

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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Harbin Engineering University

Harbin, the People's Republic of China

May 16 – 17, 2016

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

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**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.

***Key words:** pedagogical conditions, professional and speech training, future translators of the Chinese language, translators-orientalists, university education.*

Theoretical and practical investigations of efficient means enabling the formation and development of translation competence of the future translators-orientalists within a pedagogical university confirms the urgency in defining and grounding the pedagogical conditions contributing into mastering of its teaching / learning process.

It seems to be of great importance to solve a problem which may arise because of the controversy between the contents of the professional training targeted for the future translators according to the requirements of the labour market and the specificity of a teaching / learning process at a pedagogical establishment of higher education. This very problem stipulates the **aim** of the article – to study 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 solution of this problem presupposes the fulfilment of these *tasks*:

- 1) to determine and define the pedagogical conditions of the designated training;
- 2) to specify the essence of the pedagogical conditions enabling a resultative training targeted for the future translators of the Chinese language.

The encyclopaedic sources interpret the term “condition” in these ways: - as a philosophic category expressing relations between a subject and its objects without which it cannot exist; as a circumstance on which something depends” [6, p. 327].

In Psychology, a related science to Pedagogy, the notion “condition” is considered within the domain of psychological development and correlated with the aggregate of inner and outer causes which determine people’s psychological

development, speed it up or slow it down, effect the process of development, its dynamics and final outcomes [1, p. 270-271].

The analysis of specialized literature enables us to state that there does not exist any universal approach to the definition of the notion “*pedagogical conditions*”. The set of the most common components revealing the essence of the phenomenon includes these determinants: conditions, opportunities, factors of an educational process. Native and foreign scientists (Yu. Babanskyi, M. Borytko, O. Brazhnych, O. Gokhberg, M. Yevtukh, I. Zazyun, V. Konyukhov, O. Kopus, A. Malykhin, M. Makhmutov, A. Nain, M. Pentylyuk, P. Pidkasystyi, N. Postalyuk, O. Savchenko, M. Fitsula, I. Khoreev, O. Chalyi, T. Shamova and others) equate pedagogical conditions and circumstances; these are the pedagogical conditions which influence an aggregate productive process enabling the formation of the designated competence provided that a student / students actively participates / participate in this very process.

On the other hand, pedagogical conditions function as indicators specifying the degree of performance of the State standards and requirements to educational activity which aim at training a highly qualified professional.

Let us accumulate the results of the research devoted to the issues of determining pedagogical conditions by different scientists. We may consume the qualitative feature of the main processes and phenomena occurring within an academic-and-educational space, normative approach to the organization of activities and improvement of the interaction between subjects and objects of the pedagogical process while solving certain didactic tasks. We have defined three constituents of the notion “condition” when dealing with pedagogy, they are: 1) a totality of circumstances and reasons which influence person’s development, study and bringing-up; 2) the capability of pedagogical conditions to accelerate or slow down the educational process, influence their dynamics and outcomes; 3) conformity with standards and normative requirements to education.

Thus, we interpret *pedagogical conditions* as a totality of interrelated factors enabling organization, monitoring, regulation and interaction of subjects and objects of some pedagogical process while realizing a particular aim. By *pedagogical conditions of professional and speech training targeted for the future translators of the Chinese language* we understand outer factors of effective realization of the pedagogical aim – to form translation competence, – which are purposefully created by a teacher to make a positive influence on the educational process.

There were singled out these pedagogical conditions of the designated training: • students' positive motivation to the translation activity within the domain of the Chinese language; • interaction of Humanitarian and Linguistic disciplines alongside with training methods within the process of translation competence formation of the future Chinese translators; • students' immersion into active self-guided professionally oriented translation activity with the Chinese texts and native speakers; • actualization of interactive organizational forms of students' educational translation activity under conditions of pedagogical education; • future translators' awareness (at the level of beliefs) of the significance of the translation activity within a multicultural environment. Let us designate the essence of each of them in the spectrum of the research.

