CHARACTERISTICS OF EXPERIENTIAL APPROACH TO TEACHING CHINESE LANGUAGE

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Abstract: Experiential learning in university Chinese language education is not merely a supplementary teaching method but a systematic educational approach. It places learners at the center of the learning process and considers linguistic and cultural knowledge as products formed through planned practice, continuous reflection, and multidirectional interaction between lecturers and students. In the context of regional economic integration and the increasing demand for Chinese-speaking professionals, identifying the characteristics of this approach provides a foundation for improving the quality of foreign language education in higher education institutions.

Key words: *experiential learning; Chinese language teaching; higher education; communicative competence; intercultural competence.*

ХАРАКТЕРИСТИКИ ЭКСПЕРИЕНЦИАЛЬНОГО ПОДХОДА К ПРЕПОДАВАНИЮ КИТАЙСКОГО ЯЗЫКА

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Аннотация: Экспериенциальное обучение в системе преподавания китайского языка в высших учебных заведениях представляет собой не просто дополнительный метод обучения, а системный образовательный подход. Данный подход ориентирован на обучающегося как на центральный субъект образовательного процесса и рассматривает языковые и культурные знания как результат целенаправленной практической деятельности, непрерывной рефлексии и многостороннего взаимодействия между преподавателями и студентами. В условиях региональной экономической интеграции и растущей потребности в специалистах, владеющих китайским языком, выявление характеристик данного

подхода создаёт основу для повышения качества обучения иностранным языкам в учреждениях высшего образования.

Ключевые слова: *экспериенциальное обучение; преподавание китайского языка; высшее образование; коммуникативная компетенция; межкультурная компетенция.*

1. Theoretical Foundations and Educational Implications

Experiential teaching of Chinese should be understood as a pedagogical orientation based on constructivist perspectives, in which learners actively construct knowledge through interaction with the learning environment.

According to Kolb (1984), experiential learning is a process in which concrete experience is transformed into knowledge through reflection, conceptualization, and experimentation. This perspective is particularly relevant to foreign language learning because language competence is developed not only through memorizing rules but also through using language in meaningful contexts.

From a professional training perspective, experiential learning helps narrow the gap between academic knowledge and labor market requirements. Activities such as business communication simulations, translation practice, tour guiding practice, and commercial problem-solving allow students to use Chinese as a professional tool.

Richards (2006) argues that modern foreign language teaching should focus on communicative competence, in which learners can select and use language appropriately according to communicative purposes, participants, and contexts.

2. Practical Orientation and Career Development as Core Features

Experiential learning in university Chinese language education prioritizes practicality and professional orientation. Current university Chinese language programs face a gap between the language competence developed through training and students' ability to apply language in real-life contexts. Experiential learning addresses this gap by placing learners in simulated or authentic professional situations.

Instead of passively acquiring specialized vocabulary, students directly participate in activities such as business negotiation simulations, translation of enterprise documents, or customer-service communication scenarios. This process transforms language from an object of study into a professional tool, enabling students to develop adaptability and meet learning outcomes aligned with labor market requirements.

The distinctive feature at the university level lies in the complexity of learning tasks. Students are required not only to communicate in daily situations but also to analyze and understand professional communication norms in fields such as trade, tourism, logistics, and technology, while responding effectively to various workplace situations.

3. Developing Communicative Competence through Practical Activities

The primary goal of foreign language education is the ability to use language in authentic situations. Experiential learning creates communicative motivation and requires students to simultaneously mobilize listening, speaking, reading, and writing skills to complete tasks.

Unlike traditional approaches that provide learners with a comprehensive knowledge system but limited opportunities for application, experiential learning requires students to analyze situations, ask questions, compare linguistic and cultural expressions, and develop their own perspectives and problem-solving abilities.

Furthermore, skills such as teamwork, conflict resolution, and task coordination are organically integrated into the learning process. Interaction among lecturers, students, and group members creates a comprehensive competence framework suitable for future multidisciplinary working environments.

4. Constructing Knowledge through Practice and Experience

The effectiveness of experiential learning is ensured by a scientific structure that transforms experience into sustainable knowledge. This process operates through four interconnected stages: engaging in concrete activities, observing and reflecting, deriving principles, and applying knowledge to new situations.

At the university level, reflection and conceptualization play particularly important roles. Under the guidance of lecturers, students do not simply practice language but also analyze linguistic mechanisms, identify communication principles, and connect practical experience with theoretical knowledge.

This complete cycle prevents fragmented and easily forgotten knowledge, instead promoting deep learning, interdisciplinary knowledge networks, and the ability to transfer skills to new contexts. The academic value of this model lies in transforming individual experiences into systematic principles that can be verified and repeatedly applied.

5. Integrating Culture as a Component of Intercultural Communicative Competence

Language does not exist separately from cultural contexts. In reality, ineffective communication often results from insufficient understanding of cultural norms and behaviors.

Experiential learning enables students to approach Chinese culture through direct experience and comparison. Activities such as practicing tea ceremony etiquette, exploring honorific systems, or analyzing contemporary social phenomena are not merely entertaining activities; they are tools that help students identify cultural similarities and differences.

At the university level, the goal is not simply to memorize cultural customs but to develop intercultural communicative competence: the ability to adjust communication

behaviors, respect differences, and avoid conflicts caused by different value systems. Cultural understanding developed through experience provides a foundation for students to become language professionals with broader perspectives and strong cultural awareness.

6. Changes in Organization, Roles of Lecturers and Students, and Assessment

Experiential learning also restructures assessment systems toward recognizing learning processes and demonstrating competence through project products and learning portfolios rather than relying exclusively on traditional written examinations.

Student self-assessment and peer assessment help learners identify their strengths and weaknesses while developing responsibility for their own learning. Feedback after each experiential cycle becomes an important tool for adjusting learning progress.

The integration of technology, including virtual reality, pronunciation-support software, and online communication simulation systems, provides students with rich language resources, encourages learning autonomy, develops self-study habits, and strengthens technological adaptability for future employment.

7. Digital Transformation and Experiential Chinese Language Education

Another important characteristic of experiential Chinese language teaching is the changing role of lecturers and students. Lecturers are no longer merely transmitters of knowledge; they become designers of learning environments, facilitators of reflection, and providers of feedback. Students become active participants through projects, collaboration, and self-assessment.

In the context of digital transformation, experiential Chinese language teaching can be expanded through learning-support technologies. Speech recognition tools, online learning platforms, virtual reality environments, and artificial intelligence provide additional opportunities for continuous practice, rapid feedback, and personalized learning.

According to Mayer (2009), multimedia technologies are effective when they are designed according to learners' cognitive principles and directly support educational objectives.

Conclusion

Experiential teaching of Chinese language should not be viewed merely as a classroom activity organization method but as a comprehensive educational strategy connecting linguistic knowledge, professional competence, cultural understanding, and adaptability in international environments.

This approach contributes to the development of communicative competence, professional readiness, intercultural awareness, and lifelong learning capacity among university students.

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