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PROFESSIONAL TRAINING OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE AND CHINA: CULTURAL AND METHODOLOGICAL SPECIFICS OF PREPARING CALLIGRAPHY TEACHERS.

Abstract. In the context of professional training for future educators in higher education institutions in Ukraine and China, particularly considering the specifics of training calligraphy teachers in the PRC, the teaching profession, especially that of a calligraphy teacher, remains one of the most sought-after in modern society, both in Ukraine and China. The primary goal of pedagogical education in both countries is to prepare a modern professional teacher who is not only a bearer of cultural values and humanistic priorities but also possesses developed creative and professional qualities necessary for implementing innovative pedagogical practices.

In China, where calligraphy has deep cultural roots, the preparation of teachers for this discipline takes on special significance. A calligraphy teacher in Chinese colleges must not only master the art of writing but also be a research-oriented educator who is familiar with modern scientific methods, proficient in foreign languages, and skilled in computer technologies to integrate traditional art into the contemporary educational process.

In both Ukraine and China, the state is interested in training teachers who contribute to the development of education based on democratic and humanistic values. Educational policy has become a priority for the state as it aims to shape human capital and a national elite, foster personal development and self-realization, as well as enhance individuals' levels of education and culture.

In the context of preparing calligraphy teachers in China, this task becomes additionally complex due to the necessity of balancing traditional teaching methods with the demands of modern civilization and the increasing standards in pedagogical education. Chinese higher education institutions strive to prepare calligraphy teachers who not only master the art of writing but are also capable of adapting the educational process to meet the interests and needs of modern students by employing innovative pedagogical approaches.

Thus, the professional training of future educators, particularly calligraphy teachers in the PRC, requires a comprehensive approach that combines traditional values with modern educational technologies and methodologies, ensuring the formation of highly professional personnel capable of meeting the challenges of contemporary education.

Keywords: professional training of future educators, cultural and methodological specifics, higher education institutions, China, specifics of training calligraphy teachers.

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ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ ТА КИТАЮ: КУЛЬТУРНО-МЕТОДИЧНІ ОСОБЛИВОСТІ ПІДГОТОВКИ ВЧИТЕЛІВ КАЛІГРАФІЇ.

Анотація. У контексті професійної підготовки майбутніх педагогів у закладах вищої освіти України та Китаю, особливо враховуючи специфіку підготовки вчителів каліграфії в КНР.

Професія вчителя, зокрема вчителя каліграфії, залишається однією з найбільш затребуваних у сучасному суспільстві, як в Україні, так і в Китаї. Основна мета педагогічної освіти в обох країнах - підготовка сучасного вчителя-професіонала, який не лише є носієм культурних цінностей та гуманістичних пріоритетів, але й володіє розвиненими творчими та професійними якостями, необхідними для впровадження інноваційних педагогічних практик.

У Китаї, де каліграфія має глибоке культурне коріння, підготовка вчителів цієї дисципліни набуває особливого значення. Вчитель каліграфії в китайських коледжах повинен не тільки досконало володіти мистецтвом письма, але й бути педагогом-дослідником, орієнтованим на сучасні методи наукового пізнання, володіти іноземними мовами та комп'ютерними технологіями для інтеграції традиційного мистецтва в сучасний освітній процес.

Як в Україні, так і в Китаї, держава зацікавлена у підготовці вчителів, які сприяють розвитку освіти на основі демократичних і гуманістичних цінностей. Освітня політика стає пріоритетом держави, оскільки спрямована на формування людського капіталу і національної еліти, на розвиток і самореалізацію особистості, а також на підвищення її рівня освіченості і культури.

У контексті підготовки вчителів каліграфії в Китаї, це завдання набуває додаткової складності через необхідність збалансувати традиційні методики викладання з вимогами сучасної цивілізації та зростаючими стандартами у педагогічній освіті. Китайські заклади вищої освіти прагнуть підготувати вчителів каліграфії, які не тільки майстерно володіють мистецтвом письма, але й здатні адаптувати освітній процес для задоволення інтересів і потреб сучасних учнів, використовуючи інноваційні педагогічні підходи.

Таким чином, професійна підготовка майбутніх педагогів, зокрема вчителів каліграфії в КНР, вимагає комплексного підходу, який поєднує

традиційні цінності з сучасними освітніми технологіями та методиками, забезпечуючи формування високопрофесійних кадрів, здатних відповідати викликам сучасної освіти.

