

Glazkova Iryna. The issue of polycultural competence formation in Ukraine and China. *Journal of Education, Health and Sport*. 2021;11(1):238-245. eISSN 2391-8306. DOI <http://dx.doi.org/10.12775/JEHS.2021.11.1.023>
<https://apcz.umk.pl/czasopisma/index.php/JEHS/article/view/JEHS.2021.11.1.023>
<https://zenodo.org/record/4637751>

The journal has had 5 points in Ministry of Science and Higher Education parametric evaluation. § 8.2) and § 12.1.2) 22.02.2019.
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The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 25.12.2020. Revised: 14.12.2020. Accepted: 29.01.2021.

THE ISSUE OF POLY CULTURAL COMPETENCE FORMATION IN UKRAINE AND CHINE

Iryna Glazkova

Berdiansk State Pedagogical University, Ukraine

Dean of the Department of Philology and Social Communications,

Doctor of pedagogical sciences, Professor

Abstract

The article deals with the search of the effective ways of the students' polycultural competence formation process at Chinese and Ukrainian universities. The analysis of Ukrainian and Chinese scientists' view scientific papers, give us possibility to state that polycultural competence is an integrative personal formation that includes the knowledge, skills, traits and values of a person. Polycultural competence facilitates one's ability to interact effectively with representatives of other cultures on the basis of mutual respect, understanding and tolerance as well as the willingness to continue and to develop the diversity of cultural self-expressions in the context of a globalized society. The author proves that the basis of the polycultural competence formation is a foreign language. The effectiveness of such method as: reading, direct method, method of analogy and purposeful and practical methods in the process of polycultural competence formation while teaching foreign languages in higher education institutions in Ukraine and China are described.

Keywords: polycultural competence; a university; China; a student; experience.

The idea of polyculturalism began to develop in the beginning of XX century. Since then it has become a fundamental trend of modern cultural and civilizational development. L.

Gurlitt, F. Gansberg, G. Sharrelman included in the concept of polyculturalism ethnic and world culture, promoting the development of human consciousness and predicating the idea of a common world. They connected polyculturalism with the freedom of the spiritual development of individuals and peoples: a person may not consciously and deeply possess culture, if he imposed foreign ideas and views, if the development of his natural strength and abilities are not provided. Thus, the basic idea of polyculturalism is reflecting the coexistence of different cultures in the society [1].

At the beginning of the third millennium the great influence of world globalization, internalization and integration processes is observed. One of the task of modern education in such situation is creating conditions for getting by representatives of ethnic communities, the experience of intercultural communication, development of skills and abilities of communication with representatives of other nationalities.

Based on the analysis of the scientific literature, we assert the existence of the actual necessity of Ukraine to train competent specialists that are able to interact with applicants from other cultures successfully under the globalized society conditions. There are contradictions between the availability of advanced experience in the students' multicultural competence formation at Chinese universities and the lack of information and methodological support for its creative application in the educational process of Ukrainian universities.

The ideas of polycultural education took place in works of educators-classics (Ya. A. Komensky, I. G. Pestalozzi, J. Z. Russo, S. Rusova) and consistently developed by foreign and domestic scientists (V. Andruschenko, J. Banks, Z. Gasanov, O. Hryva, A. Dzhurinsky, V. Matis, P. McLaren, S. Nieto, P. Sysoev, N. Yaks).

In scientific works "polycultural education" is considered as a phenomenon of culture, and as a mechanism of transfer of social experience, and as a special sphere of pedagogical values, as a new informational environment and even, it is important to note, as a paradigm of the XXI century.

In the scientific and pedagogical literature, the aspects in which the problem of polycultural education are studied are also extremely diverse: "polycultural education" (O. Hryva, V. Kompaniets, A. Solodka); "polycultural / multicultural environment" (A. Bogush, A. Gluzman, A. Dubaseniuk, G. Nazarenko A. Suschenko); "polycultural competention / competence" (R. Agadulin, L. Vorotnyak, V. Kuzmenko), "crosscultural competention / competence".

The Ukrainian scientists define the notion "polycultural competence" as a set of relevant knowledge, skills, qualities and values of a person; as an integrative characteristic of

a person that ensures the success of one's life in a multicultural society; as the ability of the person to act appropriately in a multicultural environment; as awareness and experience of a person in the field of multicultural interaction.

