

ISSN 2414-4746

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



2023
ISSUE № 9

ISSN 2414-4746

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



**The State institution “South Ukrainian National Pedagogical
University named after K. D. Ushynsky”**

Harbin Engineering University

**2023
ISSUE № 9**

Odesa, Ukraine

Harbin, the People’s Republic of China

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. Odesa, Ukraine.

Issue № 9

*South Ukrainian National Pedagogical University named after K. D. Ushynsky
Odesa, Ukraine, 2023*

Harbin Engineering University

Harbin, the People's Republic of China, 2023

Editorial Board

Professor Chebykin Oleksiy, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Professor Yao Yu, Harbin Engineering University, Harbin, China

Professor Bogush Alla, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Professor Koycheva Tetyana, Odessa National Maritime University, Odesa, Ukraine

Professor Karpenko Olena, Odesa I. I. Mechnikov National University, Odesa, Ukraine

Professor Korolyova Tetyana, Odessa National Maritime University, Odesa, Ukraine

Professor Naumkina Svitlana, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Doctor of Philosophy (PhD in Linguodidactics) Pak Antonina, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Professor Popova Oleksandra, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Professor Luo Yuejun, Harbin Engineering University, Harbin, China

Professor Wang Chuanyi, Harbin Engineering University, Harbin, China

Professor Yang Guoqing, Harbin Engineering University, Harbin, China

Professor Zheng Li, Harbin Engineering University, Harbin, China

Professor Zhu Dianying, Harbin Engineering University, Harbin, China

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): International annual journal. – Odesa: South Ukrainian National Pedagogical University named after K. D. Ushynsky, Harbin : Harbin Engineering University, 2023. – Issue 9. – 112 p.

The ninth 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 and Korean 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.

ISSN 2414-4746

©All rights reserved

Recommended for press

by the Academic Council
(Minute #9 dated 27 April 2023),
South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
Harbin Engineering University

South Ukrainian National Pedagogical University named after K. D. Ushynsky,
Odesa, Ukraine

Harbin Engineering University

Harbin, the People's Republic of China

CONTENTS

SECTION I. MODERN VECTORS OF TRANSLATION STUDIES, GENERAL AND CONTRASTIVE LINGUISTICS.....	10
<i>Li Baofeng, Shi Yixuan. Study On The Translation Strategies Of Hanshan Poems From The Perspective Of Cross-Cultural Pragmatics.....</i>	10
Master student, Associate Professor, master tutor of the School of Foreign Languages, Harbin Engineering University, Harbin, China	
Master student, Master of Translation and Interpretation, Harbin Engineering University, Harbin, China	
<i>LI Haoyu, Liang Hong, Zhang Pengrong. Eco-translatology English-Chinese Translation Techniques for EST.....</i>	22
M.A. student, Harbin Engineering University, Harbin, China	
Master of Science in Management, Professor, Master Supervisor, Harbin Engineering University, Harbin, China	
Master of Arts, Associate Professor, Master Supervisor, Foreign Studies College of Harbin Engineering University, Harbin, China	
<i>Li Liangyan. A Study of Directed Motivational Currents in Oral English Learning.....</i>	30
Master's Degree, Associate Professor Harbin Engineering University, Harbin, China	
<i>Zhang Pengrong, Shuai Shizhaoyun. The Overseas Dissemination and Reception of the Translation of The Quotations of Mao Zedong: Based on Amazon Reader Reviews.....</i>	37
Master of Arts, Associate Professor, School of Foreign Studies, Harbin Engineering University, Harbin, China	
Postgraduate Student, School of Foreign Studies, Harbin Engineering University, Harbin, China	
<i>Wan Qiubin Hyperbole in Classical Chinese Poetry and English Translation.....</i>	50
Master degree, major in Chinese and English Translation, lecture Harbin Engineering University, Harbin, China	
SECTION II. LINGUODIDACTIC PROBLEMS OF TEACHING FOREIGN LANGUAGES AND TRANSLATION IN HIGHER SCHOOL UNDER CONDITIONS OF MODERN MULTICULTURAL ENVIRONMENT.....	57
<i>Berezovska Liudmyla Multicultural Competence as a Component of the Professional Competence of Pre-Service Pre-School Educators.....</i>	57
Doctor of Pedagogical Sciences, Professor, Head of the Department of Theory and Methods of Preschool Education, the State institution "South	

Ukrainian National Pedagogical University named after K. D. Ushynsky”
Odesa, Ukraine

Bogush Alla *Cross-cultural Approach to the Speech Training of Masters of Pre-school Education in the Multicultural Space of Ukraine*..... **68**

Doctor of Pedagogical Sciences, Professor, Academician, Current Member of the National Academy of Educational Sciences of Ukraine, Honoured worker of science and technology of Ukraine, Professor at the Department of Theory and Methods of Pre-school Education, the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” Odesa, Ukraine

Duan Junyu. *A Brief Discussion on Motivation of Chinese Language Learning for Students majoring in Translation Studies at Confucius Institute of South Ukrainian National Pedagogical University named after K. D. Ushynsky*..... **77**

Master of Arts in Teaching Chinese as a Foreign Language Teacher of the Confucius Institute of South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Huang Simin. *Problems and Countermeasures for Online Chinese Character Teaching at the National University of Humanities in Ukraine*..... **86**

Master of Teaching Chinese to Speakers of Other Languages, Volunteer teacher of Confucius Institute at the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” Odesa, Ukraine

Popova Oleksandra. *Academic Mobility: European And Oriental Vectors of Cooperation*..... **98**

Doctor of Pedagogical Sciences, Professor, Dean of the Faculty of Foreign Languages, the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, Odesa, Ukraine

INFORMATION ABOUT THE AUTHORS..... **109**

内容

1 第一部分：国内外翻译研究的热点问题，一般语言学与对比语言学	10
李宝峰, 史艺璇 跨文化语用学视角下寒山诗英译翻译策略研究.....	10
硕士, 副教授, 硕士研究生导师; 哈尔滨工程大学, 哈尔滨, 中国	
硕士研究生, 哈尔滨工程大学, 哈尔滨, 中国	
李浩宇, 梁红, 张鹏蓉 生态翻译学选择适应论视角下的英汉科技翻译技巧.....	22
硕士研究生 哈尔滨工程大学, 哈尔滨, 中国	
经济学硕士, 教授, 硕士研究生导师, 哈尔滨工程大学, 哈尔滨, 中国	
文学硕士, 副教授, 硕士研究生导师, 哈尔滨工程大学, 哈尔滨, 中国	
李良彦 英语口语学习中的定向动机流研究.....	30
文学硕士, 副教授 哈尔滨工程大学, 哈尔滨, 中国	
张鹏蓉, 帅师赵芸 《毛泽东语录》译作的海外传播与接受——基于亚	
马逊读者评论.....	37
文学硕士, 副教授, 哈尔滨工程大学, 哈尔滨, 中国	
硕士研究生, 哈尔滨工程大学, 哈尔滨, 中国	
万秋滨 中国古典诗词中的夸张修辞手法及其英译研究.....	50
硕士, 讲师, 哈尔滨工程大学, 哈尔滨, 中国	
2 第二部分：现代多元文化环境下语言教学中的外语教学与翻译问题...	57
贝雷佐夫斯卡·柳德米拉 多元文化能力是学前教育工作者专业能力的一个组成部分.....	57
教育学博士, 南乌克兰国立教育大学, 教授, 学前教育理论与方法系主任	
博古诗·阿拉·米哈伊洛夫娜 乌克兰多元文化空间学前教育硕士语言培训的跨文化方法.....	68
教育学博士, 教授, 院士, 乌克兰国家教育科学院现任成员, 乌克兰科技荣誉工作者, 乌克兰南方师范大学学前教育系教授, 敖德萨, 乌克兰	
段珺予 浅谈乌克兰南方师范大学孔子学院翻译专业学生汉语学习动机培养与激发.....	77
对外汉语教学硕士 乌克兰南方师范大学孔子学院汉语教师 中国	
黄思敏 国立人文大学汉语学生汉字学习策略分析.....	86
汉语国际教育硕士, 乌克兰南方师范大学孔子学院志愿者教师, 中国	

波波娃·亚历山德拉 学术流动性：欧洲与东方合作的载体	98
教育学博士，乌克兰南方师范大学外语学院教授，院长，乌克兰，敖德萨	
作者的信息.....	109

FOREWORD

Ukraine – China: scientific vectors of academic cooperation

We would like to bring to your attention the ninth issue of the international periodical “MODERN VECTORS OF SCIENCE AND EDUCATION DEVELOPMENT IN CHINA AND UKRAINE” dedicated to the 11th anniversary of the Education and Culture Centre “Confucius Institute” on the platform of the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” and Harbin Engineering University. This journal is devoted to the Ukrainian-Chinese cooperation in the educational, scientific and cultural spheres; it provides support for the programs of our states aimed at implementing joint scientific research, academic mobility of students and scholars, as well as the exchange of cultural heritage.

The editorial board of the journal is doing everything possible to assist in the development and further elaboration of concepts, various pedagogical technologies that allow influencing young people and training national humanitarian elites for our state and China; and Ushynsky University undertakes all opportunities to actively participate in this process. The practice of constructive cooperation guarantees the success of academic ties between representatives of many countries of the world and has serious grounds to acknowledge the entry of Ukraine into the European and Oriental scientific and educational space, the foundation of which being the achievements of domestic and foreign scientists in the fields of linguistics and professional education in accordance with the challenges of the time, economic legal and socio-political strategic vectors of cooperation with the states of the West and the East. The demand for the journal in scientific circles, its authority among the educational intelligentsia, postgraduate and undergraduate students and those who want to feel in unity with like-minded people, prove that the journal has found its reader.

At the moment, linguistic alongside didactic problems of teaching foreign

languages in secondary and higher school, topical issues of general and comparative linguistics, modern developments in the fields of translation studies and sinology, problems of profession-oriented training of future specialists under conditions of modern multicultural space historical and philosophical determinants enabling the development of a linguistic personality in a multilevel education system do not lose their relevance.

The contribution of scientists to the development of the above areas has granted the achievement of a new level of international educational cooperation, outlined promising vectors for further multipolar interaction with the countries of the world and specified the optimal modes of interaction between participants in the global science- and education-related space.

Taking this opportunity, we want to thank our partners for their cooperation and their contribution to the development of the theory and practice of profession-oriented training intended for future specialists in a multicultural space. We hope that the initiated discussions on topical issues of philology and the training of specialists in the modern space will continue contributing to the formation of a unified scientific space through the integration of the leading experience of domestic and foreign scientists.

Oleksandra Volodymyrivna Popova
Doctor of Pedagogical Sciences, Full Professor,
Dean of the Faculty of Foreign Languages
at the State institution “South Ukrainian National
Pedagogical University named after K. D. Ushynsky”,
Local director of “Confucius Institute”

SECTION I
MODERN VECTORS OF TRANSLATION STUDIES, GENERAL AND
CONTRASTIVE LINGUISTICS

UDC: I106.2

DOI: 10.24195/2414-4746-2023-9-1

Li Baofeng

*Master of Arts, Associate Professor, Master Supervisor,
Harbin Engineering University, Harbin, China*

Shi Yixuan

*Master Candidate of Translation and Interpretation, Harbin Engineering University,
Harbin, China*

STUDY ON THE TRANSLATION STRATEGIES OF HANSHAN
POEMS FROM THE PERSPECTIVE OF CROSS-CULTURAL
PRAGMATICS

***Abstract:** in Japan, Europe, the United States and other countries, Hanshan and his poems have intrigued great enthusiasm of scholars and the public. Since the 1950s, Hanshan poems have been constantly being translated and successfully spreading in the United States, which has exerted a great influence. With the continuous enhancement of the cultural soft power, China attaches great importance to the foreign translation of excellent traditional culture. The medium of translation is language, which is a cross-cultural pragmatic practice. By integrating cross-cultural pragmatics into studies of the classical poetry translation, the thinking and strategies used by translators in the process of translation can be explored in order to shed light on how to achieve cross-cultural communication goals in the future. In 1983, Songs of Cold Mountain translated by American folk scholar Red Pine is the first full English translation of the poetry. With the help of cross-cultural pragmatics, this paper analyzes the English translation strategy of Red Pine's Hanshan Poems and his handling of linguistic and cultural differences, which also provides some inspiration for Chinese literature to go out to the world and promote culture to "go global".*

Key words: *Hanshan poems; Cross-cultural Pragmatics; translation*

1. Introduction

Han-shan, also known as Hanshanzi, lived alone in a place called Cold Mountain in the T'ien-t'ai mountains. There is little information about him, even though his name is unknown, although his poems are widely known. Someone said that Han-shan was a rich young master born in Chang'an. After repeatedly failing the imperial examinations, he decided to become a monk. There are more than 300 poems by Han-shan, and the image of Han-shan have been widely circulated while the poems of Han-shan have been widely circulated. This poor man, a lunatic character, is the concentrated reflection of the thoughts of Hanshanzi's poems. Ancient Chinese orthodoxy for poetry aesthetic is elegant and beautiful; it consists of strict rhythm of seven or five quatrains or rhythmic poetry. However, Han-shan's poetry is free verse, and uses more folk oral language, popular and simple content, similar to 19 ancient poems (folk songs of the Southern Dynasty) in format. Han-shan and his poems had not been valued in the pluralistic system of Chinese literature until the period of the New Culture Movement, when Hu Shi spoke highly of Han-shan's poems in the need to promote the vernacular. In his book "*History of Vernacular Literature*", Han-shan and Shih-te were considered to be among the "three or five great vernacular poets" who appeared after the middle of the seventh century. However, Hanshan poetry gradually faded out of the Chinese academic circle after completing its historical mission.

Overseas, the situation of Hanshan is quite different. Hanshan poetry was introduced to Japan during the Shenzong period of the Northern Song Dynasty and has long been favoured by Japanese poets. In the Southern Song Dynasty, Japan regarded Hanshan as the "great Zen poet". This is because many of Japanese leading poets were mostly monks, and the culture's acceptance of ancient Chinese poetry is largely vernacular. Bai Juyi's poems, for example, are also popular in Japan.

After the defeat of fascist Japan in the 1950s, the United States helped Japan rebuild its economy. During this period, Zen Buddhism spread from Japan to the United States. The important "monk poetry" that accompanies Zen is the poetry of Han Shan. The social background of the United States at that time was full of Cold War atmosphere, a large number of young people were unemployed, dissatisfied with mainstream

American society and suspicious of the system. They are high on marijuana and hallucinogens, they wear fancy clothes, they reject mainstream culture, they assert themselves. This is when Zen and Hanshan came from Japan. Translated by Gary Snyder, the famous American poet, Han Shan's poems had a huge impact on the Western world and he even became the spiritual mentor of the Beat Generation. Jack Kerouac read these 24 poems carefully and was greatly inspired. When he wrote his autobiographical novel "*Dharma Tramp*", he wrote a sentence on the title page: Dedicated to Han Shan. With Kerouac's fame and the massive reprint of Snyder's 24 translations of Cold Mountain, it quickly became popular among young Americans. Red Pine (Bill Porter, 1943-), an American translator and writer, was deeply interested in Chinese Zen culture. In 1983, after ten years of translation, he published the first Chinese-English collection of The Collected Songs of Cold Mountain in the United States, laying a solid foundation for the dissemination, acceptance, and canonisation of Hanshan poetry in the English-speaking world.

Hanshan poetry embodies the harmony between man and nature, the harmonious way of life and the spiritual realm, the preservation and protection of harmonious social nature and the environment, a contented state of mind in which the harmony of Zen and the openness of the mind indifferent to freedom attracted the 'beat generation' suffering from the pollution of war. In the history of Chinese literature, Han-shan poetry has received little attention. However, after it was introduced across the ocean to the United States, the depressed young people known as the "Beat Generation" admired Han-shan poetry as an idol, which swept across the ocean and created the worldwide "Han-shan fever", thus establishing the high status of Han-shan poetry in world literature. The spread of Han-shan poems in the United States has been a beneficial enlightenment for Chinese culture to "go out". In view of the international influence of Han-shan and the number of Han-shan poems, it is necessary to study their English translation in depth.

2. The Current Situation of the English Translation of Hanshan Poems

According to statistics, there are more than ten English translations of Hanshan poems, of which the 24 poems translated by Beat poet Gary Snyder are the most widely

available. Previously, the academic community believed that the English Sinologist Arthur Wale's translation appeared first in 1954, but this is not the case. According to relevant historical materials, Henry H. Hart selected and translated "Zhongjia Weng in the North of the City" and published it in 1933. It was the first Hanshan poem to be translated into English. The most influential translation of Hanshan poetry was mediated by Japan and admired by the American Beat generation in the 1950s and 1960s. Hanshan poetry had a profound effect on the American poet Gary Snyder. In 1956, he published 24 English translations of Hanshan poems, which were highly influential in the United States. In his autobiographical novel "*The Dharma Bums*", his close friend Jack Kerouac introduced the Hanshan spirit and the practice of Zen Epiphany, based on Snyder's translation of Hanshan poetry, and dedicated the title page to Han Shan. As Kerouac became famous, the mountain became known to the Beat Generation. But the tide of Hanshan translation did not recede with the Beat Generation, and in the 1980s Red Pine published a full translation with Robert G. Henricks (*The Collected Songs of Cold Mountain and The Poetry of Han-shan: a Complete, Annotated Translation of Cold Mountain*). Charles Frazier won the 1999 National Book Award for *Cold Mountain*. This award-winning book not only takes Han Shan as its title, but also includes a quotation from a poem by Han Shan on the title page of the book.

人问寒山道，寒山路不通

Men ask the way to Cold Mountain. Cold Mountain: there's no through trail.

The book has been on the New York Times bestseller list for 45 consecutive weeks and is a hit with American readers. It was also made into a film in 2003 and won the Best Supporting Actress award at the 76th Academy Awards. More recently, in 2018, Kazuaki Tanahashi and Peter Levitt collaborated on "*The Translation of The Complete Cold Mountain: Poems of the Legendary Hermit Hanshan*". Owen describes the popularity of Hanshan's poetry in the United States: "Almost all Americans who have read Chinese translated poetry know Hanshan".

It is not unusual in the history of literature for an ordinary work that is neglected in one country to become a classic in the eyes of readers in another. Jin Ping Mei (金瓶梅),

for instance, was initially ignored by Chinese scholars because of its pornographic content. It was translated into English and called "*The Golden Lotus*", which was reprinted in several editions. The Chinese also discovered that once the pornographic images were removed, the book itself, which was available at the time, was a complete and accurate record of the culture and could be used as a historical reference to study the history of the culture. The popularity of Hanshan poetry in the United States first influenced Chinese scholars in Hong Kong and Taiwan. In 1970, Zhong Ling of Hong Kong Baptist University published an article entitled "*The Status of Han Shan in the Literary Circles of the East and the West*" in the supplement of Taiwan's *Chuang Dailies*. The author said that she became interested in Hanshan poetry when she was a student at the University of Wisconsin College, and "*The Status of Han Shan in the Literary Circles of the East and the West*" was also a chapter of her master's thesis, which attracted much attention at the time. Since the 1980s, studies of Hanshan poetry in mainland China have paid more attention to the poetry, focusing on the acceptance and dissemination of the poetry overseas and the Zen effect of the poetry itself. As an important phenomenon of the integration of Confucianism, Buddhism and Taoism into Chinese culture, the Hanshan poetry is indeed worthy of study as a rare case in which Chinese culture has been well disseminated and well received in American cross-cultural communication.

3. Cross-cultural Pragmatics and Translation

According to the relevance theory of cognitive pragmatics, the cognitive environments of the information sender and receiver are asymmetric and there are differences between them. Therefore, the communicator's utterance cannot guarantee the accurate transmission of his communicative intention, nor can it guarantee the listener's accurate understanding of the communicator's communicative intention. The main research content of cross-cultural literature is the language used by people from different social and national cultural backgrounds to communicate with each other, and the corresponding meanings of different languages. It is a new discipline that focuses on analysing the status quo and the rules of the language used by people in communication. Intercultural pragmatics mainly involves two different ways of communicating. One is

that both the listener and the speaker are not local and are in different places. The English translation of Hanshan poetry is one of them. The other is that there is a native speaker and a non-native speaker between them: both modes of communication will affect people's ability to implement and interpret the language due to differences in cultural background. The pragmatic view of translation can be said to be a kind of equivalent translation theory. Translators must make an in-depth analysis of the cultural background, social customs and values from the readers' perspective according to the context provided by the original text, and strive to achieve the same pragmatic effects as the original text. We apply cross-cultural pragmatics to the English translation of Hanshan poetry, make a diversified interpretation of it, analyse the reasons for the wide spread of Hanshan poetry in the United States, and provide ideas for the foreign translation of Chinese culture.

4. Pragmatic Translation Strategies of Red Pine's Version of Hanshan Poem

Bill Porter was born in Los Angeles in 1943. In 1983, under the pseudonym Red Pine, Bill published the first complete translation of Hanshan poetry into English, in both English and Chinese, with extensive notes. The foreign media said: "Red Pine has given us the first complete collection of Hanshan poetry. It's fresh and beautiful, it's for all ages, it's for at least one generation". As an important part of translation activities, translation strategy is a set of principles and solutions adopted to achieve specific translation goals. Compared to Arthur Waley, Gary Snyder and Burton Watson before him, he adopts a literal translation and a colloquial prose style, without consciously pursuing rhythm and pacing. It is like a daily dialogue, transparent and open, triggering the reader's communication, acceptance and understanding of the implications. This is very similar to the stylistic features of Hanshan poetry, and the "implication between the words" is paraphrased in a way that combines the original situation. In order to provide readers with the context of the source language, Akamatsu will provide readers with the necessary background information related to the original poem in the form of a preface, footnotes, appendices, etc., so that the translated works could have the characteristics of Thick Translation.

According to Newmark, literal translation is the conversion of the grammatical structure of the source language into its closest equivalent in the target language without taking into account the context, while word for word has to be translated. Free translation is a so-called "intralingual translation", which does not take into account the way and content of the original text and usually paraphrases it in a much longer sentence than the original text. The former is concerned with the accuracy of the words, while the latter is concerned with the meaning of the original text and the fluency and naturalness of the translation. Hanshan poetry is known as popular poetry and vernacular poetry, but it is not easy to understand because of its special expression. Or it may seem obvious, but it's actually Zen. Because of the consistency of Chinese and English conceptual metaphors, a literal translation is undoubtedly the best choice at this time. For example, Chisong's translation of the 262 Hanshan poem retains the image of the original language and does not do much editing.

