

**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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### **VALUE-BASED POTENTIAL OF LINGUISTIC AND CULTURAL STUDIES IN PROFESSION-ORIENTED TRAINING OF FUTURE TEACHERS-PHILOLOGISTS**

*The article considers the importance of Linguistic and Cultural Studies as a scientific discipline intended for future teachers-philologists; the value-based potential of Linguistic and Cultural Studies in mastering the cultural heritage of the ethnos through language resources has been studied; the terminological field of Linguistic and Cultural Studies has been outlined; the necessity of studying linguistic country-oriented material in the educational practice of future teachers-philologists has been analysed; the interdisciplinary basis and interdisciplinary relationships of Linguistic and Cultural Studies on the basis of integration of culturological, philological, Ukraine-oriented disciplines have been substantiated.*

**Keywords:** *Linguistic and Cultural Studies, value-based potential, profession-oriented training, teacher-philologist, culture-specific concept, interdisciplinarity, cognate disciplines.*

Profession-oriented and high-quality training of pedagogical staff majoring in Philology remains an urgent problem of our time. The Concept of Development of Pedagogical Education in Ukraine states that “on the way to the development of information-oriented society and knowledge-based society, quality education is one of the main factors of success, and a teacher is both an object and a leader of positive changes” [4].

The development of a teacher-philologist as a skilled specialist occurs in the process of studying profession-related disciplines as well as during the mastery of related Linguistic and Cultural Studies. Therefore, there is a need to study the value-based potential of Linguistic and Cultural Studies as interdisciplinary sciences that accumulate and are based on terminology,

theory of concepts of cognate disciplines, taking into account the linguistic specifics of the expression of culture-specific concepts. Thus, Linguistic and Cultural Studies involve the enrichment of linguistic knowledge, the analysis of national and cultural semantics of language, the study of information about culture, life, historical facts and events of the state, political system, ethnic views, customs, rituals.

**The purpose** of the article is to study the value-based potential of Linguistic and Cultural Studies in the training aimed at future teachers of Philology in institutions of higher pedagogical education, which involves increasing the level of their development and expanding their worldviews.

The foreign scholars Ye. Vereshchagin and G. Kostomarov [10], G. Tomakhin [9], M. Komlev [3] and others studied the theoretical basis of Linguistic and Cultural Studies, which consisted in teaching the native language as a foreign language. The domestic researchers I. Vorobiova [12], H. Onkovych [8], A. Haponova [2], A. Budnik [1] et al. studied the specifics of learning Linguistic and Cultural Studies in the process of teaching foreign languages, as well as considered the use of linguistic and cultural potential in profession-oriented training of future philologists.

According to the viewpoints of Ye. Vereshchagin and V. Kostomarov, Linguistic and Cultural Studies is a scientific discipline that studies “the aspect of teaching the native language to foreigners, in which, in order to ensure communicative learning and to solve general humanistic problems, the cumulative function of language is linguistically implemented and the addressee becomes cultured; furthermore, teaching has a philological nature – acquaintance is carried out through the native language and in the process of its learning” [10, p. 38]. This term was first used by scientists in 1971 in their work “Linguistic and culture-related problematics in the teaching of Russian to foreigners”. The researchers’ ideas for further theoretical substantiation of this term were supported by Russian and Ukrainian scientists. G. Tomakhin outlined the need for future professionals to acquire extralinguistic knowledge that is important and necessary in intercultural communication [9, p. 7].

Most researchers emphasise that the term “Linguistic and Cultural Studies” has an interdisciplinary basis, which consists in the synthesis of basic theories of language and culture. A. Haponova notes that “Linguistic and Cultural Studies is a discipline having an interdisciplinary nature, which

studies the national and cultural component of the linguistic material” [2, p. 115]. At the same time, domestic scholars associate Linguistic and Cultural Studies with the development of linguistics, the use of linguistic potential in mastering linguistic disciplines, including the study of a foreign language. Thus, A. Budnik considers Linguistic and Cultural Studies as “a section of the science about language, which, on the one hand, is aimed at learning the language, and on the other hand, gives some information about the country of the language being studied. The educational value of this section of linguistics is that the acquaintance with the culture of the language being studied is done by the constant comparing of the knowledge and concepts that were acquired before with the newly acquired ones [1, p. 171]. It is this discipline that contributes to the mastering of national and cultural values of a particular country alongside to the solving of the problems related to cultural, linguistic and social adaptation of the individual in a foreign-speaking or native-speaking society.

