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

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

South Ukrainian National Pedagogical University named after K. D. Ushynsky

Harbin Engineering University

2017
ISSUE № 3

May 15 – 16, 2017

Odessa, Ukraine

Harbin, the People's Republic of China

MODERN VECTORS OF SCIENCE AND EDUCATION   **ISSN 2414-4746**
DEVELOPMENT IN CHINA AND UKRAINE

This international yearbook, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogics and Psychology: contemporary review. Odessa, Ukraine.
Issue № 3

South Ukrainian National Pedagogical University named after K. D. Ushynsky
Odessa, Ukraine, 2017
Harbin Engineering University
Harbin, the People's Republic of China, 2017

Editorial Board

Professor Oleksiy Chebykin, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Professor Yao Yu, Harbin Engineering University, Harbin, China

Professor Alla Bogush, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Dr. Tetyana Koycheva, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Professor Svitlana Naumkina, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Professor Olena Karpenko, Odessa I. I. Mechnikov National University, Odessa, Ukraine

Professor Tetyana Korolyova, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Professor Olena Obraztsova, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Professor Chen Hong, Harbin Engineering University, Harbin, China
Professor Cheng Shuqiu, Harbin Normal University, Harbin, China
Professor Cheng Zaoxia, Harbin Engineering University, Harbin, China
Professor Kong Desheng, Harbin Engineering University, Harbin, China
Professor Hou Min, Harbin Normal University, Harbin, China
Professor Jin Hongzhang, Harbin Engineering University, Harbin, China
Professor Liu Jun, Harbin Engineering University, Harbin, China
Professor Wang Shujie, Harbin Normal University, Harbin, China
Professor Yang Guilan, Harbin Normal University, Harbin, China
Professor Zhao Yanhong, Harbin Normal University, Harbin, China
Professor Zheng Li, Harbin Engineering University, Harbin, China
Professor (Associate) Ding Xin, Harbin Engineering University, Harbin, China
Professor (Associate) Oleksandra Popova, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine
Doctor of Philosophy Shan Wei, Harbin Engineering University, Harbin, China

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): International annual journal. – Odessa : South Ukrainian National Pedagogical University named after K. D. Ushynsky, Harbin : Harbin Engineering University, 2017. – Issue 3. – 206 p.

The third issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to acute issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian and Russian languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside with educational aspects of professional training of future specialists under conditions of multicultural environment.

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

CONTENTS

SECTION I. TOPICAL ISSUES OF DOMESTIC AND FOREIGN TRANSLATION STUDIES

SECTION II. ACUTE VECTORS OF GENERAL AND CONTRASTIVE LINGUISTICS

SECTION III. CROSSCULTURAL COMMUNICATION IN THE MODERN GEOPOLITICAL SPACE

Candidate of Political Sciences, South Ukrainian National Pedagogical University named after K.D. Ushynsky, Odessa, Ukraine

Candidate of the Political Science, Associate Professor, South Ukrainian National Pedagogical University named after K. D. Ushynsky Odessa, Ukraine

Teacher, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odesa, Ukraine

Post graduate student, South Ukrainian National Pedagogical University named after K. D. Ushynsky» Odessa, Ukraine

SECTION IV. LINGUODIDACTIC PROBLEMS OF TEACHING FOREIGN LANGUAGES AND TRANSLATION IN HIGHER SCHOOL

Ph.D., Assistant Professor, Mukachevskyi State University, Ukraine, Mukachevo

Guo Guangwei – Doctor of Educational Administration, Sisaket Rajabhat University, Sisaket, Thailand

Liu Jie – Teacher, University of International Business and Economics, Beijing, China

Master of Teaching Chinese to Foreigners, Teacher of Chinese, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Teacher of Confucius Institute at South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Master of Teaching Chinese to Foreigners, Teacher of Confucius Institute at South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Teacher of Chinese, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Master of Teaching Chinese to Foreigners, Teacher of Confucius Institute at South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

SECTION V. PROBLEMS OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS UNDER CONDITIONS OF MODERN MULTICULTURAL ENVIRONMENT

Doctor of Pedagogical Sciences, Professor, Academician, Full Member of the National Academy of Pedagogical Sciences of Ukraine, Honoured worker of science and technology of Ukraine, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Doctor of Pedagogical Sciences, Senior Researcher, Chief Researcher of the Department of Content and Technology of Adult Education at the Institute of Pedagogical Education and Adult Education of the NAES of Ukraine, Kyiv, Ukraine

Candidate of Pedagogical Sciences, Associate Professor, Izmail State University of Humanities, Izmail, Ukraine

Master of Teaching Chinese to Foreigners, Teacher of Confucius Institute at South Ukrainian National Pedagogical University named after K. D. Ushynsky, Odessa, Ukraine

Liu Jie – Teacher, University of International Business and Economics, Beijing, China

内容

第四部分：中学外语教学与翻译中的语言学问题

第五部分：现代多元文化环境下有关未来专家培训的问题

心理学博士，教育心理系助理讲师，国立皮罗戈夫医科大学，乌克兰，维尼采市，伊琳娜•谢尔盖耶夫纳•陂陀茨卡娅 – 心理学博士，医学心理系助理教授，精神病学与研究生教育讲师，国立皮罗戈夫医科大学，乌克兰，维尼采市

汉语国际教育硕士，乌克兰南方师范大学孔子学院教师

SECTION I

TOPICAL ISSUES OF DOMESTIC AND FOREIGN TRANSLATION STUDIES

UDC: 81'322.4

Korolova Tatyana Mikhailovna,

Doctor of Philological Sciences, Professor

Chairperson of the Department of Translation

Theoretical and Applied Linguistics

State institution "South Ukrainian National Pedagogical University

named after K. D. Ushynsky"

26, Staroportofrankovskaya Str., Odessa, Ukraine

PERSPECTIVES OF MACHINE TRANSLATION

The research is devoted to the problem of machine translation (MT) characteristic in nowadays world. The requirements to correct translation are named, the disadvantages in MT systems are described, the attractivity for consumers and conditions to perfect the MT techniques are enumerated.

Key words: *machine translation systems, verbal text, output variant, semantic analysis.*

Translation from one language into another was promoted by the needs of human communication: it serves both cultural (for example, mutual acquaintance with literature of peoples) and utilitarian aims (communication). Translation of professional texts (economic, legal, technical) is in great demand in the last decades. The main function of translation carried out is informative. Today definite success in solving some linguistic problems and some progress in the area of high-tech

introduce new approaches in translation, one of which is the use of machine translation technologies [1, 2, 3, 4].

In modern theory of translation the term "a machine translation" (MT) is understood at least in two senses. A machine translation in a narrow sense is a process of translation some text from one human language to other, processed by a computer alone. During this process a verbal text is introduced at the entrance of a machine and a translated variant in another language turns out to be at the output. A machine translation in wide sense is an area of scientific research which is the adjacent field of linguistics, mathematics, cybernetics and aims at constructing the systems capable to cope with a machine translation in a narrow sense.

One of the widespread methods used in machine translation is the principle of adequate regulations. This approach must be based on the principle of correspondences typology on the one hand and the problem of language levels interaction in the translation process, on the other hand, is to be solved.

If correspondence in a translation is interpreted as some generalized translated sense, treated, for example, as a unit of translation in some standard language, the translated correspondence is some unity within the framework of two human languages. It can be multileveled quite like a unit of translation, i.e. to involve different linguistic levels (lexical, grammatical, stylistic). Thus the translated correspondences must provide the transition of a text in one language into the text in other language, in this case a semantic invariant is to be preserved.

The machine translation system usually contains linguistic descriptions of input and output languages, i.e. the text in the original language and its translation in the result, and an algorithm with the help of which this translation is executed.

Due to its perspectives machine translation attracts much attention of modern researchers (linguists, programmers, cybernetic engineers). It is necessary to name the basic advantages of MT:

high-rate of translation. The use of machine translation system allows shortening the time, required to translate a text;

low cost of translation. In contrast to professional translators, whom we are to pay money for every translated page, MT system, without doubt, is a reliable and effective help;

confidentiality. Many users regularly utilize the systems of MT for their personal letters, in fact not everybody is ready to trust his personal correspondence or financial documents to a translator.

The fact that MT cannot cope with definite semantic and structural problems does not make MT hopeless. There are two basic stimuli to develop research and perfect the process of machine translation systems in the modern world. First – a scientific one: formalization of linguistic information and development and verification of the offered algorithms efficiency, as a result new theoretical approaches are to appear. Second – a social one, it is conditioned by the increasing role of machine translation in modern world; it is a necessary condition to provide interlingual communication. Universality of MT is to be mentioned. As a rule a professional translator specializes in translating the texts devoted to a certain subject. A program - translator is to manage translation of the texts from different areas: to choose the correct translation of special terms it is enough to introduce the program needed.

It should be noted that under the circumstance of machine translation competing a man-translator, the demand on translators has not decreased. In spite of the fact that MT is not perfect machine translation has occupied a significant place of the consumers market, users exploit positive qualities of MT above all things - speed. A skilled man-translator gives out in average 2-3 typewritten pages a days, and computer possibilities are almost unlimited. In a number of cases even professional translators utilize MT, mainly, as a simultaneous dictionary.

The largest user of MT is small and middle business. While computers are accessible to all businessmen, a human translation cannot meet their requirements. Today when many countries actively integrate in a world economy MT is used not so much for socializing with foreign partners but for the need of technical documents translation and for getting the information of an electronic kind.

The aims of machine translation put the great number of different problems before a developer. The decision of technical problems wholly depends on professionalism of a developer, and is relied on those who see non-trivial ways of solving the task. There are three areas which cause difficulties to MT systems:

• problems of polysemantics;

• problems of structural and lexical distinctions between languages;

• grammatical constructions, consisting of a few words, such as idioms and combinations of words.

Polysemantics exists in all of human languages. Cases, when a word can have several meanings are rather regularity than an exception. It complicates the work of MT that can come to an ambiguousness result. For example, if a sentence consists of two words and each word can have two meanings, it can be translated in four different ways. Naturally, a man can consider all variants of translation to choose only one. The only suitable decision in this case is to do the process of translation interactive. If such ambiguousness appears, it will be necessary to ask a man, sitting at the computer, what variant of translation of a word or a sentence he considers most suitable.

Very often in the process of translation when dealing with two distant languages there comes a problem of "linguistic blanks". It turns out that in one language it is necessary to use the whole sentence, to express the concept embodied in one word in another language. The words that cannot be adequately translated into other languages refer here too: e.g. English "cottage", Russian «дача» (summer "residence"). A translator has to use a neologism or to bring an explanation over.

Idioms and combinations of words are one more complication for the systems of MT.

However, in spite of being not perfect MT gains popularity among users. A number of machine translation systems are widely exploited. Here are some most known systems: SYSTRAN, developed and supported by the company SYSTRAN Software Inc. This system serves machine translation at the commission of the European Union. The volume of translations makes about 2,5 million pages a year,

the system of SYSTRAN translates from English into the German, French, Spanish, Greek and Italian languages, and also from French to English, Spanish and Italian. There is a row of the practical systems developed in research center of Grenoble (France) in practical exploitation, system of CULT (Hong Kong, now PEOPLES Republic of China) and some other. At the market of commercial machine translation the systems of such firms as Logos Corp., Globalinc Inc., Toshiba Corp., CompuServe and other are offered, the Saint Petersburg Company PROMT is to be mentioned, it produces the improved version of the popular system Stylus under the name PROMT 98.

It should be noticed that actually all the MT systems are carrying out translation only at the level of superficial syntax, which is regarded as an effective model of sense formal presentation by the transmitter; a language-mediator "interlingua" is not yet developed, though for some separate narrow industries such models are already built (for example, METEO and LingoWare). Specialists bind the construction of the adequate MT systems to development of artificial intelligence: a machine will be able to translate from one language to other, when it learns to think like a man. Another way of MT perfection is to make the corps of correspondences in two languages. It is possible to suppose that such works are conducted but activities of different centers are not co-ordinated, and that is why a result is insignificant.

Criticism of the MT modern systems is based on genre narrow-mindedness (to teach a machine at first to understand quite simple, specially selected texts) in practice resulted in the fact that a human language actually gave place to a limited number (and extremely primitive) of sublanguages in separate industries. Thus, the best result attained belongs to the Canadian system of TAUM-METEO, fine executing the task of the Anglo-French translation of weather reports. The simplest type of the systems are such as automatic phrase-books for tourists, offerings to the user various «menus» of standard questions and answers in two or a few languages.

Keeping in mind all limitations and abilities of MT it is possible to formulate the aims of its application (foremost, it corresponds the ideology of the Internet as a

facility to «navigation in an information sea») that allow to talk about organic structure of the systems of MT in the general process of forming the global informing society.

The prospects of machine translation development are related to further development of translation theory and practice, both machine and «human». As to theory development the results of comparable linguistics are important, the general theory of translation, theory of appropriate correspondences, methods of knowledge representation, optimization and perfection of linguistic algorithms. New and more effective dictionaries including wide linguistic information, the strict theories of compiling terminology vocabularies, theory and practice of sublanguages functioning will help to promote the quality of translation. Translation oriented formal grammars will enable to optimize the algorithms of finding the adequacies in a definite communicative situation which can be described within the framework of the properly applied theories presenting some piece of knowledge. Finally, new possibilities of programming and computer engineering will contribute to perfection and further development of machine translation theory and practice.

REFERENCES

1. *Matthiessen C. M. /. M.* The Environments of Translation // Exploring Translation and Multilingual Text Production: Beyond Context / E. Steiner, C. Yallop (eds). – Berlin : Mouton de Gruyter, 2001. – P. 41 – 124.

2. *Nie J-Y.* Cross-language Information Retrieval // IEEE Computational Intelligence Bulletin. – 2003. – 2(1). – P. 19 - 24 .

3. *Nirenburg S., Somers H.L., WilksY.* (eds). Readings in Machine Translation.– Cambridge : MIT Press, 2003. – 259 p.

4. *Turcato D., Popowich F.* What is Example-based Machine Translation / / Recent Advances in Example-based Machine Translation: Text, Speech and Language Technology, Vol. 21 / M. Carl, A. Way (eds). – Dordrecht : Kluwer Academic, 2003. – P. 59 - 81.

塔基杨娜•米哈伊洛夫娜•卡拉辽瓦

语言文化学博士，教授，翻译及理论实践语言学主任

乌克兰南方师范大学

乌克兰 敖德萨 老码头路 26 号

机器翻译的前景

该文章致力于研究当时世界上机器翻译的特性的问题，文章列举了修改翻译的需求、机器翻译的缺点、对客户的吸引力以及完善翻译的条件。

翻译是由人们的交流需要而产生的从一种语言到另一种预言的转换。机器翻译的前景与翻译理论和实践的进一步发展有关，包括机器和人类。理论方面，比较语言学的结果非常重要。翻译的基础理论、比较法、对应的表达法、语言学算法的优化和完善都会对机器翻译质量的发展有帮助。最后，编程和计算机的发展也会对机器翻译的水平有推进作用。

关键词*：机器翻译系统，语言文字，输出多样性，语义分析*

苏源

教育学硕士

乌克兰国立南方师范大学孔子学院

乌克兰,敖德萨,老码头路 26 号

汉俄翻译中文化差异的处理

中、俄文化之间的区别是显而易见的，在汉语教学过程中，越来越多的对外汉语老师发现文化与翻译的关系，注意到文化对翻译的影响。我们认为

学一门外语时除了学新词汇一定要学目的语文化，如果学生不了解目的语文化，那他进行的翻译也不能成功。汉、俄翻译过程中存在着很多误译现象。这些误译的原因其中一个是两国的文化差异。本论文研究汉、俄翻译中文化的差异与它们的处理，希望能为汉俄翻译教学提供一些参考。

关键词：跨文化交际学；文化差异；文化误译；翻译教学

作为既定存在的现象，文化差异问题是一个内容丰富和极其复杂的问题。文化差异的存在既体现了文化的多样性，又构成了翻译中的障碍。一个翻译者要进行有效的翻译，不仅要熟悉两种语言系统，而且要充分了解两国之间的文化差异。所以必须注意既定存在的文化差异，并在翻译中运用不同的翻译方法，以有效传达源语色彩。本文以翻译不仅是从一种语言到另一种语言，而且是从一种文化移植到另外一种文化作为理论指导，分析翻译与文化之间的关系，系统论述了俄汉语言中文化差异的具体表现，总结出针对文化差异现象的具体翻译技巧。

不同的国家由于所处地理环境，人文环境以及民族间的思维差异，随着不同国家历史的进程而形成了不同的文化和语言。语言是民族文化的载体。语言与文化不可分割，而翻译作为语言活动的形式之一，同时也是一种文化活动，因此注定了翻译与文化的密切关系。如何在翻译过程中既传达意义，又表现出原文的文化渊源与文化色彩，特别是将源语中那些暗含的文化价值观念等表现出来，这是一个问题。很多时候，一种语言里不言明的东西到了另一种语言里会变的非常复杂难懂。不同的文化氛围下的产品交流都会或多或少地显现出本文化的色彩特征，只是深浅轻重不同而已。因此，所有翻译的基本功能是一致的，那就是实现不同文化之间的跨文化交际。这就需要我们在翻译工作中，敏感地意识到翻译与文化有着怎样的联系，处于不同文化体系的俄汉两个民族有着怎样的文化差异，其在语言中又有着怎样的体现。

本文拟对俄汉民族的文化差异，及其同翻译活动相关的问题做以粗浅的探讨。

一、文化、文化差异的含义与翻译的本质

文化，是指"人类在社会历史过程中所创造的物质财富和精神财富的总和，特指精神财富如文学、艺术、教育、科学等"。文化受到历史、环境、习俗等条件的约束。奈达也曾经把翻译中所涉及到的文化因素分为五类：生态文化、语言文化、宗教文化、物质文化和社会文化。所谓文化差异是指人们在不同的生态和自然环境下形成的历史、语言、知识、信仰、人生观、思想意识、观察、思维方式、道德、风俗习惯等方面的不同。　从广义的角度讲，人类的一切活动都是文化活动。翻译自然也是一种文化活动，或跨文化交际。语言作为一种符号，是人们借以传达他们在一定社会生活中需要交流的各种内容的工具。这些内容既反映人们的生产活动，也反映人们的思想情感。把这些生产活动和思想情感放在一定的社会里，就形成了一定社会的文化。语言作为文化结构中的一个重要成分，承载了大量信息。因此，当一种语言和另一种语言进行交流时，实际发生的是不同文化之间的交流。交流时语言和语言之间并不直接相通，必须借助翻译。所以说，翻译的任务在本质上就是实现不同文化之间所进行的交际，因此，考察翻译也要在文化的大环境下进行。翻译是两种语言的转换，而在语言的转换中就必然要进行文化的转换。有人说，翻译难，难就难在文化背景知识的理解和翻译上。翻译中，我们常常要根据上下文来确定一个词或一句话的真实涵义，把握好翻译的原则和尺度，才能使译文最切近而又最自然。这一角度同只强调语言在翻译中地位的观点的不同之处在于，它既重视语言的功能，又突出了文化的制约作用，从而将文化对翻译的影响引入理论视野。

二、俄汉某些文化差异与翻译

俄汉两个民族都是富有智慧、勤劳、勇敢的民族。任何一个民族都有自己独特的风俗文化，俄罗斯和汉民族也不例外。两国人民有异彩纷呈的传统

习俗，他们创造的文化洋溢着多姿多彩的本国风情。俄汉两个民族的文化差异，它会渗透和反映在翻译之中。

1．历史文化差异与翻译

历史文化指的是由特定的历史发展进程和社会遗产的沉淀所形成的文化。由于各个民族和国家的历史发展不同，因而在其漫长的历史长河中所沉淀形成的历史文化也不相同。在两种语言之间进行翻译时，会经常遇到由于历史文化差异而出现的翻译难题。   历史文化的一个重要内容体现为历史典故。历史典故是民族历史文化中的瑰宝，它具有浓厚的民族色彩和鲜明的文化个性，蕴含着丰富的历史文化信息，最能体现不同历史文化的特点。要对这些历史典故进行恰当的翻译，就必须了解它们丰富的历史文化内涵，并运用恰当的翻译方法，否则就不可能很好地体现和传递历史典故的涵义。因此在翻译时，应在弄懂典故意蕴的基础上，注重文化之间的差异，采取恰当的翻译方法，否则，会使读者感到莫明其妙，丈二和尚摸不着头脑。

2．地域文化差异与翻译

人类在不同的环境中所创造的文化是具有不同特质的。许多文化特质的出现都是和自然环境中的物质资源条件密切相关的。语言作为文化的一部分，自然与操该语言的人所处的特定的自然地理环境有密切的关系。

3.习俗文化差异与翻译

习俗文化指的是贯穿于日常社会生活和交际活动中由民族的风俗习惯形成的文化。不同的民族在打招呼、恭维、称谓、禁忌、婚丧嫁娶等方面表现出不同的民族文化规约和习俗。如中国人见面打招呼时常用的几句客套话是"你到哪儿？""你要干什么？""你吃过饭了吗？"这几句话中国文化里并无多深的含意，只不过是无关紧要的，礼节性的打招呼的一种方式。然而俄罗斯人对这几句话却很敏感和认真。"你到哪儿？""你要干什么？"在他们看来纯属自己的私事，别人不能随便打听，除非是亲密的朋友。而"你

吃过饭了吗？"则使他们不知所措，对方会以为你想请他吃饭。像这样的见面问候语，应视具体情况做相应的文化转换、

4. 宗教文化差异与翻译

宗教文化是人类文化的一个重要组成部分，它指的是由民族宗教信仰、意识等所形成的文化，表现在不同民族在崇尚、禁忌等方面的文化差异。儒教、道教、佛教是中国的三大宗教，这三大宗教在中国民众中有着深远的影响。对于中俄宗教方面的差异，在翻译时应予以注意，否则就会出现失当。在宗教文化方面，有些词汇虽然在汉语和俄语中都有对应的词汇，但由于它们所蕴含的宗教文化信息不同，因此，在翻译时应值得注意。

综上所述，语言是社会的产物，是人类历史和文化的结晶，也是传承文化的重要载体。俄汉两种语言又产生于不同的文化背景，有着不同的文化，这就必然导致两种语言在表达方式上存在诸多相异之处。要处理好翻译中的文化差异问题，就必须认识到俄汉文化中历史文化、地理因素、风俗习惯、宗教信仰等方面的差异，才能帮助理解俄汉文化内涵的差异。因此译者，要根据不同的情况，采取灵活的翻译策略，克服中西方文化差异造成的障碍，使译文尽可能达意、传神，从而达到跨文化交际的目的。总之，要想译文通顺、贴切，必须要掌握丰富的俄汉文化知识，这样译出的东西才能达到传神的完美标准，才能忠实无误的传播原文化。

参考文献

1. Cai Yi and Cao Shu Xun. 俄译汉教程 [E Yi Han Jiaocheng]. – BeiJing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2016. – 10 y.

2. Chen Jia Jun. 现代俄语与俄罗斯文化 [Xiandai Eyu Yu Eluosi Wenhua]. – ShangHai : Shanghai Daxue Chubanshe, 2015. – 9 - 112 y.

3. Gu Yi Jing. 语言与文化-俄罗斯国情概论 [Yuyan Yu Wenhua – Eluosi Guoqing Gailun]. – XinJiang : XinJiang Jiaoxue Chubanshe, 1997. – 66 y.

4. Tan Lin and Shu Xun. 俄语语言国情学 [Eyu Yuyan Guoqing xue]. – JiLin : Jin Lin Daxue Chubanshe, 2011. – 24 y.

5. Wang Bing Qing. 文化翻译学 [Wenhua Fanyi Xue]. – BeiJing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2009. – 15 y.

6. Li Xia and Wang Bing Qing. 简明俄汉翻译教程 [Jianming Ehan Fanyi Jiaocheng]. – TianJIng : Nankai Daxue Chubanshe, 1999. – 10 y.

7. Zhang Yong Quan. 俄汉汉俄实用翻译 [Ehan Hane Shiyong Fanyi]. – JINan : Shandong Daxue Chubanshe, 2000. – 33 y.

8. Xu Jia Yi and Cao Liang. 俄语学习 [Eyu Xuexi]. – BeiJing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2012. – 19 y.

9. Jiao Jian and Liang Chao. 中国俄语教学 [Zhongguo Eyu Jiaoxue]. – BeiJing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 1999. – 11 y.

10. WangGuoYuan. 解放军外国语学院学报 [Jiefangjun Waiguoyu Xueyuan Xuebao]. – GuangZhou : HuawenJiaoyuYuYanjiuChubanshe, 2015. – 9 y.

Su Yuan

Master of Education
Teacher of Confucius Institute at South Ukrainian
National Pedagogical University named after K.D. Ushynsky
26, Staroportofrankovskaya Str., Odessa, Ukraine

THE PERCEPTION OF CULTURAL DIFFERENCES IN CHINESE AND RUSSIAN TRANSLATION

The difference between Chinese and Russian cultures is obvious. In the process of Chinese teaching, more and more Chinese teachers try to find the correlation between culture and translation. We think that when we learn a foreign language, we must learn the culture of the target language in addition to the new vocabulary. If students do not understand the culture of the target language, the translation will not be successful. There are many mistranslations of Chinese and Russian text. Mistranslation is caused by cultural differences between the two

countries. This article is devoted to the study of the cultural differences within Chinese and Russian translation. The author hopes to provide some references for teaching translation within the language pair "Chinese – Russian".

Key words：cultural differences, translation theory, cross-cultural phenomena, cultural mistakes

SECTION II
ACUTE VECTORS OF GENERAL AND CONTRASTIVE LINGUISTICS

那乌木金娜·斯维特兰娜·米哈伊洛夫那

政治学博士、教授

政治系主任

乌克兰南方师范大学

乌克兰,敖德萨

以战时政治话语为例——其主要处理方法与特殊应用

分析还在行程中及成熟期的政治冲突中，产生操作效果的政治话语典例，论文主要论述冲突前阶段，如突发军事政治事件时的政治话语操作。

***关键词语：**政治操控，操控科技，政治冲突，军事冲突，政治演讲*

回顾以及分析特殊政治事件的发生，存在着很多政治操控的例子，有关于此的研究无论是国内还是国外都已经有很多。这个问题不论是在政治科学、还是在政治实践中，都是一个优先的选题。

其中最基本的一个因素，政治冲突的出生和发展贡献了许多例证，比如说政治操作可能是事件恶化的强大工具，在有些情况中又有力地解决了争端。这些都取决于政治冲突参与方最终目标的分配——对抗或是和解。首先众所周知的，政治话语的操控可能将事件导向著名的争端，第二种情况则相反，能完美地解决这些争端。

接下来我要提到的是，在冲突之前的文本中已经有针对性地考虑使用操控性政治语言了，政治事件参与人设计采用各种方法来达到自己的目的，挑起或是解决这个争端。

作者先将注意力投向科·伊·果兹列夫，一位在这个方向已有相当研

究成果的学者，以下是他归纳的政治操控的方法以及种类。

1）政治操控是基于谎言和欺骗的，如果政治操控家考虑到人民的一部分意愿，考虑到他们的心理和情绪状态，那么人民就会信任这位政治操控家，由于不完全的信息覆盖，他们自己也会开始成为政治事件的中继器（或终止器）。

2）政治操控，是建立在民粹主义上的。政治操控家一般都有杰出的演说才能以及说服力，承诺将解决人们最迫切的问题，比如提高养老年金、降低税金等等。政治家们能操控数字和研究的结果，凭此证明完成承诺的条件在困难的经济条件下是不可能的。上述的这种情况在现在的乌克兰政治中会遇到，令人遗憾的是这样的情况还不少。

3）建设社会主义是集权主义政权打造的神话，布尔什维克打造了未来的共产主义天堂，这对于人类来说是不可能实现的。法西斯政权在德国宣传德国（雅利安）种族最优思想，这是整个世界的规则。

令人遗憾的是我们必须承认，在包括乌克兰的很多国家，政治的神秘假象拥有相当的社会政治基础和经济基础。

4）挂标签，政治操控家和自己的党派（政治同盟）会给自己的对手挂上侮辱性和令人愤怒的名称和标签，比如法西斯、民族主义者、班德拉就会使用这种方法。

5）"戏法"或者说失真的事实：使用伪造的事实、失真的事件、或是捏造民意调查，实际上是付费完成的。所以并不要试图还原社会意志的完全图景，这部分特定的人民已经代表了将要掌权政党的意志。在这种情况下，政治操控家并不需要特别对抗自己的敌人，因为胜利即将到来，不必为自己的敌人再增加出演的机会。

6）操纵社会舆论——这是政治操控家最有效的方法之一。社会舆论为政治操控家打造一个积极的形象或者是给敌人抹上消极负面的印象，政治操控家的敌人们没有机会表达自己的观点，捍卫自己的利益。（因为他们没有

掌控媒体）

7）关于"赢取信任"以及政治话语操控的错误意义。这种类型的操作是在搞年轻人在各种激进的（极端主义，民族主义）组织的过程中使用。这种操控的实质就是在年青人的思想和世界观还未成熟的时候向他们灌输一些意识，他们降生在一个重大的历史事件进程中，他们的任务就是将国家从一个腐朽的政权或"劣等"的民族中解放出来，成为真正的历史创造者。据研究，现在养老金议题在议会上已经过时，现在的政治团体更倾向于利用年青人的浪漫幻想以及机会主义心态，利用年轻人成为政治斗争中的"士兵"。

上述的各种方法在各类严峻的政治斗争中都有使用，从斗争的准备阶段到完成阶段 。在这之中最主要的问题就是，要先预设在这场斗争中要达到的目标，是要和解还是从各个方面进一步推进矛盾。

从冲突双方的文本中受益最大的是语言学家，在冲突中经常使用的战略就是划分"敌我"，这些刚性地提供了语言研究材料。这种战略的主要方向就是诋毁敌方（指控、曝光等等），对他们造成"言语攻击"。

极化文本首先就是对抗反对派，最通用透明的方式就是"战队"：比如说《我们/他们》、《自己人/别人》、《东方/西方》。正是这样的悖论最近在乌克兰十分盛行。

为操纵舆论，在文本层面，名人的能发挥特殊的效应，他们的判断在各方面都能发挥巨大的导向效应。

指名事件的操作方对于政治操控家来说也同样是很重要的方法，在西方和国内的媒体报道了俄罗斯侵略乌克兰领土，乌克兰保卫自己领土的事实。俄罗斯的统治精英们则宣传自己的行为是和平性质的，其目的是为了将顿巴斯从班德拉的统治中解放出来。

毫无疑问的，冲突各方的标志性办法和他们的行动进行不同的评估，由于不同的出发点和政治方向。有些名词创建一个积极的态度收件人冲突的一面，和其他人提供负着色的同一侧，支持积极自我表现敌人和诽谤的策略。

第二语言话语军事战略可以避免体会到交际不适或大大削弱它的感受。在此行列可以避免排除一系列例如（战争，攻击，大规模杀伤性武器）的词汇词汇，而是变成了一些中性词语（冲突，操作，和平，恢复秩序等）。因此，在描述战争事件的上下文中话语的虚拟现实或缩写更容易被读者接受。因此，乌克兰政府的将东部的事件称之为"反恐行动"，尽管现实的情况与"战争"的概念更加一致。

换句话说，在当代人们公开得试图不再使用"战争"这个术语。而这些行为以及他们对战争的态度被为民主的和尊敬的，显而易见这是不被人们所接受的。这对俄罗斯，欧洲，美国和其他国家来说尤为典型。例如，南斯拉夫在 1999 年的轰炸，按官方消息称为"防止人道主义灾难"，车臣共和国的战争被称为"反恐行动"、"宪法秩序"。在越南战争期间，美国创造了一种特殊的语言新闻报道，它是由特殊的词语来指代指现实的或其他现象，目的在于留给读者正确的印象。自 1965 年以来，越南的军事行动被称"和解方案"，并于 1972 年 2 月称之为 - "保护性反应" [2，C。 254-255]。

用于实现该策略的机制涉及使用委婉（词语"改良"或"模糊"），并用"扩散"语义字标识符（例如，使用下列词语"一些"，"当前"，"特定的"，"适当的"，"合适的"等等。）。以下词语以这样的势头成为现代词汇和的一部分："在国内仍有留下了一些紧急措施"；"军事行动"；"人道主义军事援助"；"货物 200"；"使用武力"，"去极端措施，"（战争）"行动的军事部门相"等等。

通过借助委婉最表达的方式去操纵公众意识是处于在科学家的监督状态下。委婉更换是一种有效的公关方式，它以受欢迎的正面形象去创建或抵消负面印象。1993 年 9 月波兰竞选期间，Monkosha Boshdan 在此基础汇编了一般不宜使用或应用文字来替代一些单词的列表（例如：保密的建议、对于一个党员指令）。举一个例子：资本主义应该由经济基础的表达来代替，不应该谈论财富。如果已经有这样的需要，它使用"由国家收购"的表达是必

要的，这个词使拥有资本的人都震惊了。人们表示排斥，最好是用货币基金来取代它;这样更好，而不是说从货币贡献的银行或股市和产生的收入. 以下战略是根据对军事情势，军事行动，军事现状进行消极或是积极的评估所决定的。该策略跟文中主观词汇量（评价词汇，引言，否定词汇，情态词汇）的增加有关。特别是，那些引起预测情绪的词汇使用地最积极。诀窍是使用影响广播听众情感的表达方式，尽管简单的分析显示他们的逻辑是完全站不住脚的。然而，使用带有正电荷或负电荷的字眼证明是有效的。这样听者接受的是"语言的魔力"，而不会特别详细地去分析问题的实质。这样的词汇有：干预，疏散，赤裸裸的侵略，镇压性器械，血腥的结局，致命的后果，平民的鲜血。

其中，操纵影响的最有效的方法是在有争议的文本中使用的语言"含义"－在文本中没有明确表达，而是从语言沟通的一般规律基础上得出的思想。

近年来，使用先例文本（作者姓名，人物姓名，名称，引文，代用语，隐藏引文，隐喻，回忆等）已在新闻界广为传播。

因此，综上所述，使用比较规范的语言工具的策略和技术是军事政治话语的核心处理技术。

军事冲突是公众意识中存在的各种成见和偏见的语言表达的催化剂。因此是军事话语的系统研究是迫切的，因为它是与战斗并行的信息和心理作战的重要组成部分。

REFERENCES

1. Kozyrev G. I. Politicheskaya konfliktologiya: uchebnoe posobie / G .I. Kozyrev. – M. : ID «FORUM»: INFRA-M, 2008. – 432 s.

2. Biletska U. V. Politychni konflikty: sutnist ta sposoby vyrishennia (spetsyfika proiavu v politychnomu protsesi suchasnoi Ukrainy): : dys. … kandydata polit. nauk : 23.00.02 / U. V. Biletska. – Odesa, 2015. – 213 s.

3. Monkosh-Boshdan YA. Razvitie kommercheskoj terminologii russkogo i

pol'skogo yazykov v 80-90-e gg. XX v. : avtoref. … dis . d-ra filol . nauk: 10.02.19 / YA. Monkosh-Boshdan. – SPb , 1994. – 32 s.

Svetlana Naumkina

D.Sc. in Political Science, professor, Academician of the Ukrainian Academy of Political Science, Head of the Department of Political Science and Law of the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

26, Staroportofrankovskaya Str., Odessa, Ukraine

MAIN MANIPULATIVE TECHNOLOGIES AND PECULIARITIES OF THEIR USE (ON THE EXAMPLE OF THE MILITARY POLITICAL DISCOURSE)

Some peculiarities of the use of manipulative influence in the process of maturing and the flow of a political conflict have been analysed in the article. The main attention is focused on the peculiarities of manipulative influence at the pre-conflict stage on the example of the modern military political discourse.

Political manipulating is considered as one of the main factors causing the on-set of a political conflict and its generation. The author defines manipulative technologies as certain methods and techniques of latent management of political consciousness and people's behaviour aimed at making them act (or not to act) against their own interests. A wide use of these means may lead to serious political conflicts: the pre-conflict stage transfers into the stage of conflict generation. A choice of adequate political strategies and tactics, including verbal and non-verbal means, is a key tool facilitating conflict solution.

At the linguistic level, the manipulation over public opinion is represented by the means, as follows: nomination of participants and actions of parties; the use of the vocabulary with negative / positive / neutral connotation, euphemisms,

euphemistic substitutions, language implications; implementation of precedent texts (or case texts).

Military conflicts are recognized as catalyzers of linguistic manifestation of different stereotypes and prejudices which exist in the mass consciousness.

Key words: *political manipulation, manipulative technologies, political conflict, military conflict, political discourse.*

Popova Aleksandra Vladimirovna,

PhD in Pedagogy (Candidate of Pedagogical Sciences), Associate Professor at the Department of Translation, Theoretical and Applied Linguistics, State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", 26, Staroportofrankovskaya Str., Odessa, Ukraine

LINGUISTIC PECULIARITIES OF ACADEMIC LETTERS IN THE FRAMEWORK OF INTERNATIONAL COLLABORATION (ON THE MATERIAL OF UKRAINIAN, ENGLISH AND CHINESE ACADEMIC LETTERS)

The article is devoted to the study of linguistic peculiarities of Ukrainian, English and Chinese academic letters in the framework of international collaboration. The classification of the official academic letters has been represented; some examples of phrases alongside with sentences widely used in Ukrainian, English and Chinese academic letters have been given. The composition and style markers of the designated letters have been specified;

Key words: *official academic letters, Ukrainian, English, Chinese, international collaboration, academic correspondence.*

Theoretical and practical investigations of linguistic peculiarities of official letters confirms the urgency in specifying their composition and contents within international cooperation. It seems to be of great importance to solve problems which may arise because of differences in the language structures of Ukrainian, English, Chinese. These very problems stipulate the **aim** of the article – to study linguistic peculiarities of academic letters in the framework of international collaboration. The solution of this problem presupposes the fulfilment of these *tasks*: *1)* to specify composition and style markers of the designated letters; *2)* to represent their classification according to the contents.

The analysis of encyclopaedic literature gives enough ground to state that these are official letters which specify diverse details of co-functioning of different educational institutions in the framework of international cooperation. One can solve a number of current operative problems arising during the process of international activity by means of official academic letters: request for information and information exchange, notifications, invitations, changes, tasks, reminders, confirmation, recommendations, suggestions, comments, requests, demands, etc.

We agree with the definition of the term "*official letter*" offered by the Ukrainian linguists (O. Horbul, L. Haluzynska, T. Sytnik, S. Yaremenko) who interpret it as "a general name for a big group of management documents which serve as a means of communication with establishments and individuals" [1]. In the authors' opinion, the text of an official document is to highlight only one issue. The key aim of an official letter is to induce to an action, to convince, to prove, to explain, which can be achieved by means of clearness, clarity and brevity of its text. The recommended tone of the designated letters is neutral. Let us specify the classification of official academic letters according to their contents.

An ***inquiry letter*** is aimed at obtaining information concerning academic events, forms of education, curricula, scientific and practical vectors of international cooperation as well as clarifications: *Адміністрація університету просить надати інформацію стосовно тематики секційних обговорень (English – The*

university administration requests that you should give the information regarding the topics for discussions. Chinese – 大学管理层请求提供分节讨论的主题信息。*/ dàxué guǎnlǐcéng qǐngqiú tígòng fènjiē tǎolùn de zhǔtí xìnxī), Деканат художньо-графічного факультету клопочить про надання умов участі студентів-магістрантів у фестивалі «Льодові скульптури» (English – The dean's office of the Art-Graphic Faculty petitions that you submit terms and conditions of students' participation in the Festival "Ice sculptures". Chinese* – 艺术学院恳求提供硕士研究生参加冰雕节的条件。*/ yìshùxuéyuàn kěnqiú tígòng shuòshìyánjiūshēng cānjiā bīngdiāojiē de tiáojiàn), міжнародний відділ інституту піклується про виявлення причин депортації українських студентів з вашої країни (English – The International Department is concerned about the reasons of the Ukrainian students' deportation from your country. Chinese* –外事办会负责关于将乌克兰学生从贵国遣返条件的制定。*/ wàishìbàn huì fùzé guānyú jiāng wūkèlán xuéshēng cóng guìguó qiǎnfǎn tiáojiàn de zhìdìng), etc.*

A ***letter-exchange of information*** presupposes notification of parties regarding the beginning, plan and details of educational, academic, scientific, cultural, sport and other events within international activity of educational institutions. The most widespread phrases are these ones: *Висловлюємо Вам свою вдячність за плідну спільну діяльність... (English – We are grateful to you for our productive collaboration…Chinese* – 我们为卓有成效的合作向您表示感谢*/ wǒmen wéi zhuóyǒuchéngxiào de hézuò xiàng nín biǎoshì gǎnxiè.), Сподіваємося на подальшу конструктивну діяльність в спектрі…(English – We hope for the further fruitful cooperation in the spectrum of... Chinese* – 希望以后在方面会有建设性的合作。*/ xīwàng yǐhòu zài fāngmiàn huì yǒu jiànshèxìng de hézuò), etc.*

A ***notification letter*** is close to invitation letters; it looks like a reply to some inquiry. It starts with the words: *Повідомляємо (English – We would like to inform you that… Chinese* – 告知 */ gàozhī); Ставимо Вас до відома (English – We are*

notifying you… Chinese – 通知您 / tōngzhī nín), etc. Facts are given in this type of an official letter.