Example 1: 我见世间人，生而还复死。/ 昨朝犹二八，壮气胸襟士。/ 如今七十过，力困形憔悴。/ 恰似春日花，朝开夜落尔。/

All the people I see, / live awhile then die. // sixteen only yesterday, / a strong and passionate youth. // today he ' s over seventy, / his strength and looks long gone. // just like a spring day flower, / blooming at dawn gone by dusk. //

In example 1, "sixteen" and "seventy" are abstract words, a kind of concept, referring to the young and the old. The original text explains and describes these two words, transforming this abstract metaphor in Chinese into a clear cognitive concept. The conceptual metaphor of sixteen years old and seventy years old has the same metaphor in Chinese and English, so the translator chooses the strategy of literal translation. "Spring day" and "flower" in Chinese and English have a positive emotion metaphor and a bright time metaphor. From the level of expression, the literal translation can fully convey the Zen spirit of this poem.

Example 2: 重岩我卜居，鸟道绝人迹。/ 庭际何所有，白云抱幽石。/ 住兹凡几年，屡见春冬易。/ 寄语钟鼎家，虚名定无益。

Towering cliffs were the home I chose, bird trails beyond human tracks.//what does my yard contain,/ white clouds clinging to dark rocks //every year I've lived here,/I've seen the seasons change.//all you owners of tripods and bells,/what good are empty names .// Similarly, in example 2, the literal translation is used in its entirety. In Chinese, "Zhong Dingjia" refers to a rich and wealthy family. Red Pine translates "钟鼎家" as "owners of tripods and bells", but there is no similar idiom in English. And Gary Snyder did a cognitive processing of this article and translated it as "*In a tangle of cliffs, I chose a place, /Bird paths, but no paths for me.//What's beyond the yard? /White clouds clinging to vague rocks./ Now I've lived here – how many years./ Again and again, spring and winter pass./ Go tell families with silverware and cars: 'What's the use of all that noise and money? //*" Snyder takes into account the cognitive characteristics of the target language readers and uses different metaphorical expressions on the basis of retaining the conceptual metaphor that is more in line with the expression habits of the target language readers.

It is clear that Snyder's translation is more aesthetic and poetic. Compared to Snyder's translation, Red Pine's translation reveals Red Pine's literal and colloquial style of translation, which is flat in tone and ends abruptly with little rhyme. In terms of rhythm, Red Pine's translation is closer to everyday speech and easier to disseminate. In context, however, 'owners of tripods and bells' cannot accurately achieve pragmatic communicative functions.

5. Cultural thinking to understand paraphrasing

As the famous translator Nida said, "The role of language in culture and the influence of culture on the meaning of words and idioms are so great that it is difficult to fully understand the text without considering the cultural background" (Nida & Taber? 1969). Cognitive pragmatics refers to the understanding of new information in discourse and communication requires mnemonic assistance. Language is not only a tool to communicate and transmit information, but also a medium to express ideas and spread culture. Due to the differences between Chinese and foreign cultural backgrounds, translators must be familiar with the pragmatic principles of the target and source languages, and take into account the audience's acceptance in the exchange

of information, so as to reach the level of cross-cultural dialogue. At the Simmons International Chinese Poetry Forum in 2004, Red Pine argued that language is only a surface, and translators need to go deeper than the words themselves. He pays more attention to the spirit of poetry and the openness of translation. In the translation of Hanshanzi, Red Pine deals with linguistic differences based on the context of the original text, deeply explores the pragmatic intention of the original author, and uses various semantic associations between the text and words to find out the cultural connotation contained in the text.

Example 3: 一为书剑客，三遇圣明君。/东守文不赏，西征武不勋。/学文兼学武，学武兼学文。/今日既老矣，余生不足云。

A master of the brush and the sword,/ met three illustrious lords.// in the East his advice was ignored,/ in the West his valor wasn't honored.// he mastered the brush and the sword, /he mastered the sword and the brush.// today now that he's old, /what's left isn't worth saying.//

According to Nida's theory of functional equivalence, the purpose of translation is not to achieve strict correspondence on the word list, but to achieve functional equivalence between two languages, so that readers of the target text and readers of the original text can obtain essentially the same information. Because of the formal differences between the two languages, translation requires more or less a degree of rendering. The cultural differences of the source language lead to the need for interpretive representation in translation. The original poem tells the story of Jeng's lifelong quest for fame and fortune in the Han Dynasty. Although he saw three generations of emperors, he missed the opportunity to start his career because the emperors had different tastes. When the emperor liked officials, they were not appreciated because they learned martial arts. When the emperor needed officers, they were not appointed because they studied martial arts. When I was young, I needed martial arts and gave up literature. When I reached middle age, I needed martial arts and gave up literature. So, a lifetime passed, and by the time he was appointed by the emperor, he was old and useless for the rest of his life. As Zhang Rugui (2010) said, "manifestation refers to the explicit expression of the implicit information of the native language in the process of translation". The

Chinese original text hides the subject and Red Pine adds the subject to achieve communicative equivalence. In addition, the Chinese original text uses the rhetorical device of mutual modification, but Red Pine does not reflect this. The form of the original text is retained, and the form achieves the same effect as the atmosphere.

Example 4: 我见黄河水， 凡经几度清。 /水流如急箭， 人世若浮萍。 /痴属根本业，
无明烦恼坑。 /轮回几许劫， 只为造迷盲。 /

*I see the Yellow River,/and how many times it clears.//its current like an arrow,/our
lives like so much duckweed.//our ignorance springs of karma,/our delusion valleys of
sorrow.//we whirl around countless kalpas,/because we keep ourselves blind.//*

Ye (业) or Karma in Sanskrit is a religious concept introduced to China through the eastern transmission of Buddhism. It refers to all actions, words and thoughts as karma, both good and evil, but generally evil. Red Pine does not explicitly edit cultural terms. As a target language translator, Red Pine tries to convey the original information and culture of the source language to the target language readers, thus preserving the characteristics of the original text.

6. Conclusion

There are so many poems in China that people naturally focus on the best or most famous. Han Shan, an anonymous monk who can only be described as a hermit, is often overlooked. But he became famous in Buddhist circles and his poems were repeated by Zen monks. When his poems were introduced to Japan, famous Japanese monks such as Toraseki Ishiren, Shizan Myozai, Ikkyuu Soujyuun and others imitated his poems, thus increasing his influence. The Qing dynasty gave him a religious identity as the embodiment of Manjusri. His poetry gained attention with the arrival of Zen Buddhism in the United States, and Red Pine, the first complete English translation, is significant. Red Pine is not a professional translator but a folk scholar, which is partly a reflection of the spread and recognition of Hanshan poetry in the United States. The translator reconstructed the original text according to his own scattered and clear treatment of cultural differences, and promoted the canonisation of Hanshan poetry in the United States. The dissemination of Hanshan's poems in the United States not only

met the needs of American society and culture at that time, but also promoted the development of these translators.

Bringing Chinese culture to the world is a systematic project. The best translation strategy for Chinese culture to go global may consider future translations of Chinese culture in foreign languages and accurately convey pragmatic and communicative functions while taking into account the subjective needs of the target language country.

REFERENCES

1. Pine, Red . The Collected Songs of Cold Mountain M . (2000) Port Townsend: Copper Canyon Press.
2. Nida, E. A. & C. R. Taber. The Theory and Practice of Translation [M]. Leiden: E. J Brill, 1969.
3. 张新红、何自然 2001 《语用翻译 : 语用学理论在翻译中的应用》, 《现代外语》第 3 期.
4. 胡适. 白话文学史[M]. 天津: 百花文艺出版社, 2001.
5. 张如贵 文学翻译的语用显化及处理 《西南石油大学学报: 社会科学版》 2010 年第 6 期 99-104.
6. 胡安江、周晓琳 空谷幽兰——美国译者赤松的寒山诗全译本研究 《西南政法大学学报》 2009 年第 3 期 131-135.
7. 秦 思, 陈 琳. 布迪厄社会学视角下赤松禅诗译介活动研究 《天津外国语大学学报》.

李宝峰 硕士，副教授，硕士研究生导师；

哈尔滨工程大学，哈尔滨，中国

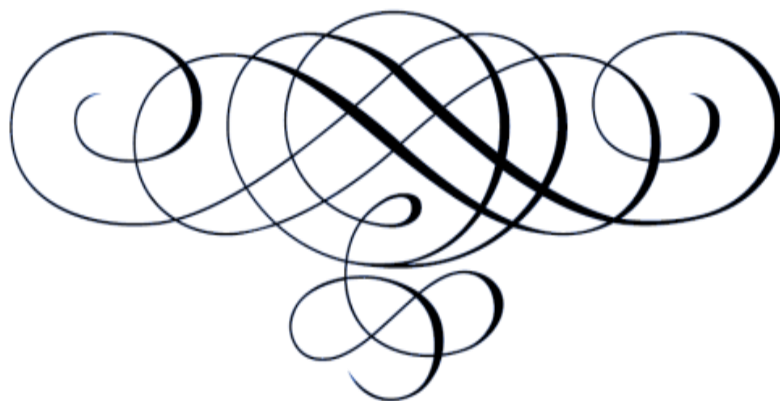
史艺璇 硕士研究生，

哈尔滨工程大学，哈尔滨，中国

跨文化语用学视角下寒山诗英译翻译策略研究

摘要：在日本、欧美等国，寒山诗引起了学者和大众的巨大热情。自上世纪五十以来，寒山诗在美国被不断地翻译，成功地传播，产生了巨大的影响。随着综合国力的不断增强，中国十分重视优秀传统文化的外译，翻译的媒介是语言，是一种跨文化语用的实践活动。在古典诗歌翻译研究中融入跨文化语用学，可以探究译者在翻译过程中所运用的思维与策略，从而对今后如何更好地实现跨文化交际目的予以启示。1983 年美国民间学者赤松（Red Pine）翻译的《寒山歌诗集》是该诗集第一个英语全译本。本文借助跨文化语用学，分析赤松的寒山诗英译翻译策略及其对语言文化差异的处理，也为中国文学走向世界提供一点启示，推动文化“走出去”。

关键词：寒山诗，跨文化语用学，翻译。



UDC: 821

DOI: 10.24195/2414-4746-2023-9-2

LI Haoyu

M.A. student, Harbin Engineering University,

Harbin, China

LIANG Hong

Master of Science in Management, Professor, Master Supervisor

Harbin Engineering University,

Harbin, China

ZHANG Pengrong

Master of Arts, Associate Professor, Master Supervisor

Foreign Studies College of Harbin Engineering University,

Harbin, China

ECO-TRANSLATOLOGY ENGLISH-CHINESE TRANSLATION

TECHNIQUES FOR EST

Abstract: *Based on the analysis of translation examples, this paper studies the application of translation selection adaptation theory in English-Chinese translation of scientific and technological texts from the microscopic point of view, and puts forward three English-Chinese translation techniques of EST from linguistic, cultural and communicative dimensions: appropriately reducing prepositions and conjunctions, researching culture loaded expressions and appropriately adjusting sentence group logic chain.*

Keywords: *Eco-translatology, Three dimensional transform, EST Translation*

Funding: This work was supported by Foundation for Main Fields of Higher Education Science Planning of Heilongjiang Province in 2023 [grant number GJB1423062] and Research Funds for Postgraduate Teaching Reform of Harbin Engineering University.

Introduction

Eco-translatology is an ecological approach to translation based on oriental wisdom and occidental concepts first proposed by Chinese scholar Hu Gengshen and it is mainly developed by the notion of translation as adaptation and selection[4, p.49-65]. Since its emergence, eco-translatology has attracted increasing attention mainly in China but little abroad. At present, most of the studies on eco-translatology focus on the macro-research of the enrichment and development of the theory and medium-scale application the theory to analyze the existing translation in China. There are few micro-researches on the application of eco-translatology theory in guiding the translation practice in specific fields. Therefore, this paper studies the application of translation selection adaptation theory in English-Chinese translation of EST from the micro-perspective through the analysis of translation examples.

1 The Three Dimensional Conversion Translation of Eco-translatology

1.1 Translation as Adaptation and Selection

Eco-translatology systematically applies ecological principles and takes ecological principles as the guidance to systematically explore translation problems[2, p.104-111]. And Its core theory is theory of translation as adaptation and selection. Professor HU Gengshen of Tsinghua University published the book *Translation as Adaptation and Selection* in 2004. Based on Darwin's theory of biological evolution, this book draws on the core ecological concepts of 'ecological environment' 'selection' 'adaptation' and 'survival of the fittest' and defines translation as 'translator's selection activities to adapt to the ecological environment of translation'. In the process of translation, the translator should 'adapt' to the ecological environment of translation, that is, the 'world' presented by the source language and the target language should 'select' the translated text with the highest fitness, that is, 'translation process = translator's adaptation + translator's selection'. It is further pointed out that the translation process is an alternating cycle of translator's adaptation and selection.

1.2 The Three Dimensional Transformation Translation Principle from the Perspective of Eco-translatology

Three dimensional translation is a translation principle derived from eco-translatology,

which includes linguistic dimension, cultural dimension and communicative dimension. Translators should give full play to their subjective initiative in the process of translation, and comprehensively consider the balanced transformation of ‘three dimensions’ to ensure the high adaptability of the translation in the target language environment. Adaptive choice translation in language dimension means that the translator should make a reasonable transformation of the language form of the translation according to the specific translation environment, including language structure, wording collocation, pronunciation and meaning. Adaptive choice translation in cultural dimension refers to the translator's need to reasonably transform the cultural connotations of the source language and the target language in the translation process to avoid misunderstanding. Adaptive choice translation in communicative dimension means that the translator should truly, objectively and accurately reflect the information intention conveyed by the original author, so as to achieve the purpose of communication.

2 Translator’s ‘Three-Dimensional’ Adaptation and Selection in English-Chinese Translation of EST

2.1 Translator’s Adaptation and Selection in Linguistic Dimension in English-Chinese Translation of EST

Linguistic dimension transformation mainly refers to the translator’s adaptive selection transformation of language forms in the process of translation[1, p. 2-4]. In the process of E-C Translation of scientific texts, the translator should first actively integrate into the ecological environment of the source language, and strive to ‘adapt’ to the various linguistic elements of the source text, that is, to make a detailed analysis and thorough understanding of the vocabulary and syntax of the original English text. On this basis, the translator should respect the differences between the two language systems, fully understand the ecological environment of the target language, and ‘select’ the appropriate Chinese language form to convey the original information completely.

Example 1:

Original text: David Cicilline, who chairs a committee in America’s Congress that examines antitrust issues, described Apple’s fees as “highway robbery” and lamented

the lack of “real competition” on iPhones.

Translation: 美国国会反垄断委员会主席大卫·西西林将苹果的收费行为描述为“拦路抢劫”，并扼腕叹息苹果手机上缺乏“真正的竞争”。

English is a parataxis language while Chinese is a hypotaxis language. So in Chinese, cohesion between components of a sentence is not necessary. While in English, cohesion between components of a sentence is necessary so prepositions and conjunctions are common. In order to adapt to the ecological environment of the source language English, the translator should fully understand the information conveyed by the form of cohesion between components of a sentence. Then, the translator should select to transform the information into the hypotaxis Chinese. In example 1, the prepositions and conjunctions ‘as’ ‘of’ ‘on’ are removed in target language Chinese so as to select to adapt the target language Chinese ecological environment.

2.2 Translator’s Adaptation and Selection in Cultural Dimension in English-Chinese Translation of EST

Culture is the sum of beliefs and behaviors of a social group [3, p.105]. Adaptive choice transformation of cultural dimension is to refer that translators pay attention to the transmission and interpretation of bilingual cultural connotations in translation.

Example 2:

Original text: Reports of the death of the salesman have circulated since the first dotcom boom.

Translation: 自第一次互联网蓬勃发展以来，有关推销员这一职业走向消亡的报道就一直在流传。

Through Internet search, it can be found that the original 'the death of the salesman' has a cultural dimension metaphorical meaning in the source language English ecological environment. In English culture, there is a popular drama *Death of a Salesman*, which reveals the hardships of the salesman's career and the ruthlessness of American capitalist society through the death of the hero, salesman Willy Loman. The original text implies the above cultural memes. Therefore, in order to choose the cultural dimension that adapts to the Chinese ecological environment of the target language,

the translator extends the original intention and translates it into Chinese as ‘推销员这一职业走向消亡’.

2.3 Translator's Adaptation and Selection in Communicative Dimension in English-Chinese Translation of EST

In the process of translation, in addition to the transmission of linguistic information and cultural connotation, the translator should also pay attention to the adaptive selection transformation of bilingual communicative intention, focus on the communicative level of selection transformation, and pay attention to whether the communicative intention in the source language is reflected in the translation. Communicative intention is included in sentences order that reflects logical order in people's mind. Communicative intention not only focuses on the micro-sentence discourse, but also depends on the macro-level logical cohesion of sentences, conveying a complete semantic from the perspective of discourse. Then, the word order of the sentence is an integral part of the communicative dimension of the language ecological environment. The order of sentences in the source language English is often sorted according to the importance that the author thinks. First, the author evaluates the most important contradictions and conflicts. Then, according to the author's subjective evaluation of the importance of information, it is arranged from high to low. In the ecological environment of the target language and Chinese, the order of sentences in the sentence group is often arranged according to the objective logical order of time or space for the sake of readers' easy understanding. In English-Chinese translation of scientific texts, translators should not only adapt to the choice of words and sentences, but also to the logical order of sentences, in order to optimize the translation text in the communicative dimension.

Example 3:

Original text: 1. Rodial's founder, Maria Hatzistefanis, threatened a libel action against 2. Dalia Nield, a plastic surgeon who had expressed concerns about Boob Job in the press. 3. Ms Hatzistefanis backed down, but not before a 4. campaign had been launched by scientists and commentators who saw her as part of a dispiriting trend of companies threatening legal action against those who take scientific issue with their claims.

Translation: 2. 整形医生达利娅·尼尔德曾在媒体上表达过对隆胸手术的担忧。1. 故而柔黛公司的创始人玛丽亚·哈兹斯蒂法尼斯扬言威胁要对尼尔德医生提起诽谤诉讼。4. 闻听此事，科学家和评论员发起了一场运动，将这场诉讼视为一种令人沮丧的趋势，即公司扬言威胁对那些在其主张中提出科学问题的人采取法律行动。3. 这场运动使得哈兹斯蒂法尼斯女士最终撤诉。

In order to adapt to the ecological environment of the target language, the translator chooses to adjust the sentence group order from 1-2-3-4 to 2-1-4-3 according to the logical order of the occurrence time of the event. It is easier for the target language Chinese readers to understand by the logical order of the occurrence time of the event.

3 Some Translation Techniques based on Three Dimensional Translation

3.1 Moderate Reduction of Conjunctions and Prepositions in Linguistic Dimension

As far as the linguistic features of English and Chinese are concerned, English pays more attention to hypotaxis, uses conjunctions and prepositions, and has obvious logical cohesion. Chinese pay attention to parataxis, lack of explicit logic words, omitted phenomenon is common. Therefore, in EST English-Chinese translation, the conversion from English hypotaxis to Chinese parataxis is carried out by moderately reducing conjunctions and prepositions. From the perspective of eco-translatology, the original text, the translated text and the translator exist in a unified ecological environment, and the relationship between them needs to be organically integrated.

3.2 Research of Culture-Loaded Expressions in Cultural Dimension

In the process of English-Chinese translation of EST, the translator tries to adapt his translation to the original 'translation ecology environment' from the cultural dimension. Therefore, for the culture-loaded words in the original text, it is necessary to use the Internet and other tools to research the data, so as to adapt deeply to the cultural ecological environment of the source language, correctly select the translation, and realize the adaptive transformation of the translation in the cultural dimension.

3.3 Transformation of Logical Order Among Sentences in Communicative Dimension

In the process of English-Chinese translation of EST, from the perspective of communication, the translator should truly, objectively and accurately reflect the original information intention to convey in the ecological environment of source language English. Moreover, from the perspective of adapting to the easy understanding of the target language Chinese readers, the translator should choose to adjust the word order appropriately so as to achieve the purpose of communication.

4 Summary and Discussion

Eco-translatology refers to an approach to translation studies that is characterized by an ecological conception and distinct with an interdisciplinary orientation. Eco-translatology clearly defines translation as the translator's selection and adaptation to the translation eco-environment. This concept focuses on the translator's subjective initiative and emphasizes that translation is a process in which the translator's adaptive selection and selective adaptation to the translational eco-environment alternate. In the process of English-Chinese translation of EST, the translator should complete the selection and adaptation of the source language English and the target language Chinese from three dimensions: linguistic dimension, cultural dimension and communicative dimension. The translator should comprehensively use the translation techniques proposed in this paper to translate English into Chinese, moderately reduce prepositions and conjunctions, research data for culture-loaded expressions and moderately adjust word order, and finally obtain the Chinese translation with the highest integration adaption. In addition, eco-translation theory also provides a new path for translator training by its interdisciplinary perspective. Under the theory of translation as adaption and selection and the theory of language-culture-communication three dimensional transformation between bilingual, new curriculum system and teaching materials would be designed.

REFERENCES

1. Hu, G. (2004). *Translation as Selection and Adaptation*. Wuhan: Hubei Education Press.
2. Hu, G. , & Tao, Y. . (2014). *Eco-translatology: a new paradigm of eco-translation:*

a comparative study on approaches to translation studies and a brief response to some related questions/doubts. *Foreign Languages in China*,11(05):104-111.

3. Nida E. .(1993) *Language.Culture and Translating*. Shanghai: Shanghai Foreign Language Education Press.

4. Yu, Z. . (2017). *Translation as adaptation and selection: a feminist case*. *Perspectives: studies in translatology*,25(01):49-65.