Most scholars agree that “the purpose of Linguistic and Cultural Studies is to ensure the necessary communicative competence in the acts of intercultural communication through adequate perception of the interlocutor’s language and understanding of the original texts” [6, p. 31]. At the present stage of the development of the theory and practice of Linguistic and Cultural Studies, researchers emphasise that the peculiarity of this science is to study culture, regional and ethnic properties through the prism of the richness of the minority (ethnos) language in relation to the linguistic specifics of other peoples. In the process of profession-oriented training intended for future teachers-philologists, it is important to cognise the language through its speakers in relation to local lore and cultural phenomena: traditions, literature, various arts, history, economic processes, geographical aspects, etc. The potential of Linguistic and Cultural Studies as a science is confirmed by the fact that its object is linguistic material that “reflects the culture of the country, non-equivalent, background and connotative lexical units, visual and non-verbal (e.g., sign language and facial expressions) forms of speech ... It (language) forms an idea of the spiritual wealth of people, promotes the level of humanitarian education and human intelligence, develops the ability to quickly adapt to the appropriate communicative situation” [5, p. 130].

The terminological field of Linguistic and Cultural Studies is still being formed and filled with new concepts on the border of cognate (related) disciplines: Linguistics, Literary Studies, Ethnography, Folklore, Culturology, Sociology, Local Lore, Geography, Economics, *etc.* Basing mainly on the analysis of S. Vlahov's, S. Florin's [11], I. Vorobiova's [12], we determined that these phenomena are the most commonly used concepts among the linguistic ones: "non-equivalent vocabulary", "background words", "connotative realia", "words with a cultural component", "exotic vocabulary"; historical, phraseological, geographical, ethnographic and socio-political culture-bound items; "linguistic signs of culture", *etc.* Examining the terminological field of Linguistic and Cultural Studies, it can be noted that future teachers-philologists study them in an interdisciplinary context. Scholars define the concept "culture-bound item (reality)" as one of the key concepts of Linguistic and Cultural Studies; it arose in the light of interdisciplinary studies of various sciences on the problems of linguistic differentiation of a particular ethnic group. I. Vorobiova approached the definition of the essence of the concept "culture-bound item (reality)" most systematically; she substantiated the expediency of classifying culture-bound items from the standpoint of national-linguistic colour in relation to the phenomena of material and spiritual culture and takes into account the interdisciplinary context of their analysis [12, p. 110].

In educational practice, the Linguistics- and Culture-related disciplines are taught in classical universities and institutions of higher pedagogical education mostly during the profession-oriented training of future foreign language teachers and translators. In the process of training teachers of the Ukrainian language and literature, the terminology of Linguistic and Cultural Studies allows generalising linguistic culture-bound items taking into account the theory and practice of these fields of science: Linguistics, Literary Studies, Culturology, Ukrainian Studies.

In compliance with foreign and domestic research, it can be noted that the interdisciplinary context of Linguistic and Cultural Studies will help us to determine its value-based potential in combination with cognate philological, culturological, Ukrainian and culture-related sciences alongside profession-related disciplines. Thus, Linguistic and Cultural Studies examine the acquisition of culture, traditions, customs, ethnographic specifics, ethnological, sociological phenomena through the prism of the embodiment



of regional language-related differentiation, synchronous or diachronic aspects of language functioning; they contribute to mastering national and cultural values of a certain country through language learning. At the same time, we believe that the formation of future philologists' axiocultural profession-oriented position should become the most important value-based priority for the mastering of linguistic and culture-bound items, taking into account the interdisciplinary context. In this context, the idea of O. Nevmerzhytska seems to be fundamental, since she specifies the range of functions of person's values: worldview-based, social, cultural-reproductive, cultural-formative, social. It should be noted that this is a teacher-philologist, who has mastered the potential of Linguistic and Cultural Studies in interaction with related sciences, who can fully comprehend the phenomena of culture, history, traditions through the prism of linguistic identity "as the integrity of feelings and ideas reflected in objective and subjective reality which becomes a generative model for an infinite number of specific manifestations of human life, as well as aims at creative experience, rethinking, transformation and maintenance of reality; serves to express purely human relations, the reflection of the higher and eternal as truly existing" [7, p. 116].

To sum up, the value-based potential of Linguistic and Cultural Studies in the training of future teachers-philologists at institutions of higher pedagogical education guarantees (as a result of their mastery) the improvement of profession-related knowledge, communicative skills, the ability to analyse cultural phenomena through the prism of linguistic framework, the development of value-based orientation of profession-related activities as well as responsibility as a retransmitter of language experience aimed at ethnic and interethnic cultural values.

The prospect of further research is seen in the analysis of foreign experience related to the theory and practice of Linguistic and Cultural Studies in an interdisciplinary context.

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### 在未来语言学教师专业化培养中语言国情学的价值潜力

对未来语言类教学人才进行专业且高质量的培养是当前时代的紧迫任务。成为语言学教师是在学习专业知识、掌握语言国情学等交叉学科知识过程中自然的结果。本文将语言国情学作为未来语言学教师的科学课程；研究了通过语言资源掌握对象民族文化财富的价值潜力；概述了语言国情学研究的术语领域；分析了在未来语言学教师培养的教育实践中学习语言国情学材料的必要性；在文化学、语言学、乌克兰语言学一体化基础上论证了语言国情学的跨课程与跨学科联系。

**关键词：**语言国情学，价值潜力，专业化培养，语言学教师，常态情况，跨学科，交叉学科，跨学科。

