

**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

Harbin Engineering University

State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

Educational and Cultural Center "Confucius Institute"

Odesa, Ukraine

Harbin, the People's Republic of China

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University named after K. D. Ushynsky”**

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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 and military actions in Ukraine; post-COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

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SYNERGISM OF THE METHODOLOGICAL BASIS FOR TRAINING WOULD-BE ORIENTALISTS

The article deals with the issues related to the improvement of the methodological basis for training would-be orientalists. Some key components of the designated methodological basis under modern conditions in Ukraine have been specified (pedagogical approaches, principles and conditions). The author outlines the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation (the rapid development of science, the activation of academic mobility programs, the need for clear regulation and/or clarification of economic and legal relations between partner universities, the strengthening of profession-oriented training of would-be orientalists).

Keywords: *synergism, methodological basis, training, orientalists, pedagogical approaches, pedagogical principles, pedagogical conditions.*

Introduction.

Currently, despite the military actions in Ukraine and post-COVID-19 consequences, Ukraine is actively participating in Eurasian integration into the academic space, which contributes to the accumulation of positive experience, particularly in the education system of our country. International educational and

academic cooperation provides for the development of this field in a multi-vector way.

One of the today's Ukrainian feature of the education system is "mosaic culture" as the primary stage of forming the outlines of a universal world culture. Due to the reform of higher education which is taking place in Ukraine at the current stage, changes in value orientations, the expansion of intercultural and academic contacts, it is expedient to transform teaching/learning tools and activities into the plane of multiculturalism, which requires particular improved methodological platform for training would-be philologists and teachers majoring in Oriental and Germanic Studies.

The **relevance** of the study is determined, on the one hand, by scientific, technical and educational progress; on the other hand – by the necessity to adapt the academic and educational environment of Ukraine to the world standards taking into consideration military actions our country is living through.

It is worth noting that academic activities contribute to the realisation of academic mobility programmes within international cooperation with European and Eastern partner countries, which presupposes concluding corresponding agreements and contracts in two languages: English and Ukrainian – with European countries; Chinese and Ukrainian – with the People's Republic of China; English and Korean / Japanese – with the Republic of Korea and Japan, etc. Therefore, knowledge of a foreign language, in particular English, and command of the Ukrainian language at a high level is required from the participants of academic activities in order to avoid potential misunderstandings.

Therefore, we consider the knowledge of English and Oriental languages (Chinese, Korean, Japanese) 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 ways enabling the improvement of the methodological basis for training would-be orientalists. It implies the solution of the **tasks** as follows:

- 1) to outline the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation;

2) to specify pedagogical approaches, principles and conditions contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

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 methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

Results and Discussion.

Synergism of the methodological basis for training would-be orientalists is closely interrelated with official documents covering academic, social, educational, and translation spheres. Therefore, it is expedient to highlight the tactical strategic focuses on the designated domains. Since the academic sphere is regulated by normative documents which determine standardised background for the realisation of academic mobility, we are to take into consideration this legal framework made up at the state level of Ukraine alongside international regulations: *The Law on Higher Education* (The Law on Higher Education, 2019), The Law of Ukraine “*On Scientific and Scientific-Technical Activities*” (2016), The joint declaration of the European Ministers of Education “*European space in the field of higher education*” (1999), regulations established by the Commission on Cooperation between the Government of Ukraine and the Government of the People’s Republic of China, the *Agreement between the Government of Ukraine and the Government of the People's Republic of China on scientific and technical cooperation* (1992), the *Agreement between the Government of Ukraine and the Government of the Republic of Korea on scientific and technical cooperation* (1992), the *Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Korea on cultural cooperation* (2004), the *Memorandum on cooperation between the Ministry of Education and Science, Youth and Sports of Ukraine and the Ministry of Education, Culture, Sports, Science and Technology of Japan in the field of education* (2012), etc.

