

**MODERN VECTORS OF SCIENCE  
AND EDUCATION DEVELOPMENT  
IN CHINA AND UKRAINE**

中国与乌克兰科学及教育前沿研究



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**MODERN VECTORS OF SCIENCE AND EDUCATION  
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**State institution “South Ukrainian National Pedagogical  
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**This international journal, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogy and Psychology: contemporary review. Odessa, Ukraine.**

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The seventh issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish, Korean and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment; COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

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## **INTERIORISATION OF EDUCATIONAL PROCESS AS A CORNERSTONE OF ACADEMIC SUCCESS**

*The article deals with the problem related to successful organisation of the educational process at an institution of higher education. The author specifies the essence of the psychological phenomenon "interiorisation" within the pedagogical framework. Some culture-related aspects which contribute to academic success have been revealed; the main positive results have been described. The perspectives of further interiorisation have been outlined (accumulation of students' efforts to learn foreign languages in combination with culture-related issues within a multicultural environment; organisation of joint culture events; academic mobility).*

**Keywords:** *interiorisation, educational process, culture-related aspects, academic success, Confucius Institute.*

Nowadays, the educational process under conditions of the coronavirus CODID-19 pandemic undergoes transformations both in its contents and forms, which makes university instructors and students adapt to inconveniences, on the one hand, and develop their new IT skills, on the other hand. Students majoring in foreign languages experience difficulty in mastering their linguocultural competence due to epidemiological restrictions connected with prohibitions to hold culture-related or other educational events. Therefore, we can assume that the today's education system requires a systematic appeal to the process of internalisation as a most suitable mechanism for learning foreign languages and obtaining appropriate knowledge, interiorisation being its key component.

Thus, **the purpose** of the research is to analyse the interiorisation of the educational process at the Foreign Languages Department (South Ukrainian National Pedagogical University named after K. D. Ushynsky) under conditions of the coronavirus CODID-19 pandemic. It presupposes the solution of the **tasks** as follows:

- 1) to study the structure and essence of the notion “interiorisation”;
- 2) to analyse the activities of the culture and education centres of foreign countries functioning at the Foreign Languages Department (South Ukrainian National Pedagogical University named after K. D. Ushynsky);
- 3) to outline the perspectives of further interiorisation of the educational process.

These **methods** were used: theoretical analysis of the literature related to the issue under study to specify its essence and structure; descriptive and illustrative analyses of the culture– and education-related events in the framework of interiorisation to depict how it works and contributes to the students’ academic success.

#### **A. Interiorisation: the structure and content of the concept in the education context**

In recent decades, attempts have been made around the world to elucidate the most influential schools in the world psychology and scientific areas which are somehow related to the phenomenon of interiorisation. *Interiorisation* has been studied by scholars in diverse vectors: • genetic psychology (Jean William Fritz Piaget), • cultural and historical psychology (L. S. Vygotskiy), • social-genetic psychology (Anne-Nelly Perret-Clermont, V. V. Rubtsov et al.), • cultural psychology (Michael Cole), • the theory of systematic and gradual development of mental actions and concepts (P. Ya. Galperin), • the conception of developmental teaching / learning (V. V. Davydov, T. V. Pushkaryova et al.), • the theory of activity (O. M. Leontiev), • genesis of the concept “interiorisation” in Psychology and Pedagogy (O. V. Babenko), etc.

According to dictionary sources, ***interiorisation*** (French *interiorisation* – transition from outside to inside, from Latin *interior* – internal) is associated with the building of internal structures of the human psyche through the assimilation of external social activities, appropriation of life experience, evolvment of mental functions and development in general.

Transforming the content of this psychological phenomenon into the plane of the Foreign Languages Department, we interpret it as a process of building student's inner spiritual world, namely: his / her needs, interests, desires, evaluative judgments, experiences, attitudes, behaviour through mastering educational activities alongside intercultural and cross-cultural communication.

The results of interiorisation are as follows:

1. Socio-cultural adaptation of a university student;
2. Development of student's thinking, self-awareness, his / her motivation to study;
3. Assimilation of new knowledge and social experience.

Under *the socio-cultural adaptation* of a student, we understand an acquired social status of an individual in the academic environment, integration of an individual in a social group which consists of students and teachers; entry of a person into social-role relations and relations with representatives of native and foreign cultures.

*The development of thinking* involves increasing its speed (mental processing), consciousness, depth and freedom. In classes and while organising education– and culture-related events together with the centres of other countries (China, the Republic of Korea, Israel, Turkey, etc.), general emotional gymnastics facilitates students' academic success; it improves their mood, cheerfulness and clears the brain. Students are provided with such conditions that cause a change in their emotional states. These emotional states tend to be accompanied by emotional movements which warm up and develop the strength and brightness of emotional actions and reactions.

The training of speed of authentic text perception according to the method of Viktor Kotko assists in developing mental processing. Popular scientific books rich in their contents are used for the designated purpose. While reading, the teacher notes the time to read each page: he / she gives three minutes, then two and a half and, finally, two minutes. After two months of such training, you can learn to read one page at a speed of 5 to 1 second. The mastered material is checked in this way: the page that students read in 3 seconds should be retold as clearly as in the first reading within a period of 3 minutes.