In the Chinese scientific papers, for instance, the term "multicultural competence" is defined as an integrated trait of a person, which means an ability to interact with other members of society successfully on the basis of mutual respect and non-discrimination due to the national, cultural and linguistic differences; as a complex and integral formation that includes knowledge, beliefs, abilities, moral norms and customs that every person being a member of society is to master for successful life in a modern multicultural society; as interaction participants' ability to communicate efficiently in a specific multicultural environment, in which each interlocutor has the opportunity to respond to the words and actions of one's partner in terms of their own interests and intentions; the ability of people to interact in a pragmatic way with each other on the basis of taking into account the cultural identity of the interlocutors that allows timely removal of cultural obstacles and to prevent the negative consequences of communication, etc.

Based on the analysis of scientific papers, comparison and generalization of Ukrainian and Chinese scientists' views it was determined that polycultural competence is an integrative personal formation that comprehensively combines the knowledge, skills, traits and values of a person ensuring one's ability to interact effectively with representatives of other cultures on the basis of mutual respect, understanding and tolerance as well as the willingness to continue and to develop the diversity of cultural self-expressions in the context of a globalized society. So, there is no evident difference between scientific approaches.

An important place in the process of the future specialists' polycultural competence formation at Chinese universities is taken by the mastering of different subjects by the students such as, foreign languages, Sociology, Philosophy, Pedagogy, History of Foreign Pedagogy, General Psychology, Pedagogical Psychology, Theory and Practice on Tutoring, Political Science, the Methodology of Professional Development, Pedagogical Art and Pedagogical Rhetoric.

The process of students' polycultural competence formation at Chinese university includes not only their location-based studies but also extra-curricular activities. Lectures, meetings with national and foreign experts in a specific field, debates and roundtables are systematically held for future professionals aimed to discuss various aspects of the multiculturalism and the multicultural competence formation among the students.

Chinese students are involved in polycultural research as well, in particular, in the process of creation of international research projects. Chinese universities offer trainings for students at foreign universities and other organizations on a regular basis, enabling young people to become better acquainted with the cultural traditions of different peoples and, upon returning home they are able to inform other university representatives on the results of their training [6].

An effective way of future specialists' polycultural competence formation is to involve them in participation in scientific-practical conferences and seminars, well-known foreign specialists' workshops.

Students can also be involved in various types of community service activities that offer interaction with representatives of different cultures at Chinese universities.

Leading Ukrainian scientists have come to the conclusion that polycultural education expands the horizons of educational activity, from preschool to higher educational establishment, as it cultivates tolerance as a norm of moral behavior, forms in personality the readiness for active activity in modern polycultural conditions, aspiration for mutual understanding with representatives of other racial, ethnic, confessional, cultural and language communities.

Based on the analysis of the scientific literature in Ukraine, we assert that the scientists consider foreign languages as an instrument of polycultural competence formation. In the context of our research there is a necessity of correlation of key concepts "culture – society – language".

We note that the most popular methodical principles of polycultural competence formation are: the principle of dialogue of cultures; the principle of linguadidactic culturoconformity; the principle of domination of problem cultural studies tasks; the principle of integrativeness and cultural variability; the principle of cultural reflection.

The study of works on philosophy, psychology, pedagogics and also study of statistical materials and documents of the Ministry of Education and Science of Ukraine gave opportunity to assert that there is necessity to create the methodology of forming of personality's humanistic culture in polycultural education, based on principles of the philosophy of humanism, cross-culturalism.

In the aspect of philosophy of humanism, the education of humanitarian culture of personality of polylinguals there have been considered the attitude to personality as a higher value, because it requires the forming of integrity, the system of world vision and its place in it on the basis of unity of the theory and personal social experience.

Through the prism of cross-culturalism there have been considered the formation of personality's humanitarian culture, in giving the help in cultural identification in polycultural environment, in getting of meanings and experience of intercultural interaction. The development of personality's humanitarian culture should be carried out by means of forming of own creative forces, through the transformation of this development into self-organized process of highlighting of cultural values and ways of life.

The development of cross-cultural dialogical thinking of polylinguals in the context of those transformations which take place in modern linguistic education raises controversy and search of methodological principles continues till today.

The development of methods, means of forming of intercultural communicative competence as an instrument of forming of multilingual personality provides the presence of scientifically grounded methodology, in the creation of which we use the thesis that specific of the content of educational subject defines the methodology of its study.

One of the means of forming of such thinking is study and teaching of humanitarian courses in educational establishments with polyethnic contingent. The conceptual ideas which contribute to the formation of cross-cultural dialogical thinking and forming of multilingual personality, adequate to sociocultural demands of multilingual society are the idea of intentionality. So, the principle of cross-cultural dialogism is suggested as one of methodological foundations of forming of intercultural communicative competence as an instrument of forming of multilingual personality.

Undoubtedly, the basis of the polycultural competence formation is multilingualism, which is considered by us as an effective tool for the training of the younger generation in a context of interconnected world.