According to the documents, we can define the interrelation of strategic directions of improving the methodological basis for the training of would-be

orientalists in the sphere under focus (Popova: 2022):

1) academic-cooperative (non-conflict) relations between individuals and/or legal entities (for the initiation, support and development of mutual educational and scientific activities in compliance with specific needs);

2) information exchange (for receiving, providing, requesting and processing necessary academic information);

3) the profession-focused goal of training future orientalists-sinologists under modern conditions (see Figure 1).

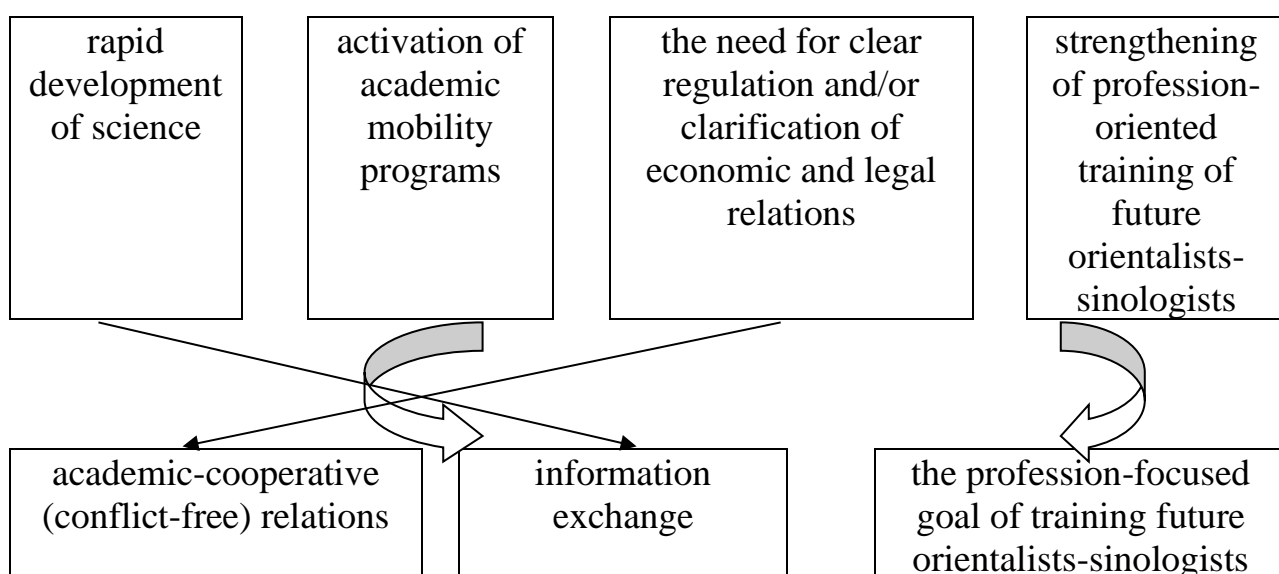


Figure 1. Interrelation of strategic directions of improving the methodological basis for the training of would-be orientalists under modern conditions

In this respect, the phenomenon “**synergism** of the methodological basis for training would-be orientalists” can be defined as an interaction of factors (rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientalists-sinologists) in the framework the methodological synergism-centred background, which leads to a combined effect-centred success of the training aimed at would-be orientalists.

The methodological synergism-centred background is associated with:

- pedagogical / methodological approaches;
- pedagogical principles;
- pedagogical conditions

contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

A. Pedagogical / methodological approaches

The notion “***methodological approach***” can be interpreted in this way: a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines.

The results of linguodidactic research in the field of the culturological approach to philological education testify the integrity of its components. Thus, the ***culturological approach*** can be defined as a multifunctional mechanism aimed at developing a cross-cultural competence of a would-be orientalist (as a polycultural linguistic personality) within “working” languages by means of the co-study of their mother tongue and (a) foreign language(s) alongside the cultures of ethno-social strata residing on the territories of these countries.

