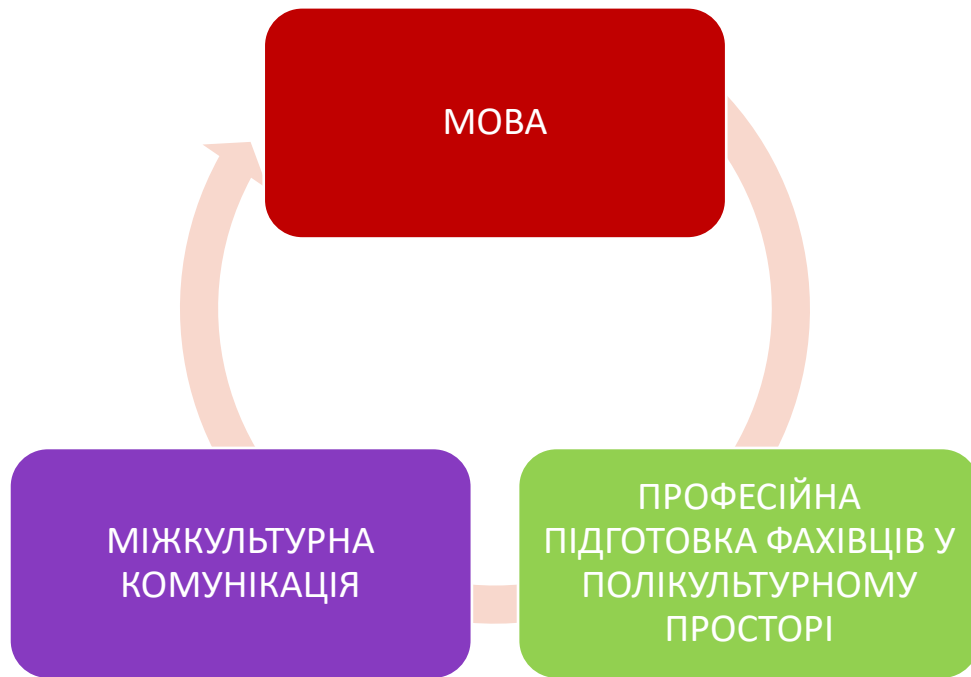


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ  
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса  
2024

**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ  
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**ХАРБІН – 2024**

**ОДЕСА – 2024**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

Державний заклад

«Південноукраїнський національний педагогічний  
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Кафедра перекладу і теоретичної та прикладної лінгвістики

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освіти дорослих імені Івана Зязюна НАПН України (Україна)

Харбінський інженерний університет (КНР)

Університет Хосео (Республіка Корея)

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Харбін – 2024

Одеса – 2024

УДК: 378:81'25-027.512(062.552)

Авторський знак: А43

*Рекомендовано до друку рішенням вченої ради  
Державного закладу «Південноукраїнський національний педагогічний  
університет імені К. Д. Ушинського»  
(протокол № 15 від 25 квітня 2024 року)*

Актуальні проблеми філології і професійної підготовки фахівців у полікультурному просторі: Міжнародний журнал. – Випуск 7. – Харбін : Харбінський інженерний університет, 2024 – 145 с.

