

ISSN 2414-4746

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

**2016
ISSUE № 2**

May 16 – 17, 2016

Odessa, Ukraine

Harbin, the People's Republic of China

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; Harbin, China

Issue № 2

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

Odessa, Ukraine, 2016

Harbin Engineering University

Harbin, the People's Republic of China, 2016

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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, 2016. – Issue 2. – 145 p.

The second 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 psychological aspects of overseas students' and teachers' adaptation to study / work abroad.

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.

ISSN 2414-4746

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Recommended for press

by South Ukrainian National Pedagogical University named after K. D. Ushynsky,
by Harbin Engineering University

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Odessa, Ukraine

Harbin Engineering University

Harbin, the People's Republic of China

May 16 – 17, 2016

SECTION III
PROFESSIONAL TRAINING OF SPECIALISTS WITHIN
POLYCULTURAL EDUCATIONAL SPACE: TOPICAL ISSUES

UDC: 378+372.32+37.03+372.461

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**INFLUENCE OF A POLYCUltURAL ENVIRONMENT ON THE
FORMATION OF A SPEECH PERSONALITY**

The phenomena “linguistic personality” and “speech personality” including their notional meaning are analysed in the article. The author’s interpretation of the definitions “speech personality”, “bilingual speech personality” and “polycultural speech environment” is represented; the factors facilitating the influence on the formation of child’s speech personality are revealed.

Key words: *linguistic personality, speech personality, polycultural speech environment, developing polycultural speech environment, factors, bilingual speech personality.*

Multiculturalism is typical of the today's speaking-cultural picture of Ukraine. The general globalization of the world, which is obvious nowadays, has caused one of the main modern contradictions – the one between the attempt to draw peoples closer and their desire to reserve their ethno-cultural identity. When getting into some other cultural environment, a speaker occurs practically in a quite different world of sociocultural values and linguistic-communicative laws of communication, which generates a new contradiction – the one between the speaker's attempt to master a few languages for cross-cultural communication and the necessity to master his / her mother tongue and an official language of his / her Motherland within a multicultural state. Thus, a set of communicative and cultural problems arise; they need to be thoroughly investigated and solved – multilingualism, polylingual education, bringing up a communicative, linguistic, multilingual personality within a multicultural educational environment.

Education of a person within a multicultural space has become the subject of research initiated by many scientists (R. Ahadulin, L. U. Alimova, F. Ye. Batsevych, N. V. Bondarenko, O. V. Hukalenko, I. P. Hudzyk, G. Dmitriev, N. Ye. Myropolska, A. K. Solodka and others).

The polycultural approach to the formation of the linguistic education contents presupposes language study in a non-isolated way, but in the context of its spirituality and culture representation alongside with the interconnections with spiritual heritage of people who live next door, creation of conditions for a parity dia- and polylogue of cultures, their mutual enrichment, integration into the Ukrainian national culture and together with it – into the world one [1].

The formation of a fully-developed, competent, creative personality of a Ukraine's citizen – a representative of ethnic, national and universal values who lives in harmony with the environment and him / her himself / herself – must become the goal of the linguistic education within a multilingual region; the sub-goals are to teach understanding of a new culture (cross-cultural mutual

understanding); to master cross-cultural communication, skills to communicate with native speakers representing some other culture. The idea, spirituality, communicative and universal culture, peculiarities of world perception, world attitudes and people's creativity as its bearers represented by a language should be chosen as the subject of education in pre-school establishments and schools of ethnic communities rather than a language, extracted from a system of practical acts. Language can and must become a culturological discipline [1, p. 16].

This strategy enables structuring of linguistic education within a multicultural space and induces us to define key notions which are to be subject of further experimental research; they are: linguistic and speaking activities, a linguistic, polylinguistic and speech personality, a multicultural speech environment, its specificity and types as well as the influence of a multicultural environment on the formation, first of all, of a communicative personality at the stages of the first and second pre-school childhood.

Since the development of a personality is realized in the process of activity, any human activity is accompanied by a language and speaking. That is why there function two notions "linguistic" and "speaking / speech" activities in scientific circulation; their definition and priority while communicating are still to be discussed today.

Success of a speaking activity, its effectiveness, in its turn, depend on a person, his / her level of speech development, communicants' speech culture and speech (of those ones who participate in a speaking activity). This is the reason why scientists have paid much attention to the scientific phenomenon "linguistic personality" lately (H. I. Bohin, Y. Vaisgerber, T. M. Dridze, Yu. M. Karaulov, O. O. Leontiev, V. A. Maslova, L. I. Matsko, I. P. Suslov, S. O. Sukhih, V. V. Tarasun and others).

