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TO THE ISSUE OF CULTUROLOGICAL APPROACH TO PROFESSIONAL SPEECH TRAINING TARGETED FOR THE FUTURE TRANSLATORS OF CHINESE

The article is devoted to some aspects of methodological basis specifying scientific approaches to professional speech training targeted for the future translators of Chinese: culturological approach. The key features of the professional training within polycultural educational space of Ukraine are analyzed. The notion “methodological approach” is defined; the structure of the culturological approach (national and cultural heritage, ethno-mentality, nationally marked socio-communication, linguoculturological background of the people representing Ukraine, China, Great Britain / the USA) is described; the essence of the aforementioned approach is revealed.

Key words: professional speech training, culturological approach, translators of Chinese, ethno-mentality, nationally marked socio-communication, linguoculturological background, Ukraine, China, Great Britain, the USA.

It is widely accepted that appropriately defined approaches are the impetus of any pedagogical research, as they are apt to foresee its process and result. There exist diverse spectrums of methodological backgrounds (traditional and innovative) in the viewpoint of professional training. An acute problem arises when educators of higher school start selecting a pedagogical set of tools to realize a particular kind of training. Thus, it is expedient to specify the **aim** of the proposed research – to define major methodological approaches facilitating professional speech training targeted for the future translators of Chinese, which presupposes the solution of these **tasks**:

1) to determine the structure of the culturological approach as a prominent one;

2) to reveal the essence of the aforementioned approach.

Let us consider the essence of the term “**approach**”. There are different definitions of this term in dictionaries: 1) integrative understanding – “aggregate of means and devices specifying something / somebody, influencing something / somebody or treating something / somebody” [6]; - “aggregate of devices and means which enable influencing something / somebody, studying something / somebody, dealing with something / somebody” [3]; 2) philosophical understanding – “a complex of paradigmatic, syntagmatic structures and mechanisms in perception / practice which characterizes the strategies and programmes in philosophy, science, politics or in the way of people’s life and activity organization; these strategies competing with one another and following one another historically” [2]; 3) pedagogical understanding – “aggregate of devices, means aimed at

influencing someone, studying something, inducing someone to do something” [5].

Taking into consideration the above given definitions, the notion “*methodological approach*” can be interpreted in this way: a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the professional speech training targeted for the future translators of Chinese; one of its (training) methodological guidelines; a leading vector of the pursued pedagogical research.

Professional speech training targeted for the future translators of Chinese within polycultural educational space of Ukraine is realized by means of culturological, contextual and competence-oriented approaches.

The determinant of the *culturological approach* to teaching both mother tongue and a foreign language within the orientologists’ training is considered to be the combination of specific educational material (containing ethno-cultural information) and the linguistic one. Scientists differentiate this approach and designate its subtypes: - *linguocross-cultural* (K. Andreychina, Ye. Vereshchagin, O. Ravnatska, V. Kostomarov and others); - *linguoculturological* (N. Artyunova, V. Doroz, V. Maslova, T. Simonenko, V. Furmanova and others); - *ethnographic-communicative* (N. Almazova, M. Bairam, K. Morgen, P. Sysoev, M. Flemming and others); - *sociocultural* (A. Bogush, M. Vashulenko, Zh. Gorina, O. Kopus, O. Kucheruk, V. Safonova and others).

The results of linguodidactic research in the field of the culturological approach to philological education testify the integrity of its components. Thus, the culturological approach can be defined as a multifunctional mechanism aimed at developing a cross-cultural competence of a would-be translator (as a polycultural linguistic personality) within “working” languages by means of the co-study of their mother tongue and (a) foreign

language(s) alongside with the cultures of ethno-social strata residing on the territories of these countries.

An effective realization of the cultural-polyethnical component of the professional speech training of the future translators of Chinese requires these conditions:

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

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

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

The artistic and aesthetic reference point of the training presupposes:

1) creation of conditions for better mastering the “gold fund” of artistic culture of the mankind in the light of the artistic heritage of Ukraine, China, Great Britain (the USA);

2) creation of conditions for adequate decoding and mastering of the art language taking into account national specificity;

3) creation of conditions facilitating the development of artistic interests and creative potential of the future translators-polylinguists;

4) creation of conditions for direct access both to the world’s creations and particular national art, spiritual contiguity and penetration into the depth of authors’ conceptions embodied in the exhibits of the world art; development of the ability to be a reader-, watcher- and listener-interpreter while dealing with works of art in the world and national scale.

