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## **PROBLEMS OF MULTILINGUAL EDUCATIONAL ENVIRONMENT**

### **ABSTRACT**

In the article the author speaks about problems of modern language situation in Ukraine. The problems of multilingual education are characterised in the article, the specific historical prerequisites of language identity formation of a typical Ukrainian citizen are given.

Internationalization in all spheres of modern society dictates their terms of content and organization of education and the educational process. Modern people are increasingly faced with racial, national, religious factors. In this regard, in one of the first places in the education process the task of educating the younger generation in the spirit of tolerance comes. This, in turn, involves the organization of educational and upbringing process in the multicultural space. Polinational membership and multicultural environment will educate children and adults in the spirit of tolerance in a real dialogue of cultures.

The new rise in the philosophical understanding of language is associated with an appeal to the social aspects of language. A special role is given to the role of language socialization and hence the nature of

communication processes in the modern world. It captures it in the lexicon experience of people and makes communication organized, secures generations with experience and information, creating a social time-space culture. Language is not just a tool for thought and communication, but also the key to the information space.

Each new generation, each representative of a particular ethnic group, masters the language, because it is involved in a collective experience, collective knowledge and social values. It is the "archives of history" and "experience of the culture of peace". The people disappeared, and the words generated by them went into the treasury, became immortal.

Today, there are philosophical and linguistic problems of displaced accents: statistical concept of language as a system of signs

(system, the language as an instrument of transfer of information) have given way to dynamic concepts (language as a way of designing and condition values).

Language is an educational value. This approach implies primarily linguistic character of world experience, a special section where openness of the world is realized as a process of hermeneutics.

The focus of hermeneutics is "language as a universal medium of understanding"; language as the nature of the world, a universal code of social and cultural development. Linguistic phenomenon is the subject of special attention of hermeneutics, at the same time it is a method and tool of hermeneutics. Hermeneutical approaches have focused on the philosophy of language: from the perspective of semiotics, semantics and etymology. The basis of any knowledge here is the text.

Any information of the semantic space has the conceptual sphere, with which it can fit into reality, integrate with other related sciences. While working on the meaning of the words, it is necessary to direct attention to the differences, similarities and relationships between words. It is important to know the relationship. It is important not only to check the meaning of words, but also explore the meaning contained in the words, and the reasons on which the use of such words is explained. The situation in Ukraine is characterized by a combination of controversial

factors. Thus, a fundamental mismatch between attempts to declare as a major "Ukrainian idea" and those realities, in which the idea is to operate today, it can lead to increasing tension in society. Moreover, this process is reflected in the various fields of modern Ukraine, and especially in the field of operation in its territory of the Ukrainian and Russian languages and cultures. The situation with regard to the issue of "national language", generates a number of negative consequences, identifying and understanding which leads to the need to consider some "language" nuances. Indeed, in language as a medium of communication between people there is a feature which in any case does not forget: any violation of human rights in language inevitably leads to the disruption of human life and, therefore, its mental balance by stimulating inappropriate external reaction.

Compared to 1991-1994 years the problem of language in Ukraine is largely transformed. Previously, she had a shade of statehood of Ukraine, it is now reflected in the context of social functioning.

It shall take account of that in Ukraine there is such a historical situation in which there are little people who do not understand Ukrainian or Russian. Therefore, in terms of socio-cultural "Ukrainian language" and "Russian-speaking" populations are mostly abstractions, reflecting the fact of preferential intake of a particular language. In Ukraine, spontaneous

bilingualism and multilingualism are often a problem of self-determination and personal choice.

Functioning of language in Ukraine today is defined by a complex interplay of factors, including the rank directly psychological. It is multilingual (Russian or Ukrainian) due to the influence of two main factors: personal and psychological: an idea, which the native language is, includes understanding of ethnic-native language, understanding of culture-native language, socio-psychological and the socio-professional environment in a family friendly environment.

The attitude of the population of Ukraine to actual use of bilingualism (the use of a second language) is also determined by two factors: personal and psychological: the level of language proficiency, type of linguistic thinking, ease of practical use of language, socio-psychological: view of their own ability and mastery of the need for the second (other) language as a priority, understanding the need for mastering a second (different) language.

However, modern reality distinguishes three levels of language use: everyday communication, social, professional, administrative and public interaction. Most people consider the use of language at this level to be a private matter and "natural right" of every person. The significant level of everyday communication for the normal functioning of society cannot be underestimated, for it is to

satisfy the basic needs of cultural and recreational needs of the individual and the family. 38 % of the population are most concerned about "problems associated with getting education" and another 37% are worried with "small opportunities to meet cultural needs".

Socio-professional level contains a complex set of social contacts and professional requirements. It is the level of Russian-speaking part of the population that feels the most discomfort. Adapting to new social conditions, including language requirements it may occur in two ways - as a social adaptation and as a social conformism. Unfortunately, we must admit that today in Ukraine there is a situation that leads to a mass social conformity - more than half of the population is forced to move to the level of social use of the Ukrainian language in maintaining psychological predisposition to Russian. Thus, the linguistic situation in Ukraine today is defined by the action of another factor - namely the factor of subjective evaluation of social conditions of life that reflects the ability to meet cultural (in the broad sense) needs and understanding of the degree of the use of the Ukrainian language in social level.

The level of administrative and public interaction concerns mainly the rendering of various documents. In most people this level of language use although is associated with certain difficulties, but does not cause psychological

rejection.

Note that the problem of language is, therefore, most essential and crucial for the general population, the level of culture which is quite high. Nevertheless, direct language "problems" are unlikely to be the cause of open and large-scale social conflict. Such a conflict is now preventing psychological, geopolitical, social factors.

From the success or failure of solving the language problem in Ukraine depends largely on the nature of socio-cultural processes within the country and the state of its relations with some neighboring countries. The degree of wisdom and balance in the approach to this issue mostly on mark and image of Ukraine as a European country.

It cannot exist apart from culture. This is all an inexhaustible diversity of culture in its verbal incarnation. And like verbal hypostasis culture is not just one of the important forms of representation of the latter. It is unlikely most significant form of cultural representation, because it enables visual differentiation and thus "distinguished" culture in its functional manifestations".

The facts indicates that now the people of Ukraine spontaneously and gradually consolidate and perceive themselves as one socio-cultural body, ethnic differences between the main components of which are not essential and not confrontational. Since the existence of Ukraine as an independent state it is possible

only on the basis of consolidation in conditions of increasingly close cooperation between the two major multilingual populations, which is part of Ukrainian society. In this respect, the facts supporting the natural course of the consolidation of Ukrainian society, shows only natural and logical nature of the process.

The possibility and feasibility of such real signs of consolidation means in principle the opportunity and actual signs of consolidation of the two main components of the polyglot culture of Ukraine. Thus, it is not about their parallel operation, not takeover of a component of another, and the gradual assimilation of mutual Ukrainian and Ukrainian - Russian cultures and transformation them into a single coherent bilingual culture of Ukraine that could encourage the emergence of a fundamentally new situation in the country's socio-cultural field. Objections of the dialogue and consolidation of Ukrainian and Russian culture in Ukraine can achieve only one thing - the confrontation of cultures.

Multicultural character of education includes the following components: education for citizenship and willingness to actively participate in society, promote the continued development of society, democracy, understanding, conservation, learning the local, international and historic cultures in the context of cultural pluralism, education ability to protect and enhance social values laying the foundation of a democratic society, the

development and improvement of education at all levels, including teacher training, improving their skills.

For the concept of multiculturalism national education means functioning of educational environment of linguistic, cultural, multi-ethnic and spiritual diversity. Of particular interest there are the works of Y. V. Bondarevskaya, Z. A. Malkova, L. M. Suhorukova. Y. V. Bondarevska believes that one of the goals of multicultural education is to create a different cultural environment, which will be a child's development and gaining experience of behavior in cultural identity and self-creativity. According I. A. Moskalenko globalization confronts education complex task of preparing young people for life in a multi-ethnic and multi-cultural environment, developing abilities to communicate and collaborate with people of different nationalities, races and religions. It is very important to teach young people to understand and appreciate the uniqueness of different cultures, to bring it in a spirit of peace and respect for all peoples. The study substantiates the importance of T. F. Kryaklinaya's cultural approach in solving the problems of international communication, which involves awakening the interest of other peoples to cultural values, adequate perception of their identity and assimilation; time.

T. F. Borysova's study emphasizes that multicultural educational environment is characterized by openness, ability to quickly

respond to the educational needs of people and society, which has found reflection in the content of these courses and professional development of teachers, communication and international cooperation. It should be a close link of theoretical learning with actual practice, taking into account the socio-cultural context of the region, its traditions and spiritual heritage, multicultural processes.

Based on the characteristics of multicultural educational environment in the region, it is recognized that modern educational system's content of multicultural education must meet the following criteria, as reflected in the learning material humanistic ideas, the ideas of freedom and non-violence, the unique characteristics of ethnic and national identities in rice cultures of the peoples of Ukraine and the world, opening in Ukrainian culture common elements that allow you to live in harmony, tolerance, bringing to the world of culture, the disclosure of globalization, interdependence of nations and peoples in modern conditions; humanity that expresses absolute faith in the good beginnings laid the nature of the democracy, based on the recognition of equal rights and responsibilities of adults and children, providing Ultimate Freedom of life in the family, school, social environment, tolerance for different kind of looks, manners, habits, peculiarities of different nations, religions, competence, i.e. the need for a special teacher and capacity of the child for



the acquisition of knowledge and intellectual education of the individual, able to solve the problem of the creative nature in a multicultural society, the basic foundation of the content of multicultural education. The problem of multicultural education at the global, regional level is not only relevant, but also reflects reality. Development of pedagogical content characteristics of the phenomenon becomes especially significant today, providing rationale functions of multicultural education space, developing psychological and pedagogical foundations of training and retraining of teachers. The programs of further education of teachers must be implemented by theoretical and methodological foundations and innovative ideas of multicultural education and training, integrated principles of philosophy of humanism, cross-culturalism. The major ideas of these approaches are: humanity, implying recognition of the supreme value of people, their dignity and the protection of civil rights, the creation of conditions of free and full expression abilities of the individual. Educational support and assistance should be based on the humanization of psychological and educational effects on children and their families, a deep respect for the child, recognizing the priority of individual characteristics and capabilities; cross-culturalism, which leads to the equality and diversity of cultures, self-worth and their importance, their role integration in order to

successfully identify and adapt individual in another culture.

Educational institution as a place of multicultural education in the early twenty-first century develops theory and practice of multicultural education, methodological apparatus relation of universal, international and national principles of the concept of "multicultural education"; culture as a basic concept of multicultural education, cultural functions, global, universal, national, personal culture, multicultural education as a cultural phenomenon, the polylogue dialogue of cultures; polylanguage and bilingual identity, global processes in the development of multicultural education, multicultural education objectives, functions (humanistic - orientation, cultural, educational, communicative, adaptive), model of multicultural education from leading pedagogical paradigms personality - oriented education, cultural approach (as an objective relationship between man and culture, values, synergistic approach as a pedagogical system of self-actualization in multicultural education), development of public education and ethnopedagogy in multicultural education, subject, objectives, means, factors of development, stereotypes, the problem of correlation of multicultural education and ethnopedagogy; pedagogical culture in multicultural teacher education area: multicultural education as a component of

teacher culture, conceptual ideas of multicultural education, the formation of humanitarian protection; specific features of multicultural education: combination of national (language, history, art, folklore, traditions, folk pedagogy) and national categories, a dynamic process of interaction in teaching multicultural education, multicultural education specific content (globalism , planetary world, humanitarian culture personality), the essence of the principles of multicultural education (learner – centered, cultural approach, regionalization of education), integration of pedagogical interaction in an integrated manner, taking into account ethnic, individual, differentiated approach, goal-setting for the implementation of multicultural education: the goal of multicultural education is determined by social migration, historical conditions of life, the development of multicultural education in the context of humanitarian culture, the content of multicultural education deterministic leading cultural traditions and ideas of tolerance, religious tolerance, national and human values; focus on the humanitarian zone of proximal development, culture self-actualization, self-expression and identity as a factor in the formation of multiculturalism on the verge of cultures, ways of multicultural education: learning of scientific - educational, philosophical, ethnological data, analysis of social and cultural phenomena of migration and

multicultural differences, association and identification with the values of a particular culture, the formation of cognitive interest in the problems of multicultural society, education through the educational process and Continuing Education subcultural orientation, mastery of a cultural mechanism for decision-making, the development of the capacity for self-realization potential in the fields of culture and subcultures.

Thus, in the early twenty-first century teacher education plays traditional function of education in the new socio-cultural environment - developing ideas of multicultural society, the role of regional educational systems, changing the requirements for teaching staff due to new processes of civilization. Professional development for teachers of multicultural education involves the use of key ideas of andragogy, continuing education, modern advances in multicultural training of specialists.

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## **ANGLICISMS AND LATINISMS IN MULTILINGUAL CONTEXT**

(on the material of higher education leaflets)

### **ABSTRACT**

The purpose of the research is to show the importance of Anglicisms and Latinisms in multilingual context and to ground the principles of their functioning in modern higher education terminology. The research also highlights the reasons for English being a lingua franca of the contemporary world and Europe. The leaflets from the leading universities of such European countries as Belgium, Germany, France, Italy and Spain have been taken as a factual material for the research. All the information in the analysed leaflets is presented in the state language of each of the mentioned countries. To achieve the main purpose of the article, several methods of linguistic analysis have been used. The analysis of the lexis that the web-sites contain, allows us to single out three groups of terms, which have been “ingrained” into the texts under consideration: 1) Proper Latin borrowings (Latinisms); 2) Higher education terms in English (Anglicisms); 3) Non-education terms in English. In the process of the research it has been found out that both Latinisms and Anglicisms are widely used in all the leaflets of the European universities under consideration. The use of Latinisms and Anglicisms “ingrained” in the analysed higher education leaflets in Dutch, German, French, Italian and Spanish has been stated and examined. We have come to the conclusion that this phenomenon is connected with an attempt to unify the terminological apparatus of the modern higher education system, to make it homogeneous, and to avoid the incorrect semantic interpretations.

