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ИННОВАЦИОННЫЕ МЕТОДЫ ИЗУЧЕНИЯ КИТАЙСКОГО ЯЗЫКА В АРМЯНСКОЙ АУДИТОРИИ¹

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АННОТАЦИЯ

При изучении китайского языка как иностранного в Республике Армения мы предлагаем использовать некоторые инновационные методы, которые реально могут помочь учащимся-армянам овладеть азами китайского языка, равно как повысить интерес к процессу обучения, а тем самым повысить и мотивационный уровень.

Ключевые слова: инновационные методы обучения, изучение китайского языка как иностранного, монологическая армянская среда, активная практика, китайский язык для учащихся-армян.

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When studying Chinese as a foreign language in the Republic of Armenia, we suggest using some innovative methods that can really help Armenian students master the basics of the Chinese language, as well as increase interest in the learning process, and thereby increase the motivational level.

Thus, the use of modern innovative technologies, such as, for example, various mobile applications, online resources and interactive educational platforms can really make the process of learning Chinese (difficult and unusual for Armenian students due to interference and the almost complete absence of transposition) more accessible and very interesting. These can be applications specially developed in China for learning Chinese as a foreign language, using which Armenian students will be able to listen to audio recordings, view video tutorials, participate in webinars, tutorials, various educational games, tests.

Currently, in the practice of learning foreign languages (including Chinese), great attention is paid to communicative practice and the use of language in real communication situations [4]. This is very important for monolingual Armenia, where there is practically no Chinese language environment. Therefore, for the educational space of the Republic of Armenia, this context is a key aspect when learning Chinese in the Armenian language environment. Here we can offer sinologists such innovative methods as role-playing games, simulations of language situations, all kinds of projects that can really help Armenian students apply their knowledge of the Chinese language in practice and develop appropriate communication skills.

Equally important is the use of reserves of authentic multimedia materials in the process of teaching Chinese to Armenian students [1] (documentaries and feature films, Chinese music, various Chinese podcasts and videos) [2], which will enable students of the monolingual Armenian language environment to immerse themselves in the Chinese language environment, thereby developing the skills and abilities of listening and understanding

Chinese speech using real examples. We will stipulate that recently, in the methodology of teaching foreign languages, there have been calls to use authentic materials in lessons more and more often.

Thus, by adopting this idea and implementing it in the process of learning Chinese in Armenia, the learning process will become more interesting, effective and connected with real communication situations. It is important to choose the right methods of introducing authentic materials into the educational process that correspond to the level of language training of students, as well as their needs, and integrate them into the educational program of learning Chinese to achieve the best results. The inclusion of authentic Chinese materials in the learning process, such as news, various popular articles, blogs, videos, songs and films in Chinese, will help students learn to understand the real Chinese context and realize the peculiarities of using Chinese. The above will also help to develop the skills of all types of speech activity – listening, writing, reading and speaking, as well as allow you to immerse yourself in Chinese culture and everyday life.

Social networks and online communities also provide Armenian students with specific unique opportunities to communicate with native Chinese speakers, exchange relevant and interesting information, which will also contribute to the abundant practice of the Chinese language. Students will be able to join study groups and professional forums dedicated to learning Chinese to acquire and improve communication skills and abilities directly with native speakers.

Currently, the Chinese language has not yet gained much popularity in Armenia. Therefore, for its promotion and popularization, it is possible to offer the integration of various elements of game design into the educational process. We mean various awards, competitions, role-playing games, puzzles, crosswords and other interactive tasks, that is, everything that can really contribute to increasing the motivational level of learning Chinese in Armenia and, accordingly, the active involvement of students in this process. This

can be the inclusion of games, puzzles, crosswords and other interactive tasks.

At the present stage, the use of virtual reality technology is very relevant and in demand in the process of learning Chinese. These technologies make it possible to create immersive environments [5]. Immersive technologies can successfully provide the effect of full (or partial) presence of students in an alternative language space, respectively, they can apply user (student) experience in completely different areas in which students will be able to practice Chinese in realistic situations. It can also be virtual tours of China, visits to Chinese cities, museums, attractions. It is possible to conduct webinars and tutorials with native speakers, connect directly to the Chinese audience for a Chinese language lesson, etc. In this context, it is important to competently select relevant methods and resources that directly correspond to the needs and level of language training of Armenian students, as well as to involve them (students) in active communication and practice of the Chinese language based on virtual reality.

Active practice of the Chinese language can also be promoted by various online platforms that offer interactive courses that combine different learning formats: interactive exercises, video tutorials, feedback directly from a native Chinese speaker. At the same time, students will have a unique opportunity to study authentic materials, communicate with qualified Chinese language specialists and Chinese students. Moreover, using modern communication tools such as video calls, voice messages or chats, Armenian students will be able to communicate directly with native Chinese speakers in real time. This provides an excellent opportunity to practice oral colloquial speech, as well as improve pronunciation skills, as well as adequate communication skills in Chinese.

From this point of view, it is impossible to ignore project work, as well as joint training. It is these innovative methods that allow students to practice their knowledge of the Chinese language in real communication situations,

as well as develop teamwork skills necessary at the present stage. For example, students can work on projects to create video presentations about China, create blogs in Chinese, or conduct research on a specific topic in Chinese.

It should be noted that the study of the Chinese language must necessarily be associated with the culture and art of China. Currently, RA methodologists are seriously considering topical issues of joint study of language and culture in the aspect of multicultural education and upbringing [3]. Students can study and analyze Chinese folklore tales, Chinese theater, Chinese cuisine, folk dances, national holidays, Chinese folk music, calligraphy, get acquainted with the history of the country of the studied language, its geography, etc. With such a statement of the question, students acquire not only knowledge of the Chinese language, but also receive the necessary information about the country of the language being studied – China. The above will help students of the Republic of Armenia to better understand the national context in which Chinese is used.

