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STUDY OF PRACTICAL WAYS TO DEVELOP INTERCULTURAL COMMUNICATIVE COMPETENCE IN TEACHING CHINESE AS A FOREIGN LANGUAGE

Annotation. In the context of the deepening of the globalization process, the ability of Chinese language learners to use the language in practice and the need for Intercultural adaptation are increasing. In this regard, the effective integration of the development of intercultural communicative competence into the process of teaching Chinese as a foreign language is becoming an urgent scientific problem. Based on the concept of combining language learning with intercultural communication, this article analyzes the essence of intercultural communicative competence and its internal relationship with language acquisition. In addition, the problem of communicative gap is considered, which arises due to the fact that traditional teaching methods give priority only to the language form, without taking into account the cultural context.The study presents optimization recommendations in such key areas as the design of textbooks, the transformation of the role of the teacher and the improvement of the teaching assessment system. These proposals make it possible to advance the process of transformation of teaching Chinese as a foreign language from unilateral language education to the development of comprehensive language and cultural competence. They also meet the requirements for the qualitative development of modern international Chinese language education.

Keywords: intercultural communicative competence; teaching Chinese as a foreign language; cultural learning; competence development; practical approach.

Introduction

As globalization deepens, the needs of Chinese language learners for practical language skills and intercultural adaptation are becoming more and more pronounced. As a foreign language teaching, traditional Chinese has long focused on teaching language forms such as pronunciation, vocabulary, and grammar. However, while students may have language knowledge in real-world communication situations, cultural differences often lead to communication barriers and even misunderstandings. This learning model, which emphasizes the language form without taking into account the cultural context, does not meet the current practical needs of intercultural communication. Therefore, the study of how to effectively implement the development of intercultural communicative competence in teaching Chinese as a foreign language has become the main problem of the high-quality development of international Chinese education. Intercultural communicative competence includes not only cognitive understanding of the culture of the target language, but also the harmonious development of emotional attitudes and behavioral skills. It requires students to respect

cultural differences, flexibly adjust their expression strategies, and achieve effective and appropriate communication. As a carrier of culture, language is deeply rooted in a certain socio-cultural context. Ignoring cultural factors in teaching can easily lead to communication barriers.

Research methodology

The study was aimed at identifying the theoretical and practical foundations of the formation of intercultural communicative competence in the process of teaching Chinese as a foreign language. The methodological basis of the study was the theory of intercultural communication, the concept of communicative language teaching and a competence-based educational approach. In the course of the study, methods of theoretical analysis, comparative analysis, systematization and generalization of scientific literature were used. Domestic and foreign scientific works, curricula and textbooks for teaching the Chinese language were studied, and the level of integration of intercultural content was analyzed. In addition, a comparative analysis of the effectiveness of the methods used in the practice of teaching the Chinese language was carried out. Educational and methodological complexes for teaching Chinese as a foreign language, the works of international and domestic scientists, as well as scientific publications devoted to the problems of intercultural communicative competence were used as research materials. In the process of processing the obtained data, descriptive analysis and interpretive methods were used. Based on the results of the study, proposals were developed to improve textbooks, increase the share of the cultural component in the teaching process, strengthen the role of the teacher as a cultural mediator and adapt the assessment system to the measurement of intercultural competence.

Research and results

Intercultural communicative competence is the comprehensive ability of students to effectively identify, understand and adapt cultural differences when interacting with individuals or groups from different cultural backgrounds, thus achieving free and appropriate communication. This ability requires not only mastery of language forms, but also an emphasis on communication in a realistic context. Practical skills in the flexible application of cultural knowledge and the adjustment of communication strategies. As international exchanges become more frequent, intercultural communication competence has become an important indicator for measuring the comprehensive language proficiency of foreign language learners. It is important to note that intercultural communicative competence is not only a one-dimensional expansion of language ability, but also involves a multi-level integration of cognition, emotion and behavior. Relevant research has shown that intercultural communicative competence in teaching a foreign language should be based on the tripartite theoretical model "knowledge, skills and attitude". Education is the foundation that provides cognitive support for understanding cultural differences; attitude is the driving force that encourages students to actively face intercultural challenges; and skills are the ultimate guarantee of effective communication. All three are very important; weakness in any area can reduce communication efficiency. In real communication, intercultural competence is often expressed at the level of" communicative culture". Communicative culture refers to deep cultural factors hidden behind linguistic forms that reflect the thought patterns and values of a particular ethnic group. For example, Chinese often uses rhetorical questions to express subtle negation (for example, "did you really mean that?") or responds to praise with simple words (for example,"you praised me"). If students understand these phrases only verbatim, they are prone to pragmatic mistakes. Therefore, the development of intercultural communicative competence requires special attention to the analysis and training of these

hidden cultural rules. From an educational point of view, the development of intercultural communicative competence aims to help students move from "linguistic accuracy" to "communicative expediency". Traditional learning emphasizes the accuracy of language structure, while intercultural communication places more emphasis on the appropriateness of using language in specific contexts. Teachers should direct students to consider not only "how to say", but also "when to say", "who to say" and "why to say so." For example, there are significant differences in Chinese speech strategies and etiquette norms in different situations, such as business negotiations, social greetings, and academic discussions, which require students to have a deep knowledge of context and cultural reasoning.

