

THEORETICAL FOUNDATIONS FOR THE FORMATION OF INTERCULTURAL COMPETENCE OF CHINESE TEACHERS IN THE RUSSIAN EDUCATIONAL ENVIRONMENT USING THE FLIPPED CLASSROOM

Ye Yumeng, *Postgraduate Student*
RUDN university
(Russia, Moscow)

DOI:10.24412/2500-1000-2026-5-1-70-75

Abstract. *The article examines the theoretical foundations for the formation of intercultural competence of Chinese teachers in the Russian educational environment using the flipped classroom model. It argues that intercultural competence should not be reduced merely to foreign language proficiency, but should be understood as an integrated professional characteristic that includes cognitive, affective, behavioral, and reflective components. Special attention is paid to the challenges faced by Chinese teachers in Russia, including linguistic and communicative adaptation, differences in pedagogical traditions, specific features of teacher–student interaction, and the transformation of professional identity. The article shows that the flipped classroom model makes it possible to combine preliminary independent study of theoretical material, practical solution of intercultural pedagogical situations in class, and subsequent reflection. This approach contributes to the gradual development of Chinese teachers' ability to understand Russian educational culture, adapt pedagogical behavior, and act effectively in an intercultural educational space.*

Keywords: *intercultural competence; chinese teachers; russian educational environment; flipped classroom; professional adaptation.*

In the context of the deepening educational cooperation between China and Russia, the professional development of Chinese teachers in the Russian educational environment has become an increasingly significant issue. Chinese teachers working in Russia are not only required to possess subject knowledge and language competence, but also to demonstrate the ability to understand another educational culture, communicate effectively with students and colleagues, and adapt their pedagogical behavior to local classroom norms. The Russian educational environment is characterized by its own academic traditions, teacher–student interaction patterns, classroom communication styles, and assessment practices. These factors create both opportunities and challenges for Chinese teachers.

Intercultural competence therefore becomes a key component of Chinese teachers' professional competence in Russia. It enables teachers to interpret culturally specific educational situations, prevent misunderstandings, adjust teaching strategies, and participate effectively in academic and institutional communication. However, the formation of such competence cannot be limited to the transmission of theoretical knowledge about Russian culture or education. It requires a peda-

gogical model that combines knowledge acquisition, situational practice, interactive communication, and reflective professional development.

The flipped classroom provides a promising methodological basis for this purpose. By transferring theoretical preparation to the pre-class stage and using classroom time for discussion, case analysis, simulation, microteaching, and reflection, the flipped classroom creates conditions for the gradual formation of intercultural competence. It allows Chinese teachers to move from understanding cultural differences to acting appropriately in intercultural pedagogical situations. Therefore, this article aims to analyze the theoretical meaning and structure of intercultural competence, identify the main challenges and competence needs of Chinese teachers in the Russian educational environment, and explain the mechanism through which the flipped classroom can support the formation of their intercultural competence.

Theoretical Meaning of Intercultural Competence and the Competence Structure of Chinese Teachers

Intercultural competence should not be reduced to foreign language proficiency. Although language ability is an essential condition for

communication, it does not by itself ensure effective interaction in a foreign educational environment. In a broader pedagogical sense, intercultural competence refers to the ability to understand cultural differences, communicate appropriately with representatives of another culture, regulate one's own behavior, and participate constructively in intercultural cooperation. Deardorff defines intercultural competence as the ability to communicate effectively and appropriately in intercultural situations on the basis of intercultural knowledge, skills, and attitudes [1]. This understanding is especially relevant to teacher education, where intercultural competence becomes not only a communicative quality but also a professional characteristic.

For Chinese teachers working in the Russian educational environment, intercultural competence is manifested in the ability to organize teaching, build classroom interaction, communicate with students and colleagues, assess learning outcomes, and respond to culturally conditioned pedagogical situations. Therefore, it should be regarded as an integrated professional compe-

tence that combines knowledge, attitudes, practical behavior, and reflection.