Keywords: lingua franca, multilingualism, Latinisms, Anglicisms, higher education terminology.

### **Introduction**

Language and communication are an indispensable part of our everyday lives. We use language everywhere: for exchanging information, for establishing and maintaining relationships, for structuring and coordinating social actions and for shaping our individual and social identity. For many people of the modern world mastering the challenges of their everyday and working lives involves the use of two or even more languages.

It should be noted that a language is not only a means of communication. Any language possesses three interconnected dimensions which are expressed at different levels in the process of communication. Firstly, any language is a bearer and a creator of the word meanings. It is closely connected with a person’s mental activity. Secondly, it is a device for exchanging information and cooperating with other people. We influence others by means of the

thoughts or feelings we express. Finally, any language is a device for developing and sharing skills, ideas and values.

All these factors influence the process of language development, and can be clearly seen in higher education terminology, which is marked with multilingual aspects that find their reflection in the use of Latinisms and Anglicisms in the leaflets of modern European universities.

### **Theory**

All the languages of the world must, and do contribute to the brotherhood of the mankind. Contrary to what many people used to believe, a language is not only a grammatical structure, a set of interconnected words, in agreement with a syntactic code, but also, and especially, a creation of meaning based upon our senses. Thus we observe, interpret and express our world from a specific personal, geographical and political context [1.a.i.23].

It should be mentioned that a language is a complex system which unites different interconnected aspects: semantics, style, syntax, vocabulary, grammar. They are all essential and should be taken into account when analyzing some linguistic peculiarities. Each of the aspects can be examined from various standpoints. As a result, there is a great number of linguistic theories, and every linguist offers his own

ideas concerning some particular phenomenon.

As far as our research is concerned, we touch upon such theories as the nature of the linguistic sign, territorial variants of the English language, English as a European lingua franca and multilingualism.

When discussing the nature of the linguistic sign, it should be emphasized that it is one of the basic theories of linguistics. The first linguist to develop it was a Swiss linguist Ferdinand de Saussure. Later his ideas were revised and updated by some other linguists, including R. Keller, who emphasized that “signs are clues with which the speaker “furnishes” the addressees” [1.a.i.8], M. Foucault, who offered a link between a linguistic sign and the culture it is functioning in [1.a.i.1], C. Ogden and I. Richards, who developed a three-side model of a linguistic sign called “the triangle of references” [1.a.i.11], and others. However, de Saussure’s model is considered to be the classic one, and in our research we rely on this very theory.

The core idea of the classic Nature of the Linguistic Sign theory consists in the fact that any language is made up of signs, and each sign has two inseparable sides – the signifier (shape of a word) and the signified (mental concept) [1.a.i.12]. When the balance between these two sides is broken (for example, when transmitting a word into

another language) a word loses its quality of being a linguistic sign, and it becomes no more than a row of letters. This factor may result in some misunderstandings or even conflicts [1.a.i.24]; and it may become a problem for intercultural communication, which has taken leading positions among the issues demanding special attention because of the spread of globalization.

This is also one of the reasons for the world and Europe to have a *lingua franca* – a uniting language that would facilitate mutual knowledge and put aside the problems of non-adequate translation and misbalance between the word-shape and word-meaning.

The last fifty years have been marked with the development of information technologies and modern system of communication. This process results in the spread of the English language in the global scale. Nowadays English is the main candidate for becoming a *lingua franca* because it is used in almost all the spheres of the society and takes the second position (being a native language for about 350 million people around the world) in the top-twenty languages list, making way only for the Chinese language. Besides, more than 423 million people speak English as their non-native language [1.a.i.16, p. 65].

The idea of English being a contemporary European *lingua franca* may be further

developed in terms of the theory about territorial variants of the language, which has been studied by a number of linguists, such as B. Kachru [1.a.i.7], J. Jenkins [1.a.i.6], B. Seidhofer [1.a.i.13], S. Mollin [1.a.i.9] and others.

Modern linguists, who deal with the study of the territorial variants of the English language, agree with the theory developed by B. Kachru, who offered three circles of the English language use: the inner circle, the outer circle and the expanding circle [1.a.i.7].

According to this theory, the inner circle is limited by the “native” context of the use of English in those countries which are considered to be the English-speaking ones: Great Britain, the USA, Australia, New Zealand, Canada, Ireland, and South Africa. The outer circle includes the national varieties of the English language (World Englishes): Malaysian, Singaporean, Kenyan, Nigerian and other “local” varieties of English. As for the third circle – the expanding one – it describes English as being a foreign language in those countries where it does not perform any state functions (political, juridical, social etc.). This circle includes the countries of Asia, Africa and Latin America, where English is considered to be the means of integration into the common political, economic, informational and educational areas [1.a.i.7]. In our

opinion, Europe can be included into this group as well. This thought has also been supported by such linguists as A. R. James [1.a.i.4], P. Jesenská [1.a.i.5], A. Wilton and A. de Houwer [1.a.i.14]. Besides, English takes the leading position in the list of the official languages of the European Union (EU). All the business letters and documents are written in this very language. According to Eurostat, English is the most widespread language in the EU countries [1.a.i.19].

On the other hand, from the very beginning of its existence, the European Union has been supporting the spread of multilingualism and tolerant attitude towards the language and cultural diversity. That is why the study of the issues connected with multilingualism has been engrossing the researchers' minds more and more. The distinctive features of this phenomenon have been described in the works of such linguists as A. Wilton [1.a.i.15], J. Dewaele and L. Wei [1.a.i.1], N. Hornberger and V. Vaish [1.a.i.3] etc.

It is worth mentioning that in 2004 a position called the European Commissioner for Education, Training, Culture and Multilingualism was established. The official EU policy actively promotes the spread of multilingualism amongst its citizens. A key part of this initiative is close monitoring – as part of its regular Eurobarometer surveys – of language

knowledge, practice and attitudes. The most recent results seem overwhelmingly positive, with high levels of reported multilingualism, and a generally positive view towards languages [1.a.i.10; p.4].

It is necessary to point out that linguistic diversity is a key property of Europe's identity, and both the EU Institutions based in Brussels and the Council of Europe (CoE) based in Strasbourg have been active in promoting language learning and multilingualism/plurilingualism. The major language policy agencies in these two institutions are the Unit for Multilingualism Policy within the Directorate-General of Education and Culture in the European Commission and the Language Policy Unit of the Directorate of Education in the Council of Europe.

Multilingualism is a common and increasing phenomenon in a present day society which can be studied from different perspectives. The CoE makes a distinction between plurilingualism as a speaker's competence (ability to use more than one language) and multilingualism as the presence of various languages in a given geographical area. The EU uses multilingualism for both (sometimes specifying 'multilingualism of the individual') [1.a.i.10; p.14].

Besides, multilingualism is one of the competences that a modern specialist should

possess in order to be successful in his career. This idea has been a central one in the European policy since the very beginning of the European Union existence. However, the first official guidelines on multilingualism were highlighted by the European Commission only in 2005.

It is worth emphasizing that a way towards multilingualism is a set of actions aimed at supporting educational programs; it presupposes learning at least two foreign languages and performing activities aimed at preserving language diversity, increasing the time for learning foreign languages. Not a single official document mentions obligatory learning of one particular language. As a result, the language policy of every state should be balanced and reasonable. The language totalitarianism is impossible in our modern multinational global community.

As a democratic organisation, the EU has to communicate with its citizens in their own language. The same goes for national governments and civil services, businesses and other organisations all over the EU. Europeans have a right to know what is being done in their name. They must also be able to play an active part without having to learn other languages [1.a.i.20].

As for our research, we understand multilingualism to be the presence of various languages in a given geographical

area, and consider this very definition to be the key one for the present paper.

All the factors mentioned above explain why the issue about the dominance of the English language in Europe is one of the most topical ones nowadays. The usage of English as an international language under the process of globalization is fundamentally altering the nature and usage of the language. In a world under transformation by globalization, English is increasingly becoming used as a medium of communication. This process finds its reflection in all the spheres of social life; and the field of higher education is not an exception here.

## **Method**

In the process of our research we have used several methods of the linguistic analysis. In order to single out the higher education terms that would be the factual material for our research, a continuous sampling method was used. The next step was to state the etymology of the terms (etymological method). Further we had to define the exact meaning of the terms we were dealing with; and at this stage we used such methods as the vocabulary definitions analysis method, a descriptive method and a contextual method, because the terms we singled out, were functioning in the texts of the leaflets of the European universities.



Later on the structural method was used which helped to identify the balance between the signifier and the signified in the semantic structure of the higher education terms. The use of the Latinisms and Anglicisms in the higher education texts in Dutch, German, French, Italian and Spanish can be explained by some extralinguistic factors (which will be described in the present paper), and to find out their peculiarities we turned to the complex analysis method. We concentrated on the contemporary higher education texts, which are functioning in the modern system of education (a synchronic method); however, the use of Latinisms and Anglicisms in the leaflets of the analysed universities is caused to some extent by the experience of people (an empirical method). To check the tendency of functioning of Latinisms and Anglicisms in the texts presented in the university leaflets we used the functional and the paradigm methods; and in order to distribute the higher education terms within the categories, we went to the distributional method.

### **Discussion and Results**

In order to check the tendency considering English being a lingua franca in modern Europe and the importance of multilingual competence that a modern specialist should possess we conducted our

own research in the sphere of higher education terms. The language material for the present research has been selected from the official web-sites of the universities from five European countries: Belgium, Germany, France, Italy and Spain. We have found out that there are several languages functioning on the official web-sites of European universities. This factor proves that a tendency to multilingualism is a really topical and burning issue in modern Europe.

The research has been conducted in three stages. At the first stage we have chosen the top universities of five countries of the European Union: Belgium (*Katholieke Universiteit Leuven; Universiteit Gent*), Germany (*Technische Universität München; Ruprecht-Karls-Universität Heidelberg*), France (*Ecole normale supérieure, Paris; Ecole Polytechnique*), Italy (*Universita di Bologna; Sapienza – Università di Roma*) and Spain (*Universitat Autònoma de Barcelona; Universidad Autónoma de Madrid*). The choice of the higher educational institutions can be explained by their leading positions in Europe according to the rating presented by the TopUniversities service [1.a.i.24].

The second step was to single out the higher education terms from the web-sites of the above mentioned universities. It should be noted that all the information on these web-sites is presented in the state language

of each country (i.e. German in Germany, Italian in Italy etc.).

Finally, at the third stage we have analysed the peculiarities of the English language functioning in the higher education terminology and defined its role in the process of higher education terms building.

A very essential fact about multilingualism being spread in Europe and the dominance of the English language in the European higher education area, which has already been mentioned above, is that all the web-sites are presented not only in the state languages of the mentioned countries. Each of the web-sites has an option of switching the official language (Dutch, German, French, Italian or Spanish) into English. Thus, each newcomer or site visitor will be able to find all the necessary information in European lingua franca – English. We suppose that this phenomenon is connected with launching the European Higher Education Area by the Bologna Process, when students got an opportunity to choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures [1.a.i.22].

The examination of the multilingual texts of the web-site leaflets, allowed us to single out three groups of terms, which have been “ingrained” into the texts under consideration:

1) Proper Latin borrowings

(Latinisms);

2) Higher education terms in English (Anglicisms);

3) Non-education terms in English.