The spiritual and moral vector is directed at:

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

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

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

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

Let us specify the classification determinants of the culturological approach: - culturological outline of the countries, the language of which they study; - national and cultural heritage; - ethno-mentality; - nationally marked socio-communication; - linguoculturological background.

CULTUROLOGICAL OUTLINE OF THE COUNTRIES comprises these spheres of knowledge:

1. *Territorial specificity* (total area, state borders, quantity of districts, differentiating geographical features, natural resources, navigational rivers or other bodies of water, climate, *etc.*) of Ukraine, China, Great Britain (the USA). To differentiating geographical features we refer these:

- *Ukraine*: Kyiv, the Carpathian Mountains, Bukovina region, the Dnipro River, *etc.*;

- *China*: Beijing, Tibet, Hong Kong, the Huanhe (Yellow) River, *etc.*;
- *Great Britain*: London, The United Kingdom of Great Britain and Northern Ireland, the Pennines, the Thames, the Lake District, *etc.*;
- **the USA*: Washington City, the Appalachian Mountains, the Great Lakes, the Mississippi River, the Niagara Waterfalls, *etc.*

2. *The state system of the countries:*

- *Ukraine*: a parliamentary-presidential republic; Verkhovna Rada of Ukraine, the President of Ukraine, the yellow-azure national flag, the official language – Ukrainian, monetary units – the hryvnia (₴ ; UAH), *etc.*;

- *China*: a socialist state under the people's democratic dictatorship; The Chairman of The People's Republic Of China, the national flag – a red field charged in the canton with five golden stars, the official language – Mandarin, monetary units – the yuan (¥ ; RMB), *etc.*;

- *Great Britain*: constitutional monarchy with a parliamentary system of government; the Queen of the U.K., Parliament, the national flag – the Union Jack or Union Flag, the official language – English, monetary units – the pound sterling (£; GBP), *etc.*;

- **the USA*: a federal constitutional republic; the President; the Congress, the national flag of the USA – the Star-striped flag or the American flag, the official language – English, monetary units – the dollar (\$, USD), *etc.*

3. *Economy of Ukraine, China, Great Britain (the USA).*

4. *Population of the countries and their ethnical composition:*

- *Ukraine*: ethnic Ukrainians and ethnic minorities – the Russians, the Belarusians, the Moldavians, the Crimean Tatars, the Bulgarians, the Hungarians, the Poles, the Roumanians, the Jews, the Armenians, the Greeks, the Tatars;

- *China*: ethnic Chinese – the Han Chinese, ethnic minorities – the Zhuangs, the Manchus, the Miao, the Uighurs, the Mongolians, the Tibetans, the Bui Chinese, the Koreans;

- *Great Britain*: ethnic British, the Pakistanis, the Irishmen, the East Indians, the Africans, the Asians, the Chinese;

- **the USA*: (aborigines) the Indians, European immigrants (the Englishmen, the Irishmen, the Germans, the Scandinavians) and Afro-Americans; immigrants from Southern and Eastern Europe (the Italians, the Greeks, the Czechs, the Poles, the Ukrainians); immigrants from Latin America and Asia;

5. *Religious preferences and confessions of the representatives of Ukraine, China, Great Britain (the USA).*

- *Ukraine*: Christianity (Orthodoxy, Catholicism, Protestants, Jehovah's witnesses), Paganism (Islam, Judaism, Buddhism);

- *China*: Confucianism, Buddhism, Islam, Christianity (Orthodoxy, Catholicism); the cult of shamanism, traditional Chinese religion Taoism);

- *Great Britain*: Catholicism, Protestants; Methodists, Jews;

- **the USA*: Protestants, Catholics, Mormons, Jews, Buddhists, Moslems, atheists.

