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**State institution “South Ukrainian National Pedagogical University  
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**CURRICULA FOR BACHELOR DEGREE "TRANSLATION (ENGLISH, CHINESE)" AND "TRANSLATION (CHINESE, ENGLISH)" AND MASTER DEGREE "TRANSLATION (ENGLISH, CHINESE)"**

*This paper aims at reviewing the curricula for bachelor degree for the specialty 035 "Philology", namely the curricula "Translation (first foreign language – English, second foreign language – Chinese)" and "Translation (first foreign language – Chinese, second foreign language – English)". All the aspects in the curricula are studied including the objectives, content, methodology, and evaluation of students' educational progress. The impact of these curricula on the international programs of academic exchange between Ukraine and China is also taken into consideration.*

**Key words:** *curricula, philology, translation, academic exchange.*

The curriculum is often one of the main concerns in the today's academic process. Educators and teachers are concerned about what choices are to make about teaching content and methods. The curricula under investigation have been elaborated with the involvement of stakeholders, that is students, educators, researchers, administrators, and potential employers with their own agenda of emphasis in educational discourse.

The curricula "Translation (first foreign language – English, second foreign language – Chinese)" and "Translation (first foreign language – Chinese, second

foreign language – English)" have been worked out as the means of achieving specific educational goals and objectives. The objectives were initially clear and specific in behavioral and observable terms. The emphasis on objectives is the characterization of a curriculum model. In this sense, the focus is on products or ends, and is also teacher-orientated or administrative-oriented.

The symbolic aspects of educational activities (traditions, rites, and rituals) are subsumed. The message sent to the students might be either an enhancement or a detriment of their learning. All students must internalize a specific program of social norms for training in order to function effectively as members of a smaller society, the school, and later on as productive citizens of the larger society. Therefore, the interactions between teachers and students as well as between administrators and students assist the students in shaping their attitudes and ideals. The curriculum elements refer to goals, teaching methods in addition to content and goals in the third definition and a combination of content, goals, methods and assessment in the fourth definition. In the fifth definition, the broadest one of all in scope and breadth, the curriculum elements encompass not only all four ingredients included in the third definition but also extracurricular activities, learning environment and even hidden curriculum as well as cultures that would entail learning experiences.

All the educational components have been selected in accordance with the expectations and aspirations of the students who were involved as the respondents. The mandatory and the optional disciplines have been chosen to accomplish the educational cycle.

Particular attention has been given to multidisciplinary links as well as the formation of basic knowledge and skills. It has been taken into account that both translational competence and performance are strongly influenced by the general educational level of the graduates and postgraduates.

One of the goals of the curricula was to build the frameworks allowing to provide the full-scale adaptation of the future translators and interpreters to the needs and demands of the contemporary society.

One of the distinctive features of the curricula is their potential of adaptability and optimization due to the changing circumstances.

The educational and professional curriculum is oriented at the realization of the fundamental theoretical and practical training of the well-qualified translators from English and Chinese respectively. The translational vector of the curriculum is decisive in the disciplines of the basic training in specialty, its more detailed practical realization is provided by two disciplines: “The peculiarities of translation from English” and “The peculiarities of translation from Chinese”.

Written and oral professional translation to and from English and Chinese provides translator’s professional competence and contributes to the development of the skills of intercultural communication in students.

The curricula comprise the knowledge of two foreign languages (English, Chinese). The constituents of the practical training are special and translation practices. Another important element is research on translation in the field of specific translation theories. These curricula presuppose academic mobility.

The general style of education is determined as student-oriented with the focus on the acquisition of education in a foreign language: the key approach in the arrangement of lectures, seminars and studies – active and communicative. The systematic teachers’ consultations accompany the students’ individual educational process (on the basis of textbooks, manuals, reference books, notes, additional scientific and belles-lettres literature), course paper preparation and public defense as well as reports on practice results. The individual student’s trajectory is also realized.

The evaluation of the scientific research findings is performed according to the 100-score ECTS and national score (excellent, good, satisfactory, unsatisfactory; credit, non-credit). The system of the educational results evaluation includes the current, intermediate, final semester assessment and attestation.

The results of the quality of the students’ education assessment are annually discussed on the sessions of the staff of the department of translation, theoretical and applied linguistics at the foreign languages faculty as well as at the Scientific

Council's meetings and assemblies and are made public by means of the official Ushynskiy University website.

The evaluation of the proficiency and progress of the educational staff is provided by "The Sector of Research", "The Centre of the Qualified Education Provision", the students' council by means of questionnaires and reports on the management of education at Ushynskiy University in accordance with the Educational Standard 035 Philology accepted by the Ministry of Education of Ukraine.

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### 多元文化主义作为一种现代现象

文章探讨了现代现象“多元文化主义”的多方面本质。介绍了本现象的历史沿革。分析了多元文化主义的定义。文化多元化的标志是通过多种因素来