УДК 378.147:811.581 https://www.doi.org/10.69927/WKMK9778

*Tuyakova L.B.[1], Ismagulova G.K.[2], Zhankina B.Zh.[3]
[1,2] *L.N. Gumilyov Eurasian National University*
[3] *Karagandy University of the name of academician E.A. Buketov*
[1,2] *Kazakhstan, Astana*
[3] *Kazakhstan, Karagandy*
[1] *ORCID: 0009-0006-0345-3525*
[2] *ORCID: 0000-0003-2342-575X*
[3] *ORCID: 0000-0001-5896-1371*
**tuyakova.liza89@gmail.com*

INTERACTIVE METHODS OF TEACHING CHINESE USING DIGITAL TECHNOLOGIES

Abstract

In the modern educational process, the use of interactive teaching methods is becoming an integral part of learning foreign languages, including Chinese. This approach promotes and enhances active involvement of students, increases motivation and efficiency of learning. Digital technologies can be applied allowing to create a dynamic and adaptive educational environment. The main purpose of the research article is to define effectiveness of interactive methods in teaching Chinese and give recommendations.

The article discusses the effectiveness of interactive methods in teaching Chinese using digital technologies, such as gamification, virtual language labs, adaptive online platforms, mobile applications and artificial intelligence. Particular attention is paid to the practical use of digital tools in teaching Chinese phonetics, hieroglyphics, grammar and developing students' communication skills.

The study is based on the analysis of modern pedagogical approaches, as well as the experience of teachers and students using digital technologies in teaching Chinese. The results revealed that the integration of interactive methods and digital resources contributes to deeper language acquisition, the development of learners' autonomy and the formation of intercultural competence. The results of the study can be used in Chinese language teaching methods and in planning practical lessons.

Keywords: foreign languages, interactive methods, Chinese language, digital technologies, gamification, artificial intelligence, mobile applications

Introduction. In recent years, the use of Chinese language has grown substantially in various regions worldwide. Especially for countries situated close to China, such as Kazakhstan, learning Chinese language is increasingly vital for global trade, cultural exchange, and educational opportunities.

Chinese language is now being incorporated into a wide range of educational resources. Studying Chinese using modern technologies and mobile applications has become increasingly popular, particularly among young people, because of the rise of technology and the growing number of people using mobile devices.

Modern technologies have a significant impact on the educational process, opening up new opportunities for learning foreign languages. In the context of digitalization of education, traditional teaching methods are giving way to interactive approaches that increase students' motivation and make the language learning process more effective. This is especially true for the Chinese language, the study of which requires a comprehensive mastery of phonetics, hieroglyphics, grammar and communication skills. Interactive teaching methods using digital technologies make it possible to create a dynamic and adaptive educational environment that promotes active student involvement. The use of online platforms, mobile applications, gamification, virtual language labs and artificial intelligence makes learning Chinese more accessible and effective.

China has established specific standards for Chinese-language teachers. The Office of Chinese Language Council, known as Hanban, introduced the Standards for Teachers to Speakers of Other Languages (国际汉语教师标准) in 2007 [1]. These standards were later revised in 2012 and 2015 and published by the Foreign Language Teaching and Research Press (外语教学与研究出版社). As noted by Wang and Feng, each updated version has been widely utilized for training and evaluating pre-service teachers. Among the ten standards outlined by Hanban, the ninth focuses on educational

technology and its integration into teaching. It specifically requires teachers to be familiar with computer components and accessories, possess fundamental computer literacy, and effectively utilize computers and online resources in their teaching practices [2].

Therefore, the purpose of the study is to determine the most effective interactive methods of teaching the Chinese language using digital technologies and to identify their impact on the language acquisition process.

To achieve this goal, the following tasks are solved in the work:

- analyze the theoretical foundations of interactive learning and digital technologies in teaching foreign languages;
- consider modern digital tools used in teaching the Chinese language;
- study the experience of their application in educational practice;
- evaluate the effectiveness of various methods based on empirical data.

The relevance of this study is due to the growing need for innovative methods of teaching the Chinese language that meet modern educational standards and the requirements of the digital age. Despite the availability of many digital tools, their effectiveness and optimal ways of integration into the educational process require further study.

The results of the study will allow developing recommendations for the effective use of interactive digital technologies in teaching the Chinese language, which can be useful for teachers, methodologists and students.