An author of an ***invitation letter*** offers a recipient to participate in some academic event (a concert, a contest, a conference, a master-class, sport competitions, *etc.*). It is addressed both to a particular person and to an educational institution. Information concerning a nature of a planned event, terms of its holding, participation conditions, a programme, information about a contact person are enclosed. Study some examples of standard phrases used in invitation letters: *Вельмишановний пан / пані … (English – Distinguished Mr. / Ms. … Chinese – 尊敬的先生/女士 / zūnjìng de xiānshēng /nǔshì), Вітаємо Вас! (English – Greetings), Деталі конференції: … (English – Details of the Conference are as follows: … Chinese – 会议细节 / huì yì xì jiē), Просимо надіслати ваші відгуки і пропозиції до … (English – Please, send your feedbacks to … Chinese – 请求您给予关于的意见和建议. / qǐngqiú nín jiyǔ guānyú ……de yìjiàn hé jiàn yì), etc.*

A ***letter of offer*** is considered to be most frequently sent. It has a recommendatory nature concerning facilitation of the organization procedure and / or the content component of an international academic activity in the context of a certain event. We can single out these expressions in this regard: *На наш погляд, доцільним було б включити здобутки магістрантів-філологів у галузі синології до другого випуску міжнародного періодичного журналу «Сучасні вектори розвитку науки й освіти в Китаї та Україні» (English – In our opinion, it is expedient that you should include the achievements of the master course students in the field of Sinology into the International periodic journal «Modern vectors of science and education development in China and Ukraine» / Issue 2. Chinese – 我们认为，把语言学研究生在汉学领域的成就放在第二期的国际期刊 «Modern Vectors of Science and Education Development in China and Ukraine» 会是一个合理的决定 / wǒmen rènwéi,bǎ yǔyánxué yánjiūshēng zài hànxué lǐngyù de chéngjiù fàngzài dìèrqī de guójì qīkān "Modern Vectors of Science and Education*

Development in China and Ukraine" huì shì yīgè hélǐ de juédìng), Уважаємо за необхідне долучити волонтерів до проведення Міжнародного змагання «Я і моя країна» у літньому мовному таборі (English – We consider it necessary to involve volunteers into the International contest "My country and I" held in the summer language camp. Chinese – 我们认为，让志愿者参与在夏令营中组织国际比赛《我和我的祖国》是必须的。/ wǒmen rènwéi, ràng zhìyuànzhě cānyù zài xiàlìngyíng zhōng zǔzhī guójì bǐsài «wǒ hé wǒde zǔguó» shì bìxū de   ), etc.

In case any changes may occur in a planned academic event, one side notifies of them the other side involved into an international project in a **_letter about changes_**. Compare the Ukrainian, English and Chinese examples of typical phrases used in this type of official letters: *Українська сторона повідомляє про деякі зміни в програмі заходу (English – The Ukrainian side notifies of some changes in the programme of the event. Chinese – 乌方对活动日程的一些 变化进行通知. / wūfāng duì huódòng rìchéng de yīxiē biànhuà jìnxíng tōngzhī), Адміністрація університету просить вибачення за будь-які незручності через реструктуризацію міжнародного відділу (English – The University Administration apologizes for all possible inconveniences connected with the restructuring of the International Department. Chinese – 大学管理层对由于外事办的重组而造成的不便深表歉意. / dàxué guǎnlǐcéng duì yóuyú wàishìbàn de chóngzǔ ér zàochéng de búbiàn shēnbiǎoqiànyì.), Керівництво закладу вибачається за незручності, що виникли в результаті зміни законодавчої бази з питань нострифікації освітніх документів іноземців (English – The University Administration Board would like to excuse for inconveniences resulted from the amendments in the legislation regarding nostrification of foreign documents on education. Chinese – 活动管理层对在外国人教育文件管理中法律层面上的变动造成的不便深表歉意. / huódòng guǎnlǐcéng duì zài wàiguórén jiāoyù wénjiàn guǎnlǐ zhōng fǎlǜ céngmiàn shàng de biàndòng zàochéng de búbiàn shēnbiǎoqiànyì.), etc.*

When a certain international academic event is coming or a term of registration and suggestion making in relation to the procedure of its holding are coming to an end, an initiator sends *a letter-reminder*. Its text usually starts with the words: *Нагадуємо, що…(English – We are obliged to / should remind you… Chinese – 提醒关于. / tíxǐng guānyú.).*

Tasks of partners involved into an international academic project specify requirements to a particular event, its minutes and details in a **task letter**. Here are some examples of expressions used in this context: *Завданнями організаторів Міжнародного Дня Інститутів Конфуція є такі: … (English – The Organisers' tasks in the framework of the International Confucius Institutes Day are as follows: … Chinese – 孔子学院日主办方的任务为. / kǒngzǐxuéyuànrì zhǔbànfāng de rènwù wéi.), До завдань учасників семінару входить: … (English – The participants of the Seminar are to fulfil these tasks: … Chinese – 参与讨论者的任务为. / cānyùtǎolùnzhě de rènwù wéi), Завданнями волонтерів виступають такі: … (English – The volunteers' tasks are as follows: … Chinese – 志愿者的任务为. / zhìyuànzhě de rènwù wéi), Вимоги до виконання письмової частини конкурсу (English – Requirements to the written works within the contest. Chinese – 比赛 笔试 部分 的 要求. / bǐsài bǐshì bùfèn de yàoqiú.), etc.*

A **letter of confirm** contains notifications about the fact of obtainment of some sent materials (a letter, a telegramme, a fax, *etc*.) including confirmation that an afore-composed document covering certain aspects of international academic activity realization is still valid. This type of letter begins with these words: *Підтверджую / Підтверджуємо (English – We confirm. Chinese – 确认. / què rèn.).*

Initiation of some act within an international event, an appointment of a new person for a position of a performer of particular duties in the context of international academic collaboration are accompanied by writing a **letter of request**. These phrases ate typical of the designated letter: *Ініціативна група проекту просить підтримки університету-партнера в організації міжнародного туру іспиту з*

англійської мови (рівень B1) для учасників проекту (English – The Project initiative group requests that the partner university support our intention to organize the international tour of the examination in the English language (level B1) for the Project participants. Chinese – 项目发起方请求合作院校关于组织国际英语考试(B1 等级)的支持. / *xiàngmù fāqǐfāng qǐngqiú hézuò yuànxiào guānyú zǔzhī guójì yīngyǔ kǎoshì (B1děngjí)de zhīchí.), Просимо Вашого дозволу в проведенні Міжнародного культурного заходу за двома етапами на території України та Норвегії (English – We petition for Your Permission to hold the International cultural event in two stages on the territory of Ukraine and Norway. Chinese –* 请求在乌克兰和挪威两方面的举办国际文化活动的许可. / *qǐngqiú zài wūkèlán hé nuówēi liǎngfāngmiàn de jǔbàn guójì wénhuà huódòng de xǔkě.), Ректорат університету висловлює прохання про скерування спеціалістів для ліцензування спеціальності «Переклад (китайська мова)» (English – The University Rectorate expresses a request to administer the experts for licensing the speciality "Translation (the Chinese language".* Chinese – 校长办公室请求派遣专家来进行对汉语翻译专业的认证考察. / *xiàozhǎng bàngōngshì qǐngqiú pàiqiǎn zhuānjiā lái jìnxíng duì hànyǔ fānyì zhuānyè de rènzhèng kǎochá.), etc.*

A *letter of comment* is most rarely used in international practice, since only negative features regarding project participants' acts or organization issues of academic process as well as of a cultural event are stated in it. Let us give some examples of expressions typical of letters of comment: *Шкода зазначити, але дії деяких осіб ледве не зірвали заключну частину заходу «Райдуга мов» (English – We regret to notice that some persons were about to thwart the final part of the event "Languages Rainbow". Chinese –* 很遗憾，一些人的行为几乎破坏了"语言彩虹"活动的总结部分. / *hěn yíhàn，yīxiērén de xíngwéi jīhū pòhuài le "yǔyán cǎihóng "huódòng de zǒngjié bùfèn.), Адміністрація відділу міжнародної співпраці висловлює зауваження стосовно некомпетентності волонтерів в плані проведення вікторини (English – The Administration of the International Cooperation Department expresses a reproval regarding non-competence of the*

volunteers while conducting the quiz. Chinese – 国际合作管理处发表关于志愿者在测验方面的能力问题的意见. / guójì hézuò guǎnlǐchù fābiǎo guānyú zhìyuànzhě zài cèyàn fāngmiàn de nénglì wèntí de yìjiàn.), Координатори програм академічної мобільності висловлюють зауваження іноземним студентам-порушникам режиму перебування в Україні (English – The coordinators of the Academic Mobility Programme reprove the overseas students who violated the regime of stay in Ukraine. Chinese – 国际合作交流管理方发表关于外国人违反在乌克兰居住规定的意见. / guójì hézuò jiāoliú guǎnlǐfāng fābiǎo guānyú wàiguórén wéifǎn zài wūkèlán jūzhù guīdìng de yìjiàn.), etc.

The above mentioned varieties of official academic letters are divided into two categories according to the criteria "necessity to reply" and "absence of the necessity to reply".

To the *first group* one can refer these letters: an inquiry letter, a letter-exchange of information, a task letter, a letter of offer, a letter of comment and a letter of request. The *other group* covers a notification letter, an invitation letter, a letter about changes, a letter-reminder, a letter of confirm and a recommendatory letter. We should mention that the proposed classification has a hypothetical character, since the official etiquette presupposes a brief reply-confirmation of information obtainment for the second category and an extended reply – for the first category.

Letters-exchanges of information prevail in international cooperation in the modes: information request ↔ reply, offer / proposition ↔ reply, notification ↔ reply, invitation ↔ reply, changes / specification ↔ reply. We should note that letters-replies must contain references, a number and a date of an out-coming letter for convenience of finding copies of original letters.

Taking into consideration the above represented material, we can state that when writing any letter in the context of international academic collaboration an author should follow composition and frame rules which are manifested in requisites: 1) a name and address of an educational institution which sends a letter; 2) a number

and a date of a letter; 3) a name and address of a recipient; 4) a title; 5) a body of the text; 6) a list of enclosures; 7) head's signature; 8) visa of a performer (his / her signature on a copy).

Officiality of a letter "is confirmed" by an institution's international blank / form on which an official letter is written. An international blank / form has: a coat of arms / an emblem of an educational establishment, a name and address of an institution in the state and English languages; a telephone number (including international code) and a fax of administration; email for correspondence.

Composition of a document's / letter's text is of a double nature. Its first part specifies grounds of composing a document / letter; conclusions, proposals, decisions, orders or requests are reflected in the second part.

Correspondence occupies a significant place when realizing international academic projects. A due reply or initiation of writing a letter enables partners to to avoid misunderstandings which can arise in the process of cooperation. A correctly determined strategy of correspondence alongside with adequate lexical and grammatical framework of a letter guarantee clear understanding of the letter contents by recipients, absence of innuendo, a rapid response to information received.

Thus, linguistically correct representation of an idea, keeping to text's composition in accordance with its type and correspondence etiquette facilitate establishment and strengthening of academic cooperation between educational institutions-partners in international practice. In this respect, perspectives of the further research are seen in the further study of syntactical structures typical of academic discourse as well as their semantics.

REFERENCES

1. Horbul, O. D., Haluzynska, L. I., Sytnik, T. I. & Yaremenko, S. A. (2000). *Dilova ukrainska mova [Business Ukrainian]*. Kyiv: T-vo "Znannya" [in Ukrainian].

2. Korolyova, T. M., Popova, O. V. & Ding Xin (2013) Translation of official documents. – Odessa : PNPU [in English].

波波娃 亚历山大 弗拉基米尔夫纳

教育学副博士 翻译理论及应用语言教研室副教授

乌克兰国立南方师范大学

乌克兰 敖德萨 老码头路 26 号

国际合作下学术信件形式中的语言学特点
（以乌克兰语、英语和汉语学术信件为例）

文章致力于研究在国际合作中乌克兰语、英语和汉语学术信件形式中的语言学特点。

正式的学术信函，可以联想为国际交流活动中教育机构间的联系信件，其中会有各种各样的细节需要注意。在具体的操作过程中可能会出现大量的需要处理的问题：信息的询问和交换，交流，邀请，变动，任务，提醒，确认，建议，提议，意见，请求和要求等。

学术信件是指实用的正式学术交流信函：询问信息的信件、交换信息的信件、更改信息的文件、提醒信件、任务信件、确认信件、任务信件、意见函等。文中按类型展示了在乌克兰语、英语和汉语学术信件中常用的信件格式。

上述信件格式的特定标志（具体信息）为：1. 发信的教育机构名称和地址；2. 信函号码和日期；3. 收信人的姓名的地址；4. 标题；5. 信件正文；6. 附件列表；7. 领导签名；8. 作者签名（在复印件上签字）

在以下的研究中包含了正式学术信件中句法结构、语义、符号用法的解析。

关键词：正式学术信件，乌克兰语，汉语，国际合作，学术交流

周佳佳

南方师范大学孔子学院教师

乌克兰国立马卡罗夫造船大学

乌克兰，尼古拉耶夫，斯大林英雄街 9 号

浅析表时间意义的俄语前置词

俄语中有许多表示时间的前置词，这些前置词中有些意义极其相近。因而在俄语表达中经常会出现这样或那样的错误。只有准确地使用这些前置词才能达到我们语言交流的目的。为了能让我们更加准确地理解语言作品，并确切简洁地表达思想，我以"浅析表时间意义的俄语前置词"为题，介绍了俄语中前置词的特点及作用，旨在让学习俄语的同学获得比较完整的概念，从而能够正确地理解和运用，以使我们的水平不断提高。

本论文的重点之处在于为表时间意义的俄语前置词作了整理和归纳，并详细分析了每一个时间前置词的用法和意义。俄语中的前置词是虚词，属于不变化的词类，总是与名词、代词、数词、名词化的形容词和其他词连用，起一定的辅助作用，是句子不可缺少的成分。本文对表示时间"大约值"，"在……之前"，"在……之后"，"在……时候"等时间意义的前置词进行了详细的分析和阐述，以期学习俄语的学生对表时间意义的俄语前置词能够更为系统的理解和使用。

关键词：*时间意义，前置词，虚词，语言交流*

俄语中的前置词是虚词，属于不变化的词类，总是与名词、代词、数词、名词化的形容词和其他词连用，起一定的辅助作用，是句子不可缺少的成分。本文对这些表示时间意义的前置词按照词意进行详细的分析和阐述。

一、表示时间"大约"值的前置词：около (чего), с (что), до (чего)

（一）前置词 около（接二格）表示"大约、大概、左右、上下、接近"。

A. 只能与表示时间的名词连用表示行为持续或完成的大约时间。例如：
около двух часов（两个小时左右）、около года（大约一年)。

Б. 仅仅表示行的意义。例如：Вечера около одинндцати я звонила тебе．（晚上 11 点的时候，我打过电话给你）。

（二）前置词 c（接四格）表示"大约、大概"。它与时间名词(час, месяц, год, минута) 第四格连用，表示行为持续的大约时间，如：прожить с полгода（大约住半年）。

（三）前置词 до（接二格）表示"大约、大概、将近、约有"。单指行为持续的大约时间，与 около 表示的时间意义相同。例如：прожить до месяца（大约住一个月）。

二、表示时间"在……之前"的前置词：к, до, по, перед, под

（一）前置词 к（接三格）表示"快到……的时候"。

A. к +所指时间表示"快到……的时候"，"将近……的时候"。例如：к зимне（冬天到来之前）。

Б. 句中行为或描述内容一直延续到接近某时期、某事件前才完成或发生转折。例如：явиться к отходу поезда（在火车开车前来到）。

В. 与有些表示行为和过程的名词连用，表示时间意义。例如：приехать к завтраку（早饭前到）如：к началу урока（快上课时）。

（二）前置词 по（接四格）表示"到（包括……在内的）时候为止"。

与表示年龄、日期、时间的数词词组连用，指行为发生及其持续的时间，它与前置词 до 不同。例如：Этот магазин будет открыть по тридцатое июня．这个商店开到六月三十日（包括三十日）。Этот магазин будет открыть до тридцатого июня．这个商店开到六月三十日前（不包括三十日，二十九就停业了）。

（三）前置词 перед（接五格）表示"临……之前"。

А. перед 与表示时间段或行为、状态的名词连用，十分精确地表示纯粹的时间意义，例如：Перед началом заседания монитор в соответствии со списком, чтобы проверитьвсе мы здесь. 开会前班长按照名单检查大家是否都齐了。

Б. перед＋所指时间表示"在……以前、在……不久以前"，时间较短。如与前置词 к 相比较，所表示的时间更接近所指时间。例如：

（1）Перед дождём всё небо покрылось тучами. 下雨前不久，天空布满了乌云。

（2）Я приехала в этот город перед Новым годом. 我是新年前不久来到这座城市的。

В. перед 一般不能与表示昼夜（早晨、傍晚、夜等）、星期几、月份、四季、年龄及钟点的词和词组连用，如不能说 перед утром, перед маем, перед пятью часами 等。

（四）前置词 под（接四格）表示"在……前夕，临近……"。

前置词 под＋所指时间（四格）表示"在……前夕"。前置词 под 比 к 更接近所指时间，即 под＋所指时间（四格）表示的时间最近。例如:

（1）Под осень вернулся в Москву. 到了秋天，他回到了莫斯科。

（2）К осени вернулся в Москву. 快到秋天的时候，他回到了莫斯科。

（五）前置词 до（接二格）表示"在……之前"或"到……时候为止"。

до 与表示时间或行为、过程的名词连用，表示行为的期限，即行为终止的时刻。作"在……以前"解时，泛指"在……之前的人和时候"，时间可长、可短，时期可近、可远。具体地说，前置词既可以表示前置词 перед, к 或 под 中的任何一个词所表示的时间意义，又可以表示比它们更长的任何一个时间段。因此，在使用 до 所指时间作状语时，它所表示的时间意义最为模糊。例如：

До праздника мы уже приехали домой.

过节之前我们已经回到了家里。这里的 до праздника 表示 под прозник（节日前夕），к празднику（快过节的时间最短）。因此，我们可以这样来表示：

до＋перед＋к＋под＋所指时间。距离"所指时间"越近的前置词表示的时间越接近"所指时间"。

三、表示"在……之后"的前置词：после (чего), через (что), спустя (что), по (чём)

（一）前置词 после（接二格）表示"某事之后、某一时间之后"。

А. после+2 格的词组专门用来表示时间意义，可以和任何时间、行为过程的名词连用，表示行为发生后。例如：после работы（下班后，工作干完后）。

Б. 与人称名词连用，表示"跟随"意义，例如：выступить после товарища（在同志之后发言）。после Пушкина（在普希金之后）。在特定的条件下，после 与地名连用也可以表示时间意义。例如：Это сознание пришло к ней после Баку в те дни． 这是她在离开巴库以后的那些日子意识到的。

В. после 只有两种情况才与时间数量词组连用：

（1）表示"几点钟以后"，例如：Она вернётся домой после пяти часов． 她要五点以后回家。

（2）在数词后有非一致定语。例如：После долгих лет музыкальные вечера у нас были только два раза. 多年之后，我们只开过两次音乐会。

（二）前置词 через（接四格）表示"经过多久以后"。

через 与表示时间段的名词连用，动词多用完成体，表示时间间隔、前后间隔多长时间。例如：Через неделю температура спала и выписалась из больницы. 一星期以后她的烧退了，出院了。

Через год он вернулся на Родину с докторской степенью. 一年以后他获得了博士学位，回到了祖国。

（三）前置词 спустя（接四格）表示"过了……、……以后、再过（若干时候）"。 спустя 与表示时间概念的名词连用，表示纯粹的时间意义，指某段时间终结时，瞬间发生的行为。例如：Спустя лето по манину в лес не ходят. 莫待无花空折枝。Год спустя его перевели в Киев. 一年后他调到基辅去了。

（四）前置词 по（接六格）表示"某事之后"。

по 只能与表示行为、过程的名词连用，前置词 по＋名词第六格不但表示两个行为（状态）在时间上的先后关系，而且还强调动词谓语表示的行为在另一行为（по＋动名词表示）完成之后立即发生。例如：по зрелом размышлении (经过深思熟虑之后)。

四.表示时间"在…时候"的前置词：в, на, за

（一）前置词 в（接四格）表示"在……时候"。

А. 前置词 в 表示"在……时候"时，用于四格的情况有：

（1）Я хожу на занятия по английскому языку четыре раза в неделю. 我去英语班每周四次。

（2）Больному надо принимать лекарство три раза в день. 病人必须吃药，一天三次。

Б. 与表示星期名称的名词连用，表示"星期几"。例如：

（1）В среду ходят в бассейн. 周三去游泳池。

（2）В прошлую неделю. 在过去的一周。

В. 与季节、气候名词连用。例如：

（1）Рабочие, не боясь трудностей, работали даже в дождь. 谁不害怕困难，即使在雨中工作的工人。

（2）В мороз не ходить на реку, там очень холодно. 河边有霜冻，就不要去了，非常冷。

Г. 与表示某个笼统的或具备某个特征的时间，时刻连用。例如：

（1）Мы живём в век информации. 我们生活在一个信息时代。

（2）В минуту радости. 在欢乐的时刻。

Д. 与顺序数词连用表示"在第几点钟"，"几点多"。例如：

У нас урок начинается в семь часов утра. 我们每天早上七点上课。

Е. 与一天中不同的时间段的词连用。例如：В прошлую ночь （在昨晚）。

（二）前置词 в（接六格）表示"在……时候"。

А. Час, год, век,可用"в＋顺序数词＋第六格"结构。例如：

В первом часу мы вышли на улицу. 一点钟，我们出去到街上。

Б. в+"在开始、在中间、在最后"这样始末过程的词。即：в конце, в середине, в половине 例如：В конце собрания он выступил. 他在会议结束时发言。

В. в 后接表示人生发展的不同阶段、时期的名词，即：в детстве, в молодости, в юнасти, в старости. 例如：В детстве он уже научился плавать. 他是一个孩子的时候就学会了游泳。

Г. 与某些由形容词连用，即：в будущем, в настоящем. 例如：Учитель сказал, что в будущем из него выйдёт хороший артист. 老师说，在未来他会成为一个好演员。

Д. 与一年中十二月份的名词连用。即：в мае, в январе, в июни. 例如：

В апреле наступает весна. 四月份的时候春天来了。

Е. 当表示在一个时间单位里包含下一级单位多少时。例如：

（1）В неделе семь дней. 一星期七天。

（2）В минуте 60 секунт. 一分钟有 60 秒。

（三）前置词 на（接四格）

前置词 на+四格与相应的带序数词的名词连用可用来表示"到底几年、第几昼夜、第几天、第几夜"。例如：На другой день после сдачи экзамена я была у руководителя дома. 考完试的第二天，我去了领导家里。

（四）前置词 на（接六格）

前置词 на+六格可以用来表示"到第几岁、到第几月、第几星期、第几分钟"，相应得"在……时候"的概念，例如：На днях у нас будет публичная защита диссертаци. 近几天我们将举行学生论文的公开答辩。

На обратном пути мы оживлённо обменивались впечатлениями о прослушанной опере. 回来的路上我们热烈地交流了观看歌剧的感想。

（五）前置词 за（接五格）

前置词 за 与名词第五格连用表示时间概念时，其基本意义是"在做什么事的时候"。за 通常只限于与下列名词连用：завтрак, обед, ужин, еда, чай, игра, разговор, беседа. 例如：За работой он всегда сосредоточен. 工作时他总是全神贯注。

（六）前置词 при（接六格）

前置词 при 与表示行为、过程意义的名词第六格连用表示时间"在……时"，经常表示一个时代，历史时期等。例如：Я узнала от товарища все новости при встрече. 见面时我从同事那儿得知了所有情况。

（七）前置词 в, за, на 与表示时间概念的名词第四格连用表示"期限"意义。

А. 前置词 в 表示行为完成的期限，指明"用多少时间完成某事"，"在多少时间内完成某事"，例如：в последнюю неделю (最近一周内)。

Б. 前置词 за 表示期限，指"多久以来"，"在多少时间内"，表示行为以及行为实现的时间，着重指句子中行为的结果，是在这段时间积累发展而成的，例如：завершить эту работу за два дня(两天内完成这项工作)。

В. 前置词 на 也表示期限，指明"以多久为限"。但它所表示的不是行为本身完成的期限，而是行为结果的状态延续的期限。用于此意义时连用的动词多是运动动词、状态动词、思维动词，都是表示可能复原的行为，例如：Я хочу попросить у вас эту книгу на две недели. 我想向您借这本书读两周。

参考文献

1. Liu Lianghua. 前置词 B 和 Ha 表示时间意义的用法(下) [Qianzhici B He Ha Biaoshi Shijian Yiyi De Yongfa]. – Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2005. – 36 - 40 y.

2. Liu Zuoyan. 从认知角度看多义现象 [Cong Renshi Jiaodu Kan Duoyi Xianxiang]. – Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2002. – 21 - 25 y.

3. Yang Jun. 表示时间意义时 До, Перед, К, Под 的区别和用法 [Biaoshi Shijian Yiyishi До, Перед, К, Под De Qubie He Yongfa]. – Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2003. – 70 - 72 y.

4. Yu Wenjing. 关于时间前置词的几组同义结构的分析 [Guanyu Shijian Qianzhici De Jizu Tongyi Jiegou De Fenxi]. – Qiqihaer Daxue Xuebao Zhesheban, 2000. – 84 - 86 y.

5. Zhang Jianhua. 现代俄汉双解词典 [Xiandai Ehan Shuangjie Cidian]. – Beijing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2006. – 1297 y.

6. Beijing Waiguoyuxueyuan Eyuxi Bianxiezubian. 俄语常用词词典 [Eyu Changyongci Cidian]. – Beijing : Shangwuyinshuguan, 1982. – 1520 y.

Zhou Jiajia
Teacher of Chinese
Admiral Makarov National University of Shipbuilding
9, Heroiv Stalingradu avenue, Mykolayiv, Ukraine

A BRIEF ANALYSIS OF TIME–PREPOSITIONS IN THE RUSSIAN LANGUAGE

There are many prepositions in Russian that express time and some of them are very similar. Because of this a variety of errors appears. Only by using these prepositions appropriately, one can achieve the purpose of communication. In order to be able to understand the language more correctly and exact expression of ideas shoud be used.Therefore some characteristics andfunctions of prepositions in Russian have been represented in the article. In order to make the students who learn Russian get a complete concept, it is expedient that students should comprehend the studied material and improve the level of their knowledge.

The focus of this thesis is to summarize the meaning of time-prepositions in time meaning, and analyze in detail the usage and meaning of each time-preposition. The prepositional words in Russian are the functional words which do not change word class. They are always used with nouns, pronouns, numerals and other words which play an auxiliary role in language and are an indispensable component of a sentence. The time-prepositions, such as "approximate value", "before", "after", "in time" etc. are analized in the article.

Key words: *time meaning, preposition, function words, communication*

SECTION III
CROSSCULTURAL COMMUNICATION IN THE MODERN GEOPOLITICAL SPACE

Inna Pronoza

Candidate of Political Sciences

South Ukrainian National University named after K. D. Ushinsky

Odesa, Ukraine

SETTLEMENT OF THE RUSSIAN - UKRAINIAN CONFLICT AS A GUARANTEED SECURITY FOR EUROPEAN SPACE

The article reports that there is a reasonable position of analysts who believe that the Russian-Ukrainian conflict certainly determines present and future of the EU and the entire Atlantic Europe. This influence can have both negative effects and cause discrepancies between the EU Member States on economic, political, military issues as well as positive ones – a unifying platform for cooperation and efforts to position the background external threat.

Key words*: security, Russian-Ukrainian conflict, European space sanctions, EU Member States, the common position.*

The reaction of the international community in the Russian-Ukrainian conflict is not always straightforward and sometimes is characterized by contradictory positions. Despite substantial international support, there remains a controversial issue of granting Ukraine lethal weapons, primarily for defensive purposes. Since Western politicians try to resolve the conflict diplomatic way and hope for the implementation of the Minsk agreements, the use of military pressure instruments are likely to complicate the situation. Thus, the efforts of the international community are mainly aimed at avoiding direct military confrontation with Russia

and Western partners, whereas the rejection of the use of military instruments of deterrence Ukraine to talk with leaders of so called "LNR" and "DNR" and strengthen the position of the Russian side and their belief in impunity dominating power over the principle of law. Therefore, Kyiv's question to the Russian concerning implementation of the Minsk agreements is fundamental, since it will enable the Ukrainian authorities to regain the control over the eastern border and gradually, with the support of the international community to resolve the conflict by peaceful means. It is important to Western partners who still require the implementation of the previously signed agreements and preservation / strengthening sanctions against Russia until the full implementation of the Minsk agreements and restoration of the territorial integrity of Ukraine, including the Crimea.

In the creation and implementation of foreign policy, the European Union has always played an important role and still plays due to positions and interests of individual member states. This stems primarily from the restrictions associated with unanimate voting in the EU Council and the European Council on the basic amount of foreign policy and security issues. In most cases, it is necessary to achieve the consensus of the Member States regarding certain actions and decisions of the EU. And if it fails, then the consensus that acquires the forms of "rotten compromise"will operate, [1, p. 35] which seem to have effectiveness of joint activities.

Therefore, the position of the EU on the international stage is often the "lowest common denominator", the process of working hours is long lasting and requires much energy is used to resolve internal disputes, instead of forming a strong common position in relation to other states.

The positions of the Member States are very important for the formation of a comprehensive long-term strategy for the EU, which would be aimed at strengthening Ukrainian statehood and integration of our country to Europe and coherent EU policy towards Russia under conditions of the Russian-Ukrainian conflict. Therefore, understanding how serious the differences between the Member States are and how to change this situation is paramount.

The Russian-Ukrainian military conflict demonstrates weak cohesion of Europe to external threats, the main reason why, no doubt, is the divergence of interests of the EU member states in terms of their foreign policy priorities in general and towards Eastern Europe in particular. The main interests of most the EU countries in Eastern Europe are economic in nature, related to energy and access to markets. The interest of some of the EU in cooperation with Eastern Europe also follows the issues of security and immigration. But in general we can speak of the traditional Member States' deficit of political will and common interest to form policy towards its eastern neighbours. Eastern Dimension of the EU policy that was of particular importance for Brussels after extensions in 2004 and 2007, has remained one of the most controversial and contradictory assumptions among members of the Union. Finally, D. Milcharek points out correctly that the formation of a common coherent EU policy towards Eastern Europe recipients was not conducive ambivalent positions within this policy.

The advantages of the Revolution in Ukraine and the Russian-Ukrainian war, unfortunately has not led to the formation of a broad consensus in the united Europe. On this occasion, the American realist Robert Kagan notes that "even the Europeans of XXI century, despite all the benefits of their union, are unable to unite against a predator in their environment and, in the past, willing to give at the mercy of the weakest to save their own (financial) skins". In our opinion, such a verdict is exaggerated and perhaps premature. Indeed, although there are doubts, some EU countries do not still approve, for example, increased economic sanctions and other restrictive measures towards Russia, but in the end the is such a result: still no Member State has dared to use the veto right joint action or EU position on these issues. At the meeting of the Union for Foreign Affairs in June 22, 2015 automatically without discussing the sanctions against Russia were extended until 31 January 2016. The EU countries adhere to a common position on the rejection of the Russian actions in Ukraine and sanctions against Russia by consensus of all 28 members is considered a significant achievement. However, it is necessary to agree with John Sherr that Russia's policy towards Ukraine is largely fueled by the

conviction that the lack of resources and core national interests outweigh leading European countries and will enable Russia to realize its interests in future. However, says the expert, the idea of the Kremlin was false [0, p. 89]

Reaching consensus among the 28 EU member states is - a complex process. While discussing the extension of sanctions against Russia, one cannot mentions the introduction of new restrictive measures, serious differences remain and presuppose continuous continue discussions on the matter. Among the EU countries, on the one hand, there are "hawks" calling rigidly to resist Russia, strengthen economic sanctions and provide active support to Ukraine. Some even involves supplying weapons for protection. Since the beginning of this hard way chosen Poland, the Baltic States, perhaps to a lesser extent - Romania have experienced it. Each of them has its own internal reasons, related primarily to the near history. This group is comprised by the United Kingdom and Scandinavian countries.

Poland, Lithuania and Estonia were the first to formulate the earliest and most fundamental position on the "Ukrainian crisis," the Russian annexation and subsequent military campaign in the Donbass. The Foreign Minister of Poland, together with his French and German counterparts were intermediary in the negotiations between the protesters and the President of Ukraine Viktor Yanukovych in February 20, 2014, while Lithuania has used its presidency of the UN Security Council to convene an emergency meeting on the Ukrainian issue. In turn, the Estonian President T. H. Ilves at the meeting with the Ukrainian leaders in September 2014 said that the Ukrainian-Russian conflict is - a "war between" Europe and non-Europe, a conflict between different value systems [0, p.3]. In response to the violence against Euromaidan Estonia, Lithuania and Poland gave the wounded Ukrainian health care in their hospitals. In addition, all three countries have mobilized strong reaction of a civil society to the events in Ukraine.

Although the position of Poland and the Baltic countries, which have long pointed to the threat from Russia (in 2009 a group of experts from Central Europe warned in an open letter to the administration of Barack Obama, published in Gazeta Wyborcza that Russia is returning to the policy of the nineteenth century with tactics

and methods of the XXI century [0]) has long been the position of the minority and they were called alarmists, with the growth of aggressive behaviour of Russia and increased the intensity of the fighting in eastern Ukraine, it gradually became a majority position. The leading role in this process is played by Germany, as Angela Merkel has made great efforts to agree the EU institutions common position on Russia's actions in Ukraine and sanctions considering them as "necessary and inevitable".

A clear and unambiguous position of German Chancellor was made in November 2014 after Brisbane summit of G20: "We can not afford beating the old notion of spheres of influence, along side with neglecting the of the international law. "We will oppose this policy", no matter how long it could not last. The matter is how hard it was and how much failure it could bring. According to John Sherr, with its resolute, methodical and consistent approach, Angela Merkel during the past year was the embodiment of Western firmness and solidarity [0p. 89].

However, some EU countries have taken an ambiguous stance on Ukraine and Russia in the current war. They are conventionally called "Russia's understanders" ("those who understand Russia"). France, South Union Member States (Italy, Spain, Portugal, Greece, South-East Europe) do not no hurry to confront with Russia through Ukraine. It is possible that some EU countries in the future may veto new sanctions against Russia or block their extension. Such intentions have been repeatedly expressed in government circles in Italy, Cyprus, Czech Republic, Greece and Hungary. Some warning at various times were put forward by representatives of the authorities of Austria and France.

The position of some Central European countries on Russian-Ukrainian conflict may seem surprising and rather uncertain. Despite the common history like a Soviet satellite, and (most of them) a direct occupation of Moscow is in the twentieth century is obvious. Still fresh is the experience of your own transition, good understanding of contemporary Eastern Europe and Russia, proximity to the conflict zone, deep historical, cultural, social and economic ties with its neighbors in the East, the region is surprisingly divided in relation to the Russian-Ukrainian

conflict. Unlike Poland and the Baltic States, the response of the southern part of Central Europe to the events was more restrained. It ranged from cautious condemnation of Russia's actions in Bulgaria, noticeable distancing of these issues in Romania, quiet pragmatism in Slovakia and clear pro-Russian vote in the Czech Republic and Hungary. The representatives of these countries at meetings of the European Council either or are silent of the Ukrainian issue or take too vague or non-pro-Ukrainian position. The debate in the EU on sanctions against Russia have only deepened the differences between the countries of Central Europe.

On it should be bear in mind that the key line of the conduct of the Russian Federation in the European direction today is to encourage divisions within the united Europe, where noticeable are hesitation and reluctance of some countries to follow the economic losses due to the introduction of sanctions. It hopes to divide Europe and weaken the West, to increase its own importance in the world. Europe is slowly moving in understanding the nature and danger of the Russian challenge.

The influence of Germany played a crucial role not only in implementing effective sanctions of the EU against Russia in March 2014 and their expansion in July and September 2014, but also in disrupting the pipeline project "South Stream", stopping / slowing the convergence of Hungary and Russia, dragging France with a group of skeptics on the issue of sanctions to the opposite camp and indirect impact through Paris to other southern member states. In general, German policy coincides with fits into the overall approach to the conflict, the European Union, which includes 3 components: Sanctions against Russia, financial support of Ukraine and search format of negotiations for the solutions within certain aspects of the conflict diplomatically. Germany strongly supports sanctions against Russia for the purpose of putting pressure on Moscow to end fighting in Eastern Ukraine, but is also actively working to create the conditions under which they may be eliminated in the future. This refers to the efforts of Germany's bilateral activity with France with a view to a political settlement, support of the contact group set up under the auspices of the OSCE, the US coordination of a united Europe. Angela Merkel realizes that

to increase the sanctions against Russia might make the EU members dissatisfied get it is necessary to progress in resolving the conflict long.

The current position of Germany concerning the Ukrainian-Russian conflict demonstrates significant modification of its eastern policy. The chancellor G. Schroeder and A. Merkel think that German accents of Eastern policy are focused mainly on Russia – a close relationship with it have a long historical tradition, and now both sides are important partners for each other, especially in the economic sphere. The trade turnover between Germany and Russia in 2013 amounted to 76.5 billion euros [0, p. 90]. Russian annexation of the Crimea and the war in eastern Ukraine had led to greater realism in German policy towards Russia. This gives enough reason to believe that in the near future the paradigm of German Eastern policy may change, in particular its attitude to Russia, Eastern Europe and the South Caucasus in terms of "Eastern Partnership".

Today among German politicians, researchers, activists and journalists engaged into the Ukrainian-Russian conflict with science, journalism or social position, is the debate about the interpretation and evaluation of the events in Ukraine. On 5 December, 2014 60 prominent representatives of German political, business and cultural spheres published their ideas in the newspapers "Die Zeit" and "Der Tagesspiegel", and later Russian online inoSMY.Ru appealed "a new war in Europe. Not in our name!" Known as "Call of 60 German celebrities." In it, they asked Berlin to continue its partnership with Moscow. A week later, in mid-December 2014, 142 German experts on Eastern Europe published in the newspaper "Zeit Online" (Hamburg), "Der Tagesspiegel", "Die Welt", "Berliner Zeitung" (Berlin) and "Der Standard" (Vienna) a response, which called to ensure that German policy towards Russia are based on realities, not illusions. Noting that "this war is a clear aggressor and the victim is clearly identified,"the signatories said that" "we, Germans, can not again turn a blind eye when it comes to the sovereignty of one of the former Soviet republics, the survival of the Ukrainian state is "in our own interests opposed to the export anti-liberal ideas of the Kremlin in the EU" [0].

