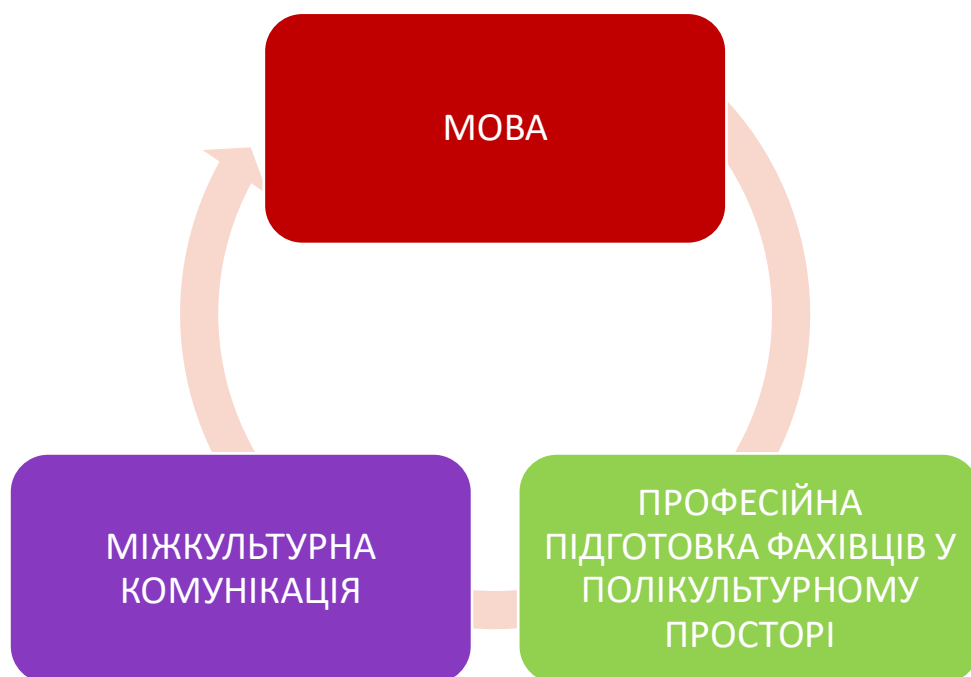


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ
ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ**



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АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ

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STRATEGIES FOR MOTIVATING TRANSLATION STUDENTS AT CONFUCIUS INSTITUTE OF SOUTH UKRAINIAN NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER K. D. USHYNsky

Keyword: Overseas learners, Chinese translation majors, Learning motivation.

Abstract. As the object and subject of teaching activities, the learners' subjective motivation in learning has a crucial influence on the final learning effect. Therefore, the exploration of learners' motivation and its influencing factors is of great practical significance to the development of teaching activities and the final achievement of teaching results. In this paper, we take the second-year students majoring in Translation Studies (class 2) of the Confucius Institute as the object of teaching observation in terms of their motivation for Chinese language learning. By finding and analyzing the relationship between students' problems in Chinese learning and their motivation in the new Chinese learning cycle, we try to select a targeted method from the perspective of maintaining and further motivating students' Chinese learning motivation, and make adjustments according to the actual application effect of the method. The aim is to find out a set of strategies for motivating students' Chinese language learning in three different stages: before, during and after class, so that students can gradually move from being able to learn to learning well and enjoying learning.

Research Background

Unlike Chinese language learners studying in China, overseas Chinese language learners need to be more motivated, spend more time and make more efforts to improve their language skills, due to the lack of a socio-linguistic environment appropriate to the language they are learning and the limitations of the place where the target language is used. In addition, due to the war, teachers and students are unable to conduct offline teaching activities. In this extremely special and difficult situation, how to maintain and motivate students' learning through online teaching and other platforms, tools, and means, so that as many students as possible will continue to persist in learning Chinese, is a crucial and urgent issue to be addressed.

Methods

After receiving the teaching task, I promptly checked the teaching progress of the class in the previous semester and confirmed that the teaching objectives of the class. Through asking students to make a brief introduction, the teacher's introduction of the semester Chinese learning plan, and the students' personal learning plan, as well as the observation

of students' classroom behavior, review and homework during the first week of school, we found that the students in this class mainly had common problems such as the lack of specific learning goals, lack of self-confidence in their own ability level, and lack of active interaction in class.

