ABSTRACT

for the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
Xin Yuhang
"Theoretical and methodological foundations of teaching chinese students of philology comparative-comparable analysis of artistic texts (on the material of A.P. Chekhov's and Lu Xun's works)"

Relevance of the study. The relevance of this study is обусловлена the convergence of geopolitical, sociocultural, and technological factors that shape new requirements for philological education in the twenty-first century. In the context of globalization and the implementation of the Belt and Road Initiative, the Republic of Kazakhstan, which is introducing a trilingual policy, is becoming a unique platform for intercultural dialogue, where a comparative analysis of the works of A. P. Chekhov and Lu Xun serves not only as an academic task but also as a tool for developing global гуманитарная competence in accordance with SDG 4. However, the high value-based potential of these authors' works often encounters serious linguistic and cultural barriers that hinder their reception by Chinese students, which dictates the need for a radical обновление of methodological tools. In this context, the integration of digital technologies becomes imperative, especially in light of the proclamation of 2026 as the Year of Artificial Intelligence in Kazakhstan. The use of AI tools opens fundamentally new opportunities to reduce cognitive load and deepen interpretation, making it possible to view Kazakhstan's educational environment as an experimental base for creating an innovative model of "techno-humanitarian" literary education.

Object of the research: Intercultural literary education of Chinese philology students.

Subject of the research: Methodological conditions and mechanisms for forming skills of comparative analysis of literary texts among Chinese philology students based on the works of A.P. Chekhov and Lu Xun using digital and AI tools.

The **aim** of the research is the theoretical and methodological substantiation and development of a methodology for teaching Chinese philology students the comparative analysis of artistic discourse (based on the prose of A.P. Chekhov and Lu Xun), aimed at forming in-depth interpretational competence. The work also determines the linguodidactic potential of artificial intelligence technologies as a tool for optimizing the educational process and leveling linguocultural barriers when decoding the meanings of a literary text.

To achieve the aim of the research and verify the hypothesis, the following **tasks** are solved:

1. To analyze the theoretical foundations of comparative analysis of literary texts and approaches to intercultural literary education in Russian, Chinese, and Kazakhstani philology.

2. To identify linguistic, cultural, and interpretational difficulties of Chinese philology students when studying works of Russian and Chinese classics in the multilingual educational environment of Kazakhstan.

3. To conduct a comparative analysis of the artistic features of the works of A.P. Chekhov and Lu Xun and determine universal and culturally specific elements significant for intercultural interpretation.

4. To develop a methodology for teaching Chinese philology students the comparative analysis of literary texts based on the works of A.P. Chekhov and Lu Xun.

5. To test the developed methodology in the educational process and evaluate its effectiveness in the conditions of the multilingual and intercultural educational environment of Kazakhstan.

The research materials consisted of works by A. P. Chekhov and Lu Xun, analyzed through the lens of studies by Russian, Chinese, and Kazakh scholars in comparative literature, intercultural communication, and digital humanities. A significant component of the theoretical framework was formed by the works of researchers who examine the legacy of A. P. Chekhov and Lu Xun within various national philological traditions. In China, the studies of Zhu Zheng and Wang Fuzhen are of fundamental importance, as they reveal the deep connections between Lu Xun and the literary tradition. Chekhov's works have been comprehensively interpreted in the research of Tong Daoming, who investigated in detail the reception of the Russian classic in Chinese culture. In Russia, Lu Xun's legacy has been explored by Anabel L., Huanyu C., and N. A. Speshnev, who focused on the artistic specificity of his prose and its translation into Russian, while the Chekhov tradition continues to remain at the center of attention of A. P. Chudakov, I. Belyaeva, E. A. Kuznetsova, and other specialists. In Kazakhstan, issues of reception and the pedagogical potential of both writers' works are reflected in the studies of S. Kh. Gabbasova, A. T. Zhumsakbayev, N. A. Tairova, and their colleagues, who emphasize the importance of interpretive traditions of Chekhov's and Lu Xun's texts for developing future philologists' intercultural competence and for advancing methods of working with literary texts in a multilingual educational environment. The empirical basis of the study was supplemented by the results of a pedagogical experiment, including survey data from 100 students (63 valid respondents), written interpretations, and observations; the objectivity of the analysis was ensured through the use of corpus resources, parallel translations, and AI tools, which made it possible to comprehensively examine the lexical-stylistic and cultural features of the texts.

Research Hypothesis:

Identifying universal and culturally specific elements in the works of A.P. Chekhov and Lu Xun will contribute to a deeper intercultural understanding of literary texts among students if:

- the methodology takes into account the typical linguistic, cultural, and interpretative difficulties of Chinese students;
- instruction is structured in stages – from comprehension to comparison, interpretation, and reflection;

– modern digital tools and text processing instruments are integrated into the educational process;

– the methodology is regularly tested and adjusted based on student feedback.

Research Methods:

1. Analysis of scientific literature allowed for systematizing theoretical approaches to comparative studies and digital technologies, substantiating the author's learning model.

2. The case study method was applied to study specific educational situations and student errors in order to identify patterns of reader perception.