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<b>杨静. 汉字教学与专门汉字教材的研究</b>	64
<b>СЕКЦІЯ ІV. ЛІНГВОДИДАКТИЧНІ ПРОБЛЕМИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ І ПЕРЕКЛАДУ У ВИЩІЙ ШКОЛІ</b>	67
<b>Bao Liying.</b> Effects of Modern Technology Assisted Foreign Language Learning and Classroom Teaching on Defossilization	67
<b>Chen Huanhuan, Palshkova Iryna Oleksandrivna.</b> The Potential of Nature Observation in Primary School	68
<b>Dong Jingwen.</b> A Correlation Analysis Between Chinese College Students' Rhythm of English Reading Aloud and Their Virtual Language Environment	71
<b>Gao Bei, Zhou Wei.</b> The Construction of the Technical Competence of Translators in the Era Of Artificial Intelligence	72
<b>Ji Yumeng, Balakireva Viktoriya Anatoliivna.</b> Pedagogical Conditions for the Formation of a Culture of Communication of Younger School Students with their Peers	73
<b>Huan Gege.</b> An Analysis on the Ways of ChatGPT to Improve the Academic Writing Ability of College English Teachers	75
<b>Li Li, Zhu Dianyong, Wang Ning.</b> Enhancing High-Quality Development of Foreign Language Discipline within the Framework of New Liberal Arts	77
<b>Li Yufei, Shpalyarenko Yuliia Anatoliivna.</b> Ecological Approach in Education of Natural Science to Junior School Students	80
<b>Liu Xiaolin, Sun Weiwei.</b> Research on the Cultivation Models of Foreign Language Talents of International and Regional Studies in Chinese Higher Institutions	83
<b>Liu Yumei.</b> The Comparison and Practice of Two Foreign English Teachers' Teaching Beliefs in Teaching Spoken English in China – the Stories of “Gardener and Tiger”	85
<b>Pak Antonina.</b> <b>우크라이나 대학생의 전쟁 트라우마 치유를 위한 한국 문학 활용의 가능성</b>	86
<b>Трубіцина Ольга.</b> Сучасні методи підвищення рівня комунікативної компетентності здобувачів вищої освіти на заняттях з іноземної мови	89
<b>单威, 李琳.</b> <b>赴乌克兰国际中文教育志愿者教学效能感 影响因素及提升策略研究</b>	92
<b>Wan Qiubin.</b> The Study on the Strategy of Promoting Traditional Chinese Culture to go Global through the Translation of Film and Television Works	93
<b>王波.</b> 以课堂活动改善课堂心理环境提升大学英语口语教学	96
<b>王盈.</b> 微叙事赋能中国高校外语课程思政教学的机理与路径研究	98
<b>张屏.</b> 大学英语口语教学中学生语言焦虑研究–	100
<b>Zhang Zehua, Balakireva Viktoriya Anatoliivna.</b> Use of Interactive Technologies at “I Explore the World” Lessons	102
<b>Zhao Tingjiao, Shpalyarenko Yulia Anatoliivna.</b> Game Activity as a Condition for the Development of Creative Skills of Junior School Students	104
<b>Zheng Chunfang.</b> Reform on the Evaluation System of Interpreting Courses under the Self-regulated Learning Theory	106
<b>СЕКЦІЯ V. ПРОБЛЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ В УМОВАХ СУЧАСНОГО ПОЛІКУЛЬТУРНОГО ПРОСТОРУ</b>	108
<b>Богущ Алла Михайлівна.</b> Професійна підготовка майбутніх вихователів до спілкування з дітьми дошкільного віку в полікультурному середовищі	108
<b>Васільєва Поліна Анатоліївна.</b> <i>Результати перевірки сформованості іншомовної комунікативної компетентності майбутніх учителів початкової школи в коледжі</i>	109
<b>Kichuk Nadiia, Romaniuk Diana.</b> Multicultural Content Stimulation of Positive Motivation of Students' Educational and Professional Activities	113
<b>Княжева Ірина.</b> Результати діагностики когнітивного компоненту методичної компетентності майбутніх учителів гуманітарних спеціальностей	116
<b>Li Mengya, Kolbina Lyudmila Anatoliivna.</b> Formation of National Values in Young School Students Under Conditions of a Polycultural Educational Environment	119

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## **MULTICULTURAL CONTENT STIMULATION OF POSITIVE MOTIVATION OF STUDENTS' EDUCATIONAL AND PROFESSIONAL ACTIVITIES**

**Keywords:** future teacher, positive motivation of educational and professional activity, digital resources, multicultural content

The current state of scientific ideas about the uniqueness of the educational and professional activities of a graduate of a higher pedagogical school (O. Dubaseniuk, V. Lugovyi, N. Demyanenko, M. Kniazian, et al.) enables a number of generalizations, firstly, relative to the steadily growing weight of the personal and professional role, on the one hand, in the acceleration of the European integration processes taking place in the domestic educational sphere (and, therefore, the approximation of the society of realities to a full-fledged life according to the preferences of Europeans); on the other – in the intensification of the reform of the New Ukrainian School, because I. Franko's statement that “the school is the teacher” does not lose its value even today.

