o‘zgartirishi mumkin, natijada bu jamiyatda eski munosabatlar yo‘qolib, yangi rivojlanish salohiyatiga ega bo‘lgan yangi munosabatlar paydo bo‘ladi”[80].

Bu jarayonni tashkil etish birmuncha o‘ziga xos harakat mexanizmlariga ega bo‘lib, mehnat jamoalari, jamoat tuzilmalari yoki insonlardan ijtimoiy va iqtisodiy muammolarni yechishda innovatsion faollikni talab etadi. Mazkur faollik ijtimoiy-iqtisodiy hayotda uchraydigan ba’zi muammolar va qarama-qarshiliklarning oldini olishda, jamiyatning rivojlanish maqsadlaridagi faoliyatini boshqarishda o‘z o‘rniga ega buladi. Mazkur innovatsion o‘zaro aloqadorlik ilm-fan va novatorlik yutuqlari asosida hududlarni rivojlantirishga xizmat qiladi. Jumladan, innovatsion faoliyat ham muammolarni hal etish fonida takomillashadi, novatorlik faoliyatida inson yangidan-yangi ishlanmalarni yaratadi.

Jamiyat murakkab tizim sifatida doimiy o‘zgarishlarga uchrab, yangilanib boradi. Uning har bir sohasida innovatsion o‘zgarishlar yuz beradi. Innovator inson innovatsiyalarni asosiy harakatga keltiruvchi sub’ekti hisoblanadi. Inson intellekti innovatsion rivojlanishning har bir bosqichi qonuniyatlari asosida mavjud taraqqiyot ko‘lamiga moslashish uchun doimiy o‘zgaruvchan qobiliyatni namoyon etadi, bu esa innovatsion jarayonlarning ham vaqt va makon xususiyatiga ko‘ra o‘zgarib, takomillashib borishiga ta’sir ko‘rsatadi. Shu tariqa, innovatsiyalar inson va jamiyatning rivojlanishi, iqtisodiy farovonlikning asosiy mezoni bo‘lib, ijtimoiy taraqqiyotda harakatlantiruvchi funksiyani bajaradi.

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AI-DRIVEN INNOVATION OF THE INTERNATIONAL CHINESE COMPREHENSIVE COURSE FROM THE PERSPECTIVE OF MODERN HUMANITIES EDUCATION

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1. Introduction

Since OpenAI released ChatGPT in 2022, generative AI has advanced rapidly in text, image and audio and has profoundly affected language education, with international Chinese education among the most affected fields. The academic community is largely receptive: Liu Li argues that future institutions holding the discourse power of international Chinese education will necessarily be those that fully apply AI [7], and surveys show 60.8% of teachers are aware of ChatGPT's educational applications while 52.5% have used it [13]. Existing research covers teaching preparation, techniques, procedures and autonomous learning [2][3][4][6][8][14], yet how to make such applications systematically solve practical teaching problems remains open. From the perspective of modern humanities education, this paper examines how AI can innovate the comprehensive course, balancing efficiency against cultural understanding, value guidance and learner autonomy.

2. Existing Problems of the International Chinese Comprehensive Course

The comprehensive course is a core course built on the "explain–practice / review–practice" model, integrating linguistic knowledge, skills, literacy and methods to develop communicative competence [5]. Its main problems are as follows.

First, from personalized learning theory, the course is designed for the whole class and can hardly accommodate individual differences, and teachers lack the time to design individualized plans for every student.

Second, from multimodal learning theory, resources are dominated by textbooks and courseware, with insufficient images and videos, and producing high-quality multimodal resources is costly.

Third, from constructivist learning theory, limited teaching time restricts interaction, so students learn passively; overseas learners lacking a Chinese environment struggle to construct knowledge.

Fourth, from the input hypothesis, fixed textbooks and exercises cannot be adjusted to learners' levels, so some find the content too difficult or too easy.

Fifth, from the AI teaching-assistant concept, the teacher bears all tasks alone; with rising demands and insufficient staff, teachers are overburdened and effectiveness is limited.

Sixth, from humanities education, AI content may contain errors, cultural inappropriateness or bias; over-reliance on feedback may weaken independent thinking; and learning data raises privacy concerns, so teachers must maintain professional judgment.

3. Theoretical Basis and Application Cases of Curriculum Innovation

Taking GPT-4 and Kimi as examples, this paper shows how AI can meet these requirements (the cases illustrate the technical path rather than a rigorous experiment).

Personalized learning tailors content and paths to learners' needs [1]; prompting ChatGPT with a learner's profile yields a matched learning plan.

Multimodal learning engages multiple senses; Ou Zhigang et al. verified that AI-generated audio and images support teaching [11], and this paper generates images and videos for the word "高兴" (happy) [9].