3. Comparative analysis ensured the identification of universal and culturally specific features in the works of A.P. Chekhov and Lu Xun at theoretical and educational levels.

4. Analysis of the target audience's perception allowed for identifying the specifics of text interpretation and cognitive difficulties of Chinese students in the multilingual environment of Kazakhstan.

5. Empirical methods (surveys and NLP analysis) were used to obtain quantitative data on the dynamics of competencies and objectively assess the effectiveness of using AI tools.

Scientific novelty of the research lies in the comprehensive development of theoretical and methodological foundations for teaching Chinese philology students comparative analysis of literary texts based on the works of A.P. Chekhov and Lu Xun, which has not previously been the subject of special scientific study. The work identifies and substantiates for the first time the typical linguistic, cultural, and interpretational difficulties arising among Chinese students when working with Russian and Chinese classics in the multilingual educational environment of Kazakhstan, which allowed for determining the specific needs of this target audience. The novelty of the research is manifested in the definition of universal and culturally specific artistic elements of the works of A.P. Chekhov and Lu Xun, which can act as operational categories in the methodology of intercultural comparison of literary texts. On this basis, an author's staged learning model (understanding → comparison → interpretation → reflection) is proposed, adapted to the peculiarities of the perception of literary text by Chinese students and oriented towards forming sustainable skills of intercultural analysis in them. A significant contribution is the scientific substantiation and experimental confirmation of the effectiveness of integrating digital tools and artificial intelligence technologies – automatic text simplification, machine translation, corpus methods, and intelligent dialogue systems – into the literary education process, which contributes to reducing cognitive load and increasing the accuracy of interpreting literary works. The conducted approbation of the methodology in a Kazakhstani university provided new empirical data on the dynamics of forming intercultural competence among Chinese students, and also allowed for determining the pedagogical conditions necessary for the successful implementation of the developed methodology in a multilingual educational environment.

Theoretical significance. At the theoretical level, this study contributes to comparative literary studies, pedagogy, and research in the field of digital humanities. Firstly, it expands the boundaries of comparative research of the works of A.P. Chekhov and Lu Xun, raising their literary dialogue to the level of intercultural education and providing new theoretical levers for comparative literary studies. Secondly, relying on Hans-Georg Gadamer's hermeneutics of the "fusion of horizons" and cognitive load theory, the study proposes a new pedagogical model. It uses artificial intelligence technologies to lower the threshold of text understanding, which allows students to conduct an effective dialogue between different cultural horizons. This not only contributes to the application of literary hermeneutics in education but also provides a theoretical basis for interdisciplinary convergence in educational research. Finally, proceeding from a post-humanist critical perspective, this study examines the potential of human-machine collaboration in literary education, which allows for outlining new directions for educational research in the context of digital humanities.

Provisions submitted for defense:

1. Intercultural training of Chinese philology students requires a special methodological basis relying on the identification of linguistic, cultural, and interpretational difficulties when studying the works of A.P. Chekhov and Lu Xun.

2. Comparative analysis of the works of A.P. Chekhov and Lu Xun is an effective means of forming intercultural competence, as it allows for highlighting universal and culturally specific elements of literary texts.

3. Universal themes and culturally specific elements of the works of A.P. Chekhov and Lu Xun can be operationalized as methodological categories ensuring the formation of interpretation and intercultural analysis skills among Chinese students.

4. The developed teaching methodology is based on a staged model (understanding → comparison → interpretation → reflection) and ensures the systemic formation of skills for comparative analysis of literary texts.

5. The approbation of the methodology and the results of the pedagogical experiment confirm its effectiveness: reduction of cognitive load due to digital tools and growth of interpretational and intercultural analytical skills among students.

Practical significance. At the practical level, this study has significant value for application in education. On the one hand, it provides teachers with practical strategies for the educational process, such as using artificial intelligence tools for text simplification, translation, and semantic interpretation. This helps students gradually deepen their understanding of the works of A.P. Chekhov and Lu Xun, thereby reducing cognitive load during the learning process. On the other hand, it contributes to the development of intercultural competence and critical thinking skills among students. This not only corresponds to the modern goals of higher education in talent development but is also fully in line with the trilingual policy of Kazakhstan and Sino-Russian cooperation in the field of education within the framework of the "Belt and Road" initiative. For Chinese philology students, this pedagogical approach simultaneously strengthens literary interpretation skills and increases intercultural

adaptability, equipping them with greater competitiveness for future academic research and professional practice. Furthermore, the methodology and results of this study can be extended to other intercultural educational environments, offering practical recommendations for developing regional and global literary curricula.

Approbation. The main provisions and results of the dissertation were tested at scientific-methodological seminars for PhD doctoral students and at meetings of the Department of Russian Language and World Literature of Al-Farabi Kazakh National University (from September 2023 to December 2025).

Based on the results of the dissertation research, 4 articles have been published, including 1 article indexed in the Scopus and Web of Science databases, as well as 3 articles in journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan (КОКСНВО МНВО РК). In addition, 4 papers have been published in the proceedings of international scientific and practical conferences.

Dissertation structure: the thesis consists of an introduction, three sections, a conclusion, a list of references and appendices.