Discussion

By guiding and helping students to clarify the learning objectives before class, making the teaching activities in the classroom to achieve the harmonious unity of "change" and "no change", allowing students to de-familiarize themselves while constantly attracting students' attention through new forms of exercises in each class to achieve the purpose of invisibly motivating students to learn, as well as providing timely and effective feedback after class, fixing the targeted feedback and forming a feedback mechanism, the regular stage strategy of motivating students to learn is well maintained and motivated to improve learning efficiency. At the middle and end of the semester, whether they participated in the live online classes on time or studied the content of the recorded classes on their own after class, the combined effect of the students' internal motivation and the external stimulation given by the teachers played a good role in maintaining their learning motivation.

Conclusion

The motivation of students' learning cannot be achieved by just one or two encouraging words from the teacher or one or two interesting games. Instead of asking students what they want, we should start by improving our own teaching, making the online classroom come alive, and making students active.

学习者作为教学活动的对象和主体，其主观能动性在学习中的体现对最终呈现的学习效果有至关重要的影响，因而对学习者的学习动机及其影响因素的探讨对教学活动的开展以及教学成果的最终获得都具有重要的现实意义。国外对于第二语言的学习动机的研究有较长时间的发展，形成了较为完备的研究体系，其中的绝大多数是关于以英语或法语为第二语言的学习动机的研究；国内对第二语言习得学习者学习动机的探讨主要集中在研究和分析中国学生的英语学习动机，相较而言对以汉语为第二语言习得的学习者学习动机的研究较少，尤其是对身处海外的汉语学习者的学习动机的研究和分析更是少之又少。本文以乌克兰南方师范大学孔子学院本部大二年级翻译专业2班为教学观察及汉语学习动机激励的对象，以2022-2023学年秋季学期为观察和激发策略尝试的第一个周期，通过课前的师生问答、请学生用已掌握的汉语做简单的自我介绍、教师介绍学期汉语学习计划并让学生自主完成个人学习计划的撰写以及开学第一周对学生课堂行为、复习及作业情况的观察，发现该班学生在汉语学习中存在的共性问题，即阶段性学习目标不够具体明确、对自身能力水平不自信及课堂互动不主动。通过分析共性问题与学生学习动机的关系，尝试从维持和进一步激发学生汉语学习动机的角度选择有针对性的方法，并根据方法的实际运用效果进行调整，梳理出一套涉及课前、课中、课后三个不同时间阶段的学生汉语学习动机激发策略，即课前明确学生学习需求，助力学生找准努力方向；丰富课堂教学及活动形式，以学促学；课后及时教学反馈，引导学生自主复习。努力促进该班学生外在的汉语学习动机内化，让学生从该学、能学逐渐走向好学、乐学。

学生学习动机的激发不是老师说一两句鼓励的话、做一两个有趣的游戏就能达成的。尤其是目前乌克兰的汉语教学活动仍受制于复杂的国际形势，网络教学拥有连接世界、跨越时空优势，但也存在互动性弱、反馈不及时等问题。想要好好守护住学生汉语学习热情的小火苗是每一个提供在线教学支援的汉语老师的初心和使命，我们想要为学生做很多、做更多。于其问学生要什么，不如多从改进自身教学入手，让网络课堂活起来，让生活活跃起来。认真备学生、多尝试新的教学形式、不断改进教学方法、及时总结反思是每个教师成长的必修课。探索激发学生学习动机的方法和策略，对授课教师而言也是一种激励，激励我们永远在探索和前进的路上。

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乌克兰国立人文大学线上汉字教学的问题与对策

PROBLEMS AND COUNTERMEASURES FOR ONLINE CHINESE CHARACTER TEACHING AT INTERNATIONAL HUMANITARIAN UNIVERSITY

Keywords: Ukraine, online Chinese characters teaching, problems and countermeasures.

Abstract: This paper analyzes the teaching of Online Chinese characters in Ukraine. The author outlines two problems of online Chinese characters teaching at International Humanitarian University. According to the problem, some countermeasures of online Chinese characters teaching were put forward: to strengthen the analysis of homophones and shapes, to improve the sound-speaking utilization, to maintain a tolerance to the Chinese characters, to strengthen the Chinese character consciousness, to attach importance to Pinyin teaching and to use the real corpus in order to improve online Chinese characters teaching.