

# SYNERGISM OF THE METHODOLOGICAL BASIS FOR TRAINING WOULD-BE ORIENTALISTS: EURASIAN DIMENSION

DOI <https://doi.org/10.30525/978-9934-26-496-2-13>

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**Annotation.** *The article deals with the issues related to the synergetic fundamentals of the methodological basis for training would-be orientalists. The purpose of the research is to analyse the ways enabling the improvement of the methodological basis for training would-be orientalists. The tasks are: 1) to outline the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation; 2) to specify pedagogical approaches, principles and conditions contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine. The conducted research allowed the author to come to certain conclusions. The phenomenon “methodological approach” is defined as a thematically conditioned, scientifically substantiated and practice-focused aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines. Some key components of the designated methodological basis under modern conditions in Ukraine have been specified (pedagogical approaches, principles and conditions). The culturological and competence-based approaches are considered to be the most effective ones in Ukraine under modern conditions. The article highlights specific principles that determine the particularity of developing each type of speech activity and provide for synergetic academic progress: the principle of cognitive-automated mastery of linguistic and communicative skills; the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation. The author discovers the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation (the rapid development of science, the activation of academic mobility programs, the need for clear regulation and/or clarification of economic and legal relations between*

partner universities, the strengthening of profession-oriented training of would-be orientalists).

**Keywords:** synergism, methodological basis, training, orientalists, pedagogical approaches, pedagogical principles, pedagogical conditions.

## 동양어 전공자 교육 방법의 시너지 효과 : 유라시아적 차원을 중심으로

DOI <https://doi.org/10.30525/978-9934-26-496-2-13>

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**국문 초록.** 최근 우크라이나 외국어 교육에 있어서 동양어 교육에 대한 관심이 높아지면서 동양어 전공자 교육에서도 효과적인 학습 방안을 마련하는 것이 큰 과제로 대두되고 있다. 학습 방안은 우크라이나 전쟁 상황이라는 요구에 맞추어 조정되어야 하며 다양한 학습 방안이 마련되어야 한다.

이 연구의 목적은 우크라이나 대학에서 동양어 전공자 교육에서 전문성을 향상시키는 데에 목표를 두고 있다. 외국어교육에서 다양한 접근법과 학습-방법 등을 활용하고 있는 우크라이나 대학에서 동양어를 전공하고 있는 학습자의 학습 실력을 효과적으로 향상시킬 뿐만 아니라 학습자들의 유기적 사고력을 향상 시키는 창의적 교육이 이루어져야 한다. 우크라이나 동양어 교육에서는 다양한 교육 방안과 교수학습 방법들이 있지만 전쟁 상황에서 이와 같은 창의적인 교육이 이루어지기 위해 동양어 교육에서의 문제를 살펴보고 그 교육 방안을 제시하고자 한다. 동양어 동양어 전공자 교육에서 상호작용되는 교육에서 상호작용하는 요소들의 메커니즘을 다양한 학습 이론과 교육 방법론에 기반하여 설명한다. 우크라이나의 전쟁 상황에서 동양어 전공자들의 교육 방법론적 기초를 개선하는 데 기여하는 교육 접근법, 원칙 및 조건을 구체화한다. 언어 교육에서의 방법론적 접근은 다양한 학습 이론과 교수법을 포괄적으로 다루며, 특정 언어를 효과적으로 배우고 습득하기 위한 접근이다. 연구 대상자가 실생활에서 언어를 사용하고 의사소통하는 데 중점을 둔 접근법도 살펴볼 것이다. 연구 대상자가 목표 언어를 사용하여 학습 목표에 맞게 정보를 교환하고 상호작용하도록 하고 그 효과를 창출하는 일이 중요하다.

이와 같은 교육에서 시너지 효과를 창출하기 위해 동양어 전공자를 위한 교육 방안을 제시하고자 한다. 이 연구에서는 각각의 언어 활동

개발의 특이성을 결정하는 구체적인 원칙을 강조하며 학문적 발전을 위한 시너지로 언어 및 커뮤니케이션 기술의 인지 자동화 습득 원칙, 다양한 유형의 외국어 언어 활동과 통역/번역의 교육 및 학습 통합 접근법을 제안할 수 있다.

본 연구에서 시도한 방법론과 교육 실천에서 소개한 다양한 도구들은 새로운 교육 패러다임을 필요로 하는 동양어 전공자 교육에 있어서 유용하게 활용될 것으로 기대된다.

**주제어:** 동양어 전공자, 방법론적 근거, 시너지 효과, 교육적 접근법, 교육 원칙, 교육 조건

## Introduction

Currently, despite the military actions in Ukraine and post-COVID-19 consequences, Ukraine is actively participating in Eurasian integration into the academic space, which contributes to the accumulation of positive experience, particularly in the education system of our country. International educational and academic cooperation provides for the development of this field in a multi-vector way.

One of the today's Ukrainian feature of the education system is “mosaic culture” as the primary stage of forming the outlines of a universal world culture. Due to the reform of higher education which is taking place in Ukraine at the current stage, changes in value orientations, the expansion of intercultural and academic contacts, it is expedient to transform teaching/learning tools and activities into the plane of multiculturalism, which requires particular improved methodological platform for training would-be philologists and teachers majoring in Oriental and Germanic Studies.