The structure of this competence may be described through four interrelated dimensions. The cognitive dimension includes knowledge of Russian society, educational traditions, institutional norms, classroom culture, teacher-student relations, and students' learning characteristics. The affective dimension involves openness, respect for cultural differences, empathy, intercultural sensitivity, and tolerance of uncertainty. The behavioral dimension refers to the ability to choose appropriate communication strategies, adjust classroom management, use suitable teaching language, resolve conflicts, and cooperate effectively in the educational process. The reflective dimension includes the teacher's ability to analyze personal cultural assumptions, pedagogical beliefs, teaching behavior, and experience of intercultural tension. Chinese researchers also emphasize that intercultural communicative competence includes not only linguistic knowledge but also cognitive, emotional, and behavioral components [2].

Table 1.

Dimension	Main Content	Manifestation in the Russian Educational Environment
Cognitive	Knowledge of Russian education, classroom culture, social norms	Understanding classroom rules, interaction patterns, and assessment expectations
Affective	Openness, respect, empathy, cultural sensitivity	Accepting differences among students, colleagues, and institutional practices
Behavioral	Communication strategies, classroom management, conflict resolution	Adjusting teaching methods and interaction styles
Reflective	Self-analysis, pedagogical reflection, cultural identity adjustment	Improving teaching behavior through analysis of intercultural experience

The intercultural competence of Chinese teachers has its own specificity. It is shaped by the Chinese educational tradition, which often emphasizes teacher authority, classroom order, systematic knowledge transmission, respect for hierarchy, and collective responsibility. These professional and cultural characteristics may support teaching effectiveness, but in the Russian educational environment they may also require adjustment. Russian classroom culture, academic communication, teacher-student interaction, individual expression, and assessment practices have their own pedagogical logic. Thus, Chinese teachers need not only to acquire knowledge about Russian culture but also to reinterpret their own teaching habits and professional identity.

In this sense, the formation of intercultural competence is a dynamic process of cultural comparison, pedagogical adaptation, and professional self-development. Russian studies on intercultural competence in foreign language education also underline the importance of linguocultural awareness and the ability to act appropriately in intercultural contexts [3]. For this reason, intercultural competence becomes a key condition for the effective professional activity of Chinese teachers in Russia, enabling them to prevent misunderstandings, adapt teaching strategies, and participate successfully in the Russian educational environment.

Intercultural Challenges and Competence Needs of Chinese Teachers in the Russian Educational Environment

The Russian educational environment is characterized by its own pedagogical traditions, classroom culture, academic norms, and patterns of teacher–student interaction. For Chinese teachers, entering this environment means not only transmitting subject knowledge or presenting Chinese language and culture, but also adapting to different expectations regarding communication, student participation, academic expression, and assessment. As Hofstede points out, when teachers and students come from different cultural backgrounds, difficulties may arise from differences in social roles, curriculum relevance, interaction patterns, and language use [4]. Therefore, understanding the Russian educational environment becomes a necessary condition for the development of Chinese teachers' intercultural competence.

One of the most evident difficulties is connected with language and classroom communication. Chinese teachers need to use Russian or another working language not only in everyday interaction, but also in classroom instruction, explanation of professional concepts, academic discussion, and conflict prevention. Language in this context is not a neutral instrument; it reflects cultural meanings, communicative habits, and value orientations. Chinese research on China-Russia intercultural education also emphasizes that language learning should be closely connected with cultural understanding, since effective communication depends on knowledge of social norms, ways of thinking, and behavioral conventions [5]. Thus, linguistic adaptation directly develops into the need for intercultural classroom communication competence.

Classroom interaction also becomes an important field of intercultural tension. Chinese teachers are often influenced by an educational tradition that attaches great importance to teacher authority, classroom order, systematic knowledge transmission, and collective learning discipline. In the Russian classroom, students may demonstrate different forms of participation, questioning, discussion, and individual expression. Such differences should not be interpreted simply as a lack of discipline or insufficient motivation; rather, they reflect another pedagogical culture. For this reason, Chinese teachers need to adjust teaching methods, classroom management, and interaction styles according to local educational expectations.

