

DOI: 10.24412/2470-1262-2025-2-3-37-50

УДК (UDC): 372.881.111.1

Vyacheslav M. Bogachevsky
Ural Federal University named after the First
President of Russia B. N. Yeltsin
Yekaterinburg, Russia

Tamara V. Kuprina
Ural Federal University named after the First
President of Russia B. N. Yeltsin
Yekaterinburg, Russia

For citation: Vyacheslav M. Bogachevsky
Tamara V. Kuprina

Integration of ChatGPT Language Model in Teaching English Tenses to a Chinese
Audience.

Cross-Cultural Studies: Education and Science,
Vol. 10, Issue 2-3 (2025), pp. 37-50 (in USA)

Manuscript received: 17/09/2025

Accepted for publication: 05/11/2025

The authors have read and approved the final manuscript.
CC BY 4.0

INTEGRATION OF CHATGPT LANGUAGE MODEL IN TEACHING ENGLISH TENSES TO A CHINESE AUDIENCE

ИНТЕГРАЦИЯ ЯЗЫКОВОЙ МОДЕЛИ CHATGPT В ОБУЧЕНИЕ АНГЛИЙСКИМ ВРЕМЕНАМ КИТАЙСКОЙ АУДИТОРИИ

Abstract:

The purpose of the article is to study the integration of the ChatGPT language model into the process of teaching English grammar to a Chinese audience, considering their cultural and methodological characteristics. The article develops a methodology for interacting with Chinese students through specially prepared prompts of the ChatGPT language model, ensuring the adaptation of the educational process to the level and needs of students. The method used includes the consistent mastering of the grammar topic Present Simple, as an example, through theoretical training, practical tasks and the development of communication skills. The methodology is based on an experimental pedagogical study using interactive interaction between students and a language model in combination with teacher control and support. The results show that the use of ChatGPT contributes to increased motivation, development of independence and improved assimilation of grammar material due to

personalization of learning and the possibility of instant feedback. The theoretical contribution of the article is to substantiate the role of language models as a tool that overcomes traditional barriers to learning for Chinese students and contributes to the formation of comprehensive language competence. The practical significance of the work is manifested in the development of a methodology for the effective integration of AI technologies into language education curricula, taking into account national specifics. The proposed interaction model opens up prospects for further study of the influence of AI on the quality of foreign language teaching and the expansion of the practice of personalized e-learning in a multicultural educational space.

Keywords: ChatGPT, teaching English grammar, language model, artificial intelligence, teaching methods, prompts, digital technologies, educational innovations, personalization of learning

Аннотация: Целью данной статьи является исследование интеграции языковой модели ChatGPT в процесс обучения английской грамматике китайской аудитории с учётом их культурных и методологических особенностей. В статье разработана методика взаимодействия с китайскими студентами через специально подготовленные промты языковой модели ChatGPT, обеспечивающие адаптацию учебного процесса к уровню и потребностям обучающихся. Используемый метод включает последовательное освоение грамматической темы Present Simple, как примера, посредством теоретической подготовки, практических заданий и развития коммуникативных навыков. Методология базируется на экспериментально-педагогическом исследовании с применением интерактивного взаимодействия студентов с языковой моделью в сочетании с контролем и поддержкой преподавателя. Результаты показывают, что использование ChatGPT способствует повышению мотивации, развитию самостоятельности и улучшению усвоения грамматического материала за счёт персонализации обучения и возможности моментальной обратной связи. Теоретический вклад статьи заключается в обосновании роли языковых моделей как инструмента, преодолевающего традиционные барьеры обучения китайских студентов и способствующего формированию комплексной языковой компетенции. Практическое значение работы проявляется в разработке методики для эффективного интегрирования ИИ-технологий в учебные программы языкового образования с учётом национальной специфики. Предложенная модель взаимодействия открывает перспективы дальнейшего изучения влияния ИИ на качество обучения иностранным

языкам и расширения практики персонализированного электронного обучения в мультикультурном образовательном пространстве.

