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RESEARCH ON THE CHINESE TEACHING MODE BASED ON 3D VIRTUAL SITUATION

The use of virtual environments for foreign language teaching is becoming more and more common as a result of the quick advancement of information technology and the fervent support of education departments at all levels. This tendency is followed by the innovation in the Chinese language education paradigm. This invention is supported by thorough theoretical investigation and industry-wide data analysis. In this context, we examine the issues with the current teaching model, including the underutilization of 3D virtual concepts, the poor management of technology, the dearth of teaching materials, and the slow updating of the evaluation system, and we suggest specific initiatives of teaching model reform strategies with the goal of offering some guidance for Chinese language instruction to improve teaching quality.

Chinese higher education institutions have the important task of cultivating international Chinese language talents. Therefore, Chinese language teaching should cultivate talents with a global perspective, Chinese culture, and cross-cultural communication skills that are built on a solid foundation of professional knowledge [1–3].

Due to the increasing demand for talents in economic and cultural development, the trend and degree of integration between Chinese language teaching and intelligent technology are strengthening, and the advantages of emerging technologies to support Chinese language teaching are visible to the naked eye and glow with unlimited potential. 3D virtual technology is naturally applied to Chinese language teaching reform in this context to solve the problem of lack of language environment for Chinese language teaching.

Virtual Reality (referred to as VR) technology, as the name suggests, is the simulation and virtualization of reality, which has the characteristics of subverting tradition. The technology combines computer graphics, visual imaging technology, and physical sensation, and can use computer simulation to simulate three-dimensional virtual situations to provide participants in different teaching scenarios with an immersive real learning experience, especially to create interactive situations to improve participants' Chinese proficiency. In short, the 3D virtual situation enables Chinese teaching to realize the learning scenarios in which learners from different countries participate in common interaction through the basic form of human-computer interaction, which can provide new models and ideas for Chinese teaching while bringing challenges.

The application of 3D virtual context to Chinese language teaching reform and teaching model innovation is based on the maturity of research on virtual technology, the reconstruction of Chinese language ecology in Chinese universities and the progress of data analysis technology at home and abroad.

Theoretical research foundation: the research on virtual technology at home and abroad is more and more extensive.

China's education informatization is developing faster and faster, and the teaching of various disciplines is emphasizing more and more the in-depth use of information technology to help the construction of new teaching models. Since this century, virtual reality technology, as a research hotspot at home and abroad, has driven the field of science and technology to actively introduce and develop virtual reality technology. The teaching of subjects in higher education actively introduces virtual reality technology, especially for 3D virtual and other three-dimensional virtual technology to create the situation favored, 3D virtual belongs to a kind of augmented reality technology, can become an indispensable content in the field of virtual reality research, augmented reality technology derived from reality, the computer, intelligent technology generated information and a number of scenes fusion, so that the user is in a virtual situation, perception of contact with the real world, to achieve different from the world The real world, to achieve interaction with different users of the world, or directly interact with the information, through the experience of technology to achieve the effect of augmented reality.

Environmental foundation: implementation of the strategy of reconstructing Chinese ecosystem in colleges and universities

The 3D virtual context was born in the era of information globalization, and as an important driving force for the development of the times, it has driven radical changes in various industries and fields. Teacher domination is transformed into a cooperative relationship, which can be mutually restrained and symbiotic, and the Chinese education ecology is more balanced. In this ecosystem environment, the interference of external factors to the classroom is becoming weaker and weaker, and this ecosystem is especially able to adopt richer forms of sound education, images and videos. This ecosystem, especially through richer forms of sound education, images, videos, etc., makes the interference of external factors to students weaker and weaker, so that students can concentrate on learning in this environment and effectively improve the pattern of Chinese language teaching. In this way, the ecological factors among teachers, students and other educational elements become more active and can actively build interactive bridges in the new ecosystem. The ecosystem gives vitality to teacher-student interactions, and teacher-student interactions jointly pull the ecological direction of Chinese teaching and learning, and jointly promote the exchange of information among teachers, students and other church elements.

