The advancement of China in industrial, economic, political as well as scientific and cultural spheres of the world’s everyday life has led to radical changes in education. At this stage, the Chinese language has gained «world-wide» acknowledgement and renown. Ukraine is one of the many countries where Chinese is greatly demanded, since international affairs of Ukraine and China have been dynamically evolving for the two recent decades. Such a status quo rouses the need for highly qualified specialists (both interpreters and teachers of the Chinese language), which has made for instant revision of the Chinese teacher/translator training curricula intended for both home and overseas teachers. Consequently, it has become expedient to adapt the current Chinese educational standards to the European ones [10].

Professional training of the intended philologists
specialized in Chinese is realized within Ukrainian institutions of higher education. It covers linguistic, culturological and philosophical aspects of China. However, the Chinese teacher training system has not been introduced into the Ukraine’s system of education yet. This fact conditioned the acuteness of the scientific research within the sphere of professional Chinese teacher training and the necessity of elaboration didactic models enabling the implementation of the corresponding theoretical achievements into practice. The study of special literature on the problem let us verify the lack of scientific and-methodological aids.

Thus, the aim of the current research is to analyse factors facilitating efficient Chinese teacher training. The realization of the specified aim is possible if accompanied by these tasks: 1) to specify the factors facilitating efficient Chinese teacher training with Ukraine’s system of education; 2) to reveal the most common linguistic difficulties of the Chinese language arising during the teaching/learning process.

Nowadays the interdependence of the two phenomena Chinese Teacher Training Major and Chinese Teacher Training Base within the teaching/learning process is considered to be of great significance. The techniques of training teachers of Chinese as a major depend much upon 3 factors:

1) professional skills of a teacher who is to conduct Chinese classes;
2) consideration of the country’s peculiarities where the language is going to be taught;
3) the right choice of the language for conducting Chinese classes.

These factors are interconnected and condition efficient educational success. It is undesirable to investigate them separately. These components are effective against the background of a corresponding curriculum. Technical equipment, an appropriate lesson structure and a university type complete the model (see table 1).

In the context of the investigated problem it is essential to realize professional training on the basis of the competence-oriented approach. This circle of problems was studied both by modern Ukrainian and foreign scientists, the most prominent of them are: V. Baidenko [1], L. Budyak [2], G. Gavrishchak [3], O. Matsyuk [5], O. Ovcharuk [6] and others whose theories we shall try to apply and adapt.

### Table 1. Factors facilitating efficient educational success

<table>
<thead>
<tr>
<th>Chinese Teacher Training Major</th>
<th>Chinese Teacher Training Base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional skills</strong> of a teacher who is to conduct Chinese classes</td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>Consideration of the country’s peculiarities where the language is going to be taught</td>
<td><strong>Chinese</strong></td>
</tr>
<tr>
<td>The right choice of the language for conducting Chinese classes</td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Native Chinese</td>
<td>Local</td>
</tr>
<tr>
<td>Foreign Chinese</td>
<td>Foreign</td>
</tr>
<tr>
<td>Latin alphabet</td>
<td>Germanic</td>
</tr>
<tr>
<td>Cyrillic alphabet</td>
<td>Slavic</td>
</tr>
<tr>
<td>Hieroglyphics</td>
<td>Chinese</td>
</tr>
</tbody>
</table>
| The methods of independent research as well as be able to express and comprehend theory and practice development; be good at the methods of independent research as well as be able to explain its results at the advanced level; be able to make his/her own original contribution into the discipline he/she is specialized in; in accordance with its canonicity and originality and creative approach; have a command of competences at the professional level [4, с. 34-35]. In other words, a qualified teacher of Chinese is supposed to be professionally competent. Professional competence comprises linguistic, sociocultural, professional communicative and didactic competences.

By linguistic competence we understand the knowledge of and the ability to use language forms. It includes lexical, grammatical, semantic, phonological, orthographic and ortholectal competences which are the most important ones for a teacher specialized in Chinese Philology.

**Sociocultural competence** aims at developing understanding and interpreting different aspects of the Chinese (and local) culture and language behaviour in the world of work. It encourages the development of the skills involved in appropriate behavior in and responses to different cultural and professional situations.

**Professional communicative competence** is required for real-life academic and job-related areas and situations.

**Didactic competence** presupposes the knowledge of and ability to use various teaching techniques, innovative approaches to educational process, methods and principles of education in practice [2, 11].

It is essential that we should mention individual features, age and experience of a teacher.

**Consideration of the country’s peculiarities where the language is going to be taught.** It is a double-aspect factor: educating Chinese students and educating overseas students. Chinese students usually have no difficulty obtaining cultural information about China or practicing Chinese as they are part of this unique and incredible country and got used to its specifics.

