

# **Секция 1 ТЕОРИЯ И ПРАКТИКА КОМПЕТЕНТНОСТНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ШКОЛЕ И ВУЗЕ**

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## **ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У КИТАЙСКИХ СТУДЕНТОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ С ПРИМЕНЕНИЕМ МУЛЬТИМЕДИА ТЕХНОЛОГИЙ**

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В статье рассматриваются возможности мультимедийных технологий в формировании коммуникативных компетенций китайских студентов в процессе обучения иностранным языкам. Автор анализирует проблемы развития речевых умений в связи с особенностями китайской модели обучения языку, ментальными особенностями народа и спецификой национального образовательного пространства Китая, а также роль преподавателя иностранного языка в развитии личности, способной вести диалог культур. Рассматривается роль мультимедийных технологий благодаря использованию которых решается важнейшая задача – создание условий для обучения китайских студентов в информационном мире, в новой языковой среде, развитие их коммуникативных навыков. В статье освещается развитие коммуникативных навыков китайских студентов, а также приводятся примеры использования различных мультимедийных технологий.

**Ключевые слова:** коммуникативные навыки; китайские студенты; информационно-коммуникационные технологии; образовательная деятельность; мультимедиа; иностранный язык; уроки иностранного языка; развитие речи.

## **FORMATION OF COMMUNICATION SKILLS OF CHINESE STUDENTS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES USING MULTIMEDIA TECHNOLOGIES**

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The article examines the possibilities of multimedia technologies in the formation of communicative competencies of Chinese students in the process of teaching foreign languages. The author analyzes the problems of speech skills development in connection with the peculiarities of the Chinese language teaching model, the mental characteristics of the people and the specific features of the national educational system in China, as well as the role of a foreign language teacher in the development of a person who is able to conduct a dialogue of cultures. The article highlights the development of communication skills of Chinese students, as well as provides examples of the use of multimedia technologies.

**Keywords:** communication skills; Chinese students; information and communication technologies; educational activity; multimedia; foreign language; foreign language lessons; speech development.

The peculiarities of the system of teaching Chinese students a foreign language are determined by mental characteristics of the people, the specifics of national educational space in China and the peculiarities of their native language.

The task of the teacher is not only to lay down knowledge in the field of a foreign language, but also and above all, to promote the development of a second language personality, capable of conducting a dialogue of cultures. That is why it is necessary to include in the learning process the purposeful formation of communicative skills – a complex of conscious communicative actions based on a high theoretical and practical readiness of the individual, which allows the creative use of knowledge to reflect and transform reality [1, p. 75].

The author considers a system of methods and approaches that contribute to the effective development of foreign language culture and language; the author considers the leading of them:

- the system (which allows us to present language norms as a system of language at different levels);
- activity-based (which allows you to form a communication field within the framework of working with the text in various versions) [2, p. 232].

The author believes that the main emphasis in the process of teaching Chinese students a foreign language should be placed on the development of a personality capable of conducting a dialogue of cultures.

Chinese students who study a foreign language not in their native country experience great difficulties: the knowledge, skills and abilities acquired in the classroom are not supported and implemented in everyday life, communication in a foreign language is not always possible among students.

A teacher working with Chinese students faces an important task of improving the effectiveness of teaching, which is complicated by a number of factors.

We are talking not only about difficulties in learning a foreign language, which lead to a decrease in academic performance, but also about difficulties that interfere with the normal adaptation of students to new living and learning conditions.

Adaptation problems associated with getting into a different socio-cultural and linguistic environment are especially acute for Chinese students. The reason is, on the one hand, the low level of knowledge about the country where they come to study. On the other hand, there is a huge difference in mentality, cultural traditions, and rules of behavior.

Improving the effectiveness of training a certain national contingent belongs to the tasks of ethnopedagogy: training people of different ethnic backgrounds requires taking into account the patterns of manifestation of their national psyche, since they affect the perception and assimilation of the received knowledge. Using the knowledge of national psychology, the teacher can and should find more weighty arguments that contribute to improving the quality of educational activities.

For example, the Chinese believe that their country not only has the largest population, but is also the oldest surviving civilization on the planet. Therefore, the Chinese are convinced of an exceptional identity and feel intellectual, moral and cultural superiority over the inhabitants of the outskirts-foreigners [3, p. 172].

It can be assumed that many adaptation problems are associated with a sense of being lost in a new cultural space, in a lack of understanding of the features of another culture.

Social adaptation is very important, which allows you to include foreign students in the process of social interaction. The main goal of social adaptation is to create favorable conditions that ensure the adaptation of foreign students to the educational environment of the country where they came to study.

There are 5 types of social adaptation:

- 1) educational (habituation of foreign students to the peculiarities of the organization of the educational process, forms and methods of teaching);
- 2) role-playing (mastering the social requirements of foreign students);
- 3) socio-cultural (involvement of foreign students in the cultural environment of society);
- 4) socio-psychological (foreign students in the environment of interpersonal communication);
- 5) social and domestic (attitude to the requirements of living in a hostel, everyday life, leisure) [4, p. 60].