The role of 3D virtual context in the reform of Chinese teaching mode is self-evident, but the teaching subjects do not have a deep understanding of the concept and lack positive guiding force for mathematical ideas, technology management, content and evaluation standards.

Lack of concept makes the mode reform deviate from the direction

The reform of teaching mode in 3D virtual context is the direction of reform of most disciplines in colleges and universities. However, in the reform of Chinese teaching mode, the concept related to 3D virtual context, and the concept contained in the concept, has not been able to deepen into the teaching practice, from the root, the higher management of colleges and universities has not promulgated the concept of 3D virtual context in the form of policy documents separately, but only mentioned it briefly in the teaching guides of different disciplines, failing to, fundamentally, attract the attention of colleges and universities, teachers and other subjects at the ideological level, so that some The reform of mathematics in higher education adopts the direct application or introduction of 3D virtual context, ignoring the popularization of the concept, which leads to the inability of the teaching reform to go deeper, and the cognition of Chinese teachers to 3D virtual context is limited by the background of liberal arts education, and the influence of the deep-rooted idea of "scientific research first", so their independent investigation of the concept of 3D virtual context is not driven enough. In addition, they are not sufficiently motivated to explore the concept of 3D virtual contexts, and their practice of guiding teaching and learning is superficial. For a long time, the teaching concept stays in the traditional teaching stage, the reform practice of teaching mode lacks scientific concept guidance, 3D virtual context and Chinese teaching are separated for a long time, the tone of teaching mode reform lacks the latest ideological connotation guidance, and the reform direction is prone to deviation.

Backward management makes the pace of technical reform slow.

The reform of Chinese teaching mode in 3D virtual context needs technical support, and the current Chinese teaching in colleges and universities faces problems such as the lack of technical hardware and the imperfect management of 3D virtual scene system, etc. The lack of hardware fundamentally limits the improvement of the technical level of Chinese teaching mode. Because of the limited technical funds of colleges and universities, they cannot support the technical system and hardware equipment that are not tailor-made for themselves. Moreover, some colleges and universities are facing the problem of lacking institutions and personnel specialized in managing technology, and no one is available to solve problems when the equipment cannot be used normally, which leads to the idle state of the equipment, resulting in the waste of resources. At the same time, the teaching resources built into the technology platform system are slow to be updated and fail to be combined with the general environment and the specific situation of colleges and universities in time, so some functions cannot be used properly.

Lack of vitality makes students' main interest low.

The 3D virtual context requires more diversified teaching modes and higher requirements for students' intrinsic motivation, both of which are missing in college Chinese teaching. The reason is that Chinese teachers, as the direct users of the 3D virtual context, have not explored the virtual context sufficiently, have not understood the online resources and the more diversified teaching contents thoroughly enough, and have not been able to categorize the contents before the class. The initial goal of combining the teaching content with the virtual context, which is not effective in guiding the teaching design, makes such teachers design the teaching design in a step-by-step manner, basically in accordance with the traditional textbook sequence of design and teaching, the concept of 3D virtual context is not put into practice, failing to drive the stimulation and play of students' interests in teaching, and the Chinese teaching mode is not energetic enough as it should be.

The reform of Chinese teaching mode based on 3D virtual context needs to be carried out from various aspects, specifically from the concept-driven scenario mode, technology-driven mode, task-driven mode and evaluation-driven mode.

Concept-driven: ensure the unity of teaching theory and practice.

