

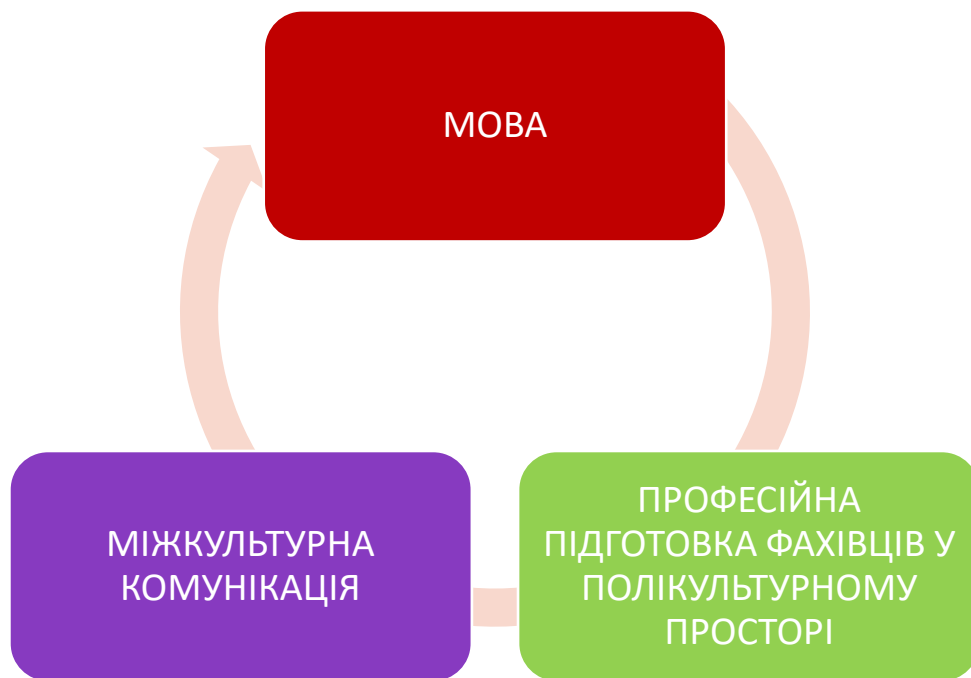


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ  
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса  
2024

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



**ХАРБІН – 2024**

**ОДЕСА – 2024**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

Державний заклад

«Південноукраїнський національний педагогічний  
університет імені К.Д. Ушинського» (Україна)

Кафедра перекладу і теоретичної та прикладної лінгвістики

Освітньо-культурний центр «Інститут Конфуція»

Інститут педагогічної освіти і

освіти дорослих імені Івана Зязюна НАПН України (Україна)

Харбінський інженерний університет (КНР)

Університет Хосео (Республіка Корея)

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

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.

© Харбінський інженерний університет (м. Харбін, КНР), 2024

© Державний заклад «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського» (м. Одеса, Україна), 2024

<b>杨静. 汉字教学与专门汉字教材的研究</b>	64
<b>СЕКЦІЯ IV. 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> 우크라이나 대학생의 전쟁 트라우마 치유를 위한 한국 문학 활용의 가능성	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> 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	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> Результати перевірки сформованості іншомовної комунікативної компетентності майбутніх учителів початкової школи в коледжі	109
<b>Kichuk Nadiia, Romaniuk Diana.</b> Multicultural Content Stimulation of Positive Motivation of Students' Educational and Professional Activities	113
<b>Князева 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

Як бачимо з таблиці, достатній рівень сформованості когнітивного компонента методичної компетентності виявлено в 17,19% майбутніх учителів гуманітарних спеціальностей контрольної групи і 17,83% - експериментальної; базовий рівень засвідчено у 37,50% респондентів контрольної і 34,11% – експериментальної груп; низький відповідно – у 45,31% здобувачів освіти контрольної групи і у 48,06% – експериментальної.

Отримані дані засвідчують, що, проблема формування методичної компетентності майбутніх учителів гуманітарних спеціальностей залишається актуальною і потребує системної уваги та пошуку умов щодо її поліпшення в умовах сучасної педагогічної освіти.

#### **Література**

1. Бондаренко Т. (2012) Визначення змісту, структури та етапів формування методичної компетентності у майбутніх вчителів біології. *Проблеми підготовки сучасного вчителя*, 5 (2). 150–155.

2. Княжева І. А. (2019) Стан сформованості методичної компетентності майбутніх вихователів закладів дошкільної освіти. *Науковий вісник Південноукраїнського національного педагогічного університету імені К. Д. Ушинського*. Серія : Педагогіка, 1(126). 88–93.

#### **Li Mengya**

*full-time Master's degree holder,  
specialty 013 Primary education*

#### **Kolbina Lyudmila Anatoliivna**

*Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the  
Department of Pedagogical Technologies of Primary Education,  
The State institution "South Ukrainian National Pedagogical University  
named after K. D. Ushynsky",  
Odesa, Ukraine*

## **FORMATION OF NATIONAL VALUES IN YOUNG SCHOOL STUDENTS UNDER CONDITIONS OF A POLY CULTURAL EDUCATIONAL ENVIRONMENT**

**Keywords:** *younger schoolchildren, national values, multicultural educational environment.*

The analysis of legislative and educational documents of the state testified to the declaration of multi-ethnic and multicultural principles, as well as the tasks aimed at the formation of national values in younger schoolchildren under conditions of a multicultural educational environment based on the assimilation of the spiritual treasury of the Ukrainian people, namely gnostic, ontological and axiological components of a holistic multicultural picture of the world.