李浩宇

硕士研究生

梁红

管理学硕士，教授，硕士研究生导师，

张鹏睿

文学硕士，副教授，硕士研究生导师，

哈尔滨工程大学外国语学院，中国黑龙江省哈尔滨市南岗区南通大街 1

生态翻译学选择适应论视角下的英汉科技翻译技巧

摘要：本文基于翻译实例分析，从微观角度研究了翻译选择适应理论在科技文本英汉翻译中的应用，并从语言维、文化维和交际维提出了科技英语的三种英汉翻译技巧：适当减少介词和连词、文化负载词转换和适当调整句群逻辑链。

关键词：生态翻译学、三维转换、科技翻译

UDC: 378.6:37.015.3:005.32:811.111(045)

DOI: 10.24195/2414-4746-2023-9-3

Li Liangyan

Master's Degree, Associate Professor

Harbin Engineering University

Harbin, China

A STUDY OF DIRECTED MOTIVATIONAL CURRENTS IN ORAL ENGLISH LEARNING

Based on the theory of Directed Motivational Currents, this study conducted a diachronic investigation on non-English majors with a case study approach and analyzes the development and changes of their motivation of oral English learning . The results show that the motivational dimensions such as goals or visions, facilitative structure and positive emotionality can significantly promote oral English learning. In college oral English teaching, stimulating, maintaining and protecting students' directed motivational currents can help to improve the quality of oral English teaching and students' learning efficiency.

Keywords: *Directed Motivational Currents; College English; oral English learning*

1. Introduction

Directed Motivational Currents (DMC) are stable, highly-intense motivational states that second language learners exhibit in the process of achieving their goals [4, p.97]. When learners are fully focused on a task, individual characteristics such as motivation, cognition, and emotion are fully integrated into that task, and the influence of external factors such as time and environment immediately disappears, thus putting learners in an optimal state of engagement [1, p.707]. This theory is based on the trend of change in complex dynamic systems and is a dynamic research result on motivation, mainly including vision, facilitative structure and positive emotionality [2, p.40], thus provides a new perspective for motivation research. However, there are not sufficient

studies analyzing the developmental changes of oral learners' motivation under this perspective, and further work is needed. Most non-English majors are affected by various factors such as the interference of native language, different thinking patterns and psychological factors in the process of learning spoken English. They show a lack of motivation or even a fading of motivation. Therefore, this paper analyzes the developmental changes of non-English majors' motivation in the process of learning spoken English through a case study from three dimensions within the framework of directed motivational currents theory, and constructs an effective application strategy for teaching spoken English in college, so as to help improve the quality of spoken English teaching and students' learning efficiency.

2. Research Methodology

2.1 Research Questions

This study attempts to answer the following two specific research questions.

1) What are the characteristics and dynamic change patterns of the three dimensions of directed motivational currents in oral learning among non-English majors? What factors influence their characteristics and changes?

2) How do the directed motivational currents of non-English majors affect their speaking learning behaviors and outcomes?

2.2 Research Subjects

The subjects of this study are three non-English undergraduate students in a university in China. They have the primary learning goals of passing the written and oral exams of college English test band 4 and 6, in addition to each student's own speaking learning goals.

2.3 Research Methods and Data Collection

Data collection for this study lasted 3 semesters. Three semi-structured interviews were conducted with each of them, with an average interview time of 30 minutes each. The researcher recorded each interview, and the recordings were transcribed verbatim after the interview with their consent. In addition, records of the their in-class and out-class activities, speaking test scores and written summaries were collected for this study.

2.4 Data Analysis

After transcribing the interviews, the researcher categorized the data of the three subjects and used the “thematic analysis” method, including “personal vision”, “immediate personal goals”, “participation in English speaking activities”, “usual behavior” and “positive feedback”. The data analysis was framed in terms of the three main dimensions of directed motivational currents theory.

3. Research Results and Discussion

Based on the results of the thematic analysis, it is clear that the three subjects experienced a prominent currents of directed motivation during the three semesters following their enrollment in college, and their goal or vision, facilitative structure, and positive emotionality toward learning spoken English were more significant, which then had a direct impact on their engagement and effectiveness in learning spoken English.

3.1 Goal or Vision Orientation

Goal or vision orientation means that learners formulate a goal or vision as the forward direction of motivated behavior. Only goal or vision orientation can help learners mobilize various learning resources and develop their motivation. So it is the most important feature and component of this theory and is a prerequisite for the generation of motivational currents [2, p.42]. In this study, the three subjects had a large difference in goal or vision orientation. In the interview, student A's goal was to pass the college English oral test band Four and Six, as well as to get good grades in the oral tests in her college English courses. She wanted to pursue her further studies in graduate school. Student B had a clear vision for his oral English learning. He had the experience of traveling to Korea with his mother before going to college: “I can communicate in English because I don’t know Korean. My mother doesn’t know English, so I felt like I was the one she relied on at that time. In the future, besides traveling, there will be more opportunities to study or even work abroad. There are also many opportunities within the university to participate in English speeches and debate competitions, to listen to English lectures where you can directly learn first-hand advanced knowledge and skills from abroad and expand your horizons”. Student C’s

spoken English has a distinct accent. His vision and goal is to get rid of his English accent. The clear vision and specific goals had a very positive effect on the three subjects' development of oral English. They each practiced and improved their oral skills by listening to English lectures, participating in speech contests and English club activities.

3.2 Facilitative Structure

The facilitative structure refers to the behavioral domain of foreign language learning motivation, which mainly consists of routine behavior and progress check [4, p.100]. The three subjects talked about the daily practice of speaking English as an essential part of their lives. In order to adequately prepare for various English oral tests, student A consulted a lot of materials and wrote many scripts on the speaking topics. Student B practiced oral English every day. Student C's goal was to correct his pronunciation and improve his intonation by following and imitating the speeches of native speakers.

The second element that drives the directed motivation currents forward is the dimension of subgoals that provide a series of routine checks, which serve to track progress and act as proxy goals and evaluation criteria [6, p.73]. Student A believes that in the second semester, her spoken English has improved greatly through her preparation and practice: "The teacher has a high opinion of my speaking in class. The output was also highly evaluated. At that time, I felt that I was working in the right direction. The next task is to continue the speaking training by this method, keep the good habits and practice more." After Student B's daily self-training on the speaking topics and active participation in class, his accuracy of language expression has improved significantly and grammatical errors have gradually decreased. With advanced vocabulary and complex sentences having been used more frequently, he is more logical and organized, and the content of his expressions is more profound. At the same time, he learned to use body language and eye contact appropriately in oral communication, as well as skills such as how to attract the attention of the audience and adjust the speed of his speech according to the audience's reaction. Student C spent about two semesters on improving his English pronunciation. During this period, he

actively communicated with the teacher after speaking in class and oral tests. His improvement received progress checks and positive feedback from the teacher. His perception of the speaking ability was improved and he gained confidence at the same time.

3.3 Positive Emotionality

Positive emotionality is a continuum, radiating and positive emotional feeling that is important for maintaining the intensity of directed motivational currents. From the interviews, it is clear that all three subjects were accompanied by different degrees of positive emotions during the motivational continuum. For example, Student A was very happy after getting an A+ in the college English oral test and believed that she was reaching her goal little by little and felt a sense of accomplishment with each goal she reached. She also scored high in the speaking tests of the usual formative assessment with tasks such as answering questions and discussions, feeling happy by receiving positive feedback from the teacher. Student B became more comfortable in communicating with teachers and students in class and with foreign students in the English corner. He says that the fluency of communication after speaking practice gives him a feeling of joy and excitement. Student C is more confident in expressing himself after having improved his pronunciation through repeated training.

4. Conclusion and Implication

This study corroborates the directed motivational currents theory through the analysis of interviews with three individual learners of college English. It was found that specific and feasible learning goals play a positive role in the development of motivation for oral English learning. Many scholars advocate that the relevance of language learning to learners' present or future lives should be established [3, p.6; 7, p.547]. This corroborates the effectiveness of vision strategies. The study also found that teachers' progress checks and positive feedback can enhance learners' perceptions and confidence in their speaking abilities, resulting in a sense of accomplishment. They are free from the bondage of anxiety generated by evaluation and comparison, and gain a positive and clear self-concept of English speaking learning[5, p.56] .

The results of this study have some implications for teaching spoken English. First, teachers should help learners set clear and directed goals or visions to stimulate the generation of directed motivational currents. Learners should be encouraged to put continuous effort into desired goals and worthwhile tasks to continuously improve their self-efficacy until their ideal self, i.e., vision, is realized. Second, teachers should help learners generate and use facilitative structures to maintain the strength of directed motivational currents. Teachers should help learners dynamically adapt their study habits to their goals, assist them in developing and implementing targeted schedules, monitor their task completion, and provide positive feedback. Finally, teachers should help learners generate positive emotions and protect the momentum of directed motivational currents by encouraging a sense of well-being and accomplishment. Stimulating, maintaining, and protecting students' directed motivational currents can help improve the quality of oral English teaching and students' learning effectiveness.

REFERENCES

1. Chang Haichao (2016). Directed Motivational Current: A New Development in L2 Motivational Theory. *Modern Foreign Languages* .
2. Chang Haichao (2017). Exploring English Majors Learning Motivational Dynamics: A Qualitative Study Based on DMC. *Foreign Language World* .
3. Dörnyei Z, Henry A & Muir C (2016). *Motivational Currents in Language Learning: Frameworks for Focused Interventions* .
4. Dörnyei Z, Ibrahim Z & Muir C (2015). 'Directed motivational currents': Regulating complex dynamic systems through motivational surges . In Dörnyei Z, MacIntyre P D & Henry A (eds.) . *Motivational Dynamics in Language Learning*.
5. Fu Bei (2019). On the Development of the Spoken English Self-concept from the Perspective of Directed Motivational Currents. *Foreign Language World*.
6. Ning Jiangeng and Cai Jinting (2019). DMC Case Study from the DST's Perspective. *Foreign Language Education*.
7. Wen Qiufang (2015). Developing a Theoretical System of Production-oriented Approach in Language Teaching. *Foreign Language Teaching and Research* .

李良彦

外国语学院副教授

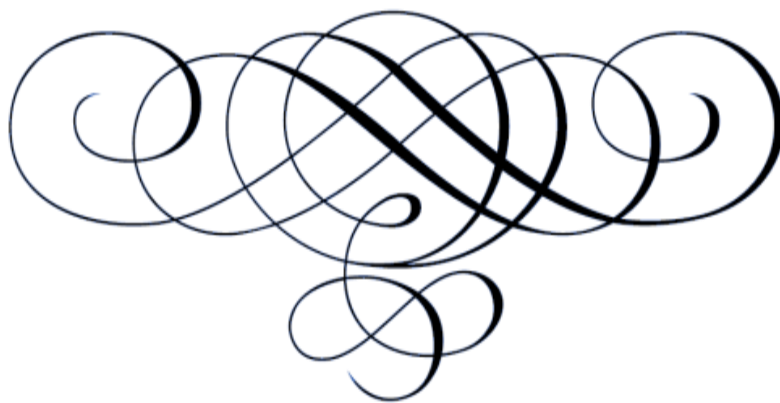
哈尔滨工程大学

哈尔滨, 中国

英语口语学习中的定向动机流研究

本研究以定向动机流为理论基础, 以个案研究的方法对非英语专业大学生口语学习动机的发展变化进行了历时考察分析。研究表明, 目标或愿景、促成性结构、积极情感等动机维度对英语口语学习产生明显的促进作用。在大学英语口语教学中激发、维持并保护学生的定向动机流, 有助于提高英语口语教学质量和学生的学习效率。

关键词: 定向动机流; 大学英语; 口语学习



UDC: 81'25:811.581(082.22)(045)

DOI: 10.24195/2414-4746-2023-9-4

Zhang Pengrong

Master of Arts, Associate Professor, School of Foreign Studies,

Harbin Engineering University

Harbin, China

Shuai Shizhaoyun

Postgraduate Student, School of Foreign Studies,

Harbin Engineering University

Harbin, China

**THE OVERSEAS DISSEMINATION AND RECEPTION OF THE
TRANSLATION OF *THE QUOTATIONS OF MAO ZEDONG*: BASED ON
AMAZON READER REVIEWS**

Abstract: For a long time, as the main object of foreign translation and dissemination of Chinese books, The Quotations of Mao Zedong has had a remarkable impact on China and the world. The comments and evaluations of foreign readers are an important aspect to study and measure the effectiveness of the work's foreign translation and distribution. In this paper, with the help of data crawler tool and text mining tool ROST CM6, a quantitative and qualitative study on the reader reviews of the translation of The Quotations of Mao Zedong on Amazon platform is conducted. The trends of star ratings, emotional attitudes and number of reviews show that most readers have positive attitudes toward it, and give it positive evaluations. Readers' motivation for reading is based not only on circulation but also on personal interests such as historical, philosophical or study needs; at the same time, its political ideology is another important reason. Although there are flaws in the quality of book design and the language quality of the translation, the overseas dissemination of the translation of The Quotations of Mao Zedong is on the rise and the overall acceptance is good.

Key words: *The Quotations of Mao Zedong; overseas dissemination and acceptance; Amazon reader reviews*

1. Introduction

The Quotations from Mao Zedong, also known as *The Quotations from Chairman Mao* or *The Little Red Book*, is a collection of quotations and aphorisms from the writings of Mao Zedong, first published in 1964, which largely reflects the essence of Mao Zedong's thought. *The Quotations from Mao Zedong* reflects the people's outlook in Mao Zedong's thought, Mao's understanding of socialist revolution and socialist construction, his program on the construction of revolutionary armies and military strategy, and his thoughts on the construction of the Chinese Communist Party. *The Quotations from Mao Zedong* is only a selection of fragments of Mao's many writings and does not encompass the vast river of Mao's thought, but the 33 chapters of quotations it compiles still enable the reader to grasp the essence of Mao's thought in general terms. The first bilingual edition was published by Foreign Language Press in 1966. In recent years, most scholars have reviewed the publication and distribution of Mao Zedong's Quotations on the basis of historical materials; some scholars have also analyzed Mao Zedong's thought through the historical background of its production and a scholarly review of Mao Zedong's Quotations. Putting aside its political nature, *The Quotations from Mao Zedong*, which shines with the essence of Mao's philosophical thought and moral and ethical outlook, is not only a valuable source for the study of Mao and his thought, but also a unique historical source for the study of Chinese history. Nowadays, *The Quotations of Mao Zedong* is still being reprinted and distributed overseas. For foreign readers, *The Quotations of Mao Zedong* is a window to their understanding of modern Chinese history and socialism with Chinese characteristics.

Therefore, this paper, based on Consumer Reviews on Amazon.com such a large information database, takes the reader reviews as the research object, and makes use of the data crawler tool and the text mining tool ROST CM6 to adopt a combination of

qualitative and quantitative methods to study the overseas dissemination and acceptance of *The Quotations of Mao Zedong*.

Founded in 1994, Amazon has become the second largest Internet company in the world. As one of the world's top four cross-border e-commerce platforms, Amazon is known for its guaranteed user experience, allowing users to decide whether to buy based on real feedback from product users. In the Amazon platform, buyers can rate products with one click, or add text, image or video reviews to the ratings. The specific components of a review include a title, rating star, reviewer identity tag, review body, images and videos, useful vote count display and vote button, and a comment button (Zhang, 2020). The Amazon platform has taken a series of strict measures to ensure the authenticity of reviews and improve the credibility of reviews. In view of the effectiveness and authenticity of Amazon product reviews, many scholars at home and abroad have taken Amazon online product reviews as the research object in recent years. Foreign scholars' research mostly focuses on computer science, and the related research involves sentiment analysis or opinion mining technology of python, machine learning, etc. (Aljuhani & Alghamdi, 2019; Rathor et. al, 2018). In terms of domestic, in the field of business research, some scholars have conducted research on Amazon online product reviews with the research purpose of improving e-commerce review systems and improving sellers' utility (Wu & Liu, 2017). In linguistics, Li Xiang (2017) analyzed how reviewers achieve their persuasive purposes based on the evaluation theory of functional linguistics; Hu and Li (2019) conducted a comparative study of British and American complaint speech acts from the perspective of variant pragmatics; Li Li (2020) used corpus as a research method to do a comparative genre analysis of online reviews of commodities. Many other scholars analyzed overseas readers' reviews of Chinese canonical translations or literary text translations based on Amazon.com user reviews.

Inspired by the previous studies, this paper takes Amazon reader reviews as the basis of the study, and collects and analyzes the reviews with the help of web crawler technology and text mining tool ROST CM6 to further study the overseas dissemination and acceptance of *The Quotations of Mao Zedong*, in order to provide

inspiration for the translation and dissemination of other Mao Zedong's works. In order to facilitate the analysis later, it is first necessary to conduct data statistics and organize the reader reviews of *The Quotations of Mao Zedong* on the Amazon platform.

Firstly, "Quotations from Chairman Mao Tse-Tung: The Little Red Book" and "Quotations from Chairman Mao Zedong: The Little Red Book" were used as the search criteria to collect relevant reader reviews on Amazon. Due to the large number of editions, the goal was to collect only the translations with star ratings, and a total of 251 reader reviews were crawled for 16 translations. Then the publication status and reader ratings of 16 translations were manually collected and sorted on Amazon to better present the situation of each edition. Next, the collection results were imported into excel and pre-processed to eliminate irrelevant information and non-text data. The revised table contains "user name", "review title", "star rating", "review date and region", "review details", and "helpful votes". Next, the author exported the text in the "comment details" column of the excel table to txt. text format, and used ROST CM6 to further process the text for word separation, blank line deletion, duplicate line deletion, lowercase conversion. Afterwards, ROST CM6 was used for English word frequency analysis, where the stoplist was set as a custom file (the author compiled a collection of stoplists of Harvard University, Machine Intelligence Laboratory of Sichuan University, and Baidu website). Then the word frequency statistics were exported to excel format, with a total of 11822 words, and 1748 words after subsuming word deformation. Finally, WordArt website was used to import the word frequency statistics and draw a word cloud.

2. Overseas Dissemination of *The Quotations of Mao Zedong*

Since the 1960s, *The Quotations of Mao Zedong* has been published in more than 500 editions worldwide, with a total print run of more than 5 billion copies, and its influence speaks for itself. The English, Japanese and French versions of *The Quotations of Mao Zedong* have all been international bestsellers for a while. Of the 16 translations analyzed in this paper, three were published by Foreign Languages Press in 1966 (serial number 7), 1972 (serial number 12) and 1974 (serial number 14). Then came *Quotations From Chairman Mao Tse-Tung: Mao's Little Red Book*

Original Version (serial number 3), published by Award Books on January 1, 1971. “Until February 1979, the foreign language version of *Quotations From Chairman Mao* ceased to be distributed abroad” (Tang & Tang, 2015). Few translations have been published in three decades ever since. On September 4, 2009, Yale University Press published *Annotated Quotations from Chairman Mao* (serial number 13). As a Chinese textbook in the DeFrancis Series, Yale University Press describes the reprint as an appropriate language textbook because of its generally straightforward writing style and the variety of topics discussed throughout China. It is therefore also an introductory material for understanding Chinese politics. With the rise of electronic reading methods, a kindle electronic version of *Quotations from Chairman Mao Tse-tung* appeared on April 15, 2014 (serial number 8). In the last five years, the publication of the translations has become diversified, with each edition available in paper and kindle e-edition, in addition to the appearance of an audiobook edition. Two independent publishers have published them: in December 2018 an independent publisher published *Quotations from Chairman Mao Tse-Tung: The Little Red Book*, which is currently one of the most reviewed editions on Amazon (serial number 1); on April 20, 2019 the Italian independent publisher GAEditori published *MAO TSE-TUNG: the little red book* (serial number 4). Besides, there are some editions from unknown publishers, such as *QUOTATIONS FROM CHAIRMAN MAO* published on November 4, 2018 (serial number 6), a new Kindle e-edition *Quotations from Chairman Mao Tse-tung: Little Red Book* published on April 22, 2020 (serial number 9) as well as *Quotations from Mao Tse-Tung* published on September 14, 2020. In October 2020, the first audiobook version *Quotations from Chairman Mao Zedong: The Little Red Book* was published, read by Ayrton Parham (serial number 9). In November of the same year, Pattern Books published *Mao’s Quotations: Quotations from Chairman Mao Tse-Tung* (serial number 5). On February 9, 2021, Terebess Asia Online released *Little Red Book: Quotations from Chairman Mao Tse-tung* (serial number 15). There is also a *Quotations from Chairman Mao Tse-Tung* published by Hinky Imports with an unknown publication date (serial number 2). The influence of *Quotations from*

Chairman Mao Zedong overseas is continuous, judging from its initial release in English in 1966 to its latest reprint by an overseas publisher in 2020.

Table 1. The ratings of each English translation on the Amazon

编号	书名	评分	星级 (满分 5)
1	Quotations from Chairman Mao Tse-Tung: The Little Red Book	514 次评分, 108 条文字评论	4.5
2	Quotations from Chairman Mao Tse-Tung	106 次评分, 47 条文字评论	4.2
3	Quotations From Chairman Mao Tse-Tung: Mao's Little Red Book	97 次评分, 53 条文字评论	2.7
4	MAO TSE-TUNG: the little red book	38 次评分, 6 条文字评论	4.3
5	Mao's Quotations: Quotations from Chairman Mao Tse-Tung	34 次评分, 1 条文字评论	4.7
6	QUOTATIONS FROM CHAIRMAN MAO	14 次评分, 13 条文字评论	3.7
7	Quotations From Chairman Mao Tse-Tung	13 次评分, 8 条文字评论	4.9
8	Quotations from Chairman Mao Tse-tung	11 次评分, 7 条文字评论	3.8
9	Quotations from Chairman Mao Zedong: The Little Red Book	10 次评分, 3 条文字评论	4.8
10	Quotations from Mao Tse-Tung	6 次评分, 1 条文字评论	3.2
11	Quotations from Chairman Mao Tse-tung : Little Red Book	6 次评分, 0 条文字评论	3.8
12	Quotations from Chairman Mao Tse-tung	2 次评分, 2 条文字评论	4.4
13	Annotated Quotations from Chairman Mao	2 次评分, 1 条文字评论	5.0
14	QUOTATIONS FROM CHAIRMAN MAO TSETUNG	2 次评分, 0 条文字评论	5.0
15	Little Red Book: Quotations from Chairman Mao Tse-tung	2 次评分, 0 条文字评论	3.5
16	Quotations from Chairman Mao Tse-Tung	1 次评分, 1 条文字评论	1.0

3. Overseas Acceptance of *The Quotations of Mao Zedong*

Amazon's readers' reviews include two main parts: star rating and specific reviews. Combining the trend of readers' annual review numbers, the overseas acceptance of *The Quotations of Mao Zedong* can be analyzed in detail.