The analysis of the factual material allows us to state that higher education terms in the Latin language (Latinisms) are widely used in all the leaflets presented on the web-sites of the universities that were chosen for our research. The list of these terms includes such words as: *alma mater*, *campus*, *curriculum*, *agenda*, *minor*, *major*, *alumni*. Quite an interesting fact is that, though having correspondences in target languages, the terms are not translated and are used in their initial form and bear their initial meaning, for example:

1) *El campus principal de la UAB, situat a Cerdanyola des Vallès, és la seu de la majoria de facultats, departaments, instituts i serveis, i també d'un important cluster científic i tecnològic... (Universitat Autònoma de Barcelona, Spain);*

2) *Ala part específica, l'estudiant pot examinar – se de qualsevol matèria, sempre i quan figurin enel curriculum... (Universitat Autònoma de Barcelona, Spain);*

3) *In sommige bacheloropleidingen kan je je voorbereiden op een niet-aansluitende master via keuzepakketten uit een ander studiegebied of 'minors'... (Universiteit Gent, Belgium).*

In our opinion, the second example is of great interest. Underlined are the terms belonging to the second group – Higher education terms in English (Anglicisms) – that we have singled out in the process of our research: *bachelor* and *master*. The use of the terms, which compose this group, in their initial meaning and having an “English-looking” shape is not a spontaneous one. There have been three objectives of the Bologna process: introduction of the three cycle system (bachelor/master/doctorate), which quality assurance and recognition of qualifications and periods of study [1.a.i.21]. These objectives ground the use of such terms unchanged as *Bachelor*, *Master*, *PhD*, *postdoc*, *quality assurance*, *awards*, *certificate*, etc, for example:

1) *Sulla base degli accordi stabiliti con le istituzioni partner, i programmi dottorali congiunti potranno sfociare in titolo conferito congiuntamente da due o più istituzioni partner (congiunto, joint PhD degree) oppure conferito separatamente da due o più istituzioni partner (titolo doppio/multiplo, double/multiple Degree) (Sapienza – Università di Roma, Italy);*

2) *També és possible realitzar estades a d'altres universitats encara que no organitzin específicament setmanes Erasmus per al PAS sempre i quan la instrucció de destinació ho accepti i lliuvi el Work Plan i el Bilateral Agreement*

*(Universitat Autònoma de Barcelona, Spain).*

In the process of our research we have also found out that in the Bucharest Communiqué [1.a.i.17], April 2012, which is based on the the Leuven Communiqué of 2009 [1.a.i.18], the Ministers identified three key priorities of the modern Bologna process – mobility, employability and quality, and emphasised the importance of higher education for Europe's capacity to deal with the economic crisis and to contribute to growth and jobs. These key concepts are verbalized on the official websites of the analysed universities by means of such English higher education terms as: *Teaching Staff Mobility*, *Staff Mobility Week*, *Lifelong Learning*, *ECTS*, *visiting lecturer*, *visiting student* (“free mover”), *Erasmus for Study*, *visiting professor*, *researchers in motion*, *career service*, *Erasmus study visit* etc. These terms are also included in their “English-looking” shape into the text written in the official language of the country the university is situated in, for example:

1) *Per diventare "free mover" (o "visiting student") si devono seguire le seguenti modalità (Sapienza – Università di Roma, Italy);*

2) *50 Postdocs besuchen die TUM fünf Tage lang auf der Research Opportunities Week - vollfinanziert durch die TUM mit dem Postdoc Mobility Travel*

*Grant (Technische Universität München, Germany).*

In the process of our research we have found out that the higher education terms in English can be subdivided into several subject subgroups: some of the terms are connected with international activity of the university, for example *Erasmus outcoming/incoming Studenti, International Office, International Curricula, un programma overseas, partnership, External Cooperation Window, exchange student, study visit*; with some aspects of the learning process, for instance *le Summer e Winter School, workshop, fields of focus, focus area, graduate school, Institute for Advanced Study*; some higher education terms in English verbalise the names of the positions, for example *Head of Networks Section, HR manager, Senior Research Fellow, Senior Vice President für Internationale Allianzen und Alumni, Senior Project Manager*. These lexical units, which form the subgroups, name the realia in the English language. Thus, in order to keep the balance between the signifier and the signified, the original shape of the word has been preserved.

As it has been mentioned above, the third group of the terms that has been singled out in the process of our investigation is entitled as *non-education terms in English*. This group is the least numerous one. It includes such non-education terms as *job vacancies, welfare, patent library, events, online, download, home page*.

## Conclusions

Thus, having analysed the texts containing in the web-site leaflets of the chosen European universities, we may suppose that the use of the Latinisms and Anglicisms “ingrained” in the Dutch, French, German, Italian and Spanish texts may be explained by the necessity to unify the terminological apparatus of the modern higher education system, to make it homogeneous, and to avoid the incorrect semantic interpretations. We may suppose that this will lead to the proper functioning of common European educational area, and the students from every country of Europe will be able to use all the opportunities prescribed by the Bologna process to their fullest, which will result in the formation of a multilingual community.

To crown it all, we might say that nowadays English may really be considered to be the lingua franca of Europe. Besides, it is one of the components of multilingual abilities of a modern specialist who wants to succeed. A tendency towards multilingualism can clearly be seen in modern Europe, which is influenced by the process of globalization. However, multilingualism is a quite a young and multi-sided phenomenon, and each of its aspects needs further analysis.

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## VISUAL ASPECT OF THE LANGUAGE TEXTBOOKS IN MULTICULTURAL EDUCATION

### ABSTRACT

This paper is an attempt to explore some of the issues and challenges that are embedded in learning a foreign language in multicultural society. It deals with visual non-verbal textbook series for those kids who study English as a foreign language.

**Key word:** visual, non-verbal, textbook series, culture, paradigm.

### Introduction.

Change in the functioning of the foreign languages entails a change of approach to foreign languages teaching. Many contemporary methodologists (E. M. Vereshchagin, M. N. Vyatyutnev, I. A. Zimniaia, V. G. Kostomarov, I. Ya. Lerner, O. D. Mitrofanova, E. I. Passov and others) adhere to the idea of cultural approach. According to this approach education is viewed as the transmission of ideas, achieved by the contemporary level of culture, since without culture nothing can become the content of education (I. Ya. Lerner). The actual problems of the modern education is the change of traditional knowledge-centered paradigm by culture-centered paradigm. Thus, from the formula “language + culture” we pass to the formula

“language through culture and culture through the language” [4, p. 10].

In the last 20-25 years there appeared a number of studies devoted to the problem of illustrations in textbooks. Researchers attempt to determine the nature of book illustrations and their role in the assimilation of specific educational material. It is of vital importance that in these studies there is a tendency to consider the iconic textbook material not as a sum of individual, autonomous drawings, reproductions, photographs, but as an integral component of a textbook, as the iconic series that together with the verbal part of the text comprise “single text book” [6, p. 5].

There exists many topical issues related to the organization of the textbook. In our opinion, such issues are the nature of the fine series; peculiarity of fine range of textbooks on

various subjects; combined effect of non-verbal forms of presentation with holding on development, education, knowledge and training; possibilities of fine mechanisms in the formation of a number of different types of speech.

Thus, the object of our study is the process of learning the English language culture in Primary school in Ukraine.

The subject is studying visual aspect of the textbooks in the process of mastering the English-speaking culture.

The aim of the article is to establish the connection between mastering the English culture and the visual non-verbal component of the textbook series.

This aim promotes a number of objectives:

Implementation of this goal required the solution of a number of problems :

1) to identify the nature of the visual component of the textbook series as a cross-cultural phenomena, such as multi-level artistic sign and in accordance with this to determine its structure and component composition ;

2) to determine the number of visual function in the textbook of foreign language culture ;

3) to identify the factors affecting the adequate perception of nonverbal visual textbook series as a whole and each of its components ;

## Theory

Visual non-verbal textbook series is one of the signs of culture. It is one of the possible elements of the textbook model in culture. We understand visual non-verbal series as subject-object spatial formation carrying visually presented nonverbal art information. It is not just a sum of illustrations.

Visual nonverbal series as a sign has the following features :

- visibility as visual nonverbal series is perceived visually ;

- communicative character, since the signs are always used by people with communicative purpose, without this purpose, they are not signs, under special conditions visual non-verbal series can function as a means of communication ;

- weak conventionality, which is determined by a high degree of conditional relations between visual non-verbal signs and real life events;

- motivation form based on the visual similarity with real life realities based on such characteristics of the sign, as “arbitrary” in terms of the relationship “reality - value - the sign”;

In philosophy and psychology the perception is understood as a cognitive process of sensually-shaped reflection of reality in the form of sensual image of the object [1, 2, 5 etc. ]. Perception - intermediate level  $\rightarrow$  accurate reflection between feeling and thinking. Based



on the immediate sensations of different modalities, it performs as

In modern psychology, there are three kinds of perceptual operations. First - the operation of object detection when the most distinguished in-formative features of the object are familiar with them. In our case, we believe this feature contour images of objects, allow the barking isolate the object of study of the background. Then it is generally recognized that the colour appears as an independent phenomenon of culture, style element, life style. In the colour coded information, each colour is a definite signal to the perceiver, especially about the upcoming pleasure or displeasure, as colour perception is closely linked with emotions.

People all the time responding to the colour codes virtually every minute give colour signals.

Harmonious and disharmonious combination of colours is also a kind of culture marks. Perceiving or creating harmony, people should be able to handle colour relations. They exist in conceptual form and that it is impossible to express the images exclusively. It is known that differences in the colour coding system are caused by national or ethnic, geographical and other conditions.

Another source of child's mental development is verbal language. Its impact on the overall human development is especially effective at the age of 6-7 years, visual-

figurative thinking gradually begins to give way to verbal and logical development.

### **Method**

To achieve the aim and objectives of our research we use the following methods: the study of psychological, semiotic, pedagogical literature concerning this issue; comparing of illustrated textbooks of the English language as a foreign one; systematic and structural approach to the outlay of visual nonverbal textbook series; modeling as a method of solving the basic methodological problems associated with the operation of nonverbal visual textbook series; communicative approach, indicating the establishment of links between the perception of the spectator textbook series and verbal communication process, the principle of didactic learning that defines the leading role of mental functions and speech mechanisms, motivational and other areas of personality in the process of its formation.

### **Discussions and results**

Visual nonverbal textbook series is a sign carrying information about, for - coded in language, its characteristics close to the language of fine arts. Visual non-verbal textbook has a structure, which includes a meaningful and expressive levels, signaling means (sensory standards) expressive level is at

its three sublevels, forming part of a multilevel specific alphabet artistic mark.

A study in this paper, giving a theoretical basis using non-verbal visual tutorial series as a means of control and develop a practical methodology for constructing data in the number of English-language culture in the textbooks.

Nonverbal visual material as a series of social media inheritance, education, carrying coded information about the definiteness amount of social experience, serves as its textbook-shaped representative of its content - the Russian-speaking culture. This content is multidimensional and includes psychological content aimed at achieving the millennium development goals.

Organized nonverbal visual textbook series is methodical function control means of mastering the English language in its culture evolved, cognitive, developmental and educational aspects:

- a means of forming actions and operations the visual, creative imagination, verbal and logical thinking, means of transferring external actions in the internal means implematization and development of semiotic, communicative, aesthetic ways.

- a means of mastering the facts of Russian culture and the formation of by - znavatelnyh interests [cognitive aspect];

- means of shaping values [educational aspect];

- means of controlling the formation of the student as the subject of learning activities through the acquisition of its component composition, in particular, educational - governmental actions; management tool generation of speech mechanisms and mastery of skills and speech abilities of different types of speech activity means of creating situations of speech communication.

Based on the analysis of works on the theory of perception, semiotics, control theory highlighted the stages of formation of the image of Russian culture at Sun acceptance ZNR tutorial and describes management techniques to imaging on each of these stages by the organization visual non-verbal textbook levels, as well as by installations and the special tasks.

Revealed possible links of verbal and non-verbal textbook series and describes the specific methods of increasing the efficiency of data connections.

We prove that the purposeful formation of actions and operations of visual perception, creative imagination, verbal and logical thinking, action semiotic decoding information about the country, some authors of the textbook can predict the organization of visual non-verbal textbook series and through the alphabet and specific techniques for building that lay in its structure.

We prove that the construction of visual non-verbal textbook series is based in English folklore. It allows to provide information on the

specific features of English mentality. The facts of the language culture, which is the and symbolic systems threads of different genres of English folklore, select and visualize purely English realities. These problems raise similar problems to children and present them in the form of pre-stamps discussion; exercise comparing facts and native Russian cultures.

We believe that they function as a management tool mastery of visual simultaneously that play the role of controlling formation of the first grader as the subject of educational activities. They help him/her master all the component composition of educational activity. Particularly effective influence on the visual non-verbal aspect can be when learning apprentice training actions under the condition provided that visual non-verbal aspect is organized as external support to domestic action.

Theoretically substantiated the proposition that managing \* V formation as the subject of a first grader learning activities at mastering the context activities in perception. Its processing, and assignment – as consequence - the mastery of objects verbal component. Attempt to prove that syncretic artistic activity adequate objectives and content textbook English-language culture as it expresses the object structure of learning activities in the methods as of the child;

- includes materialized, external action and gives you the opportunity to transfer them to the internal layout ;

- a means of stimulating the acquisition of all of the components of training activities;

- a means of cognitive, communicative , aesthetic motivation when working with visual non-verbal component ;

- acts as a necessary condition for assigning values.

The features syncretic artistic components - governmental activities - artistic perception , game and application of creative activity - in the early school years , described a technique of work with visual side of the textbook called mainstream activities and impact prediction authors – opportunities specific activities of the organization process of the visual textbook .

All told it possible to develop the methodology for constructing visual textbooks English-language culture for Primary classes should be based on the following principles:

Visual textbook organization should be subordinated to the tasks of mastering visual texts, age peculiarities perceiver visual non-verbal series pupil function within visual non-verbal series textbook and is aimed at developing mastery of objects at educational , academic aspects of Kazakhstan allocated author of a textbook in accordance with step mastery of visual non-verbal textbook series.

The main condition for the functioning of the visual non-verbal textbook series should

become a model for the author of the textbook selection of optimal coding systems available for decoding by the perceiver. To do this, the selection of content and with the expressive means of visual non-verbal textbook series must consider the level of normed functional mechanisms and student assigned to 7 years of experience in its socio-cultural an operational manifestation.

Nonverbal visual tutorial series as homomorphic model English-language culture as an object of artistic perception must include in its structure as the facts of the English culture, selected in accordance with the task of mastering the Russian-speaking culture. b) the language of visual characters (encoding methods artistic information inherent in the culture ), c) conventional ways of expressing behaviors in language of art.

In the selection of facts in the construction of the English-speaking culture containing educational level of nonverbal visual tutorial series for national schools should be considered especially English relations and native cultures at the present stage.

Expressive visual nonverbal textbook series is constructed on the basis of the facts and phenomena of English-speaking culture, to make it meaningful level; their age perception of the subject of this age, decoding and interpreting sensor of the standards and composite connections in the part of the whole, etc.; of tasks of English-speaking culture.

