

**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



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**MODERN VECTORS OF SCIENCE AND EDUCATION  
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**State institution “South Ukrainian National Pedagogical  
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**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. Odessa, Ukraine.**

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The seventh 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, Korean and Russian 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.

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### 未来学前教育教师的跨文化交流方向专业培养

本文探讨了未来学前教育教师的跨文化交流方向专业培养的方法论问题。作者描述了在模拟情景学习情况下对未来学前教师进行跨文化交流教学的有效方法。本文通过“文化”和“交流”两个组成维度具体说明了“跨文化交流”的概念，并将其转变为未来学前教育机构教师的专业培养领域。本文列出了对学生进行调查的结果，这些问题涉及：学生有效进行文化对话的能力及未来学前教育教师为展开职业交流形成跨文化交流能力的必要性。强调了敖德萨的多元文化空间在未来学前教育教师跨文化交流技能形成中的作用。

**关键词：**交流，跨文化交流，言语理解，专业培养

当前乌克兰正处于全球化信息化的过程中，跨文化交流问题在科学基本研究成果体系中具有特殊的紧迫性。随着国际交流的深入及乌克兰参与各国际学生交换项目的推进（伊拉斯谟+Эразмус +，富布赖特乌克兰 Fulbright Ukraine，全球本科生交流计划 Global UGRAD 等），乌克兰与各国际高校间签订学生交换协议，为学生们提供了获得海外

硕士学位的可能性。语言作为多文化多语言活动的重要工具，大众对语言教育的兴趣也与日俱增。

乌克兰学者（弗·安德鲁先科 В. Андрущенко，费·巴册维奇 Ф. Бацевич，伊·德祖巴 И. Дзюба，巴·耶夫杜赫 Б. Евтух，柳·马琴科 Л. Мацко 等）及海外学者（米·巴赫金 М. Бахтин，弗·思科琴 В. Скалкин，厄·赫尔 Э. Холл，金·马尔金 Дж. Мартин，弗·弗尔曼诺娃，В. Фурманова，戈·辰 Г. Чен 等）致力于跨文化交流方向的研究。下列学者（娜·鲍里斯卡 Н. Бориска，柳·卡拉万丘克 Л. Голованчук，阿·克拉斯科夫斯克雅 А. Красковская，金·马尔金 Дж. Мартин，尤·巴索夫 Ю. Пассов，戈·辰 Г. Чен 等）指出，跨文化交流与在交流过程中达到互相理解的能力有关。下列学者（拉·波尔杰尔 Р. Портер，阿·洒托赫娜 А. Садохина，斯·杰尔米纳索娃 С. Тер-Минасова，厄·赫尔 Э. Холл 等）指出跨文化交流过程中语言与文化之间的紧密联系。

虽然跨文化交流在科学研究中占重要位置，然而从个人及专业培养角度出发，针对学前教育教师的跨文化交流培养问题还需要进一步深入的研究。

该项工作的目的包括在学前教育教师培养过程中确定有效培养的方法，建立跨文化情境模型。

20 世纪下半叶随着美国学者厄·赫尔（Э. Холла）及德·德拉戈拉（Д. Трагера）著作《Culture as Communication》的面世，“跨文化交流”开始成为科学术语。该书中“跨文化交流”被视为人类交流的特别方向（格鲁舍维兹 Грушевицкая, 2003: 8）。随后学者将此术语扩展为两个概念——“文化”及“交际”（格鲁舍维兹 Грушевицкая, 2003: 8）。根据厄·赫尔（Э. Холла）的观点，文化即交际，交际即文化（格鲁舍维兹 Грушевицкая, 2003: 8）。

在科学文献中，除跨文化交流外，还出现了三个近义词诸如 crosscultural communication, transcultural communication, intercultural communication 等。

在字典中“跨文化交流”被解释为“不同民族、语言、文化族群的人们（人群）使用不同语言，具有不同沟通能力的交流伙伴共历语言文化

“遥远性”，且可能导致交流失败或文化冲击的交流过程（口头或非口头）”（巴琴维奇 Бацевич, 2005: 9）

在梅·索特尔（M. Corep）的著作中将跨文化交际视为个人综合素质，包括知识、能力、素质和价值观；对跨文化合作的积极态度；通过建立在双方协作、合作、包容、同理心、机动性、摒弃民族中心主义、开放、准备对话的基础上的有效沟通来高效完成自己的专业职责；理解及接受其他文化立场及价值观的能力。（梅·索特尔 M. Corep））

