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## PHILOLOGY STUDENTS FOREIGN LANGUAGE INTERCULTURAL COMPETENCE DEVELOPMENT IN TEACHING CHINESE LANGUAGE: RESULTS OF EXPERIMENTAL TEACHING

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**Abstract:** The article presents the main results of the training experiment, as well as the final qualitative and quantitative characteristics of the level of development of foreign language intercultural competence of 3-4 year philology students studying Chinese as the main language of the language universities of the Republic of Uzbekistan. The author's method of developing foreign language intercultural competence of students in teaching Chinese language intercultural communication on the basis of pedagogical technologies for the development of critical thinking through reading and writing and a method case are described. Statistical data on the effectiveness of the developed methodology for the development of foreign language intercultural competence of students are given. The essence, content and stages of the proposed author's methodology are disclosed.

**Key words:** scientific experiment, methodology, intercultural communication, speech activity, receptive exercises, technology for developing critical thinking through reading and writing.

**摘要：**文章介绍了培训实验的主要结果，以及以汉语为主要语言的语言大学3-4年语言学专业学生外语跨文化能力发展水平的最终定性和定量特征。乌兹别克斯坦共和国。介绍了以阅读和写作培养批判性思维的教学技术为基础的汉语跨文化交际教学中培养学生外语跨文化能力的方法和一个方法案例。给出了关于发展学生外语跨文化能力开发方法有效性的统计数据。公开了作者提出的方法论的本质、内容和阶段。

**关键词：**科学实验、方法论、跨文化交际、言语活动、接受性练习、通过阅读和写作发展批判性思维的技术。

### Introduction

The relevance of the presented research is determined by the fact that it is devoted to solving an important scientific problem - the study of the development of intercultural communicative competence among students when learning Chinese. In the leading universities of the world, work on introduction of new models for the formation and development of communicative competencies among students is underway; cognitive skills of information search for mastering a sufficient amount of knowledge for the professional growth of future specialists in Philology and Sinology, innovative pedagogical technologies and teaching methods are being introduced into the educational process. The study of the Chinese language as one of the leading means of interethnic communication, as well as

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interstate communication of foreign countries, has become one of the main factors in the training of highly qualified personnel at the level of international standards. In the years 2019 - 2022, we have carried out experimental work with the aim of identifying the philology students' volume of a foreign language lexical vocabulary related to the cultural area, determination of the level of awareness of the native speakers culture, their mentality, national character, lifestyle, vision of the world, customs, traditions and behaviour in intercultural interaction, as well as the correlation of all the above in accordance with the requirements of the curriculum, recognising foreign language communication difficulties that students experience under the influence of their native language, and also with the aim of further overcoming them with the help of a specially developed author's a system of exercises and tasks for the development of foreign language intercultural communicative competence.

The purpose of our study is to develop a methodology for the development of foreign language intercultural communicative competence of Uzbek-speaking students.

The methodology for developing foreign language intercultural competence of university students in the process of teaching them the Chinese language was tested by us during 2019–2022. (2019/2020; 2020/2021; 2021/2022 academic years), which were divided into the following stages.

*Research* (2019/2020 academic years). At this stage, we have studied and analysed the scientific literature on the research topic and outlined ways to develop a methodology for developing foreign language intercultural competence of students in their teaching of the Chinese language; conducted a survey among teachers and students, as well as a diagnostic section among 3-4 year philology students studying Chinese as the main language was performed.

*Experimental teaching* (2020/2021; 2021/2022 academic years) was carried out with the undergraduate students of years 3 and 4 studying in the universities of the Republic of Uzbekistan. At this stage the proposed methodology for improving the foreign language intercultural competence of students was tested in teaching of their Chinese language using such pedagogical technologies as technology development of critical thinking through reading and writing, as well as case methodology.

*The final stage* (2022) of the experiment included the analysis of the results of the training experiment on the development of foreign language intercultural competence of students in their teaching of the Chinese language, and the preparation of methodological recommendations.

### **Main part**

The teaching experiment involved 30 teachers and 178 students of the Tashkent State University, the Uzbek State University of World Languages, and the Samarkand State University. Of these, 89 students are control groups (CGs) and 89 students are experimental groups (EGs). We have allocated one test and one experimental group among the students of 3-4 year higher education institutions studying Chinese as the main language in each manned university. The Chinese Language Experimenters were instructed. In order to obtain objective results of the observation section, psychological work was also carried out. Recipients were asked to work thoughtfully, individually, if they did not know the answer, to put a stamp, as these results will not affect the assessments of academic achievement.