In order to ensure the conditions of his visual range of functioning as an independent learning tool to communicate, it is necessary to lay in the structure composition of well-defined activities and operations to correlate with verbal next tutorial, endow it with a certain richness (single logic of building elements , story, situational), set necessary in each the volume and length of fragments oriented elements defined subject age activities.

### **Conclusion**

In the course of research we have come to the following conclusions. First of all, visual nonverbal textbook series in the English language should be considered as a single-layered artistic sign, representing the English-language culture.

Besides, it is of vital importance that selection and structuring of information in the visual nonverbal series should be carried out by the authors of the textbook from the standpoint of developing, i. e. successive cognitive, educational and training objectives of the process of the foreign language education and taking into account the specific features of student impact the age group, which will allow this set (assuming correct organizations of working with them in the classroom) to operate in the textbook as a means of control of mastering facilities.

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## **TEACHING FOREIGN LANGUAGES in the UNIVERSITIES WESTERN EUROPE (MULTILINGUAL ASPECT)**

### **ABSTRACT**

The article highlights the experience of teaching foreign languages in the universities in multilingual context of the West-European territory. The author determines reasons that increased attention to education and language learning in higher education in multilingual environment. Also the perspectives for improving foreign language training of students in higher education institutions of the European countries are outlined.

One of the priorities of Ukrainian national education policy is integration into the European national education and world educational space that needs improvement of secondary and higher education. Globalization trends put forward the task of preparing young people for life in a multi-ethnic, multilingual and multi-cultural space, shaping the skills to communicate and work with people of different nationalities, cultures and mentalities. Therefore, the socio-political and economic priorities of the reform cause particular need for modernization of secondary and higher education in Ukraine foreign language teaching system [Andruschenko, 2003, p. 296]. Today, the leading idea in education is teaching foreign languages to acquisition of them as means of interpersonal communication in secondary and higher education - ensuring mastery of foreign languages as a means of interpersonal communication in the professional

field. With the changes in defining the goals of foreign language teaching there are changes in the system of teacher training and organization of foreign language education in institutional education. Recently developed new educational standards, new curricula and programs are made to secure modern communicative aim and introduced interactive textbooks and teaching methods. However, the quality of young citizens' knowledge of a foreign language, unfortunately, is not sufficient.

Recently, the issue of foreign language education became the subject of attention of many scientists, including W. Hamanyuk (analysis of foreign language education in Germany), P. Gryshkova (foreign language education in Ukraine), L. Hulpy (development of foreign language education in secondary schools in Hungary), A. Lazarenko (development of foreign language education in UK universities),

O. Maksymenko (organization of language teaching in higher education in Western Europe), M. Parkhomchuk (multilingualism as the prospect of foreign language education in primary schools in Germany), M. Tadeev (development of modern school foreign language education in the member states of the Council of Europe) and other researchers. Yet a further study of foreign experience is worth in the sphere of investigating teaching and learning of languages in the territory of the European space in terms of strategic European choice of Ukraine – to make strategic decisions and tactics to determine the quality of language training in schools of different educational levels.

The aim of the article is to highlight current practices of language teaching in higher education in multilingual context of West-European countries.

The study shows that the unification of European countries, the creation of the single market, enlargement and internationalization of the industry, mobility and multilingualism in Europe led to the sharp increase in interest in learning foreign languages as a tool for communication and interaction in the multilingual territory. Modern youth is oriented to living in an open globalized socio-political space, which increases understanding of the importance of learning foreign languages to feel at ease with multilingual environment, justifies growing need for educating young people in the understanding of unity, openness, peace, tolerance, interest in the language and culture of other nations and respect for them. Need for understanding other cultures and languages is

defined as one of the urgent problems to solution of which schools are actively asked to join. On the one hand, language is seen as a tool - the ability to transfer ideas and information. On the other hand, it is understood as an important part of intellectual development of person's perception and expression, a component of professional competence as a basis for multilingual rivalry in the job market, because it is a multi-phenomenon that connects people, society and national culture [Williams, 2012, p. 61].

Research indicates that language schools and courses are often based on an instrumental approach to teaching foreign languages to meet the needs of students, while the department of foreign languages at universities and colleges emphasizes the correlation issue (connection between language and culture, cognitive aspects, historical circumstances are necessary to understand other cultures in required depth of cultural knowledge and language competence [Williams, 2012, p. 61]. The specificity of learning foreign languages in higher education is that all students actually continue to study foreign languages having done the same at school. Therefore, the leading task of post-secondary higher education, on the one hand, is teaching a foreign language in professional direction, and, on the other hand, - the development and improvement of foreign language competence of students, real increase of their proficiency in a foreign language. According to the European Commission the most common languages that are offered for learning in West-European universities as foreign are

English, French, German, Spanish. 89 % of students are learning English, 32% - French, 18% - German, 8% - Spanish [Eurostat, 2010]. The situation is similar in the educational institutions of Ukraine. And it should be noted that there is a consistently sharp decrease in the number of students studying German, French and Spanish.

Teaching the course "foreign language" in Europe today is communicative – oriented, based on highlighting the multilingual issues. We face there actively developing distance learning system and use of information - communication technologies. In most EU countries the teaching of other school subjects is supported with a foreign language creating a kind of immersion practice. There is a special network "Euroclit", which includes teachers and other stakeholders in the expansion of the direction of studying other subjects in foreign languages. The network publishes a regular newsletter, its Internet - site offers a bank of materials and opportunities for teachers to communicate. European Commission also maintains a website which purpose is the dissemination and exchange of information in this field.

In most European countries foreign languages in the universities are taught as a subject specialization in philology departments for the education degree in a foreign language. The course is usually 4-5 years, the curriculum includes the study of language, literature and cultural features of speakers of a particular language. At least two years students have to learn another foreign language and culture of its speakers. The list of languages to learn is somewhat wider than at school and includes,

depending on the university and the country French, German, Italian, Portuguese, Dutch, Danish (the most popular in Europe) and other languages. Researchers note that the Spanish students of these branches usually get serious theoretical language training, however practical skills to use a foreign language are not sufficient [Palacios, 2002, p. 165].

Studies show that the subject "Foreign Language" is required not in all West-European universities. In many high schools, where the course is required as an obligatory component of the curriculum, it is about teaching and learning English, while it does not provide for any other foreign language. For example, in Spain students learn English either as an obligatory course, or as an optional discipline for getting education degrees in pedagogy (primary education), economic law, engineering, physics, chemistry, pharmaceuticals. Studying English for special purposes (ESP) is quite wide in universities of Western Europe, but the researchers suggest that much is to be done in this direction for the effective consideration of the interests and needs of students. However, this applies only to English as any other language is not offered for study as an obligatory course or an optional discipline.

This problem is typical for Ukraine and is the subject of discussion and debate. Although the "Foreign language" is an obligatory course of the curriculum in higher education, the number of hours for the discipline continuously decreases with increasing particle independent learning of students. However, the history of language teaching proved that learning a foreign language



is most effective during real contact with the teacher within individualized training or group training sessions. Except philology, foreign languages are usually taught at the faculties that train interpreters. The students of these schools specialize in at least two foreign languages, one of which is their main. According to experts, the curriculum of these faculties is more practically oriented compared to the curriculum that is proposed by the Faculty of Philology.

Efforts of recent years with the introduction of new university courses that would combine language learning with scientific, economic, legal educational courses for a double degree of specialization have been made. However, such efforts so far are not very successful.

In universities there also work language centers. Language centers, or as they are called – institutions - offer foreign languages to students of the university, faculty and employees of universities.

Studying the experience of teaching and learning foreign languages in higher education in European countries shows that the differences are primarily related to the length of courses and names of specialties. In England and Wales curriculum for the bachelor's degree lasts 3 years. The same length of training of Denmark. In France, a policy of higher education has two cycles. At the end of the first cycle students get a diploma overall for university studies (Diploma of General University Studies). After that, students get 1 more year of study leading to the obtaining of the diploma (the Licence) equivalent to the bachelor's degree. In addition to traditional curricula for the educational level in

foreign languages in France, students can learn special language courses, which combine the study of two foreign languages with the economy, tourism, political sciences, law, etc. In Portugal training for specialised degree in linguistics lasts 4 years and completes with the diploma of two languages- English and another foreign language, most often German or French. Students who want to teach foreign languages should then undergo special professional teacher training. In the Netherlands training program lasts 4 years. In Germany, the study also lasts 4 years and completes with a Master's Degree or passing state exams (Level, equivalent to a bachelor's degree does not exist). The curriculum is divided into "Basic" and "Main" stages. A similar model of training is on in Hungary.

The task of creating a European Higher Education Space increased attention to the problem of foreign language education in the multilingual European context. The practice of its realisation in higher education is recognized as unsatisfactory. The fact that its implementation is mostly linked to the training of linguists cannot provide a solution to urgent needs of students and society in general. European experts and researchers in the field of foreign language education believe that the socio- political and economic factors present demand of the program of measures that could promote a truly multilingual and multicultural Europe, a significant role in which must be played by higher education establishments in terms of improving acquisition of foreign languages by students [Williams, 2012, p. 61].

Such a program must presuppose:

- Creation of a flexible curriculum in which students would be able to specialize in one or two foreign languages in combination with studying technical, economic or legal expertise. So we are to orient on the development of the introduction of degree diplomas with dual specialization (Foreign Language + Economy/ + Law/ + Medicine / + Politicalscience, etc);

- Emphasizing the practical benefits of owning a foreign language, identify needs of students and society. There is an urgent need for analysis, identifying strengths and weaknesses existing in training programs to develop measures to improve them. More importance of quality control in training and education is to be provided, since the implementation task to create a common European Higher Education Area requires constant support, supervision of adaptation of educational courses to the needs of the changing;

- Offering foreign language at least as an optional course of study in most educational areas;

- Consideration of the process of lifelong language learning as post-secondary educational institutions (including higher education institutions) have an important role in the system of lifelong learning and offer attractive opportunities in the field of language learning;

- Increasing importance of language learning for special purposes, taking into account the conditions of immediate needs of students;

- Development and promotion of foreign language self-study;

- Development of advanced training materials for different educational levels. It is

important to attract new technological resources (Internet network distance learning programs). All higher education institutions must have modern equipped resource centers and centers of individualized learning. Other activities to encourage learning outside the classroom include the round tables and seminars on topics concerning the culture of the people whose language is being studied, books/music presentations, movie displays followed by discussion, the organization of foreign language clubs, lectures, foreign languages fairs and more. Students should be directly involved in such activities. They must be true organizers who assist teachers only;

- Training of teachers ready to change learning environment to introduce new technology, changes in the educational process, the theoretical and practical innovations, implement new approaches and methods of learning;

- Competitive multilingual training of foreign language teachers willing to teach at least two foreign languages. On the one hand, for European universities it is traditional, on the other hand - it is a subjective condition for employment of specialists in the labor market;

- Ensuring teachers exchange programs. There is a particular need to establish close bonds between teachers of foreign languages at various educational levels. Exchange Programs should be based on adequate funding. This activity would benefit from support of international organizations such as the French Alliance, British Council, Goethe Institute and others. It is stressed that concrete action has to be taken by

the European Union, taking care of: financial support, timetable development, teacher training programs, developing educational resources and more. This activity should be done regularly and consistently, which will provide specific effects. Research projects conducted under the supervision of the European Union, justify that teachers from different countries should be well informed about European initiatives and projects and be able to be involved in them and feel as subjects of the process;

- Educational materials should allow students to study other subjects using the manuals in foreign languages;

- it is appropriate to conduct research and pilot projects, the results of which should be taken into account in the formulation of national (in each country) and ethnic policy in this area;

- Any innovations must be clearly considered and funded, the discussion should involve teachers, students, members of the public, educators - they all have to receive relevant information [Williams, 2012, p. 61].

Study experience of language teaching in the universities of West-European countries suggests real interest of institutions of Europe and the European Union in problems of foreign education in multilingual context. In higher education, yet there was no fundamental change in the quality of European training in foreign languages. However significant changes are noticeable at introduction of projects with the implementation of educational degrees with dual specialization, diversified opportunities for language learning in educational institutions.

However, there are the problems that hamper linguistic diversity posing threat in connection with prevalence of English as a foreign language in higher education. The solution of the problem lies in establishing the program of action to make foreign language education truly multilingual.

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## SOME ASPECTS OF MULTILINGUAL EDUCATION IN MODERN EUROPEAN UNIVERSITIES

### ABSTRACT

The present research is aimed at tracing the implementation of multilingualism in higher education institutions of Europe. In the first part of the article such notions as *globalization*, *internationalization*, *multilingualism* and *educational management* have been defined. The practical part of the paper deals with the description of the peculiarities of multilingualism implementation in the leading European universities, which have been selected according to the rankings compiled by the Times Higher Education. The research has been conducted on the information materials that the official web-sites of the selected European universities contain. To achieve the aim of the research, several general scientific methods have been applied. When tracing the peculiarities of multilingualism implementation in practice, we have taken into account several criteria, such as the principles of academic mobility for faculty and students and the principles of international cooperation, opportunities for foreign language learning, and the existence of permanent courses in foreign languages. We have come to the conclusion that a multilingual component is being successfully implemented in all the European institutions of higher education selected for the present paper.

