

# THE INFLUENCE OF THE NATIONAL MENTALITY OF CHINESE STUDENTS ON THE FORMATION OF PROFESSIONAL AND COMMUNICATIVE COMPETENCE USING INNOVATIVE TECHNOLOGIES

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## ABSTRACT

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Taking into account the national mentality of foreign students in the process of obtaining their education at a higher education institution of another country is a very influential factor for the quality of their professional competence formation. Relying on the ethnopsychological foundations of the personality of Chinese students studying at Ukrainian universities allows us to take into account both the influence of the native language and the features determined by the specificity of their linguistic picture of the world, which is the basis of the deep processes of perception, processing, storage and use of the information they receive. Under the influence of national traditions, the Chinese have formed a context-dependent style of cognitive behavior in education. Reorientation to new educational strategies should take place on the basis of methodically expedient use of linguistic didactic traditions of China, characterized by the priority of reading, writing, grammar, vocabulary accumulation, system control and relying on the developed national characteristics of the Chinese: a high level of mnemonic abilities (memorization, classification), advantage of visual and auditory channels of information perception, etc.

## KEYWORDS

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Ethnopsychological features of the individual, Chinese national mentality, professional and communicative competence, innovative learning technologies.

### 8.1 PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF FOREIGN STUDENTS AND DIFFICULTIES IN ITS FORMATION ASSOCIATED WITH LANGUAGE BARRIERS IN CHINESE STUDENTS

The professional and communicative competence of foreign students is an important condition for their effective communication in educational and educational and professional spheres and a necessary factor for future successful professional and communicative activities. It is a complex education, a set of basic competencies, the formation of which allows a foreign student to navigate in the educational, professional and everyday spheres of communication, which ensures the activity of its inclusion in communication, the correctness and appropriateness of its construction of coherent statements.

The professional and communicative competence of foreign students is defined as a set of personal qualities of a foreign student (value-meaning orientations, knowledge, skills, ability to communicate and conduct professional activities in a foreign language), determined by the experience of its educational activities [1]. This competence involves mastering the technology of professional communication, characterized by the identification of a group of skills: to achieve communicative contact; choose communication tactics adequate to the situation, manage the communication process, etc.

The main components of professional and communicative competence of foreign students are:

- motivational, which involves the development of learning motives and instilling interest in studying the scientific style of speech;
- linguistic, which is related to theoretical knowledge of the language, lexical and grammatical skills and the ability to construct sentences grammatically correctly;
- subject-speech, which ensures the acquisition of knowledge about the content side of the subject, improvement of lexical skills, as well as monologic and dialogic speech in the educational and professional sphere;
- pragmatic, which requires the acquisition of knowledge about the expediency of using appropriate constructions, the ability to participate in communication in connection with the intentions and situations of communication, the norms of speech etiquette [2].

Professional and communicative competence is based on the following basic components: language (linguistic), subject (cognitive) and pragmatic (social), etc.

The formation of professional and communicative competence of foreign students in higher education institutions of Ukraine is the most effective under the conditions of the implementation of a dynamic model of professional and communicative formation of a specialist of any profile from the actual educational and professional communicative activity (practical classes, lectures, seminars, scientific research work of students) through quasi-professional communicative activity (business and situational games, organizational and activity games) to professional communicative activity (educational and production practices, work by profession).

The process of formation of professional and communicative competence of Chinese students in higher education institutions of Ukraine has its own characteristics, it is a complex phenomenon, which is manifested in the optimal combination of subjective (basic communication level, motivation, national and cultural aspect, taking into account the cognitive styles of students, the presence of personal communicative qualities, multicultural competence of teachers) and objective (contextual learning, training of teachers of disciplines of the social and humanitarian cycle and, teachers of professional disciplines, managers of scientific research work, educational and industrial practice to carry out appropriate work with foreign students, application of active, interactive teaching methods and information and communication technologies for optimization and intensification of the process of formation of professional and communicative competence of foreign students, compilation of adapted textbooks and manuals, thematic dictionaries, etc.) factors.

In the 2021–2022 academic year, we conducted a survey among teachers of higher education institutions of Ukraine (S. Kuznets KhNUE, KhNAHU) (120 people) and Chinese students studying

there (71 people). We consider the results of the answers to the questions, the purpose of which was to identify the activity of Chinese students regarding inclusion in professional communication, to be alarming. In the questionnaire, Chinese students indicated that they would agree to absentee participation in conferences, they would prefer written form of educational and professional communication (86 %), however, they revealed a fairly high level of formed informational competence, a positive attitude towards such a form of communication as electronic communication. In the course of individual conversations with teachers, it was established that students from China experience difficulties in team work together with representatives of other ethnic cultures, mostly do not show activity in communication, do not know how to listen and hear the interlocutor, are not able to adequately assess their own level of professional and communicative competence formation, do not have effective ways of solving conflict situations, etc. The most important reason for these shortcomings is the presence of a language barrier for Chinese students in communicating in a foreign language.

