

Social Work & Education

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УДК 378.147=111:81(510)(045)

DOI:10.25128/2520-6230.18.1.11

Article history:*Received:* February 27, 2018*1st Revision:* March 20, 2018*Accepted:* March 31, 2018

Hunko, L. (2018). Reviews and opinions of the Chinese scientist on the definition of applied linguistics in China, *Social Work and Education*, Vol. 5, No. 1., pp. 113-120.

REVIEWS AND OPINIONS OF THE CHINESE SCIENTIST ON THE DEFINITION OF APPLIED LINGUISTICS IN CHINA

ABSTRACT. The qualified education is a base of the economic development of the country. Under the conditions of the intensive globalization and internationalization, computerization of manufacturing, the rapid development of the latest technologies there is a need for a high quality vocational training of the masters on the foreign language and Applied Linguistics.

According to our study one of the main aims is the research about the development of the Applied Linguistics in China, the description of the term Chinese scientists use in their papers. Thus the main aims of the paper are: to present the terms and definitions of Applied Linguistics the Chinese researchers use in their studies; the illustration of the peculiarities of Applied Linguistics as a science in China; the description of the tasks the Chinese linguists face with.

Scientists engaged in Applied Linguistics in China must simultaneously develop science and at the same time pay attention to the benefits this science brings to society. Linguistics in China is developing in 3 directions: teaching of the Chinese language, the development of the languages of the national minorities and teaching foreign language.

There can be distinguished main tasks the linguists in China face with: the development of theoretical problems – starting with a systematic approach; the studying of the patterns of education and use of linguistics; teaching Applied Linguistics in order to increase the level of linguistic preparation of students; the research of the various tools for the compilation of the dictionaries in accordance to the requirements of the society. Today, language policy and linguistic science are the part of the political, economic and social changes, which help to improve the image of China abroad.

Foreign (first of all Chinese) and Ukrainian scientists in different ways interpret the concept of Applied Linguistics, and that is why not in the same way outline the scope of the research of this science. Because of the varying ways to outline the subject specificity of Applied Linguistics, resume that it leads to differences in the substantiation of the conceptual, structural, content, organizational and pedagogical principles of the professional training of the masters of foreign languages and Applied Linguistics.

Key words: Linguistics; Applied Linguistics; comparative pedagogy; China.

Introduction

Economic development of Ukraine directly depends on the professionalism and qualified training of the specialists in different areas of the social life. But unfortunately during studying in the universities the outdated approaches and concepts prevent successful development of the high qualified and competitive specialists.

The Ukrainian society needs specialists with excellent professional skills, which can be used during professional activities; professionals who can be competitive on the labor market and mobile with the prospects for career growth throughout the life. This is emphasized in the normative legal documents of Ukraine, such as: the law of Ukraine “About education” (2017), “About high education” (2014), “About system of the professional qualifications” (2012), The National Strategy for the Development of Education in Ukraine for 2012 – 2021 years (2012) and the programs of the world and the state scales: The UNESCO conception “Education in the 21st Century”, the National Doctrine of the Development of the Ukrainian Education in the 21st Century etc.

The qualified education is a base of the economic development of the country. Under the conditions of the intensive globalization and internationalization, computerization of manufacturing, the rapid development of the latest technologies there is a need for a high quality vocational training of the masters on the foreign language and Applied Linguistics. In these circumstances the situation in China is very interesting, because Chinese educational system provides national economics with the professionals who can creatively, professionally, possess software tools, use modern information technology and knowledge. Nowadays the educational and research systems of China are developing rapidly, that is why the research of the Chinese experience can be useful in the formation of the Ukrainian educational system.

