

**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

Harbin Engineering University

State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

Educational and Cultural Center "Confucius Institute"

Odesa, Ukraine

Harbin, the People's Republic of China

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ISSN 2414-4746

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2024
ISSUE № 10

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**2024
ISSUE № 10**

Odesa, Ukraine

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This international journal, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogy and Psychology: contemporary review. Odesa, Ukraine.

Issue № 10

South Ukrainian National Pedagogical University named after K. D. Ushynsky

Odesa, Ukraine, 2024

Harbin Engineering University

Harbin, the People's Republic of China, 2024

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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. – Odesa: South Ukrainian National Pedagogical University named after K. D. Ushynsky, Harbin: Harbin Engineering University, 2024. – Issue 10. – 390 p.

The ninth issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish and Korean languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment and military actions in Ukraine; post-COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

ISSN 2414-4746

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Recommended for press

by the Academic Council
(Minute #15 dated 25 April 2024),
South Ukrainian National Pedagogical
University named after K. D. Ushynsky,
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CONTENTS

FOREWORD	13
<i>Bao Liying.</i> <i>Effects Of Modern Technology Assisted Foreign Language Learning and Classroom Teaching on Defossilization.....</i>	15
Ph. D., Professor, School of Foreign Studies, Harbin Engineering University, Harbin, China	
<i>Berezovska Liudmyla.</i> <i>Multicultural Education in the Profession-Oriented Training of Pre-Service Educators of Pre-School Education Institutions.....</i>	24
Doctor of Pedagogical Sciences, Professor, Head of the Department of Theory and Methods of Pre-school Education at the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, Odesa, Ukraine	
<i>Bogush Alla Mikhailivna.</i> <i>Formation of Speech and Ethnic Personality of Future Preschool Education Specialists Under Conditions of Ethno-Cultural And Intercultural Communication.....</i>	33
Doctor of Pedagogical Sciences, Full Professor, Academician, Current Member of the National Academy of Educational Sciences of Ukraine, Honoured worker of science and technology of Ukraine, Professor at the Department of Theory and Methods of Pre-school Education, State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, Odesa, Ukraine	
<i>Cui Wen.</i> <i>A Study on the English Translation of the Documentary Life Matters Anti-Epidemic Special Program from the Perspective of the Skopos Theory (Excerpts).....</i>	39
Master's degree, Harbin Engineering University, Harbin, China	
<i>Dong Jingwen.</i> <i>A Correlation Analysis between Chinese College Students' Rhythm of English Reading Aloud and their Virtual Language Environment.....</i>	48
Graduate student, Harbin Engineering University, Harbin, China	
<i>Du Yaru.</i> <i>An Exploration of Word Meaning Selection in the Translation Process.....</i>	58
BA, MA, Harbin Engineering University, Harbin, China	
<i>Gao Bei, Zhou Wei.</i> <i>The Construction of the Technical Competence of Translators in the Era of Artificial Intelligence.....</i>	65
Master of Arts, associate professor East University of Heilongjiang, Harbin, China	
Master of Arts, associate professor Harbin Engineering University, Harbin, China	
<i>Gao Kaiyu.</i> <i>A Study of the Translation Methods of Culture-Loaded Words in Chinese White Paper—A Case Study on China's Armed Forces: 30 Years of Un Peacekeeping Operations.....</i>	75

DOI: 10.24195/2414-4746-2024-10-2

UDC: 378:37.011.3-051:373.2(045)

Б48

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**MULTICULTURAL EDUCATION IN THE PROFESSION-ORIENTED
TRAINING OF PRE-SERVICE EDUCATORS OF PRE-SCHOOL
EDUCATION INSTITUTIONS**

The article presents a theoretical analysis of the problem related to polycultural (multicultural) education in the profession-oriented training of pre-service educators of pre-school education institutions; the approaches of scientists to the definition of the phenomenon “polycultural (multicultural) education” within a multicultural society have been summarized; the essence of multicultural competence in the training under focus has been specified; a set of multicultural background knowledge, skills, abilities, value orientations necessary for living in a multicultural society has been revealed; a survey of applicants majoring in 012 Pre-school education was conducted after their pre-school practice at establishments of pre-school education to determine the state of multicultural competence development; substantiation of the pedagogical conditions for the development of multicultural competence of pre-school educators has been figured out as perspectives of further research.

Keywords: *polycultural (multicultural) education, profession-oriented training, pre-service educators of pre-school educational institutions.*

In today's globalized world, in the context of Ukraine's integration into the global European space, the problem of tolerant interaction with representatives of different cultures is gaining importance. The consequences of these processes are reflected in the need to prepare a person for life in a rapidly changing multicultural society which increases as a result of the openness of borders, the forced migration of people under conditions of a full-scale Russian-Ukrainian war, and the establishment of international relations. The need for tolerant coexistence of ethnic and national communities requires a reform of the education system, which will allow taking into account national (ethnic) differences, value orientations in accordance with the requests of ethno-cultural groups of the population, will correspond to world trends in the content of profession-oriented training of pre-service educators of pre-school education institutions possessing an appropriate level of multicultural competence.