Constructivism holds that learners construct knowledge through interaction [12]; students converse with ChatGPT and construct knowledge through repeated attempts.

The input hypothesis: acquisition depends on comprehensible input (i+1) [10]; AI recommends materials slightly above the learner's level.

The AI teaching-assistant concept: an AI assistant supports learning through feedback, suggestions and assessment without replacing the teacher. This paper uses Kimi to check exercises, but the teacher must still verify feedback on pragmatics, culture and value judgment.

4. Application Model of AI in the International Chinese Comprehensive Course

Theoretical framework of innovation. The core question is AI's role, which this paper holds should be an "assistant". In the "teacher + AI assistant" model, the teacher remains the transmitter of knowledge and leader of the classroom, while the AI assistant supports classroom preparation (plans, tasks, multimodal resources), knowledge delivery (feedback and interaction) and learning (material recommendation and outcome checking) (Fig. 1). In cultural interpretation, value guidance and emotional support, the teacher bears an irreplaceable responsibility.

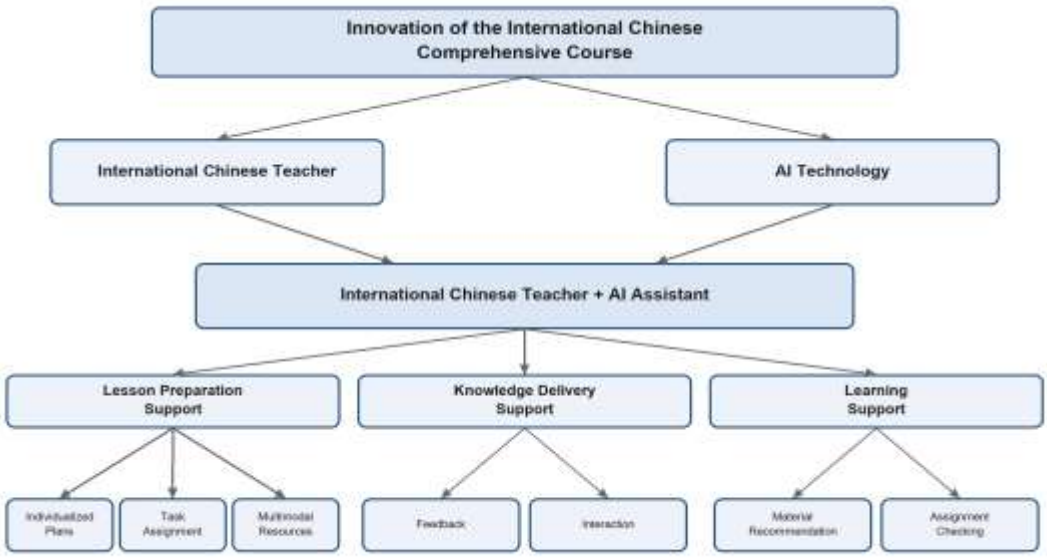


Fig. 1. Theoretical framework of AI-driven innovation of the international Chinese comprehensive course

Application model. In classroom preparation, AI generates individualized content and recommends materials; in teaching, it answers questions immediately and creates an offshore language environment; in practice, it evaluates pronunciation, grammar and fluency, grades writing and suggests revisions; after class, it recommends materials and adjusts difficulty according to students' weaknesses.

Teachers must review AI-generated materials and evaluation results, protect data privacy, and control AI intervention to encourage independent thinking and real communication.

5. Conclusion

AI offers a new perspective for innovating the comprehensive course, relieving teachers' pressure, enriching resources and serving as an assistant. The purpose of technological innovation is not to replace teachers but to extend teaching support, allowing teachers to devote more energy to cultural understanding, value guidance and individual growth, thereby preserving the humanistic foundation of education.

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THE FORMATION AND DEVELOPMENT OF THE COMMUNICATIVE APPROACH IN TEACHING ENGLISH IN PRIMARY CLASSES

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Abstract. This article traces how Communicative Language Teaching (CLT) took shape and developed, and asks what it means for English lessons in primary school. CLT appeared in the 1970s because structural and audio-lingual methods were not producing learners who could actually use the language, and it answered by putting communicative competence ahead of grammatical accuracy. Drawing on the main theoretical works and on recent research with young learners, the article follows how CLT principles changed over time and considers how well they suit children aged 6 to 12. The evidence reviewed suggests that communicative activities matched to children's cognitive, social and emotional needs support motivation, speaking skills and longer-lasting learning. Three persistent obstacles, namely teacher preparation, large classes and assessment, are also discussed, and some practical suggestions for classroom use are offered.

Keywords: communicative language teaching, primary education, young learners, communicative competence, English language teaching, methodological development

Introduction

Over the past fifty years the way English is taught to children as a foreign or second language has changed a great deal. For a long time lessons centred on memorizing grammar rules and word lists, yet pupils taught this way often could not