The language barrier manifests itself as an individual, subjective inability to use existing knowledge. This is a peculiar psychological barrier of speech, which consists in the impossibility of expressing one's thoughts, as well as one's own point of view [3]. It arises as a result of insufficient learning motivation, inadequate self-esteem, an unfavorable psychological atmosphere in the study group and the lack of skills and abilities necessary for the implementation of the communication process and leads to the blocking of effective communication in the process of joint activity [4]. The causes of the language barrier are closely related to low self-esteem and fear of the need to express oneself in a foreign language. From a psychological point of view, it is based on various fears associated with the peculiarities of temperament, low level of emotional stability and low self-esteem of the student's personality. It can be self-doubt caused by mistakes and mistakes; reluctance to make mistakes in front of a group; fear of causing laughter or disapproval; stiffness in a conversation situation in a pair with a "strong" (one who has a good command of the language) interlocutor; inability to apply knowledge in a real communication situation, etc. Sometimes there is also a lack of confidence of students in the level of knowledge of a foreign language, which they consider not perfect enough, and therefore do not want to participate in communicative activities in class. Also, the reasons for the appearance of a language psychological barrier can be a negative previous experience of learning foreign languages, a lack of motivation to learn a language; inability to independently overcome language difficulties. The linguistic barrier is easier to overcome, because it is associated with objective difficulties (lack of vocabulary, lack of knowledge of grammar, difficulties in understanding a foreign language by ear due to weak listening skills, etc.).

Sometimes the teacher's personality can be the cause of obstacles in language learning. This happens when the teacher dominates the audience, talks too much or constantly instructs, corrects every mistake made, comments on the statements of students, often believing that otherwise it will lose control over the educational process [5].

The practice of teaching the Ukrainian language to Chinese students makes it possible to assert that the language barrier in this category of students is the main obstacle to effective commu-

nication. It causes students' emotional breakdowns, self-doubt, negatively affects their academic performance, reduces motivation to learn the language, and contributes to misinterpretation of the interlocutor's behavior. We believe that in order to solve this problem, it is necessary to fulfill the following conditions: recognition of the existence of the barrier and awareness of the reasons for its occurrence; the presence of powerful motivation to overcome it; conditions and resources to remove this obstacle, including professional help.

As means of overcoming language barriers, we can offer:

- creation of a favorable psychological climate in the student group (the teacher's emphasis on moments of success, achievements in students' mastery of a foreign language, creation of communication situations in which the student is convinced that its successes are a manifestation of its abilities);
- a corrective effect on an inadequate level of harassment and self-esteem (increasing educational motivation by including students in collective creative activity, structural organization of the group goal and its correlation with personal tasks);
- formation of communication skills through the activation of reserve personal capabilities and the use of students' social experience (organization of collective activities, during which students determine their communication abilities, master communication techniques) [4].

The creation of an emotionally favorable atmosphere in the classroom contributes to the involvement of even the least active students in the lesson, makes it possible to overcome the existing fears of students, in particular, in front of the teacher, the fear of making a mistake, etc. An effective way to reduce tension is to start the class with a joke or a small language game. A possible technique is also a "deliberate mistake", which the teacher makes on the board and asks the students to correct it. This technique demonstrates that the teacher is tolerant of mistakes, is not afraid of them, and therefore students should not be ashamed of them either, most importantly – correct them. It is also important to support the students' desire to express themselves, because this contributes to the improvement of students' self-esteem and gives them a sense of security. To relieve emotional tension, it will also be appropriate to use the "mask method", which consists in the student's communication during the lesson not on its own behalf, but on behalf of a certain person, a well-known character. Thus, the level of language proficiency and possible mistakes of the student are attributed to this character, which significantly reduces the fear of public speaking and optimizes the process of foreign language communication. But it should be remembered that all the proposed techniques and methods in the Chinese classroom should be used only when the teacher has studied the student classroom and prepared it accordingly, because these techniques are not peculiar to the Chinese educational system, which will be discussed later.

The role of the teacher in overcoming the language and psychological barriers of students is leading. Favorable factors of this are:

- high psychological and professional competence;
- knowledge and application of innovative teaching methods;
- intensification of training;

- formation of the necessary individual and personal traits;
- constant purposeful work on improving the course;
- direction to the formation of students' stable positive motivation and interest in learning the language;
- creation of the necessary language environment;
- application of an individual approach in education, etc. [3].

Overcoming language barriers that negatively affect the effectiveness of the educational activities of Chinese students, restrain the implementation of their acquired knowledge, abilities and skills, inhibit the disclosure of creative abilities is an important condition for ensuring the successful formation of professional and communicative competence in them.

## 8.2 THE MENTALITY OF THE CHINESE AND THE PECULIARITIES OF THE CHINESE EDUCATION SYSTEM IN COMPARISON WITH THE UKRAINIAN EDUCATION SYSTEM

Foreign students who integrate into the new conditions of university education in Ukraine face a wide range of difficulties. This is the cultural heterogeneity of the educational environment, which complicates intercultural interaction, and low motivation to study, etc. Overcoming educational-cognitive, communicative difficulties hinders the assimilation of knowledge, leads to disappointment in the quality and organization of educational activities. The most difficult problem of professional training of foreign students in higher education institutions is their professional training in a foreign language, which should become not only a means of communication in multicultural communication, but also a tool of professional and cognitive activity. The effectiveness of professional training of foreigners is related not only to the quality of the educational process in Ukrainian higher education institutions, but also to the psychological and personal characteristics of students, to their ethno-psychological characteristics, to the uniqueness of their native language and culture.

It is a generally recognized scientific fact that relying on the ethno-psychological and ethno-cultural foundations of the personality of foreign students allows us to take into account both the influence of the native language and the features caused by the specificity of their linguistic picture of the world, which is the basis of the deep processes of perception, processing, storage and use of the information they receive, which means that it contributes to increasing the effectiveness of teaching a foreign language and culture. If the teacher has knowledge about the mental differences that determine the emotional reactions of students, their way of thinking, the peculiarities of national behavior, it is able to create a favorable psychological atmosphere for students, methodically competently and effectively organize the educational process, and determine the strategy of studying foreign students.