Technology-based instruction has attracted significant research interest [3]. Its integration into language learning enhances personalized instruction, expands access to information, and improves communication. Digital tools like TV, radio, movies, and the internet support self-directed learning by fostering learner identity, motivation, community engagement, self-expression, and self-perception [4, 5]. Additionally, they facilitate "online informal language learning" [6].

There are both positive and negative perceptions of technology in education. Ghavifekr and Rosdy highlight the benefits of ICT, including improved confidence, communication, and creativity, and the ability to support all four learning skills [7]. Researchers have confirmed technology enhances learning, but access to computers and the internet isn't always available, especially in rural areas [8, 9]. Technical issues, lack of teacher experience, and concerns over classroom control further hinder implementation. As a result, teachers with negative attitudes may struggle to transfer technology skills to students. It is essential for teachers, schools, and learners to have adequate resources and training in order for integration to be successful [10].

***Methods and materials*.** Statistical data analysis is the processing of quantitative and qualitative data obtained during the experiment in order to identify patterns and confirm the research hypothesis. The following methods were used in the study of interactive methods of teaching the Chinese language using digital technologies:

Analysis of scientific literature - study of the theoretical foundations of interactive learning, digital technologies in the educational process and modern methods of teaching the Chinese language. Comparative analysis - comparison of traditional and digital interactive teaching methods to identify their advantages and disadvantages.

Questionnaire and survey method - collection of empirical data from teachers and students studying the Chinese language to assess the effectiveness of digital tools in teaching.

Student survey: A survey was conducted among 200 students of L.N. Gumilyov Eurasian National University and K. Zhubanov Aktobe Regional University studying Chinese language as a second language. The questions concerned the perception of digital technologies in teaching, their effectiveness and impact on motivation.

Teacher survey: A survey was also conducted among 21 Chinese language teachers, the purpose of which was to determine how they use digital technologies in teaching, which platforms they prefer and how they assess their impact on the learning process.

Pedagogical experiment - conducting classes using various digital technologies (mobile applications, online platforms, virtual language labs) and analyzing their impact on the level of assimilation of the Chinese language.

Observation methods – recording the dynamics of the educational process, student engagement and their success in mastering the language using interactive methods.

The use of these methods allowed us to comprehensively study the impact of digital interactive technologies on the process of teaching the Chinese language and justify their effectiveness in modern educational conditions.

The aim of the study was to determine the effectiveness of using digital technologies in learning Chinese. For this purpose, an experiment was conducted with 200 students. They were divided into two groups: a control group, which used traditional methods, and an experimental group, which utilized digital tools for learning Chinese.

Before the experiment, students and teachers were trained in using mobile applications and online platforms. Personalized learning plans incorporating digital technologies were developed for the experimental group.

Several research methods were employed, including testing, surveys, and observations. Initially, a test was conducted to assess the participants' baseline knowledge. Observations were then carried out to evaluate student engagement and motivation. Intermediate data was also collected through surveys and questionnaires.

After the training was completed, a final test was conducted for both groups, followed by an analysis of the survey and questionnaire results.

This made it possible to understand how students perceived the use of digital technologies and how it affected their learning. A comparative analysis of the achievements of the control and experimental groups was also performed.

At the conclusion of the study, the results were summarized, and conclusions were drawn on the effectiveness of using digital technologies in learning Chinese and whether they should be integrated into the educational process.

***Results and discussion*.** During the practical study, the method of observation and analysis of educational materials was used, as well as a survey of teachers and students who participate in teaching the Chinese language using digital technologies. The study was conducted in several universities and educational centers in Kazakhstan, where the Chinese language is a compulsory or optional subject.

Use of digital technologies. The complexity of the Chinese language, the digital technologies are actively used in Kazakhstan for its study:

Mobile applications (HSK Online, Du Chinese, Pleco, Anki) help in mastering hieroglyphics, vocabulary and listening.

Online platforms (Coursera, EdX, Chinese educational resources) allow you to take Chinese language courses with native speakers.

Gamification and interactive methods make the learning process more fun and effective.

Mobile Apps for Learning Chinese Mobile apps like HelloChinese, ChineseSkill, and Pleco are used to reinforce grammar, reading, listening, and pronunciation skills. These apps offer interactive lessons, quizzes, and game elements to help students engage in the learning process.