Literature review

For clarification of the situation of the question of the professional training of the masters in foreign languages and Applied Linguistics we analyzed researches, papers and data of the foreign and Ukrainian scientists, where particularly covered the aspects of the declared topic. Besides different statistics were used: the census of the People's Republic of China, data of the National bureau of statistics of China (中华人民共和国国家统计局), Ministry of education of the Peoples Republic of China (中华人民共和国教育部), The site of the Chinese degrees and postgraduate education information (中国学位和研究生教育信息), Institute of Applied Linguistics Ministry of education of PRC (中华人民共和国教育部语言文字应用研究所), State language commission (国家语言文字工作委员会), National key research centre for Linguistics and Applied Linguistics (广东外语外贸大学外国语言学及应用语言学研究), materials and data of UNESCO, OECD and PISA.

The sources about the professional training of the masters of the foreign language and Applied Linguistics are mostly represented in Chinese language.

According to the topic of our study “The professional training of the masters of foreign language and Applied Linguistics in the universities of China” one of the main aims is the research about the development of the Applied Linguistics in China, the

description of the term Chinese scientists use in their papers, the elucidation of the main thoughts about this science. Thus **the main aims of our paper are:**

- 1) to present the terms and definitions of Applied Linguistics the Chinese researchers use in their studies;
- 2) the illustration of the peculiarities of Applied Linguistics as a science in China;
- 3) the description of the tasks the Chinese linguists face with.

In order to determine the peculiarities of Applied Linguistics as a science in China and to describe the tasks the Chinese linguists face with we have analyzed the studies of the leading linguists in China. For example, the work of Gui Shichun “Current Situation and Prospects for the Development of Applied Linguistics in China”, Liu Yongquan and Qiao Yi “Applied linguistics”, Feng Zhiwei “Review on Applied Linguistics”, Dong Changlai “Essentials of Applied Linguistics” and other.

For solving tasks we set in the study we used such **research methods** as: the general scientific method which helped us to analyze the Chinese resources and synthesized the results; the analysis of the documentation, what was useful for the studying of the main laws and acts of regulation of the language situation in the PRC; the comparative-historical method for the revealing of regularities and tendencies of the development of Applied Linguistics in China.

Results

Among the Chinese discourse we would like to stop attention on the study of the researcher Shang Yu and his work “The Development and Research Status of Applied Linguistics in China” where the author determines that Applied Linguistics studies the practical use of the language in all areas. It is the science that solve actual questions happened on practice, and as usual it does not touch any tasks about the research of the language and argumentation of the theory. It can be said that this is the science of identifying of the various theories on practice.

Another important research for the paper is the book of two famous Chinese linguists Zhai Lixia and Sun Yanmei “The features of the discipline and the theoretical model of Applied Linguistics”. In this study linguists use the definition of the “Longman dictionary of language teaching and Applied Linguistics”. It says that Applied Linguistics is the research of the language and linguistics and these researches are connected to the solving of the practical questions, for example lexicography, translation, logopathology. In order to develop its own theoretical model of language and applications Applied Linguistics uses sociology, psychology, anthropology, informational theory and knowledge in linguistics, it also uses this theoretical knowledge on practice, for example, development of language teaching applications, language correction, language planning, stylistics research, and more. (J-C-Richards, 2000).

The famous Chinese linguist Gui Shichun (桂诗春) in his paper “The Current Situation and Prospect of Applied Linguistics in China” affirms that applied linguistics is a combination of language theory and language teaching practice, when it is necessary at the same time to know the theory and be able to use it on practice, besides it is important to be good at applied theory. He believes that in China first of all the researches and studying of fundamental theories of disciplines which are connected to

Applied Linguistics (for example Theoretical Linguistics, Psycholinguistics, Sociolinguistics, Comparative linguistics, Neurolinguistics and others). It is sure that the specialist on Applied Linguistics should not be at the same time specialist on Theoretical Linguistics or Psycholinguistics, but real professional on Applied Linguistics better know the theoretical foundations of these disciplines, follow their development and research what development does or does not matter for teaching a foreign language, which of these theories today does not have a direct applied value but may be useful in the future (桂诗春, 1988).

We believe that the definition Liu Yongquan (刘涌泉) gives to the term Applied Linguistics corresponds to reality, briefly and fully defines the term “Applied linguistics”. Namely it is that Applied Linguistics is a science which studies the practical use of language in all spheres (刘涌泉和乔毅, 1991).