As for foreigners studying Ukrainian, this rule is most relevant for Chinese students because of the fundamental difference between Chinese and Ukrainians as representatives of two cultures:

Eastern and Western. Ukraine and China are partner countries with long-standing traditions of co-operation and a rich history, but at the same time, learning Ukrainian as a foreign language for the Chinese is quite a serious problem, primarily due to cultural differences and national peculiarities of the education system. Traditional methods of teaching the Ukrainian language as a foreign language to Chinese students do not bring the desired results due to significant differences between the typologically distant Chinese and Slavic languages, not communicative, but rational-logistic style of language acquisition by the Chinese, differences in the mentality of Slavic and Eastern personality psychotypes, fundamental differences education systems of Ukraine and China [6]. The Chinese education system is dominated by the knowledge paradigm and corresponding forms of education, focused on memorization, repetition, performance of written and control works, minor inter-subject connections in education.

In order to determine the peculiarities of pedagogical communication with Chinese students, let's turn to a more detailed description of the mentality of the Chinese, to determine the main features of their national character. Among the national characteristics of the Chinese, first of all, such traits as restraint bordering on coldness, discipline, purposefulness, closedness, which have been formed over thousands of years and are the result of upbringing, can be named. The Chinese mentality is characterized by traditionalism, conservatism, and the preference of introverted orientations over extroverted ones. We should also mention such features of the communicative behavior of the Chinese as the cult of honoring the elder, which influenced the formation of national traits of politeness and politeness (hence the expression "Chinese ceremonies").

For the Chinese, collectivism is more characteristic than the attraction to individuality, the unconditional readiness of the individual "I" to dissolve in the general "we", the sense of collective responsibility is highly developed, which explains the close relationships in the family, work team, social group, etc., respect for the collective work and personal modesty [7]. The Chinese have such national psychological qualities as high dependence on the group, a specific unity based on a clear division of roles, a high degree of trust in the opinion of the group, as well as a special character of compassion and experience. The peculiarity of the historical, socio-political, economic and cultural development of China influenced the formation of such traits as diligence, patience, endurance, tenacity, persistence, endurance, coolness, calmness. Unpretentiousness, moderation, and adaptability have become a complex of the Chinese national character [8].

In order to better understand the problem under consideration by us, it is necessary to outline the differences in the approach to language learning in the Ukrainian and Chinese educational systems, which affect the success of Chinese students in learning Ukrainian as a foreign language. The Chinese secondary education system considers the main task of the student to memorize a large amount of material and reproduce it, which does not involve either analyzing it or expressing one's attitude towards it. A large number of students in the class (50–70 people), daily control test works in which the student uses mostly logic, does not provide an opportunity for the development of individual creative features. In the process of learning in a Chinese school, the skills of predicting the content of a text by its title or keywords are not formed; lexical-grammatical exercises,

reading and translation tasks prevail, and the knowledge control system cultivates written forms of answers, so Chinese students are better at performing tasks related to written control and visual support.

Implicit learning is typical for the Chinese, which occurs without awareness of what exactly is its subject, and is independent of the student's goal and awareness of the acquired knowledge. Therefore, non-verbal communication in the form of eye signals and gestures is important for them in the learning process.

For the Chinese, the main channel of information perception and storage is visual. Under the influence of national traditions, the Chinese have formed a context-dependent style of cognitive behavior in learning (the use of individual cognitive strategies), in which the learning material is learned in context, that is, there is a connection of new information with the situation, events, and background knowledge. This type of cognitive behavior is due to their native hieroglyphic writing, which relies on visualization, so it is much more difficult for Chinese students than for speakers of other types of cultures to single out and analyze an object, ignoring the surrounding context.

Compared to the Chinese teaching system, the teaching methods actively used by teachers of Ukrainian institutions of higher education are new for students. Thus, teachers often choose conversation as the main form of work in class, trying to conduct a full-fledged dialogue with each student, to involve it in the subject of discussion. But this form is initially unacceptable for the Chinese, which is connected with the peculiarities of the relationship between teachers and students in China, where respectful attitude towards the teacher, its unquestionable authority, is brought up from the school. And that is why classes built in the form of a discussion, which can naturally lead to disputes between the teacher and the student, cause them psychological discomfort. Also, the problem of using this form in classes can be that representatives of Chinese culture tend to develop arguments in a spiral, due to which they gradually expand and deepen them. Spatial deviations from the main topic of conversation, an indirect way to the goal of their statements are typical for representatives of European culture.

Observations of students' educational and professional activities, as well as the data of the Eysenck diagnostic test conducted by us with the participation of 71 Chinese students, give us reasons to assert that according to the response type "impulsivity/reflexivity" foreign students from China are more inclined to reflection, make decisions based on careful thinking about the situation, they try not to make mistakes, which is why they collect more information before giving an answer, but they successfully apply the strategies learned in the learning process in new conditions.

Chinese students are impressed by the type of teaching in which the instructor thinks through the course of the lesson, strictly allocating time to each of its stages, which ensures an even and dynamic pace of the lesson.

The relationship between teacher and student is also special from the point of view of the Chinese. The teacher is the main subject of the learning process for Chinese students. For them, the "pedagogy of cooperation" adopted in Ukrainian education cannot be effective. The democratic, creative model of communication between the teacher and the student causes opposition due to

the formed stereotypes. The Chinese student often perceives the possibility of a dialogue with the teacher as weakness and lack of authority on the part of the teacher. Attempts by the teacher to rely on feedback from students when explaining new material, judging by their reaction, cause them rejection and surprise [6].