In terms of star rating, as shown in Table 2, from the data of readers of 16 translations, a total of 344 readers participated in the star rating, with an average value of about 4.0. In terms of emotional attitude, Amazon provides automatic emotional classification according to the content of the reviews. Among 251 reviews, 160 are positive and 91 are negative, with a ratio of about 1.8:1. In terms of the trend of the number of reviews, as shown in Figure 1, the annual posting of readers over 22 years is increasing. From the above data, it can be judged that despite the existence of different voices, most of the reviews are positive towards the translation, and the attention has been increasing. This also shows that the influence of Mao's works in the West has increased rather than decreased despite the changes of the times.

Table 2. Partial comments

用户名	标题	星级	评论日期	评论详情	有用投票数
mattgbl	Don't bother	1.0 颗星	2020年1月	It's total garbage but we bought it as	22 个人发现此评论有用
TheWildBoy	okay!	2.0 颗星	2019年12月	This was an okay book. I didn't find it	18 个人发现此评论有用
Amazon Customer	Power	1.0 颗星	2020年3月	This works claims to support the peopl	19 个人发现此评论有用
Thomas D.	Great Edition	5.0 颗星	2019年9月	This is a great and important book for	20 个人发现此评论有用
Wilbert Alvarado	Review of Mao's Book, Vin	5.0 颗星	2021年2月	This version is much better on the han	5 个人发现此评论有用
paul noles	then look for another ver	3.0 颗星	2015年9月	The Chinese quotations seem to be prin	47 个人发现此评论有用
Mick Gob	I got it to include with	3.0 颗星	2020年11月	It is exactly what the title says it i	3 个人发现此评论有用
Amazon Customer	Very Useful	5.0 颗星	2019年11月	This book by Chairman Mao is very usef	5 个人发现此评论有用
Amazon Customer	That communism is a farce	1.0 颗星	2020年10月	I bought this book for educational pur	1 个人发现此评论有用
Spink	Excellent service. Speedy	5.0 颗星	2018年1月	Excellent service. Speedy delivery.	2 个人发现此评论有用

reviews of *The Quotations of Mao Zedong* from three aspects: readers' reading motivation, book design quality, and translation quality.

3.1 Readers' Reading Motivation

Readers' desire to read will directly contribute to their purchase and reading behavior. *The Quotations of Mao Zedong* is the second most published and distributed book in the world, after the Bible, setting the record for the highest number of published and distributed books in the history of Chinese books, and it is its amazing print run that makes many readers carry out reading. In this case, readers' reading motives are very diverse. "This small book of quotations from Mao Zedong (as his name is more accurately transliterated these days) is one of the most widely-published books in all of history (after the Bible, etc.; perhaps more than 1 billion copies have been printed)" (Steven H Propp, 2012 Amazon reader). "I purchased this book because it is the most published book in history, but probably not the most read book. The Bible, Quran, and Torah are arguably the most read books in history" (Dr. Ali Fant, 2013 Amazon reader).

In addition to the circulation factor, many readers read based on personal interests such as history, philosophy or study needs. As China's power and influence continue to grow, more and more foreigners are interested in it and learn the Chinese language. "As a Chinese language student-beginner, I found it very helpful to have the Chinese (Mandarin) and English texts on facing pages... I would recommend this book for Chinese language students-beginners" (Dr. Ali Fant, 2013 Amazon reader). The interest of overseas readers in China is not limited to the Chinese characters, but is also reflected in the historical changes in Chinese society. "I read the Little Red Book in the 1970's. I was interested at that time in how rapidly China was developing" (Quo Vadis, 2010 Amazon reader). "A well made book. A 'must have' document for fans of history" (B, 2021 Amazon reader). "The little red book is an important addition to my library, which focuses on history, especially military history. While I in no way agree with most of what Chairman Mao had to say and write, I understand the power of his communication and its influence on the people not only of China but of other Asian and non-Asian countries as well" (Warren, 2012 Amazon reader). "A must read for anyone studying China" (Todd W., 2012 Amazon reader). "You may have heard of

'The Little Red Book' and the importance and encouragement that the Communist Party of the People's Republic has in reading it. Undoubtedly, Chairman Mao's "Communism with Chinese Characteristics" remains influential in a powerful Nation that sometimes rivals that of the United States of America" (Matthew M. Tobin, 2013 Amazon reader). "Mao was an extremely intelligent man and this book is a good chance to learn a piece of Chinese history in an interesting way. There are around 300 quotes about everything: communist party (of course!), war, peace, army, patriotism...and even about women! This book of golden Mao's quotes is of a great value for me" (Katrissa, 2017 Amazon reader). Some readers were deeply impressed by Mao's poetic charm. "Mao's gift for poetic license also pervades the work; had this man not been the galvanizing force behind a revolution, there is little doubt he would have been a poet or writer given his innate talent with the pen... it provides a priceless peek into the mind of the man that has undoubtedly altered the course of human history. For any literary or political scholar surfing for a source to supplement a thesis or simply get handle on the cyclone of modern political thought, *Quotations from Chairman Mao* is a must have addition to the bookshelf" (Matt Meltzer, 2001 Amazon Reader).

John McDonnell, the shadow minister of the British opposition party, once held the "Red Book" in his hand and recited from it to refute his colleagues in a parliamentary session on government spending plans in 2015. "British Parliament member John McDonnell intelligently quoted out of Mao's Little Red Book, 'We must learn to do economic work from all who know how, no matter who they are. We must esteem them as teachers, learning from them respectfully and conscientiously. We must not pretend to know when we do not know (pg. 583). (Vince Albanov, 2017 Amazon reader). This has led overseas readers to take more notice of the book, and is one of the key reasons for the rise in reviews of the book in 2015 in Figure 1.

In political terms, "maoist" is also a word that appears many times in reviews. Mao has had a prominent influence on left-wing intellectuals in Western countries, and his ideas have always been respected and revered by the left. "This is a great and important book for any Marxist-Leninist-Maoist or leftist in general." (Thomas D., 2019 Amazon Reader). "I first read this book in about 1968 at the age of 9. I read it

again in high school and started to grasp more than the word paper tigers. I understood the idea of party politics and it helped me do well in high school political science. Later in life reading it invigorated me along with the bible I started to rebuild my life. I became a left-wing survivalist. Nowadays I think I can see the bitter truth's of idealism mixed with blood and guts that was Mao and his experience” (Peter Timusk, 2001 Amazon reader).

3.2 Book Design Quality

Generally speaking, the design quality of a book is closely related to its binding design, content layout, and printing, which directly affect the reader’s reading experience of the book. Except for one edition of audiobook, most of the readers’ reviews involving book design quality in other paper editions are negative. In the word frequency table, “quality” appears 28 times; “edition” appears 18 times; “printed” appears 18 times; “errors” appears 10 times. It can be seen that readers are concerned about the quality of the design. Here, the review content of the translation with the most readers’ comments published in December 2018 (the first book in Table 1) is the basis of analysis. The first one is about the size of the book. The first edition of the Chinese version of *The Quotations of Mao Zedong* contains 427 quotations, mostly taken from *The Selected Writings of Mao Zedong*, divided into 33 chapters according to themes. The Chinese version of *The Quotations of Mao Zedong* is generally thin, small and portable, so the design of the related English version matches it. “This version is much better on the hand and is very small and portable, so I absolutely recommend this one if you want something that is both compact and authentic” (Wilbert Alvarado, 2021 Amazon reader). However, when it comes to content layout and text printing, most readers reported a poor reading and viewing experience. “This printing is plagued with errors. Just flipping through the book for the first time, I noticed many strange spelling and grammatical errors which should have been easy to spot. For example, the word ‘should’ appeared in one line as ‘sho9uld’. The layout is also bad, with the paragraphs and lines laid out in a clumsy manner. They are often interrupted right in the middle of a page with a reference. Even worse, it appears that every hyphen in the version I got was replaced with a square symbol... I can’t possibly recommend this edition” (Cola

Beaker, 2019 Amazon reader). Some readers held that the content of the translation is set up reasonably well. “Organization of the quotes by relevance is great. It cites every quotes source and in most cases the date too” (Eric from IT, 2017 Amazon reader).

3.3 Translation Quality

For non-native Chinese readers, translation is an important bridge to connect the thought and culture of different nationalities. As the theoretical cornerstone of socialism with Chinese characteristics, Mao Zedong’s thought has always led the Chinese people forward. When it is disseminated overseas, the translation quality should be given the greatest attention. But based on the reviews, the translation is not of high quality. “I didn't find it that interesting and it could be either because of the content or that the translation is not good enough” (TheWildBoy, 2019 Amazon reader). In the database of review texts, “translate” (including the cognates “translation”, “translated”, “translating”, “translator”) appears 13 times and distributes across all the versions. The reviews show a wide range of problems with the translations. “The English translations seem, as if they were printed by several different machines and printers and then made into a book” (Paul Noles, 2015 Amazon reader). “The translation is sometimes awkward so I have given my own translations above” (Bernard M. Patten, 2016 Amazon reader). “It’s just a flimsy and ugly print of a bad internet translation with a low res jpg as a cover.” (Tamisian, 2020 Amazon reader). “The translation is full of misspellings and odd grammar... like a cheap book made by people who have are translating Chinese into English without ever having spoken English with aa native English speaker” (Matthew King, 2020 Amazon reader).

4. Conclusion

The Quotations from Mao Zedong reveals the essence of Mao’s thought, not only covering Mao’s political, economic, cultural, and moral views, but also showing an important page in the long history of China. In the context of today’s call for Chinese culture to go abroad, *The Quotations from Mao Zedong* and other Mao’s works remain significant. Judging from the number of releases and the dissemination effect of *The Quotations of Mao Zedong* overseas, there are three main reasons why Mao’s works have been able to create a situation and form a scale. First, it comes from China’s own

need to enhance its national image. Second, it provides experience and theoretical guidance for other developing countries. Third, it opens a window for the developed countries in the West to understand China.

The study of the overseas dissemination of *The Quotations of Mao Zedong* based on Amazon reader reviews not only helps us understand its overseas dissemination and acceptance, but also provides inspiration for other works to go abroad: on the one hand, attention should be paid to publication and printing management; on the other hand, translators should take up the responsibility of dialogue in the exchange of ideas and transmit the essence of Mao Zedong's thought to overseas readers to the greatest extent possible.

REFERENCES

1. Abhilasha Singh Rathor, Amit Agarwal & Preeti Dimri. (2018). Comparative Study of Machine Learning Approaches for Amazon Reviews. *Procedia Computer Science*, 132.
2. Hu Yanyan & Li Min. (2019). A Comparative Study on Complaining Between Britain and America from the Perspective of Variational Pragmatics: Taking Online Product Comments in Amazon as an Example. *Journal of Zhejiang International Studies University* (06), 12-18.
3. Li Li. (2020). A Corpus-based Comparative Study of Online Product Reviews of Amazon [J]. *College English Teaching & Research* (02), 97-101.
4. Li Xiang. (2017). Engagement Resources of Internet Customer Reviews from Amazon.com under the Perspective of Appraise Theory. *Journal of Jinling Institute of Technology (Social Science Edition)* (04), 79-83.
5. Sara Ashour Aljuhani & Norah Saleh Alghamdi. (2019). A Comparison of Sentiment Analysis Methods on Amazon Reviews of Mobile Phones. *International Journal of Advanced Computer Science and Applications (IJACSA)* (6).
6. Tang Yanming & Tang Yaming. (2015). The Beginning and End of the Compilation and Distribution of *Chairman Mao's Quotations*. *Hundred Year Tide* (01), 18-28.
7. Wu Jiang & Liu Wanwan. (2017). Identifying Reviews with More Positive Votes -

Case Study of Amazon.cn. *Data Analysis and Knowledge Discovery* (09), 16-27.
8. Zhang Jing. (2020). A Study on the Usefulness of Buyers' Online Review for Export Sellers on Amazon Platform. *Foreign Economic Relations & Trade* (04), 89-92.

张鹏蓉，帅师赵芸

文学硕士，副教授，外国语学院

哈尔滨工程大学

哈尔滨，中国

硕士研究生，外国语学院

哈尔滨工程大学

哈尔滨，中国

《毛泽东语录》译作的海外传播与接受——基于亚马逊读者评论

摘要：长期以来，作为中国图书对外译介与传播的主要对象，《毛泽东语录》对中国乃至全球产生了显著影响。国外读者的评论与评价是研究和衡量作品对外译介效果的一个重要方面。本文借助数据爬虫工具八爪鱼采集器、文本挖掘工具 ROST CM6，对《毛泽东语录》译作在亚马逊平台的读者评论进行了定量、定性研究。从星级评价、情感态度与评论数趋势可以看出，多数读者对《毛泽东语录》译本关注度较高，对其持积极态度，且给予了正面评价。读者阅读动机不仅基于发行量，还基于个人兴趣（如历史、哲学或学习需要）；同时，其政治思想也是《毛泽东语录》在海外受到关注的重要原因。虽然在图书设计质量和译本语言质量上存在瑕疵，但《毛泽东语录》译本海外传播呈上升趋势，总体接受度较好。

关键词：《毛泽东语录》；海外传播与接受；亚马逊读者评论

UDC: 82-1:811.581+81'25:811.111(045)

DOI: 10.24195/2414-4746-2023-9-5

Wan Qiubin

*Master degree, major in Chinese and English Translation, Lecturer,
Harbin Engineering University, Harbin, China*

HYPERBOLE IN CLASSICAL CHINESE POETRY AND ENGLISH TRANSLATION

***Abstract:** Classical Chinese poetry is a microcosm of the history of Chinese civilization, and plays a vital role in the process of communication and mutual learning between Chinese and Western poetics, historiography and civilization. Hyperbole is a rhetorical device with rich expressive power. In the process of poetry creation, poets often use the technique of numeral hyperbole to describe events, portray scenery, express emotions and aspirations, and achieve superb artistic effects. This paper expounds the artistic value of hyperbole in classical Chinese poetry, and summarizes three translation strategies of numeral hyperbole in the translation of classical poetry on the basis of corpus and literature analysis.*

***Keywords:** Classical Chinese poetry, numeral hyperbole, translation methods*

I. Research Background

1. The External Dissemination of Classical Chinese Poetry

The traditional Chinese culture which has a long history continues to influence the world with its unique value system and poetic expressions. Classical Chinese poetry is the essence of traditional Chinese culture. They not only reflect the beauty of words and thinking, but more importantly, they contain very rich cultural connotations and values.

The history of China is hidden in the lines of poetry. The poetry of all dynasties connected together is a miniature of the history of Chinese civilization. The poetry of the past dynasties records the political, economic, cultural, social and other aspects of the past dynasties. President Xi Jinping put forward the guiding ideology of “One Belt

One Road” to Promote economic development and the exchange and dissemination of Chinese and foreign cultures. The translation of Chinese classical literary works, including poetry, has received unprecedented attention so as to promote the distribution of traditional Chinese culture and classics to the world, and to enhance the international influence of Chinese culture.

In the era of cultural globalization, the translation of classical Chinese poetry plays a vital role in the external dissemination of Chinese traditional culture and the exchange of global culture.

2. The Artistic Value of Hyperbole in Classical Chinese Poetry

Classical Chinese poetry has rich cultural connotation and eternal charm because of its concise words, implicit artistic conception and integration of poetry and painting. Poets often use some rhetorical devices to make the language vivid and colorful. In classical poems, rhetoric is an important artistic means, which helps to enhance the artistic appeal of the works, arouse the readers' rich imagination and achieve the sublime and unspeakable beauty. Poets often use the artistic technique of numeral hyperbole in their creation to enhance the language appeal and expression effect. The numeral hyperbole in classical Chinese poetry produced the following artistic effects.

(1) Vivid Description

When describing the objective world, Chinese poets like to use the artistic technique of numeral hyperbole to depict natural scenery and objective things in a magical and magnificent way, which makes the language of poetry vivid and lively. Here is a poem by Li Bai, one of the greatest poets in Tang Dynasty.

LI SHAN WATERFALL – Li Bai

The sun SHINES UPON THE Censer Peak, where purple mist begins to rise;
A waterfall in the distance hangs over the river before my eyes.
Down **three thousand feet** its pouring water hurtles;
I wonder if it's the Milky Way fallen from **the nine skies**.

(Tr. by He Zhongjian) [1]

There are two numeral hyperboles in this poem. The first one is “three thousand feet,” by using magical hyperbole, the poet presents the magnificent momentum of the towering Mountains and the waterfalls which are flying down. The vivid description makes the readers feel as if they were standing in front of the huge waterfall themselves. The second numeral hyperbole is “the Milky Way fallen from **the nine skies.**” In ancient Chinese myths and legends, people believe that there are nine levels of heavens, which means the sky is very high and far away. Seen from a distance, the waterfall comes straight down from the sky and looks like a galaxy falling from the clouds. The use of numeral hyperbole paints a wonderful picture of the overwhelming and magnificent scenery of Lu Mountain and the Waterfall, meanwhile it shows the poet's passionate and heroic spirit as well.

(2) Emotional Expression

Numeral hyperbole plays an important role in conveying the poet's earnest thoughts and feelings. The poets use words to express his concern for the people, the pain of war and chaos, his desire to contribute to the country, his sympathy for the sufferings of the common people, his sadness over the passing of time and his yearning for his hometown. The numeral hyperboles are affecting and exactly convey the sincere feelings and arouses strong resonance among readers. Du Fu, a great realistic writer and poet of the Tang Dynasty, in the poem "Spring View" expressed his concern about the fate of the country, his yearning for his relatives and his wish for peace.

Spring View

The signal-smoking has lasted for three months long,
A letter from home is worth gold ten-thousand Liang.

(Tr. By Zhu Manhua) [2]

This sentence is both realistic and exaggerated. “The signal-smoking has lasted for three months long” is realistic; “A letter from home is worth gold ten-thousand Liang.” is exaggerated. It expresses the urgency of people looking forward to letters from family to report their safety due to the isolation of news during the war. This numeral hyperbole highlighted the pain and desperation caused by the war.

(3) Rich imagination Numeral hyperbole is a rhetorical device which is widely used in literary works. In order to impress the readers, the poets develop rich associations and use the method of numeral hyperbole in the poems. They link their true feelings with the things in nature so as to stimulate readers' imagination and help readers understand the original poets' feelings. Emotional resonance is achieved naturally. Take another poem by Li Bai for example:

You go ten thousand miles, drifting away / Like an unrooted water-grass.

(Tr. by S. Obata) [3]

This sentence is a good illustration of numeral hyperbole. Then Li Bai's friend was going on an expedition, and Li Bai sent him outside the village. They were going to part. "Ten thousand and miles" would arouse readers' imagination, and it is a long way to go. Like the rootless grass, floating to the distance. The numeral hyperbole here expresses the poet's concern about his friend's future.

II. Research Objective

Poets often use the artistic technique of numeral hyperbole in their creation to enhance the appeal of language. Numeral hyperbole can vividly describe objective things in nature and express strong feelings. How to use appropriate methods to translate this rhetorical device and convey the profound cultural connotation of classical poetry in English? It is a difficult task for translators.

Eugene Nida pointed out that translation is the closest and most natural equivalent discourse representation in the target language from semantics to style. Translation is not only the conversion of symbols between two languages, but also a cross-cultural communication activity. The translation of classical poetry is to faithfully reproduce the form and connotation of the original poems in target language, so that the target language readers can obtain the same or similar resonance and aesthetic experience as the source language readers. Therefore, the purpose of this study is to explore the translation methods of the rhetorical device of numeral hyperbole in Chinese classical poetry in order that the English versions has the same poetic and pictorial meaning as Chinese ones, and then let foreign readers and poetry lovers feel the charm of Chinese culture.

III. Research Findings

Due to the differences in history, culture and social customs between different countries, the interpretation of numeral hyperbole is not the same. Therefore, the translation of numeral hyperbole is an important part of classical poetry translation. This paper summarizes and four effective translation strategies of numeral hyperbole in Classical Chinese poetry.

1. Liberal translation

Liberal translation is a method of translation that only keeps the meaning of the original text but not the form of the original text. In order to accurately convey the meaning of numeral hyperbole and make it easy for English readers to understand, liberal translation can be adopted without violating the original meaning.

The number "nine" plays an extremely important role in traditional Chinese culture. Because "nine" is the polar of the positive number and the largest of the singular number. It is often regarded as the "supreme number" which has the meaning of "great, very high, very far", and is often used by poets for numeral hyperbole. However, in English the number "nine" has no such cultural connotation.

There is another English version for Li Bai's poem "I wonder if it's the Milky Way fallen from **the nine skies**." Mr. Xu Yuanchong's version is: "As if the Silver River fell from azure sky" [4]. Literal translation of "nine skies" will cause confusion for English readers for according to the common sense that there is only one sky. Mr. Xu Yuanchong allows for the comprehension of the target language readers and chooses translation methods acceptable to English readers. So, Xu's version seems to be more perfect.

2. Conversion

"Conversion" refers to the method of transforming the numeral hyperbole in the original poem into other parts of speech, such as adjectives, in the process of translation. Hyperbole, in its essence, is a way to describe people or things, but this description is exaggerated. Therefore, it is acceptable that the numeral hyperboles are converted into corresponding adjectives. For example, there is such a sentence in a poem by Li Shen (a poet of the Tang Dynasty): "plant a grain of millet in spring, and harvest ten thousand

seeds in autumn”. The numeral hyperbole here refers to the high yield of autumn harvest, so the translator chooses the adjective "high" to express the same meaning. “Each seed when sown in spring, Will make autumn yields high” (Tr. By Xu Yuanchong) [5].

3. Omission

Omission is a method which omit words that are self-evident in the context, or words which appear abrupt, cumbersome or unfit for the convention of the target language if translated. When translating classical Chinese poetry, we can adopt the method of omission to deal with the numeral hyperbole. Take Li Bai’ s poem as an example:

To Wang Lun (friend) – Li Bai

I, Li Bai, sit in a boat about to go,
When suddenly on shore your farewell songs overflow.
However deep the Lake of Peach Blossoms may be,
It’s not so deep, O Wang Lun! As your love for me.

(Tr. by Xu Yuanchong) [6]

There is a numeral hyperbole in the third sentence in the Chinese poem: “The water in the Lake of Peach Blossom is nearly one thousand feet deep”, and this is the highlight in the poem, “one thousand feet” is not exaggerating the depth of the Peach Blossom Lake but a hyperbole. Mr. Xu omitted the image “one thousand feet” and employed an exclamatory sentence pattern to form a contrast. “How deep the lake of Peach Blossoms may be”, “It’s not so deep, O Wang Lun! As your love for me.” His translation praises the sincere feelings among friends without losing the meaning and artistic conception of the original poem.