**Key words:** globalization, internationalization, multilingualism, educational management.

One of the priorities of Ukrainian national education policy is integration into the European national education and world educational space that needs improvement of secondary and higher education. Globalization trends put forward the task of preparing young people for life in a multi-ethnic, multilingual and multi-cultural space, shaping the skills to communicate and work with people of different nationalities, cultures and mentalities. Therefore, the socio-political and economic priorities of the reform cause particular need for modernization of secondary and higher education in Ukraine foreign language teaching system [Andruschenko, 2003, p. 296]. Today, the leading idea in education is

teaching foreign languages to acquisition of them as means of interpersonal communication in secondary and higher education - ensuring mastery of foreign languages as a means of interpersonal communication in the professional field. With the changes in defining the goals of foreign language teaching there are changes in the system of teacher training and organization of foreign language education in institutional education. Recently developed new educational standards, new curricula and programs are made to secure modern communicative aim and introduced interactive textbooks and teaching methods. However, the quality of young citizens' knowledge of a foreign language, unfortunately,

is not sufficient.

Recently, the issue of foreign language education became the subject of attention of many scientists, including W. Hamanyuk (analysis of foreign language education in Germany), P. Gryshkova (foreign language education in Ukraine), L. Hulpy (development of foreign language education in secondary schools in Hungary), A. Lazarenko (development of foreign language education in UK universities), O. Maksymenko (organization of language teaching in higher education in Western Europe), M. Parkhomchuk (multilingualism as the prospect of foreign language education in primary schools in Germany), M. Tadeev (development of modern school foreign language education in the member states of the Council of Europe) and other researchers. Yet a further study of foreign experience is worth in the sphere of investigating teaching and learning of languages in the territory of the European space in terms of strategic European choice of Ukraine – to make strategic decisions and tactics to determine the quality of language training in schools of different educational levels.

The aim of the article is to highlight current practices of language teaching in higher education in multilingual context of West-European countries.

The study shows that the unification of European countries, the creation of the single market, enlargement and internationalization of the industry, mobility and multilingualism in Europe led to the sharp increase in interest in learning foreign languages as a tool for communication and interaction in the

multilingual territory. Modern youth is oriented to living in an open globalized socio-political space, which increases understanding of the importance of learning foreign languages to feel at ease with multilingual environment, justifies growing need for educating young people in the understanding of unity, openness, peace, tolerance, interest in the language and culture of other nations and respect for them. Need for understanding other cultures and languages is defined as one of the urgent problems to solution of which schools are actively asked to join. On the one hand, language is seen as a tool - the ability to transfer ideas and information. On the other hand, it is understood as an important part of intellectual development of person's perception and expression, a component of professional competence as a basis for multilingual rivalry in the job market, because it is a multi-phenomenon that connects people, society and national culture [Williams, 2012, p. 61].

Research indicates that language schools and courses are often based on an instrumental approach to teaching foreign languages to meet the needs of students, while the department of foreign languages at universities and colleges emphasizes the correlation issue (connection between language and culture, cognitive aspects, historical circumstances are necessary to understand other cultures in required depth of cultural knowledge and language competence [Williams, 2012, p. 61]. The specificity of learning foreign languages in higher education is that all students actually continue to study foreign languages having done the same at

school. Therefore, the leading task of post-secondary higher education, on the one hand, is teaching a foreign language in professional direction, and, on the other hand, - the development and improvement of foreign language competence of students, real increase of their proficiency in a foreign language. According to the European Commission the most common languages that are offered for learning in West-European universities as foreign are English, French, German, Spanish. 89 % of students are learning English, 32% - French, 18% - German, 8% - Spanish [Eurostat, 2010]. The situation is similar in the educational institutions of Ukraine. And it should be noted that there is a consistently sharp decrease in the number of students studying German, French and Spanish.

Teaching the course "foreign language" in Europe today is communicative – oriented, based on highlighting the multilingual issues. We face there actively developing distance learning system and use of information - communication technologies. In most EU countries the teaching of other school subjects is supported with a foreign language creating a kind of immersion practice. There is a special network "Euroclit", which includes teachers and other stakeholders in the expansion of the direction of studying other subjects in foreign languages. The network publishes a regular newsletter, its Internet - site offers a bank of materials and opportunities for teachers to communicate. European Commission also maintains a website which purpose is the dissemination and exchange of information in this field.

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Studies show that the subject "Foreign Language" is required not in all West-European universities. In many high schools, where the course is required as an obligatory component of the curriculum, it is about teaching and learning English, while it does not provide for any other foreign language. For example, in Spain students learn English either as an obligatory course, or as an optional discipline for getting education degrees in pedagogy (primary education), economic law, engineering, physics, chemistry, pharmaceuticals. Studying English for special purposes (ESP) is quite wide in universities of Western Europe, but the researchers suggest that much is to be done in this direction for the effective consideration of the interests and needs of students. However, this applies only to English as any other language is not offered for

study as an obligatory course or an optional discipline.

This problem is typical for Ukraine and is the subject of discussion and debate. Although the "Foreign language" is an obligatory course of the curriculum in higher education, the number of hours for the discipline continuously decreases with increasing particle independent learning of students. However, the history of language teaching proved that learning a foreign language is most effective during real contact with the teacher within individualized training or group training sessions. Except philology, foreign languages are usually taught at the faculties that train interpreters. The students of these schools specialize in at least two foreign languages, one of which is their main. According to experts, the curriculum of these faculties is more practically oriented compared to the curriculum that is proposed by the Faculty of Philology.

Efforts of recent years with the introduction of new university courses that would combine language learning with scientific, economic, legal educational courses for a double degree of specialization have been made. However, such efforts so far are not very successful.

In universities there also work language centers. Language centers, or as they are called – institutions - offer foreign languages to students of the university, faculty and employees of universities.

Studying the experience of teaching and learning foreign languages in higher education in European countries shows that the differences are primarily related to the length of courses and names of specialties. In England and Wales

curriculum for the bachelor's degree lasts 3 years. The same length of training of Denmark. In France, a policy of higher education has two cycles. At the end of the first cycle students get a diploma overall for university studies (Diploma of General University Studies). After that, students get 1 more year of study leading to the obtaining of the diploma (the Licence) equivalent to the bachelor's degree. In addition to traditional curricula for the educational level in foreign languages in France, students can learn special language courses, which combine the study of two foreign languages with the economy, tourism, political sciences, law, etc. In Portugal training for specialised degree in linguistics lasts 4 years and completes with the diploma of two languages- English and another foreign language, most often German or French. Students who want to teach foreign languages should then undergo special professional teacher training. In the Netherlands training program lasts 4 years. In Germany, the study also lasts 4 years and completes with a Master's Degree or passing state exams (Level, equivalent to a bachelor's degree does not exist). The curriculum is divided into "Basic" and "Main" stages. A similar model of training is on in Hungary.

The task of creating a European Higher Education Space increased attention to the problem of foreign language education in the multilingual European context. The practice of its realisation in higher education is recognized as unsatisfactory. The fact that its implementation is mostly linked to the training of linguists cannot provide a solution to urgent needs of students and society in general.



European experts and researchers in the field of foreign language education believe that the socio-political and economic factors present demand of the program of measures that could promote a truly multilingual and multicultural Europe, a significant role in which must be played by higher education establishments in terms of improving acquisition of foreign languages by students [Williams, 2012, p. 61].

Such a program must presuppose:

- Creation of a flexible curriculum in which students would be able to specialize in one or two foreign languages in combination with studying technical, economic or legal expertise. So we are to orient on the development of the introduction of degree diplomas with dual specialization (Foreign Language + Economy/ + Law/ + Medicine / + Politicalscience, etc);

- Emphasizing the practical benefits of owning a foreign language, identify needs of students and society. There is an urgent need for analysis, identifying strengths and weaknesses existing in training programs to develop measures to improve them. More importance of quality control in training and education is to be provided, since the implementation task to create a common European Higher Education Area requires constant support, supervision of adaptation of educational courses to the needs of the changing;

- Offering foreign language at least as an optional course of study in most educational areas;

- Consideration of the process of lifelong language learning as post-secondary educational institutions (including higher education

institutions) have an important role in the system of lifelong learning and offer attractive opportunities in the field of language learning;

- Increasing importance of language learning for special purposes, taking into account the conditions of immediate needs of students;

- Development and promotion of foreign language self-study;

- Development of advanced training materials for different educational levels. It is important to attract new technological resources (Internet network distance learning programs). All higher education institutions must have modern equipped resource centers and centers of individualized learning. Other activities to encourage learning outside the classroom include the round tables and seminars on topics concerning the culture of the people whose language is being studied, books/music presentations, movie displays followed by discussion, the organization of foreign language clubs, lectures, foreign languages fairs and more. Students should be directly involved in such activities. They must be true organizers who assist teachers only;

- Training of teachers ready to change learning environment to introduce new technology, changes in the educational process, the theoretical and practical innovations, implement new approaches and methods of learning;

- Competitive multilingual training of foreign language teachers willing to teach at least two foreign languages. On the one hand, for European universities it is traditional, on the other hand - it is a subjective condition for

employment of specialists in the labor market;

- Ensuring teachers exchange programs.

There is a particular need to establish close bonds between teachers of foreign languages at various educational levels. Exchange Programs should be based on adequate funding. This activity would benefit from support of international organizations such as the French Alliance, British Council, Goethe Institute and others. It is stressed that concrete action has to be taken by the European Union, taking care of: financial support, timetable development, teacher training programs, developing educational resources and more. This activity should be done regularly and consistently, which will provide specific effects. Research projects conducted under the supervision of the European Union, justify that teachers from different countries should be well informed about European initiatives and projects and be able to be involved in them and feel as subjects of the process;

- Educational materials should allow students to study other subjects using the manuals in foreign languages;

- it is appropriate to conduct research and pilot projects, the results of which should be taken into account in the formulation of national (in each country) and ethnic policy in this area;

- Any innovations must be clearly considered and funded, the discussion should involve teachers, students, members of the publicity, educators - they all have to receive relevant information [Williams, 2012, p. 61].

Study experience of language teaching in the universities of West-European countries

suggests real interest of institutions of Europe and the European Union in problems of foreign education in multilingual context. In higher education, yet there was no fundamental change in the quality of European training in foreign languages. However significant changes are noticeable at introduction of projects with the implementation of educational degrees with dual specialization, diversified opportunities for language learning in educational institutions. However, there are the problems that hammer linguistic diversity posing threat in connection with prevalence of English as a foreign language in higher education. The solution of the problem lies in establishing the program of action to make foreign language education truly multilingual.

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## **“MULTILINGUALISM AS A WAY TO MUTUAL UNDERSTANDING. CASE OF UKRAINE”**

**“You can never understand one language until you understand at least two.”**

Geoffrey Willans.

World in general and Europe in particular nowadays seem to be in search of new values related to mutual understanding, cooperation and consent and wishing to create new multicultural, multilingual and multiethnic societies.

When it goes about multiculturalism and multilingualism as its immediate manifestation we tend to refer rather to common elements characteristic of different multilingual societies of the world, than to specific elements distinguishing one country from another. However, it may lead to somehow simplified vision of the problem. We see combination of common features neglecting the phenomena which fail to get under the title of “commonness”. In the article we are going to make an attempt to describe the situation with multilingualism in Ukraine on the background of the situation with multilingual societies of Europe.

The phenomenon of multilingualism in Ukraine both in present-day practice and in possible perspective is difficult to equalize with the examples provided by the European or

world experience. Even the countries the language legislation of which is close to the Ukrainian one in one way or the other solve the problems of multilingualism by means and with purposes which are totally different from the Ukrainian model. For the majority of developed countries in Europe as well as in the rest of the world the phenomenon of multilingualism, both in de jure and de facto variants, is a natural element of the language policy aimed at maximal possible ensuring of communicative needs of different ethnic groups of the society.

While speaking about multilingualism as the optimal practice and the main tendency of the development taking into consideration the needs and challenges of the present, it seems necessary to make a reservation that we are going to focus on the functional aspect of multilingualism apart from making it an instrument in pursuing political goals.

Nowadays there are between 5,000 and 7,000 languages in the world. It is difficult to estimate the exact number of languages as the distinction between a language and a dialect is not always clear. In fact languages are not

isolated entities and in many cases there are no evident boundaries between them. Linguistic diversity has been defined in a broad sense as the ‘range of variations exhibited by human languages’.<sup>1</sup>

There is a growing awareness that languages play a vital role in development, in ensuring cultural diversity and intercultural dialogue, in attaining quality education for all and strengthening cooperation, in building knowledge societies and preserving cultural heritage, applying the benefits of science and technology to sustainable development. It is thus urgent to take action to encourage broad commitment to promoting multilingualism and linguistic diversity. As language issues are central to all fields in UNESCO’s mandate, the Organization promotes an interdisciplinary approach to multilingualism and linguistic diversity involving all programme sectors: education, culture, science, communication and information and social and human sciences.<sup>2</sup>

As it was mentioned there are between 5,000 and 7,000 languages in the world and only about 200 independent states; thus multilingualism is indeed a very common phenomenon.

Striving to analyze the functional aspect of multilingualism it is necessary to give the definition to the concept itself as well as specify

the level of command of languages to be accepted as sufficient for defining the person as being by- or multilingual.

Multilingualism is the act of polyglotism, or using multiple languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness.<sup>3</sup>

But any multilingual speaker acquires at least one language during childhood (the first language). The first language is also referred to as the mother tongue. It is usually acquired without formal education and maintained through practice and education.

The questions hence are as follows: “What level of the second (next) language acquisition can be regarded sufficient to be recognized as by- or multilingualism?” and “What is behind the concept ‘knowledge of languages’?”.

