GENERATIVE AI IN INTERCULTURAL CHINESE LANGUAGE EDUCATION

https://doi.org/10.24412/2181-1784-2026-24-49-50

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Abstract. *This study examines generative AI in intercultural Chinese language education. Based on an experimental study involving 178 learners, it argues that AI-supported tasks are productive when generated responses are critically verified, culturally interpreted, independently reconstructed by students, and integrated with teacher mediation.*

Keywords: *Chinese language teaching, generative AI, intercultural communication, discourse interpretation, intercultural competence, pragmatic meaning, critical verification, reflection, teacher mediation, academic integrity.*

Generative AI offers new possibilities for modelling communicative situations and comparing cultural meanings. Chinese studies also identify ethical tensions, over-reliance and possible weakening of critical thinking [Zhang, Dong 2024; Yan, Sun, Zhao 2024]. Therefore, its use requires reflection and pedagogical control.

In Chinese language education, a linguistically correct AI response may still be culturally or pragmatically inadequate because meaning is context-dependent. Akhmedova defines reflection as purposeful analysis and reconsideration rather than passive reproduction [Akhmedova 2024: 128–141]. In AI-assisted learning, this principle turns machine output into an object of verification and intercultural interpretation.

The study draws on the AI-related component of a broader experiment involving 178 Chinese-language learners. ChatGPT-4, Gemini and ERNIE Bot were used through structured prompts for comparing Chinese and Uzbek cultural concepts, interpreting pragmatically marked expressions and reconstructing discourse. Students analysed 忍 (rěn — "patience/endurance") in comparison with Uzbek sabr and interpreted 你的观点很有意思，不过…… (Nǐ de guāndiǎn hěn yǒuyìsi, búguò… — "Your point is very interesting, however…"), identifying its indirect pragmatic function.

AI-generated output was not accepted as a final product. Students verified responses against context and reliable sources, identified inaccuracies or cultural generalisations, revised the text and justified their own interpretation. This corresponds to human-centred GenAI principles emphasizing human agency, privacy, critical evaluation and pedagogical oversight [Miao, Holmes 2023].

The broader experiment showed positive dynamics in intercultural discourse interpretation, argumentative discourse construction and reflective analysis. These gains cannot be attributed exclusively to AI, since it was only one component of the methodology. GenAI can nevertheless support intercultural learning when used for verification, interpretation and independent discourse reconstruction rather than ready-made answers.

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