This discussion, formal statements of many members of the German political elite and the country's position in the EU concerning the Ukrainian-Russian war show that many members of the German political elite, including the Social Democrats and the business community have changed their attitude to Russia, and then there is a chance that in the near future the Eastern policy of Germany will be more realistic and balanced in the context of relations with Russia.

The differences in the approaches of the Member States to the Russian-Ukrainian conflict led to the formation of a double strategy of the European Union on the one hand – sanctions against Russia, and on the other – search for a talk format to resolve the conflict diplomatically. In spite of existing agreements with Russia in various formats ("Geneva", "Normandy"), and above all Minsk-1 and Minsk-2, they have not been executed and Kyiv is still suffering aggression, diplomatic way to turn Russia into a more " cooperative "status seems problematic.

Secondly, they must have a common position and vision of what should happen if the sanctions were extended. Will ceasefire be sufficient or is it necessary to fully implement the Minsk agreement, including the establishment of effective control over the Ukrainian constitutional authorities of the Russian-Ukrainian border.

The Russian-Ukrainian conflict will depend on the determination of the positions of Ukraine and the willingness of the West to some losses for restoring world order according to the established international law. It is reasonably for the absence of a military solution to the Russian-Ukrainian conflict, but the obvious is the fact that some diplomatic or economic measuresmight not resolve it. Therefore, it is the development and implementation of the world community (including Ukraine) to initiate asymmetric comprehensive program for aggressive Russian actions, the components of which may be the subject of further fundamental research. Among its key elements there should be singled out strengthening of economic sanctions, political and moral isolation of the Russian Federation to stop the aggression, changes in regional security and a more rigid, active defense system, extensive involvement of the tools of modern diplomacy into the condlict and substantial international assistance of Ukraine.

Priority is acquired for successful reforms in Ukraine and consolidation of forces within the country that, firstly, increase legitimacy, and secondly, to improve social and economic standards of the state. Implementation of certain tasks and complicated through commercialization values as a clear sign of the modern world, where the material things are more preferable than spiritual ones and where over the spiritual and sense of stability prevails over the need for a radical change in international relations. Therefore, you should look for alternative ways of strengthening the international order to meet the new challenges of the modern globalized world.

REFERENCES

1. Milczarek D. Foreign and Security Policy - a Challenge and a Strategic Choice for the European Union of the 21 Century // The Global Challenges / eds. A. Kukliński, K. Pawłowski. - Nowy Sącz. - 2005. - P. 34-37.

2. Мільчарек Д. Європейський Союз та його місце в сучасному світі / Д. Мільчарек. - Львів : "Інформація. Поступ. Перспективи".- 2008. – 198 с.

3. Шерр Дж. Міркування про нову сварку Сходу і Заходу / Дж. Шерр // Національна безпека і оборона. - 2014. - № 5-6.- С. 87-92.

4. A Region Disunited. Central European Responses to the Russia-Ukraine Crisis: Europe Policy Paper / ed. by Joerg Forbrig1. - Washington: The German Marshall Fund of the United States. – 2015. - P. 3-7.

5. An Open Letter to the Obama Administration from Central and Eastern Europe // Gazeta Wyborcza. - 2009. - July 15.

6. Шергін С. Україна, США і ЄС: криза дипломатії доби глобалізації / С. Шергін // Зовнішні справи. - 2015. - № 1. - С. 24-27.

7. Дж. Шерр. Там само.

8. Дж. Шерр. Там само.

9. Умланд А. Захист миру замість винагороди експансії / А. Умланд // Дзеркало тижня. Україна. 2015. - № 3. - 30 січня.

茵娜•普洛诺扎

政治学学科候选人

乌克兰国立南方师范大学

乌克兰，敖德萨

欧洲安全框架下的俄罗斯-乌克兰冲突处置

笔者认为，俄罗斯-乌克兰冲突对欧盟乃至欧洲-大西洋区域目前及未来的安全形势将造成的决定性影响。这种影响会为欧盟成员国在经济、政治、军事合作等方面业已存在的差异带来负面作用；亦会为其在应对潜在威胁时建立联合应对机制产生积极作用。本文旨在对这一观点进行合理的定位分析。

关键词：安全，俄乌冲突，欧洲生存空间，制裁，欧盟成员国，共同立场

Svitlana Rostetska

Candidate of the Political Science

Senior Lecturer of the Political Science and Low Department

State Institution «South Ukrainian National Pedagogical

University named after K.D. Ushynsky»

LOCAL AND REGIONAL IDENTITY IN THE CONTEXT OF THE DAILY POLITICAL PROCESSES IN EUROPE

In the article the problem of the regional political identity, its types, structure, conditions of formation were discovered. There was analyzed the influence of the regional identity on the political processes in the European countries.

Social contradictions of modern society, the uncertainty of social situations, a variety of principles of organization of social communities, activities, social roles and group norms are reflected in the consciousness of various population groups. In this regard, we focus on the transformation of the established values of social categories by which people define themselves and their place in society. Thus, the identity crisis is observed not only at the level of individual consciousness, but also within a given social space. Regional identity becomes a condition for structuring territorial communities, the most important factor in the reproduction of social solidarity at the level of social groups influences the development of the region, in terms of specifying the need to explain the factors and trends which strengthen regional identity and its mobilization potential.

The need to explore regional identity phenomenon is especially significant within an environment where one of the consequences of the transformation of society becomes regionalization space, accompanied by a sharp increase in the regional identity.

The recent turbulent political events in the country call to encourage the researches of the problems of regionalism and regional specifics of some individual areas and their inhabitants. The current civilizational fault of Ukraine calls to pursue the substantial revaluation of social values thus involving the analysis of spiritual, socio-cultural and historical roots of all regions of our country.

The country regional development process identifies is of particular attention and this is an obvious fact. To select an effective strategy of action and appropriate political, socio-economical and other instruments, it is necessary to clearly identify the main issues, the nature of the regional problem.

In general, it is possible as follows:

Firstly, how to change the proclaiming constitutional equality of the state subjects, equality of «de jure» into the equality of socio-economical living

conditions of equality «de facto»? How to define the principles of this «equality» correctly?

Secondly, how, not declaratively, but really for the common good, to use a strong development capability, confined exactly in the differences of Ukrainian territories? How to put into practice the native dream and the imperative – «the unity in diversity»?

Thirdly, how to find a consistent combination of common national, governmental, regional and personal human interests in the today's difficult situation and to do it in the most accurate way and without any conflicts?

Thus, a regional problem is a systemic manifestation of an imbalance in the functioning (state, development) of one or more interdependent potential areas. Among the regional problems, there can also be attributed still rare manifestations of «growth points» which need special attention.

It should be noted the conceptual and methodological differences between the concept of regional problem and regional situation.

The regional situations are more inertial than the regional problems occurring at their backgrounds. The last ones are a set of specific regional conflicts that have arisen in the course of the regional situations development. The regional problem should be realized as something manageable (ordering, mitigation, etc.) in the foreseeable future.

A regional problem, in principle, cannot be solved once and forever, but its sharpness should be minimized with the help of a regional strategy – a system of measures on the territorial structure of society effects for the sake of public objectives.

The regional problem can conditionally be divided into three parts:

1) socio-economical issues (regional policy in its traditional sense);

2) political issues (decentralization, federalism);

3) cultural issues (regionalism).

These components have different nature, and the measures to reduce the severity of each of the regional problems are to be different. Different tasks should

be solved by methods adequate to these aspects. It is better to avoid the crossing and the imposition of these methods, i.e. for example the solutions of economic goals with the help of social measures.

One of the political regional problem in Ukraine is a problem of regional identity and regional political culture.

The regional and local identifications serve as one of the defining and stabilizing (albeit difficult being isolated) factors in the formation of cultural-historical and socio-territorial community. From the perspective of Charles Rick, «a factor of regional identity is «national» statement of the regional collective, a «voice of a regional group» [1, p. 212]. The regional identity seems to be considered as an option of ethnic or rather sub-ethnic identity. The importance of the regional identity has at least two political consequences. Firstly, it is difficult to implement a strategy of ethno-political mobilization of society. Secondly, it makes the regional identities an important political resource, which, in its turn, can jeopardize the unity of the country.

The conservation and sustainability of the regional identity can be explained through the concept of «internal colonialism» by M. Hatcher. He understands it as «the existence inherent to a particular culture, hierarchy division of labour, which contributes to the formation of reactive groups» [2, p.185], so «the internal colonialism» is a form of exploitation of the Center of its periphery. Spatially the irregular waves of industrialization in the era of the modern time have increased the marginalization of many peripheral (provincial) territories, and ultimately contributed to the regional stratification and spatio-territorial hierarchy of society. This factor, according to M. Hatcher, contributes to the preservation of ethnic and regional identity in certain territories (sometimes in a latent form), despite all the attempts of the Center to unify their cultural property. In addition, as some researchers note, the prevalence of local political loyalty above the national is typical for the societies with fragmented political culture and transit political periods.

The changes in the organization of spear (country or region) as a consequence have got changes of the collective representations of it, which inevitably leads to the disruption of identity, the creation of its new variation, the return to the traditional forms, or even to the «loss» of identity. The revival of the old and the formation of the new regional myths and ideologies, noted by researchers, reflect the process of updating of the citizens regional self-identity in the circumstances of identity crisis and it is a defensive reaction to changes in the very unfavourable changes in the socio-political environment which our country had to encounter.

Regional identities, such as national, are based on the idea of «imagined communities» according to the words of B. Anderson. However, if Anderson saw nations as closed systems, on the contrary, the regions should be regarded as the opened ones. The regional identity can be regarded as a key element of the region construction as a socio-political space and institutional system. Note, that the regional identities do not replace or supersede the national ones, in most cases they are complementary and constitute not a system of rigid, mandatory, but rather unstable and flexible connections.

The maintaining of the regional identity may require a constant threat from outside; this binary logic of «we» and «they» can give a regional identity even an aggressive character because "we» is defined, in particular, through the opposition to «them», to the «other». Thus, according to G. Delanty, «the purity and stability of «us» is guaranteed primarily by the common name, then by the demonization of other / another and getting rid of them» [3, p. 47-62]. Maintaining of the purity requires the designing of the hard, impenetrable boundaries, and since it is impossible, the process of fragmentation of regional communities and blurring of the regional identities develops.

As P. Frankenberg and J. Shubauer note, the regional identity comprises three main elements. The first element is the cognitive, it points that the citizens should be made aware of the existence of their region and its geographical limits. This, in its turn, it requires some knowledge about the region and the neighboring regions, in order to «own» the region can be easily distinguished from the «other» one. The

64

region's population must know about some of its characteristics, whether it is a physical or a geographical one, a special story or an economical profile.

The second element of the regional identity is affirmative, it is a form of interpretation of the cognitive element and it includes a set of emotions about the own region as well as the extent to which the region provides a frameworks for the common emotions and solidarity feelings. The affirmative and cognitive elements of identity are associated with the third element – the instrumental, when the region is used as a basis for the social and political mobilization and for the collective action. The instrumental element can be considered as the highest element in the sense that it evolves on the basis of the first two: the cognitive and the affirmative. The instrumental identity element is manifested in a particular political culture of the population (especially in the electoral culture), but even more in the design of regional parties and movements [4, p. 35].

This way, it can be argued that the political regionalism can be defined as the expression of regional political culture prevailing in the power of the instrumental aspect of regional identity development.

The problems of regionalism are now in the center of attention in many countries. Such, already in 1998, the European Parliament, taking into consideration the acuteness of these problems, adopted a «Charter of regionalism», according to which the region is understood as a homogeneous space having physical and geographical, ethnical, cultural, linguistic community, as well as the commonness of economic structures and common historical destiny. Thus, the declaration of a kind of a set of areas in the region is possible only if the all or a part of the above symptoms exist.

Moreover, in the structure of the regional social identity, there are two main components: knowledge, understanding of the peculiarities of their own «territorial» group and self-awareness as its member as well as assessing of the quality of their own territory, its importance in the global and local coordinate systems. For the totality of the population, joined, at least, by a common place of living, it means the emergence of some kind of the regional community. That follows that for the

regional identity it is fundamentally important concept, this is an idea about territorial connections arising on the basis of a joint or a neighbor's residence of the members of social groups of different sizes and diverse cultural identity. Since the quality of a region can be different, and its properties and functions are not always comparable to those of other regions, it serves mainly as a collective image that embodies economic and political phenomena in their specific content in relation to the conditions of functioning of public relations.

Currently, it is possible to clearly argue that geopolitical factors have an increasing impact on the processes taking place in a certain country, including Ukraine. Accordingly, these factors impact on the change of regional relations, and with the development of globalization processes this impact becomes more and more significant.

According to E. Eremina, we should clearly distinguish the concepts of internal and external identification: in case of external identification of the region, it can be defined as the process of recognition and attribution of the regional identity from the outside (in a broader social space), while the inner essence of the identification lies in the self-reflexive establishing and awarding by the entity (by the local inhabitants) the own social properties and characteristics of the region (historical, political, economic, cultural, and so on). The ambient (objective) world defines the inner world of the subject [5].

The founder of the theory of the social identity A. Tajfel wrote that the social measures impact on the individual way of seeing the world by the subject. The self-identity, expressed primarily by the identification itself with the community, is the subjective, resultant, based on the objectively existing features of the identification with this community. This is applied to any of the components of the social identity, particularly to the regional [6, p.123].

The regional identity can serve the basis for a special perception of common national political problems, which is expressed in a particular electoral behaviour during national elections and referendums. The politicization of the regional identity can go further, leading to the formation of the regional party-political systems.

At certain stages of social development of the power structures of the state are interested in the emergence of a regional identity, which is becoming a social reality as follows:

- achievements of socio-political integrity of the regional community,

- fixed problems of mobilization of society and state,

- saves continuity of public (regional) development.

The greatest interest in this regard is the Soviet experience in the construction of a regional identity. The attitude to this phenomenon of social reality in representatives of the highest authorities of the Soviet state passed the evolution of total rejection and combat this phenomenon to initiate and stimulate the process of its formation within the boundaries of the dominant Soviet identity. Thus, the formation of regional identity in the conditions of Soviet reality takes on the character of purposeful activity of authorities of different levels.

Analyzing the problem of construction of social reality in the direction of formation of regional identity, it is necessary to point out that form of the identity and the means to create the social and conceptual space for it.

In a stable society with a sustainable national (civil) identity the regional identity does not come to the fore in the hierarchy of the territorial identities. In the normal circumstances, it is manifested in the formation of a certain system of values and norms of the region inhabitants' behaviour due to ethnicity. Under conditions of the weakening or the crisis of the national (civil) identity the regional-ethnic identity can make it competition and after receiving a political connotation, jeopardize the unity of the country.

The regional identity can take shape under the influence of pressure of socio-economic nature, i.e. can be rooted in the inter-regional disparities in the levels of socio-economic development. It is important to note that in this case the political demands can be nominated as relatively prosperous regions, using the argument of dependency from the side of the poorer regions, and, on the other hand, relatively poor regions: in this case, using the argument of insufficient attention by the center, the discontent of their policies.

In the first case as an example may serve the political demands of the macro-region of the Northern Italy and the constitutioning of the regional parties (leagues), in the second case – the regional socio-political movements in the Southern Europe or a special electoral behaviour of the population of the Eastern lands of Germany, where the increased support gets the Party of Democratic Socialism. It is noteworthy that in the case of formation of a regional identity on the socio-economic basis it could be the strengthening of its negative aspect, it's not inside orientation, but outside, on the search of the «enemy», which can act both as poor and rich regions (the lack of inter-regional solidarity) and the National Center as a «producer» of chaos or a source of unmotivated decisions infringing the rights of regions.

Obviously, to divide the cultural and socio-economic prerequisites of the regional identity formation is possible only conditionally, in most cases the speech is about their combination. For example, on Corsica, the folding of a very special identity occurred on the cultural-historical basis, but at the same time, the region is probably the poorest in France, which also strengthens the regional identity, the region's commitment to the self-isolation. Generally, the "undefinition" at the law level of the regional Corsican identity («natural» and historical), and the presence of separated «Corsican people» is the constant source of serious internal conflict and a matter of concern all French governments regardless their political affiliation (both as left as right) . This opposition has a violently expressed character; it has repeatedly led to outbreaks of terrorism (of varying intensity). The attempts as peaceful conflict resolution by providing Corsica a special self-governing or autonomous regional status (socialist governments), as tough repressive methods of suppressing the radical Corsican nationalism / separatism from the side of the right political forces did not succeed; the positions of the French Constitution, were the main obstacle according to which there is only one «nation» – the French, and, accordingly, only one official language throughout the whole country [7]

The current state of Corsican resistance to the central government is characterized by the division of the nationalist forces into the autonomists and separatists. The second group has always had a militaristic component, resorted to

the terrorist acts and felt the violence the only one way to achieve the independence. However, the majority did not support either autonomists or separatists.

Although the intensity of the armed aggression gradually reduces, the confrontational relations with the central government are still not faught, alongside with the main cause of the conflict – the powerful assimilation pressure on the regional («natural») ethno-cultural identity of the Corsicans. That is why the prospects for the further developments of acts and the relevant scenarios are rather pessimistic: they reduce, from the one hand, to the further decline of self-identity of the local population due to the political system of France, from the other - to the lasting resistance of national-conscious" Corsicans as a permanent source of the conflict [8].

Note, that according to a number of leading European researchers in the field of regionalism, the presence of a strong regional identity, especially of cultural-historical character, in most cases, is not a guarantee for regional «success», the acceleration of the temps of the socio-economic development of the region. The positive experience shows the regions where there is a deliberate general economic interest, and where it is possible to make a choice in the economic policy. In this case, the regional economic interest generates the creation of political institutions which, in their turn, design, produce a regional identity based on the collaboration of actors in the development of common regional interests. The foregoing should be illustrated by the example: the artificial Rhône-Alpes region in France is developing much more successfully than the «tradition» rooted regions of the South of Italy, which are not able to construct a political identity and to develop their own effective strategy.

A bright example of the coexistence and, in some extent, the competition among the various levels of identities are «British» and «English». The first one is characterized by attempts to develop a sense of community between different parts of the nation, historically established range of different features. In spite of efforts to consolidate the country (often as a result of the emergence of a common external

threat), it has such powerful component, as nostalgia for past greatness of the British Empire.

On the cultural, historical and socio-economic backgrounds of the regional identity the another important factor applies – it is the factor of geography, other words, rather a distance from a central location (the degree of peripheral), rather a sharp distinction between macro-regions of the country, as a rule, the gradient of the North / South, that is inherent for every major country in the distinction between the northern and southern regions (this may be the East / West gradient).

For example, Italy has specific problems related to regionalism. According to constitutional order, Italy is a very decentralized country, which, however, is believed not as a federal, but rather «polycentric». Italy was the first country that resorted to the experiment with the asymmetric decentralization. After the Second World War, the introduction of the high-level regional government was inevitable at least on five areas the most famous of which are Trentino – the South Tyrol and two southern islands - Sicily and Sardinia. In the search of the «third way» between the federal and unitary structures, the regionalization was implemented across all the country, the level of authority remaining territorial and administrative units being lower than in these five [9, p. 129].

In the context of studies of Italian regional identities, the phenomenon of such a political party/movement as «Northern League (League North, LN), deserves a special attention. The most distinctive feature of LN in not its successful attempt to design a new collective regional identity – the north-eastern Italian ethnic «nations» called «Padania». The purpose of this actually is non-existent, fictitious ethnic identity was to get the right to self-determination, i.e., to legitimize the secession from Italy, or, at least, the acquiring of a high level of autonomy for the region with the same name. That mean, the activity of LN was aimed not only at the individual assertion of the ethnic identity, but also to the fight with the «corrupt central authority» for the federalization and the deprivation of possibility to give the support to the impoverished southern regions, which hamper the further full development «Padania» [10].

Talking about Ukraine, the regional distinction between the East and the West was laid and maintained, forced by those states, which included the parts of our country for a long time. In addition, the situation escalates by such factors as the belonging to different civilizations (European and Eurasian) and various religious traditions (Catholic and Orthodox). However, we should not be limited by focusing only on the noted regions, because the regional differentiation of Ukraine includes such major areas as the Centre and the South, with have common and different political, economic, cultural features of East and West. It should be noted that the regional differences of Ukraine had been formed before there was a state. There is interdependence of political and regional identities and the impact of the external factors on the formation of the regional identities.

It should be noted that regional identity is a fundamentally important idea of territorial connection, which occurs on the basis of joint or neighbourhood of residence of members of social groups of various sizes and different cultural identification. In this regard, we can talk about some basic, geographically and historically developed space, the parameters of which are quite stable and weakly amenable to social or political design. These include the geopolitical parameters of the region, its climatic conditions, which determine certain features of culture, traditions and way of life, and especially the organization of the economic infrastructure of the region. These parameters may indicate the presence of the space within which regional identity may occur. Accounting for this basic component is a prerequisite for an effective organization of the social space of any regional identity.

At the same time, a social space of the regional identity can be constructed by regional and social policy of the state.

Specific climatic conditions, the possibilities of constructing a regional identity of the social space based on the presence of in each region, forming a particular cultural and historical community. By themselves, these conditions may be more or less attractive for the public. The regulation of this process requires the authorities of purposeful activity on formation of an attractive image of the region through an elaborate regional and social policy.

Thus, the power of forming a kind of order, which is being implemented, primarily through education, the arts, the media. On the ground, it becomes a priority theme in the local culture.

Geo-cultural, geo-political images and symbols of the region are closely linked to the cultural and historical traditions of a particular territory. In this regard, of particular importance in the development of regional identity is recourse to historical memory. It contains the idea of victories after defeats, greatness after humiliation. It is these deep historical aspects of the sacred beginning to work on the formation of identity. Not casually attempts to form local and regional identities, as, indeed, and the fight against them is related to local history. Regional authorities initiated the creation of local history organizations and studying the history of his native land in educational institutions, stimulate the development of local lore Olympiad movement. Appeal to the history of the region is the most effective method of forming the patriotic feelings that form the basis of regional identity.

Forming the image and appeal to the historical memory is associated with a certain myth-making. With the myth, man creates a picture of the world, interprets natural phenomena and social processes in relation to itself and in this sense, myths are created as the man himself, the mass consciousness, and the authorities are part of the identity. On this basis, the crystallization of the collective «we» - the base for the identity of any level and type. Identity is formed in relation to a series of differences that are socially understood. That is why there are relevant political relations, which requires the development of some means regulating their standards. Power plays a fundamental role in these relations... ». The collective «we», which occurs on the basis of awareness of their peculiarities and differences from others, is the result of a purposeful activity of the local authorities and the awareness of geo-cultural images of the historical past of the region and its social space in the public consciousness. At certain stages of development of the regional identity of the collective «we» can act as resource mobilization, thus artificially cultivated and supported by local authorities.

Such way, the regionalism, understood as a political ideology and strategy of the elites, is aimed at the redistribution of the forces between the «center» and «periphery». In recent decades, the new forms of regional political relations and institutions appear, the construction and interpretation of which is making trough the metaphor of «project approach», in terms of «region-building», «horizontal forms of cooperation between partners», «flexibility», «networking concept», «decentralization". In the successful regionalization there seen a basis for the institutional embodiment of the political principle of decentralization (in the case of Ukraine) or federalism. In the center of the «new regionalism» there are such types of areas, where the nation-states are no longer the main and the only actors, which define the rules of the cooperation and the integration. The «Traditional» regionalism was aimed at the solving clearly defined functional tasks in the areas of the economy or safety. The «new» regionalism is much more multidimensional: it includes both aspects: the economical and the political ones as well as the social and the cultural ones.

REFERENCES

1. Рик Ш. Феномен идентичности /Ш. Рик// Образование и социальное развитие региона. – 1996. – № 3-4. – С. 209–215.

2. Hechter M., Levi M. Ethno-Regional Movements in the West / M. Hechter, M. Levi. – Oxford , N.Y., 1994. – 264 p.

3. Косов Ю. В., Фокина В. В. Политическая регионалистика / Ю. В. Косов, В. В. Фокина. – СПб .: Питер, 2009. – 192 с.

4. Frankenberg P., Schulbauer J. Raumbezogene Identitaet in der Geographie/ P. Frankenberg, J. Schulbauer. – Mannheim, 1994. – 137 p.

5. Еремина Е. Региональная идентичность в контексте социологического анализа [Електронний ресурс] / Е. Еремина// Регионалистика. – 2011. – № 3. – Режим доступа: http://regionsar.ru/node/781?page

6. Иванова Н.Л., Румянцева Т.В. Социальная идентичность: теория и практика // Н. Л. Иванова, Т. В. Румянцева. – М. : Изд-во СГУ, 2009. – 456 с.

7. Kimmelman M. In Corsica, clinging to a regional identity[Електронний ресурс] / M. Kimmelman // The New York Times. – 11 November. - 2010. - Режим доступа: http://www.nytimes.com/2010/11/14/arts/14abroad.html?pagewanted=all

8. Беліцер Н. Регіональна ідентичність і регіональний сепаратизм у сучасній

Європі [Електронний ресурс] Н. Беліцер// Режим доступу: http://www.ucipr.kiev.ua/publications/regionalna-identichnist-i-regionalnii-separatizm-u-suchasnii-evropi

9. Bilancia P., Palermo F. The European fitness of Italian Regions / P. Bilancia, F. Palermo // Perspectives on Federalism/ – 2010. – Vol. 2. – Issue 2. – P.123–174.

10. Беліцер Н. Там само.

斯威特兰纳•罗斯特斯卡
政治学学科候选人，政治与法律系副博士
国立乌克兰南方师范大学
乌克兰

地方和区域认同及其在欧洲日常政治进程背景下的特征

本文研究的内容包括地方和区域认同，以及其类型、结构、形成条件。分析了区域特征对欧洲各国政治进程的影响。

关键词：区域问题，区域情况，区域认同，区域主义，政治进程

N. N. Rudyk

Teacher, Foreign Languages Department,
South Ukrainian National Pedagogical University
named after K. D. Ushynsky
34, Staroportofrankivs'ka Str., Odesa, Ukraine

PHYSIOLOGICAL CHARACTERISTICS OF SPONTANEOUS NATIVE AND FOREIGN SPEECH

In this article there was made an attempt to compare physiological features of spontaneous native and foreign speech. The article focuses on differences in genesis of these two types of speech activity. Given research is intended to help to understand these two meanings better and as a result will help to use this knowledge in pedagogical practice while teaching foreign languages.

Key words: *native, unprepared and spontaneous speech, genesis of speech, stress.*

Today foreign speech in general and especially spontaneous speech is increasingly becoming the object of research of many scientists from different fields of knowledge. Their interest covers a huge range of characteristics of these activities: from formal features of speech to its stylistic features and the form of emotional expression.

During the analysis of these studies, we discovered that the scientists dealing with this problem do not really understand from the scientific point of view the concept of "spontaneous speech". Some identify it as an unrehearsed speech (A. M. Antipova, L. K. Levay, V. V. Matveichenko, E. A. Nozhin), others – (M. L. Vaisburd, A. D. Klimentenko, S. M. Manuilov) correlate it with an improvisation speech; the third (P. B. Gurvich, N. I. Zhinkin, V. I. Shkapurin, R. Z. Shlyamberg) characterize the given concept as an independent kind of real-

speech communication. Based on these researches, we made an attempt to concretise and clarify this concept, and as a result we came to the conclusion that "spontaneous speech" is a kind of independent communication, characterized by: 1) *unpreparedness*, which is developed in: a) a new combination of known language components; b) use of familiar expressions in new speech situations; c) the immediate reaction of the speaker to the situation, taking into account the mechanism of the overphrasal impulse; 2) *motivation*, which is developed in stimulation, and then in motivation of speaking process with availability of unexpectable factor; 3) *initiative*, which is developed in the realization of the desire to express somebody's thoughts; 4) *emotionality*, which is developed in the ability to sense the objects of extralinguistic reality; 5) *expressiveness*, which is developed in the aspiration of the speaker to impact on the listener with the help of speech, accompanied with mimic and gestures (8, P.190].

However, speech activity is realized through a complex mechanism, the psychophysiological basis of which is the speech functional system, consisting of phonetic, lexical, grammatical and stylistic means and communication rules. Without speech, it is impossible for a human being to purchase some knowledge and to form some consciousness. Being a means of expressing thoughts of people in the process of their communication, speech becomes the main mechanism of their thinking [2, P.428].

The great scientist, a professor of comparative linguistics I. A. Baudouin de Courtenee, distinguishes the following types of thinking: "thinking in general," "language thinking," "linguistic thinking," and "mathematical thinking" [1, P.263].

He regards linguistic thinking as the fixation of all that concerns the language, the preservation and processing of all linguistic representations in a person's mind [1, P.264] and is treated: 1) in relation to neurophysiological processes taking place in the human brain: "the phylogenetic formation of the language ... we must first of all present as a result of brain reflexion, or a reaction to the irritation of the external world" [1, P.2:60]; 2) in relation to cognition: "... from linguistic thinking it is possible to bring out a whole kind of linguistic knowledge, knowledge of all areas of being and non-being, development of the world, both material and individually-mental and

social. All sides of life are transformed into mental equivalents, into representations associated with linguistic concepts" [1, P. 312]. In the present research, we will attempt to examine physiology of spontaneous speech, because only after studying the features of creation of native and foreign spontaneous speech in interrelationship, it is possible to develop the methodology for teaching the last.

As an object of physiological research speech is a system of interacting multiple reflexes, which themselves are reactions to external or internal stimuli.

However, a simple voice reflex can also be induced by excitation (stimulation) in the laboratory of some nerve endings with the help of external stimuli. Undoubtedly, such a procedure cannot be called a speech. During the speech, the speaker states an internal initiative, while several functional systems are involved, which also take part in other activities. This organization is a polynomial and multilevel, includes both elementary physiological mechanisms such as "stimulus-reaction", and specific mechanisms that have a hierarchical structure and are characteristic exclusively for higher forms of speech activity. People talk about what they perceive (hear, see, feel, etc.), about their memories, thoughts, feelings. So the occipital, temporal, parietal, frontal lobes should be involved in the production of such speech. Moreover, people can talk about things that never happened using imagination [4, P.118].

Minimum three different areas of our brain can be associated with the speech: one must be responsible for storing the general knowledge, the other – for the grammatical structure of different phrases and the third – for the transformation of grammatically formed concepts into certain movements of the peripheral speech apparatus that controls the pronunciation of words. These areas also work together with the structures responsible for sensory perception and memory [5, P.358].

It is expediently to add that in the psychophysiological system of speech there are fully automated components that, if it is necessary, can be controlled by consciousness. The most consciously person can use the lexemes of his native language. The level of grammar and especially phonetics functions for the speaker with a high degree of automatism.

Local cerebral blood flow in the cortex of the cerebral hemispheres increases with fluent native speech, with the maximum increase in the motor-sensory areas, the motor area of speech (Broca's area) and the homologous areas of the right hemisphere [10, P.298; 9, P.35], which indicates the participation of both hemispheres in the procedure of speaking.

Any speech, whether spontaneous or prepared, consists of a sequence of phrases that represent a sequence of words derived from a sequence of sounds. The processing of this type of information is mostly carried out in the left hemisphere. It also controls the sequence of arbitrary movements necessary for the speech device to produce sound series.

The right hemisphere also plays a very important role in speech. It is important to notice that in the process of speaking there is an exchange not only of information, but also of thoughts and emotions. But speech is not just a process of speaking, it is also a transfer of speaker's emotions, which he shows with the help of gestures, intonation, mimic. Every speech pattern should have meaning. According to D. V. Zhabin, this meaning is not always hidden in words, sometimes it is already contained in the very fact of communication [4, P.120].

The same we can say about listening. It is not just a perception and recognition of words, but an understanding of their meaning. At the same time many structures are involved, including these which are responsible for the analysis of meaning and emotional experience. In those cases when a structure in its evolutionary development is replaced by a new, more highly developed one, the functions of the older system are drastically reduced or completely changed. But they still remain in a modified form and serve to maintain the new system [5, P.358].

Proceeding from this situation, we can say that the brain areas that are responsible for the emergence of emotional states and the connection of emotions with biological motivations of the person (hunger) in one form or another is involved in speech process. The ability to speak mainly depends on the functioning of two systems, old one and new one, which work in harmony. The old system mediates its influence on the new through the forebrain. As a rule, the new system dominates,

but under some strong, spontaneous influence from the outside, the old can restore its advantage, which explains the specific changes in speech, in this case a big amount of interjections appears and we can observe a lot of grammar mistakes in speech [11, P.84].

Such influence of some outer factors can be considered as stress. Stress is a prolonged state of psychological and physiological arousal leading to negative effects on mood, cognitive capacity, immune function, and physical health [12, P.524], is caused either by external or internal influences – stressors. These stressors are, in our opinion, human incentives for spontaneous utterance.

The mechanism of analysis of spontaneous speech in a stressful situation and determining the distinguishing features of a person's speech behavior within the framework of moderate stress are described in detail in scientific researches by D. V. Zhabin who wrote that the genesis of spontaneous utterance itself in a state of stress depends on several factors: 1) the degree of emotional tension; 2) the type of psychic accentuation, i.e. excessive strengthening of individual traits of character. In these cases deviations in psychology and human behavior that cannot be regarded as a normal, but even bordering on pathology, can be observed; 3) the ability to perceive the situation itself (for the speaker) and someone else's speech (for the listener) [4, P.222-223].

As for the physiology of the production of a foreign language utterance, this process goes through several stages: from the formation of elementary skills and skills of speaking in a foreign language to the spontaneous expression of one's own thoughts, or spontaneous speech reaction to someone else's utterance. At the beginning the formation of automatism or fluency of speech is not observed, this speech behavior takes place in native language. In order to use the necessary lexis, the speaker uses additional brain resources responsible for memory or association.

However, *the thinking of a person does not depend on the language he speaks*. The brain of an adult person, in spite of the developed chains of neural content connections related to one language, is able to develop and reduce to the system a huge number of new links that are related to another language. And if their

workout goes in a natural and effective way, in this case these two systems (or even several systems) of neural connections can exist in the brain and the psyche of a person without intermixing, in parallel or even independently.

To sum up we can say that the genesis of both native and foreign spontaneous utterance occurs in the same way, but the basis of both speeches is a thought which stimulates the utterance. However, the way of realization of the utterance, namely the form of expression of thought, both in native and in foreign languages is carried out in different ways – by different linguistic means and different ways of using them. In the native language, they depend on: 1) the degree of emotional tension; 2) the type of mental accentuation; 3) the ability to perceive the situation itself and to assess the degree of its importance for both the speaker and the listener [4, P.222-223], and also on the amount of linguistic means that the speaker uses automatically, i.e. ready to use them at any unexpected moment of the any situation. In a foreign language, the way of expressing thoughts primarily depends on the volume and quality of the linguistic information that a person uses according to any appeared speech problem. It shows up in the ability of its instantaneous selection from the operational memory for non-standard external linguistic construction, which, of course, as in the native language, is supported by the factors mentioned by D. V. Zhabin. Such a level of foreign speech readiness V. A. Buchbinder and R. Yu. Martynova is called "the formation of operational readiness for speech activity" [3, P. 67; 6, P.17–19]. Further researches by R. Yu. Martynova, based on physiological patterns of the formation of a foreign dynamic stereotype established by A. L. Luria, N. I. Zhinkin, and L. S. Vygodskii, showed that the ways of transforming thought into speech, in native and foreign languages are diametrically opposed. In the native language, a transition is made from intuitively established speech skills to language comprehension, and in a foreign language – consciously mastered linguistic phenomena and the ways of their interconnection create the prerequisites for achieving at first prepared and on its base unprepared and spontaneous speech. At the same time, the qualitative characteristics of the

authenticity of speech, its cultural features and expressiveness depend on the volume of its reproduction in non-standard speech conditions [9, P. 78].

REFERENCES

1. Бодуэн де Куртенэ И. А. Избр. труды по общему языкознанию: в 2 т. / Бодуэн де Куртенэ И. А. – М. : Изд-во АН СССР, 1963. – Т.2 – 390 с.

2. Большой психологический словарь // Под ред. В. П. Зинченко, Б. Г. Мещеряков: АСТ; АСТ-Москва; Прайм-Еврознак; Москва; СПб; изд. 3-е; 2002. – 632 с.

3. Бухбиндер, В. А. Основы методики преподавания иностранных языков Текст. / В. А. Бухбиндер, В. Штраус. Киев : Изд-во КГУ, 1986. – 336 с.

4. Жабин Д. В. Формальные признаки спонтанной речи : Дис…. канд. филол. наук. – Воронеж, 2006. – 330 с.

5. Николаева Е.И. Психофизиология. Психологическая физиология с основами физиологической психологии. Учебник. – М. : ПЕР СЭ, 2008. – 624 с.

6. Мартинова Р. Ю. Критерії сформованості мовних навичок // Рад.шк. – 1988. – №12. – С.17–19.

7. Мартинова Р. Ю. Цілісна загально дидактична модель змісту навчання іноземних мов: [Монографія]. – К. : Вища шк., 2004. – 454 с.: іл.

8. Рудык Н. Н. К проблеме толкования понятия "спонтанная речь" // Наука і освіта № 4–5, 2010. – С. 188–192.

9. Azcoaga J.E. Neurolinguistica y fisiopatologia. Afasiologia. Buenos Aires : El Ateneo, 1985, 292 p.

10. Eriberg L. Focal activation of the human cerebral cortex during language processing and pure intrinsic brain work / Eriberg L. // Psychophysiology: Proc.4th Conf. Organ. Psychophysiol. – Praha, 1988. – P. 298.

11. Jackson H. On the nature of the duality of the brain / Jackson H. // Brain. – 1915. – Vol. 38. – P. 80–103.

12. The Cambridge dictionary of psychology // General Editor David Matsumoto. – Published in the United States of America by Cambridge University Press, New York, 2009. – 609 p.

娜塔利亚•尼可拉耶夫•卢杜克

外语系教师

乌克兰南方师范大学

乌克兰，敖德萨

自发本土和外语演讲的生理特征

在这篇文章中，试图比较自发的本地语言和外国语言的生理特征。 本文重点介绍了这两种语言活动的起源差异。 研究旨在帮助更好地理解这两种意义，从而有助于在教授外语的同时将这些知识用于教学实践。

关键词：原生，无准备和自发的言语，言语的起源，压力

UDC: 325.54(477)

Shvets Svitlana
Post Graduate Student,
State Institution "South Ukrainian
national pedagogical
University after K. D. Ushinsky"

IMMIGRATION ISSUE IN THE POLITICAL DISCOURSE OF MODERN UKRAINE

Immigration issues and the conception of (im)migration policy have been studied in the article. A strategy of its further development within political activity of Ukraine's political parties has been specified. The leading place of the International organization on the migration issues within Ukraine has been defined.

Key words: *migration, migration policy, political party, International organization.*

Migration process is one of the most important components of the political system of domestic relations. The state can independently regulate and manage migration process by migration policy. The position of the state concerning immigration policy in general and political management, so regulation of migration process is very interesting because any migration policy depends on the arrangement of political forces within the state, political regime, state structure, and so on, as well as the impact of international organizations whose aim is the management of current migration situation. Migration processes become the object of political control and regulation, but their proper efficiency cannot be achieved without the development of relevant scientific knowledge involved into political activities. Migration policy caused complex effect on migratory flows for their streamlining with the establishment of appropriate social and economic conditions, the adoption of laws

and regulations to comply with domestic interests of the state, and it has been done through bilateral and multilateral agreements in foreign policy.

The problem of migration in Ukraine is being studied by Ukrainian scientists – sociologists, demographers and political scientists, like Pirozhkov, Khomra, Bannykh, Babenko, Dolgert, Evintov, Novik, Olefir,. Ovsyuk, Piskun, N. Plahotnuk, Pribytkova, Rymarenko, Shulga, and others. However, the problem of migration processes and their prediction is still not solved. Modern immigration policy (quotas, preferences, isolationism against migrants etc.) are being studied by Barbashina, Vitkovska, Capek, Evtukh, Yermolayev, Dragunova, Kipen, Libanova, Malinovskaya, Marchenko, Pakhomov, and others.

The goal is the consideration of migration policy in Ukraine at the present stage as an aspect of political parties activity of and the role of IOM in the improvement of this policy.