An effective realization of ***the cultural-polyethnic component*** of the profession-oriented speech training aimed at the future orientalists-sinologists requires these conditions:

1) to create special conditions for students facilitating better understanding and comprehension of their nation, the Chinese, Korean and Japanese people, the peoples of the U.K. (the USA); to master spiritual treasury of the Ukrainian, Chinese, Korean, Japanese and British (American) cultures;

2) to create conditions facilitating better understanding and comprehension of the culture of the people minorities who co-reside on the territories of the mentioned countries;

3) to create special conditions for contrastive acquaintance with cultures of the peoples of the world in diachrony and synchrony.

The spiritual and moral vector is directed at:

1) formation of a tolerant attitude to confessional preferences of native speakers, religious diversity of the world;

2) formation of moral consciousness of a multilingual individual: particularization of the understanding of moral ethno-concepts, national principles, ideals, hierarchy of values in the context of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

3) development of moral perception while comprehending different kinds of art.

The linguistic construct of the culturological approach to the orientalist training comprises his / her linguistic skills to reproduce the obtained culturological knowledge in Ukrainian and foreign languages (Chinese, Korean, Japanese, English) at all linguistic levels (phonological, lexical, morphological, and syntactical) observing the cross-cultural communicative etiquette. In other words, the culturological approach presupposes integration of linguistic and culturological (non-linguistic or extralinguistic) factors in the process of teaching a foreign language, theory and practice of translation in the framework of contrastive-comparative evaluation of the afore obtained knowledge about students' native country as well as the country (countries) the language of which they study, China, the Republic of Korea, Japan and Great Britain (the USA) in particular.

The classification determinants of the culturological approach can be represented by these constituents: - culturological outline of the countries, the languages of which they study; - national and cultural heritage; - ethno-mentality; - nationally marked socio-communication; - linguoculturological background.

CULTUROLOGICAL OUTLINE OF THE COUNTRIES comprises these spheres of knowledge:

1. Territorial specificity;

2. The state system of the countries (Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA));

3. Economy of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

4. Population of the countries and their ethnical composition;

5. Religious preferences and confessions of the representatives of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

6. Leading Mass Media of the countries.

NATIONAL AND CULTURAL HERITAGE presupposes acquaintance with a layer of national and cultural acquisition every representative of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA) is proud of, the knowledge of, in particular:

1. Holidays, customs, traditions, realia:

a) Ukraine (holidays: New Year's Day, Orthodox Christmas, Unity Day, Mother's Day (International Women's Day), Orthodox Easter, Holy Trinity Day, May Day Holyday, Victory Day, Day of mourning and remembrance of war victims, Youth Day, Constitution Day, The Day of Knowledge, Teacher's Day; traditional cuisine and dishes: borsch, pampushka, varenyky, halushky, hombovtsi, zrazy, kulish, nalysnyky, banosh, holubtsi, uzvar, *etc.*);

b) China (holidays: 除夕 Chūxī – New Year's Eve, 春节 Chūnjié – The Spring Festival (Lunar New Year), 元宵节 Yuánxiāojié – The Lantern Festival, 清明节 – Qīng míng jié, also known as Tomb-Sweeping Day or Clear Brightness in English, (originated from the Cold Food Festival), 端午节 – The Duānwǔ Jié (also called The Dragon Boat Festival), 七夕節 – The Qixi Festival (literally "The Night of Sevens"), The Mid-autumn festival, 重陽節 – The Chung Yeung Festival (Double Ninth Festival), 冬至 – Dōngzhì (The Winter Solstice Festival), *etc.*; traditional cuisine and dishes: 北京烤鸭 – běijīng kǎoyā (Beijing Duck), 点心 – diǎnxīn (Chinese snack), 炒米饭 – fried rice, 皮蛋 – pídàn or a Century egg, 甲鱼汤 – jiǎyútāng (turtle soup), 饺子 – jiǎozi, 豆腐 – tofu, 面条儿 – miàntiáor (Chinese noodle), 面包 – miànbāo (Chinese bread), *etc.*);

c) the Republic of Korea (holidays: January 1 New Year's Day (1 월 1 일 설날 / 1wol 1il seolnal), Lunar New Year's (구정 / gujeong), Independence Movement Day (독립운동의 날 / doglib-undong-ui nal), Children's Day (어린이 날 / eolin-i nal),