There may be a number of answers some of which are:

1. It is a well-known fact that many non-native speakers not only successfully operate in their non-native language societies, but in fact may become advanced or even proficient users of the

<sup>1</sup> Durk Gorter, “Cultural diversity as an asset for human welfare and development” in Sustainable Development in a Diverse World (SUS.DIV) [www.ebos.com.cy/susdiv/uploadfiles/RT1.2\\_PP\\_Durk.pdf](http://www.ebos.com.cy/susdiv/uploadfiles/RT1.2_PP_Durk.pdf)

<sup>2</sup> Languages and Multilingualism | United Nations Educational - Unesco [www.unesco.org/en/languages-and-multilingualism/](http://www.unesco.org/en/languages-and-multilingualism/)

<sup>3</sup> Tucker. G. Richard A Global Perspective on Bilingualism and Bilingual Education Online Resources: Digests August 1999 EDO-FL-99-04 [en.wikipedia.org/wiki/Multilingualism](http://en.wikipedia.org/wiki/Multilingualism)

non-native language (as, for example, writers, politicians, etc).

2. In recent years, linguistic research has focused attention on the use of English as the lingua franca. In such situations, most speakers of the common language are functionally multilingual.
3. There are a) maximal definition which means that the speakers are as proficient in one language as they are in others and have as much knowledge of one language as they have of the others; and b) minimal definition, based on use. For example, tourists who successfully communicate phrases and ideas while not fluent in a language may be seen as bilingual or multilingual. Most multilingual speakers fall somewhere between minimal and maximal definitions. Vivien Cook calls these people multi-competent.<sup>4</sup>

Multilingualism is the natural potential available to every normal human being rather than an unusual exception: "Given the appropriate environment, two languages are as normal as two lungs".<sup>5</sup> The advantages for multilingual speakers go beyond purely linguistic sphere. "A person who speaks multiple languages has a stereoscopic vision of

the world from two or more perspectives, enabling them to be more flexible in their thinking, learn reading more easily. Multilinguals, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching".<sup>6</sup>

According to Michael B. Paradovski both children and adult learners enjoy a number of additional qualities and competences if compared to monolingual speakers. Some of them are as follows:

- Keener awareness and sharper perception of language.
- More rapid learning of their native language regardless of race, gender, or academic level.
- Ability to communicate more efficiently in one's first language.
- Greater vocabulary size over age, including that in their first language.
- Better ear for listening and sharper memories.
- Better not only verbal, but also spatial abilities.
- Greater cognitive flexibility, better problem solving and higher-order thinking skills.

<sup>4</sup> Cook, Vivian J. Requirements for a multilingual model of language production.  
<http://www.ntlworld.com/vivian.c/Writings/Papers/RequirementsForMultilingualModel.htm>

<sup>5</sup> *Paradowski Michal B. The Benefits of Multilingualism.*

<http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism-full-article/>

<sup>6</sup> Cook, Vivian J. Requirements for a multilingual model of language production.  
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- Expansion of personal horizons and possibility to see one's own culture from a new perspective, enabling the comparison, contrast, and understanding of cultural concepts.
- Improved critical thinking abilities.
- Better understanding and appreciation of people of other countries, thereby lessening racism, xenophobia, and intolerance, as the learning of a new language usually brings with it a revelation of a new culture.
- Ability to learn further languages more quickly and efficiently than one's monolingual peers.
- Social and employment advantages and increasing job opportunities in many careers.<sup>7</sup>

The current 48 states in Europe have 38 different official state languages. However, in total there are about 240 spoken indigenous languages. States such as Italy, the United Kingdom, Germany, Poland, France, Spain, Romania, and Ukraine have many indigenous minority or regional languages.<sup>8</sup>

The peculiarity of the national structure of the population of Ukraine is its multinational composition. According to All-Ukrainian population census data, the representatives of more than 130 nationalities and ethnic groups

live on the territory of the country.

The part of Ukrainians in the national structure of population is the largest. It accounts for 77.8% of the population. Russians are the second numerous nation of Ukraine. They account for 17.3%. The other ethnic minorities are Belarussians (0.6%), Moldavians (0.5%), Crimean Tatars (0.5%), Bulgarians (0.4%), Hungarians (0.3%), Romanians (0.3%), Poles (0.3%), Jews (0.2%), Armenians (0.2%), Greeks (0.2%), Tatars (0.2%), Georgians (0.1%), Gypsies (0.1%), Azerbaijanians (0.1%), Germans (0.1%), Gagausians (0.1%).<sup>9</sup>

Hence, the language situation in Ukraine is quite complicated. On the background of the general linguistic situation in Ukraine the social-linguistic place of the Ukrainian language is very special. Though de jure the Ukrainian language is supposed to be the language prevailing on the territory of the whole state, de facto the situation is entirely different. Moreover, in big cities of the eastern part of Ukraine it is the Russian language that has a dominating position. There is no other European country where the language of ethnic minority has the same expansion as the state one. What is more, on some territories the state language is a minority language. On the prevailing territory of Ukraine one can witness

<sup>7</sup>Paradowski Michal B. The Benefits of Multilingualism. <http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism-full-article/>

<sup>8</sup> Durk, Gorter. "Cultural diversity as an asset for human welfare and development" in Sustainable Development in a Diverse World (SUS.DIV)

[www.ebos.com.cy/susdiv/uploadfiles/RT1.2\\_PP\\_Durk.pdf](http://www.ebos.com.cy/susdiv/uploadfiles/RT1.2_PP_Durk.pdf)

<sup>9</sup> Матеріали Всеукраїнського перепису 2001 р. <http://2001.ukrcensus.gov.ua/eng/results/general/nationality/>

bilingualism, though there are city communities where multilingualism is a real fact. The specificity of the linguistic situation in Ukraine is an incongruity of the linguistic groups and the ethnic ones, as a big part of ethnic Ukrainians as well as representatives of other minorities are Russian-speaking.

Consequently, the language policy should be aimed at promoting the Ukrainian language among the bilinguals without endangering the Russian component as well as ensuring the latter the possibility to occupy the functional niche in the all-Ukrainian cultural realm. For the Ukrainian language, however, in order to gain the proper social status, it is necessary to become a lingua franca for all nationalities and strata of the society.<sup>10</sup>

The linguistic choice of an individual is far from being an independent act. It is determined by a series of extra-linguistic social-psychological factors. They may be specified as follows:

- following – often sub-consciously – the models dominating in the language environment;
- pressure of negative stereotypes aimed to dissolve the difference between urban and rural population;
- deep crisis of national identity and

decay of national culture.

This choice is also motivated by historical tradition. The population of the southern and eastern regions, having been for a long time a part of the Russian Empire, distanced itself from their national beginnings to such extent that it started to be turning into a new ethnos.<sup>11</sup> Thus, with respect to the Ukrainian language it is important that multilingualism should not mean the loss of identity.

Article 10 of the Constitution of Ukraine goes as follows: “The State language of Ukraine shall be the Ukrainian language”. Alongside Article 53 stresses that “Citizens belonging to national minorities shall be guaranteed, in accordance with law, the right to education in their native language, or to study their native language at the state and communal educational establishments or through national cultural societies”.<sup>12</sup>

The linguistic composition of the population of Ukraine according to the 2001 census is as follows:

- Ukrainian language is a mother tongue for 67.5% of population;
- Russian language is recognized as a mother tongue by 29.6%;
- a share of other languages identified as mother tongues constitutes 2.9%.

<sup>10</sup> Ажнюк Б. Мовна ситуація в Україні і зарубіжний досвід мовного планування // Українознавство. – 2007. – № 1. – С. 176–182.

<sup>11</sup> Кісь Р. Лінгвокультурна маргіналізація у містах України (неофункціональне бачення) // Мовні

конфлікти і гармонізація суспільства: Матеріали наукової конференції. – К., 2002. – С. 55–58

<sup>12</sup> Constitution of Ukraine. [http://www.static.rada.gov.ua/site/const\\_eng/constitution\\_eng.htm](http://www.static.rada.gov.ua/site/const_eng/constitution_eng.htm)



The Ukrainian language was recognized as a mother tongue by 85.2% of ethnic Ukrainians and the Russian language – by 95.9% of ethnic Russians which is by all means an indicator of national self-identification of the population by the language criteria.<sup>13</sup>

The data concerning the usage of mother tongue, as well as Ukrainian, Russian and other ones by the main ethnic groups is presented in Table I.

**Table I.**

Nationality	Mother tongue %			
	The language of one's nationality	Ukrainian	Russian	Other
Byelarussians	19.8	17.5	62.5	0.2
Bulgarians	64.2	5.0	30.3	0.5
Crimean Tatars	92.0	0.1	6.1	1.8
Gagausians	71.5	3.5	22.7	2.3
Germans	12.2	22.1	64.7	1.0
Greeks	6.4	4.8	88.5	0.3
Hungarians	95.4	3.4	1.0	0.2
Jews	3.1	13.4	13.4	13.4
Moldovans	70.0	10.7	17.6	1,7
Poles	12.9	71.0	15.6	0.5
Romanians	91.7	6.2	1.5	0.6
Russians	95.9	3.9	-	0.2

As can be seen from the table for the most part of minorities Russian is considered a mother tongue. This has its strong historical backgrounds. Even without going far back into the history of the Russian Empire, we can see evidence of a profound language policy already in the Ukrainian Soviet Socialist Republic (Ukrainian SSR) in the times of the Soviet

Union. The Russification in the Ukrainian SSR supposed a range of well-planned measures aimed at erasing social functions of national languages and introduction of the Russian language as a means of international communication in the Soviet society. Moreover, Russian had become the language of official and business communication as well as secondary and higher education on the

<sup>13</sup> Матеріали Всеукраїнського перепису 2001 р.  
<http://2001.ukrcensus.gov.ua/eng/results/general/language/>

prevailing territory of the former Ukrainian SSR. “In the XX century the quantity of population fluent in Russian, and in particular those who claimed it a mother tongue increased dramatically. It was provided by the resettlement of millions of ethnic Russians and Russian-speaking people of different ethnic origin to the Ukrainian SSR as well as the policy of Russification”.<sup>14</sup>

The reasons for Russification can be described as follows:

- formation of the new entity “the Soviet people” in the former Soviet Union;
- formal attitude of the Russian-speaking authorities to the problems of national minorities;
- proclaiming the Russian language the “language of international communication” on the territory of the former Soviet Union;
- repressions and Holodomor (Great Famine) of 1932-33 (10 million of Ukrainian peasants died) which considerably affected the ethnic and national structure of the Ukrainian society;
- large-scale urbanization;
- deportation and transmigration of the representatives of national minorities.

However, the situation in the western part of

Ukraine and Lviv as its main city, though bearing the characteristic features of the general language policy, is to a great extent different.

According to the last 2001 census Ukrainians constituted 88.1% of the city’s population. The biggest national minority was the Russian one (8.9%), followed by Polish (0.9%), Byelarussian (0.4%), Jewish (0.3%) and Armenian (0.1%) ones. Other nationalities constituted 1.3%.<sup>15</sup>

Though historically, Lviv was founded as a city with prevailing Rus’ (old Ukrainian) population, in the middle of the 13<sup>th</sup> century after the capital of Halych-Volyn Kingdom had moved to it, Armenian and German national minorities started settling there. After becoming the part of the Polish Kingdom Poles and Germans constituted the majority of city’s population who assimilated with time. At the same time the distinct Armenian and Jewish communities were formed and settled densely. In the times of Austrian-Hungarian Empire the similar situation was preserved. At the beginning of the 20<sup>th</sup> century Poles were the majority of population, Jews constituting about one third and only one tenth identifying themselves as Ukrainians.

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<sup>14</sup> Лозинський Р. Мовна ситуація в Україні. – Львів, 2008. – С. 213–314

<sup>15</sup> Матеріали Всеукраїнського перепису 2001 р.  
<http://2001.ukrcensus.gov.ua/eng/results/general/language/>

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As a result of Holocaust and "Visla" operation the share of Poles and Jews shrank dramatically. With the establishment of the Soviet power the share of Russians who were mostly representing authorities of various levels considerably grew, while during the

industrialization period Lviv saw large-scale urbanization with the influx of population from the surrounding rural areas.<sup>17</sup>

As we can see historical and political developments appeared the principal factors contributing to multilingualism in Lviv. Among others it is necessary to state that most ethnic groups who at different stages of history found themselves in the minority or majority situations tried to preserve their cultural identity and maintain or revive their languages. This desire has created situation in which different languages co-exist and are necessary in everyday communication. Not the least factor is increasing communications with the other parts of the world and the need to be competent in languages of wider communication. English being the lingua franca, is used by millions of people who use other languages as well. Education greatly contributes to being multilingual. Second and foreign languages are part of the curriculum of secondary and partly high schools.

Table II shows the percentage of population of different nationalities claiming the language of their nationality, Ukrainian or Russian to be their mother tongue.

<sup>16</sup> Матеріали Всеукраїнського перепису 2001 р.  
<http://2001.ukrcensus.gov.ua/eng/results/general/language/>

<sup>17</sup> Капраль М. Національні громади міста Львова XVI–XVIII ст. (соціально-правові взаємини). – Львів: ЛНУ ім. І. Франка, 2003. – С. 8.

**Table 2**

Nationality	Mother tongue %		
	Language of one's nationality	Ukrainian	Russian
Ukrainians	98.58	-	1.40
Russians	90.35	9.56	-
Poles	46.98	45.51	7.20
Byelarussians	23.53	26.61	49.54
Jews	5.34	28.22	65.72
Armenians	36.80	21.25	41.12
Tatars	27.53	14.90	58.82

Judging by the above data the languages of their own nationality are recognized as mother tongues by the prevailing quantity of representatives of ethnic minorities. It testifies to multifaceted development of national and cultural life of the city. The evidence to it is also the fact that there are 22 national minorities united into the community of minorities "Ethnos". The languages of intercultural communication in the community are Ukrainian and Russian.