Ключові слова: професійна підготовка майбутніх педагогів, заклади вищої освіти, Китай, культурні та методологічні особливості, специфіка підготовки вчителів каліграфії.

Problem statement. Today, in the People's Republic of China (PRC), the quality of education is one of the key national priorities that influences the development of the economy and society. The scientific interest in researching the training of pedagogical personnel in China is driven by state policy objectives aimed not only at updating educational content and organizing the learning process in line with modern scientific and technological advancements but also at training specialists according to international standards. Special attention is given to creating conditions for personal development and creative self-realization. Teachers play a crucial role in this process, making the professional development of educators, particularly calligraphy teachers, a priority of educational policy.

Calligraphy in China has profound cultural and historical significance, being one of the oldest forms of art with a history of over 2000 years . The characters in Chinese calligraphy serve not only as a means of writing but also as objects of artistic expression, transforming this art form into a sophisticated artistic style with unique aesthetic and practical characteristics.

Learning calligraphy not only promotes the acquisition of artistic knowledge and skills but also helps cultivate moral qualities, aesthetic abilities, and develops students' intellect and creative potential. This ensures not only a general pedagogical effect but also has significant cultural influence, as the development of calligraphy is part of the strategy to strengthen China through culture.

The successful development of this field relies on the presence of highly qualified educators capable of imparting not only technical but also cultural aspects of calligraphy. In the context of professional training for calligraphy teachers in both Ukraine and China, it is essential to create suitable conditions for preparing instructors who can effectively integrate this knowledge into the educational process. Achieving strategic goals in the training of future pedagogical specialists requires a new approach that focuses on transforming quantitative educational indicators into qualitative ones.

In the context of preparing calligraphy teachers in higher education institutions in Ukraine and China, it is crucial to establish specific pedagogical conditions that foster the psychological and pedagogical competence of future educators. This will enhance their professional competitiveness and mobility in the global labor market.

For the successful training of calligraphy teachers, it is necessary to develop programs that combine theoretical knowledge with practical skills, including a deep understanding of the art of calligraphy, its history, and the cultural traditions of both countries. At the same time, it is important to consider intercultural differences in teaching approaches, adapting the educational process for future educators in line with the specific characteristics of each country.

Analysis of the latest research and publications. Over the past 20 years, Chinese education, supported by positive global experiences, legislative and financial backing from the government, and an effective system of control by educational management bodies, has outpaced many post-Soviet countries in various indicators within the secondary and higher education systems. However, as researchers note, the content and forms of professional-methodical training for future teachers have not kept pace with the reforms in general and pedagogical education.

Researchers Tan Jing and Qin Yongxian highlight common problems in contemporary curricula of pedagogical institutions, including an excessive amount of basic courses and an insufficient number of specialized pedagogical subjects. The professional training of future calligraphy teachers in the PRC also faces challenges related to the overall state of pedagogical education in the country. Chinese scholars point out that one of the main issues is the irrationality of curriculum content, slow updates to materials, outdated teaching methods, and insufficient attention to the practical training of students [1].

A survey of young teachers conducted by Chinese researcher S. Gu revealed several problems in their training, particularly the overly theoretical nature of pedagogical courses that are not directly related to teaching activities, and an inadequately long period of pedagogical practice. This indicates the need for a deeper investigation into the process of forming professional competence among future teachers, particularly in the field of calligraphy.

Despite the existing interest in the professional training of teachers in the PRC, this process requires further research and improvement. Special attention should be given to the professional training of calligraphy teachers, as most scientific works focus on professional competence in this area, overlooking the development of pedagogical competence. Therefore, the first step in researching the prospects for improving the professional training of calligraphy teachers should be to study the phenomenon of "professional competence of future calligraphy teachers."

The issues of teacher training in Ukraine have been addressed by scholars such as A. Aleksyuk, I. Beh, S. Honcharenko, I. Ziazun, N. Nychkalo, and others. The conceptual foundations for the development of a teacher's personality have been explored by G. Ball, V. Semichenko, S. Sysieva, while the questions of pedagogical thinking and mastery have been studied by G. Nahorna, H. Sukhobaska, A. Kolesnyk, and others. Recent years have seen a growing interest in educational management in China (N. Borevska), vocational education (N. Paziura), and higher pedagogical education (Du Yanyan), which contributes to the development of intercultural comparative analysis of teacher training in Ukraine and China, especially in the field of calligraphy.