Usually in a Chinese team there is one leader, the others are subordinates. In the context of learning for students, the leader of the group is the teacher. Chinese students believe that their success directly depends on the leader – the teacher, so they are ready to agree with its opinion and believe that the teacher is always right and it is not acceptable to argue with it. Given this attitude towards the teacher and the ideas of collectivism, a strong motivation factor for students is the approval of their actions by the teacher and the study group.

For Chinese students, it is important not so much to receive approval from the teacher, but to focus on the mistakes they have made. The Chinese believe that a teacher should understand the complexities that arise in their education, care about the student as an individual. In a traditional Chinese school, students answer the teacher's question "Do you understand?" will never give the answer "no", even if they really had difficulties in the process of learning new material [8]. However, this should not be understood as the absence of questions: it is customary for Chinese students to ask the teacher questions individually after class. The explanation for this habit is also the culture of collectivism: usually, Chinese students try not to stand out and not to draw too much attention to themselves. Therefore, when working with Chinese students, it is always necessary to ask indirect questions about their correct understanding of the educational material. Taking into account this feature, the teacher should repeat the material in the next practical classes and conduct a short control.

The heterogeneity of the Ukrainian and Chinese languages (fundamental differences in phonetic systems, alphabetic and hieroglyphic writing, imagery as the basis of the entire system of the Chinese language, the absence of an international layer of vocabulary in the Chinese language, which in some technical sub-languages makes up to 50 % of the entire terminosphere – these are only a small part of the differences ) causes a large number of difficulties that arise for Chinese students during the study of the Ukrainian language as a language of professional communication.

### **8.3 PECULIARITIES OF PEDAGOGICAL COMMUNICATION WITH CHINESE STUDENTS IN THE PROCESS OF LANGUAGE TRAINING IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE**

Despite all the above-mentioned differences in pedagogical systems and methods, the Chinese contingent of students is distinguished by a number of positive academic qualities that make it possible to significantly improve the process of their Ukrainian language learning. These are diligence, systematic thinking, well-developed mnemonic skills, writing skills, the ability to work with a dictionary, etc. At the same time, Chinese students often work more slowly in class than other foreign students, and think for a long time to understand the learning material correctly.



The teacher needs to take these points into account and devote more time to thinking about the new material and understanding it.

Based on the features of the Chinese language system and the sequence of language acquisition, it is possible to draw some conclusions regarding the specifics of information perception by students who are native speakers of the Chinese language. These are the features of perception, processing, reproduction and storage of information, as well as the specifics of cognitive strategies and the emotional sphere of the individual.

Ukrainian and Chinese languages are typologically far from each other. At the phonetic level, they differ in the specificity and quantitative composition of sounds. In the Chinese language, one syllable is a character that already has a certain meaning, similar to a word in the Ukrainian language. The Chinese syllable contains two structural elements that have their strictly defined place: the consonant sound is located at the beginning of the syllable – the initial, and at the end of the syllable – the final. In Chinese, unlike Ukrainian, it is impossible to combine consonants. Chinese words are unstressed, but each syllable must be pronounced with one of four tones. At the same time, there are no unstressed syllables characteristic of the Ukrainian language. Due to the absence of the sounds [ɕ], [ʂ], [ʐ], [ɹ] in the Chinese language, there is no distinction between consonant sounds in terms of deafness/loudness, so the Chinese do not hear the difference between the sounds [ɕ] – [n], [ʐ] – [k], [ɹ] – [t]. There is also no differentiation of consonant phonemes by hardness/softness characteristic of the Ukrainian language, but there are paired consonants by aspirated/unaspirated. It is for this reason that Chinese students pronounce hard and soft consonants equally. In the Chinese language, the division into syllables coincides with the morpheme division of the word, and in the Ukrainian language, the syllable does not always reflect the significant part of the word; consonant sounds in the Chinese language take a certain place in the composition of the syllable, and in Ukrainian – an arbitrary one, in the Chinese language there are diphthongs (ей, ой, юйе, ie), but in Ukrainian they are absent. Difficulties in the formation of phonetic competence are also associated with English-Chinese-Ukrainian interference and graphic interference of the Cyrillic and Latin alphabets.

For the most part, Ukrainian teachers pay attention to the formation of the skills of pronunciation and perception of sounds, the sound envelope of a word, and the skills of perception of speech flow. But as a result of training, students, possessing the skills and abilities of the main types of speech activity, cannot always correctly identify the phonemic composition of individual Ukrainian words.

The linguistic system of the Chinese language is ideographic, that is, behind each of its signs a frame, a kind of integral image of an object, is fixed. The Chinese language uses a graphic sign system – hieroglyphs. A hieroglyph is a figurative sign in the ideographic writing system, which means a concept, syllable or sound. That is, the basis of the Chinese language system is imagery. It is on the images of the outside world that key hieroglyphs, which are part of other hieroglyphs, are built. For example, 山 (shān) is a mountain. This is an example of a hieroglyph created in the process of observing nature, the three vertical lines are the tops of the mountains, the horizontal line is the foothills. The integral image of the object is created both externally, through the

graphic image of the hieroglyph, and internally, in the form of actualization of the semantics of the object or phenomenon.

The Chinese language already at this level has the characteristic of a sign-image, while letters in the Ukrainian language, from the point of view of the Chinese, do not have similar imagery in their image. At the same time, the Ukrainian language, no less than Chinese, is figurative. Its imagery is expressed in a large number of synonyms, antonyms, metaphors, phraseological units and other means of expression and imagery of language, which often cannot be understood in the direct lexical meaning of the word. There is one more feature of the Ukrainian language, without which its study will not be successful. If in the Chinese language one character usually has several images, then in the Ukrainian language polysemy prevails, which excludes mechanical translation and understanding of the language and text. This leading method in the teaching of Ukrainian language to Chinese students should be comparison, which makes it possible to highlight the commonalities, differences and specificities in two languages, native to the student and foreign.