IV. Conclusion

Numeral hyperboles are often used by poets to exaggerate things when describing the objective world. In classical Chinese poetry, numeral hyperboles not only promote the poets’ emotion, but also impress the readers and help them understand the poems better. Aiming at the translation strategies of numeral hyperbole in Chinese classical poetry, this paper summarizes three methods based on the collected corpus – liberal

translation, conversion and omission. Translators should accurately understand the original poems and then select an appropriate way to reproduce the poets' thoughts and connotation.

REFERENCES

1. He Zhongjian (2017). *Tang Poems in Original Rhyme*.
2. Zhu Manhua(2016). *Chinese Famous Poetry Translated By Manfield Zhu*.
3. Feng Quangong, Zhao Mengyao (2020). *A Study on the Translation Strategies of Hyperbole in Chinese Classical Poetry*.
<http://www.fx361.com/page/2020/0917/7034350.shtml>
4. Xu Yuanchong (2007). *300 Tang Poems*
5. Xu Yuanchong (2007). *300 Tang Poems*
6. Xu Yuanchong (2007). *300 Tang Poems*

万秋滨

硕士，讲师，哈尔滨工程大学，

哈尔滨，中国

中国古典诗词中的夸张修辞手法及其英译研究

摘要：中国古典诗词是一部中华文明史的缩影，在中西方诗学、史学乃至文明交流与互鉴的过程中都发挥至关重要的作用。夸张是一种表达力非常丰富的修辞手段，诗人在诗词创作过程中常用数字夸张这一手法来叙述事件，写景状物，抒情明志，达到出神入化的艺术效果。本文阐述夸张这一修辞方法在中国古典诗词中的艺术价值，在语料和文献分析的基础上总结古诗的翻译过程中数字夸张的三个翻译策略。

关键词：中国古典诗歌、数字夸张、翻译方法

SECTION II
LINGUODIDACTIC PROBLEMS OF TEACHING FOREIGN LANGUAGES
AND TRANSLATION IN HIGHER SCHOOL UNDER CONDITIONS OF
MODERN MULTICULTURAL ENVIRONMENT

UDC: 378:373.2.011.3-051]008-022.218:005.336.5

DOI: 10.24195/2414-476746-2023-9-6

Liudmyla Berezovska,
Doctor of Pedagogical Sciences, Full Professor,
Head of the Department of Theory and Methods
of Preschool Education at the State institution
"South Ukrainian National Pedagogical University
named after K. D. Ushynsky",
26, Staroportofrankovskaya Str., Odessa, Ukraine

MULTICULTURAL COMPETENCE AS A COMPONENT OF THE
PROFESSIONAL COMPETENCE OF PRE-SERVICE PRE-SCHOOL
EDUCATORS

The article presents a theoretical analysis of the problem related to the development of pre-service pre-school educators' multicultural competence; the approaches of scientists to the definition of the phenomenon "multicultural competence" have been summarized; the essence of multicultural competence as a theoretical and practical readiness to carry out of pre-service educators' professional activities under conditions of a multicultural society has been revealed; a survey of applicants for the specialty 012 Pre-school education was conducted to determine the state of multicultural competence formation; some ways of further scientific research in the context of multicultural education have been defined.

Keywords: *competency, competence, professional competence, multicultural competence, professional training targeted to pre-service educators.*

One of the important tasks of the modern system of higher education under conditions of European integration processes is the training of competitive specialists capable of carrying out professional activities under today's new, rapidly changing conditions. International relations, which the state of Ukraine is actively developing, put forward requirements for multicultural training of specialists in institutions of higher education. The relevance of the study is determined by the presence of contradictions between social challenges regarding the training of would-be specialists who are ready to successfully interact in the international labour market and the real state of the training targeted to higher school students in terms of effective intercultural interaction within a multicultural environment; insufficiently developed teaching methods aimed at mastering multicultural communication in the process of studying the Humanitarian disciplines at higher education institutions, which negatively affects the formation of multicultural competence which is no less important than professional competence.

The importance of creating an effective system of higher education, which is competitive in the Ukrainian and global market of educational services, is emphasized in the Strategy for the Development of Higher Education in Ukraine for 2022–2032. Note that under conditions of the Russian-Ukrainian war, many teachers and students were forced to leave their places of work and study and to go abroad. However, the insufficient level of foreign language proficiency hindered their successful adaptation of forcibly displaced citizens of Ukraine, their education and employment in the countries of the European Union. Thus, despite the considerable number of regulatory and legal documents declaring Ukraine's entry into the European educational space (Bologna Process 2020 (2009)), the National Framework of Qualifications (2011), the Law of Ukraine "On Higher Education" (2014), the programmes "Erasmus+", "Horizon 2020", etc.), it is necessary to expand and deepen international contacts, to carry out systematic training of would-be teachers aimed at interaction within a multicultural environment. The combination of the best traditions of Ukrainian and foreign experience in the system of profession-oriented training will allow creating a

dynamic, mobile and competitive model of profession-oriented training, forming practical skills and intercultural communication skills.

Among Ukrainian scientists who considered the problem of multicultural education, the works of O. Bereziuk, A. Bogush, Ya. Huletska, L. Kazantseva, O. Kondratieva, O. Kotenko, I. Lutsenko, V. Liapunova, O. Popova, L. Cherednychenko, H. Shcherbakova and others. In the works of scientists, theoretical positions and conceptual approaches to the problem related to the development of multicultural competence are characterised, however, despite the fact that the problem of multicultural competence occupies an important place in scientific research, systematic research in the field of the formation of pre-service pre-school educators' multicultural competence is not sufficiently covered.

The purpose of the article is to substantiate the phenomenon of multicultural competence as a component of the professional competence of would-be pre-school teachers, their readiness to perform professional functions under conditions of a multicultural society.

It is impossible to reveal the essence of the phenomenon "multicultural competence" without analysing the content of the concept "competence" as a professionally significant, integral quality of an individual. In the study, we will focus on the analysis of fundamentally important aspects of the definition under study which are related to the formation of would-be educators' multicultural competence.

The notion "competency" in dictionary sources is interpreted as: "a set of knowledge and skills necessary for professional activity: the ability to analyse, to predict the consequences of professional activity, to use information" (Professional education: 2000); "a personality trait, his/her ability to communicate with other people, sociability which is formed in the process of a person's life and activity in a social group" (Honcharenko, 1997).

The phenomenon "competence" in dictionary sources is interpreted as: "conversance, awareness, authority; good knowledge of something and the scope of authority of any organisation, institution, or a person" (Busel, 2005: 560).

The foreign scientists (J. Allen, M. Mulder, M. Ott) use an integrated approach to define the essence of the concept "competence" which allows considering the definition under focus through a dynamic set of qualities capable of ensuring a competent activity (action). The synonymic words to the phenomenon "competence" are as follows: capability, ability, mastery, competence, which are similar in definition and refer to a person and his/her ability to achieve something (Universities' contribution to the Bologna process, 2008).

According to A. Bogush, competence is a complex characteristic of an individual that incorporates the results of previous mental development: knowledge, skills, abilities, creativity (the ability to solve tasks creatively: to compose creative stories, drawings and designs according to the plan), initiative, independence, self-esteem, self-control (Bogush, 2007: 161).

Summarising the mentioned approaches to the interpretation of the concepts "competency" and "competence", it can be stated that competency refers to a person's personality and characterises his/her personal, professional, communicative skills as a specialist; competence refers to work and characterises the field of professional activity in which an employee is competent. In our opinion, "competence" is the perfect performance of a certain action in professional activity which is based on knowledge, practical abilities and skills. Competence is a broader concept, its components can be a set of certain competencies.

Scholars explain the concept "professional competence" as: "a personal quality of the subject, a degree of development of knowledge, skills, and abilities necessary for high-quality performance of activities" [Dictionary-reference, 2016); "a type of competence that characterises a person in the context of his/her performance of professional duties" (Bielienska, 2012: 99); "a key characteristic of a specialist who must be ready to perform professional activities in order to effectively (competently) perform his/her own professional tasks" (Skvortsova, 2013); "a level of professional preparedness manifested in modern creative forms of performing types of professional activities, thorough scientific and theoretical knowledge about the subject of his/her

activity, manifestation of physical, mental, intellectual, spiritual qualities and personality traits (Sysoieva, 2015).

We understand the phenomenon "professional competency of a pre-school educator" as a unity of theoretical and practical readiness which includes a set of necessary theoretical and methodological knowledge and practical skills necessary for the implementation of effective professional activities: professional (special, specialised) – general erudition, awareness; subject-specialised (psychological, pedagogical and methodological knowledge) – the use of modern information and communication technologies, forms and methods of training, methodological support for the implementation of educational programmes in the field of pre-school education; general cultural (personal-individual) – the upbringing of pre-service teachers of special education, spiritual, moral and value orientations, empathy, tolerance, developed communication skills, implementation of intercultural communication, knowledge of foreign languages for communication and interaction with colleagues from other countries, participation in grant projects, conducting seminars, exchange of experience, internships, cooperation and partnership.

In the study, it is important to reveal the relationship between general and special, professional competences of would-be educators of preschool education institutions, which will help to carry out professional activities within a multicultural environment, to take into account the ethnic and socio-economic features of the Ukraine's regions. We agree with the position of V. Liapunova that in the process of profession-oriented training aimed at preschool educators, it is necessary to form multifunctional, interdisciplinary and multidimensional competencies which will allow them to solve a wide variety of problems and tasks both in everyday reality and in future professional activities (Liapunova, 2016: 102).

The development of intercultural communication skills in pre-service educators requires the ability to communicate, to get engaged in communicative speech interaction, to achieve mutual understanding, to possess a speech tact, and to avoid intercultural misunderstandings. For successful implementation of these attitudes, they need language and socio-cultural knowledge which includes the peculiarities of

national culture, communication skills and practical skills of communicating with representatives of different ethnic groups, which are based on the ability to use various models and types of behaviour, to navigate in any communication situations, to effectively use the means of verbal and non-verbal communication for effective interaction within a multicultural society.

We should note that the knowledge of the language enables the communicator to adapt his/her behaviour to the behaviour of the communication partner, which has a positive effect on intercultural communication, contributes to the achievement of mutual understanding and forms personal qualities, such as: openness, tolerance and toleration. However, the practice of intercultural interaction proves that people cannot always reach mutual understanding in the process of communication. This happens not only because of fundamental disagreements, incompatibility of interests, views, but also because of differences in the norms of behaviour in their cultures, national traditions and customs, which negatively affects the adequate perception of information, generates mutual hostility (Kostenko, 2018).

An important component of language competence is language literacy which includes observing the rules of oral and written communication: correct emphasis, intonation, structure of sentences, coherent statements, and vice versa, illiterately constructed statements, errors in pronunciation can create the impression of the interlocutor's low culture in the recipient's mind, question his/her professionalism and competence.

Thus, the specified types of knowledge contribute to the achievement of mutual understanding in the process of communication; form communicants' ability to understand each other, to objectively perceive and take into account individual psychological features, character traits, temperament, psychological state, emotions, feelings, experiences, motives and intentions and, thereby, to make intercultural communication effective and successful.

The scientists (L. Honcharenko, A. Zubko, V. Kuzmenko) consider multicultural competence as the ability of an individual to live and act in a multicultural society (Honcherenko, 2009).

According to O. Bereziuk, multicultural competence is the participants' objective perception of the communicative and speech process of their individual psychological characteristics, character traits, psychological states, emotions, experiences, motives and intentions (Bereziuk, 2013).

According to L. Cherednychenko, "multicultural competence" is an integrated professional and personal entity, an effective component of profession-oriented training aimed at the teacher's readiness to effectively carry out professional activities within a multinational environment (Cherednychenko, 2013).

In the initiated study, we understand the phenomenon "multicultural competence of a pre-school teacher" as a complex characteristic that includes general and professional (subject-centred) competencies, personal qualities and communication skills necessary for intercultural interaction with representatives of other cultural groups.

In order to find out the development state of pre-service pre-school teachers' multicultural competence, who major in the specialty 012 "Pre-school education" at the State institution "Southern Ukrainian National Pedagogical University named after K. D. Ushynsky", an experimental study was conducted; there were determined the criteria, indicators and development levels of the Master-course students' multicultural competence. We should mention that the educational and professional programme (for the specialty 012) "Pre-school education. Practical psychology in pre-school education institutions" provides for the study of the educational discipline "Fundamentals of scientific communication in a foreign language". It is gratifying that admission to the second master's level requires that applicants should pass a joint entrance examination in a foreign language in the form of an external independent assessment, which has a positive effect on its study by students. 68 people were involved in the experiment. In the process of surveying, we were interested in the students' understanding of the essence of the concept "multicultural competence", their awareness of the need for its development in the process of studying at higher education institutions, satisfaction with the development level of the students' multicultural competence. The results of the survey are presented in **fig. 1**.

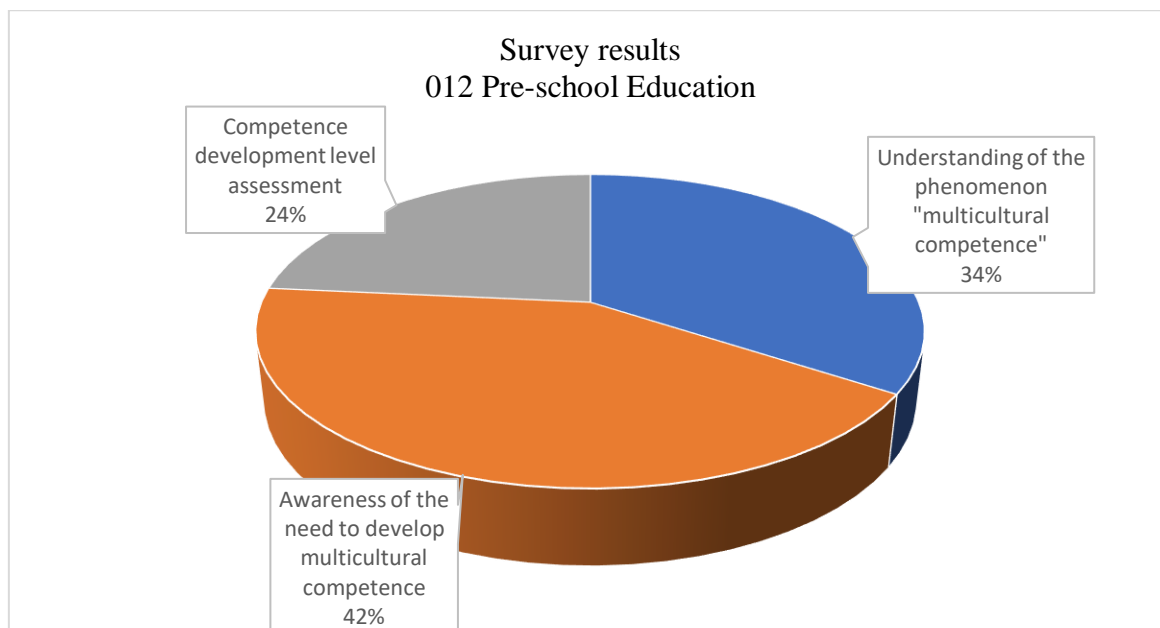


Figure 1. Survey results

As it is shown in **Figure 1**, only 34% of students gave comprehensive answers regarding the understanding of the essence of the "multicultural competence" phenomenon. The majority of students (66%) do not fully understand the essence of this phenomenon, equating it with professional competence, knowledge of the culture of their people, their customs and traditions. 42% of students indicated the need for the development of multicultural competence in the process of studying at higher education institutions. These answers were common: "multicultural competence contributes to the ability to interact with representatives of national minorities", "having a good command of a foreign language, you can study in European countries, exchange experience, establish new contacts", "multicultural competence contributes to the professional activity of an educator, to the development of children's tolerant relationships", etc. As for the satisfaction with the development level of multicultural competence, only 24% of the respondents noted a high level of its development; 46.8% of the students indicated a sufficient level of its development; 29.2% indicated a low level of its development.

Conclusions. The development of would-be pre-school educators' multicultural competence under conditions of European integration is a complex process that involves educating a tolerant personality capable of learning and creating culture through constructive relationships, which requires a high level of communicative

culture, the implementation of intercultural communication, developed communication skills which are the basis for professional competence of the pre-service pre-school teacher. The prospects of our further research are seen in the study and elaboration of selective training academic courses that will contribute to the expansion of the students' worldview on the problem related to multicultural competence.

REFERENCES

1. Bereziuk O. S. (2015). *Systemnyi pidkhid do formuvannia polikulturnoi kompetentnosti maibutnikh fakhivtsiv v suchasnomu osvithomu prostori. Profesiina pedahohichna osvita: systemni doslidzhennia [A systematic approach to the formation of multicultural competence of future specialists in the modern educational space. Professional pedagogical education: systematic studies]: monohrafiia / za red. O. A. Dubaseniuk. Zhytomyr : Vyd-vo ZhDU im. I. Franka.*
2. Bielienska H. V. (2012). Suchasni pidkhody do pytan formuvannia profesiinoi kompetentnosti maibutnikh vykhovateliv ditei doshkilnoho viku. Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity [Modern approaches to issues of formation of professional competence of future educators of preschool children. Updating the content, forms and methods of education and upbringing in educational institutions] : zb. nauk. prats. *Naukovi zapysky Rivnenskoho derzhavnoho humanitarnoho universytetu. Vypusk 5 (48) P. 99–102.*
http://nbuv.gov.ua/UJRN/Ozfm_2012_5_23
3. Bogush, A.M. (2007). Kompetentnisnyi pidkhid do movlennievoho rozvytku doshkilnykiv [Competency-based approach to speech development of preschool children]. *Pedahohichna i psykhologichna nauky v Ukraini. Vols. 2. Kyiv.*
4. Cherednychenko L. A. (2013). Etapy formuvannia polikulturnoi kompetentnosti maibutnoho vchytelia pochatkovoii shkoly u protsesi profesiinoi pidhotovky Problemy suchasnoi pedahohichnoi osvity [Stages of formation of multicultural competence of the future primary school teacher in the process of professional training. Problems of modern pedagogical education. *Pedagogy and psychology. Pedahohika i psykhohohiia. Vyp.39(4).*

http://nbuv.gov.ua/UJRN/pspo_2013_39%284%29__55

5. Honcharenko L. A., Zubko A. M., Kuzmenko V. V. (2009) *Rozvytok polikulturnoi kompetentnosti pedahohiv zahalnoosvitnykh navchalnykh zakladiv [Development of multicultural competence of teachers of general educational institutions]: navch. posib.* Kherson, RIPO.
6. Honcharenko S. U. (1997) *Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary]*. Kyiv
7. Kostenko D. V. (2018) *Mizhkulturna komunikatsiia u suchasnomu sviti. Pedahohichna osvita: teoriia i praktyka [Intercultural communication in the modern world]. Psykholohiia. Pedahohika: zbirnyk naukovykh prats.* Vols 30.
8. Liapunova V. A. (2016) *Strukturuvannia zmistu profesiinoi pidhotovky vykhovateliv do formuvannia tolerantnosti u ditei doshkilnoho viku [Structuring the content of professional training of educators for the formation of tolerance in preschool children]. Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu imeni T. H. Shevchenka.* Ser.: Pedahohichni nauky. Vyp. 135.
9. *Profesiina osvita (2000). [Professional education]: slovnyk / Za red. N. H. Nychkalo.* Kyiv.
10. Skvortsova S. O., Vtornikova Yu. S. (2013) *Profesiino-komunikatyvna kompetentnist uchytelia pochatkovykh klasiv [Professional and communicative competence of primary school teachers]: monohrafiia.* Odesa.
11. *Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky (2016) [Dictionary-handbook of Ukrainian linguistic pedagogy] 2-he vyd., dopovn. ta pererobl. / za zah. red. M. Pentyliuk.* Kharkiv.
12. Sysoieva S. (2015) *Kompetentnisno zoriientovana vyshcha osvita: formuvannia naukovoho tezaurusu [Competence-oriented higher education: formation of a scientific thesaurus]. Kompetentnisno zoriientovana osvita: yakisni vymiry: monohrafiia.* Kyiv.
13. *Universities' contribution to the Bologna process (2008) Tuning Project, 2-nd ed.* http://www.unideusto.org/tuningeu/images/stories/Publications/ENGLISH_BROCHURE_FOR_WEBSITE.pdf, 27

14. *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy (2005) [A large explanatory dictionary of the modern Ukrainian language]* Uklad. i holov. red. V. T. Busel. Kyiv.

柳德米拉·贝雷佐夫斯卡

教育学博士，学前教育系教授

理论与方法系的系主任，

乌克兰南方师范大学，

乌克兰敖德萨大街 26 号

多元文化能力作为职前学前教育工作者专业能力的组成部分

本文对职前学前教育工作者多元文化能力发展的相关问题进行了理论分析；概述了科学家对“多元文化能力”现象的定义方法；揭示了多元文化能力的本质，即在多元文化社会条件下开展职前教育工作者专业活动的理论和实践准备；对 012 学前教育专业的申请者进行了一项调查，以确定多元文化能力形成的状态；确定了在多元文化教育背景下进行进一步科学研究的一些方法。

关键词：才能；能力；专业能力；多元文化能力；针对职前教育工作者的专业培训。

UDC: [373.2.016:811.161.2]:008(477)

DOI: 10.24195/2414-4746-2023-9-7

Bogush Alla Mikhailovna

*Doctor of Pedagogical Sciences, Full Professor, Academician,
Current Member of the National Academy of Educational Sciences of Ukraine,
Honoured worker of science and technology of Ukraine,
Professor at the Department of Theory and Methods of
Pre-school Education,
the State institution "South Ukrainian National Pedagogical
University named after K. D. Ushynsky",
26, Staroportofrankovskaya Str., Odessa, Ukraine*

**CROSS-CULTURAL APPROACH TO THE SPEECH TRAINING OF
MASTERS OF PRE-SCHOOL EDUCATION IN THE MULTICULTURAL
SPACE OF UKRAINE**

The article presents a cross-cultural approach to the speech training of masters of pre-school education in the multicultural space of Ukraine; the concepts "multicultural space of Ukraine", "multicultural education", "multicultural broadcasting environment" are defined; the principles of multicultural education are characterised.

