TEACHING CHINESE IN TWO CONTEXTS: UZBEKISTAN CLASSROOMS AND INTERNATIONAL STUDENTS IN CHINA IN THE AGE OF AI

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Abstract. Drawing on the author's teaching experience in a Chinese-language classroom in Uzbekistan and in a programme for international students at a university in China, this paper compares the two contexts along four dimensions: learning environment, learner motivation, teacher-related needs, and curricular focus. It examines how four categories of artificial-intelligence (AI) tools---speech assessment, automated writing feedback, large-language-model-assisted lesson preparation, and conversational practice---address context-specific needs, with two classroom illustrations. Shared concerns include access, data protection, output reliability, and learner dependence. Based on teaching reflection rather than systematic data collection, the observations are illustrative, not evidence of measured learning gains.

Keywords: Chinese language education; Uzbekistan; international students; artificial intelligence; differentiated instruction.

1.Introduction

Chinese is taught in increasingly diverse settings. In Uzbekistan, learners typically study Chinese in scheduled classes with few opportunities to use it outside class; motivations include further study, scholarships, and China-related employment (Chen & Wang, 2020; Zhang, 2025). In China, international students encounter Chinese in daily life yet still struggle with academic language and the language demands of university study, so everyday immersion does not guarantee readiness for academic learning. These contrasting conditions raise practical questions: which instructional needs are shared, which are context-specific, and how can AI support teaching without replacing professional judgement? The paper argues that the value of an AI tool depends less on its novelty than on the instructional problem it is intended to solve (Kohnke et al., 2023; Yan et al., 2024).

2.Research Approach

The paper adopts an exploratory, practice-based comparative case approach grounded in the author's teaching in the two settings, combining reflective classroom accounts with selected research and policy literature. It reports no controlled intervention, representative sample, or pre- and post-testing, so its observations are descriptive and cannot be generalised. Changes in students' willingness to speak are participation outcomes, not pronunciation gains, and reported time savings describe the author's own workflow.

3.Two Teaching Contexts

In the Uzbekistan context, Chinese is learned mainly through scheduled classes; opportunities for spontaneous interaction with Chinese speakers are limited, so teachers must create additional input and practice through classroom tasks, digital

resources, and structured speaking activities. Learner motivations are strongly tied to future education, employment, and communication with Chinese institutions, though they are not uniform. In the China-based context, international students meet Chinese frequently in public spaces and daily transactions, yet academic reading, lectures, and written assignments remain challenging; a single class typically contains varied proficiency levels, so teachers need materials that are accessible without being over-simplified. Curriculum planning in both settings can draw on the Chinese Proficiency Grading Standards for International Chinese Language Education (GF0025-2021), which describes communicative abilities and language skills for proficiency assessment (Ministry of Education of the People's Republic of China & National Language Commission, 2021). In short, learners in Uzbekistan need more opportunities to use Chinese beyond the classroom, whereas international students in China need support in turning everyday exposure into academic language.

4.AI Support Across the Two Contexts

AI is increasingly discussed as a means of supporting teaching and learning, but recent reviews caution that practical use often outpaces evidence and that benefits depend on task design and teacher mediation (Li et al., 2025). For Chinese-language teaching, four tool categories are relevant. First, AI-supported speech assessment can extend tone and pronunciation practice beyond the classroom (Liu, 2026). Second, automated writing feedback can help learners notice recurring errors, although generative-AI ratings of L2 Chinese writing show rater bias and require teacher verification (Lu et al., 2025). Third, large language models (LLMs) can generate dialogues, adapt reading passages, and prepare differentiated tasks. Fourth, conversational systems provide low-stakes speaking practice. All four remain supports rather than substitutes for teacher feedback and authentic interaction (Kohnke et al., 2023; Li et al., 2025).

Two classroom illustrations clarify these roles. In a beginner class in Uzbekistan, students spent the first ten minutes of each lesson practising tone pairs with an AI pronunciation tool whose error reports the teacher reviewed before class. Over several weeks, students who had been reluctant to speak began volunteering to read aloud---an observed participation change, not a measured accuracy gain. In a mixed-proficiency class in China, the author used an LLM to prepare three difficulty levels of a reading text in about thirty minutes, compared with most of a day under the previous workflow; the texts still had to be checked for accuracy, level, and alignment with objectives.