In the situation of cultural diversity, historical coexistence of different peoples, the question of the diversity of national cultures is naturally relevant. Ukrainian society is multicultural, with all the problems that arise from multiculturalism. It should be emphasized that the term "multiculturalism" reflects the cultural system and practice in democratic, social, legal states. Multiculturalism is such a principle of functioning and coexistence in a certain society of various ethno-cultural communities, with their inherent awareness of their own identity, which ensures their equality, tolerance and

organic connection with a wide cross-cultural community, mutual enrichment of cultures, as well as the presence and definition of a common national system norms and values. But at the same time, it should be taken into account that each ethnic group, nation has its own identity, in particular, in culture [3, p. 7-8]. As for the multicultural educational environment, O. Antonova claims that it contributes to the successful integration of the individual into the national and world culture, forms both the individual's own ethnic and national self-awareness; forms a multicultural personality, a completely different, more harmonious form of modern man's existence, helps him/her find his/her place in the system of relationships at the social, cultural, economic and other levels; creates favourable conditions for full personal self-realization of a representative of any culture and nationality; appears as a set of relations between all subjects that provide and realize the function of education in accordance with socially significant goals and have a direct or indirect influence on the formation of personality; is meant to preserve two tendencies that are important for the full development of the individual: the awareness of the national culture of one's people and the desire to enter the world civilization process with this culture [1]. According to the scientific research of O. Antonova, the conviction was formed that a multicultural educational environment significantly affects the formation of national values in younger schoolchildren, and also provides various opportunities for comprehensive personal improvement.

Therefore, a feature of training for the formation of national values in younger schoolchildren under conditions of a multicultural environment is the organization of educational process.

Such innovative changes in the field of education are the reason for the emergence of an educational space that includes national educational systems of various types and levels, which differ significantly in terms of philosophical and cultural traditions, the level of goals and objectives, and their quality.

The process of involvement in cross-cultural activities occurs through familiarity with cultural customs, norms of behaviour, and ethnic characteristics. Under conditions of such interaction, the formation of a cultural worldview, the perception of cultural values takes place. The study of this issue is currently covered in the works of R. Gesteland, V. Gudikunst, D. Jaspars, Z. Kim, M. Kirch, N. Holden, E. Hall, and others. In particular, it is stated in these works that the development of interaction between representatives of the Ukrainian-speaking and foreign-speaking society for the enrichment of their own experience, productive work, the introduction of a multicultural competence paradigm under conditions of higher education institutions, a change of emphasis in the educational process to a cultural direction will contribute to the expansion of a multicultural worldview and the formation of dialogic skills in cross-cultural interaction. As O. Palchykova notes, the implementation of a cross-cultural approach contributes to the erasure of cultural and linguistic boundaries between peoples, the establishment of a full-fledged dialogue of cultures [4].

The educational process in the context of many different cultures involves adaptation to different values of national minorities, interaction between people of different traditions and faiths. In this way, the development trends of the world educational space are embodied and a multicultural environment is formed, which

provides for the freedom of cultural self-determination in future specialists and the search for an optimal correspondence between the traditions that have developed in the domestic higher education and new trends associated with the entry into the world educational space. This gives impetus to the development of multicultural tolerance in the structure of which it is advisable to single out a value component characterized by the presence of value guidelines. These are the value guidelines that demonstrate the level of formation of ethnic, universal cultures [3].

Therefore, the analysis of the scientific literature allowed us to come to a conclusion regarding the formation of national values in younger schoolchildren in a multicultural educational environment – this is the process of acquiring and understanding national culture, values, mentality, spirituality, etc., which contributes to the formation of ethno-cultural competence and the education of positive inter-ethnic relations.

This provided a basis for identifying the level of formation of national values in younger schoolchildren. For this, the participants of the diagnostic experiment were asked to draw a seven-petalled flower, in the petals of which, in a certain sequence, to display what is valuable for: oneself, family, educational institution, city, country, world, etc. According to the results of the diagnosis, it can be stated that the majority of junior high school students, approximately 80%, prefer wishes for their country, city, the rest of junior high school students directed their wishes to their own needs, interests and improving their position in the family, which allowed us to conclude that work on this issue should be carried out systematically, attention should be paid to the study of national traditions, ethnic customs, rules of conduct, history of the region and the country as a whole.

In our opinion, work on the formation of national values in younger schoolchildren in a multicultural educational environment should become an integral component of colouring the educational process starting from childhood – primary school.

#### **References:**

1. Antonova O.E. The impact of a multicultural environment on the development of giftedness of future teachers. Problems of education: a collection of scientific papers. Vol. 82. Vinnytsia–Kyiv, 2015. P. 27–32.
2. Vorotniak L. I. Peculiarities of pedagogical technology for the formation of multicultural competence of masters in higher pedagogical educational institutions. Pedagogical discourse: coll. of science works Khmelnytskyi: KhGPA, 2008. P. 48 - 53.
3. Kushnir I.M. Components of multicultural competence of foreign students. Language teaching in higher education institutions at the modern stage. 2008. No. 13. P. 7-8.
4. Palchikova O. Implementation of a cross-cultural approach to teaching Ukrainian language to foreign students: autoref. thesis ... candidate ped. Sciences: 13.00.02. Kyiv, 2016. 22 p.