A cross-cultural approach is the starting point in the speech training of masters of pre-school education in working in a multilingual and multicultural environment was; it involves mutual penetration and intersection of cultures, a positive attitude to the language of other ethnic groups in the multicultural space of Ukraine, their culture, customs and traditions. It has been proved that the development of cross-cultural competence is the result of the cross-cultural approach to speech training of masters of preschool education.

Keywords: *multicultural space, multicultural education, multilingual environment, ethnos, ethnic population groups, cross-cultural approach, masters, speech training, cross-cultural competence.*

Introduction.

Ukraine's acquisition of the status "a sovereign independent state" contributed to the reform of the national education system, its entry into the world community, as evidenced by the content of the state documents, in particular the Law of Ukraine "On Languages" (2010) which granted the state status to the Ukrainian language and the development of cultural and linguistic heritage belonging to all ethno-national population groups living on the territory of Ukraine. Such a decision requires all state institutions to adopt the norms of tolerant behaviour in society, intercultural communicative behaviour, respect for the state Ukrainian language and, at the same time, for the language of ethnic communities, understanding the multilingualism of the world, multicultural education in a multicultural space.

Literature review.

We consider *the multicultural space of Ukraine* as a multiplicity of cultures in which cultures do not merge, do not lose their kinship either but come into contact, enter into a polylogue and provide for each other's existence. The value of such a multicultural space, in our opinion, is the plurality of languages and cultures, cultural differences, stability and communication. The problem of the coexistence of cultures attracted the attention of Ukrainian scientists-pedagogues, linguists (H. Vashchenko, V. Vynnychenko, B. Hrinchenko, M. Dragomanov, S. Rusova, V. Sukhomlynskyi et al.). According to H. Vashchenko, the more opportunities each nation has to develop its national culture, the more diverse and richer the universal culture will be [Vashchenko, 2006]. V. Sukhomlynskyi called on teachers to form children's emotional and valuable attitude towards people of other nationalities, and he considered the feeling of friendship between peoples as one of the noblest "movements of the human soul".

The classics of the Ukrainian pedagogy paid much attention to the national-multicultural education and upbringing of children (S. Rusova, D. Ushynskiy, Ya. Chepiga et al.).

The concepts of culture, national ethnic culture, which cover all spheres of human life, including speech communication and cultural dialogue, are the methodological foundations for understanding the multicultural space. In this connection, the problem of language education acquires a new sound. The starting idea is the thesis that learning any language is accompanied by the study of the culture of native speakers, so it is essentially a matter of multicultural education the result of which should be the multilingualism of society's members.

Multicultural education, as a scientific problem, was the subject of famous philosophers' research (F. Humboldt, M. Dragomanov, O. Potebnia, V. Lutai et al.); the development of culturological and dialogue-oriented concepts in a multilingual environment was considered by such scientists as M. Bakhtin, V. Bibler, S. Kurganov et al.; intercultural dialogue (M. Bakhtin, V. Bibler, Yu. Lotman, etc.); principles of multicultural education (M. Bakhtin, A. Bogush, Ye. Bondarevska, B. Gershunsky et al.).

Therefore, a successful solution to the problem of language education in a multilingual state naturally presupposes the involvement of all education levels in the space of multicultural and multilingual education and upbringing, pre-school education being its foundation.

Results and Discussion.

We understand *multicultural education* as an integrated assimilation process of ethnic, national and world culture by all learners for spiritual enrichment, development of planetary consciousness, formation of readiness and ability to live within a multicultural, multi-ethnic environment.

Multicultural education is based on the determination of universal educational values and ideals, provided that national interests and priorities are preserved and supported.

One of the basic principles of multicultural education, according to B. Gershunskyi, is the principle of equality of nations. According to his viewpoint, peoples and states can and should help each other only by a joint mutual recognition of not only the expediency, but also the vital necessity of spiritual integration, study, understanding, creative assimilation of the highest manifestations of culture which are reproduced in the national mentality, language, etiquette, and stereotypes behaviour [Gershunsky, 1998].

In our opinion, the given below principles also belong to the principles of multiculturalism:

- the principle of the dialogue of cultures involves the implementation of various dialogues: the dialogue of art, the dialogue of cultures, the dialogue of different ethnic groups, the internal dialogue of one's self with a multilingual society.

- the principle of interactivity of cultures aimed at assimilating the values of universal human culture and the values of ethno-cultural nationalities living on the common territory [Bogush, 2007].

The centre of multicultural education should be a multilingual person who speaks several languages, has his/her own social marking, his/her ethnic roots, i.e. he/she is a competent speaker of his/her native and non-native languages, he/she demonstrates such speech competencies as speech and communicative competencies, competency in ethnocultural studies which are actively involved by a personality within a multicultural speech environment.

We understand *a multicultural speech environment* as a socio-cultural polylingual space in which speakers of different ethnic cultures interact, possess and use, with varying intensity, several language systems – ethnic (as native, first) language, state (as the language of their ethnic group, or as the official language) and the language of interethnic communication (as one's own ethnic group, or as the language of the titular ethnic group, or the language of the contact ethnic group) as well as use generally established rules in their communicative and speech activities at the levels of official, intercultural, and international communication.

The origins of multicultural education can be found in the works of classical teachers (H. Vashchenko, B. Hrinchenko, S. Rusova, K. Ushynskiy, Ja. Komensky, Jo. Pestalozzi et al.) who suggested involving pre-school children in multilingual education. In particular, Ja. Komensky noted the need to prepare a pre-school child for life within a multinational society. In the "Panpedia" program, the scientist developed the problem of tolerant upbringing of children belonging to different ethnic groups towards each other. According to Jo. Pestalozzi, it is necessary to "educate all children as one child, regardless of their nationality."

In Ukraine, such scientists as A. Bogush, I. Lutsenko, V. Liapunova, L. Kazantseva (L. Fesenko) and others studied the problem of multilingual education of pre-school children.

We should note that the speech training of future specialists for pre-school education institutions of Ukraine takes place in the process of training students at the bachelor's and master's levels. Bachelor's degree holders are provided with the study of the academic disciplines "Methodology of speech development and teaching children of early and pre-school age in the native language", "Ukrainian ethnology in a preschool establishment", "Methodology of teaching the Ukrainian language to children in ethno-national pre-school educational institutions".

Therefore, the graduates of the bachelor's degree acquire basic language knowledge alongside the skills and abilities of speech communication with children of ethno-national population groups in Ukraine.

Master's degree applicants are provided with the teaching of the educational discipline "Ukrainian pre-school language didactics" as a theoretical and practical course of professional and speech training aimed at would-be managers (directors and educators-methodologists of pre-school educational institutions) who will work within the multicultural space of Ukraine, which implies the existence of educational institutions in which children of ethnic nationalities study (about 100 different ethnic groups and nationalities in Odesa region alone).

Hence, there is a need for speech training of master-course students majoring in Pre-School Education within the multicultural and polytechnic (polylingual) space of Ukraine.

Speech training intended for would-be specialists in the field of pre-school education at the master's level is understood as flawless command of the state Ukrainian language, familiarity with Ukrainian national holidays, customs, symbols, traditions; the understanding of the language of ethnic groups in the places of their compact residence; a positive attitude towards national-ethnic traditions, culture, lifestyle, speech behaviour and etiquette (speech gestures, etc.) which ensure mutual understanding and tolerance of mutual relations in joint professional activities.

Appropriate programs of experimental methods of teaching children in ethno-national pre-school educational institutions have been developed. On the other hand, there are no training programmes intended for would-be managers (directors), educators-methodologists of pre-school educational institutions which are aimed at organising such work in educational institutions within the multicultural space of Ukraine.

In 2020, experimental work with educators-methodologists of ethno-national pre-school educational institutions on the organisation of multilingual education for pre-school children was started. The pre-school educational institutions of Izmail, Izmail District, Bolhrad, Tatarbunary, Tarutino (respectively in the districts as well) were chosen as the base of the experiment. Master-course students majoring in 012 Pre-school education, directors (heads) and methodologists of the pre-school educational institutions were involved in the experimental work. 10 directors, 25 educators-methodologists, 30 Master-course students took part in the experiment. The experimental study took place within the period from 2020 to 2022.

A cross-cultural approach was chosen as the conceptual basis for the development of the experimental methodology, which provided for the interpenetration and mutual influence of cultures, the intersection of the common and the different. The cross-cultural approach provided for the formation of specialist's functional literacy, that one of a person who is able to think globally, understand himself/herself and others,

understand the culture not only of his/her people but also the culture of humanity as a whole [Doroz, 2011].

In the term combination "cross-cultural", the word "cross" means crossing, involving the common and the different of two or more countries or cultures; interpenetration and mutual influence of cultures, intersection of common and different features [Doroz, 2011].

A cross-cultural approach to the organisation of the students' educational process within a multicultural and multilingual environment involves the formation of functional literacy of an individual (teacher, specialist) who is able to think globally, understand himself/herself and others, understand his/her culture and the culture of humanity as a whole; the development of tolerance in the individual, a positive attitude towards the culture of his/her people alongside the objects of different cultures based on understanding and acceptance of other people's values and traditions, a positive attitude towards the language of other ethnic groups, meanwhile peoples communicate freely in their native language and simultaneously study and respect the state Ukrainian language, which provides an opportunity for intercultural communication with the peoples living on the territory of Ukraine.

Master-course graduates majoring in 012 Pre-school education (Ushynsky University) are pedagogical workers (directors, educators-methodologists) who are the governing bodies in pre-school education institutions in various ethnic regions of our country, they are responsible for organising cross-cultural education of pre-school children. Taking into account the peculiarities of our region, the educational discipline "Multicultural education of pre-school children" was developed based on the results of the experimental work. The final result of mastering the educational discipline is the formation of intercultural and cross-cultural competency and competences.

Intercultural competency, according to F. Batsevich, is an individual's familiarity with customs, rules, laws of communication of a certain ethnic society, national cultural community, with national traditions, a value system [Batsevich, 2007].

Conclusion.

We understand *the cross-cultural competence* of masters of pre-school education as the person's acquired integrated quality of interethnic cultural communication, the ability to interact effectively under conditions of a social multicultural environment; the ability to build an intercultural and interethnic dialogue with speakers of other nationalities, taking into account his/her own life experience of intercultural interaction within a polytechnic society.

We believe that the cross-cultural competence of the educator-methodologist (director) will contribute to the establishment of a positive emotional climate in the ethno-national pre-school educational establishment, in interaction with children's parents, the public, and prevention of conflict situations.

REFERENCES

1. Bogush, A. M. (2007). The culturological paradigm of the organisation of educational work with children in V. Sukhomlynskyi's heritage. *Slavic Pedagogical Culture*, 6, 36–40 [in Ukrainian].
2. Bogush, A. M. (2010). The formation of a child's speech personality within a multicultural environment: a theoretical aspect. *Slavic Pedagogical Culture*, 9, 158–161[in Ukrainian].
3. Batsevich, F. S. (2004). *Fundamentals of Communicative Linguistics*, Kyiv: Academia. Available at http://document.kdu.edu.ua/info_zab/061_123.pdf [in Ukrainian].
4. Gershunsky, B. S. (1998). *Philosophy of Education for the 21st Century*. Moscow. Available at <https://studfile.net/preview/7822874/> [in Russian].
5. Doroz, V. (2011). *Cross-cultural Teaching of the Ukrainian language to Bilingual Students*. Kyiv [in Ukrainian].
6. Kazantseva, L. (2012). *Theoretical Grounds for Teaching the Ukrainian Language to Senior Pre-school Children within the Multicultural Space of Ukraine*. Donetsk: LANDON-XXI [in Ukrainian].

博古诗·阿拉·米哈伊洛夫娜

教育学博士，教授，院士，
乌克兰国家教育科学院现任成员，
乌克兰科技荣誉工作者，
乌克兰南方师范大学学前教育系教授，
乌克兰敖德萨大街 26 号

乌克兰多元文化空间学前教育硕士语言培训的跨文化方法

本文介绍了乌克兰多元文化空间中学前教育硕士言语训练的跨文化方法；定义了“乌克兰多元文化空间”“多元文化教育”“多文化广播环境”等概念；多元文化教育的原则具有一定特点。

跨文化方法是学前教育硕士在多语言和多文化环境中工作的演讲培训的起点；它涉及文化的相互交叉和渗透，对乌克兰多元文化空间中其他民族的语言、文化、习俗和传统持积极态度。事实证明，跨文化能力的发展是学前教育硕士言语训练采用跨文化方法的结果。

关键词：多元文化空间；多元文化教育；多语言环境；民族；少数民族；跨文化方法；硕士；言语训练；跨文化能力

UDC: 378:37.091.212-054.62:81'25:811.581(477)(045)

DOI: 10.24195/2414-4746-2023-9-8

Duan Junyu

*Master of Arts in Teaching Chinese as a Foreign Language
Teacher of the Confucius Institute of South Ukrainian National
Pedagogical University named after K. D. Ushynsky
Odesa, Ukraine*

**A BRIEF DISCUSSION ON MOTIVATION OF CHINESE LANGUAGE
LEARNING FOR STUDENTS MAJORING IN TRANSLATION STUDIES AT
CONFUCIUS INSTITUTE OF SOUTH UKRAINIAN NATIONAL
PEDAGOGICAL UNIVERSITY NAMED AFTER K. D. USHYNSKY**

***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 translation class 2 of the Confucius Institute as the object of teaching observation and motivation of Chinese language learning. By finding and analysing 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.*

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

Research Background

As China's comprehensive national strength and international status continues to grow, "Chinese language fever" is sweeping across the world, and more and more Chinese language learners and enthusiasts are joining the ranks of Chinese language learning. 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, and students can only learn Chinese through live webcast classes. In this extremely special and difficult situation, how to maintain and motivate students' learning through online teaching and other platforms, tools, and means that complement online teaching, so that as many students as possible will continue to persist in learning Chinese, is a crucial and urgent issue to be addressed.

In the fall semester of this academic year, I will be in charge of the Chinese language course for the second year Translation group-2 in the Confucius Institute, and I will also teach the HSK exam practice course for the second year Literature group-2 and Translation group-3. Since I am responsible for the core curriculum of the Translation group-2 (the comprehensive Chinese class accounts for 72% of the total Chinese class hours of the class), I have more time to contact, observe and understand the students than other Chinese class teachers and other classes I teach, and the difference between the number of students in the class and the actual number of students in the class is less than 10%, i.e. the actual attendance rate of the class is over 90%. Therefore, the fall semester of this academic year is the first cycle of the observation and motivation strategy, and the sophomore translation group-2 of the Confucius Institute is the target of the teaching observation and motivation of Chinese language learning. I also tried to adjust the methods according to the actual effect of using them, to keep and upgrade the effective methods, and to modify the less effective or ineffective methods in time, so as to sort out a set of strategies for motivating students to learn Chinese before,

during and after class, and to promote the internalization of the students' external motivation to learn Chinese, so that the students can gradually move from being able to learn to learning well and enjoying learning.

I. The problem of learning motivation in learning

For a new class, teachers need to have a preliminary understanding of students' existing knowledge level, learning motivation, learning needs, learning styles, etc., in order to make a teaching plan suitable for the new class, pre-determine the pace of the teaching progress in advance, and analyze the situation of the teaching object to have a good idea before carrying out formal teaching activities. Thus, after receiving the teaching task, I promptly checked the teaching progress of the class in the previous semester and confirmed the teaching objectives of the class. Through the students' 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.

Stages of learning are not specific enough

"What kind of work do you plan to do?" In their answers to this simple question, the majority of students in Group-2 hoped that they could independently undertake the job of language translator after graduation from university. The Q & A survey found that students in this group had a clear positioning of their professional development and career choice, but they had two concerns about how to achieve this goal: on the one hand, how to improve their listening, speaking, reading, writing and speaking skills in the overseas environment. On the other hand, the distance between their limited language knowledge and the desired goal is still too far, so their career choice has not become a concrete, step-by-step career plan. In short, students are not quite sure what specific learning goals they should achieve within a relatively short period of time, and what efforts they need to make to achieve this specific goal.

Not confident in their own ability level

Most of the students in Group-2 should be at the HSK2 level at the beginning of the fall semester, and there is a fluctuation (unstable). Students considered it a difficult and complicated task to complete the entire HSK3 standard curriculum with 20 lessons of vocabulary and grammar in 3 months, because they were not confident in their own learning ability and Chinese proficiency, and therefore made a wrong judgment about the completeness of the task, which made them feel intimidated. At the beginning of the semester, students asked to review the courses they had already learned in HSK2 and to finish the remaining courses they had not completed in HSK2 before starting HSK3.

Lack of active classroom interaction

Due to the limitation of not being able to teach offline, students can only practice language skills through live webinars, and teacher-student interaction is more in the form of questions, answers and communicative tasks set by teachers and completed by students. At the beginning of the semester, the atmosphere in the classroom was less active, probably due to the fact that students had been separated from the Chinese course for more than two months, teachers and students were not familiar with each other, and students needed time to adapt to the teaching style of a new teacher. Some students actively try to answer the teacher's questions and complete the communicative tasks, but the speed and frequency of students' responses to classroom interactions were low because the teacher and students were still in the teacher-student bonding period at the beginning of the semester or because of network delays.

II. Introduction and analysis of motivation methods at different stages of teaching

With reference to the theory of learning motivation, it is easy to find that at the beginning of the semester, the students in Group-2 have different degrees of inactivity in class performance, after-class review and homework completion. The teachers took different countermeasures to solve the common and specific problems of students in Chinese learning, and gradually formed a strategy of motivation before, during and after classes. At the middle and end of the semester, some students were able to participate in the online classes despite the severe external constraints. 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. In the following, we will briefly describe our personal ideas and approaches to improve the integrated teaching methods of the Chinese language to stimulate students' learning motivation from the perspective of teaching session design in three time dimensions: before, during, and after teaching.

Before the lesson: clarifying learning needs

In order to stimulate students' motivation for learning before class, I mainly focus on the problem that students in this group do not have clear and specific learning goals and are intimidated by the language knowledge they have not yet encountered due to the large gap between their knowledge level and the expected goals of the course. At the beginning of the semester, students are invited to work together to develop a semester study plan. In the first class, the teacher introduces to the students the teaching tasks and the weekly schedule of the integrated Chinese class, so that the students could have an overall understanding of the whole semester's Chinese class. By briefly introducing the teacher's teaching style, the teacher minimizes the unfamiliarity of the first meeting between the teacher and the students. At the same time, by breaking down the semester's teaching objectives into weeks, the teacher told the students that the teacher's plan would help them to finish all the vocabulary and grammars in an orderly manner despite the tight schedule, and reduces the students' intimidation due to the heavy workload caused by the compressed time. Before asking students to tailor their semester Chinese learning plan to their actual situation, and considering their limited existing Chinese vocabulary and grammar, the teacher chose to combine in-class lectures and demonstrations with the presentation of concrete examples in documents to give students enough time to understand, accept and digest this new thing. On the other hand, by explicitly informing students of the grading criteria in the first class, teachers in effect gave students a yardstick to work towards. For example, if a student wants to achieve an A grade (90-100), the grade consists of attendance and classroom performance (20%), homework (30%), and final exam grade (50%), which corresponds to an effort of: working very hard, need to attend every class and write homework every

time, and prepare very carefully for exams. The other levels had varying degrees of reduction in effort and task completion. The organic combination of the student's development of a semester study plan and the teacher's clarification of the assessment criteria give both the teacher and the student the opportunity to get to know each other before the beginning of the teaching activity, so that mutual understanding could not be limited to a simple self-introduction at the first meeting; on the contrary, so that it could give the student time to take a serious look at his or her motivation to study as well as give the student the grip to put the goal into concrete stages.

During the lesson: a rich format

The measures to stimulate students' learning motivation in the classroom mainly address the problem of poor classroom interaction during the teacher-student bonding period, and are designed based on the general principle of "change" and "maintenance". In addition, the students can feel that there are new changes in each lesson to increase their interest in learning. For example, in the innovative review lesson, when reviewing the new word "公园", we expand the vocabulary of "X 园", such as "动物园", "花园". "公园里有什么?" This discussion topic helps students review the vocabulary of related topics, the quantitative collocation of specific nouns such as "一[棵]树" and "一[条]河", and the simple sentence "什么地方有什么?". The students can start from one word to associate with related vocabulary and sentence patterns. The new stuff not only means enriching the form of review, but also means reviewing and adding small but new knowledge, so that the review lesson, which used to simply repeat what has been learned, has more forms and contains new tasks. It includes new tasks. On the other hand, by using relatively fixed teaching sessions and the "constant" of previewing each lesson before it begins, students can clearly understand and even anticipate the next teaching session without asking a teacher to explain each time what next is going to take place. For example, after following a lesson completely, students will have a general understanding of the teacher's style and a vague impression of the sequence of words, grammar drills, and text explanation. Instead, they only need to give a brief preview of what will be presented in the next 40 or 80 minutes before the beginning of

each lesson, and then try to make the sequence of their teaching sessions relatively fixed as much as possible, so that the design of each session could not need to be fixed. The harmonious unity of "change" and "maintenance" allows students to de-familiarize themselves while continuously attracting students' attention through new forms of drills in each lesson to achieve the purpose of invariably motivating students to learn.

After the lesson: timely feedback

Feedback on learning results allows students to see their progress and increase their motivation to learn, or to recognize their misconceptions at the first sign of bias and correct their misunderstandings in time to prevent stereotyping. In the teaching, feedback should adhere to the principle of timely, specific and regular, basing on students' fresh distinctive memory of what is going on, so that students get the maximum, positive learning results, enhance their learning information; feedback is also not just to write an "A", it concerns specific reality of each student's work, pointing out strengths and weaknesses in easy-to-understand terms and giving encouragement in warm words in order the students to be motivated and have a clear direction for improvement. The teacher's pointing out the shortcomings is also an opportunity for students to review their knowledge again. By fixing the targeted feedback and normalizing the feedback mechanism, it becomes obvious after a while that students pay more attention to the details of writing Chinese characters and punctuation when they write their homework, and they check their homework carefully again before handing it in. The memory of a certain word or grammars is formed in this tangible and intangible review over and over again.

