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ANALYSIS OF CHINA'S INTERNATIONAL CHINESE LANGUAGE EDUCATION NETWORK PLATFORM UNDER THE BACKGROUND OF SMART EDUCATION

Annotation

This paper adopts statistical analysis and case analysis methods to investigate the quantity, types, and current development status of China's online platforms for international Chinese education, and analyzes the impact of smart education on their development, the specific paths of technology integration, as well as the existing deficiencies and corresponding recommendations. Although Chinese online learning platforms have begun to integrate smart educational technologies, efforts should still be made to strengthen data mining of teaching resources, unify smart educational technology means, and enrich human-computer interaction modes. It is hoped that this research can promote the development of smart education in the field of Chinese language teaching between China and Uzbekistan.

Key words: Smart education, online platforms, Chinese teaching.

АНАЛИЗ МЕЖДУНАРОДНОЙ СЕТЕВОЙ ПЛАТФОРМЫ ПО ОБУЧЕНИЮ КИТАЙСКОМУ ЯЗЫКУ В КИТАЕ В УСЛОВИЯХ ИНТЕЛЛЕКТУАЛЬНОГО ОБРАЗОВАНИЯ

Аннотация

В данной работе с использованием методов статистического и сравнительного анализа проведено исследование количества, типов и текущего состояния развития китайских онлайн-платформ для международного преподавания китайского языка, проанализировано влияние интеллектуального образования на развитие платформ, конкретные пути интеграции технологий, а также существующие недостатки и соответствующие рекомендации. Несмотря на то, что китайские онлайн-образовательные платформы уже начали интегрировать технологии интеллектуального образования, все еще необходимо усилить интеллектуальный анализ данных образовательных ресурсов, унифицировать средства технологий интеллектуального образования и обогатить формы человеко-машинного взаимодействия. Надеемся, что данное исследование поможет продвинуть развитие интеллектуального образования в сфере преподавания китайского языка между Китаем и Узбекистаном.

Ключевые слова: Интеллектуальное образование, Онлайн-платформы, преподавание китайского языка.

INTELLEKTUAL TA'LIM SHAROITIDA XITOYNING XITOIY TILINI O'QITISH XALQARO TARMOQ PLATFORMASI TAHLILI

Annotatsiya

Ushbu maqolada statistik va holatli tahlil usullari yordamida Xitoyning xalqaro xitoycha tilini o'qitish onlayn platformalarining soni, turlari va hozirgi rivojlanish holatini o'rganilgan, aqlli ta'limning platformalar rivojlanishiga ta'sirini, texnologiyalarni integratsiya qilishning maxsus yo'llarini, shuningdek mavjud kamchiliklar va mos keladigan tavsiyalar tahlil qilingan. Garchi Xitoyning onlayn o'quv platformalari allaqachon aqlli ta'lim texnologiyalarini integratsiya qilishni boshlagan bo'lsa ham, hali ham ta'lim resurslari ma'lumotlarining ma'lumotlar tahlilini kuchaytirish, aqlli ta'lim texnologiyalari vositalarini birlashtirish va inson-mashina o'zaro ta'sirlash shakllarini boyitish zarur. Ushbu tadqiqot Xitoy va O'zbekiston o'rtasida xitoycha tilini o'qitish sohasida aqlli ta'limning rivojlanishiga yordam berishini umid qilamiz.

Kalit so'zlar: Intellectual, onlayn platformalar, xitoycha tilini o'qitish.

Introduction. On January 24, 2024, the heads of state of China and Uzbekistan jointly issued a statement committing to strengthen exchanges and cooperation in education, science and technology and other fields [1]. The continuous advancement of smart education has opened up new possibilities for the innovation of global Chinese language education models, enabling the in-depth integration of online teaching and traditional teaching [2]. Since the 20th century, online platforms for international Chinese education have witnessed vigorous development, with more than 100 active ones including comprehensive and professional websites, and

their development directions have become increasingly refined [3]. Initially emerging in the form of "resource libraries" and "portal websites", online platforms for international Chinese education have now incorporated smart educational technologies to a greater extent with the development of artificial intelligence, thus completing an intelligent transformation in terms of their functions.

Literature Review. Taking "Chinese learning platforms" as the keyword, a search was conducted for research literatures published over the past decade from 2015 to 2025 in CNKI (China National Knowledge Infrastructure), one of

China's core academic databases, yielding a total of 34 relevant papers. In contrast, during the same period, a search for studies on representative Chinese learning websites yielded 65 papers on the "Chinese Plus" platform and 10 on the "Global Chinese Learning platform". This indicates that there is an abundance of applied research on Chinese learning platforms, while systematic theoretical research remains insufficient. Existing studies tend to center on MOOC courses on the platforms, with relatively few studies closely linked to artificial intelligence and a lack of in-depth research on the platforms themselves.