The next feature that causes great difficulty in teaching Chinese students is linguistic in nature. First, this applies to phonetics. The teacher should pay attention to such «special» sounds. As you know, in Chinese phonetics, the leading role is played by the syllable. The maximum number of sounds in a syllable is four, and they can only be arranged in a certain sequence (first consonants, then vowels). Therefore, closed syllables and concatenations of consonants within a syllable are not possible.

You can observe such a phenomenon as epenthesis. Students insert for ease of pronunciation of vowels between the consonants. This error manifests itself both in oral speech and in writing, primarily when students record speech by ear.

In Chinese, there is no distinction of consonant sounds by deafness/sonority. Hence the numerous and difficult-to-correct errors.

Chinese is characterized by a fixed word order and a lack of inflections. The most important thing for the Chinese language is the structural function of word order, that is, the use of word order to ensure the integrity and organization of the sentence as a certain complete unity.

In Chinese, each word has a specific place in the sentence: subject → predicate → complement. (Mom went to the store.) This word order is preserved in the interrogative sentence: «Mom went where?».

In Chinese, there is no form of word formation and inflection. This makes it difficult to understand the grammatical meaning of the word according to its official features, even when reading.

When teaching English to Chinese students, you need to use a «morphemic approach» [4, p. 67].

Experience shows that it is necessary to give Chinese students English words not in isolation, but in combinations and sentences, that is, students should hear word forms and be able to determine their grammatical meaning and syntactic role in the sentence.

To increase the effectiveness of the educational process, it is necessary to pay special attention to the adaptation processes of Chinese students, to the similarities and differences between English and Chinese.

The special mentality, socio-cultural and ethnopsychological features of this category of students suggest some specifics in determining the content and technologies in teaching. Ignorance system of the organization of cultural and educational activities Chinese students, immunity teachers to linguistic the problems of students and a mismatch between the teaching style and style training are common causes of problems in learning Chinese students.

Entering foreign universities, Chinese students are faced with the following problems: problems in learning English, due to the fact that the teaching methods in European education are radically different from the traditional methods used in China.

The obvious difference in educational systems, approaches and teaching methods determines the specifics of working with Chinese students. The most effective approaches to teaching students from China, from our point of view, are activity-oriented, personality-oriented and communicative-ethnographic.

The active principles and methods that underlie these approaches, they encourage students to take action and help them overcome language and psychological barriers in practical classes in a foreign language, as a result of which the process of formation and further development of foreign language communication skills is faster and better.

The implementation of the principles and methods of teaching focuses the learning process on the personality of the student as a whole. In addition to the formation of foreign language speech skills and abilities, the entire set of cognitive and affective abilities, readiness for professional communication, as well as their formation as subjects, develops educational process and intercultural interaction.

By performing tasks based on the principles of active learning methods and with the help of multimedia technologies students gain new experience in solving communicative situations that are close to real life, as well as develop skills for flexible change of the communicative role depending on the communicative situation.

The identified difficulties of adaptation to a new educational system, the attitude of Chinese students to the process of learning English, as well as the accompanying academic problems in learning the language of the specialty determine the main areas of work with Chinese students. University teachers face the task of finding ways to achieve mutual understanding and ways to overcome academic difficulties in the new educational environment. Thus, it is necessary to prepare Chinese students for the change of the usual for them to take care of the smooth transition from one educational system to another, trying to maintain the motivation for learning and the diligence, responsibility and importance of education laid down by Confucian traditions.

The use of multimedia technologies allows you to significantly optimize the learning process. The use of multimedia technologies is painless, gradually switching Chinese students to more complex educational and cognitive activities with the use of information and communication technologies.

The development of communication skills allows you to make the educational process relaxed and motivated. Currently, there are many software products designed for the organization of educational activities that contribute to the development of communicative competencies.

In the process of linguistic education, various computer programs are often used to develop games and quests with surveys, audio and video information. In the practice of teaching foreign languages, the following forms of work with the use of multimedia technologies are used: class-time (working in pairs, in small groups), games, multi-level tasks, creative tasks, teaching dialogic and monological speech, teaching writing and working out grammar tasks. Students take part in video conferences.

Summing up the above, we can say that currently priority is given to the use of multimedia technologies during foreign language classes. At the same time, multimedia technologies can provide positive motivation for learning, conduct lessons at a high aesthetic and emotional level (music, animation), increase the amount of work performed in the classroom, improve knowledge control, rationally organize the learning process and increase the effectiveness of the lesson, and form communication and research skills. Thanks to the use of multimedia technologies, the most important task is solved – creating conditions for teaching Chinese students in the information world of a new environment, developing their communication skills.

In conclusion, it is worth to remember one of the Chinese proverbs, which says: «Interest is the best teacher». Therefore, it is necessary to treat with understanding and patience some of the peculiarities of Chinese students and remember that a foreign language teacher should promote the development of a personality capable to perform cultural dialogue. So far, it is necessary to include in the learning process the purposeful formation of communicative skills – a complex of conscious communicative actions based on a high theoretical and practical readiness of the individual, which allows the creative use of knowledge to reflect and transform reality.



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