Secondly, researchers generally accept that the problems of the higher pedagogical school regarding the exceptional and, at the same time, specific significance of the university stage in the professional development of a future professional. The latter is especially clearly traced with the introduction of Ukrainian education of a social institution into practice, which is pedagogical internship, as well as the activation of multifaceted activities of institutions of higher pedagogical education aimed at the implementation of the ideas laid down in the “Pedagogical Constitution of Europe”, this is precisely what is recognized by scientists as “a factor in the formation of European identity” (Andrushchenko, 2020, p. 327) under conditions of readiness of “a new teacher for a new school” (Andrushchenko, 2020, p. 135).

Thirdly, we focus on the generalization of scientific ideas about the uniqueness of the “educational and professional activity” phenomenon. Our long-term scientific explorations in this regard give grounds for asserting the following: it is this construct that most fully reflects the idea of the effective development of “soft” skills (Kichuk, 2019; Zhuravlova, et al., 2021), at the same time putting into the content of the latter what is mostly recognized by modern researchers on the basis of studying the best practices of European universities (Hryshina, 2021).

In particular, detailing the works of scholars representing ranking European higher schools, the developed online course “Practicum on the development of “soft skills””, which was introduced under the direction of the Ministry of Education and Science of Ukraine, was recognized as useful. It contains a clarification of exactly what capabilities are in question (for example, possessing digital competences, social

interaction skills and the ability to manage emotions, the ability to learn throughout life and be creative and critical thinkers, etc.), as well as the importance of their combination with individual personal qualities, social and behavioural attitudes of an individual. Incidentally, we note that some researchers who analysed the spectrum of skills that a modern person needs for lifelong learning also add analytical thinking, emotional intelligence, self-realization and stress resistance skills, as well as the ability to adapt; this segment of skills has acquired the name “global educational trend” (Hryshina, 2021, p. 193).

To the above, it should be added that there is already in higher school pedagogy a mostly unified position of scientists regarding the definition of the construct “educational and professional activity”. Even at the level of reference sources, the distinctiveness of the educational and purely professional component of this activity has already been differentiated. In particular, as a feature of educational activity, its main characteristic, its objectivity is recognized in the sense of “subject of culture”, in the process of which both internal moments (acting methods with the subject) and external ones – mastering “activity relations and attitude” – are involved (Encyclopaedia of education, 2008, p. 535-536). So, the psychological-pedagogical originality of such an activity, its main features are considered by scientists to be: activity; focus on what is learned; orientation in that activity, which (for example, for a student-future teacher is in the future the content of the profession, that is, a professional component); socialization of personality. As it is known, professional pedagogy mostly interprets the concepts of “learning” and “educational activity” as synonyms. Purely professional student’s personality development takes place while obtaining higher pedagogical education under the influence of both training and self-education. Therefore, the professional training of an individual at the stage of his/her university existence will be more effective if a student is included in order to master the stimulating, orienting, programming, producing and affirming components of future professional (labour) activity (Encyclopaedia of education, 2008, p. 733).

Therefore, the problematic stimulation of the positive motivation of students’ the educational and professional activities becomes more acute. Leading universities emphasize the fundamental importance in this regard of an interdisciplinary approach, interactive technologies, partner learning interaction within the “teacher-student” subsystem, student-centeredness while training them for the constructive development of student’s creative individuality.