In the course of the experimental training, we differentiated variable and non-variable values. The varied modalities of the pilot training included: how to organize and present the training material. Non-negotiable learning conditions - these are recipients - students, one teacher, the same conditions of teaching a foreign language. In the table. 1.1 The pedagogical conditions of the experiment are reflected.

**Table 1.1****Pedagogical conditions of the experiment**

<b>Experimental group</b>	<b>Control group</b>
<b>Non-Variable Conditions</b>	
1. Composition of students in the group	1. Composition of students in the group
2. Foreign language training	2. Foreign language training
3. The same teacher	3. The same teacher
4. Bilingualism	4. Bilingualism
5. The same audience	5. The same audience
<b>Variable conditions</b>	
1. Organization of training taking into account the cognitive processes of assimilation of foreign language material by philology students	1. Organization of training without taking into account the cognitive processes of assimilation of foreign language material by philology students

2. Organization of training, taking into account emerging intercultural communication difficulties for students of philology	2. Organization of training without taking into account intercultural communication difficulties that arise in students of philology
3. The use of supports in the form: a) diagrams, graphic organizers, tables, drawings used within the framework of the methods corresponding to each phase of the technology for the development of critical thinking through reading and writing, case method; b) the use of the author's system of exercises aimed at developing foreign language intercultural competence of students in teaching intercultural communication based on the developed typology of difficulties.	3. The use of supports in the form: a) thematic schemes provided by the training materials; b) using the textbook exercises.
4. An integrated approach of teaching intercultural communication using technology for the development of critical thinking through reading and writing, case method.	4. Traditional approach

In the control groups, the training was carried out in the traditional way, in the experimental groups - according to the developed methodology, which consisted in the use of teaching and language tasks and a specially designed author's system of exercises, involving work on the development of knowledge, preparation skills, organization and conduct of conversations, negotiations, discussions, and the preparation of communications and interviews in intercultural contexts. Methods and techniques corresponding to each phase of the technology of developing critical thinking through reading and writing and case-method were used.

**The purpose** of the educational experiment was to test the effectiveness of the methods developed by us on the development of foreign intercultural communicative competence of students of the Chinese language using the technology of development of critical thinking through reading and writing and case-study.

**The objectives of the experiential teaching included the following:**

- to substantiate in scientific and methodological terms the optimality of the choice of pedagogical technology for the development of critical thinking through reading and writing, the case method as one of the main components in the methodology we are developing for the development of foreign language intercultural communicative competence of students in their teaching Chinese;
- to raise the level of theoretical and practical knowledge of conducting foreign-language intercultural communication skills, to teach distinguishing, understanding the language and communicative norms inherent to representatives of foreign lingual cultural communities, adequate and correct use of the language of communication, taking into account the situational context and mental, cultural, psychological and other characteristics of the interlocutor.
- to determine how the educational and linguistic tasks developed by us affect the development of foreign intercultural communicative competence of students in their teaching of the Chinese language;
- to contribute to the development of students' cognitive processes by means of sets of methods and techniques corresponding to each phase of technological stages of technology of development of critical thinking through reading and writing, case-method aimed at improving the skills of analysis, synthesis and evaluation of the received information at the level of superphrase unity;
- the aim of developing effective professional communication in intercultural contexts is to encourage independent search for solutions to communication problems related to overcoming communication barriers.
- to formulate methodical recommendations for teachers on the work with pedagogical technology of development of critical thinking through reading and writing, as well as the creation of the case-study, and the organization of the training using the case method; to formulate methodical recommendations for students to prepare for the class with graphic organizers on the basis of pedagogical technology of development of critical thinking through reading and writing, as well as it is expected to work with the case and the organization of activities to solve the case;

Experimental training was carried out using authentic and adapted texts included in the current curriculum, as well as textbooks and teaching aids in Chinese using pedagogical technologies for developing critical thinking through reading, writing and a case method.

General **didactic methods** based on an activity approach to learning were used: 1) providing mastery of foreign language intercultural lexical units, realities, verbal and non-verbal means of communication; visual, reproductive, problem-search, inductive, deductive; 2) stimulating and motivating educational activities: educational discussions; 3) the method of control and self-control of educational activities (survey, test, etc.).

During the learning experiment, pedagogical technologies were used, such as the technology for developing critical thinking through reading and writing, and the case method. At the technological stages of the Technology for the development of critical thinking through reading and writing, **methods and techniques** were used corresponding to each stage of training. Stage of “**Challenge**”

(activation of existing knowledge): table of the "I know. I want to know. I can", abbreviated as "3XY", an interactive methodological technique aimed at developing feedback in the cognitive process, "brainstorming" technique, true / false statements, compilation of clusters, tables.