The choice of the profession of a translator-orientalist by a school-leaver is predetermined by his / her positive motivation, based on a dream, to study the Chinese or some other language / languages, the motive, in other words (the reason why the Chinese language), and the aim (student's final desirable outcome). That is why the pedagogical condition "*students' positive motivation to the translation activity within the domain of the Chinese language*" was designated as the first one.

The positive motive in choosing the profession of the Chinese translator is correlated with the foreseen positively oriented events which stimulate functioning in this profession: - business trips abroad; - acquaintance with the

Chinese realities and traditions (Chinese cuisine, customs, medicine, gymnastics Tai-Ji and Wu-Shu, art, *etc.*), history of China, its literary heritage, scientific and technical advancement, philosophical and pedagogical determinants (Confucianism, Taoism, *etc.*); - diverse improvements and advancements of the Celestial Empire; - experience exchange with oversea colleagues). A student associates the *goal* with a successive employment and corresponding wages, which presupposes these strategic vectors: - fluent speaking Chinese within professional cross-cultural communication; - mastery in Chinese character writing; hieroglyphic etymological, semantic and decoding skills; cultural awareness; - trouble-free realization of all types of translation – oral (consecutive and simultaneous) and written (full / contracted translation of texts representing different genres) using information and communication technologies (ICT).

The pedagogical component is responsible for the formation of the future translator's motivational sphere from the viewpoint of education: - formation of professional and speech competence of the future translators of the Chinese language within a multicultural environment; - development of interest and tolerance towards the culture of the Celestial Empire (including the countries the languages of which are studied) reserving moral attitudes to the native cultural heritage; - bringing up of professional communicative ethical behaviour of a future translator-orientalist.

There were determined the key methods and forms activating motivation and involvement of the future translators of Chinese into learning Sinology and profession fundamentals through positive emotions: - lectures, mini-lectures, practical tutorials and seminars having a discussion-analytical character close to professional activity by their forms and contents; - professionally motivated self-guided / independent work, research activity (participation in scientific conferences; essay, report, abstract writing; presentation of research outcomes using ICT; pure analytical (professionally) significant tasks (linguistic analysis

of original texts, translation analysis of original and target texts), preparation of annotated, contracted and full retelling and translation of authentic texts; - creative-productive quazi-professional tasks – role-play / business games, disputes, discussions, solving conflict situations and translation tasks, participation in educational and cultural events; - anticipating professionally oriented kinds of educational activity – language practice abroad, practical training at an educational establishment, reporting, linguistic-translation practice with native speakers, *etc.*

The overcoming of educational tasks strengthens both students' positive motivation for further mastering of their future profession and their desire to raise a proficiency level of the Chinese language and some other foreign language. The formation of the educational motivation facilitates the overall development of student's personality.

Interaction of Humanitarian and Linguistic disciplines alongside with training methods within the process of translation competence formation of the future Chinese translators was chosen as the second pedagogical condition within the initiated training. We define the notion “*interaction*” as a kind of collaboration-synergy of Humanitarian and Linguistic disciplines alongside with training methods aimed at generating future orientalists' translation competence taking into consideration the specificity of a region's linguistic environment where a training course is performed.

The realization of interdisciplinary connection within the contents of education was investigated by Yu. Babanskui, G. Ball, N. Bibik, A. Bogush, V. Bondar, O. Gluzman, S. Goncharenko, V. Davydov, M. Yevtukh, O. Kopus, V. Maksymova, V. Stativka, M. Fitsula and other scientists.

The topicality of the arising demand for synthesizing scientific knowledge accumulated from different areas is grounded in the works of foreign and native scientists. The first issue to be considered is the formation of a new integrative

type of thinking which is the very characteristic of a modern person and presupposes integration of knowledge obtained from various disciplines for solving some particular complex task. A disciplinary interaction represented in education is predetermined by modern scientific achievements due to interaction of social, economic, political and natural kinds of knowledge.