The aim of the article is to analyze and define the specifics of professional training for future educators in higher education institutions in Ukraine and China, with a focus on the preparation of calligraphy teachers.

Main part. The professional training of future educators in Ukraine and China has its unique features, especially in the context of preparing calligraphy teachers. Researchers point to specific characteristics of this training, particularly the emphases placed in both countries.

In Ukraine, professional training for educators is traditionally conducted in pedagogical universities, institutes, colleges, and classical universities, with a focus on the theoretical component. However, there is an increasing emphasis on practical training, specifically on pedagogical practice and the methodology of teaching specific subjects, which is a key element in training calligraphy teachers. This includes coursework, lesson planning, and the integration of knowledge from various disciplines, ensuring flexibility in the preparation of specialists and the ability to adapt the content and structure of education.

The preparation of calligraphy teachers in China has its unique tradition, where calligraphy is not just a subject but also an important part of culture and philosophy. In Chinese higher education institutions, significant attention is paid not only to technical training but also to cultivating aesthetic and spiritual values in future educators [2]. An essential component is a deep immersion in the traditions of Chinese writing, the development of artistic taste, and emotional understanding of calligraphy as an art form.

The integrative approach to learning, increasingly applied in both Ukraine and China, allows for the unification of knowledge from different disciplines. For example, in Ukraine, where pedagogical subjects are often divided into separate courses (such as "Pedagogy," "Teaching Methodology," "Psychology," etc.), the modern education system promotes their integration to develop systemic thinking among future teachers. This approach not only deepens the understanding of the subject but also facilitates the transfer of knowledge from one field to another, helping future calligraphy educators adapt to various teaching contexts.

In China, this approach also manifests through the combination of traditional calligraphy studies with modern pedagogical methodologies, where students not only master the technique of writing but also learn a creative approach to teaching and nurturing their students within a cultural and spiritual context.

Overall, the training of future educators in the field of calligraphy in both countries involves a comprehensive approach that includes both practical and theoretical aspects, as well as the integration of traditional and modern teaching methodologies.

The teacher preparation system in China, particularly in the context of training calligraphy instructors, has undergone significant reforms aimed at finding optimal models and approaches for imparting professional knowledge and qualifications to future educators. The training of teachers in China has experienced several stages of development, including the "shikan" (teacher model), post-shifan, and the current stage of professionalization of the teaching staff.

In China, the preparation of calligraphy teachers takes place at multiple levels, including pedagogical universities, colleges, and specialized teacher training schools. Despite certain achievements, the system faces a number of challenges, such as a heavy theoretical load on students and insufficient practical skills [3]. This complicates educational reforms aimed at enhancing the social prestige of the teaching profession.

The specifics of preparing calligraphy teachers in China also have certain requirements: candidates must meet specific moral, educational, and professional

standards. The selection of future educators is based on criteria that include moral qualities, educational abilities, teaching experience, proficiency in standard Chinese, and other professional requirements.

One of the challenges facing the teacher preparation system in China is that many students in pedagogical specialties come from socially and economically disadvantaged backgrounds. Most do not consider teaching as a primary career path due to the low social status of the profession and limited opportunities for career advancement. In this context, there is a need for serious reform of the pedagogical education system.

Professional competence in educators is defined as a set of professional knowledge, skills, personal qualities, and abilities that enable effective execution of pedagogical tasks. In the case of training calligraphy teachers, specific professional knowledge and skills in the field of calligraphy are added, which include not only technical skills but also the cultivation of aesthetic and spiritual values in students.

Researchers from Ukraine and China, including Zhang Long, Li Yihui, and Gen Yan, emphasize the necessity of developing internal personal qualities in calligraphy educators, as well as a commitment to professional self-improvement and development, which ensures high results in teaching this art. The professional competence of calligraphy teachers is also linked to the integration of psychological-pedagogical and special abilities, the acquisition of knowledge, skills, and abilities, and their creative implementation in pedagogical activities.

The main goal of preparing future calligraphy teachers is to form specialists who can not only teach calligraphy techniques but also provide aesthetic and spiritual education to students, combining professional knowledge and personal qualities. The systemic approach used in pedagogical research allows us to view the professional competence of future calligraphy teachers as a holistic multi-component system encompassing goals, content, stages, technologies, and outcomes of specialist training.

Thus, the preparation of calligraphy teachers in higher education institutions in Ukraine and China is characterized by unique features that combine traditional and modern approaches to professional training, aimed at achieving high results in teaching this art and nurturing future generations.