The minorities have a number of different institutions and organizations promoting and developing their corresponding languages and cultures. Among them:

- Russian cultural community as well as 57 schools with Russian language of tuition and 3 schools with Russian and Ukrainian languages of tuition;
- Polish cultural community and 2 schools with Polish language of tuition as well as courses of Polish for pre-school children;
- Jewish cultural community which promotes Hebrew via courses and Sunday

schools as well as museum of Galician Jews;

- Byelarussian community promoting Byelarussian language at a Sunday school;
- Lithuanian community "Medeyna" and a Sunday school and school of Lithuanistics;
- Armenian community which includes 2 organizations: the "Union of Armenian Culture" and the "Union of Armenian Youth in Ukraine" as well as language courses.

The curriculum of Ivan Franko National University of Lviv includes mandatory courses of the Russian language and literature, the Polish language and literature, the Check language, optional course of the Lithuanian language. Ivan Franko National University of Lviv is also one of the two universities (alongside with Kyiv-Mohyla Academy) in Ukraine that have a mandatory course "The Language Policy". Schools of the Russian and Polish national minorities function at the cost of the state budget.

The representatives of all minorities (except the Jewish and the Armenian ones that use Russian) communicate at their organizations in

their mother tongues. Each community doesn't see any threats to its existence and activity.

English being a lingua franca for international communication across Europe has gained grounds in the educational system in Lviv in the primary, secondary and high 58 education . It has got the upper hand as the first foreign language in the majority of primary and secondary schools as well as in all institutions of higher education followed by German, French and Spanish.

In conclusion it seems relevant to draw a parallel between the biological and linguistic diversity.

As David Crystal states in his book "Language Death": "Surely, just as the extinction of any animal species diminishes our world, so does the extinction of any language. Surely we linguists know, and the general public can sense, that any language is a supreme achievement of a uniquely human collective genius, as divine and endless a mystery as a living organism."<sup>18</sup>

Outstanding in this context is the 'language garden analogy' proposed by Ofelia Garcia. According to Garcia it would be dull and boring to travel around the world and see that all gardens are of the same one-colour flower. The variety of flowers of different shapes, sizes and colours makes our visual and aesthetic

experience rich and enjoyable. Linguistic diversity also makes the world more interesting and colourful but as in the case of flowers it makes the garden more difficult to tend. Some flowers (and some languages) spread very quickly and others need extra care and protection. Language diversity requires planning and care and involves some actions such as:

1. Adding flowers to the garden: Learning other languages can be an enriching experience.
2. Protecting rare flowers: Protecting languages at risk through legislation and education.
3. Nurturing flowers (languages) in danger of extinction.
4. Controlling flowers that spread quickly and naturally: spread can be allowed if it does not kill other species.<sup>19</sup>.

<sup>18</sup>Crystal, David." Language Death" University Press, Cambridge, 2000. – p. 36

<sup>19</sup> Garcia, Ofelia. From language garden to sustainable languaging: bilingual education in a global world. NOV

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## **DEVELOPING LEARNER AUTONOMY WITH COMPUTER ORIENTATED LANGUAGE LEARNING ENVIRONMENT (CALLE)**

### **ABSTRACT**

The article deals with a very actual problem of shifting the responsibility from teachers to learners while language education. The author gives a rich background to autonomous language learning, describes ways of organizing a learning process in computer orientated environment, outlines the contents of Self access Language Centre (SALC), that was designed by the author as a component of computer orientated environment of future IT specialists language training.

Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a 'buzz-word' within the context of language learning. It goes without saying, of course, that the shift of responsibility from teachers to learners is the result of a change of the curriculum itself towards a more learner-centred kind of learning. What is more, this reshaping of teacher and learner roles has been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom. But the problem of designing learning special tools for organizing autonomous learning is still vital in Ukrainian education.

So, the aim of the article is to describe some ideas how to implement the idea of self language education.

And the first question to answer is what autonomy is. For a definition of autonomy, let's quote Holec [1981, cited in Pintrich, 1994, p. 1] who describes it as 'the ability to take charge of one's learning'. Generally, the term autonomy can to be used in these ways [Pintrich, 1994, p. 2]:

- for situations in which learners study entirely on their own;
- for a set of skills which can be learned and applied in self-directed learning;
- for an inborn capacity which is suppressed by institutional education;

- for the exercise of learners' responsibility for their own learning;
- for the right of learners to determine the direction of their own learning.

Autonomy can be thought of in terms of a departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process.

To all intents and purposes, the autonomous learner takes an active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher. This idea is very close to the theory of constructivism, according to which the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

Within such a conception, learning is not simply a matter of rote memorization; it is a constructive process that involves actively seeking meaning from (or even imposing meaning on) events. That means that every learner constructs his/her own system of knowledge, choosing own strategies and

building own learning trajectories.

According to Leslie P. Steffe [Leslie P. Steffe, 1995] constructivism as a perspective in education that explains how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences. It has roots in cognitive psychology and biology and an approach to education that lays emphasis on the ways knowledge is created in order to adapt to the world. Discovery, hands-on, experiential, collaborative, project-based, and task-based learning are a number of applications that base teaching and learning on constructivism.

In other words, learning on the basis of constructivism does not mean memorization facts and rules, but is aimed at reorganizing and restructuring own knowledge on the basis of getting new experience. Thus, the constructivism changes passive into active: knowledge cannot be taught, but only learned. Accordingly, language learning does not involve internalizing sets of rules, structures and forms; each learner brings her own experience and world knowledge to bear on the target language or task at hand. Apparently, constructivism supports, and extends to cover, psychological versions of autonomy that appertain to learn-



ers' behaviour, attitudes, motivation, and self-concept.

One more important aspect to consider also is changing roles of a teacher and a learner. The teacher is not a dictionary, encyclopedia or a source of readymade information, but a helper or facilitator who encourages learners' autonomous, self learning and self control. Thus, one more shift is present in this paradigm and it is change from teacher control to learners' control.

On the basis of some scientific works analysis [Pintrich, 1994; Schunk, 2005], we outlined some characteristics of an autonomous learner, among them:

- autonomous learners have insights into their learning styles and strategies;
- take an active approach to the learning task at hand;
- are willing to take risks, i.e., to communicate in the target language at all costs;
- are good guessers;
- attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- have a tolerant and outgoing approach to the target language.

The next question to answer here is about the conditions for autonomous language learning. First of all, it should be clear that autonomous learning is not a product readymade for use or just a personal quality. It should be claimed that autonomous learning is achieved when certain conditions obtain: cognitive and metacognitive strategies on the part of the learner, motivation, attitudes, and knowledge about language learning. So, we, teachers, should aim our students with the language learning strategies. Thus, a special language learning environment should be designed in order to create conditions for individual language learning when every learner could learn in his/her own pace, choose his/her own learning strategies and styles, define own problems, learning material, personal learning preferences, etc. But creating such an environment is not a one-day problem, such environment is a living organism, whose existence should be constantly maintained by all the participants of the learning process. And, it is evidently, that this environment can be designed only on the basis of using information and communication technology with 24/7 access, which means on the Internet.

In our University an attempt to design a computer orientated language learning environment (CALLE) was made. The compo-

nents of the environment are: web-site “How to Teach English with Technology” (<http://shvidko172.narod2.ru>), methodological newspaper English Online (EOL: <https://sites.google.com/site/eolnewspaper/>), Reading English Online Blog (<http://readingenglishonlineblog.blogspot.com/>) and Self Access Language Centre (SALC:

<https://sites.google.com/site/selfaccesslanguagecentre/>). The purpose of CALLE is to provide motivated ESL learners with access to online materials and to promote the use of leaning strategies, language, listening, reading and speaking skills as well as presentation skills, and many other that relate to success in a University setting.

While designing the CALLE we tried to consider such learning strategies (we consider a learning strategy to be a general plan that a learner formulates for achieving a somewhat distant academic goal, it specifies what will be done to achieve the goal, where it will be done, and when it will be done) as cognitive and metacognitive strategies, analysis, planning, learner attitudes, motivation and self esteem. Let’s overview all of these strategies and ways of their realization in CALLE in more detail.

Thus, cognitive strategies operate directly on incoming information, manipulating it in

ways that enhance learning. Among cognitive language learning strategies we distinguish:

- repetition, imitating other’s speech;
- repetition, when imitating others' speech;
- resourcing, i.e., having recourse to dictionaries and other materials;
- translation, that is, using their mother tongue as a basis for understanding and/or producing the target language;
- note-taking;
- deduction, i.e., conscious application of L2 rules;
- contextualisation, when embedding a word or phrase in a meaningful sequence;
- transfer, that is, using knowledge acquired in the L1 to remember and understand facts and sequences in the L2;
- inferencing, when matching an unfamiliar word against available information (a new word etc);
- question for clarification, when asking the teacher to explain, etc.

As for metacognitive strategies (knowledge that includes all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations). In other words they are skills used for planning, monitoring, and evaluating the learning activity; so metacognitive strategies are strat-

egies about learning rather than learning strategies themselves. There are some examples of metacognitive strategies:

- directed attention, when deciding in advance to concentrate on general aspects of a task;
- selective attention, paying attention to specific aspects of a task;
- self-monitoring, i.e., checking one's performance as one speaks;
- self-evaluation, i.e., appraising one's performance in relation to one's own standards;
- pre-planning, i.e. identifying the objectives and the ways how they will achieve them;
- planning-in-action, i.e. changing the objectives;
- self-monitoring, i.e. asking yourself the questions “How am I doing?”, “Am I having difficulties with this task?”
- self-reinforcement, rewarding oneself for success.

Considering learner attitude and motivation, it should be said, that language learning is not merely a cognitive task. The success of language learning depends on learner's sense of self, general attitude towards the world and learning activity, his/her desire to learn, learner attitudes and motivation strategies take the central place in language learning. I goes without saying that learner

attitudes and motivation depends on the success of the language learning process, so the main aim of the teacher to encourage students, praise and motivate them and create comfortable atmosphere to everybody. On these conditions we can speak about motivation, which, in our opinion includes desire to achieve a goal, effort extended in this direction, and satisfaction with the task. Closely related to attitudes and motivation is the concept of self-esteem, that is, the evaluation the learner makes of herself with regard to the target language or learning in general. Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself.

According to that CALLE in general and SALC in particular offer a great variety of tasks, activities, exercises, based on language training, project work, case study, etc.

Considering the ideas mentioned, we outlined some way how to promote learning autonomy. First of all, to develop learner's autonomy it is necessary to compose self-reports and self-reflection. In order to that all the students create reflective learning English blogs and every week they make SWOT analysis and write self-reports. After that they are to comment at least two week-

ly reports of their classmates and answer all the comments of own blog. In our opinion, it is a good way of collecting information on how students go about a learning task and helping them become aware of their own strategies is to assign a task and have them report what they are thinking while they are performing it. This kind of self-report we call introspective that means students analyze their work and progress while performing a task.

Another type of self-report is what has been dubbed as retrospective self-report, since learners are asked to think back or retrospect on their learning. Retrospective self-reports are quite open ended, in that there is no limit put on what students say in response to a question or statement that points to a topic in a general way. There are two kinds of retrospective self-reports: semi-structured interviews and structured questionnaires. A semi-structured interview may focus on a specific skill with a view to extracting information about learners' feelings towards particular skills (reading, listening,

etc.), problems encountered, techniques resorted to in order to tackle these problems, and learners' views on optimal strategies or ways of acquiring specific skills or dealing with learning tasks. A structured questionnaire seeks the same information but in a different way: by dint of explicit questions and statements, and then asking learners to agree or disagree, write true or false, and so forth. In our CALLE we widely use both techniques on the pages of the sites and blogs for students and teachers.

In conclusion, it should be said that developing learning autonomy is a long process and a very complicated task for both students and teachers. And on the way of solving it a lot of new tools, predominantly based on the information and communication technologies, a great and powerful language learning environments should be designed and developed.

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## **FORMATION OF LEARNERS' (SCHOOLCHILDREN) SOCIO-CULTURAL COMPETENCE IN MULTILINGUAL AND MULTICULTURAL ENVIRONMENT**

### **ABSTRACT**

The article is devoted to the study of peculiarities of multilingual education in schools under conditions of multicultural region. There are considered such issues as aspects of intercultural communication, formation of socio-cultural competence of learners (schoolchildren).

Key words: multilingualism, multicultural, socio-cultural, intercultural communication, socio-cultural competence.

Socio-cultural situation in Ukraine and, in the Autonomous Republic of Crimea in particular, in late 20<sup>th</sup> – early 21<sup>st</sup> century is characterized by activization of national self-conscience and cultural identity of different ethnical and social groups, that guarantees preservation of historical memory, development of the “small motherland” feeling, languages, traditions and beliefs revival, i.e. unique and distinctive culture of ethnic minorities.

According to the 2001 census Crimea is the home to 125 ethnic groups among which there are representatives of Indo-European,

Altai, Urals, Afro-Asiatic, Kartvelian, North-Caucasian language families. Taking into account the fact that not less than 5% of representatives of each ethnos referred to the language of their nationality as their native language, the school faces an issue of providing educational services under conditions of multicultural region.

The purpose of the article: to study peculiar properties of schoolchildren socio-cultural competence formation in multilingual and multicultural environment, namely, in the Autonomous Republic of Crimea.