A lot of researchers, such as A. Volosenkova, P. Kabachenko, A. Tarasova divide the meaning of the term "migration policy" according to its wide and its narrow sense.

In a wide sense, migration policy is one of the directions of the state policy, which is determined by the nature of the state, objectives that are pursued by the state. It represents the state doctrine or the concept of regulation of migration processes. Thus, migration policy can be divided into "real" and "declared". In this case, the declared policy proclaims its goal the protection of the interests of migrants, refugees, and the real represents the interests of the host state, the ruling elites [1, p. 219].

In the narrow sense, migration policy is intended to change characteristics that are closely related to population issues [1, p. 220], such as size, composition, direction of movement and resettlement of migrants and how they influence their integration.

To sum up the above definitions of the researchers, it is possible to identify the main trends in approaches to migration policy: migration policy is a state policy, which requires the development of control mechanisms and migration management

flows, compliance with legislation, the balance of interests of the state and the person, affects of the integration of migrants on society. It influences not only redistribution of population within the state, but also on its size and composition and is determined by the nature of government.

The formation of Ukrainian migration policy began in the transition period, without the experience, personnel, resources.

Partially some provisions on migration issues were enshrined in the Constitution (citizenship, right of freedom of movement and choice of residence, freedom to leave and return to the country, non-discrimination of foreigners etc.) and made the main directions of migration policy.

However, the problem concerning the strategic directions of development migration policy in future has not been solved yet.

Different versions of bills, that have attempted to define the basic principles of migration policy, have been affirmed by the Verkhovna Rada of Ukraine (the Ukrainian government) a lot of times. However, none of them has been supported, which means that neither the authorities nor society have formed a fairly clear task in the field of migration, has not reached consensus in their comprehension [1, p. 4].

It was established by the State migration service (SMS) in December 2010. It is a special body of Executive power, which is created to implement the state migration policy. In May 2011, the Concept of state migration policy of Ukraine and the action Plan for its implementation were approved. It adopted a number of laws and amendments to laws, legal status purchased a number of practical developments in legislation during 2011 – 2015 years.

The chronology of this legislation, and its introduction in a relatively short time gives grounds that the main motive was the influence of the external factor, namely the liberalization of the visa regime in the context of the EU – Ukraine agreements.

This legislation has a number of disadvantages, and due to the lack of relationship between different political institutions, socio-economic and

demographic development of the state, i.e. the absence of a unified concept, which should be the basis for decision-taking.

However, due to the recent events that have occurred in the world and in Ukraine (the civil war in Libya, war in Syria, the armed conflict in the East of Ukraine), which led to stricter cross-border measures and external migration, contributed to the transformation of the migration issue in the political agenda of most political parties in Ukraine.

Most of policy documents of political parties of Ukraine focus is on internally displaced persons, a problem which Ukraine has faced after the armed conflict in Eastern Ukraine, also relevant are the problems of integration and labour migration.

For example, in Charter and the party program of the political party "Block of Petro Poroshenko "Solidarnist" (hereafter BPP), said that the party needs to contribute to the creation of comfortable living conditions and social adaptation to displaced citizens. A strategic policy of the Ukrainian state is the partnership with the Ukrainians. For those Ukrainians who wish to come back to their homeland, the state must develop and implement a Program for the return of citizens to their Homeland, providing the creation of reintegration counseling centers, favourable conditions for the development of small and medium-sized businesses, in particular in the field of agriculture, etc; for those labour migrants who decided to stay in the countries of their current residence. The party considers that it's necessary to implement a system of protection of their rights abroad, in particular the implementation of electoral rights, the right to social protection and pensions [2, p. 25].

In regard to international migration process, BPP works on combat trafficking persons to provide protection to refugees, helps in integration and adaptation of refugees and people, who require additional or temporary protection.

Also an active political force is now being shown by the party "Narodny Front", the program, the main task of which is determination of restoring of the territorial integrity of Ukraine, establishment of proper control over the state border and ensuring its integrity. The main aim of the party is to provide external and

internal security policy of integration with the EU [3]. In migration law the party is focused on problems of internal migration, namely the protection of internally displaced individuals.

The party "Batkivshchyna" pays special attention to the war in the East of Ukraine and protecting the rights and freedoms of internally displaced persons in its political activities. Members of the party believe that a violation of human rights is the lack of the state strategy for internally displaced people and the fact that the new profile, the Ministry of higher professional education, established last year, still has no authority to develop an appropriate strategy, its implementation and the coordination of this process [4].

Quite clearly the relations to migratory processes of our time are defined in the program documents of "Svoboda" party. Items relating to migration coincide with the views of the right-wing European political forces, namely the vision of danger within immigration. Among the purposes stated in the party program there are these ones: the adoption of a new Law on citizenship, the prohibition of the illegal practice of dual citizenship, strengthening the protection of state borders, overlapping of channels of illegal migration and the introduction of more stringent anti-immigration measures and improve the system of detention and deportation of illegal arrivals. "Svoboda" pays great attention to the problem of labour migration from Ukraine and the facility of the mass comeback of ethnic Ukrainians to Ukraine and state protection of Ukrainians abroad by all possible ways [5].

Program documents of the "UDAR" party require the introduction of complex measures on counteraction to manifestations of xenophobia, racism and direct and indirect discrimination of national-ethnic grounds and solution of problems of migrants' social integration [6].

During the electiorial campaign, the party was standing on position against the discriminatory provisions of the electoral law, which does not allow Ukrainians to be employed abroad, does not provide the opportunity to vote for majoritarian candidates. The workers promised that the Ukrainian diplomacy would take into

account the interests of the Diaspora, it would consult that every foreign visit of government representatives will hold meeting with the Ukrainians [1, p.10].

According to the programmatic documents of some political forces in Ukraine, we can conclude that the vision of migration issues is not deep and requires more detailed attention, as well as to development of unified conceptual directions.

Among the organizations whose activities are aimed to ensure a settled humane migration management and assistance in the search for practical solutions of migration problems, it is possible to allocate the International organization for migration in Ukraine (hereinafter – IOM in Ukraine).

In Ukraine, the IOM mission started its work in Kiev in 1996, when Ukraine received the status of an observer at the IOM. In 2001, Ukraine has requested to grant it the status of a member country, the IOM and the Ukrainian Parliament ratified the Charter of the organization in 2002. The overall strategy of the IOM provides assistance to the well-being of migrants, support the integration of national minorities and strengthening of the role of migrants in developing countries that host and countries of origin.

The IOM works with the State migration service of Ukraine (SMSU), the State border guard service of Ukraine (SBGU), with the Ministry of Internal Affairs of Ukraine (MIA), the Ministry of social policy, Secretariat of the Verkhovna Rada, Commissioner of human rights, civil society work on implementation of best practices in the field of migration management and borders.

The IOM supports the Ukrainian state authorities, which are responsible for migration in the implementation of the approved paper on the legislative and administrative reforms in the field of visa liberalization with the EU, which is a necessary condition for introduction of the visa-free regime for the citizens of Ukraine who travel to the EU [7].

In Ukraine, the IOM office provides assistance to internally displaced persons (IDPs) and people affected by consequences of the conflict that opposes human trafficking. The IOM supports the Government in combating irregular migration and

improving the management of migration process, as well as policy makers and health care which would take migrants into account.

At the same time, the IOM Mission in Ukraine is attached to the use of the migration potential development, disseminates migration information, promotes cultural diversity and combat xenophobia and intolerance.

The IOM in Ukraine monitores the legislation in Ukraine in the field of migration management and borders, also supports the project that contributes to the reduction of migration management in accordance with best European and international standards. The latter started in February 2017 and is aimed to improve the work of the State border service in Ukraine. In addition, in union with the State migration service of Ukraine, the international organization for migration promotes the integration of immigrants into society and facilitates their adaptation and socialization.

The migration process did not bother the Ukrainian political community in determining the development strategy of the state. Migration issues in the program documents of political forces were beaten only before election campaigns and the issue has been fully investigated. The reason is the disinterest of the political forces of Ukraine to migrants, as in the electorate. Only after the recent events in the world migration issues have been actively discussed in the Ukrainian political community. Thus, the initiative of implementing a unified concept of migration policy has not been approved within Ukraine's link to the EU integration. After events in the East of Ukraine the issues of migration, namely internally displaced persons, have become relevant not only for the Ukrainian community, but also for Ukrainian politics. This is evidenced by the program documents of political parties of Ukraine, which indicated actual problems of the migration processes of modernity. There are two approaches to immigration policy: neoliberal and neorealist. The first stems from the doctrine of liberalism and advocates a theoretical basis for multiculturalism; on the contrary, they see immigrants as a threat to national security, which is reflected in migration policies and legislation. The representative office of the International organization for migration in Ukraine which not only deals with issues

of internally displaced persons, refugees, persons in need of protection, but also helps to improve migration legislation and migration policy of Ukraine, monitors the Ukrainian legislation system and provides help in the implementation of the European Union projects on migration issues in Ukraine.

REFERENCES

1. Методология и методы изучения миграционных процессов. Междисциплинарное учебное пособие. [Под ред. Жанны Зайончковской, Ирины Молодиковой, Владимира Мукомеля]. – М. : Центр миграционных исследований, 2007 – 370 с.

2. Програма Партії «Блок Петра Порошенка «Солідарнісь» [Електронний ресурс]. – Київ, 2015. – Режим доступу: http://solydarnist.org/wp-content/uploads/2015/12/programa_solidarnist.pdf

3. Програма Партії «Батьківщина» [Електронний ресурс]. – Режим доступу: http://ba.org.ua/programm/

4. Програма партії «Народний фронт» [Електронний ресурс]. – Режим доступу: http://nfront.org.ua/program

5. Програма ВО «Свобода» [Електронний ресурс]. – Режим доступу: http://svoboda.org.ua/party/program/

6. Програма Партії «УДАР» [Електронний ресурс]. – Режим доступу: http://klichko.org/about/programma/

7. Міжнародна організація з міграції: Представництво в Україні [Електронний ресурс]. – Режим доступу: http://www.iom.org.ua/ua

施威特·斯威特兰纳

政治与法律系研究生

国立乌克兰南方师范大学

现代乌克兰政治话语中的移民议题

关于移民政策及移民政治理念的进程及前景，在乌克兰多数党的研究框架下已经得到了长足的发展。国际组织对乌克兰移民问题的探讨已经为移民问题的解决起到了决定性作用。

关键词：移民，移民政治，政党，国际组织，乌克兰移民问题

SECTION IV

LINGUODIDACTIC PROBLEMS OF TEACHING FOREIGN LANGUAGES AND TRANSLATION IN HIGHER SCHOOL

UCD: 378:373.3.011.3-051:316.647.5:316.72

Atroshchenko Tetyana Oleksandrivna,

Ph.D., Assistant Professor (Preschool Pedagogy and Primary Education)

Mukachevo State University

26, Uzhhorodska Str., Transcarpathian Region, Mukachevo, Ukraine,

INTERETHNIC TOLERANCE OF FUTURE PRIMARY SCHOOL TEACHERS AS AN IMPORTANT CONDITION FOR EFFECTIVE EDUCATIONAL ACTIVITIES IN A MULTICULTURAL REGION

The theoretical aspects of interethnic tolerance of primary school teachers have been disclosed in the article. The important role of interethnic tolerance in the formation of readiness of future primary school teachers to the professional activity in the multiethnic region (on the example of Transcarpathian Region) has been emphasized.

According to the requirements that are applied to the profession of primary school teachers in the multiethnic region, the requirements for interethnic tolerance have been defined. On the basis of the analysis of theoretical sources the criteria, indicators and levels of interethnic tolerance of primary school teachers have been singled out. Based on the presented criteria and indicators, the symptoms (tendency) to the ethnic and cultural behaviour of Master degree students majoring in "Primary education" of Mukachevo State University have been evaluated.

The author's model of interethnic tolerance of primary school teachers, which includes three components: motivation-targeted, content-technological and organizational has been presented.

Key words: *tolerance, interethnic tolerance, multicultural education, multicultural educational environment, professional training, readiness.*

Introduction. The processes of globalization and democratization in the late XX – early XXI century, marked by the intensification of integration processes and the intensive migration of the population, put on the agenda the task of educating the young generation of fundamentally new quality associated with a tolerant attitude to other things – that goes beyond the usual perception of a particular ethnic group, the manifestation of tolerance and peace, prevention of various types of extremism. Ukraine, realizing the right to self-determination, outlines the most important priorities of the national policy to restore in its entirety the spiritual life of ethnic communities on the principles of its interests in relation to language, culture, traditions and the creation of an enabling environment.

Ukraine is a multiethnic country, which consists of 24 regions. The greatest number of different nationalities (more than 100) live in the Transcarpathian region, which is the frontier zone. Accordingly, the problem of optimizing international (ethnic) relations exists and its solution cannot be ignored.

Referring to the history of education and schooling in Transcarpathia, which is closely related to historical events which lead to this multiethnicity region and explain the diversity of nationalities, languages and cultures.

The first mention of a school in Transcarpathia dates back to 1400. The second mention of this school was in 1589 [1, P. 34].

Western areas in the XIX century were ruled by the Austrian monarchy. In 1805 the law "Political School Constitution" appeared, according to which all public schools were transferred to the supervision of the clergy. Two types of primary schools - basic and trivial were introduced in Western Ukraine. Teaching courses for teacher training were introduced in some main schools. Often these schools were called normal [1].

The first teachers' seminary was opened in 1793 in Transcarpathia on the basis of ordinary school in Uzhgorod, which was maintained by the local people. However,

it wasn't independent and had the right to conduct courses for those who wanted to connect their life with pedagogical work. Students of the seminary – graduate students of ordinary schools or primary school schoolchildren of Uzhhorod gymnazium – had a six-month practice, passed an exam and had the right to teach.

Transcarpathia was a part of the Austro-Hungarian Empire till September 1917. In 1918 due to the policy of the Hungarian rulers in education none of the 517 public schools (church and state) in Transcarpathia conducted the teaching in native language» [1, P. 60].

After the fall of the Austro-Hungarian Empire, Transcarpathia became a part of Czechoslovakia (1919), the government of which cared about the development of education relatively better. The number of educational institutions increased dramatically, particularly between 1914 and 1938 the number of primary schools increased from 525 to 851. Schools with Czech language were established in Transcarpathia. However, according to the ideas of some researchers, the analysis of archival documents does not give an evidence to state the violent Czechization of Transcarpathia. Moreover, the Czech schools created by government contributed to this. From 1920 to 1938 the number of Czech schools increased from 22 to 188 (Education of Transcarpathia). In October 1944, the Soviet Army entered the Transcarpathia. The training was conducted in the Ukrainian and Russian languages.

There are 1010,1 thousand Ukrainians (80,5 %), including 10.1 thousand Rusyns of 151.5 thousand Hungarians (12,1 %), and 32.1 thousand Romanians (2,6 %), 31,0 thousand Russians (2.5 %), 14.0 thousand Roma people (1,1 %), 5.6 thousand Slovaks (0.5 %), 3.5 thousand Germans (0,3 %), as well as 1540 Belarusians, 565 Jews, 518 Poles, 490 Armenians and others in Transcarpathia according to the population census 2001 [2, P. 3].

The network of educational and cultural institutions was established to meet the needs of national minorities, which is aligned with the national composition of the population and is constantly being improved. It fully meets both the current legislation of Ukraine and international norms.

In addition to Ukrainian there are 118 secondary schools with instruction in minority languages, including 66 in Hungarian, 12 – Romanian, 2 – Russian, 1 – Ukrainian-Slovak, 31 – Ukrainian and Hungarian, 4 – Russian and Ukrainian, 2 – Ukrainian, Romanian and Russian in the region. In addition, there are 5 privately owned schools with Hungarian language. Sunday schools were opened with the Roman, Jewish, Polish and Russian languages learning for the minority [2, P. 5].

Multicultural environment of the Transcarpathian region, as a kind of a way of existence, operation and communication between people of different nations and nationalities, includes the immediate surroundings of personality, presents unity of essence and existence of person and nations, material and spiritual factors of life of different peoples in certain social space and time and in certain specific historical and geographical conditions.

Thus, the activity of future teachers in multiethnic society, especially in a group of primary school age became particularly important in the modern conditions of sharpening political and social situation in Ukraine. In that context, special training of future primary school teachers under conditions of higher pedagogical educational institution to work in a multicultural environment is undoubtedly important. Multicultural part of professional pedagogical education acts as the theoretical and methodological strategy aimed at forming future teachers' experience of intercultural interaction.

A deep understanding of the modern realities of life, and as a consequence, the rethinking of goals, functions, multiethnic work is required from a primary school teacher today. The educational process in a multiethnic environment is a quite complex interpretation of its activities, in which arise various problems of education of an individual based on interethnic tolerance, creating necessary conditions for cooperation and activity of all subjects of the educational process. In theory of professional and educational activities this problem is one of the most important ones, because it is in the process of education when intense critical process of formation of interethnic tolerance, dialogue of cultures, culture of interethnic communication, spiritual consciousness start.

The peculiarity of professional activity of teachers of the first level is the training and education of particular schoolchildren, a deep understanding of the modern realities of life, and as a consequence, the rethinking of goals, functions, multiethnic work, the presence of such specific qualities as tolerance, culture of interethnic communication, flexibility and tolerance are required.

The formation of interethnic tolerance of future teachers is important and it largely determines his / her willingness to work in a multicultural society and multicultural educational environment in particular.

A basis for studying the problems of formation of ethnic tolerance are fundamental research in the field of philosophy, pedagogy, psychology, ethnosociology and ethnopolitology.

In modern literature, there are many different classifications of tolerance. For example, M. Walzer, an American scientist, notes that tolerance understood as some kind of attitude or inference, includes a number of possibilities. The first of them is nothing more than a suspension, a humble attitude to the differences in the name of preserving peace. The second attitude is position of passivity, relaxation, blissful indifference to differences. The third follows from a kind of moral society – a forced recognition of the fact that "others" have rights even if these rights are met with hostility; fourth – "openness to others, curiosity; perhaps even respect, a desire to listen and learn "; fifth – "approval of differences." M. Walzer's position leads to the conclusion that tolerance doesn't represent something completely integrated: realised in various forms, approaches and paradigms, and being applicable to the different levels of public life, it has the strongest dependency on their social and cultural component. Many Western philosophers tend to restrict the concept of tolerance as above-mentioned type of relationship [3, P. 67].

The concept of interethnic (international) tolerance appeared in the Ukrainian language recent, the term was introduced into scientific circulation in 1995 by V. Tyshkov. He formulated the meaning of tolerance as a specific social and spiritual phenomenon, defined objectives and strategy for the cultivation of this phenomenon in society. However, describing in details the structural elements of the phenomenon

of tolerance in general and defining the main functional tasks of its research, V. Tishkov has not offered a clear definition of interethnic tolerance [4, P. 86].

Some researchers understand interethnic tolerance as the recognition of the intrinsic value of any other person, the recognition of human rights to be different, accepting it as it is, that is widely interpreted and is almost identical in content with the concept of tolerance in general.

V. Evtukh defines the studied phenomenon: "inter-ethnic tolerance (from lat. tolerare – to endure) – tolerant attitude of the representatives of one ethnic community to the representatives of the other community, great cultural traditions, readiness for positive interaction with speakers of different nations" [5, P. 11].

O. Griva confirms that in the context of the problem of tolerance of ethnic groups education as a prerequisite of society tolerance the philosophy of education should answer the questions such as: "What is the important for the personality in its spiritual, intellectual and cultural development in a multicultural environment?", "How to interest a person to be kind and tolerant to others, especially to those who are weaker?", "How to develop the education system to help to mankind to survive in the face of multiple threats?". Thus, we set the general problem of finding tolerance in education to build tolerant societies [6, P. 12].

Z. Mubinova the studied phenomenon calls an interethnic tolerance and considers it as a systematic set of attitudes, feelings, a particular set of knowledge and public legal norms (expressed through law or tradition), and philosophical-behavioral orientations, which involve positive attitude to the representatives of any one nation to other, non-national phenomena (language, culture, customs, norms of behaviour, etc.) [7, P. 11].

The author points out that ethnic tolerance is a process that is constantly evolving and includes: emotional and mental norms, feelings towards other nationalities; a wide range of knowledge, information, ideas about other cultures, languages; proper behavioral attitudes, worldview, attitudes towards other nationalities.

Thus, ethnic tolerance is the moral quality of the individual that characterizes tolerance of others, regardless of their ethnic, national or cultural identity, tolerance of different kind, views, manners, habits; necessary in relation to the characteristics of different cultural groups or their representatives. It is a sign of confidence and awareness of the reliability of their own positions, a sign of an inclusive ideological trend that does not fear comparison with other points of view and does not avoid spiritual competition, reflected in the pursuit of mutual respect, understanding and reconciliation of diverse interests and viewpoints without pressure mainly by methods of explanation and persuasion. As for the teacher. ethnic tolerance is an important personal and professional feature.

Interethnic tolerance manifested primarily through human relations in various spheres of public life. As a type of social and ethnic forms of behavior and communication of ethnic groups it can be represented in the expanded structural form, highlighting the main parameters: first, ethnic tolerance implies the basic philosophical and motivational reasons for interacting of ethnic groups; second, to achieve true understanding, which involves not only understanding of the ethnic subject, but its attitude as an equal partner in communication. Understanding is reciprocal in nature, the degree of ethnic tolerance in this case is directly dependent on the degree of understanding of communicating subject; third, creation of conditions and opportunities for continuous interaction; fourth, seeking of opportunities to match the interests of ethnic interaction.

Interethnic tolerance in a multicultural society is an essential personal property of all its citizens. However, it is very important personal and professional feature of the professionals who directly work with people: psychologists, teachers, social workers and others.

Interethnic tolerance performs certain functions in a multicultural environment: regulatory to control behavior in the interaction of different cultures, ethnic groups based on existing traditions, customs, generally stable values; informative – a sort of information filter. Ethnicity in a sense, enriches participants (pupils) multicultural environment about the ethnic richness of other cultures;

protective or psychological – helps to meet the inherent human need some psychological comfort and stability in a multicultural environment; instrumental or mobilization - ensuring mutual understanding and creating conditions for self-realization, achieving socially useful purposes in joint activities in a multicultural environment.

We know that the professional activities of a primary school teacher are implemented in a complex multicultural environment, which defines ethnic tolerance as one of the professionally important qualities of his\her personality and requires the need for its formation. This fact requires the understanding of the nature and content of interethnic tolerance of future elementary school teacher and ensuring its formation in terms of higher education.

During conversations with students – future teachers of primary school and in accordance with the requirements that are applied to professional activities in the multiethnic region, we have identified the requirements for their ethnic tolerance. They include: active moral position in interaction with different groups of people, regardless of their cultural identity, religion and nationality, profession; tolerance and respect to different opinions, views, opinions, tendency to actively interact with different cultures, ethnicities, and readiness to implement the tasks of tolerance in junior classes.

The study of the nature of interethnic tolerance of future elementary school teacher as a personality feature, made it possible to insolate internal and external components.

Internal components determine the potential of self expression of teacher in a multicultural environment and include: ideological (conscious understanding of the value of different nationalities, cultures and focus on human, moral values, respect for cultural and ethnic characteristics of the peoples representatives); emotional (respect for the dignity of their representatives and other nations, their attitudes, beliefs, tolerance to the religious feelings of people).

External components determine the internal potential manifestations and include: behavioural (ability to purposefully build relationships and realize the

objectives of professional activity, exercise tolerance among students); ethical (goodwill and in tact relationships, sensitivity and attention to the person, regardless of his / her beliefs, religious feelings).

The above mentioned components allow us to single out characteristics in interethnic tolerance of future elementary school teachers, depending on its level of development. These features include internal (ideological and emotional) and external (behavioural and ethical).

The studied theoretical sources allowed identifying the following criteria and indicators of the formation of ethnic tolerance of primary school teachers: ideological (conscious understanding of the value of different nationalities, cultures and focus on human, moral values, respect for cultural and ethnic characteristics of the peoples representatives); emotional (respect for the dignity of their representatives and other nations, their attitudes, beliefs, tolerance to the religious feelings of people); behavioural (ability to purposefully build relationships and realize the objectives of social and educational activities, purposefully exercise tolerance in social and cultural environment); ethics (goodwill and in tact relationships, sensitivity and attention to a person, regardless of his\her beliefs, religious feelings).

Based on the presented criteria and indicators the manifestation (tendency) of the ethnic and cultural behavior of masters in the field of study "Primary education" of Mukachevo State University has been assessed. The results have been compiled and systematized according the qualitative manifestation of ethnic tolerance.

In particular, we conducted a survey of 48 students.

They were asked to answer anonymously the following questions:

1.Your nationality.

2. Do you get sufficient knowledge about the traditions, culture and educational experience of the people who live in our area, while studying at the university?

3. Do you know the traditions of your people? Specify them.

4. Aare you aware of the ethnic composition of the region?

5. Do you know your native language? Does the study of the native language help to form the cultural identity formation?

6. How do you treat people of other nationalities?

7. Do you feel equal to other nations? Give your arguments.

8. What is your attitude to religion? What religion professes? Do you know differences in religion?

9. Do you want to work in a multicultural region?

10. Are you ready to work in schools for mostly Roma people?

11. Do we need separate schools for ethnic minorities in multinational regions?

12. How do you think conflicts at school based on national differences arise?

13. What is meant by the term "ethnic tolerance"?

14. Do you know any languages of national minorities living in your region?

15. What will you do if a student refuses to communicate with a representative of some other nationality?

The analysis of the questionnaires and summarizing of the results of the study showed that the majority of students showed low or average level of formation of ethnic tolerance. A high level of interethnic tolerance of future teachers was not detected at all.

In the process of interethnic tolerance and preparing future teachers to work in a multicultural educational institution a special course "Theory and practice of formation of ethnic tolerance of primary school teachers", which has theoretical and practical aspects, is very important.

The aim of the course: assisting students in their study of the most important concepts and categories of multicultural education on an interdisciplinary basis, technology for the diagnosis and formation of interethnic tolerance, multicultural education and assess the real pedagogical situations in the conditions of multicultural interaction.

The objectives are: acquaintance with the basic scientific concepts of interethnic tolerance, the development of competencies and skills of the foundations of ethnic tolerance in conditions of polyethnic region, the use of scientific methods

and modern information technologies in organizing own professional activity in the conditions of polyethnic region, the formation of skills necessary for the diagnosis of interethnic tolerance at various levels of functioning, the formation of skills, necessary for practical use of training programs directed at formation of ethnic tolerance in different age and ethnic groups, participation in the development of individual trajectories of multicultural development, creating conditions for full training, education, interaction and communication in a multicultural environment, organization of joint activities and interpersonal interaction of subjects of a multicultural educational environment.

The special course "Theory and practice of formation of interethnic tolerance of future primary school teachers" helps students to treat other nationalities, and to respect their individuality, culture, language, customs, traditions. In the framework of a special course discussions on the subject, debates, conferences, trainings have been offered.

Analyzing the studied theoretical aspects of the research problem, defining the appropriate pedagogical conditions and criteria, we have developed a model of formation of ethnic tolerance of future primary school teachers and are working on testing. The model includes four components (Figure 1.).

```
SOCIAL ORDER

METHODOLOGICAL APPROACHES | WAYS OF REALIZATION

Motivational-targeted component

The concept – development and implementation of work on formation and development of tolerant coexistence and cooperation of all ethnocultural groups in a multicultural educational environment.

) Purpose: the formation of interethnic tolerance of the future teacher of primary school.

Task:
- to form a positive motivation to work with people of different nationalities, races and religious beliefs;
- inter-ethnic tolerance;
- multicultural consciousness and professional reflection of future teachers of primary school;
- system of knowledge, abilities and skills of realization of professional activity in multicultural environment.

Substantial technology component

Contents:
- themes in the content of common cultural and professional disciplines, dedicated to multiculturalism and the formation of interethnic tolerance
- the special course "Theory and practice of formation of interethnic tolerance of future primary school teachers"
- study of multicultural material in the framework of independent work of students;
- to include the content of the pedagogical practice tasks associated with professional activities in a multicultural society;
- extracurricular educational work.

Approaches: ethnopedagogical, humanistic, systemic, person-oriented, cultural, integrative and reflexive.

the Principles of multiculturalism, the principle of conditionality of environment, humanization of education, positional dependence, interdisciplinary integration, constructive intercourse, problems, feedback, conscious prospects.

Organizational component

Organizational-pedagogical conditions:
- the creation of developing a multicultural educational environment;
to ensure the unity of educational and extracurricular activities;
- organization of educational-research activities of students in the framework of this problem;
- development of the special course "Theory and practice of formation of interethnic tolerance of future primary school teachers"
- professional interaction between educational and social institutions and creative cooperation on the issue of interethnic tolerance.

Stages: theoretical preparation, motivation, operational activity and reflective.

Forms: lectures, seminars (practical) activity, pedagogical practice, and discussion, "case" method, the training exercises on the development of motivation of formation of interethnic tolerance, educational activities, student science clubs, events and festivals of national minorities.

Methods: information-illustrative, productive, practical, scientific, search, control, reflexive.

Media: technical, educational, diagnostic.

Effective component

Criteria: cognitive, value-motivational, subjective, behavioral, technological.

Levels: high, optimal, medium, low.

WAYS OF REALIZATION
- multicultural focus of the content of the educational process of the university;
- specifics of professional activity in the multicultural environment of the elementary school;
- self-education of the teacher
- recognition of the inherent value of inter-ethnic tolerant teacher.

The RESULT
Interethnic tolerance of the future teacher of elementary school
```
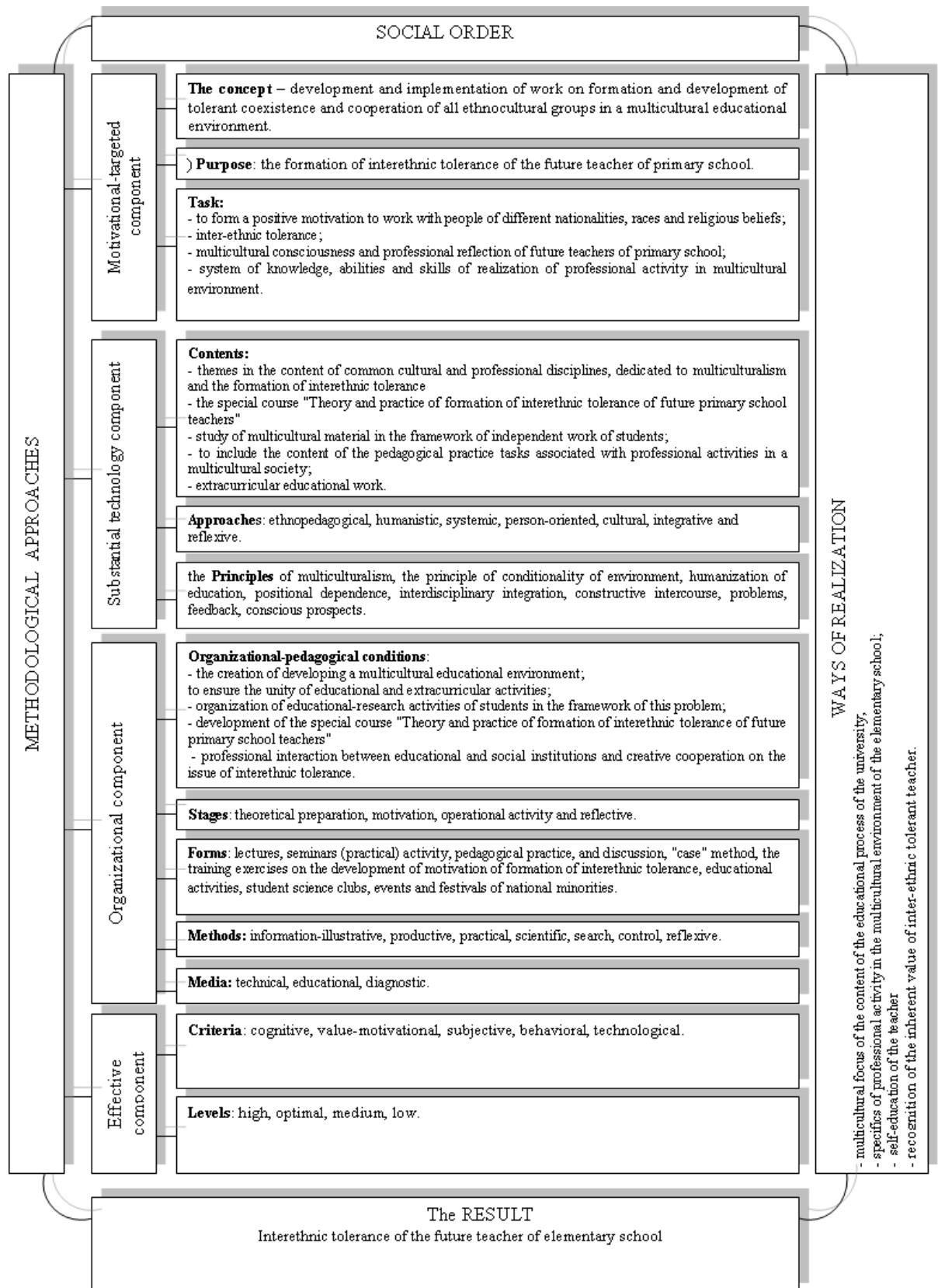
Figure 1. The model of formation of interethnic tolerance of future primary school teachers.

Conclusions. Transformational changes occurring in the world today and in the Ukrainian society, actualize the issues of interaction in multicultural

environment. The ability to work in a multicultural environment is an increasingly important professional need for many specialists, especially those working with people. It is mainly teachers, psychologists, social workers.

Interethnic tolerance today is considered as one of the most important personal and professional qualities of the personality.

From the above mentioned we allocated the following areas of educational activities of higher education institutions: an intensification of interest to the life of various cultural, national, religious, social groups and education of an adequate perception of their identity; the formation of a holistic view of the theory and practice of tolerant communication and interaction; the promotion of human values based on the achievements of world culture; education of ethical and legal norms of behavior in interpersonal communication; development of the ability to predict interpersonal conflict situations and their prevention; upbringing of cultural and creative abilities in a tolerant communication based on the ability to assign and transform the amassed global experience of humanity.

REFERENCES

1. Homonnay V. Antolohiya pedahohichnoyi dumky Zakarpattya (XIX-XX st.) /V.V.Homonnay. – Uzhhorod: Vyd-vo «Zakarpattya», 1992. – 298 s.

2. Natsional'ni menshyny Zakarpattya: tsyfry i fakty. Zakarpattya onlayn. Date Views 28.10.2016 http://zakarpattya.net.ua/News/64717-Nacionalni-menshyny-Zakarpattya-cyfry-i-fakty.

3. Walzer M., 1997. On Toleration. Castle Lectures in Etics, Politics and Economcs. Yale University Press.Tyshkov V. Jetnologija i politika. Nauchnaja publicistika / V. Tyshkov. – M. : Nauka, 2001. – 240 s.

4. Evtukh V. Problemy etnonatsional'noho rozvytku: ukrayins'kyy i svitovyy kontekst / V. Evtukh. – Kyiv , 2001.

5. Griva O. Tolerantnist' molodi v polikul'turnomu seredovyshchi / O. Griva. – Natsional'nyy pedahohichnyy un-t im. M. P. Drahomanova, 2007. – 275 s.

6. Mubinova Z. Jetnonacional'noe vospitanie v sovremennom mire: teoreticheskie i konceptual'nye podhody / Z. Mubinova. – Ufa : Izd-vo BGPU, 2007. – 152 s.

