

INTERACTIVE METHODS OF TEACHING CHINESE LANGUAGE IN NEW PEDAGOGICAL CONDITIONS

Lola Shamaksudovna Shasaidova

PHD, Uzbekistan State World Languages University

Abstract

Modern innovative technologies play an important role in the educational process of higher educational institutions. To improve the Chinese language teaching system and improve the quality of teaching, it is necessary to introduce a variety of interactive teaching methods.

Gamified teaching methods, or gamification, is a relevant direction in the study of foreign languages. The article discusses the reasons for the emergence of such an approach as a response to the peculiarities of behavioral patterns in modern society, its advantages both for the teacher and for students, as well as ways of implementing the game teaching method within the framework of existing programs for studying the Chinese language.

The article discusses the main aspects of using the project method as an alternative method of working with students of the Chinese language, provides specific examples related to the application of this method. In addition, the role of the debate method in teaching the Chinese language was studied; as an example, the development of a lesson is given in which this method can be applied. The article also explores a relatively new technology in education - virtual reality. The possibility of using VR technology in Chinese language lessons to create real conditions for communication and language use is considered.

In connection with the rapid development of technologies and, as a consequence, with an increased level of awareness of the younger generation in these technologies, the features of teaching the Chinese language to the generation of students born in the new millennium - millennials - have been studied. The distinctive features of the representatives of this generation and the characteristic features of their perception are described.

The final part of the article is devoted to the study of the competence of the Chinese language. The history of the development of competencies in Chinese language proficiency in the PRC is briefly presented. The components of the communicative competence of the Chinese language and its level structure have been studied.

Keywords: Chinese language, interactive methods, gamification, game, game technologies, case method, debate method, project method, virtual reality, competence.

Introduction

ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ КИТАЙСКОМУ ЯЗЫКУ В НОВЫХ ПЕДАГОГИЧЕСКИХ УСЛОВИЯХ

Аннотация

Современные инновационные технологии играют важную роль в образовательном процессе высших учебных заведений. Для улучшения системы обучения китайскому языку и повышения качества обучения необходимо внедрять различные интерактивные методы обучения.

Геймифицированные методы обучения, или геймификация, - актуальное направление в изучении иностранных языков. В статье рассматриваются причины появления такого подхода как реакции на особенности поведенческих паттернов в современном обществе, его преимущества как для учителя, так и для учащихся, а также способы реализации игрового метода обучения в рамках существующих программы для изучения китайского языка.

В статье рассматриваются основные аспекты использования проектного метода как альтернативного метода работы со студентами, изучающими китайский язык, приводятся конкретные примеры, связанные с применением этого метода. Кроме того, была изучена роль метода дебатов в обучении китайскому языку; в качестве примера приведено развитие урока, в котором можно применить этот метод.

В статье также исследуется относительно новая технология в образовании - виртуальная реальность. Рассмотрена возможность использования

технологии VR на уроках китайского языка для создания реальных условий общения и использования языка.

В связи с бурным развитием технологий и, как следствие, с повышением уровня осведомленности подрастающего поколения в этих технологиях, были выявлены особенности обучения китайскому языку поколения студентов, рожденных в новом тысячелетии - миллениалов. Описаны отличительные черты представителей этого поколения и характерные особенности их восприятия.

Заключительная часть статьи посвящена изучению компетенциям владения китайским языком. Кратко представлена история развития компетенций владения китайским языком в КНР. Изучены компоненты коммуникативной компетенции китайского языка и его уровневая структура.

Ключевые слова: китайский язык, интерактивные методы, геймификация, игра, игровые технологии, кейс-метод, метод дебатов, метод проектов, виртуальная реальность, компетенция.

Introduction

Teaching the Chinese language presupposes the acquisition of a large amount of theoretical knowledge in grammar and translation studies, the formation of practical language skills and special professional competencies.

An important task of teaching Chinese at the initial stage is the formation of normative pronunciation skills and basic knowledge of hieroglyphic writing. To learn how to correctly reproduce tinted syllables, it is necessary to develop the skills of oral speech perception and the ability to recognize the intonation coloring of Chinese monosyllabic words at the syllabic and superphrasal levels. These speech skills can be successfully formed only as a result of repeated phonetic exercises with the obligatory use of audiovisual teaching aids. In practical classroom lessons, it is necessary to achieve the development of pronunciation skills under the guidance of a teacher. After completing the introductory phonetic course, when some automation of pronunciation has been achieved, its further improvement should occur in conjunction with other aspects of the language.

The hieroglyphic writing of the Chinese language has a set of specific features that make the process of learning the language extremely laborious: unlimited

variability of signs, similarity in the outline of graphic elements, the absence of sound-semantic associations characteristic of letter writing [Kochergin, 2000, p.160]. An important task of the teacher is to identify the main problematic aspects of the hieroglyphic writing system using modern developed methods, to organize the process of teaching Chinese writing in the most effective way.

At the final stage, the educational process should be aimed at the formation of professional skills and abilities of the translator with the simultaneous replenishment of active and passive dictionaries and the acquisition of the necessary background knowledge. To implement this approach, it is necessary to provide simulation in the classroom of real situations related to future professional activities. It is necessary to include interactive forms in the learning process - the case method and business games, since the modeling of game situations of professional communication confirms the possibility of using the formed language skills and abilities.

Purpose of the study

Taking into account the above, it should be noted that teachers need to use a variety of methods and technologies when teaching the Chinese language in the current realities. Due to the fact that in recent decades there has been a surge of interest in Chinese culture in general and in the Chinese language as an important component of it, in particular, the task of introducing non-standard teaching methods, methods that would maintain the interest of students, seems to be especially urgent for us. To involve them in the process of communication using language, to stimulate their active independent work with foreign language material.

Methodology

The case method is an effective form of training that contributes to the development of the communication skills of trainees, the development of professional skills. The case method is based on an analysis of a specific situation: students are offered modern topical topics for study and joint discussion in the target language. This format of practical language classes stimulates the development of skills in oral and written speech, the activation of lexical and grammatical material. The case method can be successfully used as a control of

the final level of knowledge on the studied topic. The advantages of this method are that the real situation additionally arouses interest in the learning process, increases motivation, and helps to develop professional competencies.

The main principle of a case study is an intensive dialogue within and between groups of students in a foreign language. In the process of discussion, students learn to articulate their point of view reasonably, to present the material of the report in a logical and structured way.

The advantage of this approach is the development of skills to critically assess the situation, separate the main problems from the secondary ones, compare and discuss ways to solve them.

Another most promising in terms of solving the tasks at the moment we see the method of projects.

The method of project and its application in modern education are studied in detail by both Russian and foreign authors. The method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, navigate the information space, the development of critical and creative thinking [Burtseva, 2002, p.25].

Numerous studies confirm that project activity is an important component of the system of productive education and is an innovative, non-standard way of organizing educational processes through active methods of action (planning, forecasting, analysis, synthesis) [Polat, Bukharkina, 2010, p.368].

Russian author of research on the application of the method in the practice of teaching a foreign language E.Polat proposes the following classification of projects depending on the type of activity dominating in the project [Burtseva, 2002, p.27]:

1. Informational. It involves the collection of information on the selected topic, as well as its analysis and generalization. Projects of this type are characterized by a well-built structure that includes a goal, methods of information processing and the result of information retrieval. This is the most common and common project activity for students. At the same time, the teacher's help at the stage of choosing a topic helps to avoid stereotyped speeches, makes each project competition unique and interesting both for students who have just begun to study the Chinese language and for those who are not participating in such an event for the first time. As a result, the coverage of topics in the preparation of information

projects in our practice is unusually wide, from a report on cricket fights to a presentation on Chinese youth Internet slang.

2. Research. Requires a well-thought-out structure, designated goals, and an urgent research problem. Often, students use this type of activity as a supplement to information projects, for example, conducting a survey on the topic of the project, studying the statistics of requests on the Internet on the topic of interest, and so on.

3. Creative. It assumes a creative design of the results, does not have a detailed structure, gives participants the opportunity to show their artistic abilities, apply a creative approach. An example of a project of this type in our practice is the shooting by students of a short film in Chinese. There are also cases when students combine this type of project activity with others, for example, they prepare a report on traditional Chinese ghant, and at the end of the performance they perform a fragment of a dance of one of the peoples of China, or they include a live demonstration of the tea ceremony in the presentation of a project on Chinese tea.