Given the close correlation between "smart education" and "online platforms for international Chinese education", a further search was performed on CNKI with the keyword "international Chinese smart education", which retrieved 89 relevant papers. The number of published papers on this topic has surged since 2021, with research themes concentrated on smart education models and generative artificial intelligence.

Research Methods. This study adopts a mixed-methods approach integrating statistical analysis, case analysis and quantitative analysis.

Firstly, modern technologies such as web search and web crawling were employed to conduct quantitative statistics on the quantity, types and specific modules of online platforms for international Chinese learning, so as to obtain basic data of these platforms including their supported languages, course offerings, development years and user volumes. Secondly, taking the "Chinese Plus" platform and the "Global Chinese Learning platform" as typical cases, this study analyzed the application of smart educational technologies such as speech error correction, handwriting recognition and user feedback on these online learning platforms.

Analysis and Results. 1. Quantity, Types and Basic Information of the Platforms

According to incomplete statistics, as of now, there are more than a hundred influential Chinese international language learning websites [3]. Depending on their functions, they can be categorized into comprehensive and specialized websites. Typical comprehensive websites include "Great Wall Chinese" platform, "Global Chinese Learning platform", and "Chinese Plus" platform.

All three comprehensive Chinese learning platforms are equipped with a digital teaching resource area, which includes digital resources such as digital textbooks and micro-courses. Among them, the "Chinese Plus" platform boasts the most comprehensive digital teaching resources, covering e-books, micro-courses, policy standards and other all-round materials. The digital teaching resources of the "Great Wall Chinese" platform mainly consist of its self-developed textbook "Great Wall Chinese" [4], while the "Global Chinese Learning" Platform collects a large number of micro-courses on Chinese culture. All three platforms offer paid courses [5]; the online courses on the Chinese Alliance Platform cover Chinese learning, examinations, Chinese culture and contemporary national conditions, teacher development, Chinese + vocational education-related courses, as well as a teacher training module [6].

Professional Chinese learning websites can be further categorized into four types: linguistic element learning, language skill training, cultural learning, and tool-based. "Hanyuquan" is characterized by Chinese picture books

Table 1

Analysis of Comprehensive Online Platforms for International Chinese Learning

Website Name	Chinese Plus	Global Chinese Learning Platform	Great Wall Chinese

suitable for young children, interactive vocabulary point-and-read functions covering daily expressions and life scenarios, as well as various auxiliary learning games[7]; "Lingo Bus" adopts the teaching philosophy of "developing reading and writing through listening and speaking", deeply integrating graded Chinese characters, picture book stories and real-life situations into Chinese learning through thematic situational reading[8]; "VO Chinese" has set up sections on contemporary Chinese culture, traditional Chinese culture and Sino-Western culture, demonstrating the long history of Chinese culture[9]; "Hanfeng Voice" has developed an integrated "teaching-learning-assessment" Chinese pronunciation teaching platform, including precise pronunciation training and assessment, intelligent lesson preparation functions, support for syllable training, and provision of standard pronunciation demonstrations[10].

2. Analysis of Digital Technologies and Interaction Modes of the Platforms

The presentation forms of digital resources are generally divided into single-medium and multimodal forms. The multimodal approach has become the mainstream in the resource design of international Chinese education websites at present. Up to now, the "Chinese Plus" platform has launched 416 online courses with more than 14,700 sessions. Among its MOOC offerings, there are 293 courses covering Chinese learning, Chinese examinations, Chinese culture and contemporary national conditions, teacher development, as well as Chinese + vocational education, boasting abundant digital teaching resources that can meet learners' needs for Chinese language study.

In the application of smart technologies, current online platforms for international Chinese education have broken away from the limitations of traditional material-based websites and introduced cutting-edge smart educational technologies. For instance, "Global Chinese Learning platform" apply artificial intelligence to realize oral proficiency assessment, intelligent pronunciation correction, Chinese character writing recognition, machine translation and other AI-based technologies. "Hanfeng Speech Assistant" provides syllable training, sound change training and connected speech training in the links of speech practice and assessment, and also offers standard pronunciation demonstrations, AI-based intelligent pronunciation correction and scoring, as well as visual tracking of learning data.