A deeper challenge lies in the difference between educational values. Divergences may appear in attitudes toward learner autonomy, critical thinking, teacher authority, assessment, and the role of dialogue in the learning process. Russian studies on the adaptation of Chinese students in Russian universities show that cultural, linguistic, psychological, and academic factors significantly influence adaptation to the Russian higher education environment [6]. Although these studies mainly focus on students, they are also relevant to teachers, because foreign teachers enter the same institutional and cultural space. Their professional effectiveness depends on the ability to interpret students' expectations, understand institutional norms, and negotiate between different educational values.

The professional identity of Chinese teachers is also transformed in the Russian educational context. They act not only as teachers, but also as foreign specialists, representatives of Chinese culture, and participants in local academic life. This position requires them to maintain professional authority while avoiding cultural rigidity, and to introduce Chinese culture without reducing it to simplified stereotypes. Research on Chinese education indicates that Chinese teaching and learning practices have developed within specific historical and cultural conditions and often retain distinctive “Chinese characteristics” [7]. Therefore, Chinese teachers working in Russia should not simply abandon their own pedagogical experience; instead, they need to reinterpret it in relation to the expectations of the host educational environment.

These challenges reveal a set of practical competence needs. Chinese teachers in Russia require an understanding of Russian educational culture, the ability to communicate effectively in intercultural classroom situations, flexibility in adapting teaching methods, skills for managing culturally conditioned conflicts, and the capacity for reflective professional development. These needs do not exist separately; they emerge in real teaching situations and are closely connected with each other. For this reason, the formation of intercultural competence cannot be limited to theoretical explanation or the transmission of cultural information. It should be organized as a situational, practice-oriented, and reflective process. This requirement provides a methodological basis for the use of the flipped classroom, which

can integrate pre-class theoretical preparation, in-class intercultural problem solving, and post-class reflection.

Mechanism of Forming Chinese Teachers' Intercultural Competence through the Flipped Classroom

The flipped classroom is not merely a technical rearrangement of teaching time, but a pedagogical model that changes the relationship between knowledge acquisition, classroom interaction, and reflective practice. Its value for the formation of intercultural competence lies in the fact that intercultural competence cannot be developed through theoretical explanation alone. It requires knowledge of another educational culture, practical experience in culturally complex situations, interaction with others, and continuous reflection on one's own professional behavior.

From a pedagogical perspective, the flipped classroom is consistent with constructivist learning theory. In this model, learners are not passive recipients of information; rather, they actively construct meaning through preparation, communication, problem solving, and reflection. Bishop and Verleger define the flipped classroom as a model in which direct instruction is moved outside the classroom, while classroom time is used for active and collaborative learning activities [8]. This feature is especially important for Chinese teachers preparing to work in the Russian educational environment, because they need not only to know cultural facts, but also to understand how these facts influence classroom communication and pedagogical decision-making.

The flipped classroom also corresponds to the logic of situated learning. Intercultural competence is formed in concrete educational situations, such as explaining culturally sensitive content, responding to students' questions, managing misunderstanding, or adapting teaching style to local classroom expectations. Therefore, classroom time should be used for case analysis, role play, microteaching, discussion, and the solution of intercultural pedagogical problems. In this sense, the flipped classroom creates conditions for transforming abstract knowledge about Russian education into practical teaching behavior.

The model is also closely connected with blended learning. Garrison and Kanuka argue that blended learning has transformative potential because it combines the strengths of face-to-face interaction with the flexibility of online learning

[9]. For the training of Chinese teachers, this means that theoretical materials, video lectures, readings, and examples of Russian classroom situations can be studied before class, while in-class time can be devoted to communication, interpretation, and professional practice. Chinese studies on the localization of flipped classroom in college English teaching also emphasize that the model shifts knowledge transmission to pre-class learning and uses classroom time for deeper internalization and interaction [10].