The professional training of future calligraphy teachers in higher education institutions in Ukraine and China has specific features that should be considered in the process of developing their professional competence [4]. Based on an analysis of scholars' opinions, we propose to view the professional competence of a calligraphy teacher as a complex of three main components: personal, cognitive, and professional-activity.

Personal Component

This component encompasses the professionally significant qualities of the future calligraphy teacher, as well as their value and motivational orientations. Important personal qualities that contribute to professional activity include spiritual culture, responsibility, diligence, organization, initiative, flexible thinking, and developed imagination. Critical thinking, self-reflection, and self-confidence are also crucial.

The value orientations of the future calligraphy teacher should be based on ethical principles (honesty, integrity), interpersonal communication (humanism, empathy), and professional self-realization (a drive for active engagement in professional activities). The motivational aspect implies a constant striving for professional self-improvement and creative growth.

Cognitive Component

This component relates to the body of knowledge and skills necessary for teaching calligraphy. It includes knowledge of the history of calligraphy, culture, and art, as well as pedagogical and psychological aspects of teaching. Success in practical activities requires not only the volume of knowledge but also its systematic nature, mobility, and adaptability in various conditions.

For future teachers, it is important to master not only the foundational knowledge of calligraphy but also the latest teaching methodologies, modern artistic education technologies, and insights into pedagogical processes.

Professional-Activity Component

This component encompasses the functional, communicative, and reflective aspects of a calligraphy teacher's activities. The functional component involves the ability to organize the learning process and effectively address pedagogical tasks, including depicting hieroglyphs using various techniques.

The communicative component reflects the teacher's capacity to effectively communicate with students, their parents, and colleagues. This includes adapting the presentation of material to the students' level of perception and using both verbal and non-verbal communication methods.

The reflective component is linked to the ability for self-assessment, analysis of one's activities, and improvement of professional qualities. This includes readiness for self-discovery and the development of an individual working style, which is key to forming a teacher's mastery [5].

In summary, the professional training of future calligraphy teachers encompasses a complex of knowledge, skills, and personal characteristics that ensure their effectiveness, competitiveness, and confidence as professionals.

Conclusions. The professional training of future educators in higher education institutions in Ukraine and China, particularly for calligraphy teachers, has its unique specifics that take into account both the cultural and pedagogical features of each country. It is important to note that Ukraine has a developed higher education system, which includes universities, institutes, technical schools, and colleges where students can obtain education in various fields. Many professional education programs in Ukraine are structured in a two-tier system: bachelor's and master's degrees. These programs, especially for the preparation of future educators, include not only theoretical knowledge but also practical training, allowing students to gain the necessary experience for their future professional activities.

The specifics of preparing calligraphy teachers in Ukraine may include disciplines related to visual arts, teaching methodologies for arts, and general pedagogical courses. The professional training of educators in this field should be based on the development of a broad range of skills and knowledge necessary for teaching calligraphy, with an emphasis on innovative approaches and the use of

modern information technologies. Calligraphy teachers in Ukraine should be prepared to integrate new teaching methodologies and forms to ensure high-quality instruction in this art form.

In China, the training of calligraphy teachers has deep cultural roots and is inseparably linked to the country's traditions. The teaching profession enjoys a high social status, which was established during the time of Confucius. The Chinese government pays significant attention to the development of pedagogical education, continuously modernizing the system for training future teachers. The preparation of calligraphy teachers in Chinese higher education institutions aims not only to develop deep knowledge of calligraphy but also to foster innovative abilities, cultural literacy, and skills in utilizing modern technologies in the educational process.

Future calligraphy teachers in China must have a solid understanding of the history and theory of calligraphy, be proficient in ancient Chinese, be capable of working with historical texts, and be familiar with the main methods of research and teaching in this discipline. They should also be competent in using information technologies and methodologies that allow them to effectively teach calligraphy in schools and educational institutions at various levels.

Thus, the professional competence of future calligraphy teachers in Ukraine and China is formed based on a comprehensive approach that includes personal qualities as well as cognitive and professional-activity components. This enables future educators to effectively fulfill their duties in teaching students calligraphy, developing their aesthetic taste, and supporting the cultural heritage of their countries. The prospects for further research in this field lie in the development of specialized methodologies for training calligraphy teachers that take into account both national and global trends in art and pedagogy.

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