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**CROSS-CULTURAL APPROACH TO THE SPEECH TRAINING OF  
MASTERS OF PRE-SCHOOL EDUCATION IN THE MULTICULTURAL  
SPACE OF UKRAINE**

*The article presents a cross-cultural approach to the speech training of masters of pre-school education in the multicultural space of Ukraine; the concepts "multicultural space of Ukraine", "multicultural education", "multicultural broadcasting environment" are defined; the principles of multicultural education are characterised.*

*A cross-cultural approach is the starting point in the speech training of masters of pre-school education in working in a multilingual and multicultural environment was; it involves mutual penetration and intersection of cultures, a positive attitude to the language of other ethnic groups in the multicultural space of Ukraine, their culture, customs and traditions. It has been proved that the development of cross-cultural competence is the result of the cross-cultural approach to speech training of masters of preschool education.*

**Keywords:** *multicultural space, multicultural education, multilingual environment, ethnos, ethnic population groups, cross-cultural approach, masters, speech training, cross-cultural competence.*

### **Introduction.**

Ukraine's acquisition of the status "a sovereign independent state" contributed to the reform of the national education system, its entry into the world community, as evidenced by the content of the state documents, in particular the Law of Ukraine "On Languages" (2010) which granted the state status to the Ukrainian language and the development of cultural and linguistic heritage belonging to all ethno-national population groups living on the territory of Ukraine. Such a decision requires all state institutions to adopt the norms of tolerant behaviour in society, intercultural communicative behaviour, respect for the state Ukrainian language and, at the same time, for the language of ethnic communities, understanding the multilingualism of the world, multicultural education in a multicultural space.

### **Literature review.**

We consider *the multicultural space of Ukraine* as a multiplicity of cultures in which cultures do not merge, do not lose their kinship either but come into contact, enter into a polylogue and provide for each other's existence. The value of such a multicultural space, in our opinion, is the plurality of languages and cultures, cultural differences, stability and communication. The problem of the coexistence of cultures attracted the attention of Ukrainian scientists-pedagogues, linguists (H. Vashchenko, V. Vynnychenko, B. Hrinchenko, M. Dragomanov, S. Rusova, V. Sukhomlynskyi et al.). According to H. Vashchenko, the more opportunities each nation has to develop its national culture, the more diverse and richer the universal culture will be [Vashchenko, 2006]. V. Sukhomlynskyi called on teachers to form children's emotional and valuable attitude towards people of other nationalities, and he considered the feeling of friendship between peoples as one of the noblest "movements of the human soul".

The classics of the Ukrainian pedagogy paid much attention to the national-multicultural education and upbringing of children (S. Rusova, D. Ushynskiy, Ya. Chepiga et al.).

The concepts of culture, national ethnic culture, which cover all spheres of human life, including speech communication and cultural dialogue, are the methodological foundations for understanding the multicultural space. In this connection, the problem of language education acquires a new sound. The starting idea is the thesis that learning any language is accompanied by the study of the culture of native speakers, so it is essentially a matter of multicultural education the result of which should be the multilingualism of society's members.

Multicultural education, as a scientific problem, was the subject of famous philosophers' research (F. Humboldt, M. Dragomanov, O. Potebnia, V. Lutai et al.); the development of culturological and dialogue-oriented concepts in a multilingual environment was considered by such scientists as M. Bakhtin, V. Bibler, S. Kurganov et al.; intercultural dialogue (M. Bakhtin, V. Bibler, Yu. Lotman, etc.); principles of multicultural education (M. Bakhtin, A. Bogush, Ye. Bondarevska, B. Gershunsky et al.).

Therefore, a successful solution to the problem of language education in a multilingual state naturally presupposes the involvement of all education levels in the space of multicultural and multilingual education and upbringing, pre-school education being its foundation.

### **Results and Discussion.**

We understand *multicultural education* as an integrated assimilation process of ethnic, national and world culture by all learners for spiritual enrichment, development of planetary consciousness, formation of readiness and ability to live within a multicultural, multi-ethnic environment.

