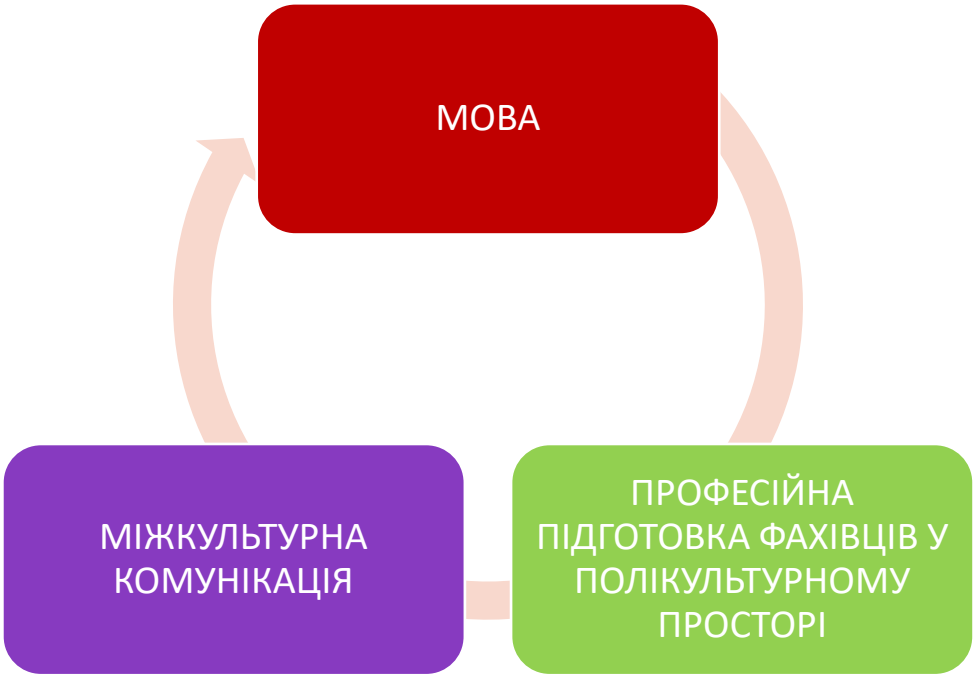
АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ

Одеса
2024

АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ



ХАРБІН – 2024

ОДЕСА – 2024

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Державний заклад

«Південноукраїнський національний педагогічний

університет імені К.Д. Ушинського» (Україна)

Кафедра перекладу і теоретичної та прикладної лінгвістики

Освітньо-культурний центр «Інститут Конфуція»

Інститут педагогічної освіти і

освіти дорослих імені Івана Зязюна НАПН України (Україна)

Харбінський інженерний університет (КНР)

Університет Хосео (Республіка Корея)

АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ

Харбін – 2024

Одеса – 2024

УДК: 378:81'25-027.512(062.552)
Авторський знак: А43

Рекомендовано до друку рішенням вченої ради
Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»
(протокол № 15 від 25 квітня 2024 року)

Актуальні проблеми філології і професійної підготовки фахівців у полікультурному просторі: Міжнародний журнал. – Випуск 7. – Харбін : Харбінський інженерний університет, 2024 – 145 с.

© Харбінський інженерний університет (м. Харбін, КНР), 2024
© Державний заклад «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського» (м. Одеса, Україна), 2024

