

<p>3. Трансформация предложений</p> <p>A. Общие вопросы (Yes/No questions)</p> <ol style="list-style-type: none"> 1. They are playing football. → 2. She has finished her homework. → 3. You can swim well. → <p>B. Отрицательные предложения</p> <ol style="list-style-type: none"> 1. He likes ice cream. → 2. We are going to the party. → 3. She has a cat. → <p>C. Специальные вопросы (What, Where, When, Why, How)</p> <ol style="list-style-type: none"> 1. She lives in London. (Where...) → 2. They arrived at 5 PM. (When...) → 3. He is crying because he is sad. (Why...) → 	<p>1. Упражнение на комбинирование слов</p> <p>Задание: Составьте грамматически правильное предложение из данных слов.</p> <ol style="list-style-type: none"> 1. often / she / music / listens to → 2. every day / exercises / morning / he / in the → 3. a / reading / book / is / she → 4. don't / like / I / coffee → 5. will / tomorrow / rain / it →
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Рисунок 12 — Трансформационные упражнения (английский язык)

Итак, “DeepSeek” позволяет учитывать особенности синтаксиса двух языков: китайского — строгий порядок слов и частиц, английского — вспомогательные глаголы и порядок слов в вопросах.

Заключение. Использование интерактивных платформ “Memrise” и “DeepSeek” может выступить инструментом повышения эффективности этапа тренировки при овладении иноязычной лексикой на китайском и английском языках. При этом платформа “Memrise” обеспечивает базовые упражнения на запоминание, аудирование и написание ЛЕ, в то время как платформа “DeepSeek” позволяет создавать более сложные задания, нацеленные на формирование операций по выбору и комбинированию ЛЕ, которые составляют основу успешного функционирования речевых лексических навыков. Сравнительный анализ показывает, что индивидуальный подход к овладению языками с разной структурой и системой письма способствует формированию устойчивых навыков и повышает мотивацию обучающихся.

Список цитируемых источников

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HOW TO DIAGNOSE CRITICAL INTERCULTURAL AWARENESS OF FUTURE FOREIGN LANGUAGE TEACHERS

Introduction. In the context of globalization, critical intercultural awareness has become an essential skills for future foreign language teachers. Critical intercultural awareness goes beyond mere knowledge of cultural differences; it involves a deeper understanding of the social and cultural contexts in which language is used. For future foreign language teachers, developing critical intercultural awareness is essential, as it directly impacts their ability to teach effectively and prepare their students for real-world intercultural interactions.

Main part. Byram defines critical intercultural awareness as “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one’s own and other cultures and countries” [1]. Also, Byram defines critical intercultural awareness is “a set of abilities, including ‘critical understanding, analysis, evaluation, and interpretation of sociocultural realities’ that facilitates effective communication between people from different cultural and linguistic backgrounds” [2]. The integration of this abilities significantly leading to more respectful, informed, and effective interactions across diverse cultural contexts. Future teachers of foreign language with critical intercultural awareness are better equipped to tailor their teaching methods to accommodate diverse cultural perspectives and foster a more engaging and effective learning experience. Foreign language education in Belarus aims to prepare students for real-world intercultural interactions. Teachers with critical intercultural awareness can provide their students with the necessary skills to navigate cultural differences, communicate effectively, avoid misunderstandings and think critically. The sociocultural component of foreign language education in Belarus emphasizes the importance of cultural understanding and tolerance, which are necessary for future foreign language teachers in order to form a correct understanding of the culture they are studying. The common

denominator is to guide and support students in recognizing, respecting, and valuing cultural differences and similarities. The overall aim for teaching university students-pre-service foreign language teachers is to help them develop insights into a cultures. This will help them understand their own culture better and at the same time develop critical intercultural awareness. Future teachers of foreign language serve as role models for their students, promoting a deeper appreciation of cultural diversity.

How to diagnose critical intercultural awareness of future foreign language teachers is determined by diagnostic tools — these are diagnostic tasks: control questions, practical tasks implemented through various types, forms, diagnostic methods. The main element of diagnosis is a rational frequency, which in our case allows us to obtain continuous objective information about the level of critical intercultural awareness of students. The system of such control should be aimed not only at identifying ignorance, but also necessarily at correcting the assimilation of knowledge.

At Baranavichy State University, we conducted a survey among teachers, in which we found out whether they were solving the task of raising critical intercultural awareness among students-future foreign language teachers and what exercises they used for this purpose. The survey involved 22 teachers with 1 to 28 years of university experience. According to the results, 54.5 % of the teachers surveyed often solve the problem of increasing critical intercultural awareness among university students, 45.5 % sometimes. When asking about effective methodological techniques for raising critical intercultural awareness among university students, respondents acknowledged that the most effective techniques are comparing facts in their native and foreign cultures (100 %) and discussing cultural studies (59.1 %). Such techniques as problematic task/situation (63.6 %), socio-cultural commentary, role-playing game/simulation (54.5 %), cross-critical analysis of situations of intercultural communication (36.4 %) and others were also noted. Such a methodical technique as the test was assessed as effective by only one teacher (4.5 %). In addition, the interviewed teachers shared examples of their assignments to raise critical intercultural awareness among university students. Among them: comparison of facts in the native country and in the country of the studied language; analysis of the pedagogical situation taking into account its socio-cultural context; an analysis of cultural stereotypes in the media text, a discussion on “Characteristic features of Germans and Belarusians: facts and stereotypes” and others. The survey results from Baranavichy State University indicate that teachers are actively employing various techniques to enhance critical intercultural awareness among students. These techniques not only provide students with factual knowledge but also encourage critical thinking and reflection. The variety of assignments shared by university teachers demonstrates a commitment to integrating critical intercultural awareness into the curriculum. These activities challenge students to think beyond their own cultural frameworks and develop a more nuanced understanding of intercultural interactions. Diagnostic tools should be designed to assess not only students’ knowledge of cultural facts but also their ability to apply this knowledge in practical situations. A combination of control questions, practical tasks, and reflective assignments can provide a more comprehensive evaluation of critical intercultural awareness.

Conclusion. The findings of this study emphasize that critical intercultural awareness is a dynamic and essential skill for future foreign language teachers. While significant progress has been made in integrating this awareness into the educational process, ongoing efforts are needed to ensure that student teachers are well-equipped to navigate the complexities of intercultural interactions. By fostering a deeper understanding of cultural contexts and promoting critical thinking, we can prepare future educators to effectively teach and inspire the next generation of global citizens.

References

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THE EFFECTIVENESS OF USING COGNITIVE VISUALIZATION IN TEACHING CHINESE WRITING

Introduction. Chinese, with its many thousands of years of history and complex structure, is one of the most widely spoken languages in the world, but its study for native speakers of Indo-European languages is fraught with a number of specific difficulties. One of the key problems is mastering hieroglyphics, which requires not only memorizing the form, but also understanding semantics and phonetics. In this context, traditional teaching methods are often insufficient to achieve a high level of proficiency. The use of cognitive visualization, based on the principles of the human brain and its ability to process information in images, offers a promising new approach to overcoming these difficulties. In this paper, we will analyze the effectiveness of using cognitive visualization techniques in the process of learning Chinese.