

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

Editorial Board

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

Professor Yao Yu, Harbin Engineering University, Harbin, China

Professor (Associate) Rustam Shodiev, Tajik National University, Dushanbe, Tadjikistan

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

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

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

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

Professor Kong Desheng, Harbin Engineering University, Harbin, China

Professor Jin Hongzhang, Harbin Engineering University, Harbin, China

Professor Liu Jun, Harbin Engineering University, Harbin, China

Professor Zheng Li, Harbin Engineering University, Harbin, China

Professor Chen Hong, Harbin Engineering University, Harbin, China

Professor Cheng Zaoxia, Harbin Engineering University, Harbin, China

Professor (Associate) Ding Xin, Harbin Engineering University, Harbin, China

Professor (Associate) Aleksandra 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, 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

©All rights reserved

Recommended for press

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

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

Harbin Engineering University

Harbin, the People's Republic of China

May 16 – 17, 2016

meaning explanation; word collocations and comparison are used for usage explanation; morpheme analysis, imagination, association and repetition are used for expanding, practising and reviewing vocabulary. These methods, if used in a complex, promote vocabulary teaching.

Keywords: *Ukrainian students, elementary and pre-intermediate students, vocabulary teaching methods, to master Chinese vocabulary.*

UDC: 378+372.32+37.03+372.461

娜科讷窃拿亚 丽丽娅

硕士, 中文文学与汉语教师,

培训班 “Interlingua”,

18 a, 伊法与 彼得夫 街, 敖德萨, 乌克兰

上汉语课训练听力与阅读

本文章介绍上汉语课如何培训听力与阅读。学好汉语要掌握说话, 鞋子, 听力与阅读能力。阅读与精力是接受性语言技能。阅读分两种类: 泛读与精读。如何进行泛读和精读。有什么样的了解课文全貌的示范的练习与看懂课文具体的意思示范练习。听力也可以分两种类: 精细听力与粗放听力。阅读或听力课的重要教学步骤。有什么样的交际性练习。

重点词语: *培训听力与阅读, 接受性语言技能, 泛读与精读, 示范的练习, 精细听力与粗放听力, 教学步骤, 交际性练习。*

学习外语主要目的是了解不同文化, 更好了解沟通与外国友人的合作交流。学习汉语也不例外。中国发展越来越好所以愿意学习中文的学者也越来越多。但是因为汉语跟西方语言完全不一样, 所以学习汉语跟学习

俄语，英语等等也不一样。汉语言文字的一个突出特点是以形写意，这与汉民族思维的具象性相关。学好汉语要掌握**说话**，**写字**，**听力与阅读**能力。其中最后两个专家叫做接受性语言技能。它们帮助人听懂中国话与看懂中文。说话与写字帮我们表达自己的观点与思想。

阅读

众所周知我们一定要学会阅读。因为大家应该看懂书，报纸，文件，手机短信，路上广告等等。学汉语的学生该用汉语阅读。专家把阅读分两种类：**泛读**与**精读**。介绍一下：泛读一般学生在业余时间阅读的方法，有时候阅读就是为了享受或查资料，比如说睡觉前读你喜欢的书或刊物。泛读的目的是用汉语看懂你喜欢的书，画报，网站或网络资料。

上课时学生一般进行精读。用短文读后做练习。阅读的目的是培养与发挥学生阅读的能力。什么样的能力？就是了解课文全貌与了解具体的意思或略读（浏览）。一般老师先让学生浏览课文后进行精读。精读的除了看懂中文，认识更多汉子，阅读速度，了解中国历史故事，文化等等有关的方面

了解课文全貌的示范的练习是下面的：

- 阅读后判断：课文主要注意是什么？
- 老师提问，学生回答（3-4 个问题）
- 读后连接图片与标题或者排列段。
- 作者是什么意思？

专家把泛读英文叫做“skimming”，具体翻译“从牛奶上面揭去 jiēqù 奶皮子”意思是取精用宏。

看懂课文具体的意思示范练习是下面的：

- 读后回答具体的问题：谁？什么时候？在哪儿？等等
- 读后找到划线的词语
- 阅读后选择正确的答案

- 根据课文内容判断正误
- 选择对下列划线词语的正确解释
- 连起来句子两部分
- 用恰当的词语填空
- 备选方案选择

做练习之前教师应该明明解释怎么做这种练习。我想强调：阅读课文这不是练习的目的。每个练习都有交际目的，比如说，读后翻译电子邮件，杂志的文章或某个博客等等。

听力也是掌握外语重要的技巧，听力也可以分两种类：**精细听力**与**粗放听力**。进行听力不但要注意怎么用单独词语，而且也要注意语法结构。

上课时训练听力或看教学的录像就叫做精细听力。业余时间看中国电影，电视节目听中文广播等等享受的活动叫做粗放听力。听力明白大概的意思跟浏览课文的示范的练习差不多一样。我想强调：听会话这不是练习的目的。听力也练习都有交际目的，比如说，听广播，讲座，故事，报告等等。