Let's pay attention to the leading channels of perception, with the help of which a person receives information. Chinese speakers have well-developed visual and auditory channels of perception, because characters are primarily perceived through visual and auditory analyzers. The consequence of this is that in the process of reading, the ratio of visual and auditory information is necessary for them. In the process of speaking, the auditory channel of perception dominates, and in the process of writing – visual in combination with kinesthetic. The kinesthetic channel of perception is also well developed, because a Chinese speaker needs a clear knowledge and understanding of the order of writing the character. These operations of constant correlation of information coming from the analyzers are performed by the right hemisphere of the brain, which provides language-mediated holistic perception of the image of the object. In general, the brain of a Chinese speaker processes information received through three channels of perception simultaneously (audiovisual is dominant).

Rich personal experience of working with Chinese students makes it possible to note the following features:

- visual images of information presentation are better perceived by them than textual or exclusively sound methods of information presentation;
- presentation of material systematized with the help of diagrams and tables is effective;
- when relying on the text, Chinese students perceive it as a complete image;
- they separate a part from the whole more easily than vice versa.

It is especially problematic for the Chinese to master such a language activity as "speaking". The reasons for this were discussed by us above. To overcome these difficulties, the teacher needs to plan the educational process so that all types of language activities are organically connected. An important stage in mastering the Ukrainian language is such a language activity as "reading". The difference in perception of world pictures leads to the fact that quite often Chinese students do not understand the logic of the Ukrainian text, its causal, associative, and sometimes intuitive connections. They do not know how to perform logical operations, and elementary questions of the

teacher can cause difficulties. This must also be taken into account when selecting educational material for Chinese students.

The majority of Chinese have a non-communicative style of learning foreign languages, the situation of real communication causes them problems: they easily perform substitution exercises, but hardly master speaking skills. Communication-oriented lessons in the Chinese audience are perceived as something completely new and initially incomprehensible to them. Formulating one's own opinion or one's own statement in a foreign language without memorizing language clichés requires a lot of effort from them [9]. Difficulty is caused by overcoming a psychological barrier in the process of communication until the student has complete confidence in obtaining the appropriate level of learning the vocabulary and grammatical system.

It is necessary to note such a problematic aspect of communication as emotionality and active gesturing. Unlike the Ukrainian culture, where it is common and understandable for native speakers, there is no such thing in the communicative behavior of the Chinese, on the contrary, restraint and subtle non-verbal communication are considered the norm.

Methods of familiarization with new material distinguish Ukrainian students from Chinese students: for the former, audio perception is relevant, for the latter – visual perception and speaking. The learning process of Ukrainian students is largely related to guessing, analysis (word-forming, contrastive, linguistic, contextual, etymological), generalization, forecasting, systematization. Chinese students prefer translation, interpretation through synthesis (summarization of features), comparison and selection based on similarity of features. The Chinese are used to this type of tasks, such as question-answer, picture description, retelling, essay, reading texts. Therefore, when familiarizing Chinese students with new material, such national didactic stereotypes should be taken into account, such as visual clarity, the use of semantics, interpretation and translation, clear instruction, a deductive way of presenting the material, and the use of question-and-answer form.

At first, Chinese students are not inclined to role play, they are closed to improvisation, acting out situations, interviewing, discussions, competitions in class. But overcoming this can be helped by the gradual formation of a sense of individual success in the group, which helps to overcome natural shyness.

From a psychological point of view, this is a consequence of one of the features of the Chinese mentality, which is more focused on internal mental and intellectual activity, and the fear of "losing face", which is unacceptable for the Chinese. Therefore, Chinese students need regular practice to automate speech patterns, and the teacher, correcting their mistakes, should remember this feature of the Chinese national behavior and show restraint and tact towards them.

It should be noted that, for example, in the texts of lectures on the specialty, the vocabulary (including stylistically colored), types of word connections, syntactic organization of the text, etc. cause difficulties in understanding for the foreign recipient. The sound method of text transmission also leads to problems of understanding what is heard. This is explained by the fact that teachers of professional disciplines have an individual manner of speaking, intonation, articulation, tone of voice, pace of information delivery, use of professional slang. Ukrainian students, being in

their native language environment, quickly perceive the pace of the teacher's speech, words used in a certain technical "tsarina", paraphrases or aphorisms that color the speech of teachers of specialized disciplines, Ukrainian students also have a semantic guess if the teacher uses certain techniques of extralinguistic communication (facial expressions, gestures), they are able to quickly react and answer the teacher's questions. Foreign students – representatives of different types of cultures – experience significant difficulties for various reasons, as a result of which the level of motivation of students regarding the acquisition of professional and communicative competence decreases, their activity regarding inclusion in professional communication, the level of understanding of perceived educational information decreases. In addition, it is known that with the sound method of information transmission, it is impossible to return to what was heard, and the visual supports used by teachers in the educational process are mainly aimed at Ukrainian students.

Teaching in China is aimed at visualizing what is being studied, so Chinese teachers take a meaningful approach to the selection of educational and methodological materials. For example, preference is given to structured presentation of information in the form of tables, diagrams, charts, etc. These skills, developed by Chinese students through long practice, must be used during their studies in Ukrainian institutions of higher education.

