

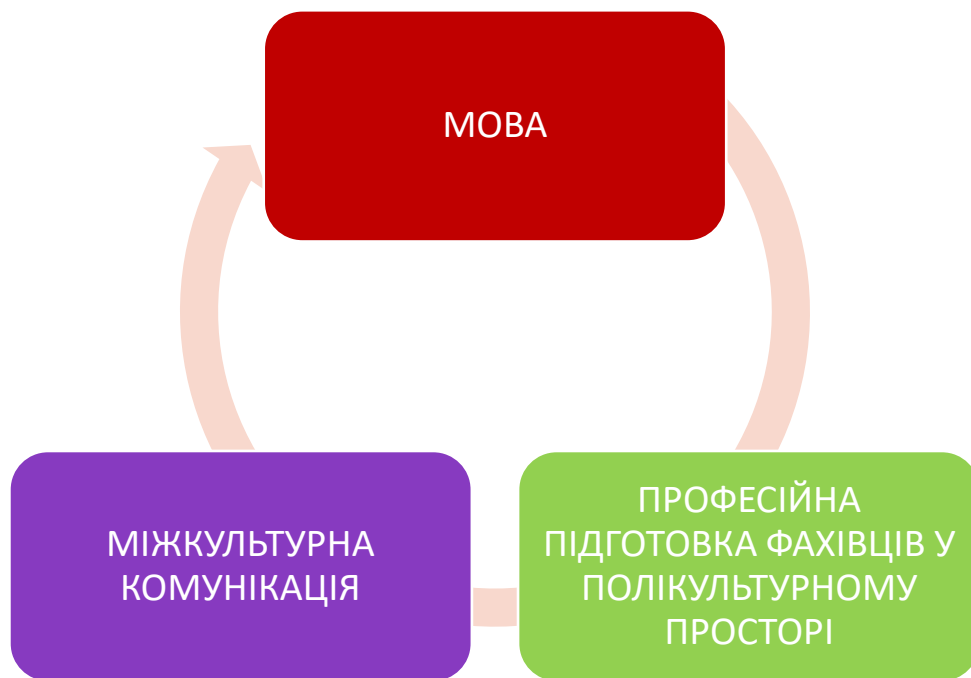


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

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the world of love, faith and hope” was developed, which consisted in the development of ethno-tolerant behaviour of junior schoolchildren and solved the following tasks: enrichment of junior schoolchildren’s knowledge about ethno-tolerant human behaviour; development of these schoolchildren’s abilities and skills of ethno-tolerant behaviour in various ethnocultural situations; development of social and communicative skills, which are necessary for establishing harmonious interpersonal relations between students – representatives of different ethnic groups, etc.

Summarizing the above, we concluded that only taking into account the entire complex of the above-mentioned experimental program has a positive effect on the ethno-tolerant education of junior schoolchildren under conditions of a multicultural educational environment.

The research that was conducted does not cover all aspects of the problem raised. We see the prospect of further research in the study and development of issues of multicultural education of secondary school students, improvement of forms and methods of work on multicultural education of elementary school students, and modernization of the educational process in elementary school in the process of extracurricular work.

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FORMATION OF THE CREATIVE PERSONALITY OF A JUNIOR SCHOOL STUDENT UNDER CONDITIONS OF A POLYCULTURAL EDUCATIONAL ENVIRONMENT

Keywords: *creative personality, junior schoolchildren, creativity, creative abilities.*

The problem of the formation and development of a creative personality is particularly relevant in modern school and pedagogical science. The analysis of psychological-pedagogical and methodological literature of the last decade clearly indicates the careful attention of scientists, methodologists and teachers to the problem of children’s creativity, the development of schoolchildren’s creative potential, which is increasingly associated with the successful adaptation of the individual in a rapidly changing society.

At the current stage of the development of society, a person capable of creative mastery of knowledge is needed, who knows how to apply knowledge in non-standard

situations, knows how to work in a team, and is characterized by mobility and a developed sense of responsibility.

The ability to be creative is present in every person. Seeing it in time and organizing the child's activities in accordance with his/her needs for creative self-realization is the main task of the teacher. A creative beginning in the activity of a teacher and a student can open the internal reserves of learning, influence the child's degree of openness to everything new, overcome stereotypes and develop speed, flexibility, originality and accuracy of thinking.

For many years, the problem of the development of students' creative abilities and the formation of a creative personality has attracted the attention of representatives of the most diverse fields of scientific knowledge – philosophy, pedagogy, psychology, linguistics, etc. Now there is an acute social need for creativity and creative individuals. In modern society, school faces the task of educating a creative, proactive individual who actively participates in social life. This requirement necessitates radical changes in the content and technology of the educational process, transformation of the entire didactic system as a whole [1, p. 279].

Creativity was studied by J. Gilford, E. Torrens, K. Toshina, V. Frankl, E. Fromm, Ya. Ponomaryov, P. Torrens, and others concluded that the development of creative abilities is one of the ways to motivate students in the process of learning. The strategy of modern education is to provide an opportunity for all students without exception to show their abilities and all their creative potential. The development of students' creative abilities is important at all stages of schooling, but the formation of creative thinking in primary school age is of particular importance, since it is in primary school age that the foundations of educational and consciously managing creative activity are laid.

Creativity – is a complex problem. It has general scientific interest and is in the field of view of many sciences: philosophy, psychology, pedagogy, etc.