The **relevance** of the study is determined, on the one hand, by scientific, technical and educational progress; on the other hand – by the necessity to adapt the academic and educational environment of Ukraine to the world standards taking into consideration military actions our country is living through.

It is worth noting that academic activities contribute to the realisation of academic mobility programmes within international cooperation with European and Eastern partner countries, which presupposes concluding corresponding agreements and contracts in two languages: English and Ukrainian – with European countries; Chinese and Ukrainian – with the People's Republic of China; English and Korean / Japanese – with the Republic of Korea and Japan, etc. Therefore, knowledge of a foreign language, in particular English, and command of the Ukrainian language

at a high level is required from the participants of academic activities in order to avoid potential misunderstandings.

Therefore, we consider the knowledge of English and Oriental languages (Chinese, Korean, Japanese) to be a key to a successful understanding of the content of the documentation, correct navigation in the financial and legal conditions of academic mobility and grant programs.



Thus, **the purpose** of the research is to analyse the ways enabling the improvement of the methodological basis for training would-be orientalists. It implies the solution of the **tasks** as follows:

- 1) to outline the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation;
- 2) to specify pedagogical approaches, principles and conditions contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

These **methods** were used: *theoretical analysis* of the literature related to the issue under study to specify its essence; *systematisation method* of perspective vectors of productive methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

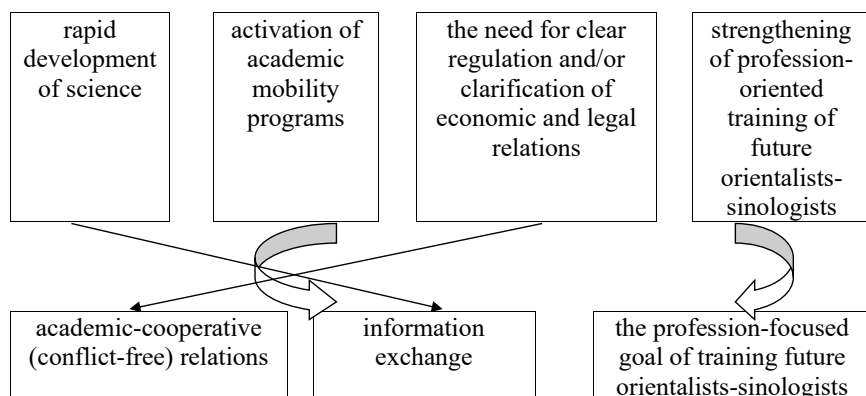
### **Results and Discussion.**

Synergism of the methodological basis for training would-be orientalists is closely interrelated with official documents covering academic, social, educational, and translation spheres. Therefore, it is expedient to highlight the tactical strategic focuses on the designated domains. Since the academic sphere is regulated by normative documents which determine standardised background for the realisation of academic mobility, we are to take into consideration this legal framework made up at the state level of Ukraine alongside international regulations: *The Law on Higher Education* (The Law on Higher Education, 2019), The Law of Ukraine “*On Scientific and Scientific-Technical Activities*” (2016), The joint declaration of the European Ministers of Education “*European space in the field of higher education*”

(1999), regulations established by the Commission on Cooperation between the Government of Ukraine and the Government of the People’s Republic of China, the *Agreement between the Government of Ukraine and the Government of the People’s Republic of China on scientific and technical cooperation* (1992), the *Agreement between the Government of Ukraine and the Government of the Republic of Korea on scientific and technical cooperation* (1992), the *Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Korea on cultural cooperation* (2004), the *Memorandum on cooperation between the Ministry of Education and Science, Youth and Sports of Ukraine and the Ministry of Education, Culture, Sports, Science and Technology of Japan in the field of education* (2012), etc.

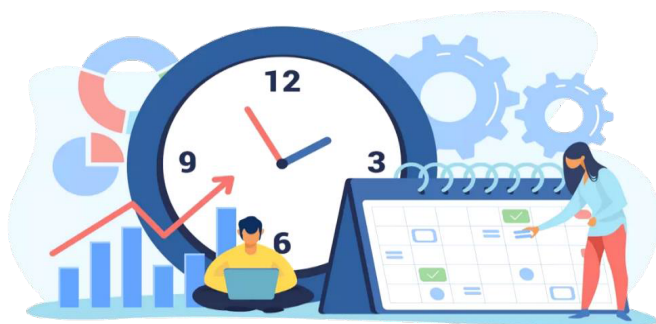
According to the documents, we can define the interrelation of strategic directions of improving the methodological basis for the training of would-be orientalists in the sphere under focus (Popova: 2022):

- 1) academic-cooperative (non-conflict) relations between individuals and/or legal entities (for the initiation, support and development of mutual educational and scientific activities in compliance with specific needs);
- 2) information exchange (for receiving, providing, requesting and processing necessary academic information);
- 3) the profession-focused goal of training future orientalists-sinologists under modern conditions (see Figure 1).