我们认为跨文化交际是不同民族语言的对话者基于包容、人道相互关系的直接交流。

未来学前教育教师的专业交流能力评判标准包括交际知识与技能的发展水平，语言礼节规范的掌握，语言表达方式是否能让交流主体间有效互动，以高效履行其职业职责。

为了解学生与其他文化沟通交流的能力，我们进行了问卷调查。

针对问卷问题“您如何评估自己与其他民族/文化人士进行有效专业互动的能力？”，47.8%受访者回答“优秀”，32.3%表示“良好”，12.4%表示“很难回答”，7.5%表示“并不能与所有其他民族/文化人士进行有效互动”。

问卷的下一个问题旨在阐明：“在学习过程中是否有必要掌握跨文化交流的技能？”43.7%受访者回答“是必要的，有助于更好地理解其他民族/文化人士”，17.5%受访者未作答，14.8%受访者指出“这是必要的，有助于在国外工作”，14.3%表示“有助于避免误解”，9.7%认为没有必要。

在问卷中我们关注“院校中是否有针对跨文化交流的培养课程，若有请列出学科？”，根据我们回收问卷的结果显示，并没有针对学生跨文化交流能力的专业培养。通过对 012“学前教育”硕士培养大纲及课程设置进行分析也未发现与跨文化交流相关的学科及课程。

形成跨文化交流综合能力需要未来的学前教育教师具有交流能力、掌握言语分寸、避免跨文化误解的能力。为了成功地完成这些任务，有必要进行专业理论与实践培训等课程，发展学生沟通的实践技能，使他们掌握各种言语技巧，以达到相互理解的目的。因此我们认为进行专业而有方向性的情境建模，使学生有机会与使用不同语言，行为、习俗、传统各异的来自不同文化人士代表进行跨文化交流是合宜的。

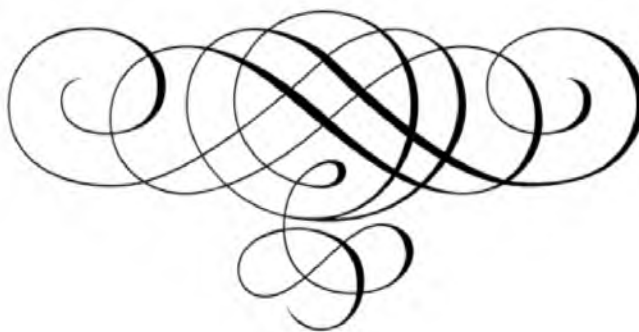
且敖德萨是多民族聚居的区域，生活着 133 个不同民族的人民，因此在培养学前教育教师时，培养其与不同少数民族开展跨文化交流的能力非常重要。

我们认为教师需建模具体的跨文化交际情境及寻找其解决的有效方法，发展个人能力，制定冲突情况下的沟通策略及行为策略。

**结论：**现代教育的重要任务是培养学生的包容性，通过建设性的相互关系认识及创造文化。这需要高水平的沟通文化、交际能力、发达的沟通技巧和进行对话的能力。

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## **METHODOLOGICAL PROBLEMS OF TRAINING FUTURE PRE-SCHOOL EDUCATORS IN INTERCULTURAL COMMUNICATION**

*The article examines methodological problems in the professional training of future preschool educators in intercultural communication. The authors describe effective methods of teaching intercultural communication to future preschool educators in simulated learning situations. The concept "intercultural communication" has been specified through the prism of its two components: "culture" and "communication" and transformed into the area of the profession-oriented training aimed at future preschool educators. The results of a questionnaire survey targeted to students on the content of the skills to productively enter into a dialogue of cultures and the need for their development for professional communication within the profession-oriented training of the future kindergarten educators have been described. The role of Odesa's multicultural space in the development of the skills under focus has been emphasised.*

**Keywords:** *communication, intercultural communication, speech etiquette, profession-oriented training.*