安特罗先科•达佳娜•奥列撒迪纳

博士，副教授

幼儿教育学与小学教育

穆卡切沃州立大学

多民族包容度在多元文化交融地区未来小学教师有效教学活动中的重要意义

文中介绍了有关小学教师的多民族包容度理论方面的内容。根据适用于多元文化交融地区小学教师职业的要求，确定了多民族包容度理论的要求。在分析理论来源的基础上，对小学教师的多民族包容度的标准、指标和水平进行了分析。根据提出的标准和指标，对穆卡切沃州立大学"小学教育"专业硕士研究生的民族和文化行为的情况（倾向）进行了评估。

关键词：宽容，民族包容，多元文化教育，多元文化教育环境，专业培训，筹备。

郭广伟

教育管理博士在读

泰国四色菊皇家大学

泰国 四色菊府 Poh, Muang, Thaipantha 路, 319 号

刘洁

教师

对外经济贸易大学

中国 北京 朝阳区惠新东街 10 号

教育语言学发展研究

本文根据美国过去 40 年来教育语言学的学科发展，结合国内外学者对于教育语言学学科概念的界定和建构，以美国教育语言学发展研究为参考，澄清教育语言学的学科定义、本质和研究范围，试图针对教育语言学的研究边界、与语言学的其他分支的关系等问题提出笔者的观点，最后探讨对我国语言学和教育学学科建设的启示。

关键词: *教育语言学，定义，研究范围，学科属性，学科建设*

近年来，中国语言学界在讨论外语教学学科属性时，有些学者引入了教育语言学的学科称谓。但在发表的文章中出现了混淆使用、模糊使用和交叉使用该术语的现象。有的语言学者称作语言教育学、外语教育学，也有的称作教育语言学、外语教育语言学。不同学者对教育语言学的涵义理解得相差甚远，阻碍了我国学术界对教育语言学学科发展的进一步讨论。

那么什么是教育语言学？本文根据美国过去 40 年来教育语言学的学科发展，结合国内外学者对于教育语言学学科概念的界定和建构，以此来澄清教

育语言学的学科定义、本质和范围，并试图针对上述问题提出笔者的观点，最后探讨对我国语言学和教育学学科建设的启示。

一、 教育语言学的学科发展

"教育语言学"(Educational Linguistics)一词最早是由美国语言学家 Bernard Spolsky 于 1972 年提出来的，用来描述有关语言教育政策的制定与实施方面的研究。随后 Spolsky 在新墨西哥大学教育学院创办了第一个教育语言学的博士专业，这是教育语言学在美国第一次以学科专业的性质出现。紧接着，1976 至 2000 年间美国多所大学都设立了教育语言学的博士专业。

从学科发展历史来看，教育语言学还是一个崭新的学科，是一个边缘学科，在 40 多年的发展历史中，只有几所美国院校公开使用该术语作为专业名称，而且这些专业都是博士层次的专业。美国学术界对于教育语言学的学科意义也存在争议。

二、教育语言学的定义、本质与特点

教育语言学的全部学科意义来源于语言和教育之间的相互依赖性。Spolsky 认为教育语言学描述的是"语言学这一学术领域与教育这一实用性学术专业之间的交叉"。Johnson, K. & Johnson, H.把教育语言学定义为"一个较新的关于语言与教育关系所有问题的语言学的分支，强调语言是学校和整个社会教育过程中必不可少的成分"。

教育语言学的上述定义从不同角度描述了该学科的内容，但是都提到了教育与语言的关系是该学科的主要研究对象。那么教育语言学的本质是什么？Van Lier 阐述了教育学与语言学互动的意义所在：(1)一语／二语课堂的语言教学与内容教学；(2)学校所有课程采用的语言；(3)学校—社区的信息流动和话语；(4)学校—工作地的话语转换；(5)批判语言学，即教室和学校里的权力和控制；(6)课堂互动资料对于语言学建构的意义；(7)向未来教师讲授语言学的方式。这 7 个方面突出体现了教育的各个方面与语言都存在着互动关系，而不仅仅是语言课堂教学。Johnson 的定义中提到了"学校和整个社会的教育

107

过程"。可以说，生活中潜移默化发生着的一切都是教育，人们都是在接受某种学习。语言又是多重的，功能性的，存在于一切事物之中，建构社会关系。教育语言学是研究大语言与大教育关系中所有问题的一门学科。

基于对教育语言学上述定义和本质的认同，Hornberger 认为教育语言学有三个主要特点：它是教育与语言的融合；是以问题为导向，以教育实际为出发点的学科；关注的焦点是语言教学与学习。这三个特点在某种程度上决定了教育语言学的学科属性。

很显然，教育与语言的这种广义联系是与我国学者所理解的教育语言学的概念相冲突的。与教育语言学在国际学术界的发展相比，我国学者使用的是一个相对狭义的概念，其出发点更多的是语言教学，或者是外语教学。而教育语言学是一门外延很广的学科，它探讨的是"语言学研究与教育理论、实践与政策的关系"，关注的是"语言与文化的多样性"，并且这种对于语言的关注在地方、国家和国际层面上都有意义。教育与语言关系的广泛性决定了教育语言学的研究范围不仅仅局限在语言课堂教学上。

三、教育语言学的研究范围

我国学者提出，教育语言学是"教育学的理论和语言学各分支学科的理论在语言教学中的综合运用和发展，因而教育语言学的研究内容包括语言教与学的一般现象、规律、原理和方法，揭示用于解决语言教学问题的一套系统的理论、原则和方法，揭示语言教育的措施、方法与语言教学的效果之间关系"的一门学科。如前所述，此概念虽然承认教育理论与语言理论交叉的可能性，但仍是狭义的教育语言学，因为两者的交叉只反映在语言教学上。

Hornberger 认为虽然教育语言学的关注点确实是语言教学，但是这种语言教学的视角却是社会文化的全方位综合视角。教育语言学研究的不仅仅是语言学上所定义的语法知识（语法规则），还包括深深根植于文化内涵的言语方式（使用规则）；不仅仅承认交流过程中的言语情境，还包括围绕语言教学与学习的历史、社会文化、经济和政策的大情境；不仅仅承认标准语言

形式教与学的地位，而且承认语言使用的多种形式与模式；更重要的是，强调的不仅仅是语言教学本身，更是语言在建构学术知识和社会身份过程中的作用。从这个意义上讲，教育语言学的研究范围非常广泛，既可以是微观的话语分析，也可以是宏观的语言政策研究；既可以是课堂的语言教学和二语习得，也可以是社区与家庭语言社会化的过程。具体来讲，儿童语言习得、一语（母语）和二语（外语）教学、双语教育、文学教学、语言测试、二语习得、少数民族语言教育、英语作为世界语、语言行为和话语分析、语言政策与政治、识字、口头话语等等都是教育语言学的研究范围。

Hornberger 把教育语言学学科的研究范围大体分为三大类：(1)研究语言行为和社会网络、文化身份之间的关系；(2)研究语言课堂和专业课堂上二语、外语、双语的学习及交际环境；(3)研究双语（多语）社区与学校。

由此可见，教育语言学的研究范围涉及的不仅仅是语言教学，还包括一切正式与非正式教育中的与语言相关的问题。

四、教育语言学的学科属性

教育语言学的名称容易让人以为教育语言学就是语言学在教育上的应用，等同于狭义的应用语言学。但从上文对教育语言学研究范围的讨论，我们可以看到教育语言学虽然名称所指似乎很狭隘，其真实内涵却广泛得多，超出了传统语言学的研究边界。那么教育语言学的学科属性到底是什么？

目前我国高校里还不存在教育语言学这样的专业，但是学术界，尤其是语言学界，对于建设教育语言学这一学科的呼声却日益强烈。相比之下，教育学界却鲜有学者呼吁成立教育语言学这个二级学科，可能是由于教育学本来就是一个定义广泛的领域，它与其他学科的结合近些年已经见怪不怪。可以说，中国学术界基本上是把教育语言学归入语言学下面的一个学科，与应用语言学、社会语言学、心理语言学并列。Johnson, H.也认为教育语言学是语言学的一个分支。

但是，教育语言学的起点应该是语言教育实践，而不是语言学。它起源于语言学，但是它关注语言教育中出现的问题，已超越了语言学本身，向心理学、教育学、人类学、社会学去寻求答案，并且所寻求的答案标准不是能否符合语言学理论，而是能否更好地为语言教育和多语言多文化社会服务。

五、对我国语言学和教育学学科发展的启示

本文探讨了一个新兴的交叉学科—教育语言学，它的学科定义、特点、研究范围和学科属性等，并且在讨论的过程中对我国学者在教育语言学的学科建构上出现的误解和分歧进行了澄清和梳理。

本文基本上认同我国语言学界关于成立教育语言学学科的提议。目前我国各个层次的语言教学（如英语教学和对外汉语教学）处境尴尬，在很大程度上是由于语言教学的学科归属不明确，在语言学中处于边缘地位。语言教学的发展需要跨学科跨专业教师学者的共同努力，尤其是教育学和语言学的学者需要携起手来，认识到语言与教育的密切关系，为提高我国的语言教育进行合作与对话。

但是本文认为教育语言学的学科意义不仅限于此，它的研究范围应该是在更广泛的意义上探讨语言和文化的多样性在教育实践上的体现，课堂教学仅仅是语言习得的一个方面。教育语言学是一个跨学科的领域，关注的焦点虽然是语言教学与学习，但是它包括一切正规与非正规教育当中存在的语言问题，如国家的语言教育政策，语言行为与社会身份认同之间的关系，母语、二语、双语教育，语言与文化的关系等等。教育语言学的研究边界应该是开放的和流动的，它应该向语言学、心理学、人类学、教育学、社会学等相关学科敞开大门。

从学科属性的意义上讲，本文提出了一个重要观点：即教育语言学的起点应该是语言教育实践，而不是语言学本身，因而应该在教育学科下面设教育语言学专业。这一点对我国教育语言学的学科建设有着启示意义，尤其是

考虑到目前我国发展教育语言学的呼声似乎只是语言学界的一头热，没有教育界学者的参与的状况。

参考文献

1. Du Lijuan. "教育语言学"片论 ["Jiaoyuyuyanxue" Pianlun]. – Guangzhou : Huanan shifan Daxue, 2006. – 111 - 115 y.

2. Fan Lin and Zhang Delu. 外语教育语言学理论建构的设想 [Waiyu Jiaoyuyuyanxue Lilun Jiangou De Shexiang]. – Beijing : Waiyu Yu Waiyu Jiaoxue, 2004. – 16 - 21 y.

3. Zhang Zhengtao. 教育研究中的四种语言学取向 – 兼论通向语言的教育学之路 [JiaoyuYanjiuZhong De Si ZhongYuyanxueQuxiang – Jianlun Tongxiang YuyanDeJiaoyuxue Zhi Lu]. – Guangzhou : Guangdong Jiaoyu YanjiuYuShiyan, 2006. – 1 - 5 y.

4. Xie Dengbin. 语言学取向的教育研究 [Yuyanxue Quxiang De Jiaoyu Yanjiu]. – Wuhan : Wuhan Huadongshifan Daxue Xuebao, 2005. – 24 - 31 y.

5. Xia Jimei. 外语教学的学科属性研究 – "语言教育学论"引发的思考 [Waiyu Jiaoxue De Xueke Shuxing Yanjiu – "Yuyanjiaoyuxue Lun"Yinfa De Sikao]. – Beijing : Yuyan Jiaoxue Yu Yanjiu, 1999. – 4 - 14 y.

Guo Guangwei

Doctor of Educational Administration at Sisaket Rajabhat University

NO.319 Thaipantha Road, Poh, Muang, Sisaket, Thailand

Liu Jie

Teacher at the University of International Business and Economics

NO.10 Huixin East Street, Chaoyang District, Beijing, China

DEVELOPMENT OF EDUCATIONAL LINGUISTICS

In recent years, there has emerged an argument in academic community of linguists. What is educational linguistics? Its concept and nature has not yet been agreed upon by the Chinese scholars. The term has been misused, confused, and cross-used with other terms in current papers. The research scope of educational linguistics? Relation to the other branches of linguistics and pedagogy have been represented in the article. The author attempts to trace the historical development of educational linguistics as a field of science. The implementation of the interdisciplinary program facilitating the development of linguistics and education in China has been described.

Key words: *educational linguistics, definition, range of study, subject attribute, subject construction.*

董月

汉语国际教育专业硕士 公派汉语教师

乌克兰国立南方师范大学

乌克兰，敖德萨，老码头路 26 号

浅谈对外汉语语音教学

W.F.麦基在《语言教学分析》中指出："在学生练习口头表达之前，重要的是使他们形成语言的发音。这点最好在一开始就做到，因为学生每学一个词都会加深他的发音习惯。如果他一旦形成了错误的发音，将极难纠正。即使能纠正，也是很费时间的。如果最初他就能正确发音，那么在整个教学过程中他说的每句话都将有助于形成良好的发音习惯。"因此，语音教学是对外汉语教学的基础，在汉语教学特别是初级汉语教学中应占有重要位置。教师只有对汉语语音的发音原理及特点有充分的认识，在对外汉语语音教学中教学设计、课程设置等方面才能有的放矢，提升汉语语音教学的质量。本文将着重阐述：1. 汉语语音的特点；2. 对外汉语语音教学的原则和方法；3. 对外汉语语音教学的几个问题。共同探讨、寻求有效的对外汉语语音教学方法是本文的写作目的。

***关键词：** 对外汉语，语音教学，教学方法*

对外汉语语音教学不同于对外汉语中的词汇、语法、修辞等教学。 汉语语音有没有复辅音、元音占优势、有可区别意义的声调的特点。作为对外汉语教学的首要环节，语音教学有着比较复杂的特点，比如学生在学习过程中容易产生声调偏误、读音的偏差以及容易形成中介语音却无法跨越中介语音达到目的语音的掌握，即造成所谓的"洋腔洋调"。而以上这些特点都是由汉语的语音性质所决定的。我们在对外汉语语音教学过程中应遵循针对性、

科学性、趣味性、实践性、对比性、直观性、启发性、发音教学与韵律教学相结合、合理运用语音理论知识、贯穿始终等原则。

对外汉语语音教学的内容具体包括：汉语拼音方案、声韵母、声调与语调、儿化与轻声。各部分相环相扣，在教学中应注意结合学生的个体差异来使用恰当的教学方法，如常见的图示法、演示法、对比法、夸张法等。图示法是指教学借助挂图或直接通过画图的方式来辅助教学；演示法可同图示法结合使用，以达到更加直观的效果；对比法是选取学生母语、其熟悉的外语（包括汉语本身）作为参照物，帮助学生对汉语发音的领悟更加清晰深刻；夸张法是运用夸张板书、夸大口形、延长音程、增大音量、加强音高对比等夸张的手法，扩大音与音、调与调之间的差别，帮助学生理解和模仿汉语的发音。对外汉语语音教学方法多种多样，各种方法之间相互贯通、相辅相成。由于篇幅限制，本文不在此一一列举，也不进行具体的讲述分析了。教师可根据学生的情况在教学条件允许的条件下灵活选择运用，同时也鼓励创新。切实有效地帮助学生提高汉语发音水平。

在对外汉语语音教学中，教师只有在遵循对外汉语语音教学的原则、采用合适的教学方法的基础上，认识到语音教学的重要性、重视音素教学法、坚持语音教学的连贯性、恰当纠错，才能从根本上帮助外国学生提高汉语语音掌握水平，提升对汉语学习的兴趣。

然而，目前在对外汉语语音教学中还存在一些问题：

一、对语音教学重要性认识不足。

现在有越来越多的外国人学习汉语，但是发音好的人却不多见。这是因为人们对语音教学重视不够，体现在专门语音课的缺失或语音教学阶段时间太短。目前据本文作者个人的教学经验及对部分同行的调查了解到，大部分孔子学院及教学点主要以综合汉语课为主，教师担心若过多纠正发音可能会耽误原先设定的教学进度，而对学生的发音错误一带而过甚至根本不予纠正汉语教师认为语言能够达到进行交际的目的即可，而忽视语音教学。但汉

语的声调具有区别意义的作用，如果汉语学习者自身语音基础不牢固，混淆声调，很容易造成理解错误或表达时产生歧义，影响其日后听力水平和口语交际能力的提高。因此在对外汉语教学过程中，语音教学部分尤为重要。

二、偏重语流教学法而忽视音素教学法。

汉语教师在课堂上偏重句型操练，强调学生对语法点和句型的掌握而忽视对单个音节或声母、韵母、声调的纠音操练或点到为止。音素教学固然枯燥，但单音是句子的基础，发音基本功夯实，汉语学习的道路才能越走越远。

三、语音教学缺乏连贯性。

有的教师，尤其是中高级汉语课的教师，由于自身教学任务繁重所以担心若过多纠正发音可能会耽误教学进度，而对学生的发音错误一带而过甚至根本不予纠正。第二语言学习是个长期的过程，每个阶段的汉语教师都应该注意纠正学生的发音。

四、纠错方法不恰当。

在汉语语音教学中，纠错是有效提高学生发音的重要手段。但是，如果纠错方法不当，可能收效甚微：纠错点到为止不出效果；纠错过分会打击学生自信；学生练习活动时避免纠正以免干扰学生思维；纠错不能机械领读，要指出学生出错的是声母、韵母还是声调。

五、汉语拼音过迟退出初级汉语教材。

初级汉语课教材一般从拼音教学开始。这本无可厚非。但大部分教材，比如本文作者所任教的乌克兰国际人文大学（МГУ）一年级正在使用的汉语教材《博雅汉语初级起步篇 1》，整本教材全部三十课的课文部分都有汉语拼音标注，在学生学习课文的过程中，学生实际上很难自主忽视拼音部分，这就造成了学生过度依赖拼音，无论对课文发音（尤其是声调）的练习还是对汉字字形的记忆都起到负面作用。笔者建议同行在编写汉语教材时，对课文部分的汉语拼音标注随着学生学习内容的加深而逐步删减至完全不出现。

此外，对外汉语语音教学的具体内容本身仍有待完善。《汉语拼音方案》颁布已超过五十年，在对外汉语教学中的重要功能，一是用来进行语音教学，二是为汉字标注发音。对外汉语教学离不开《汉语拼音方案》，它可能是历史上各种为汉语设计的拼音系统中的最佳方案，同时也是对外国人教汉语语音的最佳工具。然而，以笔者浅见， 对外汉语语音教学的内容本身仍存在不完善之处。如《汉语拼音方案》规定对汉字"二"的汉语拼音标注：èr，并不能准确读出实际的发音，实际发音应标为：àr 。基本的汉语拼音标注规则的准确性存在问题，不利于激发学生对汉语学习的热情。此问题多年以来一直未能得到解决。教师在教学过程中应注意帮助学生明确发音。

语音是语言的物质外壳，是学习一门语言的"门面"。学习任何一种语言，特别是第二语言，都得在语音上下功夫。" 语音的本身、语音的质地就是发音，发音不对，文法（即语法）就不对，词汇就不对 "（赵元任 1982）。可以说，在二语学习中，语音是整个学习过程的基础。培养正确的发音习惯，对学习者日后口语表达能力和听辨能力的提高至关重要。因此，教师只有对语音教学重视起来并遵循语音教学原则、运用合适的教学方法，才能从根本上帮助外国学生掌握汉语语音的发音原理并能正确发音，提高汉语水平。

参考文献

1. Mao Shizhen. 对外汉语语音教学 [Duiwai Hanyu Yuyin Jiaoxue]. – Shanghai : Huadong Shifan Daxue Chubanshe, 2000. – 98 - 104 y.

2. Liu Xun. 对外汉语教学引论 [Duiwai Hanyu Jiaoyuxue Yinlun]. – BeiJing : Beijing Yuyan Daxue Chubanshe, 2007. – 45 - 49 y.

3. Zhao Yuanren. 语言问题 [Yuyan Wenti]. – Beijing： Shangwu Yinshuguan, 1980. – 35 - 38 y.

4. Zeng Yumei. 语对外汉语语音 [Duiwai Hanyu Yuyin]. – Hunan : Hunan Shifan Daxue Chubanshe, 2008. – 42 - 46 y.

5. Zhao Jinming. 语音研究与对外汉语教学 [Yuyin Jiaoxue Yu Duiwaihanyu Jiaoxue]. – BeiJing : Beijing Yuyan Daxue Chubanshe, 2007. – 23 - 27 y.

6. Song Haiyan. 国际汉语语音与语音教学 [Guoji Hanyu Yuyin Yu Yuyan Jiaoxue]. – BeiJing : Gaodeng Jiaoyu Chubanshe, 2013. – 63 y.

Dong Yue

Master of Teaching Chinese to Foreigners
Teacher of Confucius Institute at South Ukrainian
National Pedagogical University named after K.D. Ushynsky
St. Staroportofrankovskaya, 26, Odessa, Ukraine

ON TEACHING CHINESE AS A FOREIGN LANGUAGE

W. F. McKee pointed out in the "Language Teaching Analysis" that "it is important to make them form a language before students practice verbal expression, which is best done at the beginning, because students tend to learn one by one. If he / she were able to correct his/ her pronunciation, it would be very time-consuming to correct it, even if he / she could correct it in a proper way, it would help to form good pronunciation habits". Therefore, voice teaching is the basis of teaching Chinese as a foreign language. Only teachers have the full understanding of the pronunciation principle and characteristics of Chinese phonetics and can improve the quality of Chinese phonetics teaching as well as a curriculum of Chinese as a foreign language. This author focuses on: 1) the characteristics of Chinese phonetics; 2) the principles and methods of phonetics teaching in Chinese as a foreign language; 3) several problems in teaching Chinese as a foreign language. The aim of the article is to explore and seek effective methods of teaching Chinese as a foreign language.

Key words: *foreign language, phonetics teaching, teaching methods.*

刘肖肖

乌克兰南方师范大学孔子学院公派教师

乌克兰国立南方师范大学

乌克兰 敖德萨 老码头路 26 号

调查分析乌克兰汉语教学中的音变难点

声调是汉语区别于其他语言的重要标志之一，也是对外汉语教学中公认的难点和重点，变调更是难点中的难点。语流音变是音节项链发生的语音变化现象，主要是连读音节，即连着念的音节，其音素声调等有时会发生变化。本文主要谈的是对外汉语教学初期出现的变调。经过仔细观察不难发现乌克兰学生在汉语学习初期，汉语声调变调是他们很大的难点和障碍。如果不及时指导和纠正，就很容易形成洋腔洋调。本文将着重阐述 1 汉语教材中初级课们出现的音变现象。2 调查乌克兰当地学生在学习过程中常见的困难。3 分析解决音变难点。

在任何一种语言学习的过程中，文化认同感和归属感都是极其重要的，对于学习动力的提高和学习效果的影响都是巨大的，而在学习初期不重视语音语调的培养，导致后期的洋腔洋调会极大程度的影响一个学生的学习动力和交流欲望，就好比中国的英语推广，在学习过程中，不仅追求语音的准确，甚至有专门辅导英音和美音的机构，这并不是无用功，相反，这能为学生打下牢固的地区语言基础，为将来更深入的学习提供一个良好的铺垫。

关键词: 变调规律，教学难点

"一和"不"变调的规律分析

变调又称为连接变调，即是将声调变化之方法使用于字词音节并合上的处理，是指在语流中，由于相连音节的影响，使某个音节本来的声调发生

变化，变调是一种自然的音变现象，对语言的表达没有影响。例如"美""好"连着念，听起来像是"没好"，但我们仍知道表达的是美好的意思。

语流音变是普通话中的自然现象。汉语是有声调的语言，汉语声调和语调的干升曲降，大量语词的轻重格式搭配，组词造句的较大灵活性，语流中语音的各种交替，以及人们对语言的约定俗成，使语音中的一些因素自然要发生变化。学习普通话必须掌握音变规律。如果只掌握了单个音节的读音而不掌握音变，那还不能算学好了普通话。掌握了语流音变，语音自然会和谐而不变扭。

"一"的本调是第一声，它的变调在《成功之路起步篇》中主要包含以下三种情况：1 单念，或者在词句末尾，或者表示数字时念原调一声。2 在四声音节前读二声，例如"一定"。3 在非四声音节前读为四声，例如"一些"、"一盒"、"一起"。"不"的变调在书中有两种情况：1 单念，或者在词句末尾，或者在非四声音节前均念原调四声，例如"不吃"、"不忙"。"不敢"。2 在四声音节前读为二声，例如"不是"。

仔细分析可以发现，"一"和"不"的音变规律还是很强的，两个字除了本调不一样，"一"作为量词有序数词和基数词的独特性之外，变调规律基本上是一致的，这也是教材编写中将这两个语言点放在相邻两课的原因之一吧，学会了"不"的变调再来学习"一"的变调就可以举一反三了。

"一"和"不"变调的教学难点

"一"和"不"两个字，对于国外学生而言，尤其是乌克兰学生，汉语学习中最难的部分是汉字，每个音对应相应的汉字，甚至相同读音的汉字有好几个，第二难的就是声调，在学习初期，很多的学生为了记住更多的词，他们会自动忽略每个词的音调，统一念做一声，虽然"省时省事"，但是在深入汉语学习以后就很难纠正，而音变作为声调的一部分更是给他们的记忆增添了极大的困难。

"一"和"不"变调的教学策略

"一""不"变调有规律可循，人们把这些规律编成口诀。例如：1 读本调（1）单用，句末读本调：一、二、三。不，我偏不。（2）"一"做序数词用读本调：第一，一班教室。2 放在词中要轻读：看一看，走一走。3 去声前面变阳平：一对，一会儿。不累，不睡。4 非去声前读去声：一人，一杯。不能，不走。在教学过程中我们要坚持实用性、实践性、趣味性与其他因素结合的教学原则，从汉语的实际运用出发进行语音教学，把语音教学融汇到会话中去，从会话入手，从会话中分解语音要素，把语音练习和会话联系起来，最终再归结到会话。关于语音教学的几种课堂技巧，在变调教学的过程中也可以运用：1 演示法：通过直观手段而不是教师讲解来体现语音部位、发音方法。2 对比法：通过对比汉语语音与学生母语语音在发音方法、部位等的不同来抓住关键，解决难点。3 夸张法：通过适当的夸张和清晰的发音，造成视听形象的优势，突破难点。4 手势法：教师借助手势辅助，用形象的提示方法帮助学生发好音。学生要学好音调，必须经历几个阶段，在初级阶段，学习者首先是模仿，每一个词都要先模仿，模仿对了，通过模仿找到具体的发音方法和技巧，在不断的练习和纠正中逐渐趋向于和目的语接近，最终达到目的。然后是记忆，记住正确的方法，只有这样，在以后的发音中才会得心应手。声调是一个音节必不可少的部分，每一个音节都有一个声调，每一个词都有一个固定的声调，在记住一个词的同时，也要记住这个词的声调。最后通过反复练习，使学生发出正确的声调。

　　继续追踪学生的语音变调情况，搜集调查样本，不断寻求更有效的方法改善变调不准确的问题。

　　参考文献

　　1. Huang BoRong and Liao XuDong. 现代汉语 [XianDai HanYu]. – BeiJing : Gaodeng Jiaoyu Chubanshe, 2011. – 85 - 86 y.

　　2. Qiujun Pengzhiping Zhanghui and Yangnan. 成功之路起步篇一 [ChengGong Zhi Lu QiBu Pian 1]. – BeiJing : Beijing Yuyan Daxue Chubanshe, 2008. – 1 - 21 y.

Liu Xiao Xiao

Teacher of Confucius Institute at South Ukrainian

National Pedagogical University named after K. D. Ushynsky

26, Staroportofrankovskaya Str., Odessa, Ukraine

DIFFICULTIES IN TEACHING CHINESE TO THE UKRAINIAN STUDENTS

Tone is one of the important symbols of Chinese which is different from other languages. It is also the difficulty and focus of recognition in teaching Chinese as a foreign language. Voice is connected with the phonetic changes within a syllable. This article is devoted to the problemsof the differentiation which arise at the elementary stage of teaching Chinese as a foreign language. The Chinese tone is difficult for the Ukrainian students and course obstacles in understanding Cinese words. If not timely guided and corrected, it is easy to form a foreign tone. The tasks to be solved are: 1) the correct choice of Chinese textbooks on phonetic phenomena; 2) to investigate the difficulties of local students in Ukraine during their learning process; 3) to analyze students' difficulties in differentiatiating sounds.

In any language learning process, cultural identity and sense of belonging are extremely important. For the improvement of students' learning motivation the cultivation of intonation, accurate pronunciation are extremely important. It can set a solid for students' further study of the Chinese language.

Key words*: teaching difficulties, tone, intonation, Ukrainian students, Chinese.*

徐倩

汉语国际教育硕士

乌克兰国立南方师范大学

乌克兰 敖德萨 老码头路 26 号

对外汉语教学中游戏的应用

　　伴随着对外汉语推广事业的不断增强，广大从事对外汉语教学的教师用自己的亲身实践不断丰富着对外汉语教学法。从研究角度上，本文注重从实践角度提出最有针对性的游戏教学法，尝试对对外汉语教学现状及问题有一个比较客观的分析，并对游戏教学相关问题提出更多的建议，同时提供较多第一手资料，使论文更加生动具体，有参考意义。为今后对外汉语教学提供借鉴，从而不断完善对外汉语教学工作。游戏教学法有利于消除枯燥、紧张、不安等负面情绪，激发学习者学习的兴趣，还能提供给学生愉悦的身心。笔者通过查阅资料和文献，发觉关于对外汉语游戏教学的资源很不充足，研究游戏教学这方面的论文和专著的数量不多。著名点的仅有如：VictorSiyeBao，鲍思冶《中文游戏大本营 课堂游戏 100 例》[VictorSiyeBao，鲍思冶. 中文游戏大本营 课堂游戏 100 例[M].北京：北京大学出版社，2010.]、周建的《汉语课堂教学技巧与游戏》[周健. 汉语课堂教学技巧与游戏[M]北京：北京语言文化大学出版社，1998.]等少数书籍，很难形成完整的理论体系。有关对外汉语游戏教学的论文，虽然近些年数量有大幅度的增长，但有参考价值的文献数量不多，而且一部分文献创新意识不强，从而导致了只是文献数量上的增长，有利用价值与参考意义的文献仍是吉光片羽。

　　英语游戏教学相对完善和成熟，但是考虑教学环境、教学要求以及语言自身特点等原因，也不能照抄照搬英语游戏教学经验，因此大部分对外汉语教师都是在探索中前进。本文出现了一些比较有创新精神的提法，包括对外

汉语游戏教学中应该注意的问题，对外汉语教学的老师所应该具备的素质和师生之间的关系等。

关键词: 课堂游戏，游戏教学，对外汉语游戏教学

1. 绪论

笔者通过查阅资料和文献，发觉关于对外汉语游戏教学中研究游戏教学这方面的论文和专著的数量不多。并且一部分文献创新意识不强，从而导致了只是文献数量上的增长，有利用价值与参考意义的文献仍是吉光片羽。英语游戏教学相对完善和成熟，但是考虑教学环境、教学要求以及语言自身特点等原因，也不能照抄照搬英语游戏教学经验，因此大部分对外汉语教师都是在探索中前进。本文出现了一些比较有创新精神的提法，包括对外汉语游戏教学中应该注意的问题，从事对外汉语教学的教师所应具备的素质和师生之间的关系等。

2. 对外汉语游戏教学中所融入的理论基础

2.1 行为主义理论

上世纪六十年代在美国风的行为主义是美国现代心理学的主要流派之一，也是对西方心理学影响最大的流派之一。斯金纳的行为主义核心理论将学习分为应答性行为和操作性行为两类。斯金纳指出，在学习过程中，操作性行为更具典型性。在此过程中，老师充当的角色应是学生行为的设计师，老师的任务是帮助学生通过操作性的训练逐步完成学习计划。以上理论对于游戏教学法的生成具有极重大的意义。

2.2 跨文化交际理论

跨文化交际是指具有不同文化背景的人从事交际的过程。对外汉语游戏教学事实上就是一个跨文化交际的过程。在利用汉语交际过程中，学生会反映出对中国文化认知的差异。游戏不仅仅是简单的娱乐，更包含了风化习

俗、思维方式、价值取向等。教师在游戏中，要引导学生积极掌握和体会该汉语知识在目的语国家的文化内涵，刻培养学生跨文化交际的能力。

2.3 二语习得理论

在外语教学领域，二语习得研究主要包括影响第二语言习得的个人因素和社会因素（特别是学习策略、学习风格）。如何利用相应理论成果指导教学实践并用第二语言习得研究的成果来提升学生学习效率是对外汉语老师在课堂中所要考虑的问题。教师在设计课堂游戏的时候，需要以第二语言习得理论为依据，用二语习得理论来指导教学。

2.4 建构主义理论

建构主义理论基础主要强调以学生为中心，突出学生对知识的主动发现、主动探索和对所学知识意义的主动建构。依据建构主义理论，在游戏教学中不是通过教师的传授得到知识，而是学习者在既定的任务推动下，借助教师或游戏的帮助，通过意义建构获得。这一指导理念与对外汉语教学的思想也异常相近，对外汉语教学着重强调将学习放在真实的情境中去学习语言，通过特有的语言环境使学习者使用原来认知结构中的语言基础去调整或同化认知结构，拓展原来已有的语言基础，达到新的知识水平。为游戏教学提供了直接的理论基础。

3. 对外汉语游戏教学法的特点

游戏教学法与活动教学法不同。活动教学法常是利用某个节日而展开或是学术交流活动的教学活动。游戏教学法限制不大且易实施，在普通的课堂上就能够完成。游戏教学法最根本的目的就是提高课堂效率，最直接的作用则是使课堂氛围更加愉悦轻松，辅助教师把对外汉语教学目标中的知识点传授地更加生动灵活，让学生更易接受。

3.1 深入互动性

语言是交际之工具，游戏设计也应该遵循这一要求，游戏法教学应该具有深入地互动性，一个完整的课堂游戏教学活动不仅要体现出师生互动，

并且还要突出学生的主体地位，以实现学生之间的互动。课堂教学应以学生作为中心，教师在整个游戏活动中主要扮演协调者和组织者。现代语言的教学总趋势要让课堂教学适应学生，还要以学生为中心。课堂游戏教学的活动都要立足于学习者的需求，教师通过学习者积极主动的参与课堂完成教学任务。

3.2 口语交际性

对外汉语教师在设计游戏时应该考虑到游戏要培养学生沟通、思考、小组合作的能力，并且游戏要能提高学生汉语的实际应用能力。在教学游戏中，学生使用的错误的语言知识点会在潜意识里受到游戏伙伴们的纠正，这样就可以强化学生汉语知识自我构建的能力。

4. 针对对外汉语教学，游戏中汉语教师所应具备的素质

对于不同的学生要采用科学的教学方法才能够使教学达到事半功倍的效果。总体来讲在游戏教学中教师需要具有以下素质：

首先，教师在游戏的设置上，要将所需练习的知识点很好地融合在游戏之中，游戏规则要简单明了、易理解，且要有竞争性、趣味性。其次，教师需要掌握教学的节奏，语速不可太快，太快的话，学生的神经时刻处于紧张状态，从而产生压力感，和本文教师希望通过游戏教学法达到的效果背道而驰；亦不能太慢，太慢学生的精神状态会过于涣散，从而注意力不集中就失去了对课堂上老师所授内容的兴趣。因此，既要做到节奏跟着学生的思维走，又要领着学生的思维走。再次，教师在课堂上的情绪表现需要适应游戏教学法。在课堂上进行教学的过程中老师的态度不能太严肃，若教师太严肃则学生无法在轻松的环境中学习汉语，游戏教学就变得公式化。教师的态度也不能太过于随意，太过松弛的课堂教师难以控制，则不能达到游戏教学的目的。教师是游戏的组织者还是游戏的参与者，在适当的时候强调游戏的规则，把学习的人分为几队，用小组竞争的方式让他们达到最好的学习心理状态。

老师在准备游戏教学的时候一定要保证理论知识的准确性，老师在解答学生问题的时候要做到知其然更知其所以然，并且要掌握第二语言教学法的知识和教学理论，中国的地理、文化、历史、社会科学等知识，心理学、教育学的知识，外语及世界各个国家的文化知识。对世界各国文化知识的了解可以帮助教师在与学生沟通的过程中不会产生文化冲突，保证师生关系的友好融洽。

5. 游戏教学的准备工作

教材的乐趣固然重要，但是一堂课是否有趣，能否让学生产生趣味，最主要的还是在于教师。教师是整个课堂教学的组织者、策划者和主导者。怎样利用游戏激发学生对汉语的学习兴趣，课堂是否有效等的关键都在于汉语教师。教师需要在进行游戏教学之前做好充分的准备工作。

第一，游戏的制定。每个班级学生的汉语水平参差不齐，汉语教师在设计游戏时应当考虑学生的汉语水平，设计出的游戏要适合学生的学习水平，保证每个学生都能积极地参与游戏，充分发挥学习者的主动性和创造性。游戏的设计还要考虑常玩儿常新，增加游戏的新鲜感。游戏的规则也要明确，便于理解、操作和执行。教师还要考虑到游戏中可能会出现的意外情况，做好应急预案，以免到时措手不及。

第二，制作道具。游行制定出来以后接着就是准备游戏过程中所需道具，确保课堂游戏开始之前道具准备妥当，否则影响游戏的进程。道具制作的任务可以交给学生，这样也提高了他们参与课堂游戏的积极性。

第三，教学游戏要有互动性。在游戏过程中老师把所要讲的语言点融入到游戏当中，学生在游戏中吸收知识点，并把不明白的语言点反馈给老师，以便老师及时的在教学过程中做出教学方面的调整。

第四，游戏分组的问题。根据不同性质的游戏把学生分成不同的小组，确定小组的人数，并考虑学生的语言水平、性格特征等来等进行小组成员的搭配。

6. 教师在课堂游戏教学中的角色

游戏教学法不仅仅需要学生的参与，教师也应该充分发挥自己的指导组织作用，制定游戏的方法与规则。课堂游戏具有实用性，教师要做好监督工作，观察每个学生在游戏中的表现。在游戏结束时，老师应该及时对学生的课堂表现进行总结，指出学生在游戏中表现的不足，重点对学生的良好表现进行鼓励。教师还要思考游戏本身成功与否，有无达到教学的目的等。

老师要明确游戏作为课堂教学过程的一个部分起到传达和反馈信息的功能。在游戏开始之前，老师要先进行判断和思考，与教学目标相契合的游戏我们在课堂上可以选用，如果课堂游戏违背了游戏的实用性原则则不应当取用。

老师需要把握学习者的心理特征和认知水平，这样可以根据学生各方面的情况来选择适合学生的游戏，这样游戏才能达到游戏教学的目的。教师还需要预测学习者在游戏中可能会遇到的一些问题，例如有些问题可能会引发宗教问题，有些游戏可能内向的人不能参加。于此同时，教师还要表现出对学生的关爱，这样更能提高学生对游戏的参与热情。

教师的教学目的要明确清楚。教师不应该只重游戏形式而忽略了教学内容，结果在课堂上只是体现了游戏形式，而没有收到应有的教学效果。不是所有的教学内容都应该使用游戏教学法，有些知识点不需要使用游戏环节来教学，就不用在课堂上进行游戏环节，浪费宝贵的上课时间。教师心中要始终明确所要使用的游戏目的，尽量让每一位学习者都参与其中，游戏规则要易懂简洁易记，游戏教学法的使用频率要适中。

在游戏教学的课堂上要以学生作为游戏的主体，这是衡量课堂游戏教学成功与否的标志，同时也是保证教学质量的要求。教师应当让学生都参与到游戏中来，让学生通过游戏更加喜欢汉语本体知识、中国文化，这样才能达到游戏的目的。在一节课的什么时间哪个环节插入游戏，针对不同水平的学生应该设计怎样的游戏都是教师应该考虑的，让每一个学生熟悉游戏的规

则，确保学生之间在游戏过程中的合作和交流可以顺畅进行，如此学生才能够有更多的积极性参与到游戏中来，才能确保游戏当中学习者的主体地位不被剥夺。

关于课堂游戏教学教师应该从宏观和微观两个方面来把握。游戏开始之前，教师需要从宏观的角度上把握住游戏的全过程，从微观角度上掌握细节，关注细节的教师才能够评判游戏是否适合课程内容，适合课堂。在游戏过程中教师应该保持学生的主体性，在游戏中给予学生帮助和鼓励，游戏结束后，教师要对游戏进行适当的评价和总结，深化与巩固课堂所学的知识内容。游戏的目的就是让学生巩固和掌握语言知识和技能。这既是对游戏成绩的巩固，又是对游戏效果的检验，而且是课堂效果的强化，不仅帮助学生学到知识，学会技能，而且学会方法。

7. 结语

游戏由它独特的趣味性和愉悦性激发了学生对汉语的学习热情，缓解了学生学习汉语的压力，使他们在游戏中掌握了教师所传授的语言知识点，特别是汉语的听说能力，并且通过游戏的方式来巩固所学知识点。游戏教学法可以缓解学习者因学习语言知识枯燥而产生的厌学情绪。学生学习任务重，学习量大，于是就会出现在语言学习的课堂上开小差的现象，或者是导致学生直接缺席汉语课堂。这时游戏教学法的使用就会明显改善这种状况。游戏教学法有利于消除枯燥、紧张、不安等负面情绪，激发学习者学习的兴趣，还能提供给学生愉悦的身心。游戏非常显著的特征可能就是趣味性和愉悦性，游戏的这种特性一直伴随着课堂游戏过程的始终，这是游戏发挥其他作用的必要条件：不论是激发学生的学习兴趣，还是缓解压力或是恢复精力都和游戏教学法有着必然的联系。

参考文献

1. Ding Dimeng. 对外汉语课堂教学技巧 [Duiwai Hanyu de Ketang Jiaoxue Jiqiao]. – Shangha : Xuelin Chuabanshe, 1997. – 220 y.

2. Liu Xun. 对外汉语教学引论 [Duiwai Hanyu Jiaoyuxue Yinlun]. – BeiJing : Beijing Yuyan Daxue Chubanshe, 2000. – 422 y.

3. Ding Dimeng and Li Baijian. 做游戏学汉语 [Zuoyouxi Xuehanyu]. – BeiJing : Gaodeng Jiaoyu Chubanshe, 2009. – 313 y.

Xu Qian

Master of Teaching Chinese to Speakers of Other Languages
Teacher of Confucius Institute at South Ukrainian
National Pedagogical University named after K.D. Ushynsky
26, Staroportofrankovskaya Str., Odessa, Ukraine

GAMES IN TEACHING CHINESE AS A FOREIGN LANGUAGE

Due to the promotion of Chinese as a foreign language, the majority of teachers engaged in teaching Chinese as a foreign language continue to enrich their teaching methods. From the viewpoint of research, great attention is paid to the game as a teaching method. for the game. The current situation of foreign language teaching and its problems are described. Some suggestions on the issues related to the game teaching are given. The game teaching method is helpful to eliminate the negative emotions such as dull, tense and uneasy, to stimulate students' interest, to provide the students with happy body and mind. By consulting the materials and documents, the author finds that the resources on the issues of teaching Chinese as a foreign language are not exhaustive. The most popular ones are represented in the article.

English game teaching is relatively perfect and mature, but considering the teaching environment, teaching requirements and the characteristics of language and other reasons, we cannot copy the English game teaching experience, so most Chinese teachers are in search for the adequate ones. In this paper, there are a number of innovative ideas.