Ключевые слова: ChatGPT, обучение английской грамматике, языковая модель, искусственный интеллект, методика преподавания, промты, цифровые технологии, образовательные инновации, персонализация обучения

Introduction

The relevance of studying the English language for Chinese students is driven by the intensified multilateral cooperation between Russia and China across various sectors, including education. The significant increase in the number of Chinese learners necessitates the adaptation of curricula considering their cultural and linguistic characteristics as well as the specifics of the national educational system. Traditional methods of teaching English grammar often focus on memorization and analysis, which limits the development of communicative skills and student autonomy. Contemporary educational trends emphasize the importance of integrating interactive and digital technologies capable of enhancing motivation and the quality of language acquisition. However, the scientific literature highlights a shortage of methodologies that effectively combine traditional approaches with innovative tools aimed at developing grammatical competence specifically for the Chinese audience.

In this context, the ChatGPT language model represents a promising tool that provides flexible and adaptive interaction with students. The model's ability to analyze context and generate relevant linguistic material creates conditions for personalized learning, which is particularly important in a multicultural educational environment. Preliminary studies confirm that the integration of such models facilitates the improvement of linguistic skills, vocabulary expansion, and deepening of grammatical understanding. Furthermore, the use of ChatGPT enables educators to organize the learning process according to individual needs, fostering students' abilities for independent language work and critical thinking in the study of grammar.

Nevertheless, the application of language models should consider the features of the Chinese educational system, which predominantly follows a teacher-centered approach and maintains an emphasis on material control and repetition. The task of the modern pedagogical process is to find a balance between innovative digital technologies and traditional methods to ensure maximum learning effectiveness and student motivation [7, 9]. Thus, the integration of ChatGPT in teaching English grammar to the Chinese audience is both relevant and timely, opening new prospects for the development of language competence and the enhancement of educational quality.

The objective of the present article is to analyze and substantiate the effectiveness of using the ChatGPT language model in teaching English tenses to Chinese students, considering cultural and methodological characteristics. The research tasks include the development of methodological techniques for interacting with ChatGPT through specially prepared prompts, analysis of the structure of the educational process using the topic of Present Simple as an example, and assessment of the impact of integrating the model on students' motivation and mastery of grammatical material.

Literature Review

In the contemporary context of globalization and the rapid advancement of digital technologies, considerable attention in pedagogical research is devoted to adapting educational methods to the culturally specific characteristics of learners. Regarding English language instruction for the Chinese audience, N. Yu. Stoyushko and A. M. Tarasov emphasize that quality education is achievable only by considering the cultural and educational peculiarities of students, as well as by creating a comfortable learning environment conducive to successful material acquisition [17]. An analysis of trends conducted by C. Dong and Yi Limige reveals a lack of methodologies that effectively integrate innovative digital technologies while considering the national characteristics of education in China, thereby highlighting the need for the development of specialized pedagogical approaches [4, 20]. This position is further supported by the work of S. Liu, who underscores the systematic implementation of modern information technologies in higher education in China [13].

The development of language competence, particularly grammatical skills, remains central to foreign language teaching specialists. As F. Charles and V. Holmes note, the primary objective is not merely the assimilation of grammatical rules but also the ability to apply them appropriately in various communicative contexts [2]. However, the traditional teacher-centered approach, widespread in China, focuses on memorization of grammatical material, error correction, and translation, which limits the development of students' communicative abilities [4]. S. Polak and G. Sciavo identify pedagogical barriers including knowledge transmission and control orientation, which hinder the adoption of new methods and emphasize the necessity of finding compromise strategies that blend tradition with innovation [16].

In light of these challenges, interest and research on the use of artificial intelligence and language models in educational practice have increased. The concept of personalized learning based on AI, including ChatGPT, is investigated by K. Enkeleida and K. Sessler,

who highlight the potential of large language models for individualizing the learning process and creating an interactive adaptive environment [5]. A. P. Avramenko provides a comprehensive examination of language models as algorithms capable of analyzing complex contexts and generating relevant and meaningful text, significantly expanding the possibilities for teaching grammar and language practice [1]. A measured approach to the integration of AI technologies and their applications in academic writing is discussed by M. Hammad, who notes the positive impact of AI on the quality of written work and deeper linguistic understanding [8].