**Figure 1. Interrelation of strategic directions of improving the methodological basis for the training of would-be orientalists under modern conditions**

In this respect, the phenomenon “**synergism** of the methodological basis for training would-be orientalists” can be defined as an interaction of factors (rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientalists-sinologists) in the framework the methodological synergism-centred background, which leads to a combined effect-centred success of the training aimed at would-be orientalists.



The methodological synergism-centred background is associated with:

- pedagogical / methodological approaches;
- pedagogical principles;
- pedagogical conditions

contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.



### A. Pedagogical / methodological approaches

The notion “*methodological approach*” can be interpreted in this way: a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines.

The results of linguodidactic research in the field of the culturological approach to philological education testify the integrity of its components. Thus, the *culturological approach* can be defined as a multifunctional mechanism aimed at developing a cross-cultural competence of a would-be orientalist (as a polycultural linguistic personality) within “working” languages by means of the co-study of their mother tongue and (a) foreign language(s) alongside the cultures of ethno-social strata residing on the territories of these countries.

An effective realization of *the cultural-polyethnic component* of the profession-oriented speech training aimed at the future orientalists-sinologists requires these conditions:

1) to create special conditions for students facilitating better understanding and comprehension of their nation, the Chinese, Korean and Japanese people, the peoples of the U.K. (the USA); to master spiritual treasury of the Ukrainian, Chinese, Korean, Japanese and British (American) cultures;

2) to create conditions facilitating better understanding and comprehension of the culture of the people minorities who co-reside on the territories of the mentioned countries;

3) to create special conditions for contrastive acquaintance with cultures of the peoples of the world in diachrony and synchrony.



***The spiritual and moral vector*** is directed at:

1) formation of a tolerant attitude to confessional preferences of native speakers, religious diversity of the world;

2) formation of moral consciousness of a multilingual individual: particularization of the understanding of moral ethno-concepts, national principles, ideals, hierarchy of values in the context of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

3) development of moral perception while comprehending different kinds of art.

***The linguistic construct*** of the culturological approach to the orientalist training comprises his / her linguistic skills to reproduce the obtained culturological knowledge in Ukrainian and foreign languages (Chinese, Korean, Japanese, English) at all linguistic levels (phonological, lexical, morphological, and syntactical) observing the cross-cultural communicative etiquette. In other words, the culturological approach presupposes integration of linguistic and culturological (non-linguistic or extralinguistic) factors in the process of teaching a foreign language, theory and practice of translation in the framework of contrastive-comparative evaluation of the afore obtained knowledge about students' native country as well as the country (countries) the language of which they study, China, the Republic of Korea, Japan and Great Britain (the USA) in particular.

The classification determinants of the culturological approach can be represented by these constituents: culturological outline of the countries, the languages of which they study; national and cultural heritage; ethno-mentality; nationally marked socio-communication; linguoculturological background.

CULTUROLOGICAL OUTLINE OF THE COUNTRIES comprises these spheres of knowledge:

1. Territorial specificity;

2. The state system of the countries (Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA));

3. Economy of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

4. Population of the countries and their ethnical composition;

5. Religious preferences and confessions of the representatives of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

6. Leading Mass Media of the countries.

NATIONAL AND CULTURAL HERITAGE presupposes acquaintance with a layer of national and cultural acquisition every representative of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA) is proud of, the knowledge of, in particular:



1. *Holidays, customs, traditions, realia:*

a) **Ukraine** (holidays: New Year's Day, Orthodox Christmas, Unity Day, Mother's Day (International Women's Day), Orthodox Easter, Holy Trinity Day, May Day Holyday, Victory Day, Day of mourning and remembrance of war victims, Youth Day, Constitution Day, The Day of Knowledge, Teacher's Day;



traditional cuisine and dishes: borsch, pampushka, varenyky, halushky, hombovtsi, zrazy, kulish, nalysnyky, banosh, holubtsi, uzvar, etc.);



borsch and pampushka



varenyky



halushky



hombovtsi



zrazy



kulish



nalysnyky



banosh



holubtsi



uzvar

b) **China** (holidays: 除夕Chūxī – New Year’s Eve, 春节Chūnjié – The Spring Festival (Lunar New Year), 元宵节Yuánxiāojié – The Lantern Festival, 清明节 – Qīng míng jié, also known as Tomb-Sweeping Day or Clear Brightness in English, (originated from the Cold Food Festival), 端午节 – The Duānwǔ Jié (also called The Dragon Boat Festival), 七夕節 – The Qixi Festival (literally “The Night of Sevens”), The Mid-autumn festival, 重陽節 – The Chung Yeung Festival (Double Ninth Festival), 冬至 – Dōngzhì (The Winter Solstice Festival), *etc.*;



traditional cuisine and dishes: 北京烤鸭 – běijīng kǎoyā (Beijing Duck), 点心 – diǎnxīn (Chinese snack), 炒米饭 – fried rice, 皮蛋 – pídàn or a Century egg, 甲鱼汤 – jiǎyútāng (turtle soup), 饺子 – jiǎozi, 豆腐 – tofu, 面条儿 – miàntiáor (Chinese noodle), 面包 – miànbāo (Chinese bread), *etc.*;



北京烤鸭  
(Beijing Duck)



点心  
(Chinese snack)



