

Этот процесс усиливается по мере увеличения языкового опыта и активного взаимодействия с носителями языка.

Билингвы обладают рядом когнитивных преимуществ, включая повышенный уровень вербального интеллекта, оперативную память и способность к многозадачности. Их семантическое восприятие отличается открытостью к новому опыту, гибкостью и высокой степенью адаптации. Эти особенности оказывают влияние не только на их языковое поведение, но и на общий уровень интеллекта и профессиональные навыки.

Влияние искусственного билингвизма на когнитивные функции является предметом активных научных исследований. Согласно последним данным, владение двумя и более языками способствует улучшению концентрации внимания, развитию аналитического мышления и ускорению обработки информации. Эти навыки приобретают особую значимость в современном мире, где высокая скорость информационного обмена требует от человека гибкости, адаптивности и способности быстро ориентироваться в новых ситуациях.

Таким образом, искусственный билингвизм представляет собой сложный и многогранный феномен, включающий когнитивные, психологические и социокультурные аспекты. Он оказывает значительное влияние на личность обучающегося, способствуя расширению его коммуникативных возможностей, формированию нового типа мышления и углублению межкультурных компетенций.

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THE USE OF GAME-BASED TEACHING METHODS IN CHILDREN'S CHINESE LEARNING

This report explores the application of game-based teaching methods in Chinese language instruction for children aged 11–13, focusing on students in Belarusian junior high schools. Grounded in cognitive development theory, constructivist learning theory, and motivation theory, the study demonstrates how

game-based strategies enhance engagement, comprehension, and retention of Chinese characters. Practical examples from HSK Level 3 instruction illustrate the effectiveness of these methods in addressing cognitive and motivational challenges unique to young learners. The findings highlight the transformative potential of game-based learning in foreign language education.

Teaching Chinese as a foreign language to children presents distinct challenges, including abstract character systems, complex grammar, and limited student motivation. Students at this stage have significant differences in learning characteristics compared with adults. From the cognitive dimension, their development is still in the transition period from the concrete operational stage to the formal operational stage. The traditional single teaching method of lecturing is extremely likely to make them fall into a boring learning experience, thus leading to the lack of learning interest and the decline of learning motivation. When teachers only use the method of traditional instruction to convey knowledge, students often show inattentiveness and low participation in class. In terms of classroom behavior, students of this age are lively and active, and it is difficult for them to concentrate for a long time. They are prone to being distracted, whispering to each other, or even being mischievous in class. This urgently requires teachers to use teaching methods full of fun and interactivity to create a positive and active classroom atmosphere, effectively attract and maintain students' attention, and stimulate their learning enthusiasm.

Theoretical basis of the game-based teaching method in Chinese language teaching for children's classes comprises several theories:

- *Cognitive Development Theory* (Piaget). Children aged 11–13 are transitioning from concrete to abstract thinking but remain reliant on visual and experiential learning. Games provide tangible contexts for abstract concepts (e. g., dynamic stroke-order animations for characters), bridging the gap between perception and understanding.
- *Constructivist Learning Theory* (Vygotsky). Games scaffold learning within students' "zone of proximal development", offering challenges that are achievable with peer or teacher support. For example, collaborative character-recognition competitions foster incremental mastery of Hanzi.
- *Motivation Theory* (Krashen). The "affective filter hypothesis" posits that low-anxiety environments enhance language acquisition. Games reduce stress through playful competition (e. g., timed reading challenges) while stimulating intrinsic motivation via rewards and social interaction.