Yu. M. Karaulov has elaborated a hierarchical model of a linguistic personality who, in his opinion, has three structural levels: verbal-semantic,

cognitive and pragmatic – the highest one. The designated three levels of a linguistic personality, according to the author's words, correlate with three aspects of communication: communicative, interactive and perceptive [3, p. 99]. It should be mentioned that Yu. M. Karaulov has characterized a unified type of a linguistic personality.

V. V. Krasnykh is the first scientist who has implemented the notion “speech personality” into a scientific circulation. The author singles out these structural components of a speech personality:

- a person-speaker, in other words, a personality who presents a speaking activity alongside with other types of activities;

- a sole linguistic personality – a personality who manifests himself / herself in a speaking activity having a set of linguistic knowledge and views;

- a speech personality who manifests himself / herself in communication, chooses and realizes a particular communicative strategy and tactics, a repertoire of means;

- a communicative personality – a certain participant of a communicative act who acts in a real way in a real communication [3].

As we can see, in the scientists' works (Yu. M. Karaulov, V. A. Maslova, V. V. Krasnykh and others) a personality has two types – linguistic and speech-oriented. In Yu. M. Karaulov's point of view, a unified type of a linguistic personality presupposes a variety of speech personalities. A speech personality, as the author affirms, is a linguistic personality within a paradigm of a real communication, an activity, to be more precise. In its turn, a linguistic personality is a multileveled and polycomponential paradigm of speech personalities [3, p. 119].

The main means which enables individual's transformation into a speech personality, according to V. A. Maslova's conception, is socialization in three aspects: a) a process of person's involvement into certain social relations; b) a speaking-mental activity in compliance with norms and laws of a certain ethno-

linguistic culture; c) a process of mastering laws of people's social psychology [4, p. 121].

Therefore, we interpret the notion "linguistic personality" as a highly developed personality, a bearer of both a national-communicative and an all-human culture, who possesses a sociocultural and linguistic store, speaks a mother tongue, a state language and other languages fluently within a multicultural space, uses the obtained polycultural knowledge and communicative skills adequately in the process of cross-cultural communication with different categories of population.

One should consider a speech personality as person's individual communicative abilities and his / her capability to use the gained linguistic norms, its intonational and artistic expressive means in a creative way while communicating with other interlocutors.

A linguistic personality is not born, it is rather formed and developed in the process of learning, education, communication – in different kinds of activity, to be more precise. The formation of a linguistic person starts at an early age, with the moment when a child masters a practical use of his / her mother tongue; whereas we deal with a speech personality when communicating with adults and coevals.

Thus, we associate a preschool child's, who is an alumnus of a preschool establishment, speech personality with his / her developed speech (phonetic, lexical, grammatical, speaking-dialogical and monological) and communicative competences; a personality who is characterized by the skills to speak a mother tongue in an adequate and appropriate way in different everyday situations, to tell, to explain, to speculate, to evaluate, to use both linguistic, extra-linguistic and intonational expressive means, forms of respect, to follow his / her own speech and other people's speech, to correct mistakes, to realize himself / herself creatively.

A child who is brought up within a multicultural space surrounded by two languages (a mother tongue and a state language) is considered to be a bilingual speech personality who differentiates and comprehends a presence of different languages within a surrounding socium; he / she differentiates a sound composition of a mother tongue and a state language, understands the second language (adults' speech, fairy tales, narrations), has a possession of dialogical and monological speech, recites poems, tells fairy tales, narrates, retells Ukrainian texts and speaks a mother tongue and a state language depending on a communicative situation.

A guiding means facilitating the formation of a speech personality at an early preschool and a junior school ages is a speech environment. The influence of an environment on a child is not one-sided – a child acts successively within the systems “an environment – a child”, “a child – an environment”. The designated interaction determines as well the development of all the child's psychological processes and functions connected with a speech environment.

We understand the notion “speech environment” as a set of family, everyday, social and pedagogical no-organized and targeted conditions of communication intended for interlocutors within the systems “an adult (parents, relatives, an educator, a teacher) – a child”, “a child – an adult”, “an adult – an adult”.

A speech environment can be of these kinds: monolingual-dialectal which presupposes communication by means of a mother tongue; bilingual (closely related languages); bilingual which presupposes functioning of different non-related languages (Moldavian – Ukrainian, Ukrainian – Hungarian) and multilingual which is equal to a polycultural environment or “polycultural educational space”, according to O. V. Hukalenko's terminology [2].

The above mentioned explains the necessity of defining the phenomenon “polycultural educational space” because Ukraine is a multicultural state where diverse polynational communities reside within one and the same territory using

different languages while communicating (the Carpathian region – Prykarpattya, the South, the Crimea, in particular).