Vice versa, when teaching foreign students Chinese, the educational process presupposes the involvement of a national component such as the knowledge of the country’s customs and traditions, its history and modern life, scientific and technical achievements, citizens’ priorities, philosophy, moral values, national diversity, etc. Every single country has its sociolinguistic characteristics the ignorance of which may cause considerable misunderstanding between representatives of different cultures. The first thing to be done about it for the intended teacher of Chinese is to get acquainted with the abovementioned peculiarities. To cultivate tolerance towards cultural of a foreign country can contribute into success of the educational activity. Besides, when familiar with local particulars, a teacher of Chinese penetrates and deepens into a teaching/learning process much quicker facing practically no difficulty teaching overseas students Chinese. Furthermore, a native teacher of Chinese should be trained both in China and in a foreign country for some definite period of time (at least for a year) in order to be able to comprehend and “feel” theoretical knowledge in practice and understand its dwellers.

**The right choice of the language for conducting Chinese classes.** Chinese classes are conducted: 1) in English; 2) in a local language; 3) in Chinese.

When teaching overseas students the linguistic peculiarities of Chinese (hieroglyphics and the four main word tones, in particular [8]) which are not typical of, let’s say, the Romanic and Germanic languages the teacher should be careful enough in order to make this material easy for European students’ comprehension. The majority of native Chinese teachers learn English as a foreign language and, correspondingly, conduct Chinese classes in English. The difficulty for students (studying Chinese) whose native language is not English doubles since they perceive a complicated material by means of a foreign language. They have no opportunity to find any linguistic differences (or resemblance) between the Chinese language and their mother tongue. Such a comparative (or even contrastive) analysis enables better understanding. The ideal “linguistic condition” is mother tongue-based teaching-learning...
process, Chinese classes in China being out of question. Only at an advanced level overseas students can be fully taught in Chinese, being preceded by step-by-step implementation of Chinese into the teaching-learning process (definite every day or classroom expressions, commands, topical vocabulary within a course of Chinese, etc.).

We can’t help saying a word about the origin of a teacher who is to conduct Chinese classes. Let us examine two possible situations when:

1) teachers of Chinese are native speakers;
2) teachers of Chinese are not native speakers (they are of foreign origin).

Intended Chinese teachers of Chinese as a major have fewer complications when being trained. Difficulties associated with “alien” linguistic phenomena do not await them. Neither teachers of Chinese who educate Chinese students nor Chinese students themselves are going to encounter concurrent complexity connected with hieroglyphics, tone accentuation, grammar or pinging decoding.

But, when Chinese teachers deal with overseas students, as the study is English-based, it gains difficulty and extra-training. There may arise problems while teaching foreign students Chinese, especially those ones who have poor knowledge of English.

If we consider the situation from the other angle, teachers of Chinese who are not native speakers have to undergo a longer professional training to be allowed to teach Chinese; but on the other hand, they are not going to come across linguistic barriers when conducting Chinese classes intended for their compatriots.

The appropriate curriculum aimed at an efficient teaching-learning process comprises various academic cycles (along with general linguistic features of Chinese): a cycle of the humanities and socio-economical disciplines; a cycle of fundamental and professionally oriented disciplines; a cycle of professionally oriented optional disciplines; elective academic courses. This process is accompanied by the correct lesson or professionally oriented optional disciplines; elective academic courses. To the most common linguistic difficulties of the Chinese language for conducting Chinese classes. To the most common linguistic difficulties of the Chinese language are specified in the article. We refer to the decoding of hieroglyphics and pronunciation of the four main word tones.

When training the intended teachers of Chinese (in Ukraine) Confucius Institutes programmes can make this process easier providing Ukrainian students with appropriate language and teaching practice.

СПИСОК ЛИТЕРАТУРЫ
2. Копусь О. А. Реализация научно-методической системы формирования профессиональной лингвидактической компетентности будущих магистров филологии // Вестник Гуманитарного института ТГУ. 2012. №2. С. 51-54.
12. Копусь О. А. Реализация научно-методической системы формирования профессиональной лингвидактической компетентности будущих магистров филологии // Вестник Гуманитарного института ТГУ. 2012. №2. С. 51-54

SOME FACTORS FACILITATING EFFICIENT CHINESE TEACHER TRAINING

© 2012

A.V. Popova, candidate of pedagogical sciences, associate professor of the translation, theoretical and applied linguistics department

South Ukrainian National Pedagogical University named after K.D. Ushynsky, Odessa (Ukraine)

Keywords: Chinese teacher training major, professional skills, overseas students, teaching-learning process, the Chinese language and culture.

Annotation: The article is devoted to the problem of Chinese teacher training major. The factors facilitating efficient Chinese teacher training as well as the most common linguistic difficulties of the Chinese language are specified in the article. The author touches upon the peculiarities of the realization of the proposed model aimed at efficient educational success within the Ukraine’s system of education.