The analysis of pedagogical literature and normative documents proves that at the beginning of the 21st century foreign language teaching is one of the main means to form a polycultural competence.

Thus, the concept of "teaching language" in modern higher education is being gradually developed into the concept of "teaching language and culture" under the influence of numerous linguistic and sociocultural factors. We would like to characterize the subject-based potential of a foreign language as for student multicultural education, grounded on forming of their polycultural competence.

It must be noted that recently there has been increasing attention of scholars to the phenomenon of polycultural competence as one of the indicators of the personality readiness for intercultural communication. Together with the practical purpose learning communication,

language education implies the implementation of educational goals [4]. The implementation of the educational potential of foreign language learning is manifested in the readiness of to facilitate the establishment of intercultural and scientific relations, to represent their educational institution, the country at international conferences, and respect the spiritual values of other countries and people [7].

The following modern technologies are used in the foreign language classes for effective and efficient polycultural education: developmental learning; problem training; multilevel training; collective learning system; project teaching method; information and communication technologies; health saving technologies.

Currently, the introduction of a personal computer, multimedia technology and the global Internet network affects the education system, causing significant changes in the content and methods of teaching foreign languages. A modern teacher is faced with the problem of finding a new pedagogical tool. In modern conditions, taking into account the great interest of students in information technologies, the use of computers contributes to the development of motivation and increasing cognitive interest in learning a foreign language [2].

The main purpose of using modern pedagogical technologies in foreign language teaching is to move from subject-oriented learning, aimed at transferring the content of this subject area, to learning aimed at developing the student, to form his motivational sphere, an independent style of thinking, independence, to stimulate his cognitive activity and improving the quality of knowledge.

Any pedagogical technology, correctly used, allows to shorten the path to polycultural education, save time and effort, to conduct a lesson more efficiently and interestingly. Multicultural education, that is provided during all the years of mastering foreign languages, is oriented toward training students for intercultural communication, their understanding of the specifics of the national picture of the world.

Foreign languages programmes traditionally cover the knowledge of culture, history, geography, way of life and political system of the country whose language is being studied, namely, all the aspects of social and cultural peculiarities [3]. Based on the current processes taking place in education, the polycultural component of foreign languages teaching should ensure: mastering the means of oral and written transmission of information by the representatives of culture or subculture; forming skills of verbal and non-verbal behaviour; studying the national culture (science and art, history and traditions, as well as national parks, historic reserves, etc.) of the country whose language is being studied.

As a result of studying a foreign language, students are to obtain such polycultural qualities as tolerance to representatives of other cultures; informational impartiality; ideological neutrality; life orientation and practical direction; empathy and perception of what belongs to others; the ability to compare cultural phenomena inherent in the people whose language is being studied and their own people.

According to the foreign language programs offered by higher pedagogical educational establishments, polycultural competence formation should be based on mastering the knowledge of society and culture of a community or communities of the country, whose language is being studied within topics of situational communication related to the following aspects: daily life; living conditions; interpersonal relationships; values, ideals, behavioural norms; social rules of conduct; ritual behaviour; the ability to combine both national and foreign cultures within the content of the programme; the ability to define and use different strategies for interaction with representatives of other cultures; rules on starting a conversation; courtesy rules; expressions of folk wisdom [2].

Conclusion. Thus, the effectiveness of polycultural competence formation while teaching foreign languages in higher education institutions in Ukraine and China is ensured under the following conditions: involving students in learning and communication activities aimed at supporting the implementation of standard microfunctions (establishing social relationships, motivations, expressing attitudes, assisting in communication, etc.) and macrofunctions (description, narration, commentary, beliefs, etc.) in popular fields for young people which are primarily public (social-domestic, sociocultural, public and political), educational and personal; problem-thematic orientation of the subject-based communication content; using interactive methods in student learning and communication activities; special selection of linguistic and speech material based on regional studies to be included in the education process [5].

During our research we come to conclusion that for students' polycultural competence formation the following techniques are preferable to use: method of reading (explanation of the lecturer; different visual assistants: situational tables, schemes, pictures; representative visual methods; context; prognostication of separate parts of the text; supervision of understanding what has been read); direct method (acquaintance with a new grammar phenomenon; analogy (usage of speech clichés, making up phrases and sentences per sample, explanation); purposeful and practical method (sound and letter analysis; distinguishing word-formative elements for better understanding of the words meaning; unassisted semantization of the word via ascertainment of sense connections; distinguishing the characteristics of

grammatical forms on basis of instructive rules, context and previous language experience; semantic division of the text for understanding the content and its reproduction; correlation of semantic parts of the text being perceived via listening with a plan for distinguishing the most informative issues).

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