Thus, the task of modern training intended for future specialists of pre-school education is to form their ability to work within a multicultural society, to establish interaction with representatives of different cultures, to have practical skills of intercultural communication, to raise children's respect for different cultures.

The substantiation of the need for the development of multicultural education in Ukraine is also reflected in normative and legal documents, in particular, the Constitution of Ukraine, the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Pre-school Education" (2001), the Strategic Plan of the Ministry of Education and Culture of Ukraine until 2027 (2024), the Basic Component of Pre-school Education (2021), etc.

Thus, in the strategic plan of the Ministry of Education and Culture of Ukraine until 2027 [1], it is noted that education in Ukraine should prepare citizens for active participation in the globalized world based on the principles of tolerance and intercultural communication [1].

The problem of multicultural education and the formation of multicultural competence of specialists is highlighted in the works of Ukrainian (N. Borysko, N. Velychko, T. Veretenko, O. Dubasensuk, I. Kozubovska, R. Kravets, O. Popova,

L. Sultanova, et al.) and foreign scholars (J. Baxter, J. Banks, J. Graf, A. Cutler, J. Lei, S. Stempleski).

In order to substantiate the essence of the concept “multicultural education”, let us turn to terminological sources.

In the International Encyclopaedia of Education, the concept “multicultural education” is defined as a pedagogical process in which two or more cultures that differ in linguistic, ethnic, national or racial characteristics coexist [2].

The Ukrainian dictionary of foreign terms interprets the defined phenomenon as a component of general education aimed at better understanding of other cultures, establishment of partnership relations, achievement of mutual understanding between representatives of different cultures, education in the spirit of non-violence and religious tolerance [3].

According to N. Shulga, multicultural education is education that corresponds to the principle of cultural pluralism, recognition of the equality of all ethnic and social groups, and non-discrimination of people based on national or religious affiliation, gender or age [4].

In the viewpoint of L. Sultanova, multicultural education is a component of the modern system of higher education aimed at forming a “person of culture” capable of working with knowledge, with different types of thinking, with ideas of different cultures [5, p. 33].

Scholars (O. Bezpalko, T. Veretenko) note that multicultural education saves from cultural illiteracy, stereotypes and prejudices, silencing “uncomfortable” questions. The leading goals of multicultural education, in compliance with the scholars, are: meeting the educational needs of representatives of all ethnic groups; preparing young people for life within a multi-ethnic society. The above particularities determine the observance of pedagogical tasks, namely: knowledge of the history and culture of person’s native compatriots; understanding of the diversity of cultures in Ukraine and the world, understanding and internal acceptance of the equality of peoples and the equality of their cultures, fostering a positive attitude to cultural differences as a factor in the progressive development of world civilization and self-

realization of an individual; fostering a positive attitude towards cultural differences, which ensure the progress of all humanity and contribute to self-realization of an individual; creation of conditions for the integration of students into the cultures of other nations; development of abilities and skills of productive interaction with representatives of different cultures; formation of positive value orientations of an individual towards the cultural heritage of Ukraine and other nations; creating a multicultural environment as a basis for the interaction of an individual with elements of other cultures; formation of the student's ability to personal cultural self-determination [6].

Thus, most scientists agree that multicultural education is the acquisition of knowledge about the culture of one's country and other countries of the world for spiritual enrichment, tolerant attitude towards representatives of other cultures, formation of practical skills and abilities of intercultural communication.

In the study, we consider the phenomenon "multicultural education" as mastering a certain range of abilities and skills with the help of which a pre-service educator of a pre-school educational institution can successfully communicate with partners of other cultures both in everyday and professional contexts.

As for the structure of multicultural education, it should, in our opinion, include cognitive, linguistic, ethical and professional components that are interconnected.

1) The cognitive (basic) component – assumes that would-be teachers of pre-school education institutions have knowledge of the history and culture of their people; the diversity of cultures in Ukraine and the world; it is aimed at fostering a positive attitude towards cultural differences.

2) The linguistic component – is aimed at mastering specific linguistic features and differences that exist between representatives of different cultures, taking them into account in the process of communication; prevention of ambiguous language expressions, communication barriers.

3) The ethical component – involves the understanding by pre-service pre-school educators of the ethical norms that exist among representatives of different cultures and taking them into account in the process of communication.

4) The profession- and activity-centred component – is the abilities to apply acquired knowledge in various situations of profession-oriented communication, to establish productive interpersonal interaction with representatives of different cultures.

The importance of multicultural competence for a pre-service preschool educator is also reflected in the professional standard “Educator of a Pre-school Education Institution” [7]. The Document emphasizes the formation of cultural competence, which includes the ability to show respect and value Ukrainian national culture, to respect diversity and multiculturalism in society; to express national and cultural identity [7].

Let us consider what the implementation of some elements of multicultural education looks like in practice in the training system of students majoring in 012 “Pre-school Education” at Ushynsky University.