4. Role-playing. It assumes the distribution of certain roles by participants: literary characters, fictional characters imitating social or business relationships. Students and schoolchildren often choose as a project the preparation and performance in Chinese, also in variants of projects of this type the translation into Chinese of Russian fairy tales can be considered and their staging for defense, re-sounding fragments of films or cartoons into Chinese, and so on.

5. Subject-oriented. It presupposes a clearly defined result of activity from the very beginning, focused on the social interests of the participants themselves. It requires a well-thought-out structure, a scenario for the activities of its participants with the definition of the function of each of them. An example of a subject-oriented project is the independent compilation of a dictionary of special terms by students for the main profile of education. An example of such work is a dictionary of specialized vocabulary related to programming [Demina, 2006, p.187].

The main tasks of using the project method in Chinese classes:

1. To form students the necessary skills and abilities in various types of speech activity at the level determined by the program and standard.
2. To form active independence of listeners.

3. Include students in the dialogue of cultures using the Chinese language as a means of intercultural interaction.

4. To form communicative competence outside the linguistic environment, using the ability to think, reason to focus on the content of the statement.

In our practice, schoolchildren and students studying Chinese are actively and with interest involved in the work on projects. At the same time, students of non-humanitarian specialties, for example, can study more deeply various aspects related to their professional orientation, or investigate in more detail the linguistic and cultural issues of interest to them, as well as apply a creative approach, which invariably increases the motivation for learning the language in general. The choice of topics is not limited; listeners are invited to independently express their wishes and determine the topic of the project, taking into account their own interests.

One of the advantages of the method is that when preparing a project, students not only have the opportunity to get to know the topic of interest, but also often actively use the Chinese segment of the Internet or begin closer communication with native speakers, acquiring extremely important skills of intercultural communication, as well as information search. in Chinese-language sources and work with it.

In the process of creating a project, the following stages can be distinguished [Polat, Bukharkina, 2010, p.368]:

1. Preparatory stage.

At the first stage, students are invited to independently choose a topic for a future project, based on approximate topics of past years and their own preferences. After discussing the chosen topic with the teacher and in the group, students (schoolchildren) begin to implement the project.

The task of the teacher at this stage is to motivate students, help in choosing a project topic and setting a goal, general counseling and indirect guidance.

2. The main stage (stage of project implementation).

At this stage, the search for the necessary information takes place. Students work with information, conduct research, synthesize and analyze ideas, and design a project.

3. Final stage (stage of project defense).

At this stage, the preparation and execution of the report takes place, the explanation of the results obtained the collective defense of the project. Projects are defended in two stages: at the first stage, students present the results of project activities in front of their group; two best projects are selected from each group, which are then presented at the second stage. In the second stage, representatives of different groups participate, the performances are judged by a jury, which includes teachers and native speakers of the Chinese language. The main assessment criteria are indicators such as proficiency in Chinese speech, originality of the topic, oratory during the defense, and others.

We would like to note that the use of the project method as an alternative method of work when conducting classes in the Chinese language not only serves as an effective means of improving phonetic and grammatical skills and expanding vocabulary, but also creates a positive attitude towards the subject and the country of the target language as a whole helps students to master communication and public speaking skills, makes the learning process more interesting and effective. Next, we will consider one of the relatively recent teaching technologies, namely the "debate" technology and its application in the process of teaching the Chinese language. "Debate is a modern pedagogical technology, representing a special form of discussion, which quite effectively forms the universal educational actions of students, since debate is a purposeful and orderly, structured exchange of ideas, judgments, opinions" [Litovchenko, 2016, p.119].

Within the framework of teaching the Chinese language, the "debate" technology is appropriate to use in a higher educational institution with students of 4-5 years of study. This technology helps undergraduate students develop the basic skills required for public speaking in Chinese, and helps them formulate and communicate their own thoughts and ideas in front of others.

1. Organizational structure of the debate

The technology of debates can be considered on the example of a lesson for 3rd year students. The group should be divided into two teams - each team has three people. One team is in favor of the Chinese education system, represented the pros, while the other team, on the contrary, opposes the Chinese education system, naming the disadvantages of this system. The teacher acts as a Time-keeper, who

must monitor the implementation of the regulations. The invited Chinese teachers act as judges, and the 4th year students act as spectators.

2. The course of the debate

The first speaker presents the position of his/her team. The first team is in favor of the Chinese education system. The regulations should establish that the performance of each team should not exceed four minutes. After the speech of the first speaker of the first team, the members of the second team ask questions. Then the first speaker of the second team speaks, who in four minutes introduces everyone to the point of view of his/her team. This is followed by questions from the first team.

It should be noted that the questions that the teams ask each other after the first speakers speak are "homework". Teams during the preparation for the debate should prepare not only on their topic, but also have a good understanding of the topic of the opponents. Teams should think in advance of what the opposing team might say and what questions they might ask.

Then the second speakers speak, their speeches should be shorter than those of the first speakers. In our case, the time for the speech of the second speaker can be limited to three minutes. "The role of the time-speaker in debates is very important. He/she is obliged to monitor compliance with the regulations, the sequence of speakers' speeches, regulate the sequence of their speeches and take care that the intensity of the meeting does not subside to the end" [Mordvinova, 2010]. After the second speakers, the questions are asked by the audience, who must carefully listen to the speakers, take notes of the speakers' speeches, and, based on these notes, at the end of the debate, draw a conclusion, form their own opinion.

The last speakers are the third speakers. Their task is the most difficult; they must summarize the whole discussion. That is, they must, within two minutes, summarize everything that was said: either to confirm the position of their team, or vice versa - to admit that the opposing team performed more convincingly.

The jury evaluates the persuasiveness of the two teams according to the following criteria: 1) arguments; 2) attitude to the topic; 3) variety of evidence of facts; 4) evidence of arguments; 5) completeness of answers to questions; 6) factual errors; 7) logic of constructing arguments and answers; 8) compliance with the

regulations; 9) the culture of speech; 10) correctness. At the very end of the debate, after summing up the results obtained from the jury, the audience and the participants in the debate themselves.

The speaker's self-assessment can be based on the following model: "How fruitfully did the student-speaker work? Which of the participants was especially distinguished by erudition? Whose performance was the most memorable? What are your suggestions for improving the course of the lesson-debate?" [Litovchenko, 2016, p.119].

3. Securing the material.

The debate that can be held in the 3rd year will be useful both for learning the language and for increasing the level of empathy, since the topic is very relevant and interesting for students. All mistakes in speech, which will be noted by the teachers - the jury, must be sorted out in subsequent lessons. To reinforce the material, students should write a short essay on Education in China. Each student will summarize the debate in their essay, formulating their own opinion on the topic.

Debate technology motivates students to speak, think and formulate their own thoughts. Debate helps to increase student motivation to learn. And this is the main goal of any teacher - to interest the student, to put him/her in such conditions under which he/she will speak, react to the statements of the interlocutor and think in a foreign language.

The following should highlight the features of using the "debate" technology in Chinese lessons:

First, the level of students must be quite high. A kind of debate can be held with junior students, using some elements of the technology of "debate" in the classroom with them. But the main thing is not to forget that the chosen topic must correspond to the level of knowledge of the students.

Second, the debate should not be a one-off activity, but a regular element in the class so that students can see their progress in public speaking in Chinese. As a motivation boost, debate can be held not only within one group, but also between different groups. Competitiveness will benefit the learning process.

Third, the debate must be well prepared. Here we mean preparatory tasks, in particular, compiling a consolidated dictionary, preparing a short speech on a

similar topic, interviewing native speakers, watching and discussing video clips on a topic, “spontaneous” round tables on a similar topic, and others. The purpose of all these tasks is to memorize and use new vocabulary.

Fourth, this is consolidation and correction of mistakes. In order for such forms of work to make sense, after the debate, it is imperative to analyze the mistakes that were voiced in the speech of the participants. Correcting mistakes during the debate would harm the process itself. But mistakes cannot be ignored; otherwise students will make them in the future.

We are sure that if a student can argue in a foreign language, prove his/her point of view, defend his/her positions and views, sometimes admit that he/she was wrong, then in the communicative aspect this student cannot have fundamental problems. It is difficult to find such a young person who would not like to argue, and debate is a discussion - an argument with certain rules, therefore, almost everyone likes this form of work.