Intercultural communicative competence is a multi-level and comprehensive concept. Its foundation lies in the integration of knowledge, attitudes and skills, which allows students to communicate effectively and appropriately in a multicultural environment. If teaching Chinese as a foreign language really aims to improve the specific language skills of students, then it should put the development of intercultural communicative competence at the core, which will contribute to the transition of teaching from simple language teaching to an integrated language-culture model.

The concept of cultural learning in teaching Chinese as a foreign language has undergone significant changes from being complementary and secondary to being organically integrated. Early teaching practices often saw culture as an addition to language knowledge, incorporating superficial cultural content such as traditional festivals and food traditions as independent modules. Although this" cultural decoration " approach was able to arouse the interest of students, it was not able to systematically develop their intercultural understanding and adaptation. With the development of communicative language teaching, cultural learning began to focus on social norms and pragmatic rules for the use of language, gradually moving from static education to the development of dynamic communicative competence. Zhao Ming noted in his research that we should "go beyond superficial cultural traits and focus on the deep structure of culture", which contributed to the deep penetration of cultural learning into language communication. Although teaching Chinese culture as a foreign language is currently showing a diversified development trend, there are still several important issues at the practical level. Although many textbooks include cultural sections, they cannot naturally link cultural elements to language skills teaching, making it difficult for students to translate cultural knowledge into practical communication strategies. In classroom teaching, teachers often focus on explaining cultural phenomena, not instructing students to make cultural comparisons and reflections. For example, when explaining the Chinese address system, if the use of words such as "brother" and "aunt" is introduced without delving into the basic social psychology of emphasizing kinship, students may misuse these terms in real communication. This" knowledge-rich, easy-to-use " model distinguishes cultural learning from language use. There is a lack of consistency in the selection and organization of cultural learning content. Some courses place excessive emphasis on historical allusions or traditional culture, ignoring the introduction of modern Chinese society and the culture of everyday communication. Although students have a rich cultural background, they may still feel unfamiliar with the emerging phrases, internet slang, and youth subcultures in modern Chinese society. This backwardness to some extent weakens the practical guiding importance of cultural education. At the same time, the cultural experience component of teaching activities is relatively weak, and the realism and complexity of simulated scenarios are insufficient, which makes it difficult for students to obtain adequate training in intercultural experience and adaptation.

In theory, cultural education has gradually formed a tripartite structure that includes knowledge, skills, and attitudes. The level of education emphasizes understanding cultural manifestations and basic structures; the level of skills focuses on practical abilities in intercultural understanding, adaptation, and communication; and the level of attitude supports a cultural stance that respects differences and encourages active study [1]. This structure requires the transition from learning activities to bilateral cultural exchange, beyond one-sided cultural inductance. For example, by organizing dialogues between Chinese and international students and cultural festival practices, students can observe, compare, and correct their behavior through interaction in the real world, thus deepening their understanding of cultural diversity [2]. Although the theoretical system of cultural education is becoming more and more perfect, its implementation in the classroom still faces difficulties. How to transform cultural concepts at the macro level into real and practically applicable teaching activities, how to balance the teaching content of traditional and modern culture, and how to create an effective mechanism for evaluating cultural education-all these are issues that urgently need to be studied. The future development of cultural education should focus on deep integration with language skills, the use of digital resources to create rich and diverse intercultural contexts, as well as strengthening teachers ' intercultural learning opportunities, thus achieving a paradigm shift from "cultural teaching" to "using culture for Language Teaching" [3]. Context-based intercultural communication teaching emphasizes the close integration of language learning with real-life cultural practices, this allows students to naturally master cultural rules and pragmatic strategies in realistic communicative scenarios. Guided by constructivist theory, this model states that knowledge is built interactively in real contexts; therefore, learning must go beyond the limits of the textbook and create an environment for the use of a true language. For example, it can model typical life scenarios such as business negotiations, holiday gatherings, and medical consultations, guiding students to experience the cultural connotations of Chinese phrases through role-playing games. At the operational level, the emphasis should be on realism and representativeness in scenario design. Teachers should choose culturally representative authentic materials such as short videos, social media stories, and news reports as teaching materials [4]. By analyzing the details in these materials, such as speech forms, polite words, and topic choices, students can understand the cultural traditions in Chinese communication. Research has shown that various learning strategies, such as role-playing games and extracurricular activities, effectively improve students ' oral speech and intercultural communication skills. For example, in the context of" order food from a restaurant "only" me... it is necessary not only to teach basic sentence patterns such as"", but also to introduce subtle differences in the use of polite phrases often used by the Chinese (for example, "Please first") and modal particles (for example, "Ma" and "O"), so that students can feel the warmth and flexibility of communication in Chinese.