The effect of information technology to promote the reform of some engineering courses in colleges and universities has been very obvious. The learning system based on virtual reality

technology provides teachers and students with specific scenes with real immersion characteristics, and this three-dimensional interface of virtual reality environment is exactly what is most needed for the reform of Chinese teaching mode. However, many liberal arts majors, including Chinese language majors, do not have a deep enough understanding of the use of 3D virtual context, because the concept of 3D virtual context has not yet been deeply integrated into the teaching reform. The authorities should introduce the use of 3D virtual context according to the reform of universities, so that universities can realize the importance of the use of 3D virtual context and pay attention to it from the ideological point of view. The teaching management department of universities should choose the connotation of the concept according to the school's situation, and select the concept that can be applied to the teaching of Chinese in our school, and highlight the optimization of the concept more clearly. Teachers should take the 3D virtual context teaching experienced during learning as a case and a breakthrough in their own educational background, and take it as an important reference for their own initiative to explore the concept deeply and become the practitioners of the new concept; they should put themselves in the position of the innovator of the teaching concept, in the position of the carrier of the unification of theory and practice, and become the perceiver and experienter of the virtual context. In this way, teachers will be able to convey their own sense of experience to students in a more authentic and heartfelt way, integrate the concept of communication and teaching practice, naturally stimulate students' interest in 3D virtual situations, and contribute to the further popularization of the concept."

Technology-driven: ensure the stability of intelligent teaching platform.

The 3D virtual context is built on the basis of virtual reality technology, which is a great challenge to the reform of Chinese teaching mode in colleges and universities.

Universities should seize the opportunity to send Chinese language teachers to master the technology application methods in advance, so as to facilitate the development of the process of using 3D virtual teaching equipment and prevent students' long-term wear of 3D glasses and other equipment from visual fatigue, cross-infection and other real problems. Chinese teachers, as the direct operators of the equipment, should focus on the application of 3D virtual scenes, pay attention to the use and extension of scene functions, give feedback upward when necessary, propose specific teaching demand functions to enterprises, and jointly promote the use of 3D virtual technology in Chinese virtual scene teaching. After entering the virtual scene system, the teacher should guide the students to choose the scene independently according to their interests, or they can visit all the scenes first before they start learning. When students enter the virtual scene system, they should be guided to choose the scene according to their interests, or they can visit all the scenes before they start learning. Considering this, the virtual scenes should have learning and practice modes. In the learning mode, teachers can interact with students in a scene together: in the practice mode, students actively explore learning as the main form, so that the technology-driven mode drives different subjects to participate in it and build different scenes together, making the development of Chinese intelligent teaching platform more and more stable.

Task-driven: ensuring the ecological integrity of teaching design.

The task-driven mode can give more inspiration, creative thinking and comprehensive content to the teaching design, which is difficult to be reached by the traditional multimedia teaching mode, and the immersiveness, conceptualization and interactivity of the 3D virtual context are highlighted under the task-driven mode. Of course, this requires college Chinese teachers to give full play to their information technology literacy and to teach resources both online and offline before class. Research is conducted to discover the specific contents of Chinese teaching resources that are suitable for using role-playing or purely task-based, and categorize them to redesign the teaching program with the teacher's book as a reference. The role-playing type of teaching design is suitable for teaching spoken Chinese and literature, and teachers can position the VR context under the background of the times in which spoken dialogues and literary stories take place, and use the advantages of conceptualization and immersion to allow students or In the process, students can choose different roles to play according to their own interests, and use Chinese to communicate in dialogue. The pure task-based

teaching design is applicable to the teaching of Chinese reading and writing courses, which requires Chinese teachers to focus on exploring the interactivity of the 3D virtual context and innovating the traditional infusion-based teaching model by placing different reading and writing tasks in the dry virtual world and dividing students into groups to retrieve the required information. The teacher can act as the ending guide in this process, giving timely help to students, guiding them to cooperate and work closely with each other, improving their self-confidence, and achieving the effect of "co-evolution" as much as possible to ensure that students can complete different thematic reading and writing tasks independently after the tasks are finished, transforming the improvement of subjective initiative into a learning norm. The students will be able to complete different thematic reading and writing tasks independently at the end of the assignment, transforming the improvement of their subjective initiative into a regular learning process.

The reform of Chinese language teaching mode based on 3D virtual context in higher education is facing different degrees of problems in concept, management and technology in the new era, which requires innovative development of theoretical research content, upgrading of management methods, deep industry technology application and strong evaluation guarantee to provide new experience for the reform of Chinese language teaching education.

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