Next, we consider it appropriate to describe one of the most popular and successful technologies for teaching the Chinese language, used by teachers and today – the game. The game is one of the methods of improving the skills to communicate in a foreign language. The game can be viewed from different points of view, depending on its ultimate goal. The game activates the desire of children to contact with each other and the teacher, creates the condition of equality in speech partnership. It is also important that the teacher knows how to captivate and infect students with the game. The place of games in the class and the time allotted to them depend on a number of factors: the preparation of students, the material studied, specific goals, conditions, etc. Individual and quiet games can be performed at any time during the class. It is advisable to hold collective ones at the end of the lesson, since the element of competition is more pronounced in them, they require mobility, etc. As for fixing mistakes during the game, it is advisable that the teacher does this without distracting the students, carrying out the analysis after the end of the game [Bao, 2010]. Encouraging students, encouraging their activities are necessary for the oral flow of the game, the creation of correct interpersonal relationships in the team. In addition, games contribute to the implementation of important methodological tasks:

- 1) creation of psychological readiness of students for verbal communication;
- 2) ensuring the natural need for multiple repetition of language material;

3) training in the choice of the desired speech variant, which is preparation for the situation of spontaneity of speech in general. Games are divided into grammatical, lexical, phonetic and spelling, which contribute to the formation of speech skills. Mastering grammatical material, first of all, creates an opportunity for the transition to active speech of students. It is known that training students in the use of grammatical structures, which requires repeated repetition, tires children with its monotony, and the effort expended does not bring quick satisfaction. Games will help make boring work more interesting and fun. The grammatical games are followed by lexical games that logically continue to "build" the foundation of speech. Phonetic games are designed to correct pronunciation at the stage of forming speech skills and abilities. And the formation and development of lexical and pronunciation skills to some extent is facilitated by spelling games, the main goal of which is mastering the spelling of the studied vocabulary. It should be borne in mind that game situations must meet the following criteria:

- novelty;
- proximity to natural communication;
- interest;
- cognition;
- practical orientation.

At the initial stage, game situations are performed at an elementary level, which gives students the opportunity to demonstrate their knowledge, check their capabilities during a conversation (topics "Acquaintance", "Greetings", "Family", "Friends", etc.). These topics expand when they are studied at the university with a gradual complication of the task, thus stimulating verbal communication at a higher level, forming motivation and increasing interest in learning Chinese. At the second stage, game situations are performed at an advanced level, with the involvement of lexical material related to the student's specialty, which is also an additional incentive for learning this language (telling through an "interpreter" about your university, studies, your future profession, drawing up a travel route). At the third stage, game situations are performed at a professional level (receiving a delegation, holding a conference, concluding a contract, etc.). At this stage, students, using all the knowledge gained, conduct a business conversation with business partners. This is especially interesting for senior students.

So, the most obvious way to incorporate elements of play into learning is through the use of games themselves. There are many ready-made programs, applications and services that offer ways of learning in a playful way. At the initial stage of learning Chinese, the Chinese Writer by Trainchinese application is excellent. This is a mobile application designed to teach the correct spelling of hieroglyphs. Hieroglyphs appear on the device screen. They move from top to bottom and the user needs to write the strokes correctly before the character reaches the bottom of the screen.

Points are awarded for the successful completion of the task. Otherwise, the hieroglyph appears in one of the five cells from the bottom, as soon as they are all filled, the game ends. The goal of the game is to score as many points as possible by constantly updating your previous record. Each hieroglyph is accompanied by a translation, and its pronunciation is voiced, which additionally contributes to their memorization. The main advantage of the application is the rapid mastery of the rules of calligraphy by students, which is an important component of success for the entry-level education. In addition, the teacher, checking the homework completed by the students, cannot determine exactly how correctly this or that hieroglyph was written.

Using the application eliminates a spelling error, does not allow drawing a line in a hieroglyph incorrectly. An additional advantage is also a competitive spirit: students compete not only with their past achievements, but tell each other about new records and try to surpass the achievements of their classmates. An important feature is a flexible system for setting the difficulty: you can change the game speed and sets of hieroglyphs - 4 HSK levels and various additional packages are available. There is also a training mode, where the correct spelling of the hieroglyph is consistently shown without a time limit and other restrictions (**Figure 1**).

Another application that can be a gamification tool is AnkiApp (Figure 2). It is a collection of cards with different words. It should be noted that the method of learning Chinese using flashcards (both real and virtual) is one of the most effective and is widely used in linguodidactics, since the development of visual memory is very important for learning Chinese. The student must remember the translation of the word and then turn the card over to test him/herself.

Each card can be rated depending on how difficult it was to remember the translation. The system no longer shows easy words, but complex ones or those whose translation the user did not know continues to offer him/her.

Various sets of new words can be added in the application. Among them there are also special HSK kits, which means, as in the case of the previous application, AnkiApp allows you to prepare for this exam. There is a statistics system that shows the number of cards viewed in the last day, the average number per day and the total number of views. Viewing your own statistics and achievements is also an important part of the gameplay, which allows you to evaluate your progress. As an example of practical use of the application, you can cite the preparation for the HSK exam.



Figure 1. Screenshots of “Chinese Writer” app.

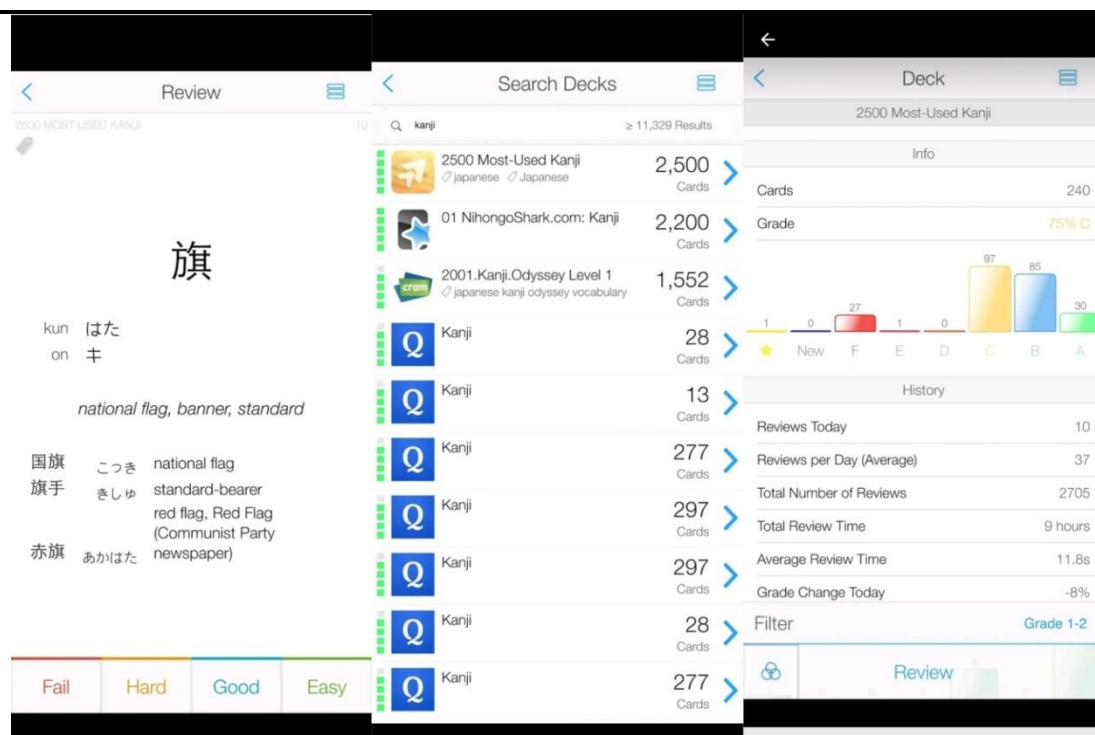


Figure 2. Screenshots of AnkiApp.

In order to prepare for the HSK3, the student needs to memorize 600 hieroglyphs, that is, prepare 600 cards with them. The application already contains all the necessary hieroglyphs, so the student can repeat the entire set of hieroglyphs many times and remember them better visually. Smartphone cards are much more convenient to use than paper or cardboard versions.