Chinese is a difficult language for Armenian students to learn and memorize. Hieroglyphic writing system, complex pronunciation, etc. can reduce the motivational level of its study. Therefore, we advise methodologists-sinologists to use certain mnemonic techniques in the educational process [2], which will significantly facilitate the memorization of lexical and grammatical material.

Moreover, these techniques can increase the amount of memory. This happens by forming certain additional associations or specific connections directly between the memorized facts. We stipulate that most of the information offered for memorization has a logical nature, which seems to us very important. Thus, mnemonic techniques enable students to memorize Chinese lexical units, hieroglyphs, and various grammatical rules faster and more efficiently. At the same time, visualization of images can also be used to consolidate acquired skills.

In the context of learning Chinese in Armenia, it is possible to offer personalized training, where each student is provided with an individual training plan taking into account his abilities and needs, as well as interests and level of proficiency in Chinese. Feedback from the methodologist-sinologist will enable students to track their progress and improve their skills.

The above-mentioned innovative methods help to make the process of learning Chinese more interesting, effective and interactive. They allow students to actively interact with the language, apply it in practice and develop skills in the context of Chinese culture.

For monolingual Armenia, the creation of an artificial Chinese language environment can become an interesting and in-demand project. Our suggestions regarding this project are as follows. Firstly, it is possible to open training centers and accelerated Chinese language courses. This can be a starting point for creating an artificial Chinese language environment. Secondly, we recommend organizing various cultural events and festivals dedicated to Chinese culture.

All this can help create a special atmosphere that encourages Armenian students to learn Chinese. Here you can also talk about exhibitions of Chinese art, various cultural performances, lectures by specialists on Chinese history, Chinese traditions, tasting Chinese cuisine, etc. In this context, it seems to us expedient to assist in the organization of the above-mentioned events of the Chinese Embassy in Armenia. We recommend sinologists to establish contacts with Chinese educational institutions and cultural organizations. Here we can also talk about the exchange of students and teachers, the organization of guest lectures by qualified Chinese language specialists, their conducting various master classes for both students and sinologists, holding joint cultural events and other forms of Armenian-Chinese cooperation

China can provide Armenian students with an opportunity to immerse themselves in the language environment and put their knowledge into practice. This project can include both student exchanges and participation in

various Chinese language study programs, as well as internships or studies at leading universities in China. It seems to us very important to create a stimulating and supportive environment for RA students interested in learning Chinese.

It would be desirable to create cultural centers and libraries in Armenia specializing in Chinese culture, art and language, where it will be possible to provide Armenian students with real access to a variety of resources. Here they will be able to read books in Chinese, attend lectures and master classes, participate in cultural events and communicate with other students and Chinese specialists.

And the establishment of permanent ties with language partners from China will give students the opportunity to communicate with native Chinese speakers and use Chinese in practice.

It is very important for us to develop special educational materials on the Chinese language on a scientific basis: textbooks, teaching aids, visual materials, etc. At the same time, the development of educational materials should be carried out, undoubtedly, taking into account the needs of Armenian students, taking into account the interference and transposition of skills, as well as from the perspective of creating an artificial Chinese language environment in monolingual Armenia. At the same time, textbooks, teaching aids, educational videos, online courses and other educational materials should be specially competently adapted to the national specifics and interests of Armenian students.

We offer our Chinese colleagues the development of student exchange programs and internships in China. This will really help the students of the Republic of Armenia to successfully immerse themselves in the linguistic and cultural environment of China, which will allow them to constantly practice Chinese, learn from native speakers to pronounce correctly, as well as get acquainted with the Chinese way of life and culture.

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ԶԻՆԱԴԵՆԻ ՈՒՍՈՒՑՄԱՆ ՆՈՐԱՐԱՐԱԿԱՆ ՄԵԹՈԴՆԵՐԸ ՀԱՅԱՍՏԱՆՈՒՄ²

² Հոդվածը գրվել է Հիմնադրամ «Զինաստանի կրթության ոլորտում միջազգային հետազոտությունների 2022 թվականի համատեղ արտասահմանյան հատուկ նախագիծ, որն իրականացվում է Զինաստանի կրթության նախարարության Զինաստան-արտաքին փոխանակման և համագործակցության կենտրոնի կողմից» ծրագրի շրջանակներում: Ծրագրի համարը: **22YH34ZW**

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ԱՄՓՈՓՈՒՄ

Հայաստանի Հանրապետությունում չինարենը որպես օտար լեզու ուսումնասիրելիս մենք առաջարկում ենք օգտագործել նորարարական որոշ մեթոդներ, որոնք կարող են օգնել հայ աշակերտներին յուրացնել չինարենի հիմունքները, ինչպես նաև բարձրացնել հետաքրքրությունը ուսուցման գործընթացի նկատմամբ և դրանով իսկ բարձրացնել նաև մոտիվացիոն մակարդակը:

Բանալի բառեր՝ ուսուցման նորարարական մեթոդներ, չինարենի՝ որպես օտար լեզվի ուսուցում, միալեզվային հայկական միջավայր, ակտիվ պրակտիկա, չինարեն՝ հայ սովորողների համար:

**INNOVATIVE METHODS OF LEARNING CHINESE
IN THE ARMENIAN AUDIENCE³**

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ABSTRACT

When studying Chinese as a foreign language in the Republic of Armenia, we suggest using some innovative methods that can really help Armenian students master the basics of the Chinese language, as well as increase interest in the learning process, and thereby increase the motivational level.

Keywords: innovative teaching methods, learning Chinese as a foreign language, monolingual Armenian environment, active practice, Chinese for Armenian students.

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