炒米饭  
fried rice



皮蛋  
a Century egg



饺子 – jiaozǐ



豆腐 – tofú



面条儿  
(Chinese noodle)



馒头  
(Chinese steamed bun)

c) **the Republic of Korea** (holidays: January 1 New Year's Day (1월 1일 설날/ 1wol 1il seolnal), Lunar New Year's (구정 / gujeong), Independence Movement Day (독립운동의 날 / doglib-undong-ui nal), Children's Day (어린이 날 / eolin-i nal), Buddha's Birthday (부처님오신날 / bucheonim-osinnal), Memorial Day (기념일 / ginyeom-il), Liberation Day (광복절 / gwangbogjeol), Chuseok (추석 /chuseog), National Foundation Day (개천절 / gaecheonjeol), Hangeul (Hangul) Day (한글날 / hangeulnal), Christmas Day (크리스마스 날 / keuliseumaseu nal), etc.;



traditional cuisine and dishes: kimchi (김치), bibimbap (비빔밥), simmered rice cakes – tteokbokki (떡볶이), bulgogi beef (불고기 쇠고기), Korean stew – jjigae (찌개), a Korean-Chinese fusion dish – jajangmyeon (짜장면), samgyeopsal (삼겹살), spicy cold noodle – bibim nengmyun (비빔냉면), Ginseng chicken soup – samgyetang (삼계탕), etc.;



김치  
Kimchi

비빔밥  
bibimbap

떡볶이  
tteokbokki

불고기 쇠고기  
bulgogi beef



찌개  
Korean stew

짜장면  
a Korean-Chinese fusion

삼겹살  
samgyeopsal

비빔냉면  
bibim nengmyun

d) **Japan** (holidays: New Year's Day (元旦 / Gantan), Coming of Age Day (成人の日 / Seijin'nohi), National Foundation Day (建国記念の日 / Kenkokukinen'nohi), The Emperor's Birthday (天皇誕生日 / Ten'nōtanjōbi), Vernal Equinox (春分/Shunbun), Golden Week (ゴールデンウィーク/ Gōruden'u-īku), Constitution Memorial Day (憲法記念日 / Kenpōkinenbi), Greenery Day (みどりの日 / Midorinohi), Children's Day (こどもの日 / Kodomonohi), Sea Day (海の日 / Uminohi), Respect for the Aged Day (敬老の日/ Keirōnohi), Sports Day (運動会 /Undōkai), Culture Day (文化の日 / Bunkanohi), Labor Thanksgiving Day (勤労感謝の日 / Kinrōkanshanohi), etc.; traditional cuisine and dishes: sushi (寿司), sashimi (刺身), grilled eel – unagi (うなぎ蒲焼き / Unagi kabayaki), tempura (天ぷら), buckwheat noodles – soba (そば) and wheat noodles – udon (うどん), grilled chicken skewers – yakitori (焼き鳥), sukiyaki (すき焼き), simmered ingredients – oden (おでん), Miso Soup (みそ汁 / 味噌汁, etc.;



寿司  
sushi



刺身  
sashimi



すき焼き  
sukiyaki



天ぷら  
tempura



そば  
Soba



うどん  
udon



焼き鳥  
yakitori



うなぎ蒲焼き  
Unagi kabayaki



おでん  
Oden



みそ汁 / 味噌汁  
MisSoup

e) **Great Britain** (holidays: Saint Valentine’s Day, Saint David’s Day, Saint Patrick’s Day, Mother’s Day, April Fool’s Day, Queen’s Birthday, Saint George’s Day, Easter Day, May Day Holiday, Halloween, Saint Andrew’s Day, Guy Fawkes Day, Christmas Day, Boxing Day, New Year’s Day, *etc.*;



traditional cuisine and dishes: English pudding, meat pie “Beef Wellington”, oatmeal porridge, bacon and eggs, beef steak, sausages and toasts, English black ale, *etc.*).



English pudding



Beef Wellington



oatmeal porridge



English black ale



bacon and eggs



beef steak



sausages and toasts

2. *Science and education* of Ukraine, China, the Republic of Korea, Japan and Great Britain, \*the USA (the structure of the educational hierarchy; information concerning pre-school, secondary and high school educational establishments; information about postgraduate education, scientific degrees; orientation in the main scientific achievements of the countries and scientists, etc.).



3. *Traditional art* (the contents and names of outstanding works of art, information about their authors, folk arts, cultural institutions):

a) **Ukraine** (Ukrainian painting: iconography, secular portrait, (folk) painting, Ukrainian Graphics; Ukrainian sculpture; genre diversity of the Ukrainian song: calendar-ceremonial, household-ritual, everyday, serf life songs; historical songs and ballads; national musical instruments: violin, bandura, psaltery Stolovich, zither, torban, flute, etc.; folk arts: Ukrainian rushnyk (towel), Ukrainian embroidery, weaving);



b) **China** (Chinese national music, opera, drama; national musical instruments: woodwind, percussion (dizi, guan, cymbals, etc.), bow (erhu, zhonghu, gaohu, banhu, etc.), pluck and hammer strings (guqin, guzhen, liuqin, etc.); calligraphy; ancient Chinese writing; Chinese porcelain, etc.);