6. *Leading Mass Media of the countries:*

- *Ukraine*: TV enterprises: national (National Tele broadcasting company of Ukraine), private (CTБ, ICTV, 5 channel); popular printing press, radio stations, socio-political Internet, popular social nets (VKontakte, Odnoklassniki, Facebook), Internet services (Yandex, Google);

- *China*: functional direction of the Mass Media, State Telegraph Agencies (“Sinhua”, “Zhongguo Sinvende”), newspapers (“Jinji ribao”), cable TV (People's Daily; TV channels: CNN, CNR TV), *etc.*;

- *Great Britain*: TV and Internet Corporations (the BBC), other Mass Media (ITV, News Corporation), national newspapers (“The Sun”, “The Times”), *etc.*;

- * the USA: TV companies (Columbia Broadcasting System, American Broadcasting Company, National Broadcasting Company, newspapers (“The New York Times”, “Wall Street Journal”, “Washington Post”, “USA Today”, “Los Angeles Times”, *etc.*

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

1. Holidays, customs, traditions, realia:

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

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

c) Great Britain (holidays: Saint Valentine’s Day, Saint David’s Day, Saint Patrick’s Day, Mother’s Day, April Fool’s Day, Queen’s Birthday, Saint George’s Day, Ester Day, May Day Holiday, Halloween, Saint Andrew’s Day, Guy Fawkes Day, Christmas Day, Boxing Day, New Year’s Day, *etc.*; traditional cuisine and

dishes: English pudding, meat pie “Beef Wellington”, oatmeal porridge, bacon and eggs, beef steak, sausages and toasts, English black ale, *etc.*);

d)* the USA (holidays: New Year’s Day, Birthday of Martin Luther King (Jr.), Inauguration Day, George Washington’s Birthday, Memorial Day, Independence Day, Labour Day, Columbus Day, Day of reconciliation, Thanksgiving Day; traditional cuisine and dishes: steaks, underdone roast-beef, burgers, sausages, scrambled eggs, green salad, hot-dog, sandwich, French fried potatoes, hamburgers, coffee, Coca-Cola, Pepsi cola, ginger ale, *etc.*).

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

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

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

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

c) Great Britain (the Royal Collection "Windsor beauties"; national music of: England (sea shanties), Scotland (waulking songs), Northern Ireland (folk ballads), Wales (male choral singing, folk tunes); national musical instruments of: England (violin, concertino, bagpipe), Scotland (violin, bagpipe, whistler), Northern Ireland

(guitar, violin, harmonica, flute), Wales (Welsh harp, harmonica, pibhorn); folk arts: garden-and-park, decorative, Pink stone porcelain, *etc.*).

4. *Belles-lettres of the countries* (information about periodization and history of national literature, names and authors of literary works, thematic and genre spectrum):

a) Ukraine (the chronicle "Tale of bygone years", the heroic epic "the Word about Igor's regiment", the philosophical work the "Ukrainian Socrates" by H. Skovoroda, the Ukrainian burlesque and travesty poem "Aeneida" written by I. Kotlyarevsky, the collection of poetry "Kobzar" by T. Shevchenko; literary genres: epic songs, legends, epic novels, (short) stories, feuilletons; other authors: P. Mirnyi, M. Kotsyubynskyi, O. Kobylanska, M. Kulish, V. Saussure, P. Tychina, L. Kostenko, O. Honchar and others);

b) China (popular genres: epic oral art, historical novels, ethical-philosophical literary works, literary works dedicated to Confucius (his thoughts, ideas, concepts), drama, memoir and epistolary genres (*bizi*); ancient written monuments: Yijing ("Book of Changes"), Shujing (the book documenting China's ancient history), Zhou Li ("The Rites of Zhou"), Daodejing (Lao zi), Lun Yu ("Conversations and judgments" of Confucius), Mo zi, *etc.*; historical chronicles: Chunqiu, Guo yu, *etc.*; encyclopedias and book canons: Si Shu (The Four Books: Confucian Analects, The Great Learning, The Doctrine of the Mean, and The Works of Mencius), Wujing (five classic Chinese books), Encyclopedia "Yungle"; poetry (poets): Li Bo, Du Fu, Wang Wei and others; short stories: the Tang dynasty; the novels: "Three kingdoms", "Journey to the West", "the Dream of the Red Chamber", "Flowers of plum in the Golden vase" or "Jin ping Mei", *etc.*