We have involved all possible interdisciplinary connections in accordance with the bachelor course curriculum. In our opinion, Translation Studies and linguistic disciplines are the bases for diverse interaction. Therefore there has been determined and “extracted” the information from different disciplines in compliance with the contents of the componential competencies comprising the integrated translator’s competence at each stage of their training; there have been analysed the possibilities to use it in curricula and a teaching / learning process. Integration of Humanitarian and Linguistic disciplines alongside with training methods facilitates effective formation of the future orientalist’s translation competence to a great extent.

Interdisciplinary connections enable increase of fundamental knowledge, its classification, universalization and globalization, development of students’ logical thinking, its systemic and creative use. A thorough study of the related professionally oriented disciplines allows avoiding duplication of educational material, saving time for mastering these disciplines, enriching and diversify their contents.

Students’ immersion into active self-guided professionally oriented translation activity with the Chinese texts and native speakers was chosen as the third pedagogical condition. This condition presupposes organization of an active professionally oriented educational speaking activity for the future translators of Chinese with the help of specially modelled communicative and role-play quasi-professional situations in order to motivate students for professional “speech-and-translation” activity while dealing with Chinese texts and native speakers in the framework of which students can demonstrate the

obtained linguistic knowledge and specific technological skills to use translation-instrumental means. Let us specify these forms and means: business / role-play games; disputes, discussions; solution of conflict situations, translation tasks; participation in educational and cultural events; language practice abroad, practical training at an educational establishment, reporting, linguistic-translation practice with native speakers, *etc.*

Communicative situations modelling and their realization in business / role-play games enable the future translators to comprehend conceptual and procedural aspects of professionally oriented translation-educational speaking activity; to master their skills of work with informational encyclopaedic and dictionary sources; to develop their professionally-marked and self-administrating abilities; to get acquainted with the components of the future translator-orientalists' *professiogramma*.

While on language practice in China, the future professional of translation are involved into non-interrupted communication with native speakers during a fortnight, a semester or an academic year according to a chosen programme. This is abroad where students devote more time to the work with dictionaries as the natural Chinese-speaking environment surround them in all spheres of their everyday life (culture, traditions, Philosophy, cuisine, education, *etc.*); the inability to understand the designated aspects makes it impossible to reside in a country the language of which is studied. While on practice, students advance their lexical (use of lexical units, word combinations, phraseological units, *etc.*), syntactical (use of certain grammatical structures), phonological (Chinese tone mastery) skills, visual skills of perception and decoding of the Chinese characters, audial skills of utterance segmentation; they are taught to identify their own and their groupmates' mistakes as well as determine correction means of educational-speaking activities, *etc.* Thus, we may confirm the purposefulness of the proposed pedagogical condition.

The fourth pedagogical condition is *actualization of interactive organizational forms of students' educational translation activity under conditions of pedagogical education.*

Interactive forms of education organization at all educational levels are considered to be efficient and positively stimulating for educational activity at today's stage of science and education development. The term "interactive" has there meanings: 1) acting on each other, agreed; 2) dialogical. If transferred into the sphere of Pedagogy, the key element of its meaning is "dialogue", a dialogue-interaction between a subject and an object of education – dialogical education, in other words.

From our viewpoint, O. Pometun and L. Pyrozhenko's conception is productive in this respect: "The essence of interactive education is that an educational process is performed due to continuous, active interaction of all students; this is a co-education, a reciprocal education (collective, team education within cooperation)..."[4].

Theoretic study of scientific sources convince that the interactive approach to education ensures an inverse connection, sincere exchange of thoughts; it forms positive relations between a teacher and students thanks to the organized activity of a social character. Interactive methods of education (professionally focused games, discussions, dramatization, *etc.*) facilitate students' immersion into the fundamentals of their future profession through the model change of the participants' communicative behavior, cognitive assimilation of translation activity norms and requirements to the translator, natural acquisition of the Chinese translator's working modes and forms of information representation.