杨静. 汉字教学与专门汉字教材的研究 64
СЕКЦІЯ IV. ЛІНГВОДИДАКТИЧНІ ПРОБЛЕМИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ І ПЕРЕКЛАДУ У ВИЩІЙ ШКОЛІ 67
Bao Liying. Effects of Modern Technology Assisted Foreign Language Learning and Classroom Teaching on Defossilization 67
Chen Huanhuan, Palshkova Iryna Oleksandrivna. The Potential of Nature Observation in Primary School 68
***Dong Jingwen*.** A Correlation Analysis Between Chinese College Students' Rhythm of English Reading Aloud and Their Virtual Language Environment 71
Gao Bei, Zhou Wei. The Construction of the Technical Competence of Translators in the Era Of Artificial Intelligence 72
Ji Yumeng, Balakireva Viktoriya Anatoliivna. Pedagogical Conditions for the Formation of a Culture of Communication of Younger School Students with their Peers 73
Huan Gege. An Analysis on the Ways of ChatGPT to Improve the Academic Writing Ability of College English Teachers 75
Li Li, Zhu Dianyong, Wang Ning. Enhancing High-Quality Development of Foreign Language Discipline within the Framework of New Liberal Arts 77
Li Yufei, Shpalyarenko Yuliia Anatoliivna. Ecological Approach in Education of Natural Science to Junior School Students 80
***Liu Xiaolin, Sun Weiwei*.** Research on the Cultivation Models of Foreign Language Talents of International and Regional Studies in Chinese Higher Institutions 83
***Liu Yumei*.** The Comparison and Practice of Two Foreign English Teachers' Teaching Beliefs in Teaching Spoken English in China – the Stories of "Gardener and Tiger" 85
Pak Antonina. 우크라이나 대학생의 전쟁 트라우마 치유를 위한 한국 문학 활용의 가능성 86
Трубіцина Ольга. Сучасні методи підвищення рівня комунікативної компетентності здобувачів вищої освіти на заняттях з іноземної мови 89
单威, 李琳. 赴乌克兰国际中文教育志愿者教学效能感 影响因素及提升策略研究 92
***Wan Qiubin*.** The Study on the Strategy of Promoting Traditional Chinese Culture to go Global through the Translation of Film and Television Works 93
王 波. 以课堂活动改善课堂心理环境提升大学英语口语教学 96
王 盈. 微叙事赋能中国高校外语课程思政教学的机理与路径研究 98
张屏. 大学英语口语教学中学生语言焦虑研究– 100
Zhang Zehua, Balakireva Viktoriya Anatoliivna. Use of Interactive Technologies at "I Explore the World" Lessons 102
***Zhao Tingjiao, Shpalyarenko Yulia Anatoliivna*.** Game Activity as a Condition for the Development of Creative Skills of Junior School Students 104
***Zheng Chunfang*.** Reform on the Evaluation System of Interpreting Courses under the Self-regulated Learning Theory 106
СЕКЦІЯ V. ПРОБЛЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ В УМОВАХ СУЧАСНОГО ПОЛІКУЛЬТУРНОГО ПРОСТОРУ 108
Богуш Алла Михайлівна. Професійна підготовка майбутніх вихователів до спілкування з дітьми дошкільного віку в полікультурному середовищі 108
Васільєва Поліна Анатоліївна. *Результати перевірки сформованості іншомовної комунікативної компетентності майбутніх учителів початкової школи в коледжі* 109
***Kichuk Nadiia, Romaniuk Diana*.** Multicultural Content Stimulation of Positive Motivation of Students' Educational and Professional Activities 113
Княжева Ірина. Результати діагностики когнітивного компоненту методичної компетентності майбутніх учителів гуманітарних спеціальностей 116
Li Mengya, Kolbina Lyudmila Anatoliivna. Formation of National Values in Young School Students Under Conditions of a Polycultural Educational Environment 119

Zhao Tingjiao
full-time Master's degree holder,
Specialty 013 Primary Education,
Yulia Anatoliivna Shpalyarenko
Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogical Technologies of Primary Education,
the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky",
Odesa, Ukraine

GAME ACTIVITY AS A CONDITION FOR THE DEVELOPMENT OF CREATIVE SKILLS OF JUNIOR SCHOOL STUDENTS

Keywords*: junior schoolchildren, game activity, creative abilities.*

The problem of students' creativity and creative abilities at different times worried not only famous teachers but also researchers, thinkers, philosophers, and scientists. When discussing children's creativity, it should be emphasized that students often do not create something new but invent new subjective discoveries, for children have become manifestations of creativity. Working not on templates or examples is also an indicator of developed creative abilities. Creativity is one of the ways to increase a person's emotional tone, integrate the complex of emotional and voluntary regulation, and, most importantly, renew the range of experiences that accompany practical work, to feel the joy of what has been done, what has been achieved, self-confidence, and creativity.

According to S. Rubinstein, creativity is a human activity that creates new spiritual materials and values, which, in turn, have social significance. Of course, the products of creative activity of children of primary school age do not have social significance; they are marked only by elements of novelty and, it seems, subjectively. Of course, the elements of novelty that the students acquired through their activities were significant, but this was a prerequisite for the dynamism of science that the children possessed. With the expansion of this science, there is a possibility of a higher level of manifestation of novelty and originality.

The development of creativity in students is essential not only because the task of modern education is to form a creative personality but also because people who know how to think creatively will constantly look for a way out in unusual circumstances; such people adapt so quickly to life. The rapid pace of development of society, characteristic of the current years, the need to develop our economy, the need to introduce new technologies – all this requires radical changes in production management systems, the use of production resources, and the calculation of the creative potential of individual people. It is difficult only for creative people who can create, organize, and propose new theories, new technologies, and new guiding principles of development and find a way out of non-standard situations. Therefore, giving everyone the opportunity to use their creative potential is one of the priorities of general education and extracurricular institutions.