Among the incentives for the educational and professional activity of pre-service teachers, those occupy a prominent place that form students’ awareness (at the level of beliefs) of the fact how competitive an educated person navigates nowadays and how self-evaluative education appears in general. Regarding the latter, in the teaching of university humanitarian educational disciplines it is advisable to thoroughly evaluate the actual material (Encyclopaedia of education, 2008), which reflects the educational realities of united Europe in relation to not only the ranking of countries by the level of education (for example, Estonia ranks first according to this criterion, and Finland is recognized the “happiest country in the world” out of 153 countries, the educational sphere of which was subject to analysis), the status of higher education (for example, this status is acquired by 82% in Norway), as well as the role

of leadership in personal and professional self-realization as a specialist of a new formation (Nestulya & Nestulya, 2020). The latter acquires significant importance now, when it is important to instruct every university graduate to be actively included in the relevant field of activity during the period of martial law and post-war reconstruction of Ukraine, in particular through the initiation of innovations in the European space. In this regard, we would like to note that quality education, on the one hand, forms the basis of leadership in production, and, on the other hand, serves as the basis for healthy competition at the labour market in democratic countries, which have the inherent ability to encourage foreigners to do business (Encyclopaedia of education, 2008, p. 173).

As noted, in the search for incentives for educational and professional activities, not only the advantages of competency-based but also multicultural content are of considerable scientific and purely practical interest. In this context, the advantages of a variety of technologies for the subjects of the educational process to work with information have already been assessed, in particular regarding the acquisition of declarative and procedural knowledge in the field of the chosen profession. The advantages of technologies for actualizing the motivational potential of the educational environment of the university are also proven (G. Oldham, R. Heckman). Thus, creating the organizational and pedagogical conditions for the formation of the leadership competence of the students, the distance course “Educational Leadership” was tested, for which a platform of a modular object-oriented dynamic educational environment was chosen (S. Nestulya); in the context of the implementation of the idea “Get one step closer to your profession” (P. Verbytska, O. Volosheniuk, G. Horlenko, et al.), new pedagogical tools (such as the “World Café”) are proposed. It should be also noted that such an educational innovation as the SMART-complex has already been approved by scientists (O. Bazeliuk, N. Morze, I. Smyrnova, et al.) and practitioners (K. Dovgopolyk, L. Lypska, S. Yashanov, et al.) precisely because of the constructive application of the complex approach. It is about enabling, firstly, simultaneous work in the mode of subject-subject interaction of both those who teach and those who learn; secondly, to take into account the broad possibilities inherent in modern digital devices and corresponding software; thirdly, researchers prove that it is legitimate to consider the SMART cloud resource as the core of the specified educational innovation (Dovhopolyk & Markys, 2021). At the same time, experts note two more points: the pedagogically motivated use of virtual and augmented reality technologies; the ability to connect to 3D printers, modern network equipment and in this way master the basics of developing and modelling virtual content.

So, the problematic issues that are caused by the search for effective pedagogical tools to stimulate the educational and professional activities of would-be specialists under conditions of the university stage directed towards their “entry into the profession” mostly focus on the means of a complex and pedagogically justified use of the latest information technologies.

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## **РЕЗУЛЬТАТИ ДІАГНОСТИКИ КОГНІТИВНОГО КОМПОНЕНТУ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ**

**Ключові слова:** майбутні вчителі, полікультурна компетентність, діагностування, емоційно-аксіологічний показник.

Сучасна освіта все більше акцентується на підготовці різнобічно розвинених, компетентних, конкурентоспроможних здобувачів освіти, здатних до самостійного навчання впродовж життя. Величезну відповідальність за виконання цих завдань покладено на вчителів, якісна підготовка яких, зокрема й методична, є перспективним і актуальним завданням. Учителям гуманітарних спеціальностей потрібно бути готовими до впровадження сучасних дієвих та інноваційних методів навчання й освітніх технологій, до розвитку здатності учнів здобувати нову інформацію і набувати корисних у постінформаційному суспільстві вмінь і навичок.

Сучасні роботодавці шукають співробітників з розвиненими м'якими навичками, такими як комунікація, співпраця, критичне мислення, здатність до розв'язання проблем тощо. Формування методичної компетентності допомагає майбутнім учителям розвивати ці навички в собі та в своїх учнів.