c) Great Britain (historical genres: Scandinavian legends, the Anglo-Saxon epic "Beowulf"; novels: G. Chaucer's "Canterbury tales", Ch. Dickens's "Posthumous Papers of the Pickwick Club" and "The Adventures of Oliver Twist", W. Makepeace Thackeray's "Vanity Fair", The Bronte sisters' "Jane Eyre", W. Scott's "Ivanhoe"; the romances of chivalry "the Legend of King Arthur"; prose writers and their literary works: writers: T. Moore ("Utopia"), M. Shelley ("Frankenstein"), C. S. Lewis

("Chronicles Of Narnia"); sonnets and poems: G. Gordon Byron (poem "Childe Harold's Pilgrimage"), B. Shelly (a philosophical poem "Queen Mab"), *etc.*

d)* the USA (themes of the literary works: "American dream", relations between an individual and the political system of the country; literary works and their authors: "Gone With the Wind" (M. Mitchel), G. Washington Cable, C. McCullers, T. Capote, W. Styron; provincial-idyllic picture of town life: Sh. Anderson ("Winesburg, Ohio"), Mark Twain ("Life On The Mississippi"), depicting Southern states: Faulkner's "History of the Revolution in the Southern States"; westerns: O. Wister ("The Virginian"); short stories: Edgar Allan Poe ("The Philosophy of Composition"), E. Hemingway ("the old Man and the sea"); poetry: W. Whitman, E. Dickinson, T. Stearns Eliot; Afro-American poetry; female poetry; Hispanic-American poetry, *etc.*

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

a) Ukraine (Trypillian culture, Kievan Rus', Christianization of Kievan Rus', Galicia-Volyn state; Muscovy and the Polish-Lithuanian Commonwealth, the Zaporizhian Sich; historical phenomena: The Cossacks, Hetman; historical event: The Holodomor, Rebuilding, The Declaration of Independence of Ukraine, The Orange Revolution, The Revolution Of Dignity (Euromaidan), The ATO; historical (positive and negative) figures: Bohdan Khmelnytsky, Ivan Mazepa, Ivan Kotlyarevs'kyi, Mykhailo Hrushevsky, Simon Petliura, Nestor Makhno, Nikita Khrushchev, Leonid Kravchuk, Leonid Kuchma, Viktor Yushchenko, Viktor Yanukovych, Yulia Tymoshenko, Oleksandr Turchynov, Petro Poroshenko and others; national and historical places: Independence Square, Kiev Golden gates, Askania-Nova, Sophia Park, the Pyramid-tomb, Odessa Opera and Ballet Theater, Vorontsov lighthouse, *etc.*);

b) China (Ancient civilization: the Xia epoch, the Shang epoch, the Zhou epoch; dynasties: the Zhou dynasty, the Jin dynasty, the Han dynasty, the Tan dynasty, the Ming dynasty; historical events: the creation of the feudal state of Qin, Great Silky Way, Xinhai revolution, opium wars, the Sino-Japanese War; outstanding

historical figures: Laozi, Confucius, Menzi, Mao Zedong, Deng Xiaoping, Jiang Zemin, Xi Jinping and others; achievements: paper, movable type printing, the invention of the compass, porcelain, silk, mirror, paper dragon; national and historical places: the Great Chinese Wall, Forbidden city (Imperial Palace), The Terracotta Army, the Mausoleum of the first Qin Emperor, *etc.*);

c) Great Britain (historical events: Norman conquest, the battle of Hastings, wars of the Roses, the Civil War, the Industrial Revolution; outstanding historical figures: Julius Caesar, King Arthur, William The Conqueror, King Henry VIII, Oliver Cromwell, Queen Victoria, Margaret Thatcher, Queen Elizabeth II and others; national and historical places: Stonehenge, Hadrian's wall, Wellington Arch, Big Ben, the British Museum, the Houses of Parliament, Buckingham Palace, Westminster Abbey, the Tower, *etc.*);