It is not at all necessary to use ready-made solutions to introduce gamification into education. Modern smartphones and social networks offer ample opportunities for the implementation of gaming forms of education [Banniy, 2017, p. 277]. For example, you can use the love of modern students for filming video. The teacher gives the task to record your own videos that play out a certain life situation - for example, interviews for various positions. In one case, it may be the presenter of the weather forecast on the TV channel, and in the other - the tour guide in the student's hometown. During preparation, students independently study vocabulary on various topics in order to more convincingly complete the assignment. Videos are posted in a specially created chat or group on a social network or messenger - so all members of the study group can see each other's work, evaluate them, understand their mistakes and shortcomings. Among other

things, communication between students and the teacher in such chats involves them in the educational process even outside the classroom - you can quickly get an answer to a question of interest, request additional tasks for personal extracurricular study.

As for the gamification techniques during the classes themselves, then numerous formats of games with students come to the rescue.

Such games are described, for example, in the textbook of Peking University "The vault of teaching games 中文 游戏 大本营" [Zaydullina, 2017, p.193] in two volumes. It is worth mentioning right away that most of the games there are designed for school and preschool students, but some of them are also suitable for students. Here are some examples that have worked well in the learning process. The first game is great for preparing for the HSKK exam and practicing conversational Chinese. The teacher shows students images (printed or on a device screen) and asks them to describe everything they see on them. In this case, you can both show each individual image, or one for several people - in this case, each student will describe the details that only he or she noticed. The success of the answer depends on the detail and correctness of the description, the number of details.

The next game is called "be a teacher." Students are encouraged to take on the role of teacher and share certain material with their classmates. The student, presenting the material, remembers perfectly him(her)self, and the listeners delve into the explanation more attentively, since the conditions of the lesson change dramatically, and they receive information in a new form. The teacher does not evaluate the student's work, but together with him/her clarifies incomprehensible points and praises for a well-conducted lecture. The student, returning to the place, feels his/her success and satisfaction from the work done by him/her.

The last example is a puzzle game. The teacher asks students a variety of riddles (including hieroglyphic) orally, writes on the board or shows pictures with them. Such riddles not only force students to find the correct answer, but also further contribute to the study of new and repetition of already passed hieroglyphs.

The games described above can be used for teaching 2nd and 3rd year students. The main task of the teacher at this stage is to teach students not only to repeat the previously studied material or answer simple questions, but to start talking on

various topics. As practice shows, by the third lesson, students begin to take the initiative and communicate on the given topics.

An important element of games is customization, that is, setting up the gameplay for each player. Thus, individual tastes, preferences are taken into account, and complexity changes. In classical educational programs, a limited number of textbooks are available; all students perform approximately the same tasks. Naturally, this approach cannot be considered flexible and does not allow students to show all their abilities. Of course, the teacher can always provide students with hand-designed materials, but this is time-consuming and labor-intensive. Here again modern technologies come to the rescue, namely, services for the quick and easy creation of materials customized for individual groups or even specific students.

An example is the E-hanzi service, which allows you to create recipes. The teacher only needs to enter hieroglyphs and their meanings in special fields with examples of words in which they are used. The output is a PDF file, with hieroglyphs, the number of lines in them, meaning, sequential writing instructions and ten blank cells for practice in writing a hieroglyph. With the help of the service, in a few minutes you can create recipes with a set of hieroglyphs for each lesson or with an individual set that cause special difficulties for students, or will be useful and interesting to them, but are not available in the finished materials. In recent years, the distribution model for games has changed significantly. Games-services are gaining more and more popularity. They are not a finished product, but rather a platform where new content is constantly supplied to players. This allows users to maintain interest in the game for a long time, constantly return to it to study innovations. This approach fits perfectly into the educational process, and social networks are suitable for its implementation. The teacher can constantly keep students interested in the subject by sending them small portions of interesting materials that constantly appear on the Internet. These can be various comics in Chinese, jokes, videos, interesting facts about China or about the Chinese language. Since such content is more entertaining, it is perfectly assimilated by students in their free time outside the educational process. Another useful property of this approach is the immersion of students in the linguistic and cultural environment - they learn more about the country whose language they are learning.

There is another similar method, but using a slightly different training technique. It uses a way of storytelling that is common in modern video games. In addition to the usual way of presenting the plot, they often use optional elements that expand the player's knowledge of the world around them - small stories in the form of audio messages, text diaries or descriptions of objects. In teaching the Chinese language, such elements can be additional information that the teacher can tell students in the classroom - myths and legends, interesting stories about prominent personalities, stories about personal experiences of visiting the country. As in the case of the portioned content from the previous paragraph, such lyrical deviations from the standard educational material complement the students' knowledge about the cultural aspects of the country, and therefore motivate them to further study the language.

Discussing student success in class is also a very important part of the learning process and maintaining interest and a competitive spirit. It is especially important for today's students to receive approval and personal praise from the teacher. For them, this is an indicator of progress, a kind of achievement (a system of achievements is an important element of modern video games) - receiving positive feedback, they move on with great persistence. This technique is effective with all students, but special attention should be paid to the laggards - to notice their efforts, even if they do not bring the desired result, to advance positive changes in their learning process.

At the end of the article, we will look at how to combine all the previous options for game interaction. It is about the motivation of students, their personal and collective achievements. For successfully completed tasks during the games and progress in the learning process, the teacher can offer students rewards, which, in turn, are also aimed at learning the language.

Incentives include watching movies in Chinese, going to a Chinese restaurant together, or having a tea ceremony in class. All these activities, being inherently entertaining, introduce students to the culture of the country, the language of which they are studying. In addition, students can learn many new words that will be useful in the future. Collective goal setting works well as a vehicle for these awards. This means that students need to work together, get a certain number of positive ratings, give correct answers or show results in the games listed above,

which means not only try themselves, but also pull up weaker comrades so that everyone gets the reward in the end.

Ready-made solutions are available to modern teachers, as well as a huge number of tools with which you can independently invent and implement game techniques using various methods of motivation, rewards and interaction with students. Combining these tools with teaching experience provides a huge field for experimentation. Gamification already now allows you to take the process of learning a language outside the classroom, to give it a fascinating and varied form, to better acquaint students with the cultural life of the country, not only historical, but also modern, and most importantly, it gives students additional motivation, supports their attention in the process learning difficult topics and ultimately helping to achieve a high level in the Chinese language.

Currently, teaching the Chinese language through classical pedagogical methods is a priority subject of numerous studies. Proceeding from the fact that in the 21st century pedagogy is being enriched with new organizational forms of conducting educational sessions, teachers and methodologists are tirelessly looking for new educational models for learning foreign languages. As noted earlier, at the present stage, multimedia and other innovative technologies are actively used in the education system. Among the numerous developments used in education, the technology of virtual reality (hereinafter referred to as VR) has recently gained recognition and popularity. Despite the poorly studied and still narrow application of VR, the author sees the prospects for the widespread dissemination of this innovation.

Virtual reality technology, VR (or VR - virtual reality) is a world (objects and subjects) created by technical means, transmitted to a person through his/her sensations: vision, hearing, smell, touch and others. Virtual reality simulates both exposure and responses to exposure [Karelov, 2000, p. 16].

There are a huge number of formulations for this technological term, and if we generalize them, we can single out the following fundamental features of "virtual reality":

- believability - creating a user experience of the reality of what is happening;
- accessibility for study - technologies make it possible to study a large concretized world;

- interactivity - allows you to interact with the environment (classmates or teacher);

- creating the effect of presence - the process involves both the brain and the body of the user, stimulating almost all the senses.

The key tool for moving to the virtual world is a VR headset, or as it is also called VR glasses. The article will consider this particular type of device, since at the present stage it is the most popular and generally available on the market of innovative computer technologies. By donning glasses, the observer is transported to a whole other world, which was designed to provide visual and tactile stimuli for the user. This contributes to a more adequate retention of knowledge.

Thus, we can conclude that the goal of any VR system is to fully immerse the user in a new simulation environment. The way virtual reality works is a very clever combination of various computer technologies that interact to create an immersive personal experience [Dobrova, Labzina, 2010, p.19]. Such an experience arises as a result of the effect of presence, that is, both the brain and the body of the user are involved in the process, stimulating almost all the senses. Advantages and disadvantages of VR in teaching a foreign language (on the example of Chinese)

Learning the Chinese language using virtual reality technology is a completely new and, in the author's opinion, an extremely effective method of mastering a language with a complex conceptual and speech apparatus. However, like any innovative invention in the field of education, virtual reality has its supporters and opponents. What are the advantages of VR over classical methods of studying Chinese in college?