Key words: *classroom games, game teaching, teaching Chinese as a foreign language*

张亚冰

文艺学

乌克兰南方师范大学孔子学院教师

乌克兰 敖德萨 老码头路 26 号

汉语任务型教学模式的改革与实践

本文简要回顾了传统对外汉语教学模式的弊端，在把握对外汉语教学自身特点的基础上，思考如何更好地吸收与借鉴国外的先进教学理念，探索以任务为中心的对外汉语课堂教学模式，以期推动对外汉语课堂教学的改革。

关键词: 对外汉语，任务型，教学模式

一、引言

我国的对外汉语教学自 20 世纪 50 年代开展以来，不断地借鉴和吸收国外的教学理论，听说法、交际法等都对我国汉语教学的发展产生很大的影响。20 世纪 80 年代任务型教学法兴起，90 年代开始影响到我国的英语教学领域。2001 年我国教育部在《英语课程标准》中明确要采用任务型的教学模式，该课程标准强调《以言行事》，强调通过完成任务的途径来组织教学。近年来，这种"在做中学"的教学理念也逐步渗透到了对外汉语教学领域，这势必要求我们重新反思传统的教学模式。在传统的讲授、练习和表达三位一体的教学模式中是以逐个语法项目的讲授为重心，在培养学生"用语言做事"、激发学生的学习积极性等方面还亟待改革。因此，在把握对外汉语教学自身特

点的基础上,思考如何更好地吸收与借鉴国外的先进教学理念,探索以任务为中心的对外汉语课堂教学模式,以期推动对外汉语课堂教学的改革。

二、 任务型教学模式的内涵

任务型教学法是在交际法的基础上发展而来的,是交际法教学理念受到建构主义理论、第二语言习得理论、输入理论、互动语言学理论等的影响发展而来的一种新的教学思想。很多学者如 Willis、Platt、Breen 和 Swain 等从不同的角度对任务下了很多定义,各有侧重。虽然各执一词,但相同之处都认为任务型教学模式就是一种以任务为教学大纲,以教师明确任务,学生用所学的语言来完成任务,并以展示任务成果的方式体现学习的成就,以培养学生综合运用语言能力的教学模式。而在具体的教学过程中,学生不是逐一学习各个语言项中目,而是完成各种各样的交际任务。

三、传统对外汉语教学模式的弊端

传统教学模式的顺序是讲解、操练和表达,先由教师对一个个独立的语言项目进行讲解,然后在教师的控制下带领学生进行操练。在最后的表达阶段,教师希望学生能把学过的语言项目流利地运用到表达中去。但在讲解和操练阶段语言形式成为训练的重心,学生更多地是考虑如何套用上这些形式,没有真实的交流,也就失去了表达阶段完成真实交际的意义。从实际教学效果来看,学生在课堂上学到的语言形式在实际生活中运用效果并不理想。

在讲解和操练阶段,教学重心通常被放在语言的准确性上,例如在讲方位词的时候,会详细地告诉学生方位词的使用规则,力求把与方位词表达有关的可能出现的错误全部杜绝掉,其实这是徒劳的。很多研究成果已经表明,无论是自然状态下还是在课堂内的语言学习者对新形式的掌握,在相当长的时间内都无法获得目标语般的准确性,也无法获得目标语般的运用。

在传统教学模式中的确做到了"精讲多练",但是这里的"练"更多的是停留在对语言形式的训练。学生花大量的时间进行操练,用词填空、完成句子,排列顺序,改错等。在大量的形式操练之后学生往往也就忘记了学

习语言形式的目的了，在真正需要去表达时还是不知道如何使用目的语去表达。

课堂上教师把大量的时间用在语言点的讲解和操练上，这种输入几乎是去情景的、支离破碎的、脱离现实生活的。即使是有一定情景的课文材料也只是成了语言项目的承载体，只是把学过的语言形式赋予了一个情景。这扭曲了学习者的学习观念，错误地使他们认为学习语言就是学习一个个语言形式。学习的目的就是为了说出准确的语言形式，而不是为了真正交际的需求。因此我们需要寻找一条有效的途径，满足学生的交际需求，真正培养学生会用语言做事的能力。

四、对外汉语任务型教学模式的特点

1、强调"用语言做事"，倡导"做中学，学中用"。

任务型教学模式强调，倡导在做中学，边学边做的教学理念，重在培养学生综合运用语言的能力。在教师明确任务的前提下，学生学会利用固有的知识和运用所学的新知识来完成交际任务。也改变了以往的先学习语言形式，打好语言知识基础后再学会运用语言去交际的教学模式观念，而是以满足学生的交际需求为出发点，做到课堂内所学与课外所需紧密结合，实现教学目标的最大实用性。

2、主张以"教师为指导、学生为中心"的教学理念。

任务型教学法师生之间的角色发生了改变，以教师为主导转变为以学生为中心。在教学过程中教师由主导者转变为协助者，是任务的设计者，活动的组织者。而学生在课堂学习过程中不再处于被动状态，而是任务的参与者与主要完成者。首先教师是从学生的经历、兴趣、爱好以及学生的语言水平角度出发来设计学生所要完成的任务。其次，学生获得知识的方式不再是被动地接受教师在课堂上的讲授，而是积极地参与到课堂任务活动中来，自我发现问题，自主地进行知识的重新建构。

3、提倡意义优先的原则，降低学生学习的情感焦虑。

任务型教学模式在语言形式与意义这两者的关系上倡导意义优先的原则，打破传统的先讲授、操练语言形式，然后再进行交际训练的教学模式。学生先尝试用目的语进行交际，努力完成各种任务，然后再总结语法，巩固练习。在传统的教学模式中，学生的注意力有意识地被集中在语法形式上，看起来暂时掌握了所学习的语法结构的准确性，但一旦让他们用语言去交流，需要将注意力集中在语言意义上时，实践证明却很难表达正确。

从学生的情感因素角度考虑，如果在课堂上学生总注意用词的准确与否，语法的合乎规则与否，那么课堂就成为了暴露学生语言错误的地方，势必就会增加学生的焦虑感。如果这种语言形式的学习又与他们的日常生活的紧密关系程度不大，那么他们就会逐渐失去学习的积极性。而任务型教学法提倡意义优先的原则，学生首先考虑如何表达自己的交际欲望，如何用目的语进行交际，努力完成各种任务，会暂时忘记自己是在使用一种他们还没有完全掌握的语言，提高了学生的参与性和积极性，使情感焦虑降至最低。但是在任务型教学模式中，语法的正确与否并没有被忽视，交际任务完成后再总结语法，集中训练。

4、提供真实的语言情景，增强语言学习的实用性。

任务型教学法注重真实语境下的有明确目标的交际训练。老师尽可能地为学生提供贴近真实生活的语料和语境，鼓励他们自己去发现问题，组织语言，完成任务，积极地参与课堂的活动，学生在参与课堂活动中带着极高的热情和兴趣，不仅活跃课堂气氛，而且学习效率能得到相应提高。

5、实现学生自主学习，创造性运用语言的能力。

在任务型教学中教师尽可能地激发学习者的学习动机，明确的任务目标必然包含着有待解决的问题，激发学生对新知识、新信息的渴求，启发学生的交际欲望，选用他们自己喜欢的材料，描述自己熟悉的事情，表达自己的想法，建构自己的知识领域。由于任务型教学模式下，学生必须在教师的指导下去完成一个个任务，任务唤醒和提升了学习者的认知，要求学生自主

探

寻，自主掌控语言知识，语言教学就不再是单纯地模仿和机械的训练，在完成任务的过程中促使学生能够积极地有创造性地综合运用语言。

五、任务型教学模式在对外汉语课堂中的实践

任务型教学法的课堂实施框架较为成熟的是 Jane Willis 在其著作《任务型学习模式》中提出的三步骤，即任务前（pre-task）、任务环（task-cycle）和任务后（post-task）。

任务前：即教师明确任务目标和为完成任务做准备的阶段。在这个阶段，教师应向学生介绍与主题任务相关的背景知识，并输入为完成任务而必需的语言材料，但教师不要大量地讲解、操练语言形式。同时向学生展示课文，但课文不再只是语言项目的载体，而是为完成任务所提供的参考模板。

任务环：即教学的中心环节，学生开始以小组的形式进行练习，完成教师所设计的任务，学生是课堂的中心，教师起的是协助和指导的作用。最后是小组汇报时间，在全班同学面前汇报各自完成任务的情况。

任务后：即教师对学生所完成任务情况的评价和对语言形式的归纳总结阶段。在任务前阶段学生对新的语言形式已经有一定的初步掌握，此阶段是帮助学生对在任务完成过程中所遇到的语言现象进行系统化归纳总结，并进行适量的操练。这个阶段是学习者总结和提高的阶段，也是教师对学生所学知识和所掌握技能情况的追踪。

下面以《成功之路·进步篇 1》的第 3 课《你家有几口人》为例，对任务型课堂的教学模式做一次探索。

1、任务前

1.1 明确任务，导入话题，激活学生表达的欲望。

由教师向学生明确本课的任务目标，即要求学生学会如何向他人介绍自己的家庭情况。教师事先向学生展示准备好教师本人的全家福，同时向学

生做以简短的介绍，并设计真实、有意义的问答，如你家有几口人？有什么人？你爸爸、妈妈做什么工作等，以激发起学生介绍自我家庭的欲望。

1.2 介绍新的语言形式，为完成任务做准备。

帮助学生搜索已有的词汇和句型，激活对完成任务有用的语言形式，并输入必要的新词语和相关的表达用法，为完成交际任务做语言输入方面的准备。如与询问家庭人数、家庭成员、成员职业等有关的词语和句式，如"几"、"口"、"谁""照片"、"做"、"工作"以及和职业相关的词语，也需要给学生做句型上的"热身练习"，如"你家有几口人？"、"你爸爸做什么工作？"等。这个阶段可以带领学生尝试使用刚学的语言材料做以简单的问答练习。

需要说明的是在任务前阶段增加的词汇、语法形式的输入，目的是为了提高学习者对语法系统和概念的理解。语言习得本身就是一个不断内化的过程，是一个从可理解的语言输入中重新建构语言知识系统的过程。而且新输入的语言形式的是与具体的目标任务相联系，是作为完成任务的必要条件而进入任务链的，而不再是单纯地学习语言结构。这样就使得任务前所学得词汇和语法更有针对性，更实用，对学生即将完成的任务具有启发意义，使学习者更有信心去完成任务。

2、任务环

任务环就是任务完成环节，学生在教师的指导下进行有意义的交际练习。可以先由学生和同伴以小组的形式一起讨论，寻找发问的信息，互相询问家庭情况。这种组内的语言习得过程促进了学生之间信息与情感的双交流。之后推选两名学生上台前做表演。在这个环节也可以由教师布置调查任务，学生在小组内以问答的形式完成调查表的填写。表如下：

家庭情况调查表

姓名：

家庭人数				
家庭成员	称呼	姓名	职业	爱好

调查表在组内填写完成后，再由学生到前面来将调查的结果进行口头汇报。在汇报的过程中教师不必因为语法的问题打断学生，可以在任务后阶段即追踪任务阶段由教师对学生在完成任务时出现的语言运用问题做以归纳总结，以及时调整学生在语言表达上出现的错误，也是教师调整下一步教学的关键步骤。

3、任务后

任务前语言形式的输入是为了完成任务所做的必要准备。而任务后阶段对语言形式的进一步归纳总结，是让学习者反思在刚完成的任务过程中所出现的错误，提醒学习者对词汇、语法等方面的有意注意，再次遇到时能避免发生类似问题。

当然在这个语言形式的总结阶段也要本着启发学生自主思考，积极参与的原则。学生之间、师生之间互相交流，进行意义协商，引导学生结合具体实例去发现问题，寻找规律，培养学生善于观察语言现象，并能从现象中总结归纳语言规律的能力。

六、结语

每一种教学模式都有自身的局限性，任务型教学模式也是如此。但是这种教学理念却有助于帮助我们改变传统教学模式受语言形式约束的弊端，以学生的需求为导向，根据学习者的实际的需求来完成言语交际能力的有效

训练，能够真正提高学生学习的主动性、参与度，做到学以致用，最终通过课堂与课下的有效对接实现学习者语言综合运用能力的提升。

参考文献

1. Cheng Xiaotang. 任务型语言教学 [Renwuxing Yuyan Jiaoxue]. – BeiJing : Gaodeng Jiaoyu Chubanshe, 2004. – 56 - 69 y.

2. WangYan. 任务型教学法在初级对外汉语教学中的运用初探 [Renwuxing Jiaoxuefa Zai Chuji Duiwai Hanyu Jiaoxue Zhong De Yunyong Chutan]. – BeiJing : Beijing Yuyan Daxue, 2005. – 14 - 25 y.

3. Gong Yafu, Luo Shaoqian. 任务型语言教学 [Renwuxing Yuyan Jiaoxue]. – BeiJing : Renmin Jiaoyu Chubanshe, 2003. – 112 - 134 y.

4. Chen Zuohong, Wang Yan. 探索以任务为中心的体验式对外汉语课堂教学模式 [Tansuo Yi Renwu Wei Zhongxin De Tiyanshi Duiwai Hanyu Ketang Jiaoxue Moshi]. – BeiJing : Minzu Jiaoyu Yanjiu, 2008. – 93 - 98 y.

5. Ma Jianfei. 任务式大纲与汉语交际任务 [Renwushi Dagang Yu Hanyu Jiaoji Renwu]. – BeiJing : Yuyan Jiaoxue Yu Yanjiu, 2002. – 1 - 4 y.

Zhang Yabing

Study of Literary theory
Teacher of Confucius Institute at South Ukrainian
National Pedagogical University named after K.D. Ushynsky
26, Staroportofrankovskaya Str., Odessa, Ukraine

REFORMATION AND PRACTICE OF THE TASK - BASED TEACHING MODEL OF CHINESE

In the recent years, the task‐ based teaching method has been gradually penetrating the field of teaching Chinese as a foreign language, which is bound to require us to rethink the traditional teaching mode. A brief review on the

disadvantages of the traditional Chinese teaching mode is represented in the article. On the basis of grasping the characteristics of teaching Chinese as a foreign language. The author gives recommendations how to distance lessons from foreign advanced teaching ideas. The task - based teaching model of Chinese as a foreign language is specified. Some means which facilitate promotion of the reformation of teaching Chinese as a foreign language are singled out.

Key words: Chinese as a foreign language, task- based, teaching model

杨昭

汉语国际教育硕士

乌克兰南方师范大学孔子学院教师

乌克兰 敖德萨 老码头路 26 号

简论对外汉语教学中媒介语的使用问题

利用媒介语辅助教学一直是语言教学的重要手段之一，对外汉语教学中媒介语也发挥了一定的作用。但是是否利用媒介语，如何利用媒介语进行教学始终是语言教学界，特别是对外汉语教学界争论的话题。本文简要分析对外汉语教学中使用媒介语的利弊，并尝试提出使用媒介语的原则。

关键词:对外汉语教学，媒介语，教学方法

一、关于媒介语的几种观点

教学媒介语(medium of instruction)是指教师进行课堂教学所使用的语言，是外语教学法的一个重要参数。著名语言学家吕叔湘曾经说过："教外国学生，如果懂得他的母语（或熟悉他的媒介语），在教汉语的时候，就能了解他的需要，提高教学效率。"媒介语的使用不仅在课堂教学实践上具

有重要的教学法意义，更在语言结构的对比研究、文化知识的传播上有重要的工具性作用，是教师与学生以及学生之间实现语义沟通所依赖的桥梁。然而，不同的教学法对待媒介语的观点也有不同。

（1）认为媒介语是"他种语言"（other language）：对外汉语教学界所说的媒介语一般不指目的语汉语，而专指教师上课时候所用的师生共同掌握的语言，这一语言一般是教师的第二语言，是学生的母语或第二语言。目前，支持这一说法的学者较多，但这种试图将教师与学生的课堂用语与目的语割裂的观念很大程度上造成了当下语言学习脱离生活实践的状况，也是对外汉语教学媒介语研究无法与国际接轨的主要原因。

（2）认为媒介语是"中介语"（interlanguage）：这种观点借描述学生第二语言发展的过程与状态的中介语的概念来解释教师与学生通过彼此熟悉的语言来学习外语知识的现象。教师可以使用学生的中介语作为一种媒介语，但是媒介语不应限于学生的中介语，而要包括教师输出的自然的目的语，学生的母语，或者师生共同掌握的其他可供实现沟通的语言。将媒介语直接等同于"目的语本身"或者视为"学生母语"等观点实质上反映出特定教学法流派对待学生母语的态度，但均不足以概括媒介语的一般意义。

（3）认为媒介语是英语：有对外汉语界学者基于对外汉语教学实践将媒介语直接等同于"英语"。因为对大多数汉语教师而言，英语是他们掌握且用于沟通的第一外语，使用英语作为媒介语是他们实现课堂管理及沟通的重要渠道之一（身体语言、图画、卡片等只能做到有限的语义传输）。但另有学者认为对外汉语教学应同英语划清界限，力图实现全目的语教学。而中间派学者认为，汉语教学实践不可避免地需要使用英语作为媒介语，但是必须充分考虑其实用的"阶段适应性"（初级阶段使用英语较多）和"国别适应性"（以英语为母语的学生使用英语较多）。

二、对外汉语教学中使用媒介语的利弊与原则

首先，我们应该承认媒介语的存在是有它的意义的，是必要的，是对外汉语教学中不可或缺的。留心一下对外汉语教学教材，我们不难发现，没有一本是纯中文的。在教学的初级阶段，如果不适用媒介语，学生无法明白老师的意思，老师也无法理解学生，这样无疑就会给教学带来很大的不便。尤其是在涉及文化背景知识、语法的教学活动中，如果老师可以简单地用媒介语给学生讲解，对学生正确理解帮助很大。其次，媒介语的使用对于解决学生的疑惑有很大的帮助。对于一种完全陌生的语言，在学习的过程中肯定会遇到很多的问题却又不能使用汉语提问，如果这个时候老师不懂学生的语言，那么，学生的疑惑自然得不到解决，这样就会将问题积压下来，不利于今后的学习。再次，使用媒介语可以有效地避免母语的负迁移。如果老师也能精通学生的语言，那么他就会很清楚两种语言之间的差异，从自身的学习经验来讲，他会知道学生在那里容易产生母语的负迁移，发生错误，这样，在教学过程中，可以尽早提出来加以强调，避免学生今后犯类似的错误。最后，媒介语可以有效地促进师生关系发展，有助于教学活动的进行。如果老师可以自由的和学生进行交流，了解学生的想法，听取学生的意见，解决学生的问题，并且通过不断的交往也可以和学生建立良好的师生关系，这也有助于教学过程的进行。因此可以说，我们在对外汉语教学中可以使用媒介语，提高教学效率，更好完成教学任务。

但是，凡事都有利弊。在对外汉语教学中大量使用媒介语会带来什么问题呢？首先，大量的使用媒介语无法创造一种汉语学习的环境。在海外，汉语学习者除了课堂之外，没有其他的语言环境，他们的学习也可能就只是局限于课堂的几十分钟，如果在这几十分钟也是大量的听、说母语，学习的效率从何而来？学习者的学习目的达不到，自然会很快的失去兴趣，放弃继续学习的打算。其次，媒介语的无限制使用可能造成学习者母语的负迁移。作为汉语教学的工作者，我们每一个人都有学习外语的经历，但是，无论你将一种外语学的多么好，都没有办法达到母语的水平，如果我们在教学环节

中，坚持将学生的母语和汉语一一对应起来，势必会在某些方面出现偏差，给学生的理解带来负担。另外，我们学习一种语言，不仅仅是要学习在课堂上能够正确地读写，还要学习与这种文语言相关的文化知识、社会习俗，更要培养在社会实践中去使用语言进行交际的能力，要交际我们就得学会用汉语的思维方式去思考问题，学习一种语言也是在学习一种思维方式，在课堂上减少媒介语的使用就可以有效帮助学生培养这种思维方式。

综合考虑以上的利与弊，我们可以简要归纳几点在对外汉语教学中使用媒介语的原则。

（1）要考虑教学对象，灵活的使用媒介语。考虑教学对象，既要考虑到教学对象的国籍——一味的使用英语作为媒介语教学显然是不妥当的。有资料表明，近年来华留学人数排名前五位的国家依次是韩国、日本、美国、泰国、德国。对于韩日泰等国家的学生来说，学习英语同样存在许多障碍，因此使用英语作为媒介语教学的效果如何，这是一个尚待论证的问题。同时又要考虑到教学对象的年龄、学习目的、学习意愿等因素——学习者年龄越小，理解和接受能力就越弱，所以应该较成人更多的接触媒介语；而学习目的越职业化、学习意愿越强烈，就越应该较少地使用媒介语进行教学。

（2）要根据教学内容，把握好使用范围。在初级阶段的对外汉语教学课堂中媒介语应主要用于部分母语与目的语差异较大的生词、语法和文化背景等方面的讲解和介绍。就生词而言，汉语同其他语言词语并非都存在简单的对应关系，而是一种复杂的交叉关系，在语义、搭配关系、使用范围、附加色彩和文化内涵等方面都存在一定差异。而教材中生词的翻译一般都处理得非常简单，仅限于生词的概念意义，且译释不准确的现象随处可见，为防止因此而给留学生造成的误导，教师在教学中可适当采用汉语与媒介语对比的方法。就语法而言，汉语同其他语系、其他语种语言的语法系统也存在很大的差异，尤其是定语、状语位置的差异往往会导致语法负迁移的产生。就文化背景知识而言，教师有时在课堂教学中很可能要给学生介绍、补充一些

与课文相关的背景知识，诸如生活小常识、中国文化等，这些都是学生非常感兴趣的东西。要是教师全用汉语讲给他们，即使尽量用最简单的汉语，恐怕他们也会因为汉语知识有限而不能完全明白其义。

（3）注意使用的阶段性，控制好各个时段媒介语的使用量。课堂教学媒介语的使用具有明显的阶段性特征。教师在课堂教学中还应注意媒介语使用的阶段性，并控制好各个时段媒介语的使用量。媒介语一般主要是在初级阶段使用，进入中级阶段则几乎不用。就是在初级阶段的课堂教学中，各个时间段的使用量也不尽相同，一般在入学后的第一个月，特别是前两三周，媒介语使用得较多，此后随着学生汉语知识的增长而逐渐减少。

三、结语

教师在初级阶段的对外汉语课堂教学中有必要使用媒介语授课，但并不意味着滥用媒介语。学生要学习的目的语是汉语，媒介语只是起一个桥梁作用。要根据教学对象、授课内容等实际情况，把握好媒介语的使用度，注意控制好媒介语在各学习时段的使用量；教学媒介语的使用还要准确、规范，以充分发挥其在汉语学习中的正迁移作用，尽量避免负迁移产生。

总之，我们应该明白，在我们的教学工作中既不能抹杀也不能夸大媒介语的作用。如果运用不当就会给学生带来更大的学习负担，抹杀学生的学习兴趣，给教学工作带来很大的困难；运用得当，就可以可以促进学生的兴趣和提高学习成绩，事半功倍。

参考文献

1. Wang Danping. 对外汉语教学的媒介语问题 [Duiwai Hanyu Jiaoxue De Meijieyu Wenti]. – Xianggang : Zhongguo Yuwen Tongxun, 2012. – 82 - 83 y.

2. Wang Hanwei. 对外汉语教材中的媒介语问题试说 [Duiwai Hanyu Jiaocai zhong De Meijieyu Wenti Shishuo]. – BeiJing : Shijie Hanyu Jiaoxue, 2007. – 24 - 46 y.

3. Du Yalin. 媒介语缺失情境下对零起点日韩学生汉语听说能力的培养 [Meijieyu Queshi Qingjingxia Dui Lingqidian Rihan Xuesheng Hanyu

TingshuoNengliDePeiyang]. – Ningbo : Ningbo Daxue Xuebao, 2009. – 136 - 138 y.

4. Deng Xiaoqin. 汉语环境与非汉语环境下汉语零起点班教学之比较 – 以汕头大学汉语中心和泰国 Wang Klaikangwon 学校汉语教学为例 [Hanyu Huanjing Yu Fei Hanyu Huanjing Xia Hanyu Lingqidian Ban Jiaoxue Zhi Bijiao – Yi Shantou Daxue Hanyu Zhongxin He Taiguo Wang Klaikangwon Xuexiao Hanyu Jiaoxue Weili]. – BeiJing : Shijie Hanyu Jiaoxue, 2008. – 24 - 46 y.

5. Jiao Jiao. 浅谈对外汉语教学中媒介语使用的"适度使用"原则 [Qian Tan Duiwai Hanyu Jiaoxue zhong Meijieyu Shiyong De "Shidu Shiyong" Yuanze]. Chengdu : Chengdu Zhongyiyao Daxue Xuebao, 2009. – 23 - 24 y.

6. Wang Hanwei. 对外汉语教材中的媒介语问题试说 [Duiwai Hanyu Jiaocai Zhong De Meijieyu Wenti Shishuo]. – BeiJing : Shijie Hanyu Jiaoxue, 2007. – 111 - 117 y.

7. Liang Ninghui. 不用媒介语从事对外汉语课堂教学的探讨 [Bu Yong Meijieyu Congshi Duiwai Hanyu Ketang Jiaoxue De Tantao]. – Yanbian : Hanyu Xuexi, 1998. – 40 - 43 y.

8. Xu Pinxiang. 初级阶段对外汉语课堂教学中媒介语使用问题探讨 [Chuji Jieduan Duiwai Hanyu Ketang Jiaoxue Zhong Meijieyu Shiyong Wenti Tantao]. – Qufu : Xiandai Yuwen, 2008. – 119 - 121 y.

Yang Zhao

Master of Teaching Chinese to Speakers of Other Languages

Teacher of Confucius Institute at South Ukrainian

National Pedagogical University named after K.D. Ushynsky

26, Staroportofrankovskaya Str., Odessa, Ukraine

A BRIEF INTRODUCTION TO THE USE OF MEDIA LANGUAGE IN TEACHING CHINESE AS A FOREIGN LANGUAGE

The use of media language during teaching is an important means of language teaching, which plays a certain role in teaching Chinese as a foreign language. However, whether to use media language or not, how to use media language during teaching has always been a topic of debate in the language teaching sphere, especially in teaching Chinese as a foreign language. The advantages and disadvantages of using media language in teaching Chinese as a foreign language are analyzed. The principle of using medial language is specified.

Key words: teaching Chinese as a foreign language, media language, teaching methods.

SECTION V
PROBLEMS OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS UNDER CONDITIONS OF MODERN MULTICULTURAL ENVIRONMENT

UDC: 37.091.2-048.35:378-021.3

博古史・阿拉・米哈伊拉夫那

教育学博士，教授

乌克兰科学院教育院士

乌克兰荣誉科教工作者

乌克兰南方师范大学学前教育理论和方法系系主任

当今教育环境下高中教育方式的现代化

众所周知，教育是社会的产物，教育的性质和内容取决于几个因素，即：年龄，社会，国家制度。这就是为什么人类正在经历周期性的教育危机，而在一定时间内相对稳定。在教育领域，所有这些起起伏伏伴随着我们熟悉的名词：复兴，集约化，优化，人性化，改革和现代化等等。如果我们在我们国家规划教育事业的发展，这些过程可以加快改革和现代化建设与政府的变革，但不幸的是，还没有稳定的章程。正是这些不断的变化连接着我们的命运，亲爱的同事们。

今天乌克兰的教育正处在向新的标准化教育制度的形成的过渡阶段，可以被称为教育的现代化。为什么要升级？"升级"是指对所有教育内容进行适当的改造，以适应我们这个时代的需要。现今，教师和学者都面临着一个任务--为我们的国家，为我们的学生建造一个全新的高等教育的教学体系。

所有与教育行业相关的领域都需要一定的规则。反过来，学习，教育和培训的类别可以有不同的性质的内容，不同的特点。

原则是指对于教育进程的一个统一的指导思想、规则和监管。

系统是基于原则相应的碱或方法前景和含有内在矛盾碱基。 AY 卡缅斯基认为这种方法的核心 - 天然一致性的原则。

乌克兰高等教育部门政策的指导原则是教育的人文性质的原则。

在高等教育建设教育活动的理论平台的问题上，根据很多学者（Bondarevskaya EV，Kulnevich S.V LavrikovaT.V，Leszczynski V.I，等）的人文教育理论，应该改变其传统的内容基础。

高等学校教师的教学活动应具有科学性和自然醒，但在新的认识的基础上。

科学家们指出，科学性的保证需要在高校的年轻人的支持，这将有助于开发自然性。

遵循确保教育现代化的原则，相信学生的精神生活的科学水平。

在大学教学过程中应提倡个性，这将是体现学生个性的最佳精神，道德和创新素质的发展和表现。否则，高等教育将无法实现其目标，如果将要创建好的教学条件和潜力，可能出现的高度发展和受过教育的有创造力的人。

它遵循高等教育现代化的原则 - 未来的专业人士的创意的原则，也就是根据协同办法的培训建设。

根据这一原则为形成学生自我组织的专业和教育活动，目的和应通过协同活动的指导方针和条件把它变成一个专业的在当地政府的内容。

自我组织-这种自组织体系，内部人的能力培养，从自身基础上的新的品质所必需的在任何情况下生存，即内部的变化，确保影响知识的吸收和个人进一步发展的过程中，个人的意识结构的活动。

一种新型的人文教育的下一个原则 - 就是"主体性和意识，知道的原则。"而教师和学生，根据这一原则，承认教育活动对象，监控其内部的个人结构及其在"研究领域"（Kulnevich SV 的术语）表现专业和教育活动。A.V Hutoricki 把这种原理有点不同，"类型的统一的原则。"据所有展示的原则概括的标准，

接受每一个人的灵魂（在我们的例子 - 一个学生），以及所有来自老师和同类型的特殊高等教育机构，而不是不同种类，甚至是相反的整个学习过程。

等高原理生成以下 - 互补（另外），其实质是辩证法的对立统一规律消失，而不是消除它们，并通过互补妥协。在实践中，这意味着更换独白演讲教学，对话，对话互动，合作教师和学生在知识的同化的方法。

继"主观控制"的原则。这是一个人的认识到他们充分解释他发生了什么事她参与程度的能力，那就是他们的生活和活动的人的意义上来说，所选择的专业，他们的性格，行为和绩效的外部和内部影响的意识划分理解水平。注意，标识的所有以前的原则的实施将取决于形状像一个大学老师和学生的主观控制的水平。

有两种方法，我们试图解释自己（和其他人）我们的结局。第一种方式是，我们都在努力与内部环境联系起来，指责某人或某事：一个意外，一个糟糕的一天，该数字不考虑预防占星家等。这种表现，主观控制的外部性水平。

第二个 - 内部。主观控制的内在层次：即发生在我们身上的一切 - 是我们努力的结果，这是人的信念，一个足够大的权重，确定活动的结果取决于人。

因此，高中学生的任务，形成主观控制适当的内部内在水平，客观主观相关控制的第一级和第二级的干扰和重建及时其位置的能力。在老师帮助学生只能由学生信任。

Bogush Alla Mikhailovna

Doctor of Pedagogical Sciences, Professor, Academician

Full Member of the National Academy of Pedagogical Sciences of Ukraine

Honoured worker of science and technology of Ukraine

Chairperson of the Faculty of Theory and Methods of Pre-school Education

State institution "South Ukrainian National Pedagogical

University named after K. D. Ushynsky"

26, Staroportofrankovskaya Str., Odessa, Ukraine

MODERN APPROACH TO MODERNIZATION OF THE HIGHER SCHOOL EDUCATIONAL PROCESS WITHIN MODERN EDUCATIONAL SPACE

One of the approaches to modernization of the higher school educational process in the framework of the modern educational space has been represented in the article; modern principles facilitating modernization of the higher school educational process have been singled out and specified: the principle of the humanistic nature of education, the principle of harmony with nature and natural laws, the principle of students' spiritual life, the principle of self-organization of future specialists' creativity, the principle of subjectivity and consciousness, the principle of complementarity, the principle of subjective control, the principle of students' personal goal-setting, the principle of the interdisciplinary fundamentals of the higher school educational process, the principle of situational learning.

The author considers education as a product of society the content of which depends on on-going events in a state and beyond it. Education goes through lytic and sustainable development. Therefore, modernization of the educational space is associated with these processes: generalization, intensification, optimization, humanization, reforming.

In author's opinion, to prevent or limit the penetration of anti-humanistic means into the higher school educational process is one of the main tasks of the

higher school teacher. Constructive educational methods constitute a complex of the methodical means aimed at the formation of the future specialists' conviction to perceive themselves as the highest value, which can help them to re-orient themselves and their personal "I" from the position of passive reproduction into the position of self-organizing creative personality being able to fill his / her professional activity and life creativity with some sense.

Key words: high school, principles, modernization, student, higher school teacher

UDC: 378.4(477.54):008-028.42

Myroslava Petrivna Vovk
Doctor of Pedagogical Sciences,
Senior Researcher, Chief Researcher
of the Department of Content
and Technology of Adult Education
at the Institute of Pedagogical
Education and Adult Education
of the NAES of Ukraine
Berlinskogo street, 9, Kyiv, Ukraine

DEVELOPMENT OF ACADEMIC CULTURE IN THE SCIENTIFIC AND EDUCATIONAL ENVIRONMENT OF LVIV UNIVERSITY

It was determined that in the first decades of the twentieth century the Lviv University had the unique scientific and educational environment that differed in academic culture, scientific schools, educational traditions, professional communication, fundamentality, innovation, and constant research search. Achievements of teachers led to the establishment of professional principles in the theory and practice of Ukrainian folklore, academic traditions of folkloristics in the

Lviv University, which develop due to the scientific expeditionary, research, and pedagogical work of teachers in the Filaret Kolessa Department of Folkloristics of the Ivan Franko National University of Lviv.

Key words: *Ukrainian folkloristics, Lviv University, Department of Folklore and Ethnography, Filaret Kolessa Department of Folkloristics.*

In the context of reforming national education at the present stage, the problem of research and extrapolation in the scientific and educational environment of academic traditions of universities, which during the XIX – the first decade of the XXI century formed the basis of scientific schools, educational traditions, scientific and professional environment, which differed in fundamentality, innovation, constant research search, updating the content of humanities, the intensification of research activities of future teachers and researchers, become actual. Accordingly, the above-mentioned aspects created the basis for the academic culture of the scientific and educational environment of universities. Theoretical, methodological, and practical foundations of academic culture were formed and grounded by university teachers that were distinguished by their intellectual, creative, and pedagogical activity, European orientation in the development of science and education, national consciousness, and multicultural tolerant ideological position. These aspects of academic culture were formed primarily in the Lviv University in the first decades of the XX century, academic traditions of which deserve holistic retrospective analysis.

It is worth noting that the problem of development of academic culture, the establishment of academic traditions in the scientific and pedagogical environment of the Lviv University in historical and pedagogical discourse has not been the subject of holistic studies. The factual material on the establishment of academic traditions in the context of the presentation of historical aspects of higher education is contained in the works of S. Dmytrenko, H. Klovak, I. Kurliak, S. Nikitchyna, V. Maiboroda, B. Stuparyk, and others. Achievements of the theory and practice of development of historical and pedagogical science, humanities, and Ukrainian

studies within the framework of classical universities were analysed in studies of V. Kurylo, M. Levkovsky, A. Sukhomlynska, H. Filipchuk, and others. Therefore, the purpose of this article is to describe achievements of teachers of the Lviv University in the first decades of the XX century in the context of the development of academic culture in its scientific and educational environment.

The development of Ukrainian folkloristics on the cultural, multicultural, and axiological principles is primarily associated with the Lviv University, activities of the first Department of Folklore and Ethnography, the work of teachers and literary critics who indirectly explored folk experience of Ukrainians, Slavic and European ethnic groups.

The prerequisites for the foundation of the first Department of Folklore and Ethnography (1939–1947) were laid during the second half of the XIX century by professors of the Jan Kazimierz University. In particular, the first Head of the Department of the Russian (Ukrainian) philology, Yakiv Fedorovych Holovatsky (1814–1888), a linguist, ethnographer, poet, priest, and co-founder of the political group called Ruthenian Triad, explained the new for the middle of the XIX century idea of the study of folk philology: folklore, people's way of life as the basis of knowledge of one's own nation, its mentality and place in the global context. This determined the directions of development of the Russian philology. The name of the Doctor of Philosophy, professor of the Russian language and literature, founder of the society called Prosvita, head of the linguistic section of the Shevchenko Scientific Society, Dean of the Philosophical Faculty, Head of the Department of the Ukrainian (Russian) philology in the Jan Kazimierz University (1867–1894), Ogonovsky Omelian Mikhailovych (1833–1894) was linked to the new phase in the study of folk philology that was distinguished by the historical and chronological approach to the study of the Ukrainian literary process, substantiation of methodological foundations of teaching linguistic and literary courses in the folk, spoken language. O. Ogonovsky developed the idea of Yakiv Holovatsky that the history of the Ukrainian literature is the history of «independent philology, having internal reasons of self-development as its main propulsion» (M. Hnatiuk [1, p. 58]).

Within the framework of the original philological seminar, O. Ogonovsky directed future philologists to Ukrainian, folklore studies. In particular, he mentored the future famous folklorist, ethnomusicologist, founder of the first Department of Folklore and Ethnography, F. Kolessa.

Thus, at the end of XIX –beginning of XX century, scientific principles and traditions of the educational practice of folklore studies were formed, which led to the processes of institutionalisation and professionalisation in folkloristics in the first decades of the XX century. These processes were initiated by significant figures in the history of folkloristics, the formation of the Lviv folkloristic environment in the first decades of the XX century – teachers of the Lviv University.

Folklorist, ethnographer, musicologist, literary critic, composer, member of the Shevchenko Scientific Society and the All-Ukrainian Academy of Sciences, **Filaret Mykhailovych Kolessa** (1871–1947), on insistence of S. Grycy, «gravitated to advanced youth inspired by I. Franko)» [2, p. 13]).

Since 1939, he was Head of the first Department of Folklore and Ethnography (after his death in 1947, the Department ceased to exist and was revived in 1990). In 1940, he became Head of the Lviv branch of the Institute of Folklore of the Ukrainian SSR Academy of Sciences, Director of the Ethnographic Museum in Lviv. All its importance for the development of Ukrainian folkloristics – academic and university – is defined by his contemporaries: «F. Kolessa said a new word... due to the rare combination of ethnographer, musicologist and philologist in one person» [4, p. 23].

The figure of F. Kolessa is associated with the progressive promotion of Ukrainian folkloristics in the scientific and educational environment that proved a certain «maturing» of the national folkloristic experience gained during the XIX century due to the efforts of teachers and scientists-folklorists. F. Kolessa is the author of two educational and methodological publications, which are based on cultural, contextual approaches to the analysis of folk philology that consequently contributed to the formation of the research culture, textual skills of future specialists («Review of the Ukrainian-Russian folk poetry» (1905) and «Ukrainian oral

philology» (1938)). The last work of F. Kolessa is a fundamental folkloristic exploration, which is used by teachers in today's university practice, as it comprehensively substantiated methodological principles of folklore and folkloristics, highlighted the most significant results from the history of folkloristics, recorded material from primary sources according to folklore genres.

Teaching folklore at the Lviv University in the 1930s–1940s was based on anthropological, cultural, and contextual approaches to the study of folk experience. This was facilitated by the research activity of F. Kolessa, as well as his pedagogical skills. It should be noted that he was one of the first who identified the essence of the basic concept «folklore» theoretically distinguished the definition of «folkloristics» and «ethnography», outlined the interfering link of folkloristics with other sciences, identified the methodological tools for the analysis of folklore (in particular, comparative research methods), and also contributed to interdisciplinary delimitation of directions of folkloristics (ethnomusicology, theoretical folkloristics, textual study, etc.).

The adherent of F. Kolessa was the teacher at the Department of Folklore and Ethnography of the Lviv University, Doctor of Philosophy of the Vienna (1923) and Krakow (1924) universities, **Skoryk Mykhailo Mykhailovych** (1895–1981). B. Filts proves that the pedagogical work was the most important area of his work, the lifetime project: "He was a teacher of the Ukrainian Private Female Seminary in Sambor, director of the Sambor Ukrainian Gymnasium «Ridna Shkola» (TN: Native School), in the Soviet times – director of the Secondary School No. 1, teacher of history and geography of the First Ukrainian Gymnasium in Lviv [8, p. 67]. At the invitation of F. Kolessa, M. Skoryk worked as a full-time employee of the Lviv branch of folklore and ethnography of the Institute of Folklore of the Ukrainian SSR Academy of Sciences. After the death of its Head (March, 1947), M. Rylsky was appointed to the position of acting Head of the Lviv branch, but already in October, 1947, the family of Skoryk was deported to Siberia (till 1957), where «the famous historian was selling tickets to public baths» [8, p. 68].

The folkloristic and ethnographic activity of M. Skoryk included scientific, research and pedagogical directions that were initiated due to simultaneous work at the Department of Folklore and Ethnography of the Lviv University and the Lviv branch of the Institute of Folklore of the Ukrainian SSR Academy of Sciences. On the basis of archival sources, I. Koval-Fuchylo provides information about the fact that employees of the Lviv branch of folklore and ethnography tried to work in terms of ideological orders, orders of the Soviet government, instructions of the central office (Institute of Folklore, Ukrainian SSR Academy of Sciences) with the aim of preserving their own lives and opportunities to work on folklore studies [3, p. 12-13]. This is evidenced by the work of M. Skoryk «Following the raids of the Hero of the Soviet Union, General Kovpak» (1946), and others. The most famous work of the scientist is «Archive of folklore records of Academician D. Yavornytsky» (1940–1945), «Boykivshchyna» (1944–1947), manuscripts of the works «Semen Paliy – Colonel of Bila Tserkva» (1947), «Materials on the genesis of folk ornament» (1946), etc. Their range of problems shows that scientist and erudite, educator and practitioner encouraged the idea of the context study of folklore in relation to ethnographic material, historical processes based on the study of regional specifics. Unfortunately, the folkloristic activity of M. Skoryk in scientific and pedagogical directions was not enough due to ideological harassment.