The use of digital technologies in teaching Chinese in Kazakhstan has significant potential to improve the quality of education. Mobile applications, online courses and platforms for communicating with native speakers have a positive impact on the development of students' language skills. However, for more effective implementation of these technologies, it is necessary to overcome a number of technical and methodological problems. In this connection, we developed special methodology which is systematically divided into 6 stages according to Zhan & Cheng (2014). We designed the stages of the experiment according to these scholars who performed the teaching Chinese using the teaching models (table 1).

Table 1. The stages and progress of the experiment

1. Setting the goals	Determining the goals of the experiment, including the assessment of the effectiveness of digital technologies in education.
1.1 Planning the data	A selection of 200 students studying Chinese language to participate in the experiment (control and experimental groups).
1.2 Selection of methods and tools Formulation of goals and tasks	Choice of methods (survey, test, observation) and tools (mobile applications, online course).
2. Stage of implementation of digital technologies	
2.1 Preparation of students and teachers	Training of teachers and students in the use of mobile applications and online platforms.
2.2 Development of educational plans	Creation of individual training plans for an experimental group using digital technologies.
3. Stage collection of data	
3.1. Assessment of the initial level of knowledge	Training of the control group. Conducting testing for both groups to evaluate initial knowledge of the Chinese language.
3.2. Observation of the training process	Observations on the use of digital technologies by students, involvement and motivation.
3.3. Collection of intermediate data	Regular surveys of students and teachers to evaluate the perception of digital technologies.
4. Stage data analysis	
4.1 Evaluation of the final results	Final testing for both groups and comparative analysis of progress in language learning.
4.2 Analysis of questionnaires and surveys	Analysis of the results of questionnaires and surveys to evaluate the perception of technologies and their influence on the educational process.
4.3 Comparison of control and experimental groups	Comparison of progress in learning the Chinese language in control and experimental groups.
5. Stage of conclusions and recommendations	
5.1 Assessment of the effectiveness of digital technologies	Evaluation of the success of students of the experimental group in comparison with the control group.
5.2 Formulation of recommendations	Development of recommendations for the implementation of digital technologies in Chinese language learning.
6.Concluding stage	Summarizing the results of the experiment and concluding on the expediency of using digital technologies in education.

Source: created by the authors

Assessing the Effectiveness of Digital Technologies

A student survey showed that 78% of respondents found mobile applications and online courses effective in improving reading and writing skills, 65% of students noted an improvement in listening skills, and 70% of respondents reported a significant improvement in pronunciation when using applications and online resources. The Impact of Digital Technologies on Student Motivation 85% of students indicated that the use of mobile applications and online platforms significantly increases their motivation to study, as it allows them to study at a convenient time and in an interactive manner. Students especially noted that games and tests in applications make the learning process more exciting.

Challenges and Limitations

Despite the positive results, the research has shown that there are certain limitations and challenges, such as:

-Lack of access to high-speed Internet in some regions, which limits the use of online platforms.

-The need for additional resources to prepare teachers to introduce digital technologies into the educational process.

-The need to adapt Chinese educational platforms to the Kazakhstani context.

Recommendations

- Develop specialized courses on teaching Chinese using digital technologies for teachers.
- Improve the infrastructure for access to Internet resources in remote areas of Kazakhstan.

- Collaborate with Chinese universities to create localized educational platforms.

Teachers' Opinions

Teachers noted that digital technologies have significantly improved the quality of education, but there are a number of challenges, such as technical failures and lack of time to introduce new tools into the traditional teaching process. 60% of teachers expressed the need for regular training in digital technologies to effectively use these tools in the educational process.

The results of a survey conducted among 21 teachers to evaluate their perception of the effectiveness and challenges of using digital technologies in teaching Chinese language. The survey aimed to gather insights into how teachers view digital tools, their impact on teaching, and any obstacles faced in their implementation (table 2).

Table 2. Survey Responses from 21 Teachers

Survey Question	Agree (%)	Disagree (%)
Digital technologies make Chinese language learning more engaging.	85%	15%
Teachers need additional training to use digital technologies effectively.	88%	12%
Digital tools improve students' performance in learning Chinese.	81%	19%
Technological resources are readily available for use in classrooms.	53%	47%
Students are motivated to use digital tools for learning Chinese.	78%	22%

Source: created by the authors

The survey results reveal that a majority of the teachers believe that digital technologies enhance the learning experience for students and make the process of teaching Chinese more engaging. However, some challenges were identified, such as limited access to technological resources and the need for additional training for teachers to effectively integrate these tools into their lessons (figure 1).