Additional empirical data presented by M. A. Fomin and E. Yu. Kostyukovich confirm the effective application of language models for expanding vocabulary and reinforcing grammatical constructions of varying complexity [6; 12]. At the same time, O. O. Jegede draws attention to the adaptability of AI tools capable of addressing individual student needs and demands, which is particularly important in multicultural educational settings [10]. V. John highlights the role of language models in fostering autonomous language activity and critical thinking, thereby enhancing the educational potential of AI applications [11].

Simultaneously, the necessity of acknowledging the limitations of language model usage is stressed. J. Chatterjee and N. Detlefs emphasize that AI cannot substitute live pedagogical interaction, empathetic support, and socio-emotional engagement, thereby underscoring the importance of a comprehensive approach that combines traditional and innovative teaching methods [3]. An important aspect is also the role of teachers in facilitating students' adaptation to digitized educational environments, as noted by I. S. Napreev [14].

Research by M. N. Novoselov and colleagues demonstrates that integrating AI technologies into foreign language instruction opens new opportunities to activate the learning process through dialogic and interactive methods, thereby increasing motivation and contributing to the development of language competence [15]. The analysis of digitalization challenges in education is provided by A. A. Stokov, M. V. Vakulenkova, and co-authors, who justify the need for comprehensive strategies for implementing digital technologies while preserving pedagogical values and adapting to diverse audiences [18; 19].

Thus, contemporary scientific discourse emphasizes the importance of developing balanced methodologies that integrate AI language models into the educational process with regard to the cultural and educational characteristics of Chinese students. This opens new prospects for enhancing the quality of English grammar teaching, strengthening communicative skills, and adapting to the demands of the global educational landscape, as confirmed by successful research experiences worldwide [9].

Materials and Methods

The study employed methods of experimental-pedagogical activity, which included the development, implementation, and analysis of instructional materials utilizing the ChatGPT language model in the process of teaching English grammar to Chinese students. The foundation of the work was the use of prompts that direct ChatGPT's responses toward specific educational queries [10]. This approach allows for the adaptation of artificial intelligence outputs to the students' proficiency levels and needs, thereby enhancing the relevance and pedagogical value of the generated material.

The research material comprised learning tasks and feedback generated by the language model based on input prompts designed with consideration of the particularities of the Chinese audience, including their language proficiency, cultural features, and the requirements of the traditional educational system. Special attention was given to three types of prompts corresponding to key stages of the educational process: theoretical preparation, practical exercises, and tasks aimed at developing communicative skills.

The set of prompts encompassed the study of grammatical theory (definitions, forms, and usage rules), the creation and completion of various exercises (gap-filling, error correction, dialogues), as well as activities for the development of communicative abilities through interactive interaction with the model (role-playing, written assignments with feedback). To ensure the quality and effectiveness of learning, methods of monitoring comprehension and consolidation of material were applied, which were implemented by the instructor through subsequent verification and discussion of the work outcomes with ChatGPT. The integration of ChatGPT was carried out within a comprehensive approach that maintained a balance between digital tools and traditional teaching methods, thereby increasing the validity and practical significance of the research results.

Results and Discussion

For effective interaction with ChatGPT, particularly in the context of teaching English grammar, instructor-prepared prompts are utilized in advance. Prompts are sets of instructions or input data provided to an artificial intelligence model, such as ChatGPT, to generate a response [10]. They function as guidance for the AI to understand the expected outcome. Prompts may vary in complexity, ranging from simple questions to detailed scenarios. The quality and clarity of a prompt significantly influence the relevance and accuracy of ChatGPT's response. Within the framework of AI language models, a prompt typically includes a specific task or question [5]. Thus, the process of teaching English grammar

incorporates three types of prompts aimed at distinct aspects of the educational process: theoretical, practical, and communicative.