A context-sensitive distinction follows: in Uzbekistan, AI-supported speaking practice can compensate for limited opportunities for interaction beyond class, whereas in China, AI-assisted material adaptation can help teachers respond to variation within a class. Constraints also differ: globally dominant AI tools are not officially accessible in either country, so teachers must rely on local or domestic platforms whose Uzbek--Chinese coverage varies, a technical gap this paper does not evaluate. Shared risks cut across both settings: uneven access to devices, connectivity, and paid platforms may widen inequality; speech and writing data raise questions of consent and privacy (Miao & Holmes, 2023); learners may over-rely

on machine output; AI-generated Chinese may contain errors in grammar, tone description, idiom, register, or cultural appropriateness; and teachers need AI literacy to verify outputs and keep learners engaged.

5.Recommendations

Four recommendations follow. First, institutions should select AI tools according to clearly identified teaching needs rather than technological novelty, adopting a tool only when it benefits a specific task and works reliably in the local setting. Second, teacher development should build practical AI literacy: understanding what a tool can and cannot do, checking generated content, protecting student data, and designing tasks that require learners to communicate for themselves. Third, institutions in Uzbekistan and China could collaborate on locally relevant Uzbek--Chinese resources, including bilingual explanations, culturally grounded role-play scenarios, and teacher-reviewed materials. Fourth, clear rules for privacy, consent, acceptable use, and disclosure of AI assistance should precede large-scale adoption. At classroom level, three principles apply: use AI for practice and feedback rather than submitting unverified AI-generated work; compare AI suggestions with course materials and teacher guidance; and disclose AI assistance when required.

6.Conclusion

Chinese-language teaching in Uzbekistan and in China takes place under different conditions, even when both settings share the broad aim of developing communicative ability. AI may help address different needs in each context， creating additional practice opportunities where exposure is limited and supporting differentiated material preparation where proficiency varies. The two illustrations remain anecdotal; further research should add observation protocols, interviews, and pre- and post-task measures of speaking and writing. Ultimately, AI should be treated as a pedagogical resource whose value depends on informed teacher judgement, learner agency, and responsible institutional support.

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IJTIMOIY TARAQQIYOTDA INNOVATSIYALAR AHAMIYATINING IJTIMOIY-FALSAFIY XUSUSIYATLARI

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Annotatsiya. Mazkur maqolada jahonda ijtimoiy taraqqiyotda innovatsiyalarning o‘rni va roli kundan kunga dinamik ravishda o‘sib borayotganligi, inson va jamiyatning ijtimoiy hayoti va uning farovonligini o‘sishida innovatsiyalarning ahmiyati, xususan mamlakatimiz milliy yuksalishida innovatsiyalar rolining ijtimoiy-falsafiy tahlili keltirilgan.

Kalit so‘zlar: jamiyat, ijtimoiy taraqqiyot, ilmiy tafakkur, ratsional dunyoqarash, innovatsiya, innovatsion jarayonlar, innovatsion rivojlanish, istiqbol.

Annotation. This article presents a socio-philosophical analysis of the role and significance of innovations in global social progress—a role that is dynamically expanding day by day—as well as their importance for the social life and well-being of individuals and society, with a particular focus on their contribution to the national advancement of our country.

Keywords: society, social progress, scientific thought, rational worldview, innovation, innovative processes, innovative development, future prospects.

Jahonda ijtimoiy taraqqiyotda innovatsiyalarning o‘rni va roli kundan kunga o`sib, ko`lami va imkoniyatlari kengayib bormoqda. Innovatsiyalar kishilik jamiyatining ilmiy tafakkur tarzining o‘sib, ijtimoiy hayotda insonlar uchun hayotiy zarur bo‘lgan mahsulotlar yetishtirib berishga qaratilgan maqsadlarning vujudga kelishi bilan o‘zining takomil bosqichiga yetmoqda. Mazkur jarayon innovatsion boyliklar yetishtirish bilan bog‘liq voqelik bo‘lib, iqtisodiy yuksalish tempini oshirish va kishilarning tobora rivojlanib borayotgan hayotiy ehtiyojlarini qondirishga qaratilgandir. Jahonda haqiqatan ham kishilarning kundan kunga zamonaviy ehtiyojlari yuqori nuqtaga yetib, o‘z navbatida innovatsion omilning inson farovonligi tamoyillariga ijobiy ta`siri oshmoqda.