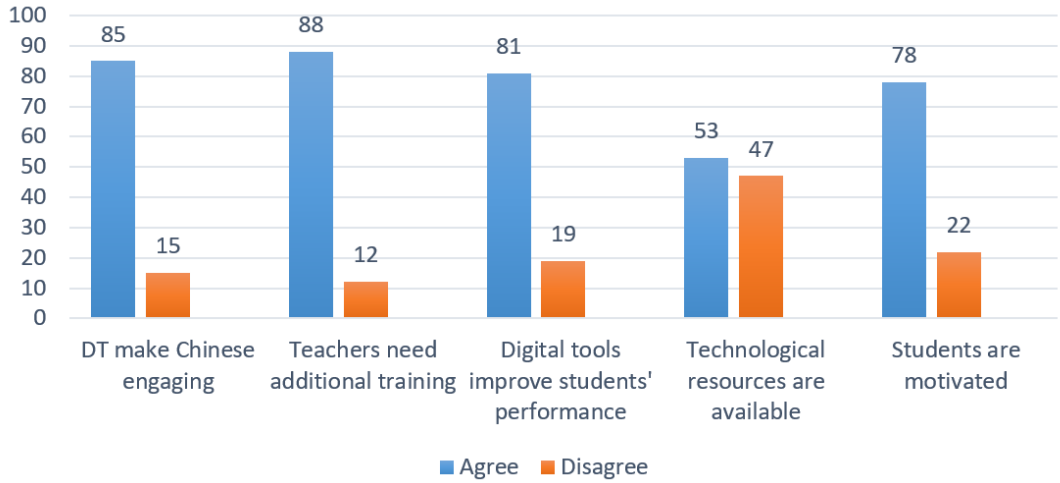

Figure 1. Results of survey for teachers

Source: created by the authors

The survey results on distribution of responses how digital technologies make Chinese language learning more engaging show that most teachers acknowledge the positive impact of digital technologies on the Chinese language learning process. However, the need for training and improved access to resources remain significant factors to consider in the implementation of these technologies. In this connection, we defined most effective methods and digital technologies (table 3).

Table 3. Effective methods of learning Chinese using digital technologies

Gamification	Game elements, like role plays in the educational process help to make learning more interesting and motivating. The inclusion of contests, points, levels and awards encourages students to actively participate in classes.
Mobile applications for language practice	Mobile applications provide students with the opportunity to learn the language at any time and in any place. This is especially effective for repeating material and strengthening skills.
Interactive online courses and webinars	Online courses and webinars allow teachers and students to interact in real time, which promotes a live exchange of knowledge. This may include discussions, practice speaking and working in groups.
Virtual simulations and dialogue systems (Chatbots)	The use of virtual simulators allows students to communicate with artificial intelligence imitating a native speaker, which helps to develop conversational skills.

Source: Alfadil, M. (2020) [11]

In this connection, the use of effective methods and digital technologies can be followed by some tasks and examples:

Example 1. An application for learning the Chinese language, such as «Hello Chinese», uses elements of gamification, offering students to complete tasks, earn points and pass levels. This helps not only to learn new words, but also to maintain a high level of engagement.

Example 2: Applications such as Pleco or Anki allow students to use flashcards to memorize and repeat Chinese characters, phrases and vocabulary. This helps students in the process of active and passive memorization.

Example 3: Platforms such as «Coursera» or «Duolingo» offer online courses that include audio and video materials, as well as tests and assignments to improve Chinese language skills.

Example 4: Applications like «ChineseSkill» offer students interactive dialogues with bots that allow them to practice communication skills and practice pronunciation.

In concluding stage, the results of the experiment conducted to evaluate the effectiveness of using digital technologies in the teaching of Chinese language involved 200 students from 2 educational institutions in Kazakhstan, divided into an experimental group using digital tools and a control group following traditional methods. The practical classes included 45 hours during the semester using digital technologies for experimental group.

The results of the experiment indicate a significant improvement in the skills of students in the experimental group who utilized digital technologies for learning Chinese. In comparison to the control group (CG), the experimental group (EG) demonstrated better performance in areas such as listening comprehension, pronunciation, and vocabulary acquisition. Furthermore, students in the experimental group reported higher levels of motivation and engagement with the learning process (table 4).