First, virtual reality creates interest for students. Students will always gravitate towards observing or experiencing something with their own eyes instead of dryly reading or listening to lectures on the subject. The prospect of such training can develop a student's interest in the Chinese language and the original Chinese culture, since such a visual and playful method will minimize the difficulties in learning.

Secondly, virtual reality increases the level of student participation in the educational process. Creating productive interactions with classrooms has always been a challenge for teachers. With the help of virtual reality, this aspect will

become easier to control. For example, building a dialogue with a teacher based on a discussion of the student's independent experience in the virtual world, doing more interesting homework, acting out joint dialogue-scenes in a spoken language lesson, and so on.

Thirdly, within the educational process, VR makes it possible to organize intercultural communication with native speakers. To do this, you just need to put on a VR helmet and immerse yourself in a special program. When studying Chinese, we should not forget about the importance of moving from the zone of comfortable communication with the teacher to the zone of communication with native speakers. With repeated use of the same grammatical and lexical structures, they are internalized. Let us clarify that internalization (from Latin *interims* - internal), in our understanding, is a term denoting the process of mastering by an individual or a group of people social values, norms, attitudes, stereotypes that belong to the sphere of interaction with the world of another culture.

And finally, the fourth and most important advantage of virtual reality is the ability to fully immerse yourself in the environment of the target language. Study abroad is not publicly available, and classroom learning cannot provide a real-life communication experience, no matter how thoughtful the curriculum is. A way out of this situation will be the use of virtual reality programs in classrooms and at home, where each student will be able to gain unlimited communication skills and apply them in practice in conversation with native speakers, for example: job interviews in China, ordering food in a restaurant, buying tickets and so on.

Of course, virtual reality technology is far from perfect. If we consider a Chinese lesson with the use of VR technologies, then it is also necessary to take into account a number of shortcomings and nuances. According to the author, the main disadvantage is that students with a zero level of knowledge will not be able to study in this format. You must have basic knowledge of Chinese grammar, hieroglyphics and phonetics in order to understand graphic symbols and be able to recognize complex sound combinations by ear.

Another disadvantage is the lack of flexibility. If in class you can be spontaneous, ask questions, get answers, then using a VR headset is a different experience. If you are using special software that is still programmed for a specific job, you will not be able to do anything other than what you should do within the program.

This lack of flexibility can be a disadvantage for most students and teachers, because education is not a fixed, robotic activity.

Another potential disadvantage can be the transformation of interpersonal ties and communication. Traditional education is based on personal human communication. Virtual reality is completely different - it's you and the software and nothing else. This can damage the relationship between students and teachers, and can also lead to unwillingness to communicate with real people when entering the country of the target language.

Thus, we can conclude that although virtual reality is still in the process of practical development and further conceptual development, nevertheless, we see that, despite a number of disadvantages, it can provide huge opportunities for teaching Chinese in the classroom and at home.

Virtual reality as a method of teaching Chinese

Although it is possible to start implementing the virtual learning technology at different stages of study at the university, but, according to the author, the main audience of the newest technologies under consideration will be students starting from the second year of study. By this time, the main lexicogrammatical base has already been laid, on which it is necessary to fully develop and practice speech skills.

One of the toughest challenges in teaching Chinese is finding effective ways to help students improve their speaking skills. The ultimate goal of teaching oral speech is to build communicative competence. One of the possible ways to solve the problem of effective communication is the active use of virtual reality technologies in the lessons of the Chinese spoken language.

With virtual reality, students can fully immerse themselves in a variety of realistic environments and learn the language from their own experience. Only after experiencing a particular situation from real life, a student can form an appropriate model of behavior. Only by immersing him/herself in a real authentic situation from the life of China, the student will be able to understand how to behave and what to do in order not to get into a difficult situation.

An example of immersion in the authentic atmosphere of China to practice speaking skills is the following lesson model. First you need to choose a topic. Let's take - "buying tickets at the railway station." Before the lesson, the teacher explains words and phrases that might be useful for this lesson. Wearing virtual

reality helmets, students are immersed in the noisy atmosphere of a Chinese train station, where a huge number of Chinese are queuing up, and all the inscriptions around are only in Chinese.

The next stage of this test is a conversation with a cashier. The dialogue is built on a question-and-answer basis. The program offers a set of standard questions for which there are options for answers. Thus, a conversation takes place, as a result of which a student has a specific visual-speech experience. In the future, when buying tickets in China itself, the student will have no fear of a noisy crowd or a cashier's speech. What is important, depending on the level of training of the student, the cashier's speech can be faster or slower.

With the help of VR, one can also deal with such an important aspect of the language as linguistic and regional studies. The teacher, together with the students, will have the opportunity to touch the history of China, travel to its important historical sites and attractions, for example, personally see the Great Wall of China and climb it, take a walk in Tiananmen Square, wander around the Beijing hutongs, take a photo from the Bund in Shanghai and many many others. Based on the above, we can conclude that virtual reality cannot completely replace or replenish the experience of communicating with native speakers, it cannot immerse the student in a 100% real visual environment, with the atmosphere of communication with living people, it cannot transfer the physical shell to another space. What virtual reality can do is create invaluable experiences that help students better understand places, people, language, and processes in the country of interest. Also, thanks to virtual reality technologies, game learning takes on more and more diverse forms, in which the degree of immersion in the virtual world is quite high. This allows you to transfer a large amount of information to potential users and develop certain skills in them.

The technologies of virtual worlds in the future may become one of the best options for a learning environment, as they allow reproducing on the screen of a special helmet almost all significant types of human activities.

Speaking about teaching foreign languages these days, one should take into account the fact that the target audience of students is mostly represented by the generation of people born in the new millennium - millennials. Therefore, it seems necessary to study some of the features of this generation to describe the current state of teaching the Chinese language. One of the distinguishing features

of the millennial generation is the so-called "clip" thinking, the distinctive features of which are the inability to concentrate on one task for a long time, the ability to quickly process information received from the outside, the priority of the data that was presented in the form of visual images (in more detail about the "clip »Thinking, see the works of E.Toffler [Toffler, 2009, p.784], F.Girenok [Girenok, 2016, p. 256], N.Azarenok [Azarenok, 2009, pp. 110-112], G.Akimenko [Akimenko, 2017, pp. 268-271], V.Gorobets [Gorobets, 2015, pp.94-100] , T.Semenovskikh [Semenovskikh, 2013,], I.Gritsenko [Gritsenko, 2012, pp.71-74], J.Korobanova [Korobanova, 2014, pp.124-131] and others).

In the context of teaching the Chinese language, this means that in the educational process, preference is given to multimodality in teaching, combining traditional teaching methods with the visualization of material through the use of modern multimedia technologies. Since Chinese itself is a language that is more suitable for studying visuals than audials or kinesthetics (due to the presence of hieroglyphic signs of writing in it, the memorization of which is of great difficulty for audialists and kinesthetics), in principle, it is optimal to provide any information about the language in the form of presentations, graphics, photographs or videos. The presentation should be bright, visual, the wording should be simple and figurative. "Presentation of educational material can be considered effective if it meets the five most important principles of creating multimedia educational materials formulated by R. Mayer: the principle of multiple presentation (combining two types of presentation of material - verbal and visual); the principle of simultaneity (the story is accompanied by a demonstration); the principle of split attention (comments on illustrations should be presented as listening, not captions to slides); the principle of individual differences (the above principles apply to a greater extent to students with a low level of knowledge and visual type of perception); the principle of consistency can be formulated as "less is better, but better" (the fewer words and pictures, the better the material is assimilated) "[Danilevskaya, 2015, p. 57].

The flickering of images habitual for millennials causes them not boredom, but keen interest, therefore, on one slide of presentations, there should not, for example, be a lot of concentrated information, it is better to break it down into fragments (those same "clips" - from the English clip - "excerpt, fragment ", Which gave the name to the whole phenomenon), it is desirable that the text be

accompanied by a vivid memorable image, even when parsing the grammar, you can add images that will be deposited in the memory of the millennial and will contribute to the associative memorization of the necessary information. Moreover, it seems effective to involve the students themselves in the creation of presentations and creative activities. So, for example, when parsing grammatical topics for more effective assimilation of the material, students are encouraged to independently come up with language examples using the grammar passed, illustrating them with a suitable picture. It is also advisable to actively involve video material in the learning process - watch simple films or cartoons, videos from Youtube, Instagram or WeChat, created by popular Chinese bloggers and activating both the visual and audio channel, as well as the associative component of the memorization process. In the course of language learning, one of the most effective ways of working with such multimodal sources is broken down into several sub-stages - watching a video without subtitles, discussing the understood, watching with subtitles, discussing the understood again when watching it again with subtitles, then analyzing the vocabulary and grammar found in the video, and the final viewing again without subtitles. Further, different options for multimodal interaction are possible - for example, you can turn off the sound and invite students to try to dub the video themselves, you can arrange a discussion on the video they watched (therefore, it is advisable to choose material that gives an impetus to reflection and subsequent discussion) with the obligatory use of the studied vocabulary, etc. Involving all perceptual channels in millennials activates the process of absorbing the information received.