Discussion & Conclusion

The motivation of students' learning cannot be achieved by just one or two words of encouragement from the teacher or one or two interesting games. In particular, the current Chinese teaching activities in Ukraine are still subject to the complex international situation, and the characteristics of online teaching include weak interaction and untimely feedback among the advantages of connecting the world and spanning time and space. Instead of asking students what they want, we should start improving our own teaching to make the online classroom come alive and make

students active. It is a must for every teacher to prepare students carefully, try more new forms of teaching, improve teaching methods, and summarize and reflect in time. Exploring methods and strategies to motivate students to learn is also a kind of motivation for instructors, inspiring us to always be on the way of exploring and moving forward.

REFERENCES

1. 陈琦, & 刘儒德. (1997). 当代教育心理学 (北京第 1 版 ed.). 北京师范大学出版社.
2. 袁斐. 试论在对外汉语网络教学中激发与保持学习者的学习动机[J]. 暨南大学华文学院学报, 2001, 0(1): 24-28 .
3. 夏明菊. 华裔学生汉语学习动机分析 [J]. 乌鲁木齐成人教育学院学报, 2003, 0(4): 46-4754.
4. 王静. 基于“需要分析”的特殊目标汉语教学设计 [J]. 语言教学与研究, 2005(5): 55-59.
5. 卢强, 张屹. 远程学习中交互策略对激发和维持学习动机的作用研究 [J]. 中国电化教育, 2007(6): 48-51.
6. 贺阳. 汉语学习动机的激发与汉语国际传播 [J]. 语言文字应用, 2008(2): 23-31.
7. 侯创创. 影响中亚留学生汉语学习动机的因素 [J]. 中国校外教育, 2008(2): 23-24.
8. 江南. (2010). 海外华裔学生汉语学习特点研究. 现代语文 (语言研究), 10, 122-124. <https://doi.org/10.3969/j.issn.1008-8024-C.2010.10.050>.
9. 陈天序. 非目的语环境下泰国与美国学生汉语学习动机研究 [J]. 语言教学与研究, 2012(04): 30-37.
10. 高媛媛. 国内近二十年来汉语学习动机研究述评 [J]. 云南师范大学学报(对外汉语教学与研究版), 2013, 11(05): 26-33. DOI: 10.16802/j.cnki.ynsddw.2013.05.006.
11. 潘慧婷. (2014). 华裔学生汉语学习动机研究现状概述. 学语文, 1, 63-64.
12. 谭晓健. 国内外 30 年来汉语学习动机研究述评 [J]. 昆明理工大学学报: 社会科学版, 2015, 15(2): 94-101.

13. 丁安琪.来华留学生汉语学习动机类型分析[J].海外华文教育,2016,0(3):359-372.
14. 范亚杰.试论学习动机对留学生汉语学习的重要影响——对外汉语教学策略系列研究之一[J].赤峰学院学报:汉文哲学社会科学版,2015,36(1):255-257.
15. 李燕.汉语学习动机与汉语国际化传播研究[J].语文学刊,2016,0(7):101-103139.

段琚予

对外汉语教学硕士

乌克兰南方师范大学孔子学院汉语教师

敖德萨,乌克兰

浅谈乌克兰南方师范大学孔子学院翻译专业学生汉语学习动机培养与激发

摘 要

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及较为完备的体系,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,国内在第二语言习得的学习者学习动机上的探讨主要集中在分析和研究中国学生的英语学习动机,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汉语学习动机的分析和研究更是少之又少。本文以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,以本学年秋季学期为观察和激发策略尝试的第一个周期,通过发现和分析该班学生在汉语学习中存在及新的汉语学习周期内出现的新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，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。

关键词：海外汉语学习者，汉语翻译专业，学习动机，激励

UDC: 378:37.016:003.324.1(477)(045)

DOI: 10.24195/2414-4746-2023-9-9

Huang Simin

*Master of Teaching Chinese to Speakers of Other Languages,
Volunteer teacher of Confucius Institute at the State institution "South
Ukrainian National Pedagogical University named after K. D. Ushynsky"
Odesa, Ukraine*

**PROBLEMS AND COUNTERMEASURES FOR ONLINE CHINESE
CHARACTER TEACHING AT THE NATIONAL UNIVERSITY OF
HUMANITIES IN UKRAINE**

Abstract: This paper analyses the teaching of Online Chinese characters Ukraine, and the writer found two problems of Online Chinese characters of the National Humanities University. According to the problem and put forward four countermeasures of online Chinese characters: strengthen the analysis of homophones and shapes, improve the sound-speaking utilization, to maintain a tolerance to the Chinese characters, strengthen the Chinese character consciousness, attach importance to Pinyin teaching and use the real corpus to improve online Chinese characters.

Keywords: *Ukraine; Online Chinese characters teaching; problems and countermeasures*

1. Introduction

Chinese President Xi Jinping has repeatedly pointed out that "the world is experiencing unprecedented changes in a century." In early 2020, the outbreak of the

COVID-19 pandemic changed the way people live, work, and learn. Three years have passed since the outbreak, and people's understanding of the pandemic has gradually deepened. On December 26, 2022, the National Health Commission of China issued a notice renaming the disease caused by the novel coronavirus as "novel coronavirus infection." On January 30, 2023, the Director-General of the World Health Organization, Tedros Adhanom Ghebreyesus, stated that "COVID-19 is still a major global health threat, and it is not yet the time to declare an end to this pandemic". On February 24, 2022, the Russia-Ukraine conflict broke out, and on February 28, all Chinese personnel from five Confucius Institutes in Ukraine were safely evacuated and are still conducting online teaching.

The pandemic and war have forced schools in Ukraine to switch to persistent online learning. For teachers, this has changed the teaching mode, content, methods, and management of classroom teaching. For students, it has affected their learning style, motivation, and language acquisition.

Teaching Chinese characters has always been regarded as the "biggest challenge" in Chinese international education. Many Ukrainian students, especially those at the elementary level, are intimidated by Chinese characters. Mr. Lv Bisong pointed out: "Teaching Chinese characters is the 'key' to teaching Chinese. As long as we firmly grasp this 'key,' the quality and efficiency of teaching Chinese as a foreign language can be significantly improved."

Chinese characters are ideographic characters, different from the Cyrillic alphabet used in Ukrainian. Chinese characters not only represent the sound and meaning in the oral language system but also represent the form and meaning in the written language system. Due to the impact of the pandemic and war, online classrooms have also changed the way Chinese characters are taught and written. Professor Chu Chengzhi once mentioned in his lecture: "In the post-pandemic era, Chinese character teaching is experiencing a change in the era of screen writing, and the advent of the era of screen writing brings revolutionary opportunities and conditions for solving the 'biggest challenge' in international Chinese teaching. Therefore, this article will analyze the situation of online Chinese character teaching at the Ukrainian National University of

Humanities and propose corresponding solutions to improve the skills of online Chinese character teaching."

2. Online Chinese Character Teaching Situation at the National University of Humanities

Since September 2021, the author has been teaching Chinese at the National University of Humanities in Ukraine. The classes began as offline courses, but in mid-October, due to the pandemic, the Ukrainian Education Bureau announced a switch to online teaching. In February 2022, the spring semester began as offline classes, but due to the outbreak of the Russian-Ukrainian conflict on February 24th, the classes had to be switched back to online teaching.

Chinese language courses are mandatory for Chinese language students at the National University of Humanities, with a total of six classes, including two classes for juniors and seniors, respectively. There are 100 Chinese language students in total: 18 freshmen, 23 sophomores, 20 students in the junior 1st-class, 12 students in the junior 2nd class, 12 students in the senior 1st class, and 15 students in the senior 2nd class.

The course content for the freshmen mainly focuses on oral speaking and calligraphy; the course content for sophomores includes oral speaking and comprehensive studies, while the course content for juniors and seniors includes studies on Chinese national conditions and comprehensive studies. The main textbook used is "HSK Standard Course", supplemented by "Road to Success-Starting Level", "International Chinese Teachers' Handbook of Chinese Character Teaching" and "International Chinese Teachers' Handbook of Pronunciation Teaching". However, regardless of the course type, Chinese characters are closely related. For example, in oral speaking courses, Chinese characters are the bridge of communication when oral communication is transformed into typing communication.

The author mainly teaches Chinese courses for freshmen and sophomores in humanities colleges. The freshmen just entered in the fall semester of 2022, with 160 class hours per semester. Due to the zero-based level, the teaching department of the humanities college arranged for the author and another local Chinese teacher from

Ukraine to cross-teach. For example, the author teaches online on Mondays and Tuesdays, and the Ukrainian teacher reviews on Thursdays and Fridays. "Parallel Learning" and "Separate Learning" are two teaching modes for Chinese character teaching, which are one of the focuses of Chinese character teaching research. The "Parallel Learning" teaching mode draws on the experience of foreign language teaching and is widely used in domestic teaching by teaching characters along with texts. However, it does not fit non-target language environments. Therefore, since Lü Bixiong (2003), many scholars have explored the "Separate Learning" mode. The author also advocates the "Separate Learning" method for teaching Chinese characters in online classes at the Humanities college. After learning the basic phonetics, students will enter characters learning. The Chinese textbook used within the freshman year is "The Path to Success-Introduction", and stroke order and stroke teaching are also incorporated throughout. At first, after each lesson's vocabulary was learned, the author would download a Chinese character grid PDF and send it to the group, requiring students to complete the homework according to the stroke order. However, few students actually completed the homework. Their understanding of the structure of Chinese characters was not profound, and it took a certain amount of time to review characters in class, severely slowing down the teaching progress. The inappropriate teaching arrangement often put the author in a passive position, resulting in the unsatisfactory teaching effect of Chinese character teaching and seriously affecting teaching progress. Therefore, after a semester, some students still rely on pinyin as a crutch. For example, in a reading comprehension test at the final exam, the accuracy rate of the first question was 66.67%, the second was 64.29%, the third was 66.67%, the fourth was 73.33%, and the fifth was 100%. It is clear that without understanding Chinese characters, students cannot extract the correct information.

I started teaching sophomore students in September 2021 and have taught for three semesters. Unlike the situation in the freshman year, sophomore students have shown a strong interest in learning Chinese and have actively completed their Chinese character writing assignments. When I asked them to write new words for five times, some students filled an entire page. Most of them can master the stroke order of

Chinese characters and have a clear understanding of the structure of Chinese characters, except for some homophonic characters, such as "年" and "午", "末" and "未", "令" and "今", which may cause recognition and reading errors. However, they have basically no problem with the recognition and writing of Chinese characters they have learned.

3. Problems with online Chinese character teaching at National Humanities University

Chinese character teaching includes two aspects: recognition and writing. However, the online classroom has changed the way Chinese characters are written. Therefore, I summarize and conclude the following aspects from the perspective of cognition and digital writing:

(1) Cognition:

Firstly, students easily confuse homophonic characters. In the final exam of the freshman year, two students mistook "哪里" for "那里", one mistook "九月" for "几月", and in the final exam of the sophomore year, five students mistook "迭帽衫" for "连帽衫" and so on. Secondly, students have a weak awareness of the structure of Chinese characters.

In the second question of the final exam of the sophomore year, students were required to write characters with given radicals and combine them into words. Two students wrote "礻-礼-礼物", one wrote "礻-衬-衬衫", one wrote "礻-视-电视", one wrote "羊-胖-怎么胖", and one mistook "羊" for "半". Similar problems also appeared in the final exam of the freshman year, but at that exam, the students were asked a second question to categorize characters with the same radical. One student wrote "日: 作、明", one wrote "礻-祝-礼", one wrote "讠-说-? (couldn't identify '谢')", one wrote "亻-你-? (couldn't distinguish '做')", one wrote "礻-祝-? (didn't write '礼')", and one wrote "礻-谢-说". It is clear that students may confuse the radicals "礻", "礻", and "讠", so we should strengthen the comparison of similar components.

Lastly, in the age of digital writing, most Chinese characters are written in standard script, and students may have difficulty recognizing some handwritten characters in real language materials. For example, when studying Lesson 4 of "HSK Standard Course 3" - "She Always Talks To Customers With A Smile," the teacher supplemented some real language materials about fruits in class. The handwritten characters in the photos are descriptions of fruit prices, origins, tastes, etc. Some characters are written too quickly or are alternative forms, making it difficult for students to recognize them.

(2) Digital writing:

Firstly, homophones are difficult to distinguish. In a final exam for first-year students, in a test of writing Chinese characters based on their pinyin, one student entered "公座" instead of "工作" and another entered "韩语" instead of "汉语". In a fill-in-the-blank question for selecting a classifier, one student entered "涨" instead of the correct classifier, and in another question for selecting a classifier, one student entered "支" instead of the correct classifier. In a question that required students to answer based on a picture, two students wrote "有机" instead of "邮局" and one student wrote "是点" instead of "十点". In a final exam for second-year students, one student wrote "出驻车" instead of "出租车" and two students wrote "霈" instead of "雪". Students also frequently make mistakes when writing their Chinese names. For example, one student whose name is "云歌" accidentally entered "云哥" during class, causing everyone to laugh.

The second issue is related to the input of the character "ü". In a question from the final exam for the first-year students, "_____?我们班有 14 个女生", three students wrote "奴(nú)生" instead of "女(nǚ)生", two students wrote "nu 生", and one student wrote "nusheng" directly.

Finally, the teaching method for character stroke order is limited by the mode of electronic writing. Especially when facing students with zero foundation, the stroke order of Chinese characters is particularly important. When demonstrating how to write Chinese characters to students, the author has tried to use a "pen" for chalk writing on

presentation slides and zoom whiteboards, and then let students write together using a mouse. However, writing with a mouse is not easy to control and it is difficult to achieve the effect of handwriting. Therefore, the main teaching method is to rely on animated Chinese character strokes. However, from the perspective of students' homework after class, the teaching effect of relying solely on images to show Chinese character strokes is limited, and some students still make writing errors in their homework. For example, some students may write the left part of the character "那" as "月".

4. Countermeasures for Online Chinese Character Teaching at the National University of Humanities

Teachers are to strengthen the discrimination between homophonic and homographic characters, and improve the utilization of phonetic-semantic characters. After explaining the new words of each lesson, the teacher should explain and practice the homophonic and homographic characters that have been confused in this lesson, and let students type these words on the computer in class. At the beginner stage of teaching, most Chinese characters are "semantic-phonetic compounds", where the semantic part and the phonetic part combine to form the majority of Chinese characters, that is, the so-called "phonetic-semantic characters", such as "left for form, right for sound" and "top for form, bottom for sound". When teaching Chinese characters, emphasizing the "meaning" to infer the "pronunciation" can better facilitate learning. Meanwhile, it is important to focus on the students' Chinese character learning in teaching activities.

Regarding the teaching of stroke order, a tolerant attitude should be maintained, and the awareness of the structure of Chinese characters should be strengthened. Professor Wang Hanwei once conducted a small test on 58 postgraduate students, with 30 Chinese characters in total. The full score was 30 points, and the average score was 20.5 points, indicating the complexity of the stroke order of Chinese characters. Professor Wang believes that for personal writing, stroke order rules are "in fact" not binding rules. Almost no one can strictly follow the stroke order rules, and everyone has their own personal habits. Professors Wang Hanwei, Li Quan, and Chu Chengzhi

have mentioned in their lectures several times that a tolerant attitude should be adopted for teaching Chinese characters to foreigners. Jiang Xin and Xu Jing (2022) studied the relationship between stroke order accuracy and writing speed of Chinese characters among Chinese as a second language learners. The results showed that there is a positive correlation between stroke order accuracy and Chinese character writing speed, that is, the higher the stroke order accuracy, the faster the Chinese character writing speed. However, the relationship between the two varies with the level of Chinese character proficiency: for beginner learners, the two are not related; for advanced learners, the two are significantly related. Therefore, the author believes that stroke order awareness should be established in Chinese character teaching, and the correct writing of basic strokes should be emphasized. It is not recommended to count strokes, indicate which stroke is which, or copy by breaking down each stroke. Instead, the whole character should be copied according to the stroke order, and the awareness of Chinese character structure should be strengthened. Professor Chu Chengzhi mentioned in his lecture that the re-summarization of stroke order rules for Chinese characters is to write two steps from the upper left to the lower right, and to write according to components and strokes at two levels. For a regular character, write each component stroke by stroke. The author subsequently reflected on this in first-year Chinese character teaching, and summarized the structure of Chinese characters in each lesson. In terms of structure, Chinese characters are three-dimensional, and roughly divided into left-right structure, top-bottom structure, left-right-top-bottom structure, surrounding structure, and so on. This characteristic requires us to fully cultivate students' awareness of Chinese character structure in the teaching process and form their understanding of square characters. During the teaching process, we can first classify Chinese characters based on their structural characteristics and summarize the Chinese character structure for each lesson's new vocabulary to gradually develop students' awareness of Chinese character structure.

Value the teaching of Pinyin. In today's era of electronic writing, the status and function of pinyin have greatly increased, while the opportunities for writing Chinese characters have greatly decreased. Inputting pinyin letters and selecting and extracting

Chinese characters and vocabulary have become a new "writing method" and a way of information exchange. Therefore, typing instruction should become an important part of Chinese character instruction. Professor Li Quan mentioned in his lecture that "in Chinese character teaching, while limiting handwriting instruction, students should also be taught typing, inputting pinyin, recognizing and selecting words. In the process of recognition, review and correction of relevant word pronunciation and tones, expanding knowledge of relevant Chinese character structures and combination rules and abilities. For example, inputting 'dazi' will result in '打字、大字、达子、大紫...', with pronunciations of dǎ zì, dà zì, dá zǐ, dà zǐ... and meanings of...". Especially regarding the input problem of "ü", it should be taught to students in the process of pinyin teaching and is the letter "v" on the keyboard. Therefore, the teaching of pinyin should be valued in the era of digital writing, and students should download simplified pinyin input methods before class; during class, teachers should demonstrate how to input Chinese characters using pinyin, and students should share screens to show it. Then, the teacher inputs the pinyin of the Chinese character and allows the students to choose the Chinese character; secondly, the teacher says the Chinese character, and the students input the Chinese character; finally, the teacher says a short passage according to the students' level, and the students write it using digital writing.

Real corpus is widely used. The "International Chinese Language Teacher Professional Competence Standards" issued on August 26, 2022 clearly stipulate that international Chinese language teachers should select appropriate teaching resources based on the actual needs of Chinese language teaching. Professor Joël Bellassen mentioned in an interview that the Chinese curriculum in France has also incorporated real corpus, such as calligraphy on the street and restaurant names. Therefore, real language materials are also one of the teaching resources that can be used to improve the efficiency of Chinese character teaching. Professor Liu Lixin mentioned in his lecture that "the basic characteristics of 'real language materials' that can be used for Chinese language teaching are: natural language materials that are seen, heard, spoken, and used by native Chinese speakers; not specially made for second language learners, and still reflect the original language after being selected or trimmed." Therefore, the

real language materials presented in the Chinese classroom should be typical, appropriate, and of moderate difficulty, and express as complete a context as possible. Using real corpus can not only enrich students' perception of different Chinese character fonts but also improve their ability to distinguish similar characters.

In summary, the development of information technology and the influence of the pandemic and the war have changed the traditional mode of Chinese character teaching. As an international Chinese language teacher, one should continuously improve their teaching ability, make reasonable use of online teaching tools, and improve the efficiency of Chinese character teaching.

REFERENCES

1. Cui Xiliang. (2020). Chinese Language Teaching under the Background of Global Public Health Emergencies. *Chinese Teaching in the World*, (3).
2. Wang Hanwei, Su Yinxia. (2012). On Stroke Teaching in Teaching Chinese as a Foreign Language. *Chinese Teaching in the World*, (2).
3. Wang Jundan. (2022). Inspiration of Bruner's Cognitive Discovery Learning Theory for Teaching Chinese Characters to Foreigners. *University Language Teaching and Construction*, (11), 86-87.
4. Shen Jinjin. (2022). Application of Calligraphy in Teaching Chinese Characters to Foreigners Based on the Character "Fu". *Education Observation*, (13), 22-25.
5. Ma Changxing. (2022). A Review of Teaching Chinese Characters to Foreigners and Teaching the Etymology of Chinese Characters. *University Language Teaching and Construction*, (15), 76-78.

6. Liang Yanmin. (2004). The Distinctive Features of Chinese Character Components and Teaching Chinese Characters to Foreigners. *Language Teaching and Research*, (04), 76-80.
7. Li Quan, Sun Ying. (2021). On the Five Micro-relationships in International Chinese Education. *Ethnic Education*, (05).
8. Lv Bisong. (2003). Research on the Teaching Method of Chinese Language. *Journal of Chinese Language and Culture College of Jinan University*, (1).
9. Joël Bellassen, Gao Yifei. (2021). The French Basic Education Curriculum for Teaching Chinese and its Enlightenment to the Localization of International Chinese Education - Interview with Professor Joël Bellassen. *Language Education*, (3), 2-8.
10. Xu Jingjing, Jiang Xin. (2022). The Relationship between Chinese Character Stroke Order and Writing Speed for Second Language Learners of Chinese. *Language and Language Use*, (1), 71-80.
11. Li Yuming, Li Bingzhen, Song Hui, Joël Bellassen, Liu Lening, Wu Yongyi, Li Quan, Wen Xiaohong, Chen Wen, Ren Ying, Su Yingxia, Liu Rongyan, Chen Mo. "Chinese International Education Under the COVID-19 Pandemic: Challenges and Countermeasures" Discussion (Part One). *Language Teaching and Research*, 2020(04): 1-11.