The formation process may be described as a sequence of four interconnected stages: pre-class autonomous learning → in-class situational practice → post-class reflective improvement → continuous evaluation and feedback. At the pre-class stage, Chinese teachers study micro-lectures, academic readings, Russian educational cases, and materials on intercultural communication. This stage mainly develops the cognitive dimension of intercultural competence, helping teachers understand Russian educational traditions, classroom norms, communication styles, and institutional expectations.

During in-class practice, teachers participate in case discussions, role plays, microteaching, simulations of Russian classroom situations, and tasks related to intercultural conflict resolution. This stage develops affective and behavioral dimensions, because teachers learn to respond to uncertainty, interpret different cultural positions, adjust classroom language, and choose appropriate teaching strategies. Russian research on flipped learning also notes that this model increases the role of active learning, independent work, discussion, and the transformation of the teacher's role from a transmitter of knowledge to an organizer of learning [11].

Post-class reflection is necessary for turning experience into professional development. Through teaching journals, reflective reports, peer assessment, mentor feedback, and personal improvement plans, Chinese teachers analyze their own cultural assumptions, pedagogical choices, and communication difficulties. This stage develops the reflective dimension of intercultural competence and helps teachers transform temporary classroom experience into stable professional behavior.

The mechanism of the flipped classroom in this context can therefore be summarized as follows. Pre-class autonomous learning supports

cognitive construction; classroom simulation and case work provide situational experience; group discussion and peer cooperation promote interactive negotiation; post-class reflection enables reflective transformation. These four mechanisms

correspond to the main components of intercultural competence and make the flipped classroom suitable for the professional training of Chinese teachers in the Russian educational environment.

Table 2.

Training Stage	Main Teaching Activities	Main Competence Developed
Pre-class autonomous learning	Micro-lectures, readings, Russian educational cases	Cognitive competence
In-class situational practice	Role play, case discussion, microteaching, simulation	Affective and behavioral competence
Post-class reflective improvement	Teaching journals, reflective reports, peer assessment	Reflective competence
Continuous evaluation and feedback	Self-assessment, peer review, mentor feedback	Integrated intercultural competence

Thus, the proposed model takes the Russian educational environment as the external condition, the four-dimensional structure of intercultural competence as the training goal, and the flipped classroom as the organizational form. Through cognitive construction, situational experience, interactive negotiation, and reflective transformation, Chinese teachers can gradually develop the ability to understand Russian educational culture, communicate effectively in intercultural classroom situations, adapt pedagogical behavior, and improve their professional identity in a foreign educational context.

Conclusion

The formation of intercultural competence among Chinese teachers in the Russian educational environment is a complex and dynamic process that goes beyond foreign language proficiency or the acquisition of cultural information. It includes cognitive, affective, behavioral, and reflective dimensions, enabling teachers to understand Russian educational traditions, adapt to classroom norms, communicate effectively with students and colleagues, and respond appropriately to culturally conditioned pedagogical situations. The main challenges faced by Chinese teachers are connected with language and class-

room communication, differences in educational values, classroom interaction patterns, and the transformation of professional identity. These challenges show that intercultural competence should be developed through practice-oriented, situational, and reflective learning rather than through theoretical instruction alone.

The flipped classroom provides a suitable pedagogical model for this purpose, as it combines pre-class autonomous learning, in-class situational practice, post-class reflection, and continuous feedback. Through this model, Chinese teachers can first construct knowledge about Russian education and intercultural communication, then apply this knowledge in simulated or real pedagogical situations, and finally transform practical experience into stable professional behavior through reflection. Thus, the flipped classroom can serve as an effective theoretical and methodological basis for the development of Chinese teachers' intercultural competence in Russia. Future research may further examine the effectiveness of this model through empirical methods, including surveys, interviews, classroom observations, and experimental training programs.