Table 4. Pre and Post-test Results of Experimental and Control Groups

Group	**Pre-test Score (%)**	**Post-test Score (%)**	**Improvement (%)**
Experimental Group	55%	80%	25%
Control Group	54%	60%	6%

Source: created by the authors

The experiment's observations and pre- and post-testing design show that the students who utilized digital technologies in their learning process exhibited a more active participation in lessons and displayed a higher retention of learned materials. The use of interactive mobile applications,

online courses, and communication with native speakers through digital platforms played a significant role in improving their language skills (figure 2).

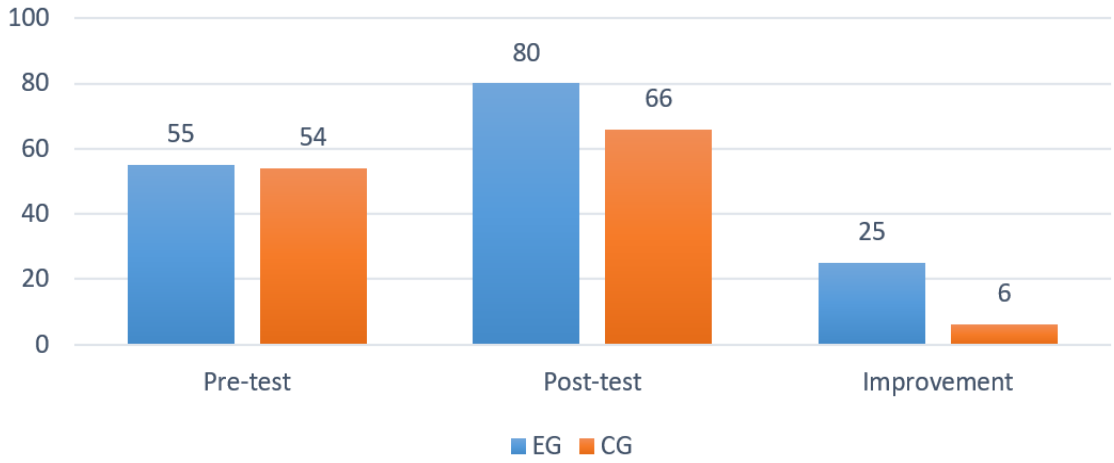

Figure 2. Improvement in Learning Scores of Experimental and Control Groups
Source: created by the authors

The results of the experiment and survey among teachers confirm the effectiveness of using digital technologies in teaching Chinese. The experiment revealed a significant difference in the academic performance of students using digital platforms compared to traditional teaching methods. Students in the experimental group showed higher results in listening, vocabulary and pronunciation, and demonstrated greater engagement and motivation in the learning process. A survey of 21 teachers showed that most teachers recognize the positive impact of digital technologies on the learning process, improving the quality of learning and increasing student interest. However, despite the obvious advantages, certain problems were also identified, such as insufficient access to technological resources and the need for additional training for teachers to effectively use digital tools in teaching practice.

Here are recommendations for future use of digital technologies:

It is necessary to provide wide *access to modern technological tools and platforms* for learning Chinese, both for teachers and students. It is important to ensure the availability of equipment, including computers, tablets and a stable Internet connection, especially in educational institutions with limited resources.

It is recommended to organize *regular training courses for teachers* of the Chinese language, devoted to the use of digital technologies in the educational process. This will help teachers to more effectively integrate digital tools into their classes and improve the educational process.

It is necessary *to develop interactive online courses*, digital educational materials, mobile applications and other digital educational materials that can effectively support the educational process. These resources should be adapted to different levels of language proficiency and take into account the interests of students.

It is necessary to actively *implement hybrid forms of education*, combining traditional methods and digital technologies. This will allow taking into account the individual characteristics of students and provide flexibility in learning, allowing students to study at a convenient time and in a convenient format.

It is also recommended *to carry out regular research and monitoring* of the effectiveness of the use of digital technologies in education. This will allow to quickly identify problems and shortcomings, as well as to optimize the educational process.

It is important *to create conditions for* maintaining a high level of *student motivation* through the use of game elements, online competitions and active involvement of students in the learning process using modern digital technologies.

It is recommended to adapt digital educational resources taking into account *cultural and educational features of Kazakhstan* to make them more accessible and attractive for students learning Chinese in the context of the national education system.