Therefore, the following features of Chinese students can be identified: visual images of information presentation are better perceived by them than textual or exclusively audio methods of information presentation; more effective is the presentation of material systematized in the form of diagrams and tables, the use of illustrations, video and audio materials; due to the presence of visual support, they perceive the text as a complete image, it is easier to separate a part from the whole than vice versa; it is better to consolidate acquired knowledge through the kinesthetic channel of perception by manipulating cards, objects, staging, etc.

Based on this, such psycholinguistic methods as directed associative experiment and verbal-associative network can be recommended in working with Chinese students. The first method is characterized by the fact that in response to the stimulus words, the student answers (or writes down) not any words that come to its mind, but in accordance with the teacher's instructions. Difficulties in the implementation of this method are the teacher's formulation of questions for stimuli that will be able to cause the necessary associative reactions in the student. An associative-verbal network is a model of the verbal-semantic level of an average linguistic personality obtained as a result of a mass free associative experiment. The associative-verbal network method makes it possible to determine with which associations and phenomena of the surrounding world this or that concept is connected, that is, how a holistic idea of the subject of speech is created. Also effective in teaching the Ukrainian language in the Chinese audience is the technique of probabilistic forecasting (filling in text gaps and completing sentences). It is based on the postulate of fixing the word in the consciousness of the individual in typical contexts, which allows predicting the possibility of the appearance of the final version of the statement.

In today's conditions, the education of foreign students, including Chinese students, is carried out online, therefore all the above features of pedagogical communication with Chinese students

must be taken into account in the process of implementing this educational form, which involves synchronous distance learning, during which students must be present near mobile devices simultaneously with the teacher according to the schedule.

#### **8.4 POSSIBILITIES OF USING INNOVATIVE TECHNOLOGIES IN THE PROCESS OF ONLINE EDUCATION OF CHINESE STUDENTS OF UKRAINIAN AS A FOREIGN LANGUAGE**

According to the Ukrainian State Center for International Education of MONU, before the pandemic in the 2020–2021 academic year, 4,055 Chinese students received higher education in Ukraine. In connection with the pandemic and the start of the war in Ukraine, the absolute majority of Chinese students left the country and now continue their studies remotely. This fact necessitates the use of innovative technologies, the development of special methodological techniques for online teaching of the Ukrainian language as a foreign language to Chinese students.

Online education of foreign students should be carried out through personally oriented and activity-based approaches to education. At the center of the pedagogical process should be a specific foreign student, its educational and cognitive activity, which is carried out in accordance with an individual study program; education is built on the basis of pedagogical communication with the teacher and communicative interaction of students among themselves, cooperation in the process of cognitive activity; the student independently acquires knowledge using the latest pedagogical technologies that increase motivation and reveal the internal reserves of each student; control has a systematic nature and is built on the basis of operational feedback embedded in the text of the educational material, or delayed control [10].

Comparing remote and traditional forms of learning the Ukrainian language as a foreign language, one cannot fail to note such advantages of the latter as direct contact between the student and the teacher during the learning process, which is the most important in the preparation of Chinese students. But, taking into account the current situation in Ukraine and the world, it is necessary to focus efforts on the fact that the remote form of learning the Ukrainian language as a foreign language could become the optimal alternative. In the educational process with Chinese students, distance learning is also complicated by the fact that for Chinese citizens, access to popular video communication platforms and programs, such as YouTube, Google Meet, Skype, etc., is absent or significantly limited.

Based on the psychological and pedagogical features of Chinese students' education that we have considered, we consider it appropriate to recommend the following innovative methods and methods of teaching this contingent of students of Ukrainian as a foreign language, which must be taken into account by the teacher in the process of organizing distance classes. The most effective is direct interpersonal communication, because only during "live" communication the teacher can use all channels of information perception by the student (visual, verbal, kinesthetic). If it is impossible to hold regular remote classes, it is necessary to use tasks for independent work that

contain elements of "live" communication (video clips, audio recordings, composing a story based on illustrations, etc.).

The most difficult part of learning a foreign language is the grammatical aspect, which is also the most important, because full-fledged communication cannot take place in the absence of a grammatical basis. However, modern communication-oriented programs on the Ukrainian language as a foreign language do not involve a thorough study of grammar. In addition, as practice shows, students often know grammar rules, do not make mistakes in exercises, but do not know how to apply this knowledge in situations of real communication. In our opinion, when selecting grammatical material, the emphasis should be on the active and productive grammatical minimum. Regarding vocabulary, it is appropriate to focus students on learning new words and expressions in context. Under these conditions, the teacher's task is to teach Chinese students the most effective methods of memorizing vocabulary with the maximum involvement of all types of memory: visual, auditory, motor, logical (for example, the method of mnemonic associations, selection of antonyms and synonyms, etc.). For the development of speaking skills, an effective technique is the study of clichéd expressions, speech formulas, which help to get rid of tension in speech and make it more alive. Such words-substitutes for pauses in speech help to stay confident in a conversation, allow to achieve a quick and desired effect in communication and provide the student with time to search for the appropriate verbal design of the thought. Speech formulas allow to speed up the mental processing of information, therefore, from the point of view of psycholinguistics, the human brain tends to minimize analytical resources, and if it is only guided by a system of rules, it will feel an additional load, because it is forced to use all possible linguistic resources.

