

Using Innovative Approaches in Teaching Chinese

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Received: 26 April 2026; **Accepted:** 24 May 2026; **Published:** 18 June 2026

Abstract: This article deals with the role of modern technology in teaching foreign languages. Methods of teaching Chinese language, their advantages and features are analyzed. It also provides some innovative approaches that are highly effective in teaching Chinese.

Keywords: Competence, modern technologies, application of information and communication technologies, speech activity, method of teaching Chinese, innovative approaches in teaching Chinese.

Introduction: The current educational environment necessitates the introduction of the latest technologies. Globalization processes in education are manifested through the informatization of the international community, which involves teaching the younger generation the methods of receiving, storing, and creatively using information in everyday life. This leads to an increase in demand for access to information technologies and their daily use.

The unpredictability of the post-industrial information society requires a modern person to be prepared for rapidly changing living conditions and professional activity, as well as aspirations, abilities, and enthusiasm to improve their level of education and qualifications. [1; p. 86] In this regard, the importance of developing self-organization and self-presentation skills, critical and analytical thinking, is increasing.

METHOD

Pedagogical competence is based on the integration of knowledge and skills that meet the current level of scientific and technological progress, including the use of information technologies.

It is important to be able to collect data from various sources, apply them, and generate it independently. The widespread use of information and communication technologies opens new horizons for the teacher in

teaching, significantly simplifies their work, and increases the effectiveness of the learning process and the quality of education.

Modern technologies contribute to the growth of students' interest in academic disciplines and the development of such qualities as social activity, communication skills, the ability to listen and correctly express their thoughts.

The traditional method of teaching Chinese is aimed at forming a system of linguistic knowledge in order to train specialists with a high level of language proficiency. However, such an approach does not guarantee fluency in Chinese in communicative situations. Currently, the focus is shifting towards the development of linguo-communicative activity, that is, the integration of linguistic and communicative competencies and the formation of a complex structure of these two types of activity in linguistic students.

Communicative approach helps to clearly define learning objectives and ways to achieve them. It is the result of a theoretical reworking of the classical theory of foreign language learning activities. As I.V. Kochergin notes, teaching a foreign language involves teaching speech skills, including speaking, listening, reading, and writing activities. [2; p. 182]

The success of foreign language teaching depends not only on the selection of learning materials but, first and

foremost, on the formation of competencies that are the final learning outcome. For the formation of a qualitative competence, well-thought-out and effective exercises that constitute the learning system are necessary. In the process of learning a foreign language, practice is the main unit of instruction.

Many researchers of the pedagogical process of teaching Chinese are developing various exercise systems that form the basis of leading language teaching methodologies. As a rule, the proposed practice and exercise systems consist of two types of tasks: tasks for activating language material and tasks for unregulated activation of language material when solving various mental tasks (discussions, press conferences, etc.). The main purpose of various training exercises is to check the degree to which students have mastered the new material.

Integrated exercises are best used when students have acquired basic skills in explaining grammar and vocabulary and can reinforce these skills during independent study. Complex tasks assume that the student has already mastered some language material (basic skills were developed in lectures and reinforced during independent study) and possesses some abilities for independent speech in the language being studied. Compound tasks lay the foundation for transitioning to the activation of unlimited, uncontrolled language material for solving complex mental tasks.

N.A. Demina pays special attention to the speech activity of listening. [3; p. 204] Repeating phrases and sentences after the speaker, answering the speaker's questions, repeating the general content after listening to the speech, determining the general idea of the heard message, answering questions after listening to the message, commenting on the message after listening, choosing headlines after listening to the text, deciding whether to accept or reject the statement based on what was heard, making plans for the heard story, etc.

In general, in the context of the system of teaching foreign languages, including Chinese, various types of exercises are the main component of various modern teaching methods. In the pedagogical process of teaching Chinese, many researchers, based on the classifications of these exercises, develop modern task systems depending on the specific learning objective in

the context of implementing a communicative approach.

One of the effective approaches to teaching Chinese is the method that integrates modern technologies. An important aspect requiring special attention in the context of teaching Chinese as an element of intercultural communication is the impact of digitalization on Chinese language and culture teaching methods to prepare students for effective communication in the modern world. [4; p. 210] Looking at this issue in more detail, it should be emphasized that the introduction of digital technologies into the educational process requires teachers not only to have deep knowledge of Chinese language and culture but also to be able to use these technologies to present educational material. For example, at the initial stage of learning hieroglyphics, teachers can use digital tools to demonstrate the writing order of hieroglyphs, which will allow students to practice the correct sequence independently later. Often, students forget the order of writing individual characters after the teacher's initial explanation. Digital applications allow students to repeat the writing order, which helps improve the quality of their Chinese language proficiency.

The teacher's task is to explain the principles of entering text in Chinese using digital devices. Mastering these skills will influence students' level of written communication in the context of interaction with China. One of the key challenges in teaching Chinese as an element of intercultural communication is the impact of digitalization on Chinese language and culture teaching methods aimed at developing intercultural communicative competencies in students prepared for effective interaction in the modern world. In addition, it is important to use audio recordings with Chinese pronunciation from native speakers during the learning process, as students' repetition of phonetic elements will help them to speak correctly in the future, observing all phonetic norms.