One of the important elements of the process of teaching a foreign language to millennials is gamification or gamification. For the first time this term was proposed by the American Nick Pelling in 2002, who considered “gamification” (from the English “gamification” - gamification) an important characteristic of the new educational platform, which allows, through the use of game approaches, to more actively involve students in the process mastering new skills and competencies”[Konanchuk, 2013]. Thanks to gamification, the routine process of mastering new knowledge becomes exciting and memorable. “Currently, the role of gamification for the development of students' cognitive activity is determined in most cases from the standpoint of the use of electronic game

educational tools in the learning process” [Gaenkova, 2016, p. 417]. However, it is worth noting that in teaching Chinese this aspect is so far the worst developed - due to the lack of a large number of developed games or applications (computer or for mobile devices) that would be suitable for teaching purposes. For games as a learning tool for millennials, the following parameters are important: an understandable interface, the ability to open them on any device (computer, tablet, smartphone on any platform), a progress bar and feedback. At present, if there are still such games for mastering the initial vocabulary at the early stages of learning the Chinese language, then for students of more advanced levels, such a software product has not yet been offered to a wide range of users. In this regard, at present, gamification in teaching the Chinese language is reduced only to the use of quizzes (quizzes) on specialized sites or in applications, or is used in the traditional sense - through the use of game elements by the teacher in learning the language in classroom lessons. Various online courses provide more room for gamification (see, for example, the course "Chinese for beginners" and "Chinese for beginners. Part 2" published by St. Petersburg State University), but their possibilities are again limited by the level of the material presented.

For the generation of millennials who grew up on computer games and smartphone applications, passing a quest (test) and receiving a prize (grade, bonus or verbal praise) for it is natural and highly desirable, so for such students tests and exams do not become unexpected stress, but are perceived as part of the game, a quest in reality, necessary to complete the level, and also as a test of our own progress (although it should be noted here that we do not take extreme cases when the test result directly affects the student's stay in an educational institution or receiving a scholarship) [Roediger, 2006, p.249]. That is why it is important for the teacher to provide feedback to millennials as soon as possible after the test, as it is very important for this generation to get the result immediately.

Moreover, tests are necessary for better memorization of educational material. It is productive to conduct tests not only after some time after studying any grammatical or lexical material (for example, in the next lesson), but also immediately after the topic is analyzed in the classroom, when the “testing effect” is triggered.

Back in 1885, German psychologist Hermann Ebbinghaus, in the course of experiments, built the so-called "forgetting curve", the essence of which boiled

down to the fact that within the first hour people forget up to 60% of the information they heard (over time, this figure increased more, but there hasn't been more research done for the millennial generation yet.) The conclusion that was drawn from this experiment was the need for repetition for memorization. But are repetitions really that effective? After a series of experiments (1917, 1939, 1967, 2006, 2007), it was found that testing on the passed material immediately after its explanation in the classroom leads to more effective assimilation (and as an additional effect - students who are accustomed to writing tests every time in class, become more stress-resistant and much less afraid of exams). Moreover, the system of repeated tests is effective (for example, the results of groups of students who were tested immediately in class were higher than those of those students whose level of mastery of the material was checked only after a few days.

Accordingly, when studying a new topic at the end of the classroom lesson, it is possible (and even necessary to optimize the learning process) to conduct a small test - it can be meaningful both new hieroglyphs and exercises for mastering grammar (correcting mistakes, setting the necessary grammatical indicators in the missing place and etc.). If we are talking about a theoretical lecture, you can offer students a small quiz on the main points. Testing should be carried out in the next lesson - to consolidate the passed material.

Thus, a teacher working with millennial students, in addition to knowing Chinese and traditional teaching methods, should familiarize themselves with games and applications on the market that can be used in the learning process to make the process more efficient, and also be aware of the hobbies of millennials. Moreover, the first children of the Indigo generation following the millennials have already come to the country's universities, whose education will bring new challenges and new problems that a modern teacher will have to solve.

Among others, the introduction of online learning into the training session is one of the innovative methods of teaching foreign languages.

Online learning is an opportunity to gain knowledge and skills through the use of the Internet and online learning platforms [Kogio, 2019]. Integration of online learning into the educational process has several advantages. First of all, against the background of the increasing availability of communication and information technology services, it is worth noting the openness and mobility of online

education. The training session is conducted on online platforms that can be launched from any modern device that supports Internet access. Secondly, the attitude of students to learning is also noticeably improving [Ignatenko, 2019, p.141]. If a student cannot attend the classroom in person due to various circumstances, then he-she (the student) will always be able to choose the most comfortable place and time for him/her to study online (in the event that the educational process does not have an established schedule). All this undoubtedly contributes to the creation of a favorable mood for learning, which results in the student's success in mastering the curriculum.

For educators, the use of online platforms also has the advantage of being able to conduct classes remotely and leverage the capabilities of digital technologies such as interactive communication, audio and video recording. Ready-made lesson plans and pre-loaded media materials reduce the time to prepare for lessons, and are also important assistants for students in the educational process, allowing everyone to master the material at their own pace [Sergeeva, 2019, p.5]. As for the study of foreign languages, the use of Internet resources allows you to create a convenient environment for the development of communication skills, the formation of intercultural communicative competence. With the help of the microphone function, audio and video recording, each student can improve his/her foreign language pronunciation culture, demonstrate the level of formation of the skills of speaking in a foreign language. If the student has some difficulties in expressing his/her thoughts, then he/she can use the chat function and subsequently overcome the psychological barriers to entering into communication, the existing fears of oral presentations and presentations.

Online learning makes a great contribution to the expansion of the student population, age and territorial boundaries are being erased. Thanks to the introduction of modern technology, foreign languages can now be studied by everyone (from 3 years old to old age) and everywhere (anywhere in the world where there is Internet access). The training itself can take place both individually and in groups of different ages. Each learner needs to undergo age-appropriate and goal-based training that tells about the main elements and capabilities of the platform. After completing the briefing, you can proceed directly to the study of foreign languages.

There are various ways in which the online learning platform can be used in the process of teaching Chinese. Such an educational environment is of great interest to teachers of foreign languages due to its potential in the use of various types of content. Recall that this system involves the use of not only a stationary computer or laptop with data output through a projector, but also the use of an electronic board and personal tablets by each student. Therefore, in the learning process, it seems possible to offer students work not only through visual interaction with the material being studied, but also to include sensory and auditory interaction in the lesson scripts.

First, let's consider a content category of test assignments. This category has great potential, being one of the classic forms of testing students' knowledge. Test assignments allow you to create content for training and testing lexical and grammatical skills in a variety of forms. In the process of teaching the Chinese language, it is possible to apply various tests that are aimed at checking the level of various language skills of hieroglyphic and phonetic to lexical and grammatical. In the latter, such forms of test tasks acquire particular relevance in which it is required to compare one item of information in the form of text with another, corresponding to it or filling in the gap in a phrase or phrase.

This form can be successfully used to activate and train students' grammatical skills, while it does not require a teacher to spend significant time on creating an atomic unit, which only increases the relevance of its use. A possible example of the classic use of test items is tasks where a student needs to use one of the service words 的 (的 / 地 / 得) in a sentence or a phrase, the modal particle 了- le, correlate the learned word from a new vocabulary block with its Russian equivalent, etc.

Another broad category of atomic content in the MES is applications created with the tools of the LearningApps site. This platform allows the teacher to create applications of different types, which can then be imported into the MES system and used in lesson scripts. LearningApps is interesting because it allows teachers to use many different templates to create applications, which opens up the possibility of using them in almost all aspects of language learning. For example, applications for the arrangement of the presented elements in a simple order can be used in order to activate the lexical and grammatical skills of students on one or another topic, for example, to train the grammar of a sentence with additional

elements of duration, assessment, frequency of action, where training in correct word order in sentences. To achieve similar goals, you can use applications that offer to fill in the gaps in the submitted proposals. To repeat and differentiate the grammatical skills of students associated with the use of various additional elements, you can also develop tasks in the LearningApps to assign a sentence to a particular category, depending on which additional element is used in it.