d)* the USA (historical events: Indian wars, the American Revolution, the Mexican War, the Civil War, the World War II; outstanding historical figures: C. Columbus, A. Vespucci, G. Washington, J. Madison, A. Hamilton, B. Franklin, T. Jefferson, T. Edison, T. Roosevelt, H. Truman, J. Kennedy, R. Reagan, B. Obama and others; historical objects and events: the "Mayflower", the atomic bomb, the Cold War, the Korean War, the Vietnam War; the Ku Klux Klan activity; national and historical places: Bryce Canyon National Park (Utah), Mount McKinley (Alaska), The Golden Gate Bridge (San Francisco), Fire Waterfall Yosemite National Park, Grand Canyon National Park (Arizona), Death valley (CA), night Las Vegas, Statue of Liberty, *etc.*).

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

a) the Ukrainians (the main features of mentality: humanity, mercy, family democracy, individualism, love of freedom, frugality, diligence, ambition, optimism, soul philosophy, emotionality; mentality types: female priority vs the male; ethnic

symbols: the symbol of the Mother-housewife, the symbol of the grain-grower, the symbol of the protector (the Cossacks), etc.);

b) the Chinese (full opposition to the European mentality; typical features of the Chinese: patience, suggestibility (may transfer into fanaticism), discipline, teamwork, generosity to each other, patriotism, high self-esteem, perseverance, solidarity, external peacefulness, kindness, hospitality, thrift, pragmatism, efficiency, obedience);

c) the British (snobbery, conservatism, tradition, scanty expression of emotions and feelings, closed to discuss details of their private life, specific humour);

d)* the Americans (patriotism, politeness, kindness, openness, surplus gesticulation, rich mimics, love for sport, aspiration to stick to rules, workaholism, America-centrism, business-like character, enterprise, business aggressiveness, treating a woman as an opponent, female independence from males).

It is significant to note that this is mentality in which centuries-old experience of the nation influenced by cultural, historical, geopolitical, natural, climatic and other factors is stored. Every polylingual translator must possess the information regarding the specificity of native speakers to perceive their inner world in connection with external circumstances; he / she is also to have skills to react immediately and interpret adequately interlocutors' verbal and non-verbal means aimed at expressing their deep spiritual content within a particular situation alongside with the skills to foresee behavioral models of the representatives of "alien" and native cultures. The translator's ability and readiness to understand native speakers' mentality as well as his national features are among the most essential ones [1, p. 17].

According to R. Milrud's point of view, national mentality is manifested in three hypostases: knowledge, conduct (communicative behavior, to be more exact) and relations; lack of them may cause abundant misunderstanding during cross-cultural communication. We agree with the definition of the notion "*mentality*" proposed by Ye. Podolska and other authors (V. Lykhvar, K. Ivanova) who correlate this phenomenon with the spirit of a certain culture incarnated in people's aggregate

of ideas, emotional experience, attitudes; mentality defines people's common vision of the world [4, p. 36].

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

LINGUOCULTUROLOGICAL BACKGROUND unites culturological knowledge within Ukraine, China, Great Britain / the USA with linguistic means of their (that of the knowledge or information) reproduction in a particular situation of cross-cultural communication in Ukrainian, Chinese, English or Russian.

Thus, *the culturological approach* to professional-speech training targeted for the future translators majoring in Chinese comprises an aggregate of means facilitating their integral obtaining of culturological and linguistic knowledge and skills; the basic determinants of the approach are these: national and cultural heritage, ethno-mentality, nationally marked socio-communication and linguoculturological background of the people representing Ukraine, China, Great Britain / the USA.

There is no doubt that the culturological approach lays the person-oriented foundation of the translator's professional activity, according to which a specialist himself / herself chooses a way to achieve a goal; the chosen way being adequate to moral guidelines, ideological principles, religious beliefs, ethical and aesthetic considerations and other moral values [7, p. 121–127]. Cross-cultural basis of teaching (foreign) languages presupposes the parity of national and non-national cultural values, which enables unimpeded entrance of a translator-orientalist into cultural and professional space.

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