Interactive methods of training targeted for the future translators of Chinese aim at stimulating students' interest and motivation for professional self-education; increasing their level of activeness and independence during a translation activity; developing analytical and reflexive skills; forming future

translators-orientalists' striving for collaboration in profession; bringing up a sense of empathy.

The essence of the interactive forms of translation training targeted for the future interpreters / translators of Chinese is expressed in the Chinese proverb: "Show me – I will remember; let me do it – I will understand it" (Confucius). Among traditional interactive forms of the future orientalists' education we single out these ones: translation-speech trainings, round-table, translation ring (discussion and search for effective approaches to solve translation problems), discussions and disputes (teach to think logically; substantiate one's position; make laconic, distinct, exact statements at the background of various points of view), seminars-workshops (form practical skills of oral and written translation), *etc.* The new interactive forms are represented by business games (bank of ideas – aim at developing skills to get out a non-standard quasi-professional situation and act offhand), exhibitions and fairs of translation ideas (demonstration of knowledge and skills in the sphere of Translation Studies), master-classes and other kinds. The newest interactive forms are manifested through translation workshops / studios (rational means of finding team solutions of translation tasks through presentation of students' skills to use translation means and ICT), symposium of translators-sinologists, creative hours ("Pearls of translation" – group work at elaboration of methodic recommendations how to master theory and practice of translation in the language pairs: "Chinese ↔ Ukrainian", "Chinese ↔ Russian", "English ↔ Ukrainian", "English ↔ Russian"), sessions of employers ("Crewing examinations", "Challenge at a translation bureau", "At a tourist agency" – interactive communication with potential employers, adversing of professional skills and aptitudes), alumni meetings ("Association of Confucius Institute alumni" – fruitful exchange of ideas and experience in comfortable psychological atmosphere), translation manufacture (active form of education evoking future translators-sinologists' creative research activity, it presupposes creation of a new

education-translation product in the process of its subjects' interaction), *etc.*

To sum up, modern educational space requires innovative pedagogical and information-communicative technologies, methods facilitating better adaptation to it and successful entering the profession. Interactive forms of students' educational translation activity under university conditions are the necessary condition enabling constructive collaboration of students and teachers due to specially arranged cooperative and active professionally focused activity of its participants as well acquaintance with the experience of co-professionals.

The fifth pedagogical condition of the studied training is *future translators' awareness (at the level of beliefs) of the significance of the translation activity within a multicultural environment.*

The key component of the term “multiculturalism” (or “cultural diversity”) is culture which we understand as “an aggregate of marks typical for society or a social group – moral, intellectual, emotional...But for art and literature it covers a way of life, “an ability to co-reside”, a system of values, traditions and beliefs” [3]. A translator encounters a double task – on the one hand, to comprehend the value of harmonic coexistence and interaction of cultures within both a native country and other countries of the world; on the other hand, to transform it into the translation sphere and function in it, study and adequately correlate ethno-cultural, religious-confessional, sociolinguistic, historic-geographic, public aspects of the countries the languages of which are learned.

The phenomenon “multiculturalism” correlates with global markers of democracy – pluralism, tolerance, respect for other cultures, mutual understanding, constructive dialogue-exchange of experience, achievements and cooperation. Future translators-sinologists' awareness of the role of their profession at the national and local levels in the aspect of humane attitude to the actualization of polyculturalism contributes into successful translation activity, cross-cultural communication in particular. The notion “tolerance” means readiness to help some other person or perform the power of thought and act for

him / her [5]; to be more precise, the capability and necessity to accept and respect other people's rights to be like they are without doing any harm to them.

Alongside with the notion "multiculturalism of Ukrainian education" there exists the term "polycultural area of education" which is defined in dictionaries as "a dynamic system of different in size and contents cultural fields of interaction and interrelation between the subjects of education who are representatives of certain cultural and sub-cultural experience" [2, c. 58]. The structural elements of polycultural area of education are these: subjective cultural experience, nature of cultural interests, volume of cultural information included into education.