Adam-Robert Alfredovych Fischer (1889–1943) went down in the history of folkloristics as a scientific and educational branch as the doctor of philology, professor of ethnology, member of the Scientific Society in Lviv, the Scientific Society in Warsaw, and member of many Slavic academies. As a student of the Philosophy Faculty of the Lviv University, Fisher had the opportunity to attend the «ethnographic conservatorium – practical classes dedicated to the sources of ethnography of the Poles held by Head of the Department of Ethnology, S. Tsishevsky» [6, p. 40]. During the period of his professional formation, Fisher wrote several works on folklore: folklore and folk beliefs – «Folk Songbook of Porembovych», «Motive of the Fading Star», «Tale about Krakus», «Fable about

Ragged Goat», «Polish Folk Performances», ritualism of the Poles – monograph «Burial Rituals of the Polish People» (1921), etc.

In 1920s-1930s, he taught a number of ethnologic, ethnographic, and folkloristic courses and special courses, the semantic component of which was folk experience of European and Slavic peoples: «The Culture of the Polish People against the Background of the Culture of Eastern Peoples», «Tales of the Polish People», «Slavic Demonology», «Calendar Rituals of the Polish People», «Ethnography of the Western and Southern Slavs», «Ethnography of Bulgaria», «Ethnography of Pomerania», etc. [6, p. 44]. Fisher developed several educational and methodical works, among which we should mention «Essay on Ethnography of South-Eastern Poland» that contained a section on the ethnographic specificity of the Ukrainian nation and its separate ethnic groups.

One of the important achievements of A. Fisher is establishing scientific contacts with ethnologists and ethnographers in Austria, Italy, Germany, Romania, France, etc. In the content of source study, folkloristic and ethnographic works of A. Fisher, we see traces of the multicultural approach to research and analysis of folklore of the Slavic peoples. On the basis of archival sources, R. Tarnavsky stated that from October, 1939, A. Fisher was supposed to teach courses «Key Ethnological Issues in Europe», «Ethnography of Ancient Prussia», and practical lessons on ethnography of Poland, as well as to manage the ethnological seminar [6, p. 48].

In the history of folklore studies in universities, A. Fisher was one of the first scientists and practitioners, who comprehensively researched folklore of European peoples and transformed scientific achievements into professional training of future philologists and historians. With a note of ideological Polish influence, his scientific works and the content of lecture materials demonstrate the application of methodological tools of European ethnographic and folklore schools that required the introduction of comparative and comparable techniques for researching folklore in the context dimension, in connection with anthropological, ethnographic and ethnological features of Slavic and European peoples.

Among the famous philologists, who by painstaking research developed Ukrainian folklore, expanded the boundaries of folklore, literature, and linguistic studies, we should mention **Mykhailo Stepanovych Vozniak** (1881–1954). Since 1939, he worked as a professor. From 1944 to 1954, he was Head of the Department of Ukrainian Literature at the Lviv University. The content of his fundamental work «History of Ukrainian Literature» (1920–1924), according to O. Shutak, confirms that this teacher and scientist developed the «theory of Ivan Franko and other scientists about parallel existence of the two forms of philology – oral and written, about the interaction of folklore and literature» [9, p. 4]. Respectively, he believed that mythology originated songs, legends, folk tales, etc. M. Vozniak thoroughly researched the problem of folklore studies in the context of literature, actively worked on the analysis of old manuscripts with works of Ukrainian folk philology (in particular, he found and translated a collection of Ukrainian songs and dumas written by Kondratsky in the end of the XVII century). The results of scientific reflection in the field of folklore of M. Vozniak influenced the renewal of the contents of philological studies, the focus of research activities of students, which contributed to the formation of the scientific culture of future literary critics and folklorists, teachers and philologists, their motivation to search, interpret, and systematise folklore texts.

Professional activity of professor, Head of the Department of Slavic Philology (1944–1950) of the Lviv University **Ilarion Semenovych Sventsitsky** (1876–1956) contributed to the establishment of the textual direction in Ukrainian folkloristics. After graduating the Physics and Mathematics Faculty of the Lviv University, he became a non-degree student of the History and Philology Faculty of the Saint Petersburg University and the Archaeological Institute, and deepened his linguistic knowledge at the University of Vienna. According to the findings of H. Sokol, «the greater part of his life (1905–1952) Sventsitsky devoted to the work in the museum – at the position of Director of the National Museum in Lviv and the Lviv branch of the Institute of Linguistics» [5, p. 381]. In the folkloristic field, his contribution is the preparation of a cycle of Christmas carols and schedrivkas of one Boyko village,

for the interpretation of which he applied the textual analysis. I. Sventsitsky focused future philologists on the thorough interpretation of folklore texts that, certainly, contributed to the formation of their interpretation and research skills.

Therefore, in the first decades of the XX century, the Lviv University had a group of teachers, folklorists, and anthropologists, whose axiology-oriented scientific and educational activity led to the establishment of the professional grounds of Ukrainian folklore. Lviv teachers created the first Department of Folklore and Ethnography (F. Kolessa), the activity of which was devoted to the study of folk experience of Ukrainian, Slavic, and European peoples in the context of axiological, cultural, and multicultural approaches. Among significant achievements of these teachers, we should mention the study of folklore of European peoples through the prism of anthropological research, the study of regional peculiarities of folk traditions in connection with historical processes, local and ethnographic aesthetics, textual interpretation of folklore texts, and the substantiation of methodological foundations of ethnomusicology as the leading field of Ukrainian folklore. Scientific search and research interests of teachers were determined by the approval of national methodological tools for the study of language, folklore, history, ethnographic peculiarities, by the adaptation of foreign theories and research concepts of relevant cultural phenomena, as well as pedagogical skills, talented teaching influence on students that contributed to the creation of a unique scientific and educational environment of the University. Traditions of academic culture evolve due to scientific, expeditionary, research, and pedagogical work of teachers of the modern Filaret Kolessa Department of Folkloristics of the Ivan Franko National University of Lviv.

Prospects for further research might be the analysis of teachers' activities at the Lviv University in the context of the formation of a system of folkloristic training of future teachers-philologists and folklorists.

REFERENCES

1. Hnatiuk M. Literary concepts in Ukraine in the second half of XIX – early XX century / Mykhaylo Hnatyuk. – Lviv : Ivan Franko National University of Lviv, 2002. – 207 p.

2. Hrytsa S. Y. Filaret Mykhailovych Kolessa [1871–1947. Composer] / Sofiia Yosypivna Hrytsa. – K. : State publishing house of fine arts and music literature of the USSR, 1962. – 112 p.

3. Kolessa F. M. Renewal of Ukrainian ethnography and folkloristics in the western regions of the USSR: correspondence of F. Kolessa and M. Azadovsky / [compilation, text preparation, introduction, commentary, appendices, and index by I. Koval-Fuchylo]. – K. : Logos, 2011. – 239 p.

4. The family of Kolessa in the spiritual and cultural life of Ukraine in the end of XIX–XX century (on the occasion of the 130th anniversary of Academician Filaret Kolessa's birthday and the 100th anniversary of Academician Mykola Kolessa's birthday): Collection of scientific works and materials. – Vol. 5. – Lviv, 2005. – 475 p. (Series "Ukrainian philology: schools, figures, and critical issues).

6. Sokil H. Ukrainian folkloristics in Galicia in the late XIX – early XX century: historical and theoretical discourse: [monograph] / Hanna Sokil. – Lviv : Ivan Franko National University of Lviv, 2011. – 588 p.

7. Tarnavsky R. In memory of Adam Fischer. Biography of Professor of Ethnology of the Lviv University / Roman Tarnavsky // Folk art and ethnology. – 2013. – No. 5. – P. 40–53.

8. Ukrainians around the globe [Electronic resource]. – Access mode: http://www.ukrainians-world.org.ua/ukr/peoples/293091aab71b30f6. – Title on the screen. – Language is Ukrainian.

9. Filts B. Myroslava Skoryk – a descendant of the ancient Galician family of Savchynsky / Bogdana Filts // Scientific Journal of the Tchaikovsky National Music Academy of Ukraine: Collection of scientific works. – K. , 2000. – Vol. 10: Myroslav Skoryk: materials devoted to the 60th anniversary of M. M. Skoryk's birthday. – P. 57–68.

沃夫克·米罗斯拉瓦·彼得罗夫娜

教育学博士，高级研究员，乌克兰国家科学院成人技术教育部
师范教育学院首席委员
基辅，乌克兰

利沃夫大学科学和教育空间学术文化的发展

实践证明，大学的传统科学和教育环境下，从整个十九世纪到二十一世纪的第一个十年期间，对于现阶段国民教育改革和发展的研究是一个十分值得关注的问题。教育的传统，科学、专业环境的形成，以其特点为基础，进行不断创新、不断探索研究，发现新的内容，对于未来教师和研究人员的培养活动需要加强。

这些方面形成了大学研究和教育环境的学术文化的基础。学术文化的理论、方法和实践成果的塑造是大学教授用杰出的智慧和创造性而进行的教学行为。科学和教育领域，面向欧洲标准发展一个全国性的和包容多元文化的意识形态是有道理的。这些学术文化是二十世纪初期在利沃夫大学初步形成的。

文章的目的 – 对利沃夫大学教师培养工作的二十世纪第一个十年进行评价。对学术文化的评价在科学，大学教育的范围内。研究方面，教师的研究兴趣是由语言，民俗，历史，人种特异性的方法工具等条件来确定，同时适应国外的理论，以帮助在大学环境下创建一个独特的学术研究和教育的文化和教学技能学习的概念。

关键词：乌克兰民俗，利沃夫大学，民俗和民族学，民俗学教研室

Tetiana Mykolaivna Lesina,

Candidate of Pedagogical Sciences, Associate Professor at the

Faculty of General Education,

Pre-school and Primary Education, Izmail State University of Humanities,

Repin Str.12, Izmaïl, Ukraine

IMPROVING PEDAGOGICAL SUPPORT FOR THE PROCESS OF FORMING PRESCHOOLERS' SOCIAL SKILLS

The article deals with game activities. It is focused on the issues regarding the development of senior preschool-aged children's social skills. As a result of the generalization of the scientific foundation on improving the vocational training of future educators of preschool educational institutions there was determined the urgency of the problem. On the basis of self-reflection experience there was developed a strategy of productive training targeted to the future educators.

__Keywords:__ professional competence preschool teacher, preschooler senior, social skills, social health of the child of preschool age.

Personal and professional designation of domestic educator of pre-school educational institution has significantly increased and at the same time is complicated in the context of modern challenges. The question is not only of getting preschool education like an independent chain in the educational system in Ukraine, reorientation of schools in the development. Social and moral identity formation at the stage of preschool children seem to be of primary importance.

The problem of professional formation of successful professional society appeared long ago. The founders of modern professional education (A. Dubasenyuk, N. Guziy, Z. Kurlyand, V. Slastyonin, L. Khomich and others) defined the university stage which is of basic importance in the future specialist's professional

development. So, the researchers focus on increased resources, including modern high school while training students in the defined angle.

It should be noted that the training of future teachers of pre-school education is now studied in different directions: the formation of the teacher as a manager (N. Denisenko, T. Ponomarenko and others), pedagogisation of preschoolers family education (A. Sobolev, T. Zharovtseva and others), the formation of the teacher-researcher (J. Wolyniec, N. Gagarin and others.), training a teacher-preschooler as a creative educator (S. Havryliuk, A. November and others), the formation of teacher's speech personality (A. Bogush, N. Gavrish) and others. But so far, in the field of professional pedagogy there is such an aspect: what innovative measures should be implemented in the educational process of a modern university for successful training of a preschool teacher who would be capable of developing child's constructive social and moral values, in particular at the senior preschool age under conditions of pre-school educational institution.

As a result of the analysis of scientific sources, some aspects of the problems of the national pre-school education are examined, we came to the conclusion that in the scientific discourse of a pre-school-aged child, as a subject of a social action, a multi-aspect phenomenon is positioned. The "sociality" of the child is manifested through an individual positive-creative transfer to a social being, who acts as an "integral result of social education of an individual". It is advisable to see certain "forms of sociality" (for example, civil) and a level where "the spiritual-value is higher than the level of sociality" (T. Alekseenko, A. Brushlinsky, N. Lavrichenko, A. Malta, A. Rizhanova)

Sociologists emphasize attention to "social development" as a category of the human world relation. Psychologists (in particular, S. Rubinstein) argue about the appropriateness of proceeding from the concept of "picture of the world", the components of which are: physical space - is already associated with the attitude to the surrounding; social space, shows the attitude towards the surrounding people; moral space, reflects the value measurement of the child's entire environment; personal space, the manifestation of which is the attitude of the person to

himself/herself [7, P. 206]. The researchers of the problems of preschool pedagogy (for example, Andryushchenko T.) note on the contextual meaning of the "social health" of a child of preschool age, is associated with the presence of such vital skills as compassion, joint activity, effective communication; skills of "behaviour under pressure and threats". In addition, the formation of these vital skills contributes, as noted by some psychologists (in particular L. Smolskaya), the experience of the child's "happy moments", because happiness "synthesizes both sociocultural determinism and individual being-freedom."

It should be noted that experimental socio-pedagogical has been established experimentally for propaedeutics of negative manifestations in the behaviour of preschool children [4]. These manifestations are mainly associated with the lack of social skills in children already at the stage of preschool childhood.

Note that in modern psycho-pedagogics science, skill is considered as one of the forms of mastery of activity (alongside with skills and knowledge). This form is different in that, firstly, by repeating the action, it becomes worked out, if this action is performed with precision and perfection for the absence of element-wise conscious control and control on the part of the individual. Secondly, it is the skill that has this property: previously educated, it can either contribute to the formation of new skills, or delay this process.

Therefore, the first case concerns "transfer", the second one is about "interference".
Modern science distinguishes the following types of skills, as motor, sensory, mental and individual behaviour skills. It is believed that skills are formed in the first days of child's life, and, therefore, adults play an essential role in the process of its formation. Furthermore, it is much easier to create new skills "than rebuild wrongly cultivated"; for successful formation of skills, it is important for a child to accept it with understanding [2, p. 286]. So preschool teacher's exceptional personal and professional influence is the most important in this case.

It is hard to overestimate personal and professional impact of a nursery teacher on developing those skills without which the state of "social balance" is impossible

for a child. It is about the importance of individual social skills that contributes into its formation as a subject of a community action.

In our understanding these basic skills act as fundamentally important ones for an individual for the whole life. Therefore, the future preschool teacher should be focused on the influence on the process of the development in children, especially of the senior preschool age, a kind of the base formation of such quality tumors, which is a social skill, and choose a constructive strategy of deploying formative influence on the positive trend of improving these child's skills: relying on basic scientific researches about the educational nature of child's actions (or activity in general) - motivational, substantial and procedural aspects, we proceeded with the separation of qualitative parameters of knowledge and skills where the context is the programme requirements for its social development at its appropriate stage of [7, P. 34].

Thus, the plane of educational lines in accordance with the requirements of the state standards - the Basic component of Elementary Education of Ukraine ("The identity of the child", "A child in society", "A child in a natural environment," "The child in the world of culture," "Child's games", "A child in a sensory-cognitive space", "Child's speech") a future educator, first of all, should know the basic qualities of the child which could help him/her to acquire the status of a subject of the community action. Particularly, based on a comprehensive curriculum for pre-school education "World of Childhood", there are singled out such qualities of a child as: independence, consciousness, self-esteem; creativity, responsibility; freedom of behaviour.

So, developing the ability to identify a teaching strategy of personal and professional influence on preschooler's personality and his/her prosocial actions, the future educator should give a child the answers to the questions: "What is "socially recognized behaviour"? What meaning has the concept of "empathizing and sympathizing with others"? What are the components of successful teamwork? How to characterize prosocial activity of an individual where representational, search and research actions are its contents?" The parameters of appropriate basic knowledge

are, as follows: completeness, correctness, awareness, flexibility. We consider completeness, correctness, awareness, flexibility as the quality parameters of the before mentioned range of basic knowledge.

As it was noted, in the process of the development of research positions we have taken into account the position of the classical pedagogy (J. Comensky, K. Ushinsky, V. Sukhomlinsky), and their dominance in the modern psychological and pedagogical thought (V. Cooper, S. Goncharenko, G. Kostiuk, I. Malafiyik, A. Savchenko and others), namely the appropriate skills are formed on the basis of acquired individual experience and knowledge; skills formation is considered by scientists as a complex analytic-synthetic activity of the cerebral cortex of the brain. It is alleged that there is phasing in the process of formation of the abilities: 1) introduction, in which a person understands the meaning of an ability; 2) beginning, which is mastering of the corresponding skills; 3) the phase of independent practical using of acquired knowledge [1, P. 468 - 469]. Thus, in our opinion, it is appropriate to consider such skills as, recognition of actions on the model; recognition of similar actions; application of acquired skills in a new social situation etc., as parameters of quality of the formed preschoolers' abilities.

We proceeded from the understanding that social skills of senior preschoolers can be formed in the context of certain quality characteristics. In particular, it is about such parameters formed in preschoolers as accuracy; briefness; breadth of application; automatism.

Meanwhile, we note that despite the value of social skill, its formation in children, as G.A. Ball says, "unfortunately, stays exotic for practitioners." This view is confirmed by theoretical generalization of experience of social development of preschool children, formed in such kindergartens as "Academy of Childhood" (Odessa city), Kindergarten named after Chernovol (Yuzhny city), "Snowdrop" (Uzhgorod city).

Trying to improve the training of students - future preschool teachers through the development of methodological support, especially their educational objective and psycho-pedagogical cycle of regulatory professional and vocational optional

subjects, we concluded that system-character principle is preferable for. Thus, in the process of teaching the standard courses "Pedagogy", "Theory and technology of socialization of children in kindergarten" and subjects chosen by the student (such as "European outline pedagogy socialization" and "Theory and methods of cooperation of preschool educational establishments with family") with the purpose to term future professional's ability to develop social competence in preschool children ("umbrella" over the whole process of training, and where basic values are social skills) There was introduced a system of multi-level educational and cognitive problems. In the context of these tasks, students were encouraged to "mental or imitative", but real immersion in future professional activities. Thus, the idea of contextual education was improved (O. Verbitsky). Our experience in this regard, confirmed that self-actualization and self-realization of students motivated them to acquire the ability to form pre identity as a subject of social action.

Written conceptual positions were assigned by us in order, to identify a kind of "problem field of" teaching-practice, which aims to pedagogically reasonable steps for the development preschool children's social skills, as well as the definition of a segment in the future professional activities, for the students majoring in "Preschool education".

The study of the experience of training teachers to implement written professional activities demonstrates inadequacy of traditional approaches that prevailed in high school. It remains an untapped resource in terms of training students through educational technologies, including such modern effective means, which appears a strategy game aimed at developing children's social experience. Thus, the creative practice of pre-school has educational establishments, evaluated the benefits, outlined pedagogical tools. A strategy game creates a situation of need for self-selection, teaches children to plan their pro-social actions and to predict their possible effects on their ability to work, creating opportunities to play new constructive ways of solution 'Social problems without being limited in time [6].

When we were selecting a personal strategy of innovative approaches, we first focused on educational efforts to strengthen the practice-oriented vocational training

component. In particular, when defining our theoretical position, we were naturally reflected in the relevant modules of content subjects, which allowed us, as the experience shows, to ensure consistency in the formation and motivation, content-centred and procedural components of the educational and professional activities in practice. In this case we used creative ideas of preschool teachers and innovators in the sphere of social health of preschool children [3]. The students and trainees were asked to develop the project "Learning the rules of correct choice" and to make their approbation on the basis of one of the playroom centers at preschool educational institutions (The centers like "Chomusyk", "Piznavayko", "Rules of social and moral behaviour", etc).

Pedagogical observation proved the constructiveness of the introduced strategies.

The perspectives of further research are associated with the development of a training workshop aimed at working out interactive technologies for the future educators which could facilitate the development of preschoolers' social skills based on the outlined theoretical and pedagogical foundations of this process.

REFERENCES

1. Goncharenko S. U. Ukrainian Pedagogical Encyclopedic Dictionary. Second edition, revised amendments. - Rivne, Volyn amulets, 2011. - 552 p.

2. Encyclopedia of fatherhood: guide family education / E. I. Kovalenko, S. V. Kirilenko. - K: CST, 2008. - 592 p.

3. Lutsenko I. Preschool education and globalization priorities preschool education. // Preschool Education. - 2016. - №3. - P. 2 - 9.

4. Pykhtina N. P. Prevention of negative manifestations in the behavior of children: a manual - Nizhyn: NDU. Gogol, 2012. - 376 p.

5. Rubinshtein S. L. General principles of psychology. - St. Petersburg: Peter, 1999. - 380 p.

6. Savchuk O. Game-Strategy: form social experience preschoolers // Preschool Education. - 2016. - №12. - P. 20-22.

7. The world of childhood: a comprehensive educational program for pre-schools / Compiled .: A. M. Bayer, L. V. Baylina, A. M. Bogush, etc.; scien. sup. A. M. Bogush; for the gen. ed. L. V. Baylinoyi. - Ternopil: Mandrivets, 2015. - 200 p.

塔基杨娜-尼古拉耶夫纳-列辛那

教育学院士，基础教育、学前教育

小学教育行业讲师，伊利梅尔州立人文学院

乌克兰，伊利梅尔市，睿频路 12 号

现代教育机构的教师：创新性培养的方法

学前教育专业教师培养的普遍化，决定了师范教育的学生发展学前儿童认知和心智的能力。重点关注教学资源的联合以及游戏活动。学前儿童的社会技能发展有助于他们成为自主行动的主体。在自我反思的经验的基础上，拟定了师范学生在学前儿童社会技能形成方面的准备策略。

作者使用了大量的实验和自身的教学经验，阅读了大量文献来证明自己的观点，并条例有序的罗列出来，对于学前教育方面的教师培养具有重要参考价值。

· **关键词：** *国家教育机构教师的能力，学前儿童，学龄儿童，社交技巧，适龄儿童的心理健康*

卢建荣

副教授

乌克兰国立南方师范大学

乌克兰 敖德萨 老码头路 26 号

试论外籍汉语翻译的品行培养

本文用大量详实的数据展示了我国外籍汉语翻译人才的现状，分析了实际存在的问题，阐述了外籍汉语翻译的品行培养的重要性。通过实际调查，发现了我们现在急需重视对外籍汉语翻译人才的品行培养，并尝试提出了具体的解决办法。

关键词:*汉语翻译培养，品行，重要性，解决策略*

随着国家鼓励企业走出国门战略的实施，在"一带一路"的引领和促进下，国内各大中小企业还有私人企业都纷纷积极开拓国外市场，寻求合适的项目，转移过剩的产能。这不可避免地涉及劳务输出和雇佣外籍劳务问题。就劳务输出方面来看，截止 2016 年底，我国对外劳务合作派出各类劳务人员 49.4 万人，较去年同期减少 3.6 万人；截至 2016 年 12 月末在外各类劳务人员 96.9 万人，较去年同期减少 5.8 万人，首次出现下降现象。减少的原因之一就是我们雇佣外籍劳务人员出现大幅增加趋势。 截至 2016 年 12 月末，我企业在外共雇佣项目所在国人员 70.09 万人，这其中就有我文中提到的数量与日俱增的外籍翻译人员。随着外籍劳务人员的增加，企业就会面临如何使用管理这些人的问题，涉及政治、经济、文化、宗教和传统等各个层面，如果处理不好，轻则影响工作效益，重则带来国际纠纷，给企业带来巨大损失，也会给住在国本身和我们国家带来很大的麻烦。如何让这些外籍劳务人员很好地跟中国公司合作，融入中国公司企业文化氛围，就涉及到一个品行培养

问题，尤其是起沟通纽带作用的外籍中文翻译，他们的品行培养显得特别重要。

一. 品行培养的重要性

具有优秀的个人品行、正确的价值观以及精神健康程度良好的外籍翻译人才一定会在中国企业、工作上大受欢迎。而这些品质也势必对外国青年学生接受正确的中国文化教育、改变其人生轨迹有着至关重要的影响。

1. 立人之本

子曰："人而无信，不知其可也。大车无輗，小车无軏，其何以行之哉？" 子以四教：文、行、忠、信。都强调守信是立人之本，而守信是品行中的基础。品行教育也可以归置于德育教育，为一种培养人的品德的活动。对外汉语教育者通过有效途经和方法来培育教育对象的德性德行，满足中国和具体企业的需要，培养教育出具有我们所需要的思想、品德素质的德性的人，激发发个体上进、自我完善。德育教育同样适用于我们对外汉语翻译人才的培养。

外籍翻译学习者由于不同文化和宗教因素，更容易产生道德偏差，对他们的道德教育也就是品行教育就显得尤为重要。

1. 企业需求

对外开放，走出国门大战略带来新的机遇和挑战。企业面临应对不同国家、不同制度、不同文化、不同发展水平、不同的政治经济法律制度以及语言的障碍。其中语言问题是一个很大的问题，它在实际沟通中起了关键作用，企业对翻译人才的需求必不可少，用多少，用什么样的，怎么用都是企业必须解决的问题。目前这些问题在各个走出国门的企业中都存在，如何解决这些问题，完善相关机制，是企业真正成功走向国际化的关键因数之一。

二. 外籍翻译现状

1. 培养状况

目前外籍汉语翻译有多种途径。自费来中国学习，长期在中国做生意，

私人汉语培训学校，各种组织机构培养计划和项目，中国政府全额奖学金项目，商务部和其他政府部门培养项目，孔子学院奖学金项目。其中中国政府全额奖学金项目和孔子学院项目是外籍汉语翻译主要来源。近年来，中国政府奖学金资助人数快速增长。2014 年，在华学习的中国政府奖学金生就已达到约 3.7 万人。国家战略大力发展网络、广播、电视孔子学院。孔子学院奖学金设立于 2009 年。截至 2015 年底，共资助来自 168 个国家近 30,000 人来华学习。截至 2016 年 12 月 31 日，全球 140 个国家（地区）建立了 512 所孔子学院和 1073 个孔子课堂。2015 年，学员达到 150 万人（目前实际已经超过 190 万《国家汉办 2015 年度报告》），其中孔子学院（课堂）面授学员 100 万人，网络孔子学院注册学员 50 万人。专兼职合格教师达到 5 万人，其中，中方派出 2 万人，各国本土聘用 3 万人。

目前企业需要外籍汉语翻译人才的数量急剧增加，尤其是近两年，优秀汉语翻译人才还供不应求。汉语专业的毕业生就业率明显高于其它语种。

三. 聘用外籍翻译中存在的问题

面对如此庞大的培养规模和实际需求，中国政府采取了很多有效的措施实施培养计划。我们面向全国招聘专业教师，通过严格的选拔考试，择优外派。在教学资源和后勤保障方面也进行了大量投入。然而，在实际教学过程中，我们往往注重语言层面的教学而对品行教育重视不够，培养出来的学生不符合企业用人要求。下面是我对企业所做的调查：

外籍汉语翻译调查摘要：

1. 某国有事业单位杨经理观点：就我们单位（事业单位企业管理）而言我们的确需要外籍汉语翻译，但是一般专业文字报告还是得中国人干，我们害怕他们泄露公司机密。

2. 外籍翻译还是有很多弊端，比如他认为你听不懂，然后做和说些对咱们不利的事，针对这点也只有靠自己多少懂点啰，再就是一个外籍翻译如果认为有问题必须马上查。

3. 个人认为对外籍翻译一定得注意点，毕竟还不是中国人，多了解多磨合。据我所知大部分中国人，对再熟悉的黑人也防着。

4. 外籍翻译我们在莫桑比克也请，他们就欺负咱们听不懂，买东西抬价格拿回扣，唆使民工闹事，等等

5. 某大型国有企业资深中方汉语翻译观点：卢老师 你好 我们没有聘用外籍翻译所以我在这个问题上完全没有发言权，呵呵 。不过我听说外籍翻译谈事谈着谈着就画风自动转向外方了，不管理由对错

6. 我自己认为 如果中国公司让外国人当翻译还是由于文化背景和话语习惯不同导致沟通不顺畅吧，所以我公司聘请外籍汉语翻译很小心，只让他做一些不涉及机密的事情。

调查结果显示中国企业对聘用外籍汉语持谨慎态度，对外籍翻译普遍不能给予足够的信任。这个情况主要就是因为很多外籍翻译的品行出了问题，影响了企业对他们的信任度。

四. 解决的策略

培养的学生不能为我所用就会浪费国家宝贵的资源。这是我们现在面临的一个巨大的课题，急需采取措施。翻译能力培养的同时加强品行培养，可以探讨从以下几个方面入手：

1. 结合国外实际进行中国传统道德观念的教育。诚实守信，尊老爱幼，互谅互让，高尚的情操，等等。其实这些品德在学生自己的社会和宗教里也是很讲究的，只是当他们为中资公司工作后就自然尽然进行区别对待。我们要加强中国传统道德培养，让他们从骨子里自动与他们自己的美德结合起来，无论对谁都讲究职业操守。

2. 身教言教一致,老子说圣人"行不言之教" 子曰："其身正，不令而行；其身不正，虽令不从。"讲的就是我们中国人要自律，以自己的言行言传身教让学生了解中国人的美德，自动发自内心地接受并践行。同时，我们中国人，尤其是用人的中国企业对待他们要一视同仁，公平公正。

3. 参与企业实习。让学生有一段时间在中国企业或单位进行实习，让他们切身体验中国企业运作和企业文化。这个工作各个国家都有一些项目，以各种形式接纳外国从业人员到企业实习活做志愿工作，完全可以借鉴。

4. 增加职业教育课程内容。毕业前增加职业道德操守课程内容，课程开设至少一个学期，可以与实习结合在一起，可以采取邀请企业代表讲座的方法，可以请已就业人员现身说法，可以教师采取案例教学的方法进行归纳总结

5. 另外还可以采取采取校企合作培养模式、定向培养模式、委托培养模式。等等一系列措施来完善我们的品行培养目标

结语：总之，外籍翻译的品行培养问题是目前我国在汉语翻译人才培养领域面临的一个重大的课题。随着我们国家全面走向世界，深层次地融入国际社会，在继续保证和提高汉语翻译能力提高的情况下，加强品行教育，全面公正地接纳汉语翻译人才，培养符合我国乃至全世界都需要的汉语翻译人次，是我们的当务之急。

参考文献

1. Liao Xianhua. "两难道德困境"解读 – 从康德义务论的视角. [«Liangnan Daode Kunjing» Jiedu – Cong Kangde Yiwu Lun De Shijiao]. – Zhengzhou : Zhengzhou Hangkong Gongye Guanli Xueyuan Xuebao (03), 2012. – 20 - 22 y.

2. Cui Jinggui. 国外青少年道德教育的走向及其启示. [Guowai Qingshaonian Daode Jiaoyu De Zouxiang Ji Qi Qishi]. – Shanghai : Dangdai Qingnian Yanjiu (03), 2002. – 40 - 42 y.

3. Li Taiping. 全球问题与德育 [Quanqiu Wenti Yu Deyu]. – Wuhan : Huazhong Keji Daxue Chubanshe, 2002. – 40 y.

4. Zheng Chuanfang, Pan Yuteng. 中外学校道德教育方式的共性和异性 [Zhongwai Xuexiao Daode Jiaoyu Fangshi De Gongxing He Yixing]. – Fujian : Fujian Shifan Daxue Xuebao (04), 1999. – 35 - 37 y.

5. Liu Qinge. 孔子思想对现实的借鉴意义 [Kongzi Sixiang Dui Xianshi De

Jiejian Yiyi]. – Beijing : Hanzi Wenhua (04), 2013. – 45 - 48 y.

6. Zhang Tao. 孔子入美的初始途径 [Kongzi Rumei De Chushi Tujing]. – Beijing : Kongzi Yanjiu (01), 2014. – 67 y.

Lu Jianrong

Master of Teaching Chinese to Foreigners

Teacher of Confucius Institute at South Ukrainian

National Pedagogical University named after K.D. Ushynsky

26, Staroportofrankovskaya Str., Odessa, Ukraine

CULTIVATION OF A FOREIGN LANGUAGE TRANSLATOR WITHIN MODERN EDUCATIONAL ENVIRONMENT

The article is devoted to the problem of professional training targeted to the future translators of Chinese. Some teaching technologies are specified. Most wide-spread difficulties are analyzed. Corresponding solutions are represented in the article.

Key words: *training of Chinese translator, conduct and moral character, importance, solution strategy.*

刘洁

教师

对外经济贸易大学

中国 北京 朝阳区惠新东街 10 号

郭广伟

教育管理博士在读

泰国四色菊皇家大学

泰国 四色菊府 Poh, Muang, Thaipantha 路, 319 号

乌克兰南部汉语教师培训情况介绍及思考 – 以乌克兰南方师范大学孔子学院为例

本文以乌克兰南方师范大学孔子学院为例，介绍乌克兰南部汉语教师培训概况。总结乌克兰南部汉语教师在培训工作上的不足之处：乌克兰南部汉语教师培训只局限于南师大孔院内部，且只针对新任志愿者教师；培训形式为被动的"传统工艺式"，缺乏内化过程，培训在系统性、专业性及科学性上存在不足；接受培训者仅仅是"培训"，忽视"发展"问题；培训内容多为教学技巧培训，汉语语言学理论知识欠缺，规范的汉语教学大纲亟待确定等。针对这些不足笔者提出几点建议：加强培训力度，扩大培训范围；改变培训模式，延长培训周期；增加理论培训，建立科学稳定的教学大纲。希望对乌克兰汉语教学质量以及汉语教师整体水平的提高提供一些借鉴。

关键词: 乌克兰，南部，汉语教师，培训

随着汉语国际推广事业的迅猛发展，世界各国学习汉语人数逐年递增，汉语国际推广事业呈现出了一派生机勃勃的景象。然而，汉语教学质量及国际汉语教师综合素质一直以来都是制约国际汉语推广事业发展的重要因素之

一。笔者认为，提高国际汉语教学整体水平所需采取的关键措施之一是加强国际汉语教师培训工作。

笔者自 2014 年 9 月至 2016 年 9 月，在乌克兰南方师范大学孔子学院任教（以下简称"南师大孔院"），教授中文专业本科生，并担任教学主管一职，曾多次为新任汉语教师志愿者提供在职培训。本文结合自己任教经验及培训工作经历，以乌克兰南方师范大学孔子学院为例，介绍乌克兰南部汉语教师培训情况、指出乌克兰南部汉语教师培训工作上的不足之处以及完善乌克兰南部汉语教师培训工作的建议等，从而为乌克兰汉语教学质量以及汉语教师整体水平的提高提供一些借鉴。

1. 乌克兰南部汉语教师培训概况

1.1 乌克兰南部汉语教师现状

乌克兰较早开设汉语课程的学校有国立基辅语言大学、国立基辅大学、国立基辅东方语言学校、国立哈尔科夫师范大学及卢甘斯克师范大学。这些大学分布在乌克兰中部、东部地区，因此乌克兰本土汉语教师也主要集中于此。该地区本土汉语教师师资力量雄厚，几乎全部一度或数度在中国留学。文中乌克兰南部是指敖德萨州、尼古拉耶夫州。与乌克兰中部和东部相比，这两个州开设汉语课相对较晚，本土汉语教师数量少，汉语水平参差不齐。

乌克兰南部除本土汉语教师外，来自中国的汉语教师志愿者及公派教师随着南师大孔院建立与发展，其数量不断增加。现有汉语教师志愿者及公派教师多达 30 多名。自南师大孔院成立以来，乌克兰南部汉语教学便如雨后春笋般迅速发展起来，逐渐成为乌克兰南部汉语发展的风向标。目前除孔院本部外，下设 15 个教学点，覆盖敖德萨州和尼古拉耶夫州。为满足乌克兰南部地区汉语教师需求，国家汉办不断往该地区输送汉语教师志愿者及公派教师，这也为乌克兰南部地区汉语教师队伍注入了一股新鲜的血液。这些汉语教师志愿者和公派教师具备国际汉语教学综合能力。其中汉语教师志愿者大多来自中国大学俄语专业，少数为乌克兰的中国留学生，他们通晓俄语，了解乌

克兰文化，主要在幼儿园、中小学教授汉语。公派教师多具有对外汉语专业或汉语国际教育专业背景，属科班出身，熟悉汉语作为第二语言教学的理论及教学技巧，主要在大学教授中文系本科生。

1.2 乌克兰南部汉语教师培训情况

乌克兰中部、东部本土汉语教师中有几位参加过中国商务部主办的中亚、东欧国家汉语教师培训班。而乌克兰南部本土汉语教师中几乎没有参加过汉语教学相关培训。国家汉办或国务院侨办等相关机构未曾派汉语教学专家来该地区进行培训，当地教育部门也没有选拔过骨干本土汉语教师去中国接受培训。因此，汉语或汉语教学培训对于乌克兰南部本土汉语教师来说几乎是零的存在。

相比之下，由国家汉办选派的汉语教师志愿者及公派教师均接受过汉语作为第二语言教学培训，即汉办统一的岗前培训。除此之外，南师大孔院还会组织在职培训，即汉语教师志愿者到任之后，由南师大孔院教学主管教师或教学经验丰富的孔院教师为其提供的更具有针对性的教学培训。本文所指的培训就是在职培训。派到该地区的汉语教师志愿者虽然接受了国家汉办统一的岗前培训，但在实际应用中仍有些束手无措。面临到任即上岗，快速达到孔院教学的要求，他们有必要接受更有针对性、更具体的培训，以便更快融入当地汉语教学工作中。培训时长为 2-3 个月，每周 1-2 次。培训内容包括南师大孔院教学规章制度、乌克兰学生学习特点、课堂管理、教学进度、所使用的教材及课堂教学活动（包括教学用语、教学环节分配、教学方法及技巧、知识点的讲解方式等）。培训形式以接受培训者听课与培训相结合。培训教师为接受培训者安排相应的听课计划，同时，培训教师为其进行教学培训。培训流程主要是检查备课内容及课件、接受培训者上课之前说课 10 分钟；培训教师现场听课；课后一对一交流并给出书面教学指导建议；接受培训者书面形式回复教学指导建议。

2. 乌克兰南部汉语教师培训工作不足之处

（1）从培训范围及培训对象上来看，乌克兰南部汉语教师培训只局限于南师大孔院内部，且只针对新任志愿者教师。乌克兰南部本部汉语教师培训是一片空白，南部地区本土汉语教师水平参差不齐的现状及封闭的汉语教学圈子一直未得到改善。

（2）从培训方式来看，更多的是"传统的工艺式"，接受培训者观察示范教学，跟随"师傅"，"按葫芦画瓢"来获得教学技巧。这是一种被动的接受知识的方式，缺乏内化的过程，只能解决当前部分问题。而且，"一对一"的培训方式，浪费时间、消耗资源，类似的问题需要跟不同的人解释很多次。再次，接受培训者获得知识的多少完全取决于培训老师的专业素养的高低，由于南师大孔院培训老师并非专家，培训的过程只是经验的传递，因此，培训在系统性、专业性及科学性上存在不足。

（3）从培训效果上看，南师大孔院内部志愿者教师接受培训后，基本达到了预期的目的，能够快速上岗，并适应孔院的教学模式。但从长远来看，接受培训者的需求不仅仅是"培训"，还应包括"发展"问题，教师在不同阶段会遇到不同的教学问题。因此，动态的、持续的培训模式有待开展。

（4）从培训内容上看，南师大孔院在职培训内容多侧重教学技巧培训。而南师大孔院的志愿者教师多为俄语专业背景，在汉语语言学理论知识及汉语作为第二语言教学基本理论方面多有欠缺，这恰恰是影响到一位国际汉语教师能否长远发展的关键所在。另外，乌克兰汉语教学大纲和教学计划朝令夕改；课程设置上，汉语课程参考其他外语（英语）的课程设置，或者统称"汉语"，不分课型等，这一系列问题严重影响了汉语教学的顺利进行。而面对这些问题，汉语教师们希望通过专家培训的方式能够得到改善。

3．改进乌克兰南部汉语教师培训问题的思考

（1）加强培训力度，扩大培训范围

首先，在培训对象上，由于培训师资有限，南师大孔院的在职培训只能局限于孔院内部且针对志愿者教师培训。但面临乌克兰南部本土汉语教师

培训的迫切需求，有必要将本土教师吸引到培训的对象中，填补乌克兰南部本汉语教师培训的空白局面。同时，有利于本土教师与孔院教师之间的交流。

其次，在培训师资上，仅依靠孔院教学主管教师显然微不足道。可充分发挥"引进来"与"走出去"的模式，诚邀国内专家来乌克兰开展培训，同时可以选拔培训"种子"去国内取经，再将经验传递给乌克兰的汉语教师。

最后，在培训范围上，不仅局限于乌克兰南部地区，可以加强整个乌克兰各孔院之间的合作，建立孔院合作培训，各孔院间相互借鉴，取长补短。

（2）改变培训模式，延长培训周期

改变培训模式，培训模式由"被动式"改为"启发式"，在培训教师为主导的前提下尽可能体现培训与讨论相结合的特点，注重启发式，加强培训教师与接受培训者之间的交流。其次，也可以按照教师的不同水平或不同的教授对象，分批培训，使培训更具有针对性。

延长培训周期，可以以学期为单位，在学期前、学期中或学期末进行培训，及时跟进教师在教学中出现的问题，关注汉语教师的成长及发展。使培训变为一个动态的、可持续的过程。

（3）增加理论培训，建立科学稳定的教学大纲

无论是孔院汉语教师志愿者还是本土汉语教师，对汉语语言学理论及汉语作为第二语言教学的原理均缺少共识。然而，理论的修养是成为一名优秀教师的基石，因此必须加强理论培训。并将理论知识运用到教学实践中。

目前整个乌克兰汉语教学缺少科学稳定的教学大纲，由于政治动荡、经

济萧条，一度严重影响到了国家的教育。教学大纲和教学计划每个学期都要变动，课时和课表甚至到了学期中才能确定，严重阻碍了汉语教学的正常进行。科学稳定的教学大纲需要更加专业的教师来确立，同时也需要在汉语课程设置上获得更大的自主权。这一问题迫切需要通过培训的方式得到解决。

参考文献

1. Liu Xun. 关于汉语教师培训的几个问题 [Guanyu Hanyu Jiaoshi Peixun De Ji Ge Wenti]. – Shijie Hanyu Jiaoxue, 1996. – 99 - 104 y.

2. Ren Hulian. 乌克兰汉语教学的现状与发展 [Wukelan Hanyu Jiaoxue De Xianzhuang Yu Fazhan]. – Dijiu Jie Guoji Hanyu Jiaoxue Yantao Hui Lunwen Xuan, 2013. – 42 - 46 y.

3. Li Jiahua and Ye Jianjun. 乌克兰孔子学院现状及发展前景 [Wukelan Kongzi Xueyuan Xianzhuang Ji Fazhan Qianjing]. – Zhejiang : Zhejiang Shifan Daxue Xuebao (Shehui Kexue Ban), 2010. – 23 - 28 y.

4. Wang Zhenlai. 韩国高中汉语教师培训情况介绍及思考 [Hanguo Gaozhong Hanyu Jiaoshi Peixun Qingkuang Ji Sikao]. – Yunan : Yunan Shifan Daxue Xuebao (Duiwaihanyu Jiaoxue Yu Yanjiu Ban), 2006. – 86 - 89 y.

5. Liu Xiaoyu. 对外汉语教师业务培训的思考 [Duiwaihanyu Jiaoshi Peixun Yewu De Sikao]. – Beijing : Beijing Daxue Xuebao (Zhexue Shehui Kexue Ban), 1999. – 140 - 146 y.

Liu Jie

Teacher, University of International Business and Economics

NO.10 Huixin East Street, Chaoyang District, Beijing, China

Guo Guangwei

Doctor of Educational Administration at Sisaket Rajabhat University

NO.319 Thaipantha Road, Poh, Muang, Sisaket, Thailand

TRAINING OF THE WOULD-BE CHINESE TEACHER IN SOUTHERN UKRAINE (A CASE STUDY AT CONFUCIUS INSTITUTE OF SOUTH UKRAINIAN NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER K.D. USHYNSKY)

The essay makes an example of Confucius Institute at South Ukrainian National Pedagogical University named after K.D. Ushynsky which introduced the Chinese teachers' training in Southern Ukraine. The author explains the reasons of the gaps of Chinese teachers' training in southern Ukraine: lack of local teachers; traditional and passive way of training which results into systematic, professional and scientific shortcomings; lack of opportunities for teacher's development; vague Chinese teaching syllabus. Thus, the author puts forward some suggestions: strengthen and expand the scope of training; change the mode of training and extend the time of training; add theoretical training and confirm a scientific and stable teaching syllabus. The author hopes the essay will provide some reference for the quality of Chinese teaching in Ukraine and the improvement of Chinese teachers' professional level.

Key words: *Ukraine, Southern, Chinese teacher, training.*

Tatiana Petrivna Rysynets

PhD in Psychological Sciences,

Assistant lecturer of the Department of Normal Physiology,

National Pirogov Memorial Medical University,

Pirogova st. 56, Vinnitsya, Ukraine.

Iryna Sergiivna Pototska

PhD in Psychological Sciences,

assistant professor of the Department of Medical Psychology

and Psychiatry with the course of postgraduate education,

National Pirogov memorial Medical University,

Pirogova st. 56, Vinnitsya, Ukraine

THE CORRELATION OF PSYCHOLOGICAL DEFENSE AND COPING STRATEGIES OF THE FUTURE PSYCHOLOGISTS

The results of an empirical research of peculiarities of the correlation between psychological defense and coping-strategies of the future psychologists are represented in the article. It is shown that the level of stress mechanisms defense of the future psychologists is closely correlated with successful functioning of coping, which is oriented towards emotions.

Keywords: *defense mechanisms, coping-strategies, future psychologists, correlation.*

The content of the problem. One of the controversial themes of modern psychology is the correlation of coping-behavior and psychological defense. The protective system of a person is the product of his innate mechanisms, processes of development and learning, accumulation of individual experience [1]. A set of defense processes is individual and characterize the level of adaptability of the individual.

Psychological defense is a mental phenomenon, for the first it was described in the paradigm of psychoanalysis [4]. Not only representatives of depth psychology and psychotherapy are interested in a comprehensive study of the scientific construct. The tension mechanisms of psychological defense contribute the situations, which are represented serious challenges for a person and somewhat higher its internal resources beyond its actual development. The psychological defense is not determined by an objective event as such, but subjective importance of this event for the individual. The main purpose of psychological defense is the elimination of psychological discomfort rather than a real decision of the situation [3]. In this sense, the defense is effective only within the current situation. Instrumental orientation of psychological defense means its egocentric addressing on their psychical well-being. The result of the defense mechanisms is unconscious distortion, substitution, falsification of reality that faces personality.

A significant contribution of the research of psychological defense and development of methods of its testing (for example, the measuring the contribution of each mechanism in the repertoire of identity defense) was made by Robert Plutchik, he is a founder of psych evolutionary theory. Within this theory, it was proposed and proved the existence of correlation between the different levels of the individual, namely the level of emotion and defense. Commonly, in his opinion, there are eight major defense mechanisms which correlate with eight basic emotions (Table 1).

Table 1

Correlation of personality traits, personality disorders and mechanisms of defence (byR.Plutchyk, 1980)

Personality traits	Personality Disorder	Mechanisms
1	*2*	*3*
Timid	Passive-aggressive passive type	Displacement
Aggressive	Passive-aggressive aggressive type	substitution

Continuation of Table 1		
1	*2*	*3*
Sociable	Manic type	jet formation
Gloomy	depressive type	Compensation
Trust	Hysteroid type	Denial
Suspicious	paranoid type	Projection
Controlling	Obsessive-compulsive type	Intellectualization
Unrestrained	psychopathic type	regression

There are eight basic mechanisms of defense detect the qualities, polarities and similarities: joy - sadness, fear - anger, acceptance - rejection, prediction - surprise. That's why, the eight basic mechanisms reduced to four bipolar pairs: jet formation - compensation, oust - displacement, denial - projection, intellectualization - regression.

The existing mechanisms of defense got involved mainly in the formation of character traits (called identify defense), where a person can use any combination of defense mechanisms, and all of them basically have a mechanism of oppression.

The purpose of the article is based on the theoretical reasoning and empirical research of the correlation between the psychological defense and coping-strategies of the future psychologists.

Organization and methods of the researching. The students of Vinnitsa State Pedagogical University majoring "Psychology" took part in the researching. There were 117 people who covered the total survey.

To achieve the goal in work was applied: questionnaire strategies to deal with stressful situations (S. Hobpholl), questionnaire of coping-behavior in stressful situations (S. Norman, D. Endler, D. James, M. Parker; adapted version by T. Kryukova), method of coping-strategies to deal with stress (D. Amirhana) and personal questionnaire "Index of lifestyle", Plutchik-Kelerman-Comté (Life style index), adapted in the Institute by V. M. Behtereva.

The Student's t-test was used for the statistical data, ANOVA, Fisher criterion angular transformation. Statistical analysis was carried out in a computer system «STATISTICA 8.0»

The results and their discussion. The mechanisms of psychological defense are functioned in everyday life of any person and are thus motives, hidden from itself and from the untrained observer [2]. The psychological defense is considered as one of the most controversial features of the personality's structure, because it promotes a stabilization of personality and its disorganization.

The methods of individual house building allow us to quantify the human's psychological mechanisms of defense, such as: denial of (A), displacement (B), regression (C), compensation (D), projection (E), substitution (F), intellectualization (G), jet formation (H). The second index is also calculated, which consists of the sum of the raw scores on all scales - the level of protection intensity (LPI). It reflects a general defense of "I", which can be combined all defense mechanisms, despite their polarity or additionalityto each another as they carry out the same function (mostly - reducing the level of anxiety).

There were calculated mean values which were transformed into a standard system of units (percentile) to identify the rank hierarchy updating themechanisms of psychological defense in usual situations by future psychologists. The summarized results were made evident and represented in Table 2.

Table 2

The hierarchy of involving the psychological mechanisms of defense

The psychological protection	(X)	Percentile	Rank
1	*2*	*3*	*4*
Objections	7,12 ± 2,42	53,85	4
Displacement	5,59 ± 1,65	46,56	6
Regression	8,76 ± 5,98	64,29	1
Compensation	5,27 ± 1,77	40,53	8
Projection	8,20 ± 2,63	61,54	2
Replacing	7,02 ± 2,68	53,65	5

Continuation of Table 2			
1	*2*	*3*	*4*
Intellectual	7,29 ± 1,79	58,33	3
Jet formation	5,28 ± 2,01	40,61	7
Total tension	53,51 ± 9,5	54,64	

The represented results in Table 2 and Picture 1 show that the first rank place belongs to the protective mechanism of protection - regression, which is more primitive in comparison with other machines, because it does not allow the consciousness of individual to receive threatening and traumatic information. The dangerous information for future psychologists does not consider at the level of perception but then changed and transformed into less dangerous for them. Classically "regression" is regarded as a psychological mechanism of the defense by which the identity of their behavioral reactions seeks to avoid anxiety by switching to an earlier stage of libido. The conscious or unconscious using in a difficult situation such form of psychological defense makes updating future psychologist successful in the past ways to respond. Regression manifested in difficult situations, adequate behavior which is not possible for the individual because of their high significance, novelty and complexity. Under such conditions, regressive behavior, which the future psychologists use is not effective protection because instead of coping with the situation, they had to move away from the reality, back to that level of development of the individual (according to the ontogenetic model by Freud), in which they experienced a feeling of satisfaction.

Updating of this protective mechanism cannot influence impulsiveness and weakness of emotional volitional control changing and simplifying motivational and requirement sphere of the future psychologist.

However, psychologists of different trends have different points of views on the role of regressive behavior which a person can use in difficult situations.

Thus, cognitive theories the regressive behavior is a source of future progressive development of personality, although it has resorted to more primitive patterns of cognition and actions correlating with the new, complex situation. The

positive part of ability of the personality to deliberate regressive behavior during creative of problem solving is also emphasized in the theories of creativity that allows you to achieve the original, unconventional results by removing social barriers at the level of generating ideas.

The projection (61,54%) takes the second place. The high rates of "projection" show the constant endeavor of the future psychologists subconsciously reduce the intensity of current negative emotions which connected with the experience of a difficult life situation. The discontent and the aggression, the resentment and the guilt may often characterize another person, thus justifying its aggressiveness and resentment, which is shown in protective purposes. Probably due to the actualization of projection of the future psychologists partially block the awareness of their own role in these situations and shift some responsibility for their actions on others, thus reducing the stress associated with the situation. This projection acts as attempts to cope with the dissatisfaction of a way of attributing to others unacceptable for themselves qualities or feelings. In case of appearing undesirable qualities in another person waning sense of guilt, and it gives relief. Passing the information into consciousness about the existence of adverse facts, the future psychologist changes its identity - gives him not himself but another person or object complementing (changing) in such way repressed part of information. "Junk" feature of definite mechanism of the psychological defense is based on a false interpretation of reality. Byproducts of projection are irony, sarcasm, hostility. The updating mechanism of protect is fixed for researchers who the inherent lack of suggestibility and high criticality.

The intellectualization, defense mechanism take the third place (58.33%), the effect of which is manifested in the specific ways to analyze the problems faced by the individual. This specificity is excessive in the exaggeration of the role in the mental component, with completely disregard emotional, affective and sensory components analysis. Defensive processing alarming information in the psyche leads to ignoring, distorting or reducing emotional significance of this information. This selective response allows the future psychologist reduce internal tension and

discomfort. The functioning of mechanism of intellectualization of vital events and facts became the subject of "calm" consideration and discussion, which sometimes causes surprise and incomprehension of others. However, intellectualizing does not fully overcome to the negative experiences. The emotional componentis losing its substantive content "detach" from the event which traumatic the personality staying in consciousness in the form of generalized anxiety, uneasiness and fear. The high level of intensity of this psychological defense mechanism of the future psychologists indicates that cognitive effort to search pseudo reasonable explanation for their actions. Predictors tension of the mechanism of intellectualization are served such personal qualities as conscientiousness, cleanliness, motivation to keep around the middle, pedantry.

"Denial" takes the fourth place, which is the most maladaptive defense mechanism and its presence in the profile of psychological protection of the future psychologists means that researcher tend to deny frustration circumstances that cause them anxiety or some other internal momentum. Information or actions that bother, justis not recognized by personality, and in this way the distortion of realityoccues. That's why, in difficult situations the accepting of the various facts which are painful for them are happened, whether it's understanding of their behavior and their manipulative ways of interaction. The protection appears in ignore potentially alarming information evading it. The denial leads to the fact that some content does not immediately or later will not be able to get into the mind, it is a kind of selection of information, but it is not its transformation from unacceptable to acceptable.

The fifth place took the defensive mechanism to protect – "replacement" (53,65%). The effect of this protective mechanism appears in discharge repressed emotions (as usual the hostility, the anger) that are directed at the objects that are less dangerous and more accessible than those which led to negative emotions and feelings. The replacement allows the future psychologist to remove the emotional tension that arose under the influence of the frustrationalsituation, but this mechanism is capable of facilitating or achieving the goals. In this situation, a person

may resort to the unexpected, sometimes senseless actions which lower the internal stress. The absence of this mechanismthe future psychologist directly expressed his or her aggressiveness, which would lead to serious conflicts. This mechanism allows the direct reaction of aggression in more secure facility.

The sixth place is occupied by the defense mechanism – "displacement" (46,56%), which, according to the founder of the psychoanalytic direction Freud, is a crucial way to protect infantile "I", which is unable to resist the temptation. With the help of displacement the unacceptable of the individual impulses, desires, thoughts, feelings which are caused the disturbing and moving from awareness to the level of the subconscious. Due to the displacement of some trains could not be met, but they carry with themselves into the subconscious energy charge that provokes improved overall emotional and anxiety, which, for its part, induce a person to change the logic of actions.

Jet formation took the seventh place (40,61%), which is often equated with excessive compensation. This protective mechanism raises substitute for understanding motivation by the hypertrophy, the trend. The protection has a two-level character. Firstly, unacceptable desire displaces and then compounded its antithesis. Personality prevents expression of unpleasant or unacceptable for her thoughts, feelings or actions by opposing exaggerated the development of the opposite aspirations. In other words, it is the transformation of internal impulses in subjectively acceptable of their opposite. For example, pity or care may be seen as a reactive formation concerning unconscious callousness, cruelty or emotional indifference.

The compensation (40,53%) took the last place. And cognitively complex mechanism is developed and used usually consciously in those cases when it is necessary to turn weaknesses into strength. With the help of "compensation" the appropriate replacements of real or imaginary shortcomings are found by the personality, which gives oneself values, dignity and behavioral characteristics of other personality. This mechanism of the psychological defense is often combined with "identity." It shows itself in attempts to find a suitable replacement of the real

or the imaginary defect, the defect unbearable feeling different quality, often through fantasy or usurping the properties, qualities, values and behavioral characteristics of another person. It often happens in the situations of necessity to avoid conflict with this person or with the purpose of increasing the sense of self-sufficiency. The values are borrowed the attitudes or the thoughts are taken without analyzing and restructuring and that's why they do not become a part of the personality.

It seems that the defense mechanisms simply do not allow the person to meet himself/herself, firstly ignoring the feelings and disturbing events, then projecting his unacceptable, but there are feelings and installations in the minds and compensating all this with the help of foreign fantasy behavioral characteristics and values.

The results which are showed in the picture testify that fact that the degree of tension in the protection of the future psychologists (DTP) is 54,64%, so we have an opportunity to talk about the absentee (at the moment of the experiment) actual psychtraumatic situation and the possible presence of lethargy of its character.

The next step of the empirical research involved the installation correlation analysis between parameters of coping behavior and mechanisms of psychological defense of the future psychologists. Generalized and statistically significant results are presented in Table 3.

The results represented in the Table 3, confirm that fact that the largest quantity of correlations is found in the protection of jet formation: 5 negative ("search for social support", "impulsive action", "emotional strategy"," suppression of emotions and adequately feelings") correlations. There are 4 negative correlations in defense of "objection": "coping which is emotion-oriented", "cognitive strategies" (pessimistic of the forecast, projection of alarm in the future), "emotional strategy", "extra punitive".

The positive correlations of defense "regression" with counterproductive strategies are "cautious actions", "avoiding" and 1 negative correlation with the "suppression of emotions and feelings which are adequate to the situation." There are three positive correlations in the defense "compensation" with unproductive

strategies are "manipulative actions", "antisocial actions," "aggressive actions" and 1 negative correlation with " extra punitive"

The manifestation of the correlations allows confirming that using the mechanisms of the psychological defense of the future psychologist provokes the escaping from the problems without attempts of their solving. It doesn't allow adequately analyze and doesn't cause to the constructive solving of difficulties. Fear of being alienated, misunderstood contributes to avoidance of future psychologists complicated situations.

Table 3

The correlations between the mechanisms of psychological defense and coping strategies

Psychological defenses	coping strategies	Value correlations(r) $* - P <0,05; ** - P <0,01$
1	*2*	*3*
Denial	coping, emotion-oriented, cognitive strategies (pessimistic of the forecast, projection alarm in the future)	-0,215 *
	emotional strategies	-0,202 *
		-0,186 *
	extra punitive	-0,219 *
displacement	Impulsive actions	0.198 *
Regression	Cautious actions	0,200 *
	Avoidance	0,215 *
	The suppression of emotions and adequately feelings to the situation	-0,182 *
Compensation	Manipulative actions	0,236 *
	Asocial actions	0,284 *
	Aggressive actions	0,184 *
	extra punitive	-0,185 *
	Regression	-0,262 *
Projection	Course	0,202 *
	Age	0,213 *
	Aggressive actions	0,184 *

Continuation of Table 3		
1	*2*	*3*
Replacement	Course	0.198 *
	Age	0.257 **
	Impulsive actions	0.203 *
	Manipulative actions	0.192 *
	Aggressive actions	0.270 *
	extra punitive	0.228 *
	Regression	0.287 **
	Projection	0.396 **
Intellectual	Objections	0.256 **
	Compensation	0.208 *
	Projection	0.265 **
Jet formation	Finding social support	-0.190 *
	Impulsive actions	-0.224 *
	Emotional Strategies	-0.220 *
	intra punitive	-0.213 *
	The suppression of emotions and feelings	-0.256 **
	adequately	-0.322 **
	Substitution	0.309 *
	Intellectual	

With the age and courses of training of the future psychologists are occurred gradual stress protection "projection" and "substitution". It is proved that the protection of the "replacement" exist 3 positive correlations with counterproductive strategies such as: "impulsive actions", "manipulative actions", "aggressive actions" and " extra punitive ". As general features inherent throughout the sample, should be called the close connection between the "denial", "compensation" and "substitution" and extra punitive, which reveals a typical manifestation of protection in actions which are directed on the outside or on increased external activity of the future psychologists.

Having only one positive connection was found in defense "displacement" of unproductive strategy "impulsive action". This result probably is an indication that the process of spontaneous elimination of unacceptable unconscious thoughts,

motives or feelings compounded when using non-productive coping strategies and the absence of the solution of solving problems.

The existence of the negative correlations between the indicators of defense mechanisms of "compensation" and "regression" as well as positive indicators between "replacement" and "regression" and "projection", "intellectualization" and "projection" and "jet formation" and "intellectualization" which is understandable, because in denying disturbing impulses is the rejection of an apparent events.

The psychological defense definite correlation configuration ensures that the person distorts the information for saving inside oneself a sense of coherence and consistency of their behavior, and positive evaluation environment. Despite all these deviations from the truth, the future psychologist is convinced of his objectivity and impartiality.

It was found that the level of expression of unconscious defense mechanisms of the future psychologists is closely associated with the functioning of coping, it is emotionally oriented. Than lower they have developed the ability to control their own emotional experiences, the more active the locking mechanism of perception of negative information. The mechanism of transfer of unacceptable feelings and desires to others is also operated. Probably a way to protect partially reduces the mental stress of the future psychologists, however, it is not effective enough to deal with difficult situations.

The conclusions. Thus, the advantage of this method of protection of the future psychologists in situations like regression may indicate the presence of emotional stress and anxiety. This means a transition in a difficult situation at an earlier stage of libido, and the use of more simple and conventional behavior significantly reduces a variety of ways to solve difficult situations. These results suggest that the researchers choose different ways of solving problems. They are characterized by the use of unconscious defense mechanisms of the psyche, in other words, conscious and unproductive ways to overcome them. Negative correlations of the psychological defenses with the productive coping strategies are observed. There is, obvioudly, a change ratio of low-level mechanisms of adaptive behavior in

192

high-level, conscious, reflecting growth according to the personal subjective content of the future psychologist.

REFERENCES

1. Granovskaya R. M. The protection of the personality: psychological mechanisms / R. M. Hranovskaya, I. M. Nikolskaya. – St. Petersburg : Knowledge, 1999. – 352 p.

2. Kryukova T. L. The adaptation techniques, study self-control behavior Way of Coping Questionnaire (Questionnaire of ways of self-control R. Lazarus and S. Folkman) / T. L. Kryukova, E. V. Kuftyak, M. S. Zamyshlyaeva // Psychology and practice. Collectionof science works. – Issue 4 / Ed. T. L. Kryukova, S. A. Hazova – Kostroma : RTSOY "Expert - EGE", 2005. – P. 171–190.

3. Freud A. Psychology I and protective mechanisms / A. Freyd [translation from English.]. – Moscow : Pedagogy, 1993. – 144 p.

4. Freud, S. The defense nearo-psychoses / S. Freud // The collected Papers: in 10 v. – N.Y. : Collier Books, 1963. – V.2. – P. 67–81.

塔基杨娜·皮特瑞夫纳·茹素涅茨

心理学博士

教育心理系助理讲师

国立皮罗戈夫医科大学

乌克兰,维尼采市,皮罗戈夫路 56 号

伊琳娜·谢尔盖耶夫纳·陂陀茨卡娅

心理学博士

医学心理系助理教授

精神病学与研究生教育讲师

国立皮罗戈夫医科大学

乌克兰,维尼采市,皮罗戈夫路 56 号

心理防线以及未来心理学家的相关性应对策略

这篇文章展示的是对于心理学学生的心理防御和应对策略之间的共通性研究的成果。

现代心理学中的一个有很大争议的主题是心理防御和应激行为的相关性。人体的防御系统是内在的机制,是一个发展和学习的过程,是经验的积累。

这种防御机制的好处可能会在出现情绪压力、焦虑时减少。这意味着在性成熟的早期阶段将是一个难题,过渡阶段之后才会用更简单的交流方式来解决问题。它们的特点都是心理无意识的反应,需要有意识地控制。实验观察到心理防御和应激对策的产生呈负相关。

关键词:防御机制,应对策略,未来的心理学家,相关性

方琳

汉语国际教育硕士

乌克兰南方师范大学孔子学院教师

乌克兰 敖德萨 老码头路 26 号

海外汉语专业师范生的培养现状及改进方案 – 以乌克兰南方师范大学孔子学院学生为例

本文以乌克兰南方师范大学孔子学院学生为研究对象，阐述了该校汉语师范生的培养现状，分析了存在于生源、课程设置、实习情况三方面的问题。分析过后提出了六条改进方案：完善课程设置，培养学生的文化学习与交际技能，训练学生掌握第二语言习得理论与学习策略，训练学习、运用有效的教学方法，规范教学实习和培养综合能力。这些改进方案将为未来的乌克兰本土汉语教师培养工作提供一些参考依据。

***关键词:** 对外汉语教学，本土汉语教师，师范生培养方案*

海外汉语专业师范生指的是在某个国家出生、成长，以该国语言为母语，熟悉该国文化，正就读于师范类大学中汉语专业的学生。笔者目前就职于乌克兰南方师范大学孔子学院，该校为乌克兰境内历史悠久的师范院校，校内的汉语言文学及汉语翻译专业将为乌克兰培养未来的本土汉语教师。以该校的汉语师范生为研究对象，分析培养现状，总结过程中的问题，并积极寻求改进方案，将为未来的乌克兰本土汉语教师培养工作提供一些参考依据。

一、汉语师范生培养的现状及问题

2011 年 9 月到 2017 年 3 月，共有 138 名学生就读于南方师范大学的汉语言文学和汉语翻译专业。目前存在的问题有：

（一）生源质量低，入学时有汉语基础的学生极少

汉语专业在乌克兰敖德萨地区属于新兴专业，除了孔子学院以外，在中小学做汉语基础教育的学校几乎没有。因此，目前来南方师范大学读汉语专业的学生绝大多数是没有任何汉语基础的学生。很多学生对于中文、中国的了解知之甚少。

（二）课程内容设置缺乏针对性和实用性

学生的汉语专业课主要分为语法课、语音课、实用口语与书写课、翻译理论与实践、汉语教学法、修辞等课程。学校每学期所给的总课时不足160，若将课程分成三到四种，学生的基础综合知识将无法保证，更无法达到支撑语法课、写作课、翻译实践课、修辞课的水平。因此，孔院教师在保证 160 个课时的情况下，将所有汉语类课程融合到了一起，成为综合课，再根据学生实际情况加入语法、语音、书写、翻译等内容的训练。另外，学校设置了类似于介绍中国国情的课程，但该课程的授课老师并不会汉语，课程的内容也变成了用俄语介绍中国方言，这样的课程无疑是缺乏实用性的。

（三）学生实习锻炼质量不高

毕业生分别在本校的大一、大二年级和本市的中小学实习。根据实习指导老师反映：实习生的汉语发音普遍存在问题，他们除了领读生词和课文部分外，几乎没有使用汉语，没有任何有效的练习引导。他们总共的实习的时间只有四个课时，在实习结束后没有自发地进行教学反思，更没有人向指导老师寻求改进方案。可见，学生实习期内并没有得到有效锻炼，实习后的水平没有太大提高。

二、改进方案

中国国家汉办于 2007 年出台了《国际汉语教师标准》，其中明确的说明了一名合格的国际汉语教师应具备哪些素质：第一，语言知识与技能；第二，文化与交际；第三，第二语言习得理论与学习策略；第四，教学方法；第五，综合素质。

根据该标准，结合本校汉语专业师范生的培养现状，我们可以从以下几个方面进行改进培养方案：

（一）完善课程设置

课程设置上应做到理论与实践相结合。首先，应加大力度进行传统的语言知识训练，帮助学生提高听力理解能力，口头表达能力，阅读理解能力和书面表达能力；另外，应设置语言教学法、教育心理学、语言教学法、中国的历史、经济等国情等课程。

（二）加强学生的文化学习与交际技能

注重培养学生学习中国文化及中国国情的基本知识，引导学生比较中乌文化的主要异同，学习汉学和跨文化交际的主要概念，建立文化敏感意识，了解文化、跨文化对于语言教学的影响，加深学生对中国文化知识的理解，加强学生对中国文化的认同感。

（三）训练学生掌握第二语言习得理论与学习策略

注重加强学生在第二语言习得及教育学、教育心理学、认知科学等方面的学习，训练学生分析语言学习者言语行为的能力，学习对比分析、偏误分析、中介语假说、语言的正负迁移、输入与输出假说、信息处理、调整学习策略等方面的知识。

（四）训练学生掌握有效的教学方法

注重培养学习汉语教学的一般原则和基本方法。例如，了解传统的教学方法、任务型教学方法等。另外，还应熟练掌握汉语语音、词汇、语法、汉字的基本教学原则和训练听、说、读、写四项技能的教学技巧。在语音上，应熟练地掌握《汉语拼音方案》，锻炼听音、辨音的能力，并能了解发音缺陷及纠正办法。在词汇上，应了解汉字音形义上的特点；解释词语时准确、易懂；教学时结合语境与常见搭配，避免单纯的翻译。在语法上，应了解基本知识、特点以及必要的专业术语。熟悉汉语教学的语法体系、等级划分及排列等知识。培养学生基本的偏误分析能力，能归纳偏误原因，并寻找解决

方案。在汉字上，应掌握汉字的基本特点、书写顺序，总结学习者学习汉字的需求和困难，有针对性地做出教学调整，开发更多具有趣味性的教学模式。

关于听、说、读、写四项技能的教学技巧：在教授听力教学技巧时，应介绍听力课堂的各类教学活动，听力训练不同阶段的不同任务。分析学习者听力理解时遇到的问题，了解调整方法。寻找和制作听力材料。在教授口语教学技巧时，应培训学生设计交际任务的技能，还应学习控制课堂上媒介语的使用，提高学习者参与口语活动的积极性的办法等。在教授阅读教学技巧时，要注意培养学生获取信息的能力，熟悉阅读课的指导方法。在教授书写课的教学技巧时，要提醒学生将阅读技巧和写作技巧相结合。注重写作教学的实用性。了解评估书写能力的方法和提高写作能力的方法。

（五）规范教学实习

教学实习是学生将理论与实践相结合的重要环节。现在，我们可以利用科技手段，提高学生的教学水平。目前比较流行的做法是进行微格教学（Microteaching）。微格教学是指，以少数的学生为对象，在 5 到 20 分钟的时间内，进行小型课堂教学。组织老师通常会把教学过程录制下来，课后跟学生就录像中的教学进行分析。

第二，学校应设置更长时间的实习期，安排有经验的老师组建指导小组。实习环节应包含学生听课、设计教学计划和课堂实践、记录实习心得等环节。在实习期内，学校应为学生建立教学实习档案，以督促学生进行自我评估和教学反思。

（六）培养学生的综合能力

综合能力主要指的是评估能力、教材编写能力和资源搜索能力。培养评估能力是指，安排学生学习测试与评估的基本知识、原则、方法，能根据不同的目的选择不同的方法，并从测试结果的反馈中找到改进教学的方法。培养教材编写能力是指，学习掌握教学大纲，能根据学习者的不同情况，选择合适的教材。培养国别化教材的处理意识，编写适合学生水平的国别化教

材、教辅，提高师范生自主学习、研究的积极性。培养资源搜索能力是指，引导学生熟练地在网上搜集、下载汉语教学材料等。

参考文献

1. 国际汉语教师标准 [Guoji Hanyu Jiaoshi Biaozhun]. – Beijing : Waiyu Jiaoxue Yu Yanjiu Chubanshe, 2007. – 53 y.

2. Xie Tingting. 汉语国际推广中本土汉语教师的培养研究 – 以印尼智星汉语师范学院为例 [Hanyu Guoji Tuiguang Zhong Bentu Hanyu Jiaoshi De Peiyang Yanjiu – Yi Yinni Zhixing Hanyu Shifan Xueyuan Weili]. – Chongqing : Chongqing Shifan Daxue Chubanshe, 2011. – 24 - 46 y.

3. Li Xiaoqi. 汉语国际教育硕士师资研究.国际汉语教育人才培养论丛 [Hanyu Guoji Jiaoyu Shuoshi Shizi Yanjiu. Guoji Hanyu Jiaoyu Rencai Peiyang Luncong]. – BeiJing : Beijing Daxue Chubanshe, 2011. – 334 y.

Fang Lin

Master of Teaching Chinese to Foreigners
Teacher, the Department of Western and Oriental Languages
and their teaching methods at South Ukrainian
National Pedagogical University named after K. D. Ushynsky
26, Staroportofrankovskaya Str., Odessa, Ukraine

MODERN VECTORS OF THE TRAINING TARGETED TO UNIVERSITY STUDENTS MAJORING IN CHINESE

The students of Confucius Institute at South Ukrainian National Pedagogical University named after K. D. Ushynsky are considered as the research object. The current situation of cultivating pedagogical university students majoring in Chinese is outlined in the article. The problems that exist in three aspects: source of students, curriculum and internship are analyzed. Six ways of improvement are proposed:

improving the curriculum, strengthening students' cultural learning and communication skills, training students to master their second foreign language, take adequate theory and learning strategies, training students to master effective teaching methods, standardizing teaching internships and cultivating students' comprehensive ability. These improvement programs will provide some reference for training future Ukrainian local Chinese teachers.

Key words: *teaching Chinese as a foreign language, local Chinese teachers, pedagogical students, training program.*

OUR AUTHORS

Atroshchenko Tetyana Oleksandrivna – Ph.D., Assistant Professor (Preschool Pedagogy and Primary Education) Mukachevo State University; Mukachevo, Ukraine, tel.:0508787638, Email: tatiyana34@mail.ru

Bogush Alla Mikhailovna – Doctor of Pedagogical Sciences, Professor, Academician, Full Member of the National Academy of Pedagogical Sciences of Ukraine, Honoured worker of science and technology of Ukraine, Chairperson of the Faculty of Theory and Methods of Pre-school Education, State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (048) 718-57-22; Email: svrada@i.ua

Dong Yue – Master of Teaching Chinese to Foreigners, Teacher of Confucius Institute at State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.:+38 (063) 209-34-59; Email: dongyue-17@pdpu.edu.ua

Fang Lin − Teacher of Confucius Institute, Faculty of Western and Oriental languages and Methods of their Teaching, State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel. +38 (073) 065-24-58 ; Email: shidakongyuan_01@163.com

Guo Guangwei – Doctor of Educational Administration at Sisaket Rajabhat University, Sisaket, Thailand; tel.: 8613784864582; Email: ggw_5257@163.com

Korolyova Tatyana Mikhailovna – Doctor of Philological Sciences, Professor, Head of the Faculty of Translation, Theoretical and Applied Linguistics at State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel. +38 (048) 732 59 95; Email: kafedraperevoda33@gmail.com

Lesina Tetiana Mykolaivna – Candidate of Pedagogical Sciences, Docent at the Faculty of General Education, Pre-school and Primary Education, Izmail State University of Humanities, Izmaïl, Ukraine; tel.: Контактний тел.: 0967688924; Email: dobra78@mail.ru

Liu Jie – Teacher, University of International Business and Economics-Institute for International Business Chinese Education and Resources Development, Beijing, China; tel.:8615227688906; Email:doubleliujie@163.com

Liu Xiao Xiao – Teacher of Confucius Institute Institute State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (063) 388-29-87; Email: shidakongyuan_18@163.com

Lu Jianrong – Master of Teaching Chinese to Speakers of Other Languages, Teacher of Confucius Institute Institute State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (093) 122-70-98; Email: lujianrong-17@pdpu.edu.ua

Naumkina Svetlana Mikhailovna − Doctor of Political Sciences, Professor, Academican of the Academy of Political Sciences of Ukraine, Chairperson of the Faculty of Political Sciences and Law, at State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel. +38 (067) 486-20-22; Email: svetlana.naumkina@gmail.com

Popova Aleksandra Vladimirovna − Candidate of Pedagogical Sciences, Associate Professor, State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel. +38 067 754 38 47; Email: alex-popova@ukr.net

Pototska Iryna Sergiivna – Candidate of Psychological Sciences, assistant professor of the Department of Medical Psychology and Psychiatry with the course of postgraduate education, National Pirogov memorial Medical University, Vinnitsya, Ukraine; tel.: +38 (098) 477-19-45; Email: osobiste8@gmail.com

Pronoza Inna – Candidate of Political Sciences, the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky» Odessa, Ukraine; tel.: +38 (063) 252-46-16; Email: http://psy-pnpu.od.ua

Rostetska Svetlana – Candidate of the political science, docent of the department of political science and law, the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky» Odessa, Ukrainel; tel.: +38 (063) 252-46-16; Email: http://psy-pnpu.od.ua

Rudyk Nataliya Nikolaevna − teacher of faculty of foreign languages of the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky» Odessa, Ukraine; tel.: +3804832759 95; Email: m.natygirl@gmail.com

Rysynets Tatiana Petrivna – Candidate of Psychological Sciences, assistant lecturer of the Department of normal physiology, National Pirogov memorial Medical University, Vinnitsya, Ukraine; tel.: +38 (098) 477-19-45; Email: osobiste8@gmail.com

Shvets Svitlana – post graduate student of the Political Science and Law Department, the State Institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky» Odessa, Ukraine; tel.: +38 (063) 252-46-16; Email: http://psy-pnpu.od.ua

Su Yuan − Teacher of Confucius Institute at State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel. +38 (093) 182-46-33; Email: suyuan-17@pdpu.edu.ua

Vovk Myroslava– doctor of pedagogical sciences, senior researcher, chief researcher of the Department of Content and Technology of Adult Education at the Institute of Pedagogical Education and Adult Education of the NAES of Ukraine, Kyiv, Ukraine; tel.: +38 (067) 258-02-96; Email: miravovk79@gmail.com

Xu Qian – Master of Teaching Chinese to Speakers of Other Languages, Teacher of Confucius Institute Institute State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (063) 209-34-58; Email: shidakongyuan_27@163.com

Yang Zhao – Master of Teaching Chinese to Speakers of Other Languages, Teacher of Confucius Institute Institute State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (063) 209-33-94; Email: shidakongyuan_30@163.com

Zhang Yabing – Study of Literary theory, Teacher of Confucius Institute Institute State institution "South Ukrainian National Pedagogical University named

after K. D. Ushynsky", Odessa, Ukraine; tel.: +38 (093) 485-42-83; Email: shidakongyuan_29@163.com

Zhou Jiajia – The teacher of Confucius Institute State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odessa, Ukraine; Admiral Makarov National University of Shipbuilding, Mykolayiv, Ukraine; tel.: +38 (073) 498-22-37; Email: shidakongyuan_33@163.com

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

South Ukrainian National Pedagogical University named after K. D. Ushynsky

Harbin Engineering University

Educational and Cultural Center "Confucius Institute"

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

South Ukrainian National Pedagogical University named after K. D. Ushynsky
Harbin Engineering University
Educational and Cultural Center "Confucius Institute"

May 15 – 16, 2017
Odessa, Ukraine
Harbin, the People's Republic of China