



## **PHILOLOGY AND LINGUISTIC**

UDC 81`24

**Muntian Antonina**

Associate Professor, the Head of the Foreign Language Department

Dnipro National University of Railway Transport, Ukraine

**Shpak Irina**

Associate Professor

Dnipro National University of Railway Transport, Ukraine

### **THE PHENOMENON OF MULTILINGUALISM IN THE EDUCATIONAL PARADIGM**

At the beginning of the XXI century multilingual competence of students became one of the most important pedagogical tasks. Often, this issue is defined as a problem of multilingualism, sometimes bilingualism. Today, the elaboration of theoretical and practical aspects of the phenomenon of bilingualism, which belongs to the most significant issues in education on both national and regional levels, continues to develop.

In present day, multicultural multilingual education by means of studying native and foreign languages is an important component of modernizing the goals and content of national educational systems in European countries (including Ukraine). In the context of globalization, economic integration and the creation of a single European labor market, they seek to provide training for European-level professionals capable of working on a pan-European market.

The main distinction between multilingual education and the traditional form of teaching a foreign language at school or university is that in most language programs, a foreign language is the subject of study, while multilingual educational programs use it as a means of study, which means that teaching and learning of a subject is conducted through an additional language (not the native language).

Traditional programs for teaching a foreign language at school or university are often aimed at a non-native language, which they try to master, and multilingual educational programs include more than one language in one form or another.

It should be noted that multilingual education provides students with broad access to information in a variety of subject areas; students have an opportunity to receive new information according to individual needs, and additional means for Lifelong Learning, which gives them additional chances to compete on a global scale – on the European and the world labor market.

The content of multilingual education involves an interdisciplinary synthesis of subject, linguistic and cultural components and may be represented by units of varying difficulty levels [2].

The pedagogical aspect of multilingualism addresses issues of a methodical nature, which are related to the formation and development of multilingualism. It should be noted that each science allocates its target dominant of bilingualism (psychology – the impact of bilingualism on the development of individual psychological processes of the individual, linguistics – linguistic competence, reflecting the level of foreign language proficiency). Pedagogy is also studying multilingualism in the context of the organization of the educational process; it is interested in multicultural education, