

**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
University named after K. D. Ushynsky”**

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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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Morhun Oleksandra. <i>Components Of Future Chinese Translators' Profession-Related Skills</i>	90
Postgraduate Student of the Department of Pedagogy, Trainee Teacher at the Department of Translation, Theoretical and Applied Linguistics, State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine	
Naumkina Svitlana. <i>Cultural Paradigm in the Educational Space of Society</i>	99
Doctor of Political Sciences, Professor, Head of the Chair of Political Sciences and Law State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" Odesa, Ukraine	
Popova Oleksandra. <i>Interiorisation f Educational Process as a Cornerstone of Academic Success</i>	103
Doctor of Science in Pedagogics, Professor, Dean of the Foreign Languages Department, State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" Odesa, Ukraine	
Qiao Yuwei. <i>Research on Sino-Russian Cross-Cultural Communication</i>	111
Lecturer in Chinese for International Students at Heihe College, Heihe College International Education College, Heilongjiang Province, China.	
Shyman Iryna. <i>The Essence of Innovations in the Profession-Related Activities of Music Teachers</i>	121
Postgraduate Student of the Department of Pedagogy, State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine	
Si Honggang. <i>Phonetic Teaching Issues in Teaching Chinese as a Foreign Language</i>	129
Trainee Teacher of the Chair of Slavonic Philology, State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine	
Xu Yaodan. <i>Significance of Vocabulary in Teaching Chinese as a Foreign Language</i>	138
Volunteer Teacher of the Chinese Language at Confucius Institute at the State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine	
Yang Jiale. <i>On the Limitations of Contrastive Analysis as a Teaching Method</i>	144
Trainee Teacher at the Chair of the Department of Translation, Theoretical and Applied Linguistics at the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine	

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音乐教师职业活动创新的实质

这篇文章对音乐教师的职业发展过程进行了分析。特别探讨论证了利用教师专业和个人潜力的必要性。该文总结了国内外在音乐教学法中应用创新的经验。事实证明，今天具有客观条件，可以进一步成功地借鉴世界范围内学校在音乐教育领域的最有效经验，并将数字技术引入音乐教育学体系。教育正处于不断的发展和更新中。与此相关联，当前阶段最重要的任务之一是分析世界现代音乐教育的各种趋势以及与之互动的国内实践的可能性。本文的目的是从理论上研究和揭示音乐艺术教师的职业活动中创新的特征和本质。撰写本文所用的研究方法：对于理论研究中查阅特定文献，教学法文献，期刊和专业文献的分析法。

关键词：创新，职业活动，音乐艺术，音乐教师，未来音乐教师的职业发展。

引言：在现代乌克兰社会中，音乐教师的职业正变得越来越重要，这主要是由于其社会意义。社会意义在于教师能够将孩子引导到音乐艺术，文化领域，以形成他对周围世界的审美态度，艺术创造力以及在音乐创作活动过程中对审美价值的理解能力。现代教师必须将学生视为多维文化的主体。

研究目的：通过本文的结构分析，对音乐教师职业活动中的创新特征和本质进行理论上的揭示。

研究任务：揭示音乐教师职业发展的特点；分析音乐艺术教学的现代方法与创新；在全球化趋势的背景下描述现代音乐教育中的创新。

我们使用的**研究方法**是基于对特定文献，教学法文献，期刊的研究，对理论分析中获得数据的综合和结构化研究。

研究成果。音乐教师的职业文化发展水平和专业形成水平取决于他设计教育过程的能力和技能，以及预测其在各种类型职业活动中的结果：设计活动；音乐表演；交际活动；组织活动；研究活动。

将音乐教育设计活动的实质确定为理解，调整教育内容，开发独创性课程模型和教学大纲，构建音乐课程，必须强调课程最重要的组成部分，这些组成部分应在开发和计划中使用多元方法，以及即兴创作的使用，可以在课堂上营造一种特殊的创作氛围（科斯蒂娜，2008年）。表演活动，包括掌握乐器的使用，独奏和合奏表演技能，指挥技能，配合音乐的表演动作，这些是音乐教师职业技能的重要组成部分，可以使其诠释音乐的实质。交流和组织活动是音乐教师接受职业培养的最重要能力，使其可以与学生一起进行创造性活动的教学指导和组织（玛佐哈与奥帕那先科，2005年）。

教育和音乐活动是一个创造过程：只有创造才能引导我们走向成功。但是，只有在初步的积极经验的基础上，才有可能取得进展。人类历史证明，不仅应保留传统，还必须创造性地加以发展：任何传统如满足时代的要求并可以创造性地发展就可以取得进步。只有反思传统，才能促使音乐教育更新与完善。应研究“革新”和“创新”的概念。我们将革新理解为一种手段（新方法，教学法，程序），并且将创新理解为掌握这种手段的过程。创新是有目的的变革，应将新的稳定成分引入音乐教育中，从而使系统迈向更高的发展水平。由于音乐教育的创新过程旨在改变现有教育体系的主要组成部分，我们黑海地区具有丰富的文化历史传统和创新思想。任何创新都是在社会（音乐教育）实践中实施某种特定新举措的过程，以结果为目标，只要具有不变的（传统）特征，即可被正式承认（获得创新的地位）。据此，传统与创新的比例可以用以下公式表示：传统是再现规范的一种方式，创新是改变规范的一种方式。传统可以理解为文化连续性的机制，而创新可以理解为文化发展的机制。它们是互补且相互作用的现象。

各层级研究的开展促进了教师进行教学创新，建立创造性对话，在课堂上设计有问题的创造性情境的能力，这些首先体现在建立对话交流中，这是教育创造活动的素材（玛索尔，卡伊达马卡，卡利尼琴科和卢坚科，2006年）。

在现代教育中，基于反思基础上的职业发展问题变得尤为重要。应当指出，反思应成为任何类型的教育活动和有效利用人力资源的基础。

现阶段在几乎所有活动领域中寻求最有效利用人力资源的手段就是：专业水平法。同时，“专业水平”的概念开始包括知识和理解（理论知识，学习和理解的能力），关于如何采取行动的知识（在某些特定情况下实践和操作运用知识的能力），“作什么样的人”的知识，换句话说，如何与环境建立起相互关系（即了解其价值观，道德和伦理方面的知识）（西洛特金娜，2006年）。音乐教师的专业水平包括：教学法水平；教育心理学能力；音乐教学能力；执行能力；多元文化能力和信息处理能力。

我们认为，音乐教师创新活动是否做好准备在于其是否具有以下方面能力和准备：

- 更新音乐教学活动的任务和类型，整合艺术教育学科的内容，它们在教学过程中相应的教学处理和使用；

- 掌握各种创新活动：创新的创建，测试和推广；

- 根据音乐教育学领域的创新方法，创造性地改变其活动的风格和内容；

- 自我完善的计划和实施，防止职业扭曲。

如果我们使用人格社会化因素的分级方法来分析音乐教师的创新活动，我们可以区分出四个子结构：微观，中观，宏观和巨型空间。每个创新的社会空间都要求形成必要的素质，对创新知识和方法，掌握创新活动的种类（巴达尔卡，1991年）。

让我们更详细地研究和分析创新活动的每个空间，并针对音乐教师的活动进行设计。我们认为，音乐教师的创新活动的微观空间与教师的个性有关，其特征是在教育过程中对创新的感知，发展和实施的内部工作。在成功实施的过程中，必须要形成以下内部个人素质：积极；独立；正面的自我意识；适应能力（对有效适应不断变化的职业活动的准备）自我调节；拥有反思能力。需要指出，音乐老教师的个人素质是使其掌握创新活动的基础。

我们从音乐艺术课程的社会空间的层面，即从创新方法，形式和工作手段的层面，也就是从对于创新方法的创建及其自我推广方面来研究音乐教师创新活动的中观空间。

音乐教师专业化的现代方法取决于他在各种活动中的辨别能力，其显著特点是强度高，工作条件多样，结合实际音乐演奏技术的广泛使用叠加教学讲解。因此，这项工作的复杂性是由于其多功能性，即在教学方表演方面的结合。

因此，在我们看来，谈论音乐教师在中观空间框架内创新活动的结构时，有必要将其视为某些能力的统一和组合，即：教学法，教育心理学，表演和音乐教学。正是由于这些方面的统一和互补性，音乐教师才能掌握活动的创新方法，并在音乐艺术课的教学空间中引入创新（奥列克修克，2014年）。

音乐教师创新活动的宏观空间体现在学校的社会空间层面，因为教师必须在组织、启蒙、教育和其他类型的创作过程中创造并引入创新。符合以学生为中心的学校要求的现代教育工作者必须满足以下要求：