Stage "**Comprehension**" (obtaining new information): using the "INSERT" technique, two-part diaries, "Cinquain", "Venn" diagrams, "Fish skeleton", "Thick and thin questions", "Mind map".

Stage "**Reflection**" (understanding, the birth of new knowledge): "PRES-formula", "SWOT-analysis", etc. Establishment of cause-and-effect relationships, oral and written conversations, discussions, creative work.

The methodology for developing foreign language intercultural competence using the Technology for developing critical thinking through reading and writing and the case method includes the following **steps**:

**1. Introductory stage of training** - work on the form of the word, its meaning and use. The use of pictorial, subject, sound, contextual visibility. Integrated presentation of foreign language intercultural lexical material. Using techniques of Technology for developing critical thinking through reading and writing ("I know. I want to know. I can" table, INSERT, filling out two-part diaries).

Semantization of foreign language intercultural lexical material was observed with the help of antonyms, synonyms, using well-known methods of word formation; development of linguistic conjecture through context, definitions.

**2. Training stage of training** – primary activation and consolidation of foreign language intercultural lexical units, which includes exercises and tasks of verbal and non-verbal means of communication and is aimed at "forming and developing the skills and abilities of analyzing language material." This includes various types of exercises: exercises for distinguishing the acoustic-graphic image of a word, correlating a word with other well-known words and forming a phrase, including phraseological units of the Chinese language. Preparatory exercises, which may include differentiation and identification of lexical units, are combining, transformational, word-forming, substitutional. This subsystem provides not only for determining the level of understanding of a word, phrase and phraseological units of the Chinese language, but also for finding the corresponding idiomatic unit in the native language and the ability to recognize it.

**3. Productive learning stage** – work based on the use of graphic organizers that ensure the assimilation of verbal (at the level of a sentence and super-phrasal unity) and non-verbal means in the communication process, which contains components of the technological stages of development through reading and writing critical thinking, as well as such cognitive processes of a person as memory and imagination. The methodology for the development of foreign language intercultural competence in teaching intercultural communication of the Chinese language is shown in Figure 1.

**Methodology for the development of foreign language intercultural communicative competence**

Communicative knowledge	Communication abilities (Reliance on knowledge and previous experience)	Communication skills (automated action)
<b>Foreign language intercultural communicative unit</b>		
Form	Meaning	Usage
Sound, graphic form of a foreign language intercultural lexical unit	Polysemantics. Denotative and connotative meaning	Management in a sentence, combinations with others words (collocations)

<b>The essence of the content of teaching intercultural communication</b>		
Linguistic component	Psychological component	Methodological component
Possession of speech skills and abilities	Paradigmatic and Syntagmatic Connections of Foreign Intercultural Lexical Units	Improving the skills and abilities of independent learning activities

<b>Principles of teaching foreign vocabulary</b>
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K×S	178×8=1424				89×8=712				89×8=712			
A	590	41.4	834	58.6	416	58.4	296	41.6	325	45.6	387	54.4
K×S	178×4=712				89×4=356				89×4=356			
B	294	41.3	418	58.7	204	57.3	152	42.7	164	46.1	192	53.9
K×S	178×4=712				89×4=356				89×4=356			
B	273	38.3	439	61.7	194	54.5	162	45.5	157	44.1	199	55.9

The comparative ratio of the level of foreign language intercultural competence of 3-4 year students of philology in teaching Chinese before and after the learning experiment is shown in Fig. 2.

**Fig.2. Comparative ratio of the level of proficiency of philology students of 3-4 courses in foreign language intercultural vocabulary of the Chinese language before and after the training experiment, %**

### Conclusion

Analysis of the obtained data showed the following. A significant increase in all parameters of 17% and 16% in the experimental groups indicates an increase in the level of formation of receptive and productive foreign language intercultural lexical skills. The students of the experimental group showed a tendency to clearly and correctly express their thoughts, to develop their own opinions based on the comprehension of various experiences, thoughts and ideas.

Thus, the obtained quantitative data confirmed the effectiveness of teaching according to the proposed methodology for the development of foreign language intercultural competence of philology students using the technology for developing critical thinking through reading and writing and the case method.

Students acquired the following intercultural communication skills: the ability to adequately assess their own and other cultures, interpret linguistic and cultural realities for effective intercultural interaction, improved interpersonal interaction, the ability to effectively communicate; skills in the field of academic, business and everyday intercultural communication; self-presentation skills; the ability to overcome barriers that arise during interpersonal communication in a foreign language, as well as psychological difficulties that arise in the process of learning a foreign language and other

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cultural reality; developed a stable motivation for further study of a foreign language and its active use in their professional activities. (depending on the chosen form and type of presentation).

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