Liu Yongquan (刘涌泉), Qiao Yi (乔毅) and Gui Shichun (桂诗春) all wrote books “Applied Linguistics” (《应用语言学》), state that the main tasks of the researches on Applied Linguistics in China were the studying of the use of the language to standardize the Chinese language.

Chen Zhangetai and Yu Genyuan (于根元) in the book “Series of teaching materials on Applied Linguistics” (《应用语言学系列教材总序》) come to the conclusion that Applied Linguistics in China since the birth of this science in the country had several peculiarities: compare to abroad, in studies on Applied Linguistics in China more attention is paid to the study of applied issues and the main laws in each area; during the research a close connection with the applied issues of the language is maintained; scientists seek to solve practical issues of language, some the question that arise during teaching and in everyday life (于根元, 2010).

According to the study of the leading scientist Zhou Zumo (周祖谟) it can be easily indicated that now days Linguistics in China is developing in 3 directions: teaching of the Chinese language, the development of the languages of the national minorities and teaching foreign language. Also there can be distinguished main tasks the linguists in China face with:

1) the development of theoretical problems – starting with a systematic approach; the study of the patterns of education and the use of linguistics;

2) the studying of the practical issues of teaching Applied Linguistics in order to increase the level of linguistic preparation of students;

3) the research of the various tools for the compilation of the dictionaries in accordance to the requirements of the society. Today, language policy and linguistic science are the part of the political, economic and social changes, which help to improve the image of China abroad. Language confronts in modern China a rather high place in the system of values. Language together with hieroglyphic writing are the integral part of Chinese civilization and the guarantee of the preservation of national identity in a globalized world (周祖谟, 2006).

It is important to mention in the paper about the book “New World of Applied Linguistics” (《应用语言学的新天地》) by Liu Haitao (刘海涛). There is a very

interesting though that reading extends the boundaries of Applied Linguistics, and linguistic planning, language teaching and processing of linguistic information are three main components that involve other scientific disciplines. New borders of Applied Linguistics have greater scientific and systematic value when Applied Linguistics is considered as a mixture of different disciplines comparing with the narrow scope of Applied Linguistics, which is limited to the teaching a foreign language, or comparing to Applied Linguistics which is considered only as machine translation and information retrieval.

The popular Chinese linguists Qi Shanghai Yang and Chen Changlai in their book "Essentials of Applied Linguistics" (《应用语言学纲要》) describe the results of the new studies of Applied Linguistics of that time, the systematic presentation of Applied Linguistics as a science, its development, nature, place among other scientific disciplines and research methods. Also there is generalization of 8 main areas of study: language teaching, teaching Chinese as a foreign language, language study, Chinese language processing, language planning, linguistic surveys, sociolinguistics, toponymy and anthroponymy, which embody the practicality and relevance of Applied Linguistics (陈昌来, 2007).

Scientists engaged in Applied Linguistics in China must simultaneously develop science and at the same time pay attention to the benefits this science brings to society. Today, the development of theory, method research, the creation of a team of linguists and general discipline planning still have disadvantages, and the development of discipline has limitations. The development of Applied Linguistics in China is also both a career and a business, so it is necessary to have an effective strategy which is connected to reality, linguists should get to the certain level, have a career perspective, adapt, collaborate, and motivate the development of Applied Linguistics.

Discutions

The results of the work of the Chinese scientists are very outstanding. According to the National Science Foundation, China published over 426,000 research papers in 2016. America pumped out almost 409,000, in 2018 this gap will be bigger (MIT Technology Review, 2018). While the U.S. led the world in research and development (R&D) expenditures at \$496 billion (26 percent share of the global total), China was a decisive second at 21 percent (\$408 billion). China has grown its R&D spending rapidly since 2000, at an average of 18 percent annually. Its focus is geared primarily toward development rather than basic or applied research. During the same time frame, U.S. R&D spending grew by only 4 percent. Although emerging economies start at a lower base and therefore tend to grow much more rapidly, China's growth rate is exceptional (Nsf.gov, 2018). According to the 13th five-year plan for national science and technology talent development (2016-2020), China will increase its annual per capita spending on R&D to 500,000 yuan by 2020, up from 370,000 yuan in 2014. China had 5.35 million people working in R&D at the end of 2015, the world's largest pool of R&D personnel (English.cas.cn, 2018).