Multicultural education is based on the determination of universal educational values and ideals, provided that national interests and priorities are preserved and supported.

One of the basic principles of multicultural education, according to B. Gershunskyi, is the principle of equality of nations. According to his viewpoint, peoples and states can and should help each other only by a joint mutual recognition of not only the expediency, but also the vital necessity of spiritual integration, study, understanding, creative assimilation of the highest manifestations of culture which are reproduced in the national mentality, language, etiquette, and stereotypes behaviour [Gershunsky, 1998].

In our opinion, the given below principles also belong to the principles of multiculturalism:

- the principle of the dialogue of cultures involves the implementation of various dialogues: the dialogue of art, the dialogue of cultures, the dialogue of different ethnic groups, the internal dialogue of one's self with a multilingual society.

- the principle of interactivity of cultures aimed at assimilating the values of universal human culture and the values of ethno-cultural nationalities living on the common territory [Bogush, 2007].

The centre of multicultural education should be a multilingual person who speaks several languages, has his/her own social marking, his/her ethnic roots, i.e. he/she is a competent speaker of his/her native and non-native languages, he/she demonstrates such speech competencies as speech and communicative competencies, competency in ethnocultural studies which are actively involved by a personality within a multicultural speech environment.

We understand *a multicultural speech environment* as a socio-cultural polylingual space in which speakers of different ethnic cultures interact, possess and use, with varying intensity, several language systems – ethnic (as native, first) language, state (as the language of their ethnic group, or as the official language) and the language of interethnic communication (as one's own ethnic group, or as the language of the titular ethnic group, or the language of the contact ethnic group) as well as use generally established rules in their communicative and speech activities at the levels of official, intercultural, and international communication.

The origins of multicultural education can be found in the works of classical teachers (H. Vashchenko, B. Hrinchenko, S. Rusova, K. Ushynskiy, Ja. Komensky, Jo. Pestalozzi et al.) who suggested involving pre-school children in multilingual education. In particular, Ja. Komensky noted the need to prepare a pre-school child for life within a multinational society. In the "Panpedia" program, the scientist developed the problem of tolerant upbringing of children belonging to different ethnic groups towards each other. According to Jo. Pestalozzi, it is necessary to "educate all children as one child, regardless of their nationality."

In Ukraine, such scientists as A. Bogush, I. Lutsenko, V. Liapunova, L. Kazantseva (L. Fesenko) and others studied the problem of multilingual education of pre-school children.

We should note that the speech training of future specialists for pre-school education institutions of Ukraine takes place in the process of training students at the bachelor's and master's levels. Bachelor's degree holders are provided with the study of the academic disciplines "Methodology of speech development and teaching children of early and pre-school age in the native language", "Ukrainian ethnology in a preschool establishment", "Methodology of teaching the Ukrainian language to children in ethno-national pre-school educational institutions".

Therefore, the graduates of the bachelor's degree acquire basic language knowledge alongside the skills and abilities of speech communication with children of ethno-national population groups in Ukraine.

Master's degree applicants are provided with the teaching of the educational discipline "Ukrainian pre-school language didactics" as a theoretical and practical course of professional and speech training aimed at would-be managers (directors and educators-methodologists of pre-school educational institutions) who will work within the multicultural space of Ukraine, which implies the existence of educational institutions in which children of ethnic nationalities study (about 100 different ethnic groups and nationalities in Odesa region alone).

Hence, there is a need for speech training of master-course students majoring in Pre-School Education within the multicultural and polytechnic (polylingual) space of Ukraine.

Speech training intended for would-be specialists in the field of pre-school education at the master's level is understood as flawless command of the state Ukrainian language, familiarity with Ukrainian national holidays, customs, symbols, traditions; the understanding of the language of ethnic groups in the places of their compact residence; a positive attitude towards national-ethnic traditions, culture, lifestyle, speech behaviour and etiquette (speech gestures, etc.) which ensure mutual understanding and tolerance of mutual relations in joint professional activities.