Matching and classification tasks can also be used as an additional tool in learning Chinese vocabulary, for example, offer students tasks for the classification of lexical units associated with categories of time (早上 *za oshang* morning / 上午 *sha ngwu* first half of the day, before lunch) or differentiation verb combinations 认识 *re nshi* to know by sight, to recognize, to be familiar and 知道 *zhi dao* to know (facts, for example), etc.

A quiz with a choice of the correct answer can also help in the development and activation of the lexical and grammatical skills of students, especially among younger students - the application is capable of using images, which makes the process more visual and fun for children. LearningApps also offers other types of applications related to the use of images, for example, tasks where it is supposed to pair up an image and fragments of text. Such applications allow you to activate the learned vocabulary by visualization, which is the most methodologically effective and age-related, especially for children of primary and secondary school age, for whom it is more difficult to memorize large volumes of purely textual information.

To form students' phonological competence, it is advisable to use such elements of atomic content as videos recorded by native Chinese speakers. Such videos allow us to consider the articulatory base of the language, which is extremely relevant, since in the process of studying the Chinese language "it is important to pay attention to the specific features of the pronunciation system of this language, which is characterized by a large number of phenomena unusual for Indo-European languages" [Malykh, 2015, p.109].

The process of forming competence with the help of blind repetition of the sounds pronounced by the carrier should not be allowed, students should pay attention to the work of the speech apparatus when pronouncing them.

Applications that allow using direct touch interaction using an electronic board would have great potential, for example, inviting students to participate in the

gamified process of memorizing new characters by writing them on the board, in the process of which the system would check the spelling against the order of features and the rules for their drawing. So far, this type of application is not supported by the system, but its creation would be extremely irrelevant, since it would significantly increase the level of students' skills in the field of correct spelling of hieroglyphs, which is extremely unimportant in the process of learning Chinese, since, as you know, if initially the spelling of the hieroglyph was memorized incorrectly, then “retraining” is always more difficult.

At the initial stage of the study, for the development of hieroglyphic skills, it would be relevant to create such an application for memorizing the keys of Chinese characters, knowledge of a set of keys and graphemes, allows you to learn and memorize new vocabulary with much greater speed and efficiency, including both the writing of the characters and the "hints" through phonetic keys. Speaking about the category of atomics, in relation to their applicability in the process of teaching the Chinese language, it is worth noting that audio files are traditionally used as materials for the control and development of listening skills. Video materials can be used for immersion in the language environment, acquaintance with the realities of the countries of the target language, the development of socio-cultural skills and abilities, and are also an auxiliary means for activating and training the studied vocabulary and grammar, and developing the skills of perception and understanding of a foreign language authentic speech by ear.

Results and feedback

Having studied modern trends in teaching foreign languages, one can come to the conclusion that technologies and methods are aimed at developing certain competencies. The level system of Chinese language proficiency competencies was developed by Chinese specialists and has a long history of its formation. In 2006, the State Chancellery for the Promotion of Chinese Language Abroad (Hanban) made the first attempt to develop and describe levels of Chinese language proficiency.

A research group was created, consisting of 80 Chinese and foreign scientists (Russian specialists were not part of the group), which is based on the Common European Framework of Reference for Languages (CEFR), Canadian

Competencies of Foreign Language Proficiency (Canadian Language Benchmarks) and others. international documents began to develop the first level system of proficiency in the Chinese language, which was published in 2007 [28]. The component composition of the Chinese language proficiency competence included four components: oral perceptual competence, oral receptive competence, written perceptual competence, and written receptive competence. Each of the components of the Chinese Language Proficiency Competency had five levels. This level system of competence in Chinese language was difficult to correlate with the Chinese national exam for knowledge of Chinese as a foreign language (HSK), which at that time had 11 levels, and with the already existing international systems of competence in foreign languages, which had six levels.

In 2007, the State Chancellery for the Promotion of Chinese Language Abroad took up the development of a program for teaching Chinese as a foreign language, bringing together more than 300 Chinese language specialists and teachers from around the world. The developers of the program included representatives of the Chinese Language Teachers Association, Confucius Institutes, educational institutions that teach the Chinese language. As a result of this work, at the end of 2009 at the publishing house 外语教学与研究出版社 in Beijing, the work 国际汉语教学通用课堂大纲 was published with simultaneous translation into different languages, including Russian [28]. This program offered four new components of the communicative competence of Chinese as a foreign language (language knowledge, speech skills, strategies and cultural competence) and five levels of proficiency in this competence.

It contained descriptors of five levels, hieroglyphic, lexical and grammatical minima, as well as examples of thematic content by level. An obvious shortcoming of the 2007 Chinese Proficiency Levels and the 2009 Chinese Proficiency Levels was the lack of strict correspondence between the proposed five levels and the six levels of the new HSK exam that appeared by 2009. To eliminate this shortcoming and further update the work on teaching the Chinese language abroad in 2013, a team was created to revise this Program. The new Program was published in 2014 [29].

It already offered six levels of Chinese language proficiency, aligned with the HSK exam levels as well as the Common European Framework of Reference for

Languages. The program also included a description of the levels of Chinese language proficiency, the hieroglyphic, lexical and grammatical minima of the learning content for all six levels, a thematic list, examples of different lesson models and guidelines for assessment in the process of teaching Chinese.

Let us consider the component composition of the Chinese language proficiency competency proposed by Chinese specialists [30].

From the point of view of Chinese educators, the competence of Chinese language proficiency (i.e., communicative competence) includes the following components: linguistic knowledge, speech skills, strategies (strategic component) and cultural competence. Linguistic knowledge includes knowledge of phonetics, hieroglyphics and vocabulary, grammar of the language, functional use of language means, communication topics and discourse (discursive component). Speaking skills include skills in various types of speech activities: speaking, reading, listening and writing. Strategies include emotional, educational, communication, resource (strategies for using educational resources) and interdisciplinary. Cultural competence includes cultural knowledge, cultural comprehension, intercultural competence and an international outlook.

Thus, we can conclude that Chinese researchers have proposed a specific model of the structure and content of the component composition of communicative competence, taking into account the typological characteristics of the Chinese language as an isolating language, Chinese writing as a verbal-syllabic type, and Chinese culture as autochthonous, with a high degree of cultural distance, as well as related features of teaching Chinese as foreign. The Chinese language competencies have six levels, comparable to the Common European Framework of Reference for Languages.

At present, the level-based system of Chinese language proficiency has become part of the teaching practice of Confucius Institutes around the world, as well as the practice of Chinese educational institutions that teach Chinese as a foreign language. In this regard, in our opinion, Russian sinological linguodidactics needs a transition to the principle of level formation of the communicative competence of the Chinese language

Conclusion

In universities, Chinese language classes using various methods and technologies are focused on the formation of practical skills in various fields of activities, establishing business and friendly contacts. The considered interactive forms of teaching the Chinese language contribute to the activation of students' independent work, to improve the results of the educational process in general.

The educational process should also include audio and multimedia materials from Chinese teaching aids and training programs on the Internet. Students are encouraged to independently and under the guidance of a teacher listen to phonograms of texts, perform audio exercises, which generally contributes to the development of pronunciation skills and the ability to comprehend foreign speech. Use current smartphone and PC applications in class to optimize the learning process.

Control and test assignments should be an integral part of the training program, which will provide the trainee with the opportunity to self-control, and the teacher - the ability to control and evaluate knowledge on the topic. The most common types of control tasks in grammar, lexicology, and the formation of linguistic and cultural competences are open and closed tests, essays, preparation of written and oral messages.

Thus, the introduction of modern innovative technologies into the educational process, primarily focused on vocational and practical training, will ensure an increase in the quality of education and the formation of professionally significant skills in future philologists or translators.

So, a teacher working with modern students, in addition to knowing the Chinese language and traditional teaching methods, should familiarize themselves with the games and applications on the market that can be used in the learning process to make the process more efficient, and also be aware of the hobbies of millennials.