A polycultural speech environment is interpreted as a limited, sociocultural, communicatively multilingual space within the territory of which speakers-representatives of different nationalities co-reside and cooperate, those who have a good command of their native language and are, at the same time, united by means of one (or some) state language; those who abide the main communicative laws and the rules of cross-cultural and international communication.

A speech environment which surrounds a communicant can be spontaneous non-stimulated, stimulated and natural according to its influence on person's speech development. A passive speech interaction is typical of a spontaneous non-stimulated speech environment. A speaker perceives adults' speech as well as all representatives of this environment the way he / she hears it, the speech which is inherent of this very speech community. A child-speaker feels its influence indirectly in the process of everyday communication in a family, *socium* (outdoors, with friends, in a preschool establishment, at school, *etc.*). A spontaneous non-stimulated multilingual speech environment causes the phenomena of interference, child's unconscious speech errors based on interfering of some elements typical of one language into speech realized by means of other languages.

A stimulated multilingual speech environment is an organized process aimed at teaching several languages and speech development at different age stages at educational establishments of various types which is accompanied by a pedagogically stimulated speech interaction of a pedagogue and pupils.

A stimulated polycultural environment prevents from arising interferential influences, facilitates speaker's conscious mastering of two or more languages starting with an early age being guided by a pedagogue who has a good command of several languages – in other words, a biglot and a polyglot.

A natural polycultural speech environment is a maximally active initiative interaction of a child and other participants of communication – multilingual interlocutors; this is a kind of child's immersion into an active multilingual activity within a restricted inter-cultural space (musical mornings, international holidays, involvement into performing diverse national rites, customs; acquaintance with national clothes, dishes, cuisine, etiquette, *etc.*).

A polycultural speech environment might produce an effective influence on a child and his / her speech due to its developing function.

A developing polycultural speech environment means potential possibilities of a positive influence of various factors in their interaction on child's speech development and formation of a bilingual (polylingual) speech personality (biglot, polyglot) alongside with mastering of a mother tongue of an ethnic community, a state language as well as a foreign language.

Therefore, we may conclude that both a spontaneous and an organized speech environment may have a developing potential. It depends, first of all, on a speech quality, culture of speech and speakers' linguistic personalities who surround a child, the people who a child regularly communicate with and other stimulating factors. Pupils' impeccable knowledge of a mother tongue and a state language is proved to be positive fundamentals of study of foreign languages at high and higher schools, which predetermines perspectives of further research.

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多元文化的环境影响语体的形成

这篇文章是专门在人声音形成的背景下，多元文化环境的作用，乌克兰的现代文化的图片是不同的文化协同操作在其境内。对此，本文讨论的扬声器的掌握跨文化对话以及需要进行彻底的占有自己的母语，并在多国国家权力多种语言的愿望之间的矛盾。

本文试图描述多元文化的方式来文学教育，它涉及到语言的学习内容的形成不是孤立的，而是在上下文中，它提供了对精神和文化，人民的精神遗产的关系，共处，创造平等的径和文化及其相互充实的先决条件并纳入国家乌克兰文化，有了它 - 走向世界。

文章提出了“语言”和“讲话”的人格现象的分析。的“言语人”，“双语演讲个性”，“多元文化的演讲环境”的概念，笔者的定义，并规定了单独的声音形成的影响因素。

根据该语言的人理解为是一种高度个性化的，语音的国家航空公司和人类文化，该公司拥有的社会文化和语言储备，通信自由公顷的原生和国家的语言，以及在多元文化环境外语;谁使用这充分多元文化技能，语言技能和能力在不同类别的人群跨文化交际过程的人。

语音性格被看作是人，其创造性地利用所学的语言规范，其语调和艺术具象的手段与其它通信沟通的过程中倾向个人演讲能力。

双语演讲孩子的个性与谁在一个多元文化的地区长大的孩子相关，通过两种语言包围（本地和状态），区分和识别社会不同语言的存在，区分本地和国家语言的声音结构，了解其他语言（我们大人，童话，叙述），拥有对话和独白式的讲话，吟诗，传说，故事，讲述了乌克兰的文本和在家乡乌克兰的语言沟通，并根据语音情况。

多元文化的演讲环境被解释为有限，社会文化，多语言的交际空间，其领土内的生活和工作的不同民族的代表一起，说他们的母语，并在关联的同时一个（或多个）国家语言;谁的居民都受到了基本的法律和法规的交际文化和种族间的对话。

多元文化的方法来早期学龄前孩子的双语演讲人格的形成决定了外语在中学和高中的学习，这是一个大有希望对有关问题的进一步研究的成功。

关键词: 语言个性，言语身份，多元文化的演讲环境，发展环境的演讲因素，双语演讲的个性。