Appropriate programs of experimental methods of teaching children in ethno-national pre-school educational institutions have been developed. On the other hand, there are no training programmes intended for would-be managers (directors), educators-methodologists of pre-school educational institutions which are aimed at organising such work in educational institutions within the multicultural space of Ukraine.

In 2020, experimental work with educators-methodologists of ethno-national pre-school educational institutions on the organisation of multilingual education for pre-school children was started. The pre-school educational institutions of Izmail, Izmail District, Bolhrad, Tatarbunary, Tarutino (respectively in the districts as well) were chosen as the base of the experiment. Master-course students majoring in 012 Pre-school education, directors (heads) and methodologists of the pre-school educational institutions were involved in the experimental work. 10 directors, 25 educators-methodologists, 30 Master-course students took part in the experiment. The experimental study took place within the period from 2020 to 2022.

A cross-cultural approach was chosen as the conceptual basis for the development of the experimental methodology, which provided for the interpenetration and mutual influence of cultures, the intersection of the common and the different. The cross-cultural approach provided for the formation of specialist's functional literacy, that one of a person who is able to think globally, understand himself/herself and others,



understand the culture not only of his/her people but also the culture of humanity as a whole [Doroz, 2011].

In the term combination "cross-cultural", the word "cross" means crossing, involving the common and the different of two or more countries or cultures; interpenetration and mutual influence of cultures, intersection of common and different features [Doroz, 2011].

A cross-cultural approach to the organisation of the students' educational process within a multicultural and multilingual environment involves the formation of functional literacy of an individual (teacher, specialist) who is able to think globally, understand himself/herself and others, understand his/her culture and the culture of humanity as a whole; the development of tolerance in the individual, a positive attitude towards the culture of his/her people alongside the objects of different cultures based on understanding and acceptance of other people's values and traditions, a positive attitude towards the language of other ethnic groups, meanwhile peoples communicate freely in their native language and simultaneously study and respect the state Ukrainian language, which provides an opportunity for intercultural communication with the peoples living on the territory of Ukraine.

Master-course graduates majoring in 012 Pre-school education (Ushynsky University) are pedagogical workers (directors, educators-methodologists) who are the governing bodies in pre-school education institutions in various ethnic regions of our country, they are responsible for organising cross-cultural education of pre-school children. Taking into account the peculiarities of our region, the educational discipline "Multicultural education of pre-school children" was developed based on the results of the experimental work. The final result of mastering the educational discipline is the formation of intercultural and cross-cultural competency and competences.

Intercultural competency, according to F. Batsevich, is an individual's familiarity with customs, rules, laws of communication of a certain ethnic society, national cultural community, with national traditions, a value system [Batsevich, 2007].

## **Conclusion.**

We understand *the cross-cultural competence* of masters of pre-school education as the person's acquired integrated quality of interethnic cultural communication, the ability to interact effectively under conditions of a social multicultural environment; the ability to build an intercultural and interethnic dialogue with speakers of other nationalities, taking into account his/her own life experience of intercultural interaction within a polytechnic society.

We believe that the cross-cultural competence of the educator-methodologist (director) will contribute to the establishment of a positive emotional climate in the ethno-national pre-school educational establishment, in interaction with children's parents, the public, and prevention of conflict situations.

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## 乌克兰多元文化空间学前教育硕士语言培训的跨文化方法

本文介绍了乌克兰多元文化空间中学前教育硕士言语训练的跨文化方法；定义了“乌克兰多元文化空间”“多元文化教育”“多文化广播环境”等概念；多元文化教育的原则具有一定特点。

跨文化方法是学前教育硕士在多语言和多文化环境中工作的演讲培训的起点；它涉及文化的相互交叉和渗透，对乌克兰多元文化空间中其他民族的语言、文化、习俗和传统持积极态度。事实证明，跨文化能力的发展是学前教育硕士言语训练采用跨文化方法的结果。

**关键词：**多元文化空间；多元文化教育；多语言环境；民族；少数民族；跨文化方法；硕士；言语训练；跨文化能力