c) **Korea** (the first mensural notation system called jeongganbo; the “legitimate music” (called jeongak or jeongga) enjoyed by the royalty and aristocracy of Joseon; folk music including pansori, sanjo, and jangga; jeongjae (court music and dance) performed for the King at celebratory state events; music and dance connected with shamanic and Buddhist traditions such as salpuri, seungmu, and beompae; and poetic songs beloved of the literati elite such as gagok and sijo; musical instruments: wind instruments such as the piri, daegeum, danso, and taepyeongso; stringed instruments such as the gayageum, geomungo, haegeum, ajaeng, and bipa; and percussion instruments such as the buk, jangu, pyeonjong, pyeongyeong, kkwaenggwari, and jing; painting and calligraphy, pottery, handicrafts, etc.);



d) **Japan** (Japanese music hōgaku, gagaku (court music) or shōmyō (Buddhist chanting); theatrical forms of drama kabuki and Noh; musical instruments: biwa, fue, wadaiko, shamisen, etc.; Japanese calligraphy shodo, ikebana; playing a Japanese DRUM taiko; green tea ceremony; Bonsai trees; woodblock prints Ukiyo-E; Kabuki Theatre, etc.);



e) **Great Britain** (the Royal Collection “Windsor beauties”; national music of: England (sea shanties), Scotland (waulking songs), Northern Ireland (folk ballads), Wales (male choral singing, folk tunes); national musical instruments of: England (violin, concertino, bagpipe), Scotland (violin, bagpipe, whistler), Northern Ireland (guitar, violin, harmonica, flute), Wales (Welsh harp, harmonica, pibgorn); folk arts: garden-and-park, decorative, Pink stone porcelain, etc.).



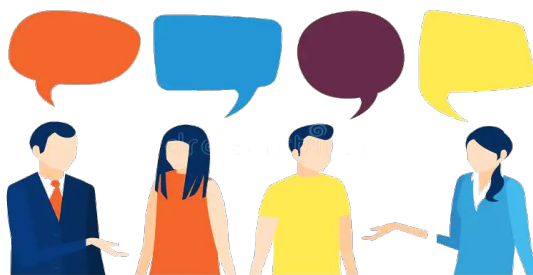


4. *Belles-lettres* of Ukraine, China, the Republic of Korea, Japan and Great Britain, \*the USA (information about periodization and history of national literature, names and authors of literary works, thematic and genre spectrum).

5. *History of the countries* (outstanding historical events and people, national landmarks, historical and cultural attractions).

THE ETHNO-MENTALITY of the representatives of Ukraine, China, Korea, Japan, Great Britain, \*the USA discloses the inner world of native speakers and causal-investigatory factors specifying the main features of their mentality within a communication process.

NATIONALLY MARKED SOCIO-COMMUNICATION deals with stereotypes of verbal and non-verbal communicative behaviour of native speakers (the Ukrainians, the Englishmen, the Chinese, the Koreans, the Japanese) taking into account ethno-mentality of the representatives of a foreign culture or a sub-culture, which is expressed in: a) language (dialectal use of language; differences in vocabulary, grammatical constructions, phonetic peculiarities of speech; specific linguistic and extralinguistic phonation, etc.); b) non-verbal means of communication (language of gestures, kinesic means, symbolic use of signs both in oral and written communication).



LINGUOCULTUROLOGICAL BACKGROUND unites culturological knowledge within Ukraine, China, Korea, Japan, Great Britain / the USA with linguistic means of their reproduction in a particular situation of cross-cultural communication in Ukrainian, Chinese, Korean, Japanese, and English.

There is no doubt that *the culturological approach* lays the person-oriented foundation for the philologist's professional activity, according to which a specialist himself / herself chooses a way to achieve a goal; the chosen way being adequate to moral guidelines, ideological principles, religious beliefs, ethical and aesthetic considerations and other moral values. Cross-cultural basis of teaching (foreign) languages presupposes the parity of national and non-national cultural values, which enables unimpeded entrance into cultural and professional space.

Another pedagogical / methodological approach to be mentioned is *the competence-based approach*. There have been elaborated the criteria specifying the main components of orientalist's competence in order to define the level of students' unified professional and language competence development: *linguistic, communicative-and-speech, translatorial discourse-oriented, specific-technological and linguosociocultural competences*. Concrete knowledge and skills fulfil the role of indices-markers specifying certain competence development. Let us consider them in detail.

*Linguistic competence* is characterized by these indices (Popova, 2016):

- *the knowledge* of linguistic units of a foreign language (languages) and Ukrainian:

- *lexical* (terminology of different spheres, phraseology, realia and other non-equivalent vocabulary within academic and professional spheres according to curricula requirements and training level; knowledge of slight shadows of semantics constituting the meanings of synonyms and antonyms

within a certain sphere; knowledge of etymology of lexical units and means of enriching vocabulary of languages a translator works with);

– *grammatical* (knowledge of specificity characterizing connections between grammar and vocabulary, morphology and syntax; knowledge of word-building models and word-changing forms, word's transposition; knowledge of main and auxiliary parts of speech; knowledge of means aimed at expressing modality; knowledge of connection types inside a sentence);