Learning activities should include the philosophy of" learning by doing", encourage students to move from passive perception to active research. Cultural comparison tasks can be planned, for example, requiring students from their home country and China [5] to collect call and reject phrases, compare similarities and differences in their direct and polite strategies, and summarize the relevant situations. Such activities not only deepen cultural understanding, but also develop students ' cross-cultural sensitivity and analytical skills. In addition, the full use of digital resources to create virtual scenarios is also a possible approach. For example, organizing exchanges between Chinese and international students through online conference platforms, or using virtual reality technology to simulate scenarios such as shopping in Chinese markets and traveling on public transport, allows students to repeatedly use

communication strategies in low-risk environments, gradually increasing their confidence in dealing with real interactions. The assessment of learning should also respond to the characteristics of context identification, abandon a single standard of language correctness and introduce criteria such as communicative expediency and cultural adaptation [6]. In simulated situations, by observing and recording students ' performance, it can be assessed whether they can adjust their linguistic behavior according to the audience and the situation, and whether they demonstrate a respectful and inclusive cultural attitude. This process-oriented assessment not only comprehensively demonstrates the development of intercultural competence of students, but also provides direct evidence of improving learning. A specific context-based learning model transforms cultural learning from static education to dynamic competence-building by creating meaningful communicative scenarios. It allows students to understand the internal relationship between language and culture through direct experience, gradually building the knowledge, skills and attitudes necessary for Intercultural Communication, and ultimately laying a solid foundation for achieving adequate and effective Chinese communication [7].

With the rapid development of Information Technology, digital tools have provided unprecedented support for the development of intercultural communication skills. Through virtual simulations, online interactive platforms and multimedia resources, teachers can overcome the limitations of time and space and create rich and diverse intercultural communication scenarios, allowing students to immerse themselves in a language environment close to reality. For example, by using virtual reality technology to simulate scenarios such as negotiations and holiday gatherings in the Chinese market, students can repeatedly use communication strategies such as the use of names and polite words, and correct their approach through trial and error in a low-risk environment, which effectively improves their perception and adaptation to cultural differences. Digital resources offering a wide range of original language data, allows you to direct cultural learning from static education to the development of dynamic communicative competence. Teachers can use digital content that reflects the social life of modern China, such as short videos, social media dialogues, and news interviews, to create conditions for students to observe and analyze non-verbal behavior, features of sequential speech, and the process of choosing a topic. Zhou Yinfeng [8] notes in his study that the use of technological media can effectively increase students ' intercultural communicative awareness and provide a deeper understanding of cultural diversity through comparison. For example, by comparing the styles of introductory words in Chinese and Western business meetings, students can intuitively understand the specifics of building relationships before a business discussion in Chinese communication. Online collaboration tools create a favorable environment for intercultural interaction. Organizing a dialogue between Chinese and foreign students through video conferencing platforms and completing joint project tasks allows students to effectively apply their language and cultural knowledge in real communication situations. Such activities not only develop listening and speaking skills, but also contribute to the formation of cultural empathy and strategic adaptive abilities.During the educational process, teachers should use guiding questions that help students understand the causes of cultural conflicts.

For example, "Why didn't the other party say no directly when they refused? questions such as "contribute to the development of students' intercultural sensitivity and analytical thinking.Artificial intelligence technologies have significant potential in supporting personalized learning. Based on the cultural background and language level of students, intelligent systems can provide cross-cultural learning materials and provide instant feedback.

For example, in the course of simulated dialogue exercises, the system evaluates the correspondence of students ' speech styles and points to errors such as inappropriate statements or too direct language use. Such instant feedback helps students quickly adjust their learning strategy and increase their confidence in communication [9]. Digital learning should not replace offline learning, but should be organically integrated with it. While online resources provide context input and initial experience, offline lessons focus on in-depth analysis, reflection, summarizing, and consolidating skills. For example, after students perform trade dialogues in a virtual environment, the teacher can organize role-playing games in the classroom and direct them to compare online and offline experiences. This blended learning model not only expands the learning space, but also contributes to a deeper assimilation of knowledge. In the process of developing resources, special attention should be paid to the cultural representativeness and relevance of the content. It is necessary to give preference to materials that truly represent modern Chinese society, and abandon stereotypes and outdated information. In addition, the cultural characteristics of students should be taken into account, and intercultural tasks should encourage them to compare with the cultural vision of their native language. Research has shown that digital tools designed to meet specific communicative needs significantly increase students ' understanding of cultural content and the appropriateness of language use.