Conclusions

Foreign (first of all Chinese) and Ukrainian scientists in different ways interpret the concept of Applied Linguistics, and that is why differently outline the scope of the research of this science. Because of the different ways to outline the subject specificity of Applied Linguistics, resume that it leads to differences in the substantiation of the conceptual, structural, content, organizational and pedagogical principles of the professional training of the masters of foreign languages and Applied Linguistics. We plan to conduct our further research in the direction of highlighting the comparison of the principles of the preparation of the masters of foreign and Applied Linguistics in China and Ukraine.

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ПОГЛЯДИ ТА ДУМКИ КИТАЙСКИХ ЛІНГВІСТІВ ЩОДО ВИЗНАЧЕННЯ ПРИКЛАДНОЇ ЛІНГВІСТИКИ У КИТАЇ

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Анотація. *Кваліфікована освіта є основою економічного розвитку держави. В умовах інтенсивної глобалізації та інтернаціоналізації, комп'ютеризації виробництва, швидкого розвитку новітніх технологій існує потреба у професійному навчанні магістрів з іноземної мови та прикладної лінгвістики.*

Відповідно до теми нашого дисертаційного дослідження «Професійна підготовка магістрів з іноземної мови та прикладної лінгвістики в університетах Китаю» однією з головних задач є висвітлення розвитку прикладної лінгвістики як науки у Китаї, та значення, яке вкладають науковці Китаї у термін «Прикладна лінгвістика», визначення головних завдань, що стоять перед цією наукою. Таким чином, головними завданнями статті є:

- 1) представити терміни та визначення прикладної лінгвістики, які китайські дослідники використовують у своїх дослідженнях;*
- 2) опис особливостей прикладної лінгвістики як науки у Китаї;*
- 3) опис завдань, з якими стикаються лінгвісти Китаю.*

Науковці, які займаються прикладною лінгвістикою в Китаї, повинні одночасно розвивати науку та звертати увагу на ті переваги, які ця наука приносить суспільству. Лінгвістика Китаю розвивається у трьох головних напрямках: розвідки щодо викладання китайської мови, розвитку мов меншинств та викладання іноземної мови.

Для розв'язання поставлених завдань, було використано наступні методи дослідження: загальний науковий метод, який допоміг опрацювати китайські ресурси та синтезувати результати; аналіз документації, що було корисне для вивчення головних законів та актів регулювання мовної ситуації у Китаї; порівняльно-історичний метод було використано для виявлення закономірностей та тенденцій розвитку прикладної лінгвістики в Китаї

Було встановлено, що перед лінгвістами Китаю стають наступні питання:

- 1) розробка теоретичних проблем – починаючи з системного підходу; дослідження закономірностей освіти та сфери використання лінгвістики;*
- 2) дослідження практичних питань викладання прикладної лінгвістики з метою підвищення рівня лінгвістичної підготовки студентів;*
- 3) вивчення різноманітних засобів складання словників відповідно до вимог суспільства. Сьогодні мовна політика та лінгвістичні науки це невід'ємна частина політичних, економічних та соціальних змін, що сприяють розвитку іміджу Китаю за кордоном.*

Іноземні (в першу чергу китайські) та українські лінгвісти вкладають різний сенс у термін прикладна лінгвістика, тому по різному визначають сферу досліджень цієї науки, що веде до різновекторності підходів до обґрунтування концептуальних, структурно-змістових та організаційно-педагогічних засад професійної підготовки магістрів з іноземної мови та прикладної лінгвістики.

Ключові слова: лінгвістика; прикладна лінгвістика; порівняльна педагогіка; Китаї.

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