- 展示出对学生的珍视态度，承认其独特性，唯一性；
- 展示人道的教育立场；
- 能够创造并不断丰富教育环境；
- 能够处理教育的内容，使其具有个人语义倾向性；
- 掌握各种创新方法和技术；
- 关注并支持每个学生的个性发展。

音乐启蒙活动的创新形式可以表现如下：

- 音乐会和讲座形式--音乐会，音乐座谈；
- 音乐交流的对话形式--音乐辩论，圆桌会议，讨论会，头脑风暴；
- 组织音乐休闲的娱乐形式--晚会，互动竞赛，卡拉 OK，问答游戏，会议；
- 音乐宣传的直观形式--音乐在线报纸，展览。

音乐教师指挥工作的多层次性和多任务性要求其具备多种知识和技能，即：组织合唱团，进行合唱排练，选择曲目的能力；能够揭示作品的艺术内涵，借助演奏和歌唱来阐释作品，识读合唱乐谱，掌握基本指挥技巧；掌控集体表演过程，查找合唱不足的能力；能够对作品进行个性化阐释，艺术解读的能力；组织演唱会的的能力。我们相信拥有这些技能将使音乐教师能够开展有效的声乐和合唱工作。

巨型空间将进行全球性覆盖，并且在研究音乐教师创新活动问题的情况下，世界教育空间等特征尤其突出：语言知识，多元文化和信息能力等将促进对于创新活动的掌握。巨型空间要求参加全乌克兰和国际会议及研讨会，与同行交流经验，进行科学研究（密相楚克 2010：36）。

结论（以及进一步研究的前景）。综上，以上经验表明，作为周围世界和环境的一部分，世界教育体系趋向于将个体化的普遍观念统一的趋势加剧了对这种趋势的现代音乐教育过程的探索和推广。能够根据他的需求的本体论结构（自我表达-自我意识-自我实现）维持发展个性的方法。

因此，对音乐教师音乐教学活动内容结构特征进行研究，该特征与创新活动的具体内容紧密相关，从而有可能开发出音乐创新教师的概念模型。

该模型是体现人格特质的整体系统，有助于微观（人格内部特质），中观（在音乐课一级），宏观（在学校范围内）和巨型空间（在国际教育中）的创新。正是这决定了音乐教育的内容，决定了个人对艺术的个性化态度的形成，从而决定了在生活各个领域有效自我实现的能力。计划在教学法材料编写方面进行进一步的研究以支持中小学音乐教师创新活动能力的培养以及必要专业能力的形成。在进一步科学研究的前景中，我们可以注意对音乐艺术课程中使用创新的特征以及对特定创新技术进行研究，并且注意对选择的创新方案、方法和应用的实施效果进行实验验证。

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THE ESSENCE OF INNOVATIONS IN THE PROFESSION-RELATED ACTIVITIES OF MUSIC TEACHERS

The article presents an analysis of the process of professional development of a future music teacher. Particular attention is paid to justifying the need to use the professional and individual potential of the future specialist. The author points to the regional nature of the activity, which actualises the use of the national-regional component of the modern education strategy in the process of professional training of the future specialist. The content of the article is dictated by the need to understand the innovative processes in the field of music education in the context of modern world trends. In the article, the author considers teaching music under modern conditions (how to effectively use modern pedagogical technologies for stronger mastering of the material). The study of domestic and world experience in the application of innovations in music pedagogy is carried out in the work. The author believes that today there are objective prerequisites for further successful borrowing of the most effective experience of world schools in the field of music education, the introduction of digital technologies in the system of music pedagogy. Music education is in the process of continuous development and renewal. In this regard, one of the most important tasks at the present stage is the analysis of various world trends in modern music education and opportunities for interaction with them. This has led to the relevance of the study, the results of which are presented in this article. The purpose of the article is to theoretically explore and reveal the features and essence of innovations in the professional activity of Music teachers. Research methods used in writing the article are as follows: the analysis of special, methodological, periodical and professional literature, synthesis and structuring of data obtained in the theoretical analysis. The content of the research covers these aspects: formulation of introductory statements about the essence of professional activity of Music teachers, the analysis of modern methods and techniques related to the innovative activities in music education and the analysis of existing experience of using innovative methods of music education in foreign countries.

Keywords: *innovations, professional activity, Music Art, Music Art teachers, professional development of future Music teacher, individual-personal potential, national-regional component of modern education strategy, modern education, pedagogical technologies, musical worldview, innovations.*