Buddha's Birthday (부처님오신날 / bucheonim-osinnal), Memorial Day (기념일 / ginyeom-il), Liberation Day (광복절 / gwangbogjeol), Chuseok (추석 /chuseog), National Foundation Day (개천절 / gaecheonjeol), Hangeul (Hangul) Day (한글날 / hangeulnal), Christmas Day (크리스마스 날 / keuliseumaseu nal), *etc.*; traditional cuisine and dishes: kimchi (김치), bibimbap (비빔밥), simmered rice cakes – tteokbokki (떡볶이), bulgogi beef (불고기 쇠고기), Korean stew – jjigae (찌개), a Korean-Chinese fusion dish – jajangmyeon (짜장면), samgyeopsal (삼겹살), spicy cold noodle – bibim nengmyun (비빔냉면), Ginseng chicken soup – samgyetang (삼계탕), *etc.*;

d) Japan (holidays: New Year's Day (元旦 / Gantan), Coming of Age Day (成人の日 / Seijin'nohi), National Foundation Day (建国記念の日 / Kenkokukinen'nohi), The Emperor's Birthday (天皇誕生日 / Ten'nōtanjōbi), Vernal Equinox (春分/Shunbun), Golden Week (ゴールデンウィーク / Gōruden'u~īku), Constitution Memorial Day (憲法記念日 / Kenpōkinenbi), Greenery Day (みどりの日 / Midorinohi), Children's Day (こどもの日 / Kodomonohi), Sea Day (海の日 / Uminohi), Respect for the Aged Day (敬老の日/ Keirōnohi), Sports Day (運動会 / Undōkai), Culture Day (文化の日 / Bunkanohi), Labor Thanksgiving Day (勤労感謝の日 / Kinrōkanshanohi), *etc.*; traditional cuisine and dishes: sushi (寿司), sashimi (刺身), grilled eel – unagi (うなぎ蒲焼き / Unagi kabayaki), tempura (天ぷら), buckwheat noodles – soba (そば) and wheat noodles – udon (うどん), grilled chicken skewers – yakitori (焼き鳥), sukiyaki (すき焼き), simmered ingredients – oden (おでん), Miso Soup (みそ汁 / 味噌汁, *etc.*;

e) Great Britain (holidays: Saint Valentine's Day, Saint David's Day, Saint Patrick's Day, Mother's Day, April Fool's Day, Queen's Birthday, Saint George's Day, Easter Day, May Day Holiday, Halloween, Saint Andrew's Day, Guy Fawkes Day, Christmas Day, Boxing Day, New Year's Day, *etc.*; traditional cuisine and dishes: English pudding, meat pie “Beef Wellington”, oatmeal porridge, bacon and eggs, beef

steak, sausages and toasts, English black ale, *etc.*).

2. *Science and education* of Ukraine, China, the Republic of Korea, Japan and Great Britain, *the USA (the structure of the educational hierarchy; information concerning pre-school, secondary and high school educational establishments; information about postgraduate education, scientific degrees; orientation in the main scientific achievements of the countries and scientists, *etc.*).