Prior to working with the language model, students are advised to familiarize themselves with ChatGPT. For this purpose, students collaboratively create a prompt with the instructor, including information about themselves such as their status (students), the purpose of using ChatGPT (studying English tenses), English proficiency level, native language, and so forth. Such a prompt generally takes the following form: "Hello! I am a student at the humanities university, and I want to study English Tenses with you under the guidance of a teacher in my room. My native language is Chinese, so if it is not difficult for you, I would like to receive some hints or explanations in brackets in my native language, but you must give me all the main material in English, and the exercises should not contain answers in advance. I will send you prompts for studying the theory and completing the tasks. Your task is to give me information strictly according to the prompt. My level of English is A2, so try to choose words and exercises slightly higher than my level."

Thanks to such an initial prompt, ChatGPT can accurately comprehend the objectives and requirements of the learning process, thereby maximizing the effectiveness of the educational experience. Figure 1 below presents ChatGPT's response to this prompt.

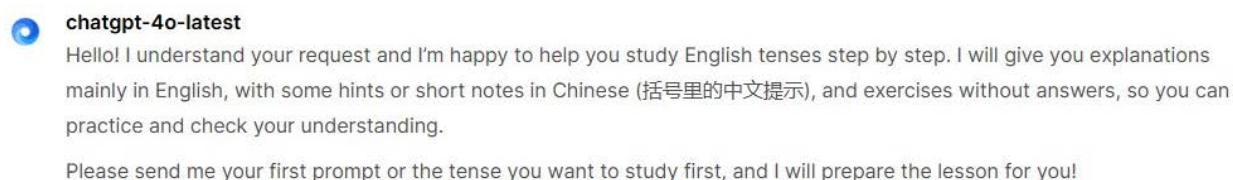


Figure 1 – ChatGPT's response to the introductory prompt

Next, we will examine the use of prompts and interactions with ChatGPT based on the grammatical topic of the Present Simple tense.

At the initial stage, students familiarize themselves with the fundamental theoretical aspects of this tense. This includes the definition, tense form, usage cases, time markers, and so forth:

- *Prompt*: "What is Present Simple and when is it used?"
- *Prompt*: "How is Present Simple formed for affirmative, negative, and interrogative sentences? Give examples."
- *Prompt*: "When should Present Simple be used? Give examples of situations in which it is used."
- *Prompt*: "Give examples of sentences in Present Simple that can be used in everyday life."

• *Prompt*: "What common mistakes do students make when using Present Simple? How can they be avoided?"

Figure 2 below presents the response of the ChatGPT language model to the prompt regarding the usage cases of the Present Simple tense.



chatgpt-4o-latest

Great! Let's study the **Present Simple tense**.

When should the Present Simple be used?

The Present Simple is used:

1. To talk about **regular actions or habits** (经常做的事情/习惯).
 - Example: *I usually eat breakfast at 7 a.m.*
(我通常早上7点吃早饭。)
2. To express **facts and general truths** (事实和普遍真理).
 - Example: *Water boils at 100 degrees Celsius.*
(水在100摄氏度时沸腾。)
3. To describe **situations that are always true or permanent** (一直存在的状态或事实).
 - Example: *She lives in Beijing.*
(她住在北京。)
4. To talk about **scheduled events in the near future** (安排好的未来事件, 通常用于时间表/日程).
 - Example: *The train leaves at 9 p.m.*
(火车9点钟发车。)
5. To describe **feelings, thoughts, and opinions** (感觉、思想和观点).
 - Example: *I think English is interesting.*
(我觉得英语很有趣。)

Figure 2 – ChatGPT's response to the prompt "When should Present Simple be used? Give examples of situations in which it is used."

This theoretical material is studied under the guidance of an instructor, as Chinese students are accustomed to a teacher-centered learning process. Consequently, such an approach is familiar and comfortable for the students. Additionally, hints provided in their native language make the learning process more approachable and comprehensible. Students can also receive feedback from ChatGPT by asking supplementary questions to clarify the theoretical content or by requesting additional examples.

After mastering the theoretical material, students proceed to complete exercises. These exercises usually comprise various types of tasks aimed at reinforcing the grammatical content studied:

• *Prompt*: "Create some exercises on using Present Simple, including filling in the gaps and correcting errors."

