

– уделять внимание не только важности профессионального саморазвития для повышения эффективности деятельности, но и акцентировать внимание на том, что профессиональное развитие стимулирует и влечет за собой развитие личностное, что в современном обществе является актуальным трендом (мотивационный компонент);

– продолжить внедрение практико-ориентированных заданий, самостоятельной управляемой работы студентов, направленной на изучение реальной деятельности педагогов, расширить спектр заданий в рамках учебных и производственных практик (когнитивный компонент);

– продолжить проведение мероприятий, направленных на развитие трудолюбия, целеустремленности (участие в волонтерских акциях, конкурсах проектов и др.) (нравственный компонент);

– специалистами социально-педагогической и психологической службы могут проводиться тренинги, направленные на развитие памяти, внимания и мышления (гностический компонент); тайм-менеджменту, (организационный компонент); развитию навыков общения, межкультурной коммуникации, решения конфликтов и др. (коммуникативный компонент).

Таким образом, формирование готовности к профессиональному саморазвитию будет способствовать формированию общей профессиональной готовности за счет развития профессионально важных умений, навыков и личностных качеств.

Литература

1. Еремин, В. Н. Готовность к педагогической деятельности будущих преподавателей ОУ СПО как психолого-педагогическая проблема / В. Н. Еремин // Педагогика: творчество и поиск молодых. – 2020. – № 1 (9). – С. 32–38.

2. Фрицюк, В. А. Сущность и структура готовности к профессиональному саморазвитию будущих педагогов / В. А. Фрицюк // East European Scientific Journal. – 2016. – №2. – С. 20–24.

3. Шапараева, В. Р. Готовность к самообразовательной деятельности как компонент общей и профессиональной подготовки будущего специалиста / В. Р. Шапараева // Педагогика: творчество и поиск молодых. – 2018. – № 1 (5). – С. 68–72.

UDC 37.091.33:004.9:78(510):37.091.33:004.9:78(476)

Feng Xiaoyin

Gomel, Francisk Skorina Gomel State University

FEATURES OF DIGITAL MUSIC EDUCATION IN CHINA AND BELARUS

УДК 37.091.33:004.9:78(510):37.091.33:004.9:78(476)

Фэн Сяоинь

г. Гомель, ГГУ имени Ф. Скорины

ОСОБЕННОСТИ ЦИФРОВОГО МУЗЫКАЛЬНОГО ОБРАЗОВАНИЯ В КИТАЕ И БЕЛАРУСИ

The present paper aims to explore the general characteristics of music education in the People's Republic of China and the Republic of Belarus. Through the comparison and analysis of the music education system, teaching methods and student training of the two countries, we can have a deep understanding of the similarities and differences of music education between China and Belarus, and provide a useful reference for promoting the exchange and cooperation of music education between the two countries.

We can draw some conclusions about the characteristics of digital music education in China from the following survey questionnaire «Digital educational technology that teachers have mastered or have been exposed to» (figure 1).