Comprehensive thinking is generated due to the performance of these tasks: reproduction of the read / heard information; production of one's own thoughts and expression of person's attitude to the content of an authentic text; creation of schemes, graphs, tables, etc. that reflect the content of a foreign message; tolerant listening to teachers and groupmates, demonstration of positive attitudes. In foreign language classes, attention is paid to:

1) effective thinking, where students prefer positive rather than negative thinking (i. e. they try to find positive aspects in communicative situations) and express specific opinions and conclusions in a positive perspective;

2) thought control, which is actualised through the development of students' skills to think in a foreign language as well as the observation of the logic of their own thoughts and their groupmates' viewpoints.

*The development of students' self-awareness*, e. g. their ability to comprehend their own qualities, properties and characteristics, is carried out gradually. Exploration of oneself as a future teacher or translator is very important in this process: university students learn their external profession-oriented features, compare them with similar features of other people, then against the background of interaction with other cultures, the "I-concept" is formed.

The development of students' motivation to study is possible due to:

- the use of multimedia tools by teachers / instructors within the development of students' perceptual skills and abilities;

- the application of innovative forms, methods and teaching aids: lectures-plenary sessions, lectures-consultations, lectures-dia-polylogues, lectures-press conferences, lectures-meetings, lectures-conferences-workshops, lectures-symposiums; workshops; translation and speech trainings; students' independent (self-guided) work; analytical exercises; role-playing games, profession-oriented games; group trainings and individual lessons with students on multicultural issues; master classes; creative hours, creative tasks of aesthetic character; career guidance work with school-leavers; speech-translation practice with native speakers at the local and state levels; taking multilevel exams in Chinese HSK and HSKK (the Chinese Proficiency Test), as well as the Korean TOPIK (the test which measures proficiency in reading, writing, and listening comprehension in the



Korean language); language practice abroad; reporting conferences, photo exhibitions, presentations, videos;

- intercultural communication (with teachers from China, the Republic of Korea, the United States of America, Israel, Turkey) in class and during the organisation of education– and culture-related events;
- the opportunity for students and teachers to participate in academic mobility programs and internships (study in China, Korea, Germany); to take part in international conferences abroad (China, Israel, *etc.*).

### **B. Education, culture and resource centres of other countries as a determinant of successful internalisation of the educational process at the Foreign Languages Department**

On the basis of the Foreign Languages Department, four centres of foreign countries function: Education and Culture Centre “Confucius Institute”; Education, Science, Information and Culture Centres of the Republic of Korea and the State of Israel, the Culture Centre of Turkey. The students of the Foreign Languages Department participate in the activities initiated by the centres.

During the organisation of events, future foreign language teachers and translators get acquainted with the mentality of foreigners and stereotypes of their behaviour. Mentality peculiarities of representatives of different countries are manifested by means of various aspects of culture: musical, choreographic, artistic, food cultural code, etc.

*Musical and choreographic aspects* are realised in such events as: “Chinese-Ukrainian Spring”, “International Day of Confucius Institutes”, “Doors Open Day of Ushynsky University”, etc. (online, offline, a mixed mode).

*The arts* of foreign countries are represented during the career guidance work: training in oral Chinese “I greet you...”, “Magic colours of body art”; workshop on drawing hieroglyphs and other national symbols on hands, arms and faces of guests (“Confucius Institute”); master classes in Korean calligraphy, making origami, tangrams, Korean traditional masks and magnets-hanbok (Education, Science, Information and Culture Centre of the Republic of Korea); language camps aimed at mastering the Chinese and Korean languages, culture and traditions of China and the Republic of Korea for the students of Ushynsky University; photo exhibitions; demonstration of

traditional costumes; International festivals of languages and cultures, etc. (online, offline, a mixed mode).

**Traditional cuisine** plays an important role in the cultural adaptation both of students and overseas teachers. It includes joint cooking of national cuisine and participation in tea ceremonies, during which students and teachers discuss philosophical and cultural aspects and comprehend their essence through the prism of native culture. The following dishes are popular among our students:

- Chinese 饺子 / jiǎozi (meat dumplings);
- Korean 김치 / gimchi / kimchi (a traditional Korean side dish made from salted and fermented vegetables (most often Napa cabbage and Korean radish);
- Turkish dolma (vegetable stuffed with a rice-based mixture);
- Jewish forshmak (a sort of herring pâté), *etc.*

### **C. Perspectives for further internalisation of the educational process**

We consider the below mentioned vectors to be promising in the framework of further internalisation of the educational process:

- accumulation of efforts of Ukrainian and foreign teachers to teach students foreign languages and cultures, taking into account the multicultural environment of Odessa region;
- integration of the cultural heritage of the countries the languages of which are learnt by means of joint activities;
- expansion of geographical vectors of academic exchange programs intended for teachers / instructors and students.

Thus, the interiorisation of the educational process contributes to students' academic success in learning foreign languages. The phenomenon under focus manifests itself in students' socio-cultural adaptation; development of student's thinking, self-awareness, his / her motivation to study; assimilation of new knowledge and social experience. Students get acquainted with mentality peculiarities of representatives of different countries during the organisation of culture-related events by means of various aspects of culture: musical, choreographic, artistic, food cultural code, etc. Accumulation of students' efforts to learn foreign languages in combination with culture-related issues within a multicultural environment,

organisation of joint culture events, academic mobility seem to be beneficial for interiorisation of the educational process.

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### 教育过程国际化是学术成功的主要因素

本文讨论成功组织大学教育的问题。作者在教学框架中阐明心理现象“内化”的实质。列出一些助力学业成功的文化方面因素；描述了主要的积极结果。概述了进一步内化的前景（学生在多元文化环境中结合文化问题学习外语的积累；共同组织文化活动；学术流动性）。

**关键词：**内化，教育过程，文化方向，学术表现，孔子学院。