- *Prompt:* "Create 10 sentences with gaps to practice the affirmative, negative and interrogative forms of Present Simple."

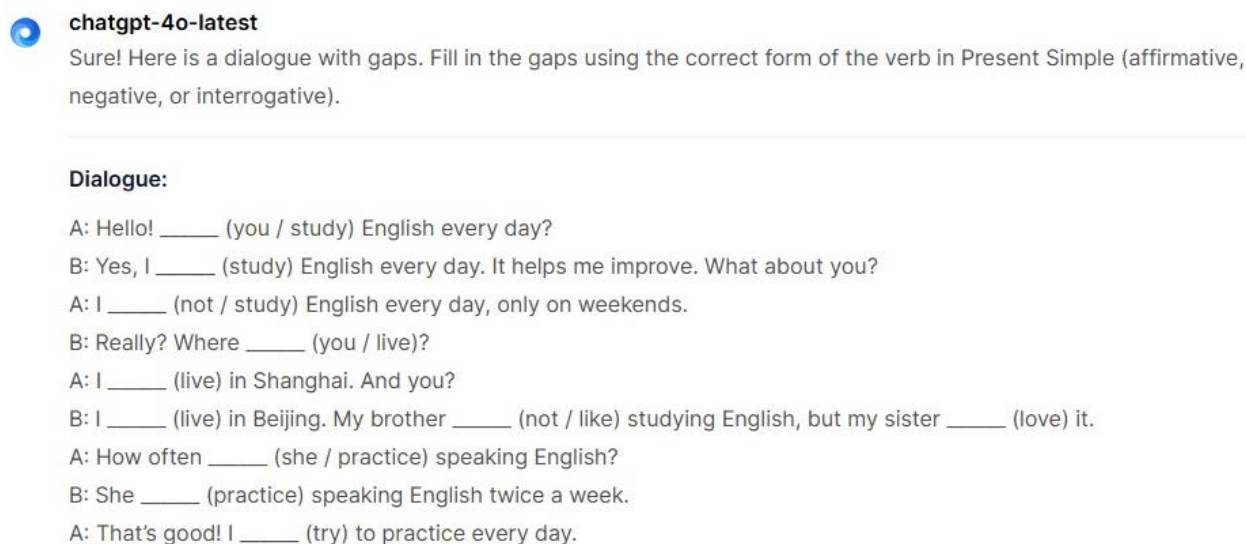
- *Prompt:* "Create 10 sentences with gaps to practice the verb 'to be' in the Present Simple."

- *Prompt:* "Create a dialogue with gaps to practice the affirmative, negative and interrogative forms of Present Simple."

- *Prompt:* "Create a dialogue with gaps to practice the verb 'to be' in Present Simple."

- *Prompt:* "Make a dialogue to fill in the gaps with the correct forms of the verb 'to be' (am, is, are) and other verbs in Present Simple."

Figure 3 below presents ChatGPT's response to the prompt for creating a dialogue with gaps.



chatgpt-4o-latest
Sure! Here is a dialogue with gaps. Fill in the gaps using the correct form of the verb in Present Simple (affirmative, negative, or interrogative).

Dialogue:

A: Hello! ____ (you / study) English every day?
B: Yes, I ____ (study) English every day. It helps me improve. What about you?
A: I ____ (not / study) English every day, only on weekends.
B: Really? Where ____ (you / live)?
A: I ____ (live) in Shanghai. And you?
B: I ____ (live) in Beijing. My brother ____ (not / like) studying English, but my sister ____ (love) it.
A: How often ____ (she / practice) speaking English?
B: She ____ (practice) speaking English twice a week.
A: That's good! I ____ (try) to practice every day.

Figure 3 – ChatGPT's response to the prompt "Create a dialogue with gaps to practice the affirmative, negative and interrogative forms of Present Simple."