One of the effective methods of removing the language barrier is edutainment (education + entertainment) – a pedagogical technology that is a combination of modern technical and didactic teaching tools and is based on the concept of learning through entertainment. The essence of edutainment is that knowledge should be transmitted in an understandable, simple and interesting form, as well as in conditions that are comfortable for the student. The specificity of this technology is an emphasis on fascination (interest becomes important for the educational process, which with competent development will lead to the accumulation of knowledge in the student) and motivation through entertainment (satisfaction obtained in the learning process contributes to the discovery of the student and the formation of a sustainable interest in the educational process). The use in our practical work of such modern means of edutainment as comics, videos, educational games, electronic textbooks and simulators, TV programs, online versions of museum exhibitions and excursions, master classes, etc. confirmed their positive impact on overcoming the language barrier among students.

At the stage when Chinese students are already used to the teacher, and it has already felt that it can confidently manage the emotional atmosphere in the group, it is necessary to use such an innovative method as educational gaming, the purpose of which is the formation of certain skills, the development of certain abilities, learning to communicate, development necessary abilities and mental functions, memorization of language material, etc. Let's pay attention to the fact that

the use of the game gaming method not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. There is no doubt that a well-thought-out and methodically competently organized game is such a means of learning that allows to comprehensively solve tasks of both a practical and an educational, developmental, educational nature.

The learning process using gaming as an educational technology is characterized by certain features. This is the maximum approximation of situations simulated in class to real communication conditions; the combination of theoretical knowledge with practical activities, which involves the formation of practical skills; ensuring students' interest in acquiring knowledge, which is carried out due to the meaningful nature of the game situation itself; independence of study participants, because students themselves make decisions, choose strategies and tactics of behavior; development of students' initiative and creativity; achieving a high intensity of intellectual work, which is especially significant in the conditions of a competency-based approach to education; by changing the nature of the relationship between the student and the teacher – the student plays an active role in education ("subject-subject" relationship, which is the basis of the professional and personal development of specialists); formation of educational cooperation; development of practical skills of teamwork, understanding of conditions and principles of collective activity; strengthening the motivation of learning, self-evaluation of the results of one's activities in the conditions of game actions, since the decision made by the player is based on its own experience. Thus, reflection of one's own behavior, verbal and non-verbal, becomes a distinctive feature of gaming.

The use of gaming in Ukrainian language classes where students need to solve a hypothetical professional situation is especially significant. Generating their own ideas and at the same time using the Ukrainian language as a language of specialization, students learn the material better and gain professional experience. In the process of the educational game, conditions are created that contribute to the involuntary assimilation of the material, the development of students' creative abilities and activity. In addition, the unusual form of conducting classes, its non-pattern, non-standard nature contribute to maintaining interest in language learning. Gaming technology allows to provide not only individual, but also paired, group, collective forms of work in class, which gives every student the opportunity to use study time as efficiently as possible. The game's ability to illustrate the action of a certain language phenomenon, the possibility to immediately try it in practice, and in case of failure to repeat it even before it is fully mastered, justify the use of the game both as a means of visualization and as an exercise.

The peculiarity of educational gaming is that it is included in the educational process as a creative educational task and presents students with a task (problem or problematic situation) that must be solved immediately, which means that it provides real conditions for active speech activity, promotes formation and development foreign language speaking skills. Solving the problem requires the student to analyze and summarize data, predict actions, review and select the necessary knowledge, abilities and skills in a specific activity, available in the student's arsenal, make a decision, approve and check it, that is, a game for a student is also a language exercise. Obtaining

a certain result in the process of solving a game task, associated with success or failure, forces the student-participant of the game to instantly react to the situation and, if necessary, to change the strategy and tactics. The solution of the game task requires the student to update the acquired knowledge, skills and abilities and gives an opportunity to demonstrate everything it has learned over a certain period. Thus, for the student, the game is also a kind of means of report, which justifies its use as a control or assessment work.

It is effective to compare Ukrainian-language material with Chinese-language material in cases where such a comparison is possible. Comprehensive training in all types of language activities is also necessary, but the main attention should be paid to listening and speaking. The use of such information stores as electronic dictionaries and grammar guides can be successful. The teacher should use all possible means to encourage students to be active in the classroom.

An actual innovative technology in the education of foreign students is scribing, which can be presented as the art of visual thinking and a graphic way of communicating with the audience, which consists in creating a series of small clear drawings, graphic symbols that make the meaning of a lecture or presentation more transparent and accessible and are created directly under time to explain certain material. This technology has great potential when studying a new topic, as it interests students in the brightness of graphic images and contributes to better memorization of basic terms and concepts [11], allows to visualize key elements of theoretical material, helps to establish logical relationships between basic concepts, illustrates complex phenomena and processes at the stage of generalization of the studied topic, brainstorming and reflection in class [12]. Working with scribing in the class contributes to the development of students' logical, figurative and associative thinking, the ability to analyze and compare, imagination, creativity, the activation of cognitive interest, the increase of motivation for the discipline being studied, the formation of communication skills, the ability to work with information, the ability to logical conclusions, before making analogies.

Scribing offers broad prospects in the language training of Chinese students. Studying the Ukrainian language as a foreign language is a complex, time-consuming process, which involves learning one of the most complex systems of case endings, memorizing the rules for the correct use of verbs of motion in the language, memorizing exceptions and special cases of the use of certain verbs, nouns, prepositions and others. It is easier to cope with this difficult task using a modern visualization and visualization tool – scribing. Since one of the most important problems faced by foreign students is the correct assimilation of discursive strategies and tactics and the ability to use them in language behavior, the process of working on a scribe enables students to master the mechanisms of text comprehension (in particular, learn to highlight key words), be able to distinguish the main thing is to decode it in the secondary text, to convey your thoughts and feelings competently, accurately, logically, to build texts based on ready-made scribings (in particular, made by other students).

