

зкладах вищої освіти підтвердив, що на сучасному етапі розвитку України суспільство потребує ефективного вирішення проблеми іншомовної підготовки майбутнього фахівця. Виникнення та поширення нових сучасних засобів комунікації зумовлюють потребу в кваліфікованих фахівцях, які вільно володіють іноземними мовами, зокрема вчителів гуманітарних спеціальностей.

Перспективу подальшого дослідження вбачаємо у визначені сутності іншомовної підготовки майбутніх учителів гуманітарних спеціальностей у закладах вищої освіти.

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ADVANCED CHINESE TEACHER TRAINING AS A PLATFORM FOR ACADEMIC COLLABORATION BETWEEN CHINA AND UKRAINE

Key words: *advanced training, Chinese teacher, academic collaboration.*

The issue of teacher training is the key point in the sphere of professional self-development. Taking into consideration the tendency of Ukraine’s integration into European Union and Oriental academic environment, the system of higher and further education is the basis which reflects modern demands and requirements concerning the quality and productivity of teachers’ functioning under the current international conditions.

The International project “Confucius Institute” is the platform where advanced Chinese teacher training can be successfully realized. It (the project) combines the world experience in the sphere of teaching Chinese to foreigners, on the one hand; and on the other hand – it contributes to teaching methodology experience sharing in terms of specific features of a territory / locality where overseas pupils / students learn Chinese as a foreign language.

The above-mentioned reasons motivated Confucius Institute at South

Ukrainian National Pedagogical University named after K. D. Ushynsky (Odesa, Ukraine) to conduct the advanced Chinese teacher training programme. The leading teachers of the Confucius Institutes (CIs), operating in Ukraine, presented new directions of educational activity and shared their positive experience. The training program provided for the consideration of the issues, as follows: organization of educational and cultural activities within the CI framework and cooperation with counterparts; teaching Chinese at Ukrainian elementary and secondary school; teaching Ukrainians all kinds of speech activity (listening, speaking, reading, writing); difficulties in learning phonetics, grammar, vocabulary; methodical aspects of Ukrainian pupils' / students' preparation for the examinations YCT / HSK (K); Ukrainian-Chinese cross-cultural communication; overcoming of life and psychological difficulties while working in the education system; introduction of modern teaching methods of the Chinese language, as well as ways of teachers' professional improvement, *etc.*

It should be noted that the programme comprised different forms and methods of representing theoretical and practical material to the participators: a combination of traditional (lectures, master classes and seminars) and new interactive methods / forms of teaching / learning: interactive lectures; interactive business / role playing games; interactive workshops, seminars – panel discussions [1]. Furthermore, we would like to mention that the programme participators had an excellent opportunity to observe practical methodological achievements of the Chinese teachers (they conducted exemplary Chinese lessons at secondary schools and universities regarding each particular linguistic aspect and teaching techniques).

No doubt, that the culture-oriented component in teaching Chinese to Ukrainians occupies a significant position in the system of its teaching / learning. Therefore, the programme included lectures and master classes devoted to traditions and customs: Ukraine vs China. The other important determinant of constructive teaching Chinese to Ukrainian pupils / students that is to be considered is the difficulties which Ukrainians encounter while learning Chinese. In our opinion, a complex approach to teaching methods of Chinese, practical experience, difficulties in learning Chinese and cultural specificities facilitates better understanding of the essence of teaching Chinese to Ukrainians and provides for the elaboration of adequate methodology support.

Thus, the initiated training platform contributes to scientific and practical improvement of Chinese teachers' professionalism as well as further strengthening of educational and cultural ties between the P.R.C. and Ukraine.

Література

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