3. *Traditional art* (the contents and names of outstanding works of art, information about their authors, folk arts, cultural institutions):

a) Ukraine (Ukrainian painting: iconography, secular portrait, (folk) painting, Ukrainian Graphics; Ukrainian sculpture; genre diversity of the Ukrainian song: calendar-ceremonial, household-ritual, everyday, serf life songs; historical songs and ballads; national musical instruments: violin, bandura, psaltery Stolovich, zither, torban, flute, *etc.*; folk arts: Ukrainian rushnyk (towel), Ukrainian embroidery, weaving);

b) China (Chinese national music, opera, drama; national musical instruments: woodwind, percussion (dizi, guan, cymbals, *etc.*), bow (erhu, zhonghu, gaohu, banhu, *etc.*), pluck and hammer strings (guqin, guzhen, liuqin, *etc.*); calligraphy; ancient Chinese writing; Chinese porcelain, *etc.*);

c) Korea (the first mensural notation system called jeongganbo; the “legitimate music” (called jeongak or jeongga) enjoyed by the royalty and aristocracy of Joseon; folk music including pansori, sanjo, and japga; jeongjae (court music and dance) performed for the King at celebratory state events; music and dance connected with shamanic and Buddhist traditions such as salpuri, seungmu, and beompae; and poetic songs beloved of the literati elite such as gagok and sijo; musical instruments: wind instruments such as the piri, daegeum, danso, and taepyeongso; stringed instruments such as the gayageum, geomungo, haegeum, ajaeng, and bipa; and percussion instruments such as the buk, janggu, pyeonjong, pyeongyeong, kkwaenggwari, and jing; painting and calligraphy, pottery, handicrafts, *etc.*);

d) Japan (Japanese music hōgaku, gagaku (court music) or shōmyō (Buddhist chanting); theatrical forms of drama kabuki and Noh; musical instruments: biwa, fue, wadaiko, shamisen, *etc.*; Japanese calligraphy shodo, ikebana; playing a Japanese

DRUM taiko; green tea ceremony; Bonsai trees; woodblock prints Ukiyo-E; Kabuki Theatre, etc.);

e) Great Britain (the Royal Collection "Windsor beauties"; national music of: England (sea shanties), Scotland (waulking songs), Northern Ireland (folk ballads), Wales (male choral singing, folk tunes); national musical instruments of: England (violin, concertino, bagpipe), Scotland (violin, bagpipe, whistler), Northern Ireland (guitar, violin, harmonica, flute), Wales (Welsh harp, harmonica, pibgorn); folk arts: garden-and-park, decorative, Pink stone porcelain, etc.).

4. *Belles-lettres* of Ukraine, China, the Republic of Korea, Japan and Great Britain, *the USA (information about periodization and history of national literature, names and authors of literary works, thematic and genre spectrum).

5. *History of the countries* (outstanding historical events and people, national landmarks, historical and cultural attractions).

THE ETHNO-MENTALITY of the representatives of Ukraine, China, Korea, Japan, Great Britain, *the USA discloses the inner world of native speakers and causal-investigatory factors specifying the main features of their mentality within a communication process.

NATIONALLY MARKED SOCIO-COMMUNICATION deals with stereotypes of verbal and non-verbal communicative behaviour of native speakers (the Ukrainians, the Englishmen, the Chinese, the Koreans, the Japanese) taking into account ethno-mentality of the representatives of a foreign culture or a sub-culture, which is expressed in: a) language (dialectal use of language; differences in vocabulary, grammatical constructions, phonetic peculiarities of speech; specific linguistic and extralinguistic phonation, etc.); b) non-verbal means of communication (language of gestures, kinesic means, symbolic use of signs both in oral and written communication).

LINGUOCULTUROLOGICAL BACKGROUND unites culturological knowledge within Ukraine, China, Korea, Japan, Great Britain / the USA with linguistic means of their reproduction in a particular situation of cross-cultural communication in Ukrainian, Chinese, Korean, Japanese, and English.

There is no doubt that *the culturological approach* lays the person-oriented

foundation for the philologist's professional activity, according to which a specialist himself / herself chooses a way to achieve a goal; the chosen way being adequate to moral guidelines, ideological principles, religious beliefs, ethical and aesthetic considerations and other moral values. Cross-cultural basis of teaching (foreign) languages presupposes the parity of national and non-national cultural values, which enables unimpeded entrance into cultural and professional space.

