regulation strategies are further strengthened through complex speaking tasks. Especially for students with East Asian cultural background, the desensitization training of the «face threat» situation should be strengthened.

Optimization of the examination room environment

Based on the principles of environmental psychology, it is recommended to establish «Standardized and Private Smart Testing Booths» to provide each examinee with standardized computer-based testing stations (including dedicated exam terminals), physically isolated independent spaces (constructed using soundproof panels), and a fully monitored exam environment (including an AI-assisted proctoring system with real-time alerts for abnormal behavior), ensuring the standardization, independence, and discipline of the exam process. This model can mitigate «face anxiety», enhance privacy protection, help students with moderate anxiety better adapt to the exam environment, reduce stress responses triggered by environmental factors, and improve exam performance.

Conclusion

In this paper, through an in-depth discussion on the causes and interventions of international students' HSK Speaking Test anxiety, the following conclusions were obtained: first, the causes of international students' HSK Speaking Test anxiety are diversified, including Personal factors, Exam-related factors, Teaching factors, and Sociocultural factors. Personal factors such as language learning background and personality traits have a direct effect on test anxiety; Exam-related factors such as test format and test environment have an indirect effect on test anxiety; Teaching factors such as teaching format and content have a moderating effect on test anxiety; and Sociocultural factors such as language environment and cultural differences have a long-term effect on test anxiety.

This paper proposes a multidimensional intervention framework to alleviate international students' HSK Speaking Test anxiety: first, incorporating cognitive-behavioral training into teaching to help students establish a positive cognition of language learning; second, providing targeted support by implementing hierarchical instruction based on students' language level and cultural background; and third, optimizing the design of the test room environment and adopting a single-person computer-based test to reduce the external interference. These three dimensions of interventions synergize with each other to form a systematic solution from psychological adjustment to environmental improvement, which can effectively improve candidates' psychological adaptability and test performance.

This paper has the following innovations in problem solving: first, this paper constructs a multidimensional factor analysis model of the causes of international students' HSK Speaking Test anxiety from the perspectives of psychology and language learning theory; second, the intervention strategies proposed in this paper are targeted and operable, which provide useful references to the practice of Chinese language teaching; and lastly, the findings of this paper provide new empirical support for the theory of language anxiety and It enriches the research on Chinese speaking anxiety and provides new ideas and methods for the study of international students' HSK Speaking Test anxiety.

Future research can be expanded in the following aspects: first, to further refine the dimensions of the causes of anxiety and explore the interactions among different factors; second, to study the effects of intervention strategies in depth and explore the applicability of intervention strategies in different cultural contexts; and third, to pay attention to the dynamic changes of international students' HSK Speaking Test anxiety and explore the effects of long-term interventions. Through continuous in-depth research, more theoretical support will be provided for the improvement of international students' Chinese speaking ability.

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ҚЫТАЙДА БІЛІМ АЛАТЫН ШЕТЕЛДІК СТУДЕНТТЕРДІҢ HSK АУЫЗША ЕМТИХАНЫНА ҚАТЫСТЫ МАЗАСЫЗДЫҚТЫҢ СЕБЕПТЕРІ МЕН ОНЫ ЖЕҢУ СТРАТЕГИЯЛАРЫН ЗЕРТТЕУ

Аңдатпа. Бұл зерттеу аралас әдістерді қолдана отырып, Қытайда білім алатын шетелдік студенттердің HSK ауызша емтиханына қатысты мазасыздықтың көпдеңгейлі себептерін және оны жеңу стратегияларын жүйелі түрде зерттейді. 164 шетелдік студентке сауалнама жүргізіліп, 9 студентпен тереңдетілген сұхбаттар өткізілді. Зерттеу нәтижелері бойынша мазасыздықтың негізгі төрт өлшемі айқындалды: (1) жеке факторлар (мысалы, өзіндік тиімділіктің төмендігі, тілдік деңгейі және т.б.); (2) емтиханға байланысты факторлар (емтиханның күрделілігі, емтихан ортасы және т.б.); (3) оқыту факторлары (оқыту мен тестілеудің үйлеспеуі, дайындық стратегияларының жеткіліксіздігі және т.б.); (4) әлеуметтік-мәдени факторлар (мысалы, «бет» ұғымы, оқу жетістігіне байланысты қысым және т.б.). Осыған сүйене отырып, зерттеуде көпқырлы араласу құрылымы ұсынылды: оқыту деңгейінде когнитивтік қайта құру әдістерін және емтиханға дайындық жаттығуларын біріктіретін «когнитивтік-мінез-құлықтық» қосарлы жаттығу енгізіледі; жеке деңгейде тіл деңгейі мен мәдени ортасына негізделген сараланған араласу жүйесі құрылады; қоршаған орта деңгейінде емтихан ортасы жетілдіріліп, стандартталған, оқшауланған ақылды емтихан кабиналары енгізіледі. Бұл зерттеу тілдік тест мазасыздығы теориясын бейәріптік тіл контекстінде кеңейтеді және халықаралық қытай тілі оқыту аясында психологиялық қолдау жүйесін құруға дәлелді негіз ұсынады. Сонымен қатар, бұл «емтихан арқылы оқытуды ынталандыру» қағидатын іске асыруда тәжірибелік маңызға ие.

Тірек сөздер: HSK ауызша емтиханы; шетелдік студенттер; мазасыздық себептері; көпдеңгейлі араласу стратегиялары; тілдік тест мазасыздығы.

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ИССЛЕДОВАНИЕ ПРИЧИН ТРЕВОЖНОСТИ У ИНОСТРАННЫХ СТУДЕНТОВ НА УСТНОМ ЭКЗАМЕНЕ HSK И СТРАТЕГИЙ ЕЁ ПРЕОДОЛЕНИЯ

Аннотация. Данное исследование использует смешанный метод для системного анализа многомерных причин тревожности у иностранных студентов на устном экзамене HSK и стратегий её преодоления. На основе опроса 164 иностранных студентов и углублённых интервью с 9 из них были выявлены четыре ключевых

измерения причин тревожности: (1) личные факторы (например, низкая самооффективность, уровень языковой подготовки и т.д.); (2) экзаменационные факторы (сложность задания, обстановка на экзамене и т.д.); (3) педагогические факторы (разрыв между обучением и экзаменом, нехватка стратегий подготовки и т.д.); (4) социокультурные факторы (например, стремление сохранить «лицо», давление, связанное с академической успеваемостью и т.д.). На основе этих данных предложена интегрированная модель вмешательства: на педагогическом уровне реализуется двойной «когнитивно-поведенческий» тренинг, объединяющий методы когнитивной реструктуризации с имитацией экзамена; на индивидуальном уровне создается многоуровневая система вмешательства, основанная на уровне владения языком и культурном фоне студентов; на уровне среды оптимизируется экзаменационная обстановка и внедряются стандартизированные, изолированные интеллектуальные кабины. Это исследование расширяет применение теории тревожности при языковом тестировании в условиях неалфавитных языков и предоставляет эмпирическую основу для построения системы психологической поддержки в международном преподавании китайского языка, а также имеет важное практическое значение для реализации принципа «обучения через тестирование».

Ключевые слова: устный экзамен HSK; иностранные студенты; причины тревожности; многомерные стратегии вмешательства; тревожность при языковом тестировании.

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