References

1. Akimenko G.V., Mihajlova T.M. Fenomen «klipovogo»: identifikaciya vida kognitivnoj deyatel'nosti. / G.V. Akimenko, T.M. Mihajlova // International Innovation Research (sbornik statej IX Mezhdunarodnoj

- nauchnoprakticheskoy konferencii): v 2 chastyah. – Penza: Izd-vo «Nauka i Prosveshchenie», 2017. – pp. 268–271.
2. Azarenok N.V. Klipovoe soznanie i ego vliyanie na psihologi. cheloveka v sovremennom mire / N.V. Azarenok // Psihologiya cheloveka v sovremennom mire. – M.: Izd-vo Institut psihologii RAN, 2009. – pp. 110–112.
 3. Banniy G.A. “Geimificaciya v universitetskom obrazovanii: sravnitelnyy analiz praktik”, in: Strategii razvitiya obschnostey institutov I territorii: materialy III megdunarodnoy nauchno-practicheskoy konferencii, Ekaterinburg, April 21-22, 2017, in 2 t. Ekaterinburg, Publishing house Ural, University, 2017, T. 1, pp. 277–280. (in Russian)
 4. Burceva E.V. Uchebnyj proekt kak sredstvo motivacii izucheniya inostrannogo yazyka u studentov neyazykovogo vuza: Avtoref. dis. kand. ped. nauk: 13.00.02/Ulan-Ude, 2002. — 25 s.
 5. Danilevskaya T.A. Vizual'nye sredstva obucheniya na urokah russkogo yazyka kak inostrannogo: novye tekhnologii dlya novogo pokoleniya / T.A. Danilevskaya // Filologicheskie nauki. Voprosy teorii i praktiki. – Tambov, 2015. – № 3. – pp.56–59.
 6. Demina N.A. Metodika prepodavaniya prakticheskogo kitajskogo yazyka / N.A. Demina. – 2-e izd., ispr. i dop. – M.: Vostochnaya literatura, 2006.
 7. Dobrova V.V, Labzina P.G. Virtual'naya real'nost' v prepodavanii inostrannyh yazykov / V.V. Dobrova, P.G. Labzina. – [Elektronnyj resurs]: elektronnoe izdanie Samarskogo gosudarstvennogo tekhnicheskogo universiteta 240 «Vestnik». – 01.12.2016 – № 4. – S. 19. – URL: <http://vestnikpp.samgtu.ru/article/view/id/624>Gaenkova I.V., Bessmertnyj A.M. Igrofikaciya kak tekhnologicheskij resurs dlya organizacii poznavatel'noj deyatel'nosti studentov / I.V. Gaenkova, A.M. Bessmertnyj // Obrazovatel'nye tekhnologii i obshchestvo. – Kazan', 2016. – T.19. – № 2. – pp.414–428.
 8. Girenok F.I. Klipovoe soznanie / F.I. Girenok. – M.: Prospekt, 2016. – p. 256.
 9. Gorobec V.V., Kovalev V.V. «Klipovoe myshlenie» kak otrazhenie perceptivnyh processov i sensornoj pamyati / V.V. Gorobec, V.V. Kovalev // Mir psihologii. – Moskva, 2015. – № 2. – pp. 94–100.

10. Gricenko I.A. Klipovoe myshlenie – novyj etap razvitiya chelovechestva / I.A. Gricenko // Uchenye zapiski Rossijskogo gosudarstvennogo social'nogo universiteta. – Moskva, 2012. – № 4 (104). – pp. 71–74.
11. Ignatenko, I. I. Nekotorye osobennosti onlajn-obucheniya inostrannomu jazyku [Some features of online-teaching of foreign languages]. Nauka i shkola. 2, 2019. p. 141
12. Karelov S.V. Virtual'naya real'nost' stanet dostupna kazhdomu / S.V. Karelov // Komp'yuter-Press, 2000. – № 8.
13. Kochergin I.V. Ocherki metodiki obucheniya kitajskomu jazyku // Nauchnoe izdanie. M.: ID «Muravej», 2000. — 160 s.
14. Kogio business school. Chto takoe onlajn obuchenie? [What is online-teaching?]. – URL: <https://kogio.ru/faq/general/elearning/> (accessed: 15.07.2020) (in Russ.).
15. Konanchuk D., Volkov A. Epokha “grinfilda” v obrazovanii [The Epoch of “Greenfield” in the education]. – Moscow, Skolkovo Publ., 2013. – URL: http://www.skolkovo.ru/public/media/documents/research/education_10_10_13.pdf (accessed: 10.08.2019, 12.17)
16. Korobanova ZH.V., Surkova D.A., Han I.A., YArovenko N.S. Obrazovatel'nye tekhnologii gejmifikacii v vuze i «klipovoe myshlenie» sovremennoj molodezhi / ZH.V. Korobanova, D.A. Surkova, I.A. Han, N.S. YArovenko // Formirovanie obshchekul'turnyh i professional'nyh kompetencij finansista. Sbornik nauchnyh trudov studentov, aspirantov i преподаvatelej Finansovogo universiteta pri Pravitel'stve Rossijskoj Federacii. – 2014. – pp. 124–131.
17. Litovchenko O. A. Tekhnologiya "Debaty" kak osnova formirovaniya universal'nyh uchebnyh dejstvij uchashchihsya // Pedagogicheskoe obrazovanie v Rossii.-2016, —№8, —S. 118-122.
18. Malykh, O.A. K voprosu o podhodah k formirovaniyu foneticheskoy kompetencii studentov, izuchajushhih kitajskij jazyk [On the approaches to the formation of phonetic competence of students studying Chinese]. Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta. Ser. Filologija. Teorija jazyka. Jazykovoe obrazovanie. 4, 2015. pp. 109-114
19. Mordvinova E.A. Ispol'zovanie tekhnologii debatov v uchebnom processe VUZa // Lichnost', sem'ya i obshchestvo: voprosy pedagogiki i psihologii: sb.

- st. po mater. II mezhdunar. nauch.-prakt. konf. № 2. CHast' 1. - Novosibirsk: SibAK, 2010
20. Roediger H. L.; Karpicke J. D. Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention // *Psychological Science*. 17 (3) – 249–245 p. – URL: http://learninglab.psych.purdue.edu/downloads/2006_Roediger_Karpicke_PsychSci.pdf (Дата обращения: 12.03.2019, 14.50), 2006.
21. Semenovskih T.V. «Klipovoe myshlenie» – fenomen sovremennosti. –URL: <http://jarki.ru/wpress/2013/02/18/3208/> (Data obrashcheniya: 14.02.2019, 18.42).
22. Sergeeva, M.G. Innovacionnye tehnologii jelektronnogo soprovozhdeniya processa obuchenija anglijskomu jazyku mladshih shkol'nikov [The use of innovative technologies of electronic support in the process of teaching English to primary school children]. *Novye tendencii lingvodidaktiki. Slovo molodym uchenym* [New trends in linguodidactics. Young scientists speaking out]. Moscow, Russia, 2019. p. 5.
23. Sovremennye pedagogicheskie i informacionnye tekhnologii v sisteme obrazovaniya: ucheb. posobie dlya stud. vyssh. ucheb. zavedenij / E. S. Polat, M. YU. Buharkina. — 3-e izd., ster. — M.: Izdatel'skij centr «Akademiya», 2010. - 368 s
24. Toffler E. Tret'ya volna / E. Toffler. – M.: AST, 2009. – p.784.
25. Victor Siye Bao, Sihuan Bao, John Tian. The vault of teaching games: textbook. Beijing, Peking University Press, 2010.
26. Zaydullina S.G. Ispolzovaniye igrovih prilogeniy v obuchenii kak sredstvo povisheniya motivacii uchashchihsya, EDCRUNCH Ural, New Noviya Obrazovatelniye tehnologii v vuze, materiali megdunarodnoy nauchno-practicheskoy konferencii, (NOTB-2017). Ekaterinburg, UrFU, 2017, pp. 193–197. (in Russian)
27. 国际汉语能力标准：英汉对照/国家汉语国际推广领导小组办公室编.北京：外语教学与研究出版社, 2007. (In Chinese)
28. 国际汉语教学通用课堂大纲：俄汉对照/国家汉办/孔子学院总部编.北京：外语教学与研究出版社, 2009. (In Chinese)
29. 国际汉语教学通用课堂大纲/孔子学院总部, 国家汉办编制. 北京：北京语言大学出版社, 2014. (In Chinese)