According to the curriculum and educational and professional program of specialty 012 “Pre-school Education”, first-year students study such academic disciplines as: “Ukrainian language for professional orientation”, “Foreign language for professional orientation”, “History of Ukraine and Ukrainian culture”, “Philosophy”, “Introduction to the specialty”, etc. Table 1 presents the content of the educational disciplines that ensure the formation of multicultural education of pre-service pre-school educators.

Table 1.

Contents of educational disciplines that ensure the formation of multicultural education of pre-service pre-school educators

№	Title of an academic discipline	The contents of the academic disciplines
1.	Ukrainian language for professional orientation	Basic units of communication. Language interaction. Normative, communicative, aesthetic aspects of intercultural communication. Communication barriers. Language culture in foreign language communication
2.	Foreign language for professional orientation	The connection between language and society. Speech activity. Verbal communication peculiarities of representatives of different cultures. Morphology and syntax in an intercultural context
3.	History of Ukraine and Ukrainian culture	The essence and content of the concept “culture”. Functions of culture. The structure of culture, its forms; the role of

		national culture in society. Ukrainian culture in the context of the world culture. The main cultural regions of the world. Cultural and national movements in Ukraine
4.	Philosophy	Philosophical concepts of culture, language, thinking, dialogue as philosophical categories. The formation of a scientific worldview from the perspective of understanding the intercultural environment. Moral and aesthetic values, their role. Global problems of modernity in an intercultural context
5.	Introduction to the specialty	The study of the main principles of modernization of preschool education in the intercultural context. Academic mobility of pre-school educators. The purpose and tasks of fostering a culture of international communication. Sociocultural upbringing and development of preschool-aged children in different countries. Social education values of representatives of different cultures

The analysis of the methodological support for multicultural education in the process of professional training of pre-service pre-school educators showed that sufficient attention is paid to this issue in institutions of pre-school education. In addition, inter-subject, integrated connections are observed between academic disciplines, which contributes to the systematization of knowledge, an integrative way of thinking, since the learning of one discipline is based on the knowledge of the previous one.

Practice plays an important role in the process of profession-oriented training intended for pre-service pre-school educators. During the course of work-placed pedagogical practice in preschool-aged groups in preschool age groups, the students paid much attention to the ability to establish interpersonal interaction with children, parents, educators on the basis of humanistic personal qualities, such as sincerity, openness, pedagogical tact, tolerance, empathy; value orientations of the future educator, which he/she chooses to solve professional tasks under conditions of intercultural interaction; the ability to imagine oneself in the place of some other person, to accept his/her worldview, to understand his/her intentions and actions.

In order to determine the proficiency state of multicultural competence among pre-service educators of preschool educational institutions, we conducted a survey of the third-year students majoring in 012 “Pre-school Education” after they had undergone work-placed pedagogical practice in kindergartens in groups of pre-

schoolers.

Let us analyse the obtained results.

Regarding the survey question “What difficulties did you experience during the work-placed practice?”, the majority (63.2%) of students noted that they experienced difficulties in establishing interpersonal interaction with parents; 37.2% felt insecure about their actions; 28.4% of students do not have enough practical skills of interpersonal communication within a multicultural educational environment of the institution of pre-school education.

The next question was aimed at finding out what skills and abilities of working within a multicultural educational environment the students acquired during the pedagogical practice in the institution of pre-school education. The received answers proved that 45.6% of the students learned how to solve communicative tasks in difficult, unpredictable situations of profession-based communication; 32.5% – to establish a benevolent style of relations with children and parents; 23.4% – followed the culture of speech and the rules of etiquette communication according to the situation.

To the question “Do you consider yourself prepared to work within a multicultural environment of a preschool education institution?”, we received the answers as follows: 34.2% of students consider themselves “completely prepared”; 55.6% – “insufficiently prepared”; 10.2% – could not definitely answer this question.

The analysis of the questionnaires proved that the students have sufficient theoretical knowledge and developed practical skills that allow them to act in various situations of professional communication within a multicultural environment.

Summing up, we can say that multicultural education is an important task of professional training intended for pre-service pre-school educators and is considered as a pedagogical process aimed at deepening students’ multicultural knowledge, skills, practical abilities, value orientations necessary for life in a modern multicultural society, and is implemented in their ability to effectively solve profession-oriented tasks in the process of interaction with representatives of different cultures. The formed multicultural competence will allow the pre-service pre-school educators to effectively interact with all participants of the educational process in an institution of pre-school

education, to realize the importance of transmitting culture to the future generation through their assimilation of reliable scientific knowledge, the formation of a positive attitude towards both their ethnic group and representatives of other peoples and their cultures.

The perspectives of further scientific research are seen in the substantiation of pedagogical conditions for the formation of multicultural competence of pre-service pre-school educators.

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文章对学前教育机构职前教育人员专业定向培养中的多元文化教育相

关问题进行了理论分析；总结了科学家在多元文化社会中界定“多元文化教育”现象的方法；明确了重点培养的多元文化能力的本质；在学前教育机构对 012 级学前教育专业的申请者进行学前实习后，对他们的多元文化能力发展状况进行了调查；作为进一步研究的视角，对学前教育工作者多元文化能力发展的教学条件进行了论证。

关键词：多文化教育；以专业为导向的培训；学前教育机构的职前教育者。