The implementation of these recommendations will ensure more effective use of digital technologies in Chinese language teaching, improving both the quality of education and the level of student involvement in the educational process.

***Conclusion*.** The integration of digital technologies into Chinese language learning has proven to be effective in enhancing the students' language skills and motivation. The experimental group outperformed the control group in several key areas, which indicates that digital tools offer substantial benefits in language education. A significant positive effect of the introduction of digital technologies in the Chinese language learning process was confirmed during the conducted experiment and analysis of the survey among teachers. The use of modern digital tools, such as online platforms, mobile applications and various multimedia resources, contributed to increasing the effectiveness of education. The experimental group of students who used digital technologies showed better results compared to the control group, which confirms the importance of integrating these tools into the educational process.

Teachers also expressed a positive opinion about the introduction of digital technologies, emphasizing their influence on increasing student motivation and improving the quality of material learning. However, despite the obvious advantages, certain difficulties were identified in the process of using digital technologies, such as the lack of resources and the need for additional training of teachers. Thus, the experiment confirmed the hypothesis that digital technologies play a key role in improving the quality of Chinese language learning, as well as in student motivation. It is important to be noted that the further development and implementation of these technologies requires a complex approach, including infrastructure improvement, teacher training and the creation of new educational platforms.

REFERENCES

1 Lin, Chin-Hsi, Liu, Haixia, Hu, Ying (2017). Technology and the Education of Chinese-language Teachers: Where Are We Now? *Journal of Technology and Chinese Language Teaching*, Volume 8, Number 1, 1-15 [Electronic resource]. – URL: http://www.tclt.us/journal/2017v8n1/linliuhu.pdf

2 Wang, W., & Feng, L. (2017). Technology standards for Chinese language teacher education. In C.-H. Lin, D. Zhang, & B. Zheng (Eds.), *Preparing Foreign Language Teachers for Next-Generation Education* (pp. 38-54). Hershey, PA: IGI Global. DOI: 10.4018/978-1-5225-0483-2.ch003

3 Clark, W., Logan, K., Luckin, R., Mee, A., Oliver, M. (2009). Beyond Web 2.0: mapping the technology landscapes of young learners. *Journal of Computer Assisted Learning, 25:56–69* [Electronic resource]. – URL: https://www.academia.edu/504424/Beyond_Web_2_0_mapping_the_technology_landscapes_of_young_learners

4 Teo, T., Tan, S.C., Lee, C.B., Chai, C.S., Koh, J.H.L. (2010). The self-directed learning with technology scale (SDLTS) for young students: an initial development and validation. *Computers & Education*, 55(4):1764–1771. DOI: https://doi.org/10.1016/j.compedu.2010.08.001

5 Lamb, M. (2007). The impact of school on EFL learning motivation: an Indonesian case study. TESOL Q 41:757-780. DOI: https://doi.org/10.1002/j.1545-7249.2007.tb00102.x

6 Toffoli, D., Sockett, G. (2013). University teachers' perceptions of Online Informal Learning of English (OILE). *Computer Assisted Language Learning*, 28(1):7-21. DOI: https://doi.org/10.1080/09588221.2013.776970

7 Ghavifekr, S., Rosdy, W.A.W. (2015). Teaching and learning with technology: effectiveness of ICT integration in schools. *Int J Res Educ Sci*, (IJRES) 1(2):175–191 [Electronic resource]. – URL: https://eric.ed.gov/?id=EJ1105224

8 Jorge, C.M.H., Gutiérrez, E.R., García, E.G., Jorge, M.C.A., Díaz, M.B. (2003). Use of the ICTs and the perception of e-learning among university students: a differential perspective according to gender and degree year group. *Interact Educ Multimedia*, 7:13–28 [Electronic resource]. – URL:

clck.ru/3GfqBb

9 Young, S.C. (2003). Integrating ICT into second language education in a vocational high school. *Journal of Computer Assisted Learning,* 19:447–461. DOI: https://doi.org/10.1046/j.0266-4909.2003.00049.x

10 Jamieson-Proctor, R., Albion, P., Finger, G., Cavanagh, R., Fitzgerald, R., Bond, T., Grimbeek, P. (2013). Development of the TTF TPACK survey instrument. *Australian Educational Computing*, 27(3): 26–35 [Electronic resource]. – URL: clck.ru/3GfqM4