看教学的录像后做练习也会发挥学生听力的能力。这下上课的目的让学生掌握某种词语与重点句型后阅读或集中注意力听。

专家推荐用这种阅读或听力课的**教学步骤**：

1. 引起学生的兴趣。
2. 处理生词（介绍可以用的与不可以用的生词和汉字）
3. 描写图片与猜测，看教学录像，听教学录音
4. 了解课文或会话全貌
5. 训练听力与阅读
6. 练习与运用（按照处理的词语与提供的材料做练习）
7. 交际性练习，比如说：

- 复述课文或会话
- 讨论问题
- 角色扮演
- 写报纸或杂志的文章
- 给朋友写信或短信
- 看图说话

需要强调是在培训班上课时不能分听力课与阅读课，所以教师可根据课时的多少及学生水平能力，酌情配合训练阅读与听力。这样就可以根据中国成语“一箭双雕”上一节课时发挥学生听力与阅读能力。

参考文献：

1. 主编：刘珣 // 新实用汉语课本，第二册，教师手册. - 北京语言大学出版社，2006年 - 118页
2. 主编：刘珣 // 新实用汉语课本，第一册，教师手册. - 北京语言大学出版社，2006年 - 138页

Nakonechna Liliia Vasilievna

*Master of Sciences, teacher of the Chinese language and Literature,
Foreign languages courses “Interlingua”, Odessa, Ukraine*

PERCEPTION SKILLS AT THE LESSONS OF CHINESE WHILE DEVELOPING LISTENING AND READING SKILLS

Perception skills are those skills in which we receive language. Those skills are: Reading and Listening. And they involve active participation on the part of the reader or listener. Students can cope with a higher level in receptive skills than they can with language production. Linguists distinguish two types of reading.

Extensive reading (or free reading, book flood, reading for pleasure), is a way of language learning, through large amounts of reading. As well as facilitating acquisition and learning of vocabulary, it is believed to increase motivation through positive affective benefits. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a *means* to an end. It may include reading simply for pleasure or reading technical, scientific or professional material. This latter type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read, either on its own or after scanning or skimming, will give a global or general meaning.

Intensive reading is slow, careful reading of a small amount of difficult text – it is when one is "focused on the language rather than the text". Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in itself. Intensive reading = Reading for detail = Accurate reading.

Intensive Listening is when we listen to specific information while extensive listening is listening to the gist or summary of a text.

Extensive Listening is a way to improve listening fluency. It involves listening to (or being involved in) massive amounts of text, text which learners can understand reasonably smoothly and high levels of comprehension.

Detailed comprehension work gives students a good opportunity to study the finer points of the text and so learn more about how the language is used. Intensive reading / listening is typically used with short sections or sentences when we need to understand or study information or language use in detail.

These are some typical tasks to teach reading and listening skills.

- Identifying the topic: good readers and listeners are able to pick up the topic of a written or spoken text very quickly. With the help of their own

schemata they quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

- Predicting and guessing: both readers and listeners sometimes guess in order to try and understand what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial glance or half-hearing - as they try and apply their schemata to what is in front of them. Their subsequent reading and listening helps them to confirm their expectations of what they have predicted or to readjust what they thought was going to happen in the Light of experience.

- Reading and listening for general understanding: good readers and listeners are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading and listening for such 'general' comprehension means not stopping for every word, not analysing everything that the writer or speaker includes in the text. A term commonly used in discussions about reading is skimming (which means running your eyes over a text to get a quick idea of the gist of a text). By encouraging students to have a quick look at the text before plunging into it for detail, we help them to get a general understanding of what it is all about. This will help them when and if they read for more specific information. Gist reading and listening are not 'lazy' options. The reader or listener has made a choice not to attend to every detail, but to use their processing powers to get more of a top-down view of what is going on.

- Reading and listening for specific information: in contrast to reading and listening for gist, we frequently go to written and spoken text because we want specific details; we may listen to the news, only concentrating when the particular item that interests us comes up.

- Reading and listening for detailed information: sometimes we read and listen in order to understand everything we are reading in detail. This is usually

the case with written instructions or directions, or with the description of scientific procedures; it happens when someone gives us their address and telephone number and we write down all the details.

Key words: receptive skills, reading, listening, extensive reading and intensive reading, formal exercise, intensive listening, extensive listening, communicative exercise.

UDC: 371.15+81'253=581+372.461

Popova Oleksandra Volodymyrivna,

PhD in Pedagogical Sciences (Candidate of Pedagogical Sciences), Associate

Professor at the Faculty of Translation, Theoretical and Applied Linguistics,

State institution “South Ukrainian National Pedagogical University

named after K. D. Ushynsky”,

26, Staroportofrankovskaya Str., Odessa, Ukraine

**PEDAGOGICAL CONDITIONS FACILITATING PROFESSIONAL
AND SPEECH TRAINING TARGETED FOR THE FUTURE
TRANSLATORS OF THE CHINESE LANGUAGE**

The article is devoted to the study of efficient linguo-methodical, psychological and pedagogical conditions facilitating professional and speech training targeted for the future translators of the Chinese language within university pedagogical education. The phenomenon “pedagogical conditions facilitating professional and speech training targeted for the future translators-orientalists” is analysed; the main pedagogical conditions enabling a resultative training are specified.