The issues of multilingual education are

considered in the works by Ye.M. Vereschagin, G.A. Zograf, A.G. Shirin, N.Ye. Bulankina, A.T. Kulsariyeva, M.G. Haskelberg, L.P. Khabarova and others. Issues of intercultural communication are revealed in the researches by S.G. Terminasova, A.D. Shveitser, L.B. Nikolsky and others.

Multilingualism (in Russian also: полилингвизм, многоязычие) is the use of several languages within the boundaries of a certain social entity (i.e. a state); use by a person (group of people) of several languages each of which is chosen due to the particular communicative situation [6, p.303].

Investigating phenomenon of multilingualism we cannot ignore the actual educational system in Ukraine since learning state, native and foreign languages is a component of basic school program. Multilingualism sets the task for an educational system to prepare the new generation to effective communication under conditions of multinational and multicultural environment.

The Autonomous Republic of Crimea, as mentioned above, is a multicultural region. It is beyond doubt that multilingualism is a means of person socialization, it develops the basis for tolerant relationships between peoples living in Crimea.

According to A.G. Shirin, the social nature of modern multilingual education lies not only in formation of linguistic, but wider socio-cultural and intercultural competences and authentic contextual interpretation of meanings in communication of different cultures representatives [5].

The level of education multiculturalism will depend on the way certain material on the culture of people of the target foreign language is presented and the way it's interconnected with material about other cultures.

The main task of education and instruction at the modern stage of society development is to form positive attitude to universal and national values.

Through learning a foreign language schoolchildren come in touch with the people's culture – certain language-carriers. Pursuing the goal of motivating schoolchildren to learn several languages a teacher should think carefully about directions, types, forms and methods of linguistic and culture-oriented material delivery.

Specifics of multicultural education at schools are connected with various psychological and pedagogical, linguistic and didactic, cultural, social and communicative, ethic and other factors. Pursuing the goal of this article we will focus on consideration

of implementation of socio-cultural aspect in school education.

Socio-cultural aspect presupposes possession of knowledge about national and cultural features of the country of the taught language, and culture of verbal behavior. It includes *knowledge in linguistic and area studies* (background characters, trivia of the country of the target language, verbal and non-verbal behavior in situations of oral communication, non-equivalent lexical units); *area studies knowledge* (nature and climate conditions, societal, political and economical peculiarities, major stages of historical and cultural development of the country of the target language); *cultural knowledge* (traditions and customs, routine life, peculiarities of national character and psychology of the country of the target language) [3].

With regard to the above we can outline the following socio-cultural vectors contributing to formation of linguistic, socio- and intercultural competences:

- Creation of stimulating communication environment.
- Linguistic and area studies activities.
- Educational and research project activity.

- Purposeful use of cinema discourse.

It is suggested that the above-listed components should be implemented not only in the language and literature classes, but in other classes of the humanities cycle, as well as in after-classes activities.

*Creation of stimulating communication environment* presupposes purposeful teacher's efforts enabling schoolchildren to come in touch with the culture of the people/ nation, form steady interest in various representations of national culture and the need in getting acquainted with culture-oriented texts belonging to different functional styles etc.

There are the following ways of introducing culture-oriented information into the educational material: selection by a teacher of culture-oriented texts for further complex linguistic, lingua-stylistic and lingua-cultural analysis; organization of excursions/ virtual tours to museums, exhibitions other places connected with the national culture of the target language followed by a discussion in a target language, writing essays etc.

Leading activities: role plays as a sample of social context; creation of communication provoking situations.

Of utmost efficiency, according to T.V. Nayorova, S.A. Popova and T.N. Velichko, is the use of local toponymy in the process



of linguistic and area studies activity. In multicultural region lingua- and area-related activity becomes of special importance: toponymic vocabulary reflects the crucial stages in the history of material and spiritual culture of people and at the same time it traces linguistic regularities making this linguistic layer interesting from the point of view of its historical and geographical contents and linguistic source [4, p. 24].

According to T.N. Velichko the use of toponymic material in the language teaching process facilitates: nurture love for and formation of interest towards the “small” motherland; enrichment and activization of learners’ vocabulary and, finally, it forms socio-cultural and intercultural competences, provides an opportunity to implement an actual idea of introducing regional component in the system of linguistic education [2, p. 11].

There are the following ways of introducing culture-oriented information within the framework of language and area studies activities into the educational material:

1. The use of rich information environment: “Toponymy of the home city/homeland”, “Origin of proper names of geographic entity”, “Main street of the home city”, “History of the home city in the

names of outstanding people”, “Toponyms in the works of art” etc.

Types of activities: learners’ individual work in making presentations on the given topics, solving/ composing crosswords, writing essays in the wake of excursions “My street”, “Streets named in honour of heroes”, carrying out discussions, quizzes, didactic games etc.

2. Visits to local lore museums. Types of activities: organization of excursion, virtual tour, meetings with the staff of local lore museums, historians, philologists etc., discussions in the wake of excursions, composing short stories about the homeland by senior learners for junior ones, carrying out excursions for them. Information can be provided partially in the native language, and partially in the foreign target language.

3. Work with texts containing information about the origin of geographic entities names in a certain area, proper names.

Types of activities: analysis of toponyms applying elements of lexico-semantic and etymological word analysis; didactic games, short essays.

*Educational and research project activity* presupposes the use of project method in educational process oriented at creative self-realization of learners’ personality, development of their intellectual ca-

pacities, the power of will and creativity in the process of creating a new product under teacher's supervision.

Of great importance for successful organization of project activity is preparation of a project task by a teacher, i.e. an object of project activity, fulfillment of which demands the search of arguments, integration of knowledge and skills. For example, tasks in the *culture of speech* should stimulate learners to carry out comparative analysis of cultures, namely, of native and non-native target language, establish connection between language, thinking and culture, study cultural artifacts.

These tasks contribute to development of a human being as personality, as a subject of cultures; improve intercultural and socio-cultural competences in the process of language learning.

*Purposeful use of cinema discourse* presupposes creation by a teacher of a catalogue of films containing socio-cultural information and recommended for the learners' individual watching; watching fragments of films followed by discussion. It should be mentioned that depending on the lesson's goal and type a film fragment can be presented in native as well as non-native target language.

Leading types of activities: discussion, es-

say, written review.

Sharing the point of view of N.Ye. Bulankina, we suppose that the precondition of effective cultural self-determination is language and speech activism in interaction with representatives of other cultural communities by means of these cultures' languages – i.e. universal form of *reality* comprehension that organizes emerging or already existing representations, perceptions, concepts, images and other relevant semantic structures [1].

Based on the above we can conclude:

1. A human being (man) exists not only in multicultural but also in multilingual societal environment since it is the language that reflects national / global values of spiritual culture.
2. Multilingualism as a leading demand of modern socio-cultural situation promotes understanding and effective cooperation between members of different ethnic groups / nations / nationalities, enrichment of native languages, enhancing the overall culture of a man as a social entity.
3. Teacher needs to cultivate respect for diverse cultural differences, which lies in level of understanding and acceptance of other cultures through the study of cultural differences; and in the formation of learners' appreciation of cultural differences and

their approval through participation in various cultural practices that involve proactive position of intercultural communication participants.

Thus, using socio-cultural aspect in teaching process in a multicultural region a teacher needs to foster learners' linguistic competence and intercultural skills, familiarize learners with the ways of activity in a

multicultural society and help gain experience of effective cross-cultural interaction.

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## **BILINGUAL ASPECTS OF FUTURE PHILOLOGISTS PROFESSIONAL TRAINING**

### **ABSTRACT**

The article highlights the problem of professional preparation of future language teachers. The author determines varieties of bilingualism and their impact on the system of teacher training. The notion of bilingual education is given. The models and conceptions of bilingual education are analysed.

In today's world languages play an important role. Knowledge of a foreign language opens up opportunities for a person: acquainting with new people and visiting new countries and constant expansion of horizons, as well as strengthening economic, political and cultural ties between different countries. In connection with this feature of the modern society and culture multilingualism is the most common form. Bilingualism is knowledge of two languages and their alternation depending on the use of the environment of the speech communication" [Weinreich, 1972, p. 25].

According to the method of second language acquisition there are two types of bilingualism: natural and artificial. Natural

bilingualism is seen as mastering a second language primarily innatural environment along with their native language (for example, as a result of conquests, migrations of peoples and peaceful contacts between neighboring multi-lingual groups). Artificial bilingualism - the study of one or more foreign languages in an organized form given by an institution. Artificial situation of bilingualism, bilingual education is seen from the point of the twentieth century as one of the leading areas of the educational policy of the European countries. Many countries provide bilingual education in schools and in higher educational institutions. Of particular interest it is when considered as a necessary component of the

contents of the training of future professionals, including teachers of foreign languages.

In a situation of artificial bilingualism in teaching foreign languages, one cannot forget that bilingualism is a multifaceted phenomenon, including the linguistic, cultural, psychological, sociological characteristics. Clearly, training of foreign language teachers includes linguistic factors as a specialist must acquire at least two languages - native and foreign. It is not enough to know one or the other language with only phonetic, grammatical and lexical point of view. In the speech of a man who speaks several languages, there is not only the interaction of language systems but the presence of various ones. Therefore, the aim of bilingual education should also be the comprehension of culture of the partner country, students' tolerance, desire for understanding of other people, their characteristics and traditions.

An introduction to a different culture is not only to give students facts about the culture, above all, he must be able to navigate it (to carry out cultural practices in Germany, Switzerland or the United Kingdom, the United States of America, even if he has never been in this country). This means that future philologists need to be able to use a

different culture, that is, its own laws of functioning. We should not forget also that bilingualism does not imply biculturality automatically because you can own to varying degrees two languages, that belong to the same culture. Bilingual education may or may not lead to biculturality, which depends largely on the intentions of each specific individual learner, and the nature of the bilingual education policy. Therefore, great care must be given to the content of the educational program: for example, in high schools the discipline of linguistic country study must be taught, as well meetings with native speakers, a variety of seminars, parties, etc. are to be organized. It would be nice if instructional unit of the university they turned to invite to work at least one representative of another country.

Bilingual education should be understood as a purposeful process of initiation to the world by means of the native culture and a foreign language, a foreign language acts here as a way of understanding the world, the acquisition of specialized knowledge, learning cultural, historical and social experience of different countries and peoples.

But the question is how to achieve the best effect when learning a foreign language: to use in the classroom and at home a foreign language only. In the scientific literature

scholar has not yet come to a consensus on the use of the native language in the classroom in a foreign language. Some believe that the use of the foreign language leads to the early formation of foreign language communicative competence. Others, on the contrary, are calling for the use of the native language in the classroom. Lack of opportunities to use the language can lead to confusion, misunderstanding, misinterpretation of the facts and realities of the culture. The majority of linguists are inclined to the view that the assimilation of the second (foreign) language goes in stages, and each stage involves the use of native and foreign language, but in different proportions. For example, one of the concepts of domestic bilingual education is the following steps or models of bilingual (bicultural) education:

1) backup model (typically, the initial training provides presentation of the same units of content in native and foreign languages. This model contributes to the accumulation of linguistic tools that can adequately express the subject content. In this model, the individual learner establishes stable associative relationship between the unit and a set of meaningful language means);

2) the additive model (it assumes the presentation of a foreign language additional information partially or substantially en-

riching the content learned in their native language. Additional information is generally retrieved from sources of foreign languages and is presented as a story of the teacher, the printed text of a special didactic material (movies, audio, etc.). A comparison and discussion of the primary and secondary meaningful units are done in a mother and a foreign languages);

3) Parity model (it assumes equitable use of native and foreign languages in the disclosure of subject content. A necessary condition for the use of this model is that learners achieve a sufficiently high level of language competence. This means the knowledge of technical terms, the main conceptual possession of sufficient device objects, the ability to detect nuances of meaning, especially the use of technical terms), and

4) displacing model (foreign language plays dominant role in the disclosure of subject content. The use of this model is possible only at an advanced level of bilingual education, because students must possess a foreign language to the free extent to carry out communication and foreign language means to penetrate deeply into subject content. Implementation of this model is possible, such active forms and methods such as discussion, debate methods, projects, etc. are used) [Shirin, 2005, p. 63].

Obviously, during the first two stages of learning a foreign language dominant role in the speech of bilingual will play their native language (the language thinking). From this it follows that the bilingual has not yet learned enough a second language system, and it is subject to the same mechanisms of the native language. At subsequent stages of learning the relationship between foreign language skills in their native and in a foreign language are equalized as fluent bilingual both language systems. It seems that in the higher education institutions the departments of foreign languages should promote parity and preemptive model of learning.

In addition, bilingual education is not only for students, but also for teachers. For the successful implementation of the concept of bilingual education preparation of professionals who should, in our opinion, have a multilateral competence becomes important. Competence of teachers should include not only subject matter, language, but also the general pedagogical (didactic, communicative, organizational skills) competence, the importance of which is often underestimated. The teacher must be able to adapt

subject content in a foreign language to the peculiarities of national educational culture. Such experts in multilateral competence are to work in higher education.

Undoubtedly, bilingual education in the country to be effective, it must be conducted not only in higher education institutions, but in schools as well as kindergartens. Furthermore, bilingual education should take into account such organizational didactic features such as: 1) the choice of language of instruction, and 2) the optimal selection of the content of the educational programs, and 3) membership of teachers in an ethnic group or their competence in the relevant language and culture, and some others. With this policy bilingual education can significantly expand the overall outlook of students, promote their intellectual development in the mastery of a foreign language. This means learning the language of new strata of culture, other social and historical patterns. Foreign language will be, above all, the educational value that extends the range of further educational and professional opportunities of the graduates, including the future of foreign language teachers.



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