– *phonological* (knowledge of sound composition, types of stress and minimal phonetic units of languages a translator works with; structure and types of syllables in English (closed, open, quasi-open), Chinese (initials, finals, medials, subfinals, centrals, terminals), in Japanese (a vowel (a, i, u, e, o), a consonant + a vowel (62 combinations), a consonant alone (n, t, s, k, p), a consonant + y + a vowel (33 combinations)), 5 forms of syllables in Korean, including blocks, and Ukrainian (state official language); tone peculiarities; knowledge of intonation peculiarities and its components; knowledge of graphics and transcription rules);

- *knowledge* of functional and stylistic markers (knowledge of functional styles and language genres; the essence of stylistic devices and expressive means; creation means of emphasis and emotional-attitudinal meaning at lexical and syntactic levels);

- *knowledge* of spelling, orthoepy and hieroglyphics rules;

- *practical experience* to identify functionality of linguistic units representing foreign and Ukrainian languages at phonological, grammatical, lexical-semantic and stylistic levels while dealing with oral and written speech;

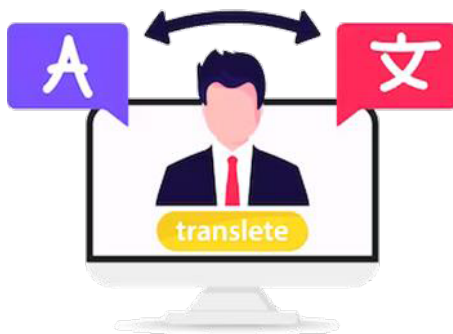
- *practical experience* to process spelling, orthoepy and hieroglyphics rules;

- *language skills* (lexical-semantic, grammatical, stylistic, phonological) while dealing with oral and written speech;

- *skills* in the use of spelling, orthoepy and hieroglyphics rules.

**Communicative-and-speech competence** is revealed in its key competencies-components in *listening comprehension, speaking (dialogic, monologic, dia-monologic), reading and writing*.

**Translatorial discourse-oriented competence** encompasses the skills to deal with various discourses (as well as their genres) and translation / interpretation modes. It is expedient to mention these types of discourses: official documentary, publicistic / journalistic, social and political, scientific and technical, artistic. The translatorial constituent covers these modes: sight interpreting, simultaneous interpreting, consecutive interpreting, translation which can manifest themselves in full (written) translation and abbreviated translation (annotated and abstracted).



**Specific-technological competence** is an applied competence which enables teachers and translators to perform their professional tasks successfully when performing Machine (MT) and Computer Assisted Translation (CAT); working with reference-lexicographic / information sources, text processors, software, monolingual and multilingual dictionaries, text editing programmes / software (spelling, grammar, terminology concordance – FileMaker, LogiTerm, MultiTerm, Termex, TermStar, etc.), concordance programmes (Transit NXT); translation memory programmes (TMM), etc.



**Linguosociocultural competence** unites linguistic, social (soft) and cultural knowledge, skills and abilities.

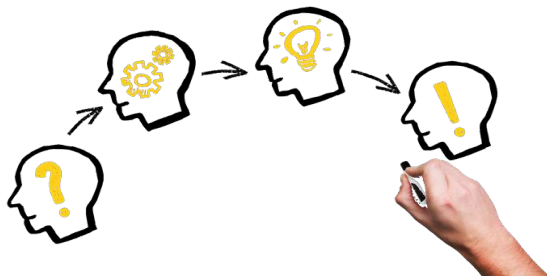
The afore mentioned competences comprise the professional portfolio of a sinologist-orientalist and contribute to his / her successful practical activities.

### **B. Pedagogical principles**

The methodology of teaching a foreign language is interrelatedly based on *general didactic principles* that reflect the specifics of educational activities oriented toward oral and written speech; *linguistic didactic* (properly methodological) *principles*, i.e. initial provisions aimed at interdisciplinary integration of students' knowledge and skills in lexicology and grammar, grammar and speaking abilities, lexicology and stylistics, oral and written speech, speaking and speech culture, interconnected learning of two (several) languages; and *specific principles* that determine the particularity of developing each type of speech activity (listening, speaking, reading, writing), mastering linguistic phenomena (phonetic, lexical, grammatical), as well as mastering the skills and abilities of using the acquired theoretical and practical knowledge in profession-oriented situations, involving translating and interpreting within the studied language pairs.

Among the specific teaching / training principles, it is essential to focus on the ones as follows: • *the principle of cognitive-automated mastery of linguistic and communicative skills*; • *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*.

*The principle of cognitive-automated mastery of linguistic and communicative skills* implies a transition from conscious language learning to automation of skills that generate foreign language speaking. This principle provides a proportional ratio of analogy, linguistic sense-intuition, unconscious memorisation, discursiveness.



The training of future sinologists-orientalists in speech activities in a foreign language which is correlated with the training in intercultural communication as a binary activity – communication and translation – substantiates the use of *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*. In view of the above, this principle presupposes the integration of training students in various types of foreign language speech activity (listening, speaking, reading, writing – hieroglyphics, pinyin, Latin and Cyrillic alphabets) and various types of interpretation / translation (oral, written, combined).