Another pedagogical / methodological approach to be mentioned is ***the competence-based approach***. There have been elaborated the criteria specifying the main components of orientalist's competence in order to define the level of students' unified professional and language competence development: *linguistic, communicative-and-speech, translatorial discourse-oriented, specific-technological and linguosociocultural competences*. Concrete knowledge and skills fulfil the role of indices-markers specifying certain competence development. Let us consider them in detail.

Linguistic competence is characterized by these indices (Popova, 2016):

- the *knowledge* of linguistic units of a foreign language (languages) and Ukrainian:

- *lexical* (terminology of different spheres, phraseology, realia and other non-equivalent vocabulary within academic and professional spheres according to curricula requirements and training level; knowledge of slight shadows of semantics constituting the meanings of synonyms and antonyms within a certain sphere; knowledge of etymology of lexical units and means of enriching vocabulary of languages a translator works with);

- *grammatical* (knowledge of specificity characterizing connections between grammar and vocabulary, morphology and syntax; knowledge of word-building models and word-changing forms, word's transposition; knowledge of main and auxiliary parts of speech; knowledge of means aimed at expressing modality; knowledge of connection types inside a sentence);

- *phonological* (knowledge of sound composition, types of stress and minimal phonetic units of languages a translator works with; structure and types of syllables in

English (closed, open, quasi-open), Chinese (initials, finals, medials, subfinals, centrals, terminals), in Japanese (a vowel (a, i, u, e, o), a consonant + a vowel (62 combinations), a consonant alone (n, t, s, k, p), a consonant + y + a vowel (33 combinations)), 5 forms of syllables in Korean, including blocks, and Ukrainian (state official language); tone peculiarities; knowledge of intonation peculiarities and its components; knowledge of graphics and transcription rules);

- *knowledge* of functional and stylistic markers (knowledge of functional styles and language genres; the essence of stylistic devices and expressive means; creation means of emphasis and emotional-attitudinal meaning at lexical and syntactic levels);

- *knowledge* of spelling, orthoepy and hieroglyphics rules;

- *practical experience* to identify functionality of linguistic units representing foreign and Ukrainian languages at phonological, grammatical, lexical-semantic and stylistic levels while dealing with oral and written speech;

- *practical experience* to process spelling, orthoepy and hieroglyphics rules;

- *language skills* (lexical-semantic, grammatical, stylistic, phonological) while dealing with oral and written speech;

- *skills* in the use of spelling, orthoepy and hieroglyphics rules.

Communicative-and-speech competence is revealed in its key competencies-components in *listening comprehension, speaking (dialogic, monologic, dia-monologic), reading and writing*.

Translatorial discourse-oriented competence encompasses the skills to deal with various discourses (as well as their genres) and translation / interpretation modes. It is expedient to mention these types of discourses: official documentary, publicistic / journalistic, social and political, scientific and technical, artistic. The translatorial constituent covers these modes: sight interpreting, simultaneous interpreting, consecutive interpreting, translation which can manifest themselves in full (written) translation and abbreviated translation (annotated and abstracted).

Specific-technological competence is an applied competence which enables teachers and translators to perform their professional tasks successfully when performing Machine (MT) and Computer Assisted Translation (CAT); working with

reference-lexicographic / information sources, text processors, software, monolingual and multilingual dictionaries, text editing programmes / software (spelling, grammar, terminology concordance – FileMaker, LogiTerm, MultiTerm, Termex, TermStar, etc.), concordance programmes (Transit NXT); translation memory programmes (TMM), etc.

Linguosociocultural competence unites linguistic, social (soft) and cultural knowledge, skills and abilities.

The afore mentioned competences comprise the professional portfolio of a sinologist-orientalist and contribute to his / her successful practical activities.