As observed in Figure 3, the language model does not provide answers in advance, as was specified in the initial prompt. This approach enables students to work independently under the guidance of both the instructor and ChatGPT. Upon completing the exercise, students may request the correct answers from the language model. The verification of such tasks is conducted collaboratively with the instructor, who, in addition to checking the correctness of answers, assesses students' comprehension of the grammatical material by posing supplementary questions, thus further reinforcing the theoretical knowledge.

The final stage involves completing exercises aimed at developing communicative skills. Such prompts typically involve dialogues with ChatGPT, writing tasks, or role-playing activities:

• *Prompt:* "Act as a conversation partner and ask me simple questions using the Present Simple tense about my daily routines, hobbies, job, or habits. After I answer, kindly correct any mistakes and suggest alternative ways to express my ideas using Present Simple."

• *Prompt:* "Give me a writing task to describe a typical day in my life or my favorite hobby using the Present Simple tense. After I submit my text, provide detailed feedback focusing on correct usage of Present Simple, word order, and common phrases."

• *Prompt:* "Pretend you are a journalist and interview me about my daily life, work, and hobbies using Present Simple questions (for example, 'What time do you usually wake up?' or 'Where do you work?'). After I answer, give me tips to make my answers more natural and fluent."

Figure 4 below presents ChatGPT's response to the prompt related to the writing task.

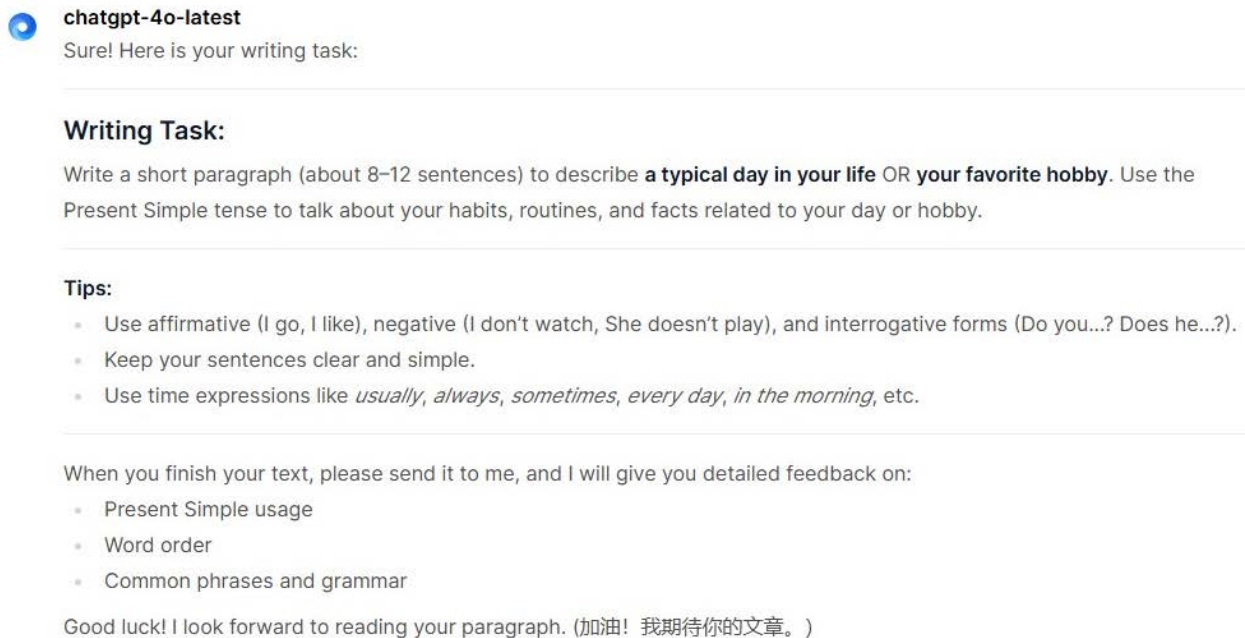


Figure 4 – ChatGPT's response to the prompt "Give me a writing task to describe a typical day in my life or my favorite hobby using the Present Simple Tense. After I submit my text, provide detailed feedback focusing on correct usage of Present Simple, word order, and common phrases."