The phonetic system of the Chinese language is distinguished by its complexity due to the specific combination of initials (consonant sounds) and endings (vowels), as well as the presence of a tone system. The teacher provides theoretical material on the rules of phonetics in the initial stages of learning Chinese, then uses modern technologies to reproduce the speech of native speakers. Using the listening method, the

teacher includes notes in Chinese, and the students record what they hear according to the rules of that language's phonetics.

This teaching method contributes to the development of oral Chinese speech perception skills, which positively influences the preparation of students in the context of interaction with Chinese culture and the formation of communicative competence. At more advanced stages of training, the teacher can apply modern technologies to develop oral translation skills. An audio recording of a speech in Chinese is included, and the student must translate what they heard. If the translation contains errors, the teacher, together with the student, conducts an analysis, identifies the reasons for the errors, and performs exercises on the relevant Chinese language rules. Extracurricular activities should stimulate students' interest in Chinese-language video and audio materials. The instructor recommends interesting films, music, and other useful resources accessible through modern technologies.

The main difficulties in teaching Chinese as a component of intercultural communicative competence are related to attempts to divide the language into separate components without considering their interrelationships. For example, teaching can be limited to oral speech without paying attention to hieroglyphics, or hieroglyphics can be studied without the context of Chinese culture. Intercultural communicative competence encompasses not only linguistic knowledge but also cultural characteristics, communication norms, and ethnopsychology. Thus, it includes theoretical knowledge and practical skills of all components of communication. Many teaching materials focus on certain aspects of communication, such as the language system, which leads to problems for learners when it is necessary to integrate all components into a single whole. In the learning process, teachers should use methods that form a comprehensive approach to language, culture, and learning objectives. Communication is a complex structure that includes oral speech, written skills, understanding the mentality of native speakers, and knowledge of the traditions of the language-speaking country. Consequently, teaching should also be comprehensive to develop students' full-fledged communicative competence. [5; p. 94]

Currently, there are many methods of teaching Chinese,

each of which has its own features and advantages.

1. Traditional method. This methodology is based on the assimilation of Chinese characters, the study of grammatical rules and the principles of reading and writing. The approach is especially effective for people who prefer systematic learning and want to deeply understand the basics of language.
2. Communicative method. At the center of this approach is the development of communication skills and understanding of the Chinese language. Students actively participate in communicative exercises, role-playing games, and tasks aimed at practical application of language. This method is suitable for those who want to improve their speaking skills quickly.
3. Feedback method. This approach focuses on correcting students' speech errors and providing feedback to further improve them. This method is effective for those who are focused on continuously improving their skills and strive to avoid repeating mistakes.
4. Game-based learning methodology. It includes using games, assignments, and interactive exercises to motivate students and teach through the game process. This approach can be engaging and productive for students of all age groups.
5. Multimedia method. This approach utilizes modern technologies for teaching Chinese, such as video lessons, audio lessons, interactive applications, and online resources. This method is useful for independent learning and vocabulary expansion.
6. Individualized method: here, the adaptation of the learning process is carried out according to the specific needs and knowledge level of each student. The teacher creates unique lessons and assignments to support the student in the Chinese language learning process as effectively as possible.

CONCLUSION

Combining different teaching methods can be the most effective strategy, taking into account each student's individual characteristics and preferences. The selection of appropriate methodology should be based on the student's goals, teaching style, and current circumstances.

Using innovative approaches in teaching and learning Chinese is becoming a key tool for more effective

mastery of this complex language. These innovations can be applied both in traditional educational institutions and in online courses.

One of the important innovative methods is the use of technology. This includes various applications and programs that help students improve their reading, writing, speaking, and understanding of Chinese. Mobile applications with interactive exercises, online courses with video lessons, audio materials, and tests, as well as specialized programs for learning hieroglyphs, make the learning process more effective.

Another innovative method is the application of game methods. Games make the process of learning Chinese more engaging and interesting. There are educational games and applications that help memorize words, expressions, grammatical constructions, and develop communication skills in Chinese.

Also, using innovative methods such as instant feedback and personalized training programs helps students achieve their goals faster. These approaches allow adapting the learning process to each student's individual needs, which improves the quality and effectiveness of learning.

Multimedia resources also play an important role in innovative Chinese language teaching. Video and audio materials, interactive exercises, online resources for learning pronunciation, and authentic materials in Chinese help students delve deeper into language and culture.

Creating an interactive learning environment is also an important aspect. Interactive lessons, online conferences with native speakers, virtual tours of Chinese cities, and communication in Chinese-language chat groups contribute to the development of students' communication skills and help them apply the acquired knowledge in practice.

Thus, innovative approaches in Chinese language teaching and learning play a significant role in improving teaching effectiveness and motivating students to actively and deeply study the language. The combination of the latest technologies, interactive methods, and personalized learning programs helps students achieve success in learning Chinese and develop the necessary communication skills.

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