### **C. Pedagogical conditions**

*Pedagogical conditions* are associated with a set of interdependent, specially created by the teacher, circumstances (prerequisites) that ensure the synergism of the methodological basis for training would-be orientalists: organisation, monitoring, regulation and interaction of subjects and objects of the teaching / learning process within the realisation of a certain goal under modern conditions in Ukraine.

The two-year experience shows that these pedagogical conditions contribute to students' academic success:

- the presence of positive motivation of students to their learning foreign languages (English, Chinese, Korean, Japanese, etc.);
- interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented tools;
- immersion of students in active independent profession-related activities with authentic texts and foreign speakers;
- implementation of interactive teaching / learning forms;
- future sinologists' / orientalists' awareness (at the level of beliefs) about the importance of profession-related activities in the educational space of intensification of the Ukrainian- British / American / European / Eurasian relations.

It should be noted that the outlined pedagogical conditions are implemented comprehensively, but at each stage a certain pedagogical condition prevails in accordance with the simulated educational context.

### **D. Interiorisation: the structure and content of the concept in the education context**

In recent decades, attempts have been made around the world to elucidate the most influential schools in the world psychology and scientific areas which are somehow related to the phenomenon of interiorisation. Interiorisation has been studied by scholars in diverse vectors: genetic psychology (Jean William Fritz Piaget); cultural and historical psychology (L. S. Vygotskiy); social-genetic psychology (Anne-Nelly Perret-Clermont, V. V. Rubtsov et al.); cultural psychology (Michael Cole); the theory of systematic and gradual development of mental actions and concepts (P. Ya. Galperin); the conception of developmental teaching / learning (V. V. Davydov, T. V. Pushkaryova et al.); the theory of activity (O. M. Leontiev); genesis of the concept "interiorisation" in Psychology and Pedagogy (O. V. Babenko), etc.

According to dictionary sources, **interiorisation** (French *interiorisation* – transition from outside to inside, from Latin *interior* – internal) is associated with the building of internal structures of the human psyche through the assimilation of external social activities, appropriation of life experience, evolvement of mental functions and development in general.

Transforming the content of this psychological phenomenon into the plane of the Foreign Languages Department, we interpret it as a process of building student's inner spiritual world, namely: his / her needs, interests, desires, evaluative judgments, experiences, attitudes, behaviour through mastering educational activities alongside intercultural and cross-cultural communication.

The results of interiorisation are as follows:

1. Socio-cultural adaptation of a university student;
2. Development of student's thinking, self-awareness, his / her motivation to study;
3. Assimilation of new knowledge and social experience.

Under **the socio-cultural adaptation** of a student, we understand an acquired social status of an individual in the academic environment, integration of an individual in a social group which consists of students and teachers; entry of a person into social-role relations and relations with representatives of native and foreign cultures.

**The development of thinking** involves increasing its speed (mental processing), consciousness, depth and freedom. In classes and while organising education- and culture-related events together with the centres of other countries (China, the Republic of Korea, Israel, Turkey, etc.), general emotional gymnastics facilitates students' academic success; it improves their mood, cheerfulness and clears the brain. Students are provided with such conditions that cause a change in their emotional states. These emotional states tend to be accompanied by emotional movements which warm up and develop the strength and brightness of emotional actions and reactions.

The training of speed of authentic text perception according to the method of Viktor Kotko assists in developing mental processing. Popular scientific books rich in their contents are used for the designated purpose. While reading, the teacher notes the time to read each page: he / she gives three minutes, then two and a half and, finally, two minutes. After two months of such training, you can learn to read one page at a speed of 5 to 1 second. The mastered material is checked in this way: the page that



students read in 3 seconds should be retold as clearly as in the first reading within a period of 3 minutes.

Comprehensive thinking is generated due to the performance of these tasks: reproduction of the read / heard information; production of one's own thoughts and expression of person's attitude to the content of an authentic text; creation of schemes, graphs, tables, etc. that reflect the content of a foreign message; tolerant listening to teachers and groupmates, demonstration of positive attitudes. In foreign language classes, attention is paid to:

1) effective thinking, where students prefer positive rather than negative thinking (i. e. they try to find positive aspects in communicative situations) and express specific opinions and conclusions in a positive perspective;

2) thought control, which is actualised through the development of students' skills to think in a foreign language as well as the observation of the logic of their own thoughts and their groupmates' viewpoints.

***The development of students' self-awareness***, e. g. their ability to comprehend their own qualities, properties and characteristics, is carried out gradually. Exploration of oneself as a future teacher or translator is very important in this process: university students learn their external profession-oriented features, compare them with similar features of other people, then against the background of interaction with other cultures, the "I-concept" is formed.