Here, it is noteworthy that ChatGPT is capable of providing immediate feedback following the completion of an exercise, and that the language model continues to use the students' native language for offering hints. These communicative exercises are designed not only for students to complete pre-prepared tasks but also to independently learn how to apply the studied grammatical material in both spoken and written language. Additionally, the instructor may assign students further tasks, such as reading aloud or retelling the produced text, or sharing ChatGPT's feedback.

This approach ensures the development of both grammatical and communicative skills while reducing the impact of language barriers commonly experienced by Chinese students. Upon completing the study of the given grammatical topic, students may pose additional questions to ChatGPT, receive feedback from the instructor, and, under the instructor's guidance, "request" homework assignments from the language model.

Within the scope of this research, an experimental study was conducted aimed at a comparative analysis of the effectiveness of two different approaches to teaching English tenses to Chinese students. The first group employed a traditional teaching approach, primarily based on textbook study and classical instructional practices. The second group mastered the grammatical material using the ChatGPT language model with specially developed prompts, which ensured personalized and interactive engagement with the educational content.

A comparison of the results from initial and final testing using statistical methods demonstrated that students studying with ChatGPT improved their performance by 16.5% compared to their initial test results, whereas the group instructed via the traditional approach showed an improvement of 5.5% relative to their baseline testing. These findings indicate the high effectiveness of integrating the ChatGPT language model into the educational process, taking into account the needs and specificities of the Chinese audience, as well as the potential of AI technologies to significantly enhance the quality of English grammar acquisition.

Conclusion

Thus, the integration of the ChatGPT language model into the process of teaching English grammar to Chinese students holds significant potential for enhancing the effectiveness of the educational process. The use of specially developed prompts enables the adaptation of AI interaction to the individual characteristics of students by combining theoretical instruction, practical exercises, and the development of communicative skills. This approach not only facilitates a deeper understanding of grammatical structures but also cultivates the ability to apply them independently in various communicative contexts, which is particularly relevant for Chinese students given the traditionally grammar-focused nature of their learning styles.

The theoretical significance of this study lies in demonstrating the capabilities of language models as tools that can overcome barriers inherent in traditional pedagogy, especially those associated with fixed curricula and insufficient learner motivation. The practical value is manifested in the proposal of a methodology that considers the cultural and

methodological specificities of Chinese students and creates conditions for personalized, interactive, and motivating learning. At the same time, maintaining a balance between innovative digital technologies and live pedagogical interaction is crucial, as it ensures comprehensive development of language competence and supports the socio-emotional aspects of the educational process.

The empirical data obtained confirm that the implementation of the ChatGPT language model significantly outperforms the traditional approach in improving the language competence of Chinese students. This indicates that students better retain material due to the opportunity to receive immediate feedback, as well as the model's high flexibility in responding to a wide range of clarifying questions in the students' native language. As a result of this interactive and personalized approach, learners achieve a deeper and more conscious understanding of grammatical topics compared to traditional teaching methods.

Prospects for further research include the expansion and adaptation of the proposed teaching method to other English grammar topics, as well as an in-depth study of the impact of language model integration on long-term language acquisition outcomes and student motivation. Additionally, an important direction involves the development of effective strategies for preparing teachers to work with AI resources and evaluating their role in facilitating the digital learning process, which will help ensure a more harmonious and productive implementation of innovative technologies in educational practice.

References:

1. Avramenko A.P. *Artificial Intelligence in Teaching Foreign Languages: A Manual*. 2nd ed., corrected. Moscow: KDU University Book; 2022. 166 p.
2. Charles F., Holmes W. *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign; 2019. p. 21–23.
3. Chatterjee J., Dethlefs N. This new conversational AI model can be your friend, philosopher, and guide ... and even your worst enemy. *Patterns*. 2023;4(1):100676. doi:10.1016/j.patter.2022.100676.
4. Dong Q. Ten Years of the Development of Modern Educational Technologies and Their Enlightenment in the Reform of Informatization of China's Higher Education: Based on the "Horizon Report" over the Past 10 Years. *Textile and Sewing Education*. 2019;(34(4)):283–288.
5. Enkelejda K., Sessler K. *ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education*. A position paper. EdArXiv; 2023. p. 23–24.