Games can be effectively used in teaching different aspects of the Chinese language to non-native speakers – children aged 11–13. In this paper we will discuss the application of games in Chinese character teaching and

Chinese Character Teaching:

1. What's Missing game. Use a nine-square grid to present nine Chinese characters. Each time, one Chinese character is randomly hidden, and students are required to quickly identify and say the missing character within a short time. This game mode mainly focuses on training students' instant memory ability. By quickly identifying and strengthening the memory of the shape of Chinese characters, it deepens students' cognitive and grasp of the external features of Chinese characters. For example, when the nine Chinese characters in the grid are 大 (dà, big), 小 (xiǎo, small), 上 (shàng, up), 下 (xià, down), 天 (tiān, sky), 地 (dì, earth), 人 (rén, person), 口 (kǒu, mouth), 手 (shǒu, hand), and the character 人 (rén) disappear, students need to rely on their keen observation and short-term memory to accurately say the missing character, so as to improve their sensitivity to the shape of Chinese characters. This game design is in line with the relevant concepts of Chinese character teaching games in *Techniques and Games for Chinese Language Classroom Teaching* edited by Zhou Jian. It helps students strengthen their memory of Chinese characters through simple and interesting ways.

2. Blurred Chinese Character Recognition. Use PPT technology to cover Chinese characters with a semi-transparent glass picture, making the display effect of Chinese characters blurred. Students need to accurately recognize the blurred Chinese characters and write them out by relying on their careful observation and familiarity with the structure and strokes of Chinese characters. This game aims to cultivate students' precise observation ability of the details of Chinese characters, improve their ability to recognize Chinese characters under complex visual information, and strengthen their in-depth cognition of the form of Chinese characters.

3. Completing Chinese Characters with Missing Components. Use the method of picture occlusion to hide a part of the components of a Chinese character. Students infer the occluded part according to the remaining part presented and complete it into a complete Chinese character based on their mastery of the knowledge of Chinese character structure. For example, when the 日 (rì, sun) radical of the character 晴 (qíng, sunny) is occluded, students can accurately complete it into the complete character 晴 (qíng) through their understanding of the characteristics of the pictophonetic structure of Chinese characters, and further deepen their understanding and application of the structural types of Chinese characters (such as pictophonetic, associative compound, etc.).

4. Chinese Character Recognition Competition. Divide students into two teams. They take turns to read out the Chinese characters presented on the PPT in turn. Each Chinese character corresponds to a different random score according to its difficulty coefficient. After the specified number of rounds, the total scores

of the two teams are counted, and the team with the higher total score wins. This competitive form fully stimulates students' competitive awareness and team cooperation spirit, prompting students to actively improve the accuracy and speed of Chinese character recognition in a tense and exciting atmosphere and enhance their proficiency in mastering the pronunciation of Chinese characters.

5. Chinese Character Guessing Game in Words. Show nine words to students. After students briefly memorize the words, cover the words with pictures. Students take turns to guess the Chinese characters in the words in turn. Within the specified time limit, count the number of Chinese characters guessed by each student, and the student who guesses the most wins. This game not only examines students' familiarity with words but also strengthens students' memory and understanding of Chinese characters in the context of words through the recall and guessing of Chinese characters in words.

According to our practical experience, game-based methods prove to be highly effective in teaching Chinese characters as they address three key barriers in children's Chinese learning:

1. Cognitive Load: Games break complex content into manageable, interactive tasks.

2. Motivation: Playful elements (e. g., points, teamwork) sustain interest.

3. Classroom Dynamics: Structured games minimize off-task behavior by channeling energy into learning.

Game-based teaching transforms Chinese language instruction by aligning pedagogy with children's developmental needs. Empirical evidence from Belarusian classrooms confirms its efficacy in enhancing engagement, comprehension, and retention. Educators are encouraged to integrate these methods while refining designs through iterative feedback. Further studies should examine long-term impacts and cross-cultural applicability.

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ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ КУРСАНТОВ ВОЕННЫХ ВУЗОВ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

В современном динамичном мире огромное значение иностранного языка не вызывает сомнений. Во время мировой интеграции иностранный язык становится важным инструментом, который помогает молодым специалистам найти достойное место в нише престижных профессий. Английский язык давно признан всеобщим языком коммуникации