To achieve the goal of personalized teaching in smart education, platforms must also be equipped with human-computer interaction functions and personalized learning approaches. The "Chinese Plus" platform and "Great Wall Chinese" platform have initially introduced functions such as online assessment and learning communities, and their service modes have started to shift from one-way information delivery to two-way interaction. "Global Chinese Learning" platform relies on online platforms, offline classrooms or a blended mode to form a new service form centered on two-way information interaction, real-time feedback and collaborative participation. It breaks the one-way supply mode and includes customized teaching, real-time Q&A and targeted comments between teachers and students, as well as language partner matching, group collaboration and cross-cultural activity organization among students.

Establishment Time	Mar. 2020	Oct. 2019	Nov. 2003
Developing Entity	Wuzhou Hanfeng Network Technology (Beijing) Co., Ltd.	FLYTEK Co., Ltd.	Beijing Hanya Tiancheng Education Technology Co., Ltd.
Course Volume (Sessions)	150000	30000	-
Digital Resources	Online courses, e-books & reading materials, resource libraries	AI courses, recorded courses	Custom live courses, recorded courses
Smart Technologies	System and teaching tools, providing graded assessments for vocabulary, Chinese characters and textbooks	Intelligent speech assessment, AI language partners, Chinese character learning calligraphy tools	Smart teaching management, enabling intelligent analysis of teaching management and students' learning status
User Volume	2.71 million	20.59 million	0.3 million

Conclusions and Recommendations. 1. Problems of Online Platforms for International Chinese Education

1.1. Insufficient In-depth Processing of Digital Teaching Resources

After more than 20 years of development, the digital international Chinese teaching resources have become relatively systematic, basically meeting the learning needs of users. However, such resources are still largely unstructured and scattered data, which results in learners facing issues of inadequate accuracy, pertinence and personalization in information retrieval. Smart education, by contrast, relies on a large volume of structured data, especially the data that has been deeply annotated by experts or through machine technology. Only on the basis of such data can disciplinary knowledge graphs be constructed, thereby enabling the delivery of personalized smart teaching.

1.2. Lack of Unified Standards for the Application of Smart Educational Technologies

At present, major online learning platforms have aggregated a large volume of digital Chinese learning resources, yet there remains a lack of unified standards for the application of smart educational technologies. Taking the three representative comprehensive Chinese learning platforms as examples, each platform places distinct emphases on the application of such technologies. "Chinese Plus" platform focuses on the graded assessment of core linguistic elements of Chinese. "Global Chinese Learning" platform prioritizes the intelligent teaching of Chinese courses, featuring functions including speech recognition, intelligent error correction, automatic homework grading and intelligent online examinations. "Great Wall Chinese" platform lays emphasis on the construction of the entire process of smart education.

1.3. Monotonous Modes of Human-Computer Interaction

Human-computer interaction is a crucial criterion for evaluating smart education. Only the extensive realization of human-computer interaction can facilitate the effective collection of learners' data, thereby laying a solid foundation for the subsequent personalized diagnosis of students' learning conditions. In the early stage, the modes of human-computer interaction on online platforms were mainly limited to learners' comments, forum discussions and bullet comments in live online courses. With the development of smart education, such interaction modes have been

gradually embedded into the entire course learning process, which enables the collection of data including learning duration, content browsing preferences and learning habits, as well as specific data on learners' pronunciation, Chinese character writing and composition performance. Going forward, it is imperative to further enrich and optimize the modes of human-computer interaction.

2. Suggestions for the Construction of Language Learning Platforms

2.1. Strengthen Data Mining of Digital Teaching Resources

Knowledge graphs serve as a crucial basic data project for smart education and an important technical support for realizing personalized teaching. Chinese learning platforms should actively absorb cutting-edge achievements in knowledge graph construction, annotate the ontological knowledge and attributes of pronunciation, vocabulary, Chinese characters and grammar in accordance with disciplinary knowledge structures, judge the relationships between knowledge points, and build knowledge graphs on this basis.

2.2. Enhance the Application of Smart Educational Technologies

At the national level, official documents on national standards for smart educational technologies should be issued to regulate the types and technical parameters of such technologies. Comprehensive online learning platforms should systematically apply smart educational technologies—not only fully integrating them into the course teaching process, but also introducing them comprehensively in teaching management and the standardization of students' personalized learning paths.

2.3. Reform Educational Evaluation Methods Based on Learning Profiles

Traditional educational evaluation methods are dominated by result-oriented assessment, measuring students' learning outcomes against uniform answers. With the popularization of smart education, it is not only possible to collect data such as students' in-class questions, homework assignments, unit tests, as well as post-class courseware browsing duration, learning habits and difficult points, but also to equip advanced sensors to capture and recognize facial expressions. This enables better recording of students' learning processes and the realization of process-oriented learning assessment.

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