6. Fomin M.A. Artificial intelligence in learning a foreign language at a university. *Social Science and Social Psychology*. 2022;(8–2(38)):24–28.
7. Halaweh M. ChatGPT in education: Strategies for responsible implementation. *Contemporary–Educational Technology*. 2023;15(2):ep421. doi:10.30935/cedtech/13036.
8. Hammad M. The Impact of Artificial Intelligence (AI) Programs on Writing Scientific Research. *Annals of Biomedical Engineering*. 2023;51:459–60. doi:10.1007/s10439-023-03140-1.
9. Holmes W., Bialik M., Feidel C. *Artificial Intelligence in Education: Prospects and Challenges for Teaching and Learning*. Moscow: Alpina PRO; 2022. 304 p.
10. Jegede O.O. Artificial Intelligence and English Language Learning: Exploring the Roles of AI-Driven Tools in Personalizing Learning and Providing Instant Feedback. *Universal Library of Languages and Literatures*. 2024;1(2):6–19. doi:10.70315/uloap.ulli.2024.0102002.
11. John V. Collaborating With ChatGPT: Considering the Implications of Generative Artificial Intelligence for Journalism and Media Education. *Journalism & Mass Communication Educator*. 2023. 107 p.
12. Kostyukovich E.Yu. Application of Artificial Intelligence in Teaching English at the University. *Modern Pedagogical Education*. 2023;(8):492–496.
13. Lu X. Reform and Innovation in Higher Education from the Perspective of the Development of Modern Information Technologies. *China Multimedia and Internet Teaching*. 2019;(12):5–7.
14. Napreev I.S. Using GPT neural networks in the educational process. *Student of the Year 2023: collection of articles of the XXVIII International Research Competition*. Penza: Science and Education; 2023. p. 157–162.
15. Novoselov M.N., Novoselova S.N., Bezukladnikov V.K. Didactic and interactive potential of artificial intelligence and derived pedagogical technologies in teaching a business foreign language to foreign students at a Russian university. *Foreign Language at School*. 2024;(6):79–86.
16. Polak S., Schiavo G. Teachers' Perspective on Artificial Intelligence Education: An Initial Investigation. In: *Extended Abstracts of the 2022 CHI Conference on Human Factors in Computing Systems*. New York; 2022. p. 2–3.
17. Stoyushko N.Yu., Tarasov A.M. Digital education: priorities and prospects. *Problems of Modern Pedagogical Education*. 2019;(no volume):316–319.
18. Stokov A.A. Digitalization of education: problems and prospects. *Bulletin of Minin University*. 2020;8(2):15–29.

19. Vakulenkova M.V., Shutenko A.I., Shutenko E.N., et al. Digital technologies in education. Trends, problems, prospects: monograph. St. Petersburg: GNII Natsrazvitie; 2023. 80 p.
20. Yi L. Analysis of the need to teach Russian in the information reform at universities. Journal of Jiamusi Professional College. 2018;(1):181–182.

Information about Authors:

Vyacheslav M. Bogachevsky – Post-graduate student, Department of Foreign Languages and Translation, Ural Federal University named after the first President of Russia B. N. Yeltsin. <https://orcid.org/0000-0003-2970-4717> (19, Mira St., Yekaterinburg, Russian Federation, 620002; e-mail: bogosky80@gmail.com).

Tamara V. Kuprina – Scientific Supervisor, CandSc. (Pedagogy), Associate Professor, Associate Professor, Department of Foreign Languages and Translation and Department of International Economics and Management, Ural Federal University named after the first President of Russia B. N. Yeltsin. <http://orcid.org/0000-0002-8184-2490> (19, Mira St., Yekaterinburg, Russian Federation, 620002; e-mail: tvkuprina@mail.ru).

Acknowledgments: I would like to thank my reviewers.

Author's contribution: The work is solely that of the author.