11 Alfadil, M. (2020). Effectiveness of virtual reality game in foreign language vocabulary acquisition. *Computers & Education*, 153. DOI: https://doi.org/10.1016/j.compedu.2020.103893

*Туякова Л.Б.[1], Исмагулова Г.К.[2], Жанкина Б.Ж.[3]
[1,2] Л.Н. Гумилев атындағы ЕҰУ
[3] Е.А. Букетов атындағы ҚУ,
[1,2] Қазақстан, Астана
[3] Қазақстан, Қарағанды

ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ АРҚЫЛЫ ҚЫТАЙ ТІЛІН ОҚЫТУДАҒЫ ИНТЕРАКТИВТІ ӘДІСТЕР

Андатпа

Қазіргі білім беру үдерісінде оқытудың интерактивті әдістерін қолдану шет тілдерін, оның ішінде қытай тілін үйренудің құрамдас бөлігіне айналуда. Бұл тәсіл студенттердің сабаққа белсенді қатысуына ықпал етеді және күшейтеді, оқуға деген ынтасы мен тиімділігін арттырады. Динамикалық және интерактивті білім беру ортасын құруға мүмкіндік беретін цифрлық технологияларды қолдану мүмкіндігі мол. Зерттеу мақаласының негізгі мақсаты – қытай тілін оқытуда интерактивті әдістердің тиімділігін анықтау және ұсыныстар беру.

Мақалада геймификация, виртуалды тіл платформалары, бейімделген онлайн платформалар, мобильді қосымшалар және жасанды интеллект сияқты цифрлық технологияларды пайдаланып қытай тілін оқытудағы интерактивті әдістердің тиімділігі талқыланады. Қытай тілінің фонетикасын, иероглифтер мен грамматикасын оқытуда және студенттердің коммуникативтік дағдыларын дамытуда цифрлық құралдарды практика жүзінде пайдалануға ерекше көңіл бөлінді.

Зерттеу заманауи педагогикалық тәсілдерге, сондай-ақ қытай тілін оқытуда цифрлық технологияларды пайдаланатын мұғалімдер мен студенттердің тәжірибесіне талдау жасауға негізделеді. Зерттеу нәтижелері интерактивті әдістер мен цифрлық ресурстарды біріктірудің тілді тереңірек меңгеруге, білім алушылардың дербестігін дамытуға және мәдениетаралық құзыреттілікті қалыптастыруға ықпал ететінін анықтап берді. Зерттеу нәтижелерін қытай тілін оқыту әдістемесінде, практикалық сабақтарды жоспарлауда қолдану мүмкіндігі бар.

Түйін сөздер: шет тілдері, интерактивті әдістер, қытай тілі, цифрлық технологиялар, геймификация, жасанды интеллект, мобильдік қосымшалар

*Туякова Л.Б.[1], Исмагулова Г.К.[2], Жанкина Б.Ж.[3]
[1,2] ЕНУ им. Л.Н. Гумилева
[3] КарУ им. Е.А. Букетова
[1,2] Казахстан, Астана
[3] Казахстан, Караганды

ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ КИТАЙСКОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ТЕХНОЛОГИЙ

Аннотация

В современном образовательном процессе использование интерактивных методов обучения становится неотъемлемой частью изучения иностранных языков, в том числе китайского. Использование цифровых технологий имеет огромный потенциал для создания интерактивной среды обучения. Основная цель научной статьи — определение эффективности интерактивных методов и предоставление рекомендаций.

В статье рассматривается эффективность интерактивных методов обучения китайскому языку с использованием цифровых технологий, таких как геймификация, виртуальные языковые платформы, адаптивные онлайн-платформы, мобильные приложения и искусственный интеллект. Особое внимание было уделено практическому использованию цифровых инструментов в обучении фонетике, иероглифам и грамматике китайского языка, а также развитию коммуникативных навыков учащихся.

Исследование основано на анализе современных педагогических подходов, а также опыта преподавателей и студентов, использующих цифровые технологии в преподавании и изучении китайского языка. Результаты исследования показали, что сочетание интерактивных методов и цифровых ресурсов способствует более глубокому усвоению языка, развитию самостоятельности и межкультурных компетенций учащихся. Результаты исследования могут быть использованы в методике преподавания китайского языка и при планировании практических занятий.

Ключевые слова: иностранные языки, интерактивные методы, китайский язык, цифровые технологии, геймификация, искусственный интеллект, мобильные приложения