Conclusion

In conclusion, this study shows the importance of developing intercultural communicative competence and integrating language training in teaching Chinese as a foreign language based on theoretical and practical analysis. Teachers need to rethink their role and act as organizers and guides of intercultural dialogue. In addition, the assessment system should also be improved and approaches should be introduced that take into account the socio-cultural characteristics of modern China. This makes it possible to form students as specialists with a broad international vision and high cross-cultural competence. Intercultural communicative competence is a complex concept that includes the interaction of language and culture. Therefore, its development goes beyond traditional, exclusively language-form-oriented teaching methods and requires a learning model that considers knowledge, skills and attitudes as a single system. Experience shows that effective integration of learning, cultural comparative analysis and digital resources based on real-life situations significantly increases students ' ability to understand, adapt and communicate in an intercultural environment. In addition, the assessment should not be limited to linguistic accuracy, but also include communicative expediency and cultural identity. This, in turn, makes it possible to develop the teaching of the Chinese language as a process aimed at the formation of a comprehensive humanistic personality, rather than just language education.

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Раева А. Н.

ҚЫТАЙ ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ОҚЫТУДА МӘДЕНИЕТАРАЛЫҚ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ДАМЫТУДЫҢ ПРАКТИКАЛЫҚ ЖОЛДАРЫН ЗЕРТТЕУ

Аңдатпа. Жаһандану үдерісінің тереңдеуі жағдайында қытай тілін үйренушілердің тілді практикалық қолдану қабілеті мен мәдениетаралық бейімделу қажеттілігі арта түсуде. Осыған байланысты қытай тілін шет тілі ретінде оқыту үдерісіне мәдениетаралық коммуникативтік құзыреттілікті дамытуды тиімді түрде кіріктіру өзекті ғылыми мәселеге айналып отыр. Тілді оқытуды мәдениетаралық коммуникациямен ұштастыру тұжырымдамасына негізделген бұл мақалада мәдениетаралық коммуникативтік құзыреттіліктің мәні және оның тіл меңгерумен ішкі байланысы талданады. Сонымен қатар, дәстүрлі оқыту әдістерінің мәдени контексті ескермей, тек тілдік формаға басымдық беруі салдарынан туындайтын коммуникативтік алшақтық мәселесі қарастырылады.Зерттеу барысында оқулықтарды жобалау, мұғалімнің рөлін трансформациялау және оқытуды бағалау жүйесін жетілдіру сияқты негізгі бағыттар бойынша оңтайландыру ұсыныстары берілген. Бұл ұсыныстар қытай тілін шет тілі ретінде оқытуды біржақты тілдік білім беруден кешенді тілдік және мәдени құзыреттілікті дамытуға бағытталған трансформация процесін ілгерілетуге мүмкіндік береді. Сондай-ақ, олар қазіргі заманғы халықаралық қытай тілі білімінің сапалы дамуына қойылатын талаптарға сәйкес келеді.

Кілт сөздер: мәдениетаралық коммуникативтік құзыреттілік; қытай тілін шет тілі ретінде оқыту; мәдени оқыту; құзыреттілікті дамыту; практикалық тәсіл.

Раева А. Н.

ИССЛЕДОВАНИЕ ПРАКТИЧЕСКИХ ПУТЕЙ РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ В ОБУЧЕНИИ КИТАЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Аннотация. в условиях углубления процесса глобализации возрастает способность изучающих китайский язык к практическому использованию языка и потребность в межкультурной адаптации. В этой связи актуальной научной проблемой становится эффективная интеграция развития межкультурной коммуникативной компетенции в процесс обучения китайскому языку как иностранному. В этой статье, основанной на концепции сочетания языкового обучения с межкультурной коммуникацией, анализируется сущность межкультурной коммуникативной

компетентности и ее внутренняя связь с овладением языком. Кроме того, рассматривается проблема коммуникативного разрыва, возникающего из-за преобладания традиционных методов обучения только над языковой формой без учета культурного контекста. В ходе исследования даны рекомендации по оптимизации по таким основным направлениям, как проектирование учебников, трансформация роли учителя и совершенствование системы оценивания обучения. Эти рекомендации позволят продвинуть процесс трансформации обучения китайскому языку как иностранному с одностороннего языкового образования на развитие комплексной языковой и культурной компетентности. Они также соответствуют требованиям, предъявляемым к качественному развитию современного международного образования китайского языка.

Ключевые слова: межкультурная коммуникативная компетентность; обучение китайскому языку как иностранному; культурное обучение; развитие компетенций; практический подход.