Various types of scribing are used in modern pedagogy. Hand-drawn scribbles are diagrams, diagrams, keywords, symbols. In application scribing, ready-made images corresponding to the audio



text are pasted on a sheet of paper. Magnetic scribing is similar to applique, but the images are attached to the presentation board with magnets. Computer scribing involves the use of computer programs and online services. It can be created using the PowToon service of the VideoScribe program. VideoScribe allows to choose the color and texture of the background, the font and the option of the image of a hand holding a pencil or brush. There are other resources on the Internet that help create scribing presentations: GoAnimate (the service turns the presentation into a cartoon), the Wideo service (which allows to add images, characters, music to the presentation), Moovly, etc. Video scribing is a video recording of drawn or other scribing. In combined scribing, various image forms are combined.

The use of mind mapping technology (mental maps) is appropriate in the education of Chinese students. The basis of mental maps is schematization, coding of information, its presentation in the form of conventional symbols and, if necessary, short written explanations for them. The source of mindmapping technology is an idea of the principles of the human brain (associative thinking, visualization of imaginary images, holistic perception (gestalt), etc.). Based on this, an effective way of structuring information for memorization and subsequent reproduction is to give the source material a "tree" structure. Such structures are widely used wherever it is necessary to briefly and compactly present a large amount of information. When creating mind maps, you should avoid the use of ready-made traditional forms, tables and diagrams, because they adapt the mental process to them, limiting thoughts to the initially set standard framework. Connections displayed by a mental map can be not only logical, but also associative, and records – not only terminological, but also figurative, approximate.

Mind mapping as an educational technology can be used both by the teacher in the process of explaining the material or its systematization, and by the student for effective memorization, comprehension or reproduction of educational information using convenient symbols and images. The map, which is presented by the teacher immediately in its final static form, loses its ability to visually reflect the dynamics, the course of the thought process. Therefore, it is very important to create a map gradually, adding elements to previously prepared images or drawing it online, illustrating step by step the stages of reasoning or narrative, considering each branch that departs from a meaningful core, both separately and in connection with others. The own experience of using mind mapping allows you to positively evaluate the possibilities of this technology in the formation of lexical and grammatical skills, the development of written speech and listening, composing a monologue, where the ability to generate one's ideas, find cause-and-effect relationships, the most rational solution, draw conclusions is necessary.

In the process of work, it is possible to use mental maps both for introducing and consolidating, and for controlling lexical material on a certain topic, offering students to present vocabulary in the map as a complex system of logical connections, where lexical units are not presented in isolation, but in connection with by others; for the assimilation and systematization of grammatical material, drawing up plans for retelling texts and verbal supports for monologue speech. When preparing for a monologue, we suggest that students use a self-created mental map, which will act as a visual

support during their speeches, and will also become such a way of visualizing information that, in the process of presenting it to the audience, will contribute to more effective perception and memorization of the necessary facts by listeners.

## 8.5 DISCUSSION OF THE RESULTS OF SECTION 8

Summarizing the work on the topic, we suggest that students independently make a mental map of the knowledge they have acquired, highlighting red areas (unlearned space), green areas (learned concepts), blue areas (partially understood). In this case, it is easier for the student to analyze its gaps in knowledge, and for the teacher to see the real results of the studied topic.

Distance education provides students with the opportunity to systematically accumulate educational information. They can download and save learning materials, work with them at a convenient time, managing their learning process, which motivates students and promotes better learning. The use of presentations is also very productive in the remote form of language learning for Chinese students, which makes it possible to rely on the audio-visual series, since the duplication of lexical-grammatical material on the screen helps students to concentrate on the tasks being performed.

The distance form of education provides the teacher with the opportunity to manage the educational process. If the traditional form assumes the role of the teacher as the main and direct source of information, then in the conditions of distance learning, it gives up this role to interactive computer training programs, and its function is to organize, regulate and manage the educational process [10]. Therefore, in the process of developing materials for distance learning of Chinese students, we recommend relying on their independent work with pre-prepared electronic educational materials.

It can also be useful to use as tasks for independent work, primarily listening, reading Internet resources for foreign students to learn the Ukrainian language. These can be, for example, Ukrainian lessons (a site containing digital recordings of radio and television broadcasts, linguistic and cultural texts), Internet Polyglot (a resource where Ukrainian words can be explained in Chinese), Hosgeldi.com (vocabulary simulator), 50Languages (100 lessons, each of which contains audio files, the texts of which were voiced by native speakers of the Ukrainian language), "Step to Ukraine" (an educational site that hosts materials for learning the Ukrainian language and culture), the Corpus of the Ukrainian Language (a resource that allows you to familiarize yourself with the implementation of Ukrainian token in specific contexts) etc.

Taking into account the ethnopsychological specificity of foreign students is an effective means of increasing the effectiveness of the process of mastering the Ukrainian language. The reorientation of Chinese students to new educational strategies should take place on the basis of the methodologically appropriate use of Chinese linguistic and didactic traditions, which are characterized by the priority of reading, writing, grammar, vocabulary accumulation, system

control and relying on the developed national characteristics of the Chinese: a high level of mnemonic abilities (memorization, classification), advantage of visual and auditory channels of information perception, etc. Liberation from national didactic stereotypes (mandatory visual clarity, use of translation, clear instruction, deductive way of presenting the material, use of question-and-answer form) should occur gradually. Features of the Chinese mentality, such as strict hierarchy and control, tendency to monotonous work, clarification, detailing, concretization, pragmatism require the teacher to combine individual and collective forms of work in the Chinese audience. It is also necessary to remember that the result of systematic control in the lesson should mostly be analysis than criticism.

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