In our opinion, great potential in forming a creative personality lies in game activities during the education of junior schoolchildren.

Researchers from all over the world concerned with the problems of the educational process have recently been turning more and more often to the possibilities of using game activities. In particular, N. Slyusarenko is convinced that didactic games should be used not only in individual lessons or extracurricular time but also in the entire system of working with children. She notes that this helps to ensure a purposeful replacement of students' activities, to maintain interest in learning the educational material, to slow it down, and to develop a positive attitude to learning [1].

The concept "game technologies" in pedagogy includes a large group of methods and techniques for organizing the pedagogical process in various games. The task is to make the learning process enjoyable, to create a cheerful working mood in children, and to facilitate overcoming difficulties in learning the educational material. It is necessary to systematically improve and deepen knowledge of the subject's theory and methodology, to update methodological literature, and to use new technologies in one's work.

The term "game pedagogical technologies" includes a fairly large group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

In contrast to games in general, a pedagogical game has a significant feature – a set learning goal and a pedagogical result corresponding to it, which can be substantiated, highlighted in an explicit form and characterized by an educational-cognitive orientation.

The game form of classes is created during lessons with the help of game methods and situations, which encourages and stimulates students to study.

The implementation of game techniques and situations in the after-school form of classes takes place in the following main directions:

• the didactic goal is presented to students in the form of a game task;

• educational activity is subject to the rules of the game;

• educational material is used as its means, and an element of competition is introduced into the educational activity, which translates the didactic task into a game one;

• successful completion of the didactic task is linked to the game result.

When using game technologies in class, the following conditions must be observed:

1) compliance of the game with the educational goals of the lesson;

2) accessibility for students of this age;

3) moderate use of games during lessons.

Game technologies occupy an essential place in the educational process because they not only contribute to the development of cognitive interests and activation of students' activities but also perform a number of other functions:

1) correctly organized, taking into account the specifics of the material, the game trains memory and helps students develop language skills and abilities;

2) the game stimulates students' mental activity and develops attention and cognitive interest in the subject;

3) the game is one of the methods of overcoming the passivity of students;

4) as part of the team, each student is responsible for the entire team, and

everyone is interested in the best result for their team.

These advanced pedagogical game technologies, which are used in combination with traditional teaching methods, guarantee:

• activation of the educational process and educational and cognitive activities of junior schoolchildren;

• comfortable and productive learning process for the student and teacher;

• high and solid level of learning in classes with any preparation;

• formation of schoolchildren's ability and persistent ability to learn;

• full-value combination of knowledge and practical skills;

• combining educational and extracurricular activities into a single educational process [2].

In conclusion, if the game activity is correctly and purposefully implemented in the education of junior schoolchildren, it will lead to the development of the creative personality of each schoolchild.

References:

1. Bila I. M. Psychology of children's creativity. K.: Fenix, 2019. 136 p.
2. Bilyk T.S. The development of creative abilities of younger schoolchildren by means of game technologies/ Current problems of the formation of the creative personality of the teacher in the context of the succession of preschool and primary education: a collection of materials of the International Scientific and Practical Internet Conference. Vinnytsia: "Nilan LTD" LLC, 2015.
3. Bondarenko N. About the formation of the creative personality of a junior high school student by the means of words / Primary school. 2018. No. 9. P. 22-24.

Zheng Chunfang
Mater of Translation and Interpreting, Teaching
Assistant, Teacher of Business English Department
Wenzhou Business College
Wenzhou, China

REFORM ON THE EVALUATION SYSTEM OF INTERPRETING COURSES UNDER THE SELF-REGULATED LEARNING THEORY

Keywords: *Self-regulated learning theory; Interpreting; Evaluation system; Formative assessment.*

The reform of evaluation system for college students has been an important part of educational in recent years as stated by the Chinese Ministry of Education in 2020 in *the Undergraduate Teaching Guidelines for English Majors* -- "the evaluation system should aim to promote learning with a combination of formative and final assessment." As a high-level course for English undergraduates, interpretation learning calls for: (1) strong comprehensive language application ability, bilingual expression skills, on-the-spot adaptability, and oral expression skills; (2) strong technicality, with skills such as shorthand writing and short-term memory training, both of which require extensive in-class and after-class practice to reach basic proficiency.

Evaluation in interpretation courses, as an important way to supervise and motivate student learning, should aim to help students develop self-regulated learning