***The development of students' motivation*** to study is possible due to:

- the use of multimedia tools by teachers / instructors within the development of students' perceptual skills and abilities;
- the application of innovative forms, methods and teaching aids: lectures-plenary sessions, lectures-consultations, lectures-dia-polylogues, lectures-press conferences, lectures-meetings, lectures-conferences-workshops, lectures-symposiums; workshops; translation and speech trainings; students' independent (self-guided) work; analytical exercises; role-playing games, profession-oriented games; group trainings and individual lessons with students on multicultural issues; master classes; creative hours, creative tasks of aesthetic character; career guidance work with school-leavers; speech-translation practice with native speakers at the local and state levels; taking multilevel exams in Chinese HSK and HSKK (the Chinese Proficiency Test), as well as the Korean TOPIK (the test which measures proficiency in reading, writing, and listening comprehension in the Korean language); language practice abroad; reporting conferences, photo exhibitions, presentations, videos;

- intercultural communication (with teachers from China, the Republic of Korea, the United States of America, Israel, Turkey) in class and during the organisation of education- and culture-related events;
- the opportunity for students and teachers to participate in academic mobility programs and internships (study in China, Korea, Germany); to take part in international conferences abroad (China, Israel, etc.).

### **E. Education, culture and resource centres of other countries as a determinant of successful internalisation of the educational process at the Faculty of Foreign Languages**

On the basis of the Foreign Languages Department, four centres of foreign countries function: Education and Culture Centre “Confucius Institute”; Education, Science, Information and Culture Centres of the Republic of Korea and the State of Israel, the Culture Centre of Turkey. The students of the Foreign Languages Department participate in the activities initiated by the centres.

During the organisation of events, future foreign language teachers and translators get acquainted with the mentality of foreigners and stereotypes of their behaviour. Mentality peculiarities of representatives of different countries are manifested by means of various aspects of culture: musical, choreographic, artistic, food cultural code, etc.

*Musical and choreographic aspects* are realised in such events as: “Chinese-Ukrainian Spring”, “International Day of Confucius Institutes”, “Doors Open Day of Ushynsky University”, etc. (online, offline, a mixed mode).

*The arts* of foreign countries are represented during the career guidance work: training in oral Chinese “I greet you...”, “Magic colours of body art”; workshop on drawing hieroglyphs and other national symbols on hands, arms and faces of guests (“Confucius Institute”); master classes in Korean calligraphy, making origami, tangrams, Korean traditional masks and magnets-hanbok (Education, Science, Information and Culture Centre of the Republic of Korea); language camps aimed at mastering the Chinese and Korean languages, culture and traditions of China and the Republic of Korea for the students of Ushynsky University; photo exhibitions; demonstration of traditional costumes; International festivals of languages and cultures, etc. (online, offline, a mixed mode).

*Traditional cuisine* plays an important role in the cultural adaptation both of students and overseas teachers. It includes joint cooking of national cuisine and participation in tea ceremonies, during which students and teachers discuss philosophical and cultural aspects and comprehend their

essence through the prism of native culture. The following dishes are popular with our students:

- Chinese 饺子 / jiǎozi (meat dumplings);
- Korean 김치 / gimchi / kimchi (a traditional Korean side dish made from salted and fermented vegetables (most often Napa cabbage and Korean radish));
- Turkish dolma (vegetable stuffed with a rice-based mixture);
- Jewish forshmak (a sort of herring pâté), etc.

In the view of the above, we consider the below mentioned vectors to be promising in the framework of further internalisation of the educational process:

- accumulation of efforts of Ukrainian and foreign teachers to teach students foreign languages and cultures, taking into account the multicultural environment of Odessa region;
- integration of the cultural heritage of the countries the languages of which are learnt by means of joint activities;
- expansion of geographical vectors of academic exchange programs intended for teachers / instructors and students.

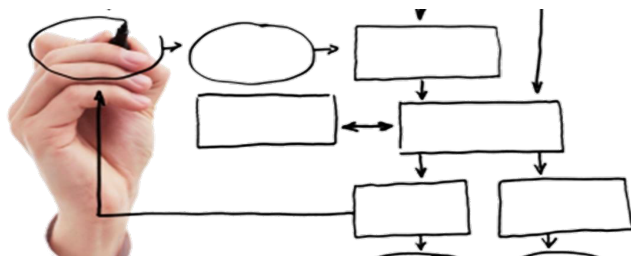
## Conclusion

The conducted research allowed us to come to these conclusions:

- The changes in the texts of documents occurring during the 21st century, both linguistically and extralinguistically, are associated with the factors as follows: rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientologists-sinologists.



- The notion “methodological approach” is understood as a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines. The culturological and competence-based approaches are considered to be the most effective ones in Ukraine under modern conditions.



- The specific teaching / learning principles imply the integration of training students in speech activities (listening, speaking, reading, writing) and translating / interpreting (full, annotated and abstracted).

- Pedagogical conditions should be specially created by the teacher and ensure the synergism of the methodological basis for training would-be orientalists to achieve certain goals.

- The interiorisation of the educational process contributes to students’ academic success in learning foreign languages. The phenomenon under focus manifests itself in students’ socio-cultural adaptation; development of student’s thinking, self-awareness, his / her motivation to study; assimilation of new knowledge and social experience. Students get acquainted with mentality peculiarities of representatives of different countries during the organisation of culture-related events by means of various aspects of culture: musical, choreographic, artistic, food cultural code, etc. Accumulation of students’ efforts to learn foreign languages in combination with culture-related issues within a multicultural environment, organisation of joint culture events, academic mobility seem to be beneficial for interiorisation of the educational process.

**The perspectives of further research are seen in the study of the means and ways which could contribute to Eurasian academic cooperation.**



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