B. Pedagogical principles

The methodology of teaching a foreign language is interrelatedly based on ***general didactic principles*** that reflect the specifics of educational activities oriented toward oral and written speech; ***linguistic didactic*** (properly methodological) ***principles***, i.e. initial provisions aimed at interdisciplinary integration of students' knowledge and skills in lexicology and grammar, grammar and speaking abilities, lexicology and stylistics, oral and written speech, speaking and speech culture, interconnected learning of two (several) languages; and ***specific principles*** that determine the particularity of developing each type of speech activity (listening, speaking, reading, writing), mastering linguistic phenomena (phonetic, lexical, grammatical), as well as mastering the skills and abilities of using the acquired theoretical and practical knowledge in profession-oriented situations, involving translating and interpreting within the studied language pairs.

Among the specific teaching / training principles, it is essential to focus on the ones as follows: • *the principle of cognitive-automated mastery of linguistic and communicative skills*; • *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*.

The principle of cognitive-automated mastery of linguistic and communicative skills implies a transition from conscious language learning to automation of skills that generate foreign language speaking. This principle provides a proportional ratio of analogy, linguistic sense-intuition, unconscious memorisation, discursiveness.

The training of future sinologists-orientalists in speech activities in a foreign

language which is correlated with the training in intercultural communication as a binary activity – communication and translation – substantiates the use of *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*. In view of the above, this principle presupposes the integration of training students in various types of foreign language speech activity (listening, speaking, reading, writing – hieroglyphics, pinyin, Latin and Cyrillic alphabets) and various types of interpretation / translation (oral, written, combined).

C. Pedagogical conditions

Pedagogical conditions are associated with a set of interdependent, specially created by the teacher, circumstances (prerequisites) that ensure the synergism of the methodological basis for training would-be orientalists: organisation, monitoring, regulation and interaction of subjects and objects of the teaching / learning process within the realisation of a certain goal under modern conditions in Ukraine.

The two-year experience shows that these pedagogical conditions contribute to students' academic success:

- the presence of positive motivation of students to their learning foreign languages (English, Chinese, Korean, Japanese, etc.);
- interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented tools;
- immersion of students in active independent profession-related activities with authentic texts and foreign speakers;
- implementation of interactive teaching / learning forms;
- future sinologists' / orientalists' awareness (at the level of beliefs) about the importance of profession-related activities in the educational space of intensification of the Ukrainian- British / American / European / Eurasian relations.

It should be noted that the outlined pedagogical conditions are implemented comprehensively, but at each stage a certain pedagogical condition prevails in accordance with the simulated educational context.

Conclusion.

The conducted research allowed us to come to these conclusions:

- The changes in the texts of documents occurring during the 21st century, both linguistically and extralinguistically, are associated with the factors as follows: rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientologists-sinologists.

- The notion “methodological approach” is understood as a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines. The culturological and competence-based approaches are considered to be the most effective ones in Ukraine under modern conditions.

- The specific teaching / learning principles imply the integration of training students in speech activities (listening, speaking, reading, writing) and translating / interpreting (full, annotated and abstracted).

- Pedagogical conditions should be specially created by the teacher and ensure the synergism of the methodological basis for training would-be orientologists to achieve certain goals.

The perspectives of further research are seen in the study of the means and ways which could contribute to Eurasian academic cooperation.

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培养东方学家培养方法的协同机制

本文讨论了与改进培养未来东方学家的方法论基础的有关问题。乌克兰现代条件下指定方法论基础的一些关键组成部分已经具体说明（教学方法、原则和条件）。作者概述了战术和战略职业导向培训导向影响因素的相互作用机制（科学的快速发展，学术流动计划的激活，合作大学之间经济和法律关系的明确规定和/或澄清的必要性，加强未来东方学家的职业导向培训）。

关键词：协同作用，方法论基础，培训，东方学家，教学方法，教学原则，教学条件。