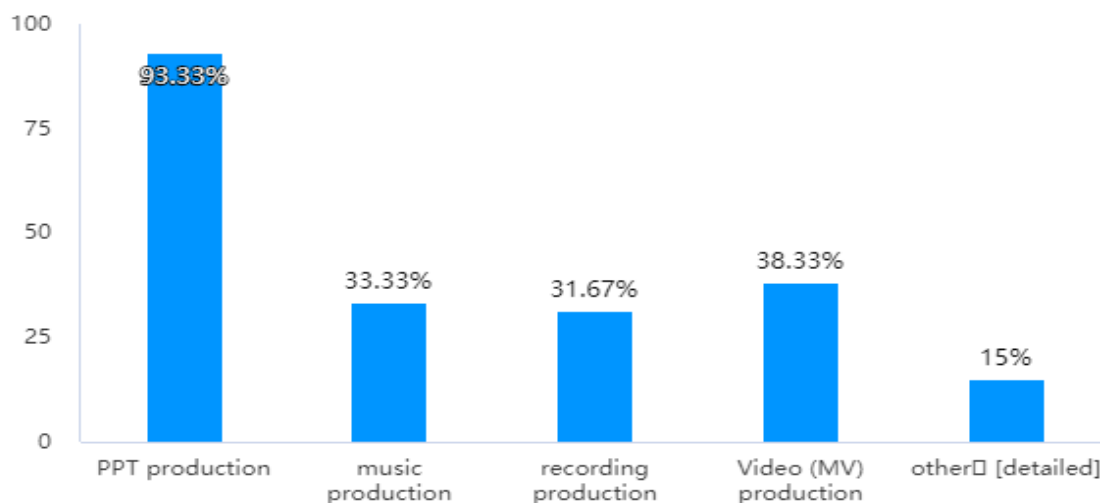


Figure 1 – Digital educational technologies in the teacher's arsenal

Based on the data table, we can draw the following conclusions. Among the digital education technologies, PPT production is the most common technology, accounting for 93.33 % of the total effective times. This shows that PPT production is widely used in education, probably because it can present teaching content in many ways through images, text and animation, which can improve students' learning interest and understanding ability.

Video (MV) production is the second most common digital education technology, accounting for 38.33% of the total effective times. Video production can vividly display the teaching content through the combination of images and sounds, which can help stimulate students' interest in learning and memory.

Music production and sound recording production accounted for 33.33% and 31.67% of the total effective times, respectively. Music production and recording production can add audio elements to the teaching content, provide more sensory stimulation, and help to deepen students' understanding and memory of knowledge.

Other digital educational technologies account for 15% of the total effectiveness, and may include some uncommon or personalized technologies that require further detailed investigation and understanding.

In conclusion, PPT production is the most common and universal digital education technology, and video production, music production and recording production are also widely used in education. The application of these technologies can improve the teaching effect and stimulate students' interest in learning and memory. At the same time, it shows that more advanced technology has not widely entered the school classroom, which has a great relationship with economic development. In many economically developed coastal cities, although they have high-tech products such as «Figuresensitive blackboard», teachers still choose to teach in class by making PPT in advance after inquiry. Because this is a very convenient and intuitive way to teach. This is also an important characteristic of digital music education in China at present, that is, classroom education still relies on multimedia teaching represented by PPTs as auxiliary means, and there has not been much change in teaching methods, because Chinese music teachers have not yet reached the level of proficiency in the application of new technologies, which is closely related to the uneven economic development in China.

The goal of the Belarusian education system is to cultivate citizens with comprehensive development and adaptability to the needs of society. The educational policy focuses on quality-oriented education and the concept of lifelong learning, and encourages students to develop independent learning ability, creativity and innovative spirit. For the future development of education in Belarus, President Alexander Lukashenko once proposed “strengthening the construction of spiritual civilization; developing vocational education, effectively serving the society; cherishing the historical and cultural tradition, compiling high-quality teaching materials; the rationality of charging education; popularizing higher education, and improving the material treatment of teachers and students” [2].

The education system in Belarus includes early childhood education, secondary education, secondary education and higher education learning section. Early childhood education provides educational services for children aged 0–6; primary education provides basic education for children aged 7–10; secondary education provides general and vocational education for students aged 11–15; and higher education includes undergraduate and graduate education. General music education is implemented at all these levels.

“The music education in Belarus provides a good education environment, greatly meets the demand of different levels of art learning such as Ahmuqike Art Center, Belarusian National Conservatory of Music Affiliated School of Arts, Belarusian National Academy of Dance Arts. The three schools cultivate artistic talented children as the main responsibility. Children generally enter primary school, then pass through 9–11 years of professional study, and finally graduate from technical secondary school. After graduation, a graduate can become a surgeon and an excellent teacher. It is understood that many teachers who are professional painters, musicians, or art teachers can also continue to study at universities” [1, 4].

There are four levels in the system of professional music education in Belarus: primary, secondary specialized, higher, postgraduate music education, a system of advanced training and retraining of personnel. Educational programs of primary professional music education are implemented in children’s art schools, educational and pedagogical complexes “school – college of arts” and “gymnasium – college of arts”, professionally oriented associations of musical interests in centers and palaces of culture (studios, musical groups of folk art). Secondary specialized music education can be obtained at state music colleges, colleges of culture and arts, pedagogical colleges. Higher education in Belarus includes two levels. At the second stage a degree is awarded. Institutions of higher professional musical education in the Republic of Belarus include Belarusian State Academy of Music, Belarusian State University of Culture and Arts, Belorussian State Pedagogical University named after Maxim Tank, Vitebsk State University named after P. M. Masharov, Yanka Kupala State University of Grodno, Mogilev State A. Kuleshov University, Shirokov's Institute of Contemporary Knowledge [3].