黄思敏

汉语国际教育硕士

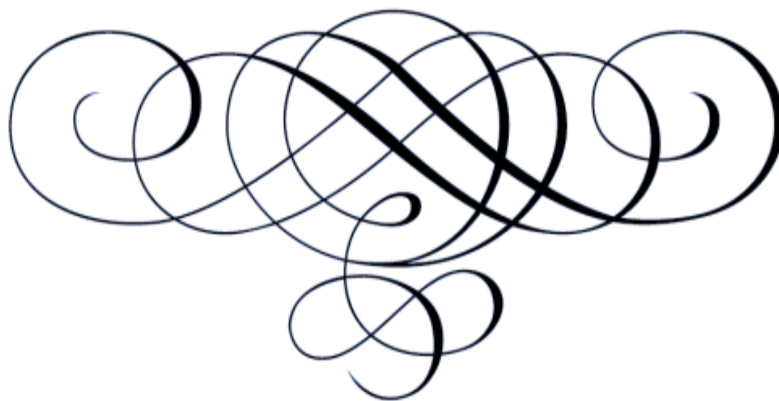
乌克兰南方师范大学孔子学院志愿者教师

敖德萨，乌克兰

乌克兰国立人文大学线上汉字教学的问题与对策

摘要： 本文通过分析乌克兰国立人文大学线上汉字教学情况、发现国立人文大学线上汉字教学主要存在认知和电写两种问题，基于问题并提出了四种相对应的线上汉字教学对策：加强同音字和形近字的辨析，提高形声字利用率、对汉字笔顺教学应保持宽容态度、加强汉字结构意识、重视拼音教学和多采用真实语料，以提高线上汉字教学效率。

关键词： 乌克兰，线上汉字教学，问题与对策



UDC: 37.014.24:37.014.553(045)

DOI: 10.24195/2414-4746-2023-9-10

Popova Oleksandra

Doctor of Pedagogical Sciences Full Professor,

Dean of the Faculty of Foreign Languages,

the State institution “South Ukrainian

National Pedagogical University

named after K. D. Ushynsky”,

Odesa, Ukraine

ACADEMIC MOBILITY: EUROPEAN AND ORIENTAL VECTORS OF COOPERATION

The article deals with the issues related to the international academic mobility. Some key notions within the academic sphere have been specified (academic mobility, academic integration, academic normative documents). The author outlines the European and Oriental vectors of academic cooperation (involvement of the academic staff and students into the programmes of international advanced training and / or internship; joint participation in scientific grant programmes; international co-supervision of Bachelor, Master, PhD research).

Keywords: *academic integration, internship programs, academic mobility, co-supervision.*

Introduction.

Currently, despite the military actions in Ukraine and post-COVID-19 consequences, Ukrainian scholars and students actively participate in international academic mobility programmes in institutions of both European and Oriental countries, which proves Ukraine’s faster integration into the world academic space and better adaptation to modern frameworks in economic, scientific, educational and cultural spheres. Educational and scientific cooperation between Ukraine and the designated

countries has certain positive results, which explains the interest of our partner countries in joint projects with Ukrainian scholars, educators and students.

It is well known that the academic sphere is regulated by official documents and is oriented towards the implementation of effective outcomes into the educational process. It should be noted that recently, there has been an extension of the cooperation directions in the fields of education and science between Ukraine and the countries of the European Union, the USA alongside the countries of the East, in particular, the People's Republic of China. This situation stipulates an increase in the number of participants in academic mobility programs, scientific and technical grants.

The **relevance** of the research is determined, first of all, by scientific, technical and educational progress, the regulation conditions of modern financial and legal bases between Ukraine and the countries of the West and East (bilingual agreements / contracts, grant programs, etc.). The academic mobility programs, educational projects and grants such as *Erasmus +*, *Tempus (Tempus Mundus)* are popular with Ukrainian teachers, high school students and scientists / scholars. European working groups on higher education support reforms in EU countries and contribute to the synergistic parallel development of the education system, the research sector and the innovative missions of higher education institutions in order to actualise the common European educational and scientific space. Academic cooperation of Ukrainian academic staff with representatives of Chinese educational and scientific sectors involves the implementation of unified programs into the context of the projects initiated by the Chinese Government *The “Belt and Road Initiative”* and *The “New Silk Road”*.

Therefore, we consider the knowledge of English and Chinese to be a key to a successful understanding of the content of the documentation, correct navigation in the financial and legal conditions of academic mobility and grant programs.

Thus, **the purpose** of the research is to analyse the issues related to the international academic mobility. It presupposes the solution of the **tasks** as follows:

- 1) to specify some key notions within the academic sphere;
- 2) to outline the European and Oriental vectors of productive academic cooperation.

These **methods** were used: *theoretical analysis* of the literature related to the issue under study to specify its essence; *systematisation method* of perspective vectors of productive academic cooperation between Ukraine and European countries alongside Oriental countries to depict how they could work and contribute to the applicants' academic success and professional self-development.

Results and Discussion.

The new academic scope covers three keynote phenomena enabling successful cooperation: • academic mobility; • academic integration, • academic normative documents.

Academic mobility is regulated by *normative documents* which determine standardised background for its realisation. They are made up at the state level. *The Law on Higher Education* (The Law on Higher Education, 2019) is one of them. It associates *academic mobility* with the opportunity for participants of the teaching / learning process to study, teach, train or perform research activities in some other institution of higher education (scientific institution) in Ukraine or abroad. Academic mobility is closely connected with academic activity which is correlated with scientific (scientific and technical) activity. According to the Law of Ukraine “*On Scientific and Scientific-Technical Activities*” (2016), scientific activity is “intellectual creative activity aimed at obtaining new knowledge and (or) finding ways to apply it, the main type of which is fundamental and applied scientific research”; it can be realised on condition that academic staff and students should keep to academic (scientific) culture and virtue.

Another document – The joint declaration of the European Ministers of Education “*European space in the field of higher education*” (1999) – defined the primary importance of education and educational cooperation for the development and strengthening of stable, peaceful and democratic societies. A special place in ensuring the strengthening of intellectual, cultural, social, scientific and technological potential is given to academic mobility.

Academic mobility facilitates international cooperation recognised by The European Commission (European Commission, 2020) as a strategic priority in

research and innovation since it enables: ▶ access to the latest knowledge and the best talent worldwide; ▶ business opportunities in new and emerging markets; ▶ science diplomacy (to influence and enhance external policy).

The Subcommittee on Education Cooperation between Ukraine and the People’s Republic of China, established in 2011 within the framework of the Commission on Cooperation between the Government of Ukraine and the Government of the People’s Republic of China, regulates the main mechanisms aimed at implementing cooperation between Ukraine and China. In 2021, there was established the Ukrainian-Chinese Universities Alliance which integrated 49 Ukrainian and 92 Chinese higher education institutions. The priority areas of its activity are as follows: development of academic mobility for academic staff; creation of teaching and research teams; opening of joint laboratories and educational centres; implementation of modern online teaching / learning technologies, etc. (Embassy of Ukraine, 2022).

On the basis of the above documents, it is possible to designate guidelines for *academic integration* (see Figure 1).

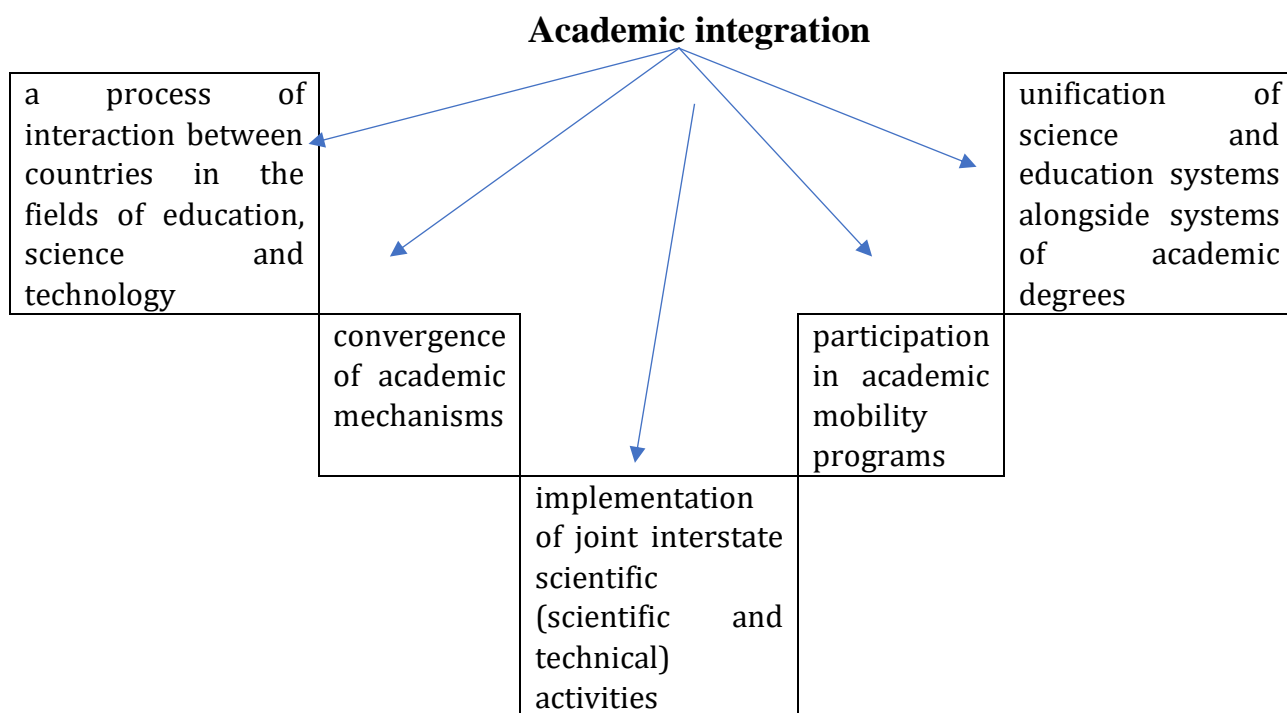


Figure 1. Academic integration

It correlates with as a process of interaction between countries in the fields of education, science and technology. It is regulated by interstate agreements and interstate bodies. Academic integration leads to the convergence of academic mechanisms. It is

actualized through the implementation of joint interstate scientific (scientific and technical) activities; participation in academic mobility programs; unification of science and education systems alongside systems of academic degrees

Thus, academic international integration-cooperation makes it possible to adapt Ukrainian educational profession-related programmes, syllabi and curricula to the standards of the leading Western and Oriental countries, which facilitates the provision for unification of the science and education systems.

The European and Oriental vectors of strengthening academic cooperation are seen in: a) involvement of the academic staff and students into the programmes of international advanced training and / or internship; b) joint participation in scientific grant programmes; c) international co-supervision of Bachelor, Master, PhD research. Let us consider them.

A. Involvement of the academic staff and students into the programmes of international advanced training and / or internship

“Professional development of scientific and pedagogical staff of higher education institutions involves a continuous process of acquiring new and improving previously acquired professional and general competences necessary for professional activity; constant self-education and other types and forms of professional growth (Muzhychenko & Chernenko, 2021: 6). Internships and advanced training are the types of professional development. They help to create conditions for academic staff to perform new or more complex professional duties, which enables scientific and pedagogical staff to sustain and / or improve the level of their professional qualification. It is obligatory for Ukrainian academic staff to undertake an internship once every five years but a person can choose his / her own trajectory for professional growth (including additional research fields, frequency of doing internships, internship venues, etc.). Activities aimed at professional development of academic staff can be carried out both in Ukraine and abroad. Academic mobility programmes are a powerful platform for undergoing internships / advanced training.

As for bachelor and master degree students, postgraduates (PhD students) and other doctoral students, they can master these academic mobility programs: one-

semester and year-long studies in English (in the USA, Great Britain and other European countries) and in Chinese (in the PRC). At the “bachelor” educational level, “2 + 2” double degree and dual degree programs are popular. The benefits are as follows: graduates of “2 + 2” double degree programmes get two diplomas in one field of study issued by different universities (where an applicant studied); graduates of dual degree programmes receive two separate degrees (one per discipline) in different fields.

Thus, international advanced training and / or internship and academic mobility provide for interstate cooperation development no matter which form is exercised – full-time (day-time, evening-time), part-time, distant, dual, workplace practice, etc.

B. Joint participation in scientific grant programmes

The main condition for participating in international scientific grant programmes is the knowledge of English. Joint scientific grant programmes that can be offered by Oriental partner countries might require the knowledge of an Oriental language (Chinese, Korean, Japanese, etc.), besides English, depending on who the initiator is. Hence, language proficiency is the fundamental for successive joint research.

Due to the situation in Ukraine, funds for students, junior and senior academic staff cover their research in these fields:

- Ukrainian Studies;
- International Relations;
- Sociocultural Studies;
- Political Science;
- Physics and Nanotechnology;
- Computer Engineering, etc.

The mission of scientific grant programme initiators is to support academic research. Scientific grant programmes aim at providing up-and-coming and senior researchers with the funding they need to complete valuable studies that could contribute to the advancement of society.

Another significant factor to be taken into account is an excellent opportunity to work in an international team and develop social competences gaining professional experience. Among social competences, these ones are of great importance: tolerance

to other cultures, the ability to interact in heterogeneous social groups in a conflict-free way, the ability to plan research-related activities, the ability to take an initiative, responsibility for outcomes, readiness to continue research individually and in team after a grant programme is over. Grant programme participants, while working together on their joint research, get acquainted with each other's sociocultural identities and share their scientific experience at the international level.

So, participation in joint scientific grant programmes stimulates further research and contributes to applicants' professional and social self-improvement.

C. International co-supervision of Bachelor, Master, PhD research

A scientific component of any educational programme occupies an essential place in the process of their mastering. That is why applicants for education (of higher education, in particular) are to undertake research in the forms of reports, synopses, abstracts, scientific articles, term papers, master and PhD theses. Starting from the Bachelor level, they acquire and improve their scientific competences, both general and specific. Let us consider some of them. See *Table 1*.

Table 1.

Scientific competences at different education levels

<i>Education level</i>	<i>General competences</i>
Bachelor level	<ul style="list-style-type: none"> • the ability to be critical and self-critical; • the ability to study and acquire new knowledge; • the ability to search, process and analyse information from different sources; • the ability to find out, set and solve problems; • the ability to think abstractly, analyse and synthesise; • the ability to do research at a proper level, etc.
Master level	<ul style="list-style-type: none"> • the ability to use information and communication technologies; • the ability to adapt and act in a new situation; • the ability to communicate with representatives of other professional groups (with experts of other scientific fields); • the ability to generate new ideas, etc.
PhD level	<ul style="list-style-type: none"> • the ability to act basing on ethical considerations (motives); • the ability to communicate with representatives of other professional groups (with experts of other scientific fields) orally and in written form by means of native tongue and foreign language(s);

- | | |
|--|---|
| | <ul style="list-style-type: none"> • the ability to ground, plan and perform research / project; • the ability to undertake original research, to achieve scientific results which contribute to acquisition of new knowledge; • the ability to use modern information technology, data bases and other electronic resources, specialised software in scientific activity; • the ability to present and discuss the results of research and / or other innovative developments orally and in written form by means of native tongue and foreign language(s), etc. |
|--|---|

As it is seen from *Table 1*, basic scientific competences get widened and become more complicated at the Master and PhD levels.

The above-mentioned scientific background in the system of education can be intensified through international co-supervision of Bachelor, Master, PhD research. It is better to organise research co-supervision within the programmes of academic mobility. Double supervision enables applicants for education to see the chosen research topic more deeply, on the one hand; and to master a foreign language (both everyday and scientific vocabulary) with native speakers, on the other hand.

It is expedient to “activate” this form of collaborative supervision not only in doctoral education but in undergraduate education practice as well. In the era of globalisation and internationalisation of the education system, the role of a supervisor is significant, it influences the quality of the educational process and research results. We support the ideas of foreign scholars (Cornér et al., 2017) that frequent involvement of a supervisor, a constructive supervision relationship, relaxed ambience in the meetings and a supervisor’s caring attitude contribute to the quality of education.

Thus, to improve co-supervision we would suggest that supervisors should undergo special joint (international) internship courses or advanced training to be able to effectively interact with their supervisees, which could strengthen academic cooperation.

Conclusion.

The conducted research allowed us to come to these conclusions:

- Academic mobility is a constructive tool for international academic cooperation which is regulated by interstate normative documents determining standardised background for its realisation.

- Academic mobility is associated with the opportunity for participants of the teaching / learning process to study, teach, train or perform research activities in some other institution of higher education (scientific institution) in Ukraine or abroad.

- Academic integration correlates to five guidelines: - a process of interaction between countries in the fields of education, science and technology; - unification of science and education systems alongside systems of academic degrees; - convergence of academic mechanisms; - participation in academic mobility programs; - implementation of joint interstate scientific (scientific and technical) activities.

- The author has outlined the European and Oriental vectors of academic cooperation which could improve its quality:

- involvement of the academic staff and students into the programmes of international advanced training and / or internship; - joint participation in scientific grant programmes; - international co-supervision of Bachelor, Master, PhD research.

The perspectives of further research are seen in the study of the means and ways which could contribute to activation of academic mobility and co-supervision.

REFERENCES

1. Cornér, S., Löfström, E., & Pyhältö, K. (2017). The relationship between doctoral students' perceptions of supervision and burnout. *International Journal of Doctoral Studies*, 12, 91– 106. <https://doi.org/10.28945/3754> [in English].
2. Embassy of Ukraine in the People's Republic of China and Mongolia (part-time). *Cooperation in the field of education*. Retrieved from <https://china.mfa.gov.ua/spivrobotnictvo/4965-spivpracya-v-galuzi-osviti> [in Ukrainian].
3. European Commission (2020). *Why is international cooperation important?* Available at: https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/europe-world/international-cooperation_en [in English].

4. *European space in the field of higher education*. (1999). Joint Declaration of the European Ministers of Education. Bologna. Retrieved from https://zakon.rada.gov.ua/laws/show/994_525#Text [in Ukrainian].
5. Ministry of Education and Science of Ukraine (2017). *The Law on Education*. Kyiv: Adopted by the Verkhovna Rada. Available at: [https://www.venice.coe.int/webforms/documents/default.aspx?pdf=CDL-REF\(2017\)047-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdf=CDL-REF(2017)047-e) [in English].
6. Ministry of Education and Science of Ukraine (2019). *The Law on Higher Education*. Kyiv. Available at: <https://zakon.rada.gov.ua/laws/show/1556-18> [in Ukrainian].
7. Ministry of Education and Science of Ukraine (2016). The Law of Ukraine “On scientific and scientific-technical activity”. *Vidomosti Verkhovnoi Rady [Verkhovna Rada Data]*, 3, art. 25. Retrieved from <https://zakon.rada.gov.ua/laws/show/848-19#Text> [in Ukrainian].
8. Muzychenko, G. V., & Chernenko, N. M. (2021). *Methodological recommendations on professional development of scientific and pedagogical (academic) staff from the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”*. Odesa: Ushynsky University [in Ukrainian].
9. Rashkevych, Yu. M. *Bologna process and a new paradigm of higher education* [electronic resource]. Available at: <file:///D:/Users/Dell/Downloads/BolonskyiProcessNewParadigm HE.pdf> [in Ukrainian].

波波娃·亚历山德拉

教育学博士，

乌克兰南方师范大学外语学院院长，教授，

乌克兰，敖德萨

学术流动性：欧洲和东方的合作载体

本文论述了国际学术流动性的相关问题，明确了学术领域内的一些关键概念，如学术流动性、学术整合、学术规范性文件。笔者概述了欧洲和东方的

学术合作载体，包括学术人员和学生参与国际高级培训和/或实习计划，共同参与科学资助计划，学士、硕士和博士研究的国际共同监督。

关键词：学术整合；实习计划；学术流动性；共同监督

OUR AUTHORS

Berezovska Liudmyla – Doctor of Pedagogical Sciences, Full Professor, Head of the Department of Theory and Methods of Preschool Education at the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine

Bogush Alla Mikhailovna – Doctor of Pedagogical Sciences, Full Professor, Academician, Current Member of the National Academy of Educational Sciences of Ukraine, Honoured worker of science and technology of Ukraine, Professor at the Department of Theory and Methods of Preschool Education, the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine

Duan Junyu – Master of Arts in Teaching Chinese as a Foreign Language, Teacher of Confucius Institute at the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine

Huang Simin – Master of Teaching Chinese to Speakers of Other Languages Volunteer Teacher of Confucius Institute at the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine

Li Baofeng – Master student, Associate Professor, master tutor of the School of Foreign Languages, Harbin Engineering University, Harbin, China

Li Haoyu – M.A. student, Harbin Engineering University, Harbin, China

Li Liangyan – Master's Degree, Associate Professor Harbin Engineering University Harbin, China

Liang Hong – Master of Science in Management, Professor, Master Supervisor Harbin Engineering University, Harbin, China

Popova Oleksandra – Doctor of Pedagogical Sciences, Full Professor, the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine

Shi Yixuan – Master student, Master of Translation and Interpretation, Harbin Engineering University, Harbin, China

Shuai Shizhaoyun – Postgraduate Student, School of Foreign Studies, Harbin

Engineering University, Harbin, China

Wan Qiubin – Master degree, major in Chinese and English Translation, Lecturer,
Harbin Engineering University, Harbin, China

Zhang Pengrong – Master of Arts, Associate Professor, Master Supervisor, Foreign
Studies College, Harbin Engineering University, Harbin, China

我们的作者们

柳德米拉·贝雷佐夫斯卡— 教育学博士，学前教育系教授 理论与方法系的系主任，乌克兰南方师范大学，乌克兰敖德萨大街 26 号

博古诗·阿拉·米哈伊洛夫娜— 教育学博士，教授，院士，乌克兰国家教育科学院现任成员，乌克兰科技荣誉工作者，乌克兰南方师范大学学前教育系教授，乌克兰敖德萨大街 26 号

段琚予— 汉语外语教学硕士 乌克兰南方师范大学孔子学院教师，中国

黄思敏— 乌克兰南方师范大学孔子学院教师志愿者，中国

李宝峰— 硕士研究生，副教授，哈尔滨工程大学外国语学院硕士生导师，哈尔滨，中国

李浩宇— 硕士研究生 哈尔滨工程大学，哈尔滨，中国

李良彦— 外国语学院副教授 哈尔滨工程大学 哈尔滨，中国

梁红— 理学硕士，教授，硕士研究生导师，哈尔滨工程大学，哈尔滨，中国

波波娃·亚历山德拉— 教育学博士，乌克兰南方师范大学外语学院院长，教授，乌克兰，敖德萨

史艺璇— 硕士研究生，哈尔滨工程大学翻译硕士在读，哈尔滨，中国

帅师赵芸— 硕士研究生，外国语学院 哈尔滨工程大学 哈尔滨，中国

万秋滨— 文学硕士，讲师，哈尔滨工程大学， 哈尔滨，中国

张鹏蓉— 文学硕士，副教授，外国语学院 哈尔滨工程大学 哈尔滨，中国

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

South Ukrainian National Pedagogical University named after K. D. Ushynsky
Harbin Engineering University
Education and Culture Center “Confucius Institute”

Odesa, Ukraine
Harbin, the People’s Republic of China

*Recommended for press
by the Academic Council of
South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
(Minute #9 dated 27 April 2023)*