Thus, polycultural education for the future translators of Chinese is associated with the process of purposeful socialization of students while mastering a system of national, that one of a particular state (China, Great Britain / the USA) and all-cultural values, professional communicative and empathic-tolerant skills necessary for cross-cultural professional activity-interaction with representatives of different cultural heritage realizing significance of understanding ethno-cultural diversity of communicants and ethics of professional behaviour while performing their duties. We are sure that this is the polycultural education area in comparison with other education spheres has potential facilitating solution of ethno-cultural problems.

A strategic goal of the training targeted for the future translators of the Chinese language in the framework of multiculturalism is to form their cognitive beliefs regarding importance of translation activity within a polycultural area. Therefore, we state that the designated strategy presupposes a step-by-step planning of actions (including communicative and ethic) and resources; it is realized with the help of corresponding tactics, they are – forming fundamental ideas concerning diversity and polycultural nature of the modern world, country / countries the language / languages of which is / are studied (China, Great

Britain / the USA), Ukrainian society; conviction in the value of cultural diversity and versatility in parity comparison with the Ukrainian cultural treasure; humanity, tolerance and ability to conduct an inter-ethno-cultural dialogue and cooperation within Ukraine and other countries of the world; striving for amicable solution of conflicts within a multicultural environment, if any.

One can single out these “polycultural” components of the translator-orientalist’s profессиogramma: the mastering of culturological knowledge and its realization in translation activity; assimilation of means and methods of cross-cultural interaction at the national and international levels; generating of a humane-tolerant attitude to the forms of actualization of the phenomenon “polyculturalism” as an axiological basis for people’s interaction in reality; cognitive understanding of the importance of translation activity in polycultural area.

The implementation of “polyculturalization” into the process of the future translators’ training has these stages: study of the students’ ethnic composition at the national, all-national levels and that one of the countries the languages of which are studied (China, Great Britain / the USA); identification of the main ethno-cultural markers which specify representatives of these nationalities who take part in cross-cultural communication directly and indirectly; determination of the degree of mutual influence between representatives of different ethnos comprising a students’ group; elaboration of a system of means intended for prevention of conflicts based on ethno-cultural differences and correction of a negative attitude to representatives of other nationalities and their cultural heritage through a set of collective and individual tasks (culturologically oriented exercises during students’ language practice abroad, translation practice at an educational establishment, communicative-translation practice with native speakers, reporting at conferences; group trainings and individual tutorials with students regarding the issues of multiculturalism; art-therapy using polynational

elements of different kinds of art – musical, art-graphic, sport-choreographic). The result of this educational activity is the formation of the future translators' awareness in the aspects of multiculturalism and their linguosociocultural competency as professionals of the translation sphere; both personal and social qualities and skills (creativity, skills of intercultural communication, empathy to representatives of other cultures, the ability to adapt to native speakers while performing professional duties, *etc.*) are formed alongside with the designated competencies.

Thus, the grounded pedagogical conditions (• students' positive motivation

to the translation activity within the domain of the Chinese language; • interaction of Humanitarian and Linguistic disciplines alongside with training methods within the process of translation competence formation of the future Chinese translators; • students' immersion into active self-guided professionally oriented translation activity with the Chinese texts and native speakers; • actualization of interactive organizational forms of students' educational translation activity under conditions of pedagogical education; • future translators' awareness (at the level of beliefs) of the significance of the translation activity within a multicultural environment) create optimal opportunities for the formation of the future translators-sinologists' translation competence.

Perspectives of the research are seen in the further study of reciprocal influence of China's pedagogical heritage on the Ukraine's one and vice versa.

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培养专业汉语翻译的教育条件

这篇文章是专门的针对在大学师范教育条件下有效培养未来的汉语翻译的语言文化学和心理教育学条件的研究。

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