References

1. Deardorff D.K. Identification and assessment of intercultural competence as a student outcome of internationalization // *Journal of Studies in International Education*. – 2006. – Vol. 10, № 3. – P. 241-266.
2. 关秀娟. 语言跨文化交际能力培养研究 // *俄语语言文学研究*. – 2008. – № 4. – С. 52-58. (Guan Xiujuan. Research on the cultivation of intercultural communicative competence in language learning // *Studies in Russian Language and Literature*. – 2008. – № 4. – P. 52-58).
3. Сасина Н.В. Формирование межкультурной компетенции в обучении иностранному языку с использованием лингвокультурологического подхода // *Вестник Полоцкого государственного университета. Серия Е. Педагогические науки*. – 2018. – № 7. – С. 58-63.

4. Hofstede G. Cultural differences in teaching and learning // International Journal of Intercultural Relations. – 1986. – Vol. 10, № 3. – P. 301-320.
5. 梁晶. 新时期中俄跨文化交流俄语教育模式探讨 // 渭南师范学院学报. – 2017. – Vol. 32, № 23. – С. 53-57. (Liang Jing. A study on the Russian language education model for China–Russia intercultural communication in the new era // Journal of Weinan Normal University. – 2017. – Vol. 32, № 23. – P. 53-57).
6. У Тин. Адаптация китайских студентов в российских вузах: проблемы, пути решения // Образование и право. – 2020. – № 11. – С. 187-190.
7. Jin L., Cortazzi M. English language teaching in China: A bridge to the future // Asia Pacific Journal of Education. – 2002. – Vol. 22, № 2. – P. 53-64.
8. Bishop J.L., Verleger M.A. The flipped classroom: A survey of the research // 2013 ASEE Annual Conference & Exposition. 2013. P. 23.1200.1–23.1200.18.
9. Garrison D.R., Kanuka H. Blended learning: Uncovering its transformative potential in higher education // The Internet and Higher Education. – 2004. – Vol. 7, № 2. – P. 95-105.
10. 娄伟红, 陈明瑶. 大学英语“翻转课堂”之管窥: 本土化视角 // 外语教学. – 2017. – Vol. 38, № 5. – С. 69-72. (Lou Weihong, Chen Mingyao. An overview of the flipped classroom in college English: A localization perspective // Foreign Language Education. – 2017. – Vol. 38, № 5. – P. 69-72).
11. Гнүтова И.И. От «перевернутого класса» к «перевернутому обучению»: эволюция концепции и её философские основания // Высшее образование в России. – 2020. – №3.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ КИТАЙСКИХ ПРЕПОДАВАТЕЛЕЙ В РОССИЙСКОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ С ИСПОЛЬЗОВАНИЕМ МОДЕЛИ «ПЕРЕВЁРНУТОГО КЛАССА»

Е Юймэн, аспирант

**Российский университет дружбы народов имени Патриса Лумумбы
(Россия, г. Москва)**

***Аннотация.** В статье рассматриваются теоретические основы формирования межкультурной компетентности китайских преподавателей в российской образовательной среде с использованием модели «перевернутого класса». Обосновывается, что межкультурная компетентность не сводится только к владению иностранным языком, а представляет собой комплексную профессиональную характеристику, включающую когнитивный, эмоциональный, поведенческий и рефлексивный компоненты. Особое внимание уделяется трудностям, с которыми сталкиваются китайские преподаватели в России: языковой и коммуникативной адаптации, различиям в педагогических традициях, особенностям взаимодействия преподавателя и студентов, а также трансформации профессиональной идентичности. Показано, что модель «перевернутого класса» позволяет сочетать предварительное самостоятельное изучение теоретического материала, практическое решение межкультурных педагогических ситуаций в аудитории и последующую рефлексию. Такой подход способствует постепенному развитию способности китайских преподавателей понимать российскую образовательную культуру, адаптировать педагогическое поведение и эффективно действовать в межкультурном образовательном пространстве.*

***Ключевые слова:** межкультурная компетентность; китайские преподаватели; российская образовательная среда; перевернутый класс; профессиональная адаптация.*