It is generally believed that stimulating students’ interest in music education is very important. In this respect only the collaboration of science and technology can create a better learning atmosphere. But at present neither China nor Belarus has made use of science and technology because it has a lot to do with economic development.

Literature

1. The Education Department of the Chinese Embassy in Belarus. The President expressed his views on education in Belarus // *World Education Information*. – 2006. – № 9. – P. 10–11.
2. Hu, Yu. Overview of art education investigation in Belarus / Yu Hu, Haiyan Cheng // *Beauty and Times (Next)*. – 2020. – № 3. – P. 38–41.
3. Чжиин, С. Особенности музыкального образования в России и Китае: сравнительный аспект / Сун Чжиин // *Управление образованием, теория и практика*. – 2023. – Т. 13. – № 4. – P. 84–90.

4. Кодекс Республики Беларусь «Об Образовании» в редакции 2022 г. – Mode of access: <https://pravo.by/document/?guid=12551&p0=H12200154>. – Date of access: 23.01.2024.

UDC 372.878

Hu Shuncheng

Gomel, Francisk Skorina Gomel State University

HISTORY OF THE DEVELOPMENT OF FOREIGN LANGUAGE EDUCATION IN CHINA (EARLY YEARS – THE BEGINNING OF THE XX C.)

УДК 372.878

Ху Шуньчэн

г. Гомель, ГГУ имени Ф. Скорины

ИСТОРИЯ РАЗВИТИЯ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В КИТАЕ (РАННИЕ ГОДЫ – НАЧАЛО XX ВЕКА)

История преподавания иностранных языков в Китае насчитывает длинную историю более тысячи лет. В статье обозначены ранние этапы становления иноязычного образования в Китае и их характеристика. Обосновывается важность развития иноязычного образования.

Modern conditions of global geopolitical, scientific and cultural integration, which have affected all countries of the world without exception, have given new theoretical and practical opportunities to teachers and professors of various educational institutions. Today, no one can be surprised by the fact that, for example, scientific and methodological developments in European and US countries are successfully applied in India and African countries, scientific and pedagogical achievements of post-soviet Russia and Belarus are tested in China and, conversely, pedagogical concepts and tools used by Chinese teachers, find a lively response and interest among colleagues in other countries. In this regard, it seems to us that this article could serve as a timely and relevant source of information for teachers, lecturers and theoretical researchers interested in the achievements of Chinese pedagogy.

From the Qin and Han dynasties to the Tang dynasties and Song and further, until the early period of the Yuan dynasty, China maintained close contacts with foreign countries (the total duration of these periods is more than 1400 years). Already in those distant times, China had an urgent need for talented specialists with knowledge of foreign languages. This fact seems quite obvious given the fact that no political, trade and cultural contacts between China and other countries could have happened without interpreters and translators. Thus, from a modern point of view, teaching and learning foreign languages in China already existed 2000 years ago. But, unfortunately, historical evidence and materials have not yet been found to confirm these conclusions about the teaching of foreign languages in those distant times.

If we connect the history of teaching foreign languages in China with the discovered historical materials, the starting point should be the founding of “huihui guojixue” (“回回国子学”) public school for Muslim people during the reign of the Yuan dynasty (1271–1368) as the oldest school of foreign languages and literature in China. After the Yuan dynasty, schools that taught foreign languages were mainly related to “Si and Guan” (“四夷馆”), “Chamber of Foreigners of the Four Countries of the World”. The Institute of Translators where specialists in Asian languages were trained was founded in 1407 during the Ming Dynasty (1368–1644) [2].

After the Ming dynasty when the Qing government came to power (1644–1911) the “House of Russian Culture” (“Elos wen guan”, “俄罗斯文馆”) simultaneously became the first