Creativity – is the highest form of universal creativity, which is present at all levels of the hierarchy of being: it contributes to self-preservation and reproduction of the essence with the help of qualitative transformations of their structures. Also, creativity is an activity that creates something new, that is, something that has never existed before [2, p. 23].

Creative abilities in psychological and pedagogical literature are considered as a universal cognitive ability, as sensitivity to problems, independence in difficult situations, as a component of general mental giftedness, as a quality that is not reduced to intelligence, as the ability to discover new ways of solving tasks and problems, generating new.

A creative person is a person who is endowed with the need to simply create qualitatively new objects and spiritual values. A creative person usually comes up with ideas, extraordinary solutions, is not afraid to go into conflict and defend his/her own point of view. This is a bold, creative, individual striving for uniqueness [3, p. 22].

Accordingly, such psychological traits of a junior high school student as curiosity, orientation to the external world, increased reactivity, and rich imagination, as well as a successful level of adaptation of the child to social life, adequate self-esteem and orientation to the authority of parents, help to reveal his/her possibilities and develop

creative abilities.

The gifts of creative abilities are present in any person, any normal child. It is worth revealing and developing them. If the schoolboy/schoolgirl is prepared from the very beginning of his/her educational activities to the point that he/she must create, invent, find an original solution to problems, the formation of the student's personality will differ from how the personality of a schoolboy/schoolgirl who learns through repetition of what the teacher said is formed [3, p. 23].

Let's consider the creative qualities of a junior high school student, the totality of which reflects his creative personality.

1. Subsystem of focus on creative activity: positive self-image, desire to know oneself, creative interest, curiosity, desire to receive new information, facts.

2. Subsystem of characterological features of the individual: courage, willingness to take risks, independence, initiative, confidence in one's strengths and abilities, purposefulness, perseverance, ability to complete the work started, diligence, emotional activity.

3. Subsystem of creative skills: problem vision, the ability to propose hypotheses, original ideas, the ability to conduct research, the ability to analyse, integrate and synthesize information, developed imagination, the ability to detect contradictions, the ability to overcome the inertia of thinking, the ability to interpersonal communication.

4. Subsystem of mental processes: alternative thinking, divergent thinking, accuracy of thinking, readiness of memory, associative memory, integrity, synthesis, freshness, and independence of perception, searching and transforming style of thinking [4].

To prepare the teacher for the formation of the creative personality of the student, it is necessary to specify the creative qualities of his/her personality, the totality of which determines the creative capabilities of the student, and the development of which the teacher should pay attention to in the educational process. The formation of a creative personality is the main goal of the pedagogical process, which requires special attention and detailed study.

Thus, work on the formation and development of creative abilities of junior schoolchildren should be carried out at every lesson and in extracurricular activities, using various methods. One of the effective methods in the elementary grades of the NUS, which actively influences the cognitive activity of students, on their emotional sphere, is artistic activity. It contributes to the creation of an emotional mood in schoolchildren, evokes a positive attitude towards the activity they perform, improves special diligence, makes it possible to repeatedly repeat the same material without monotony and boredom, to achieve stable assimilation.

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浅谈 Chat GPT 对于国际中文教育的启发

关键词: ChatGPT; 语言教育; 国际中文.

摘要: ChatGPT 的出现让“因材施教”的教育理念照进现实。本文就是在这一背景下对 ChatGPT 进行了研究, 在分析其对国际中文教育的影响的基础上, 探索了其对国际中文教育活动开展的启发, 以期能够更好地促进国际中文教育的发展, 进一步提高其教育教学的质量, 引领其进行数字化转型, 构建智慧教育生态。

一、ChatGPT 对国际中文教育的影响分析

ChatGPT 作为人工智能技术发展的新成果, 其作为一种新兴技术出现, 原本需要“人”完成的对话、翻译等其均可以承担, 而且在保证正确率较高的情况下, 效率更高, 对包括教育等在内的多个行业、领域均产生了重大的影响。就针对国际中文教育而言, ChatGPT 在诸如提升课堂教学效率、优化中文教育资源配置、促进教育公平化、实施个性化教学、增强中文教育的针对性以及实效性等方面发挥出了积极的作用, 拓宽了国际中文教育的路径、渠道, 整体上来看 ChatGPT 对国际中文教育活动开展的影响“利大于弊”。

ChatGPT 属于智能型产品, 具有一般智能产品的显著特征, 但同时也拥有教育属性的特殊性, 在国际中文教育中具有较高的应用价值, 我们应该主动识变, 积极拥抱。然而, ChatGPT 也是一把“双刃剑”, 在国际中文教育中仍应该坚持以人为本, 避免出现过于关注 ChatGPT 知识而忽视育人、过于依赖 ChatGPT 而懒于思考、过于强调应用“人机互动”而忽视情感以及规避 ChatGPT 可能带来的其它潜在风险, 弊害趋利, 最大限度地发挥出 ChatGPT 在国际中文教育中的价值功能作用。

二、ChatGPT 对于国际中文教育活动开展的启发

(一) 优化国际中文教育结构

ChatGPT 这一智能化教育工具在国际中文教育教学领域中的应用, 在“教师”与“学生”之间搭建了一座新的“桥梁”, 将该生成式智能产品作为虚拟学伴或者学习的助教工具, 转变为“教师-学生-机器”为一体的新型的教育教学结构, 能够起到“1+1>2”的效果, 逐步打造“共生”、“共育”、“共享”、“互信”的语言数字化教育新生态。

比如可以引导学生通过 ChatGPT 对某个文化现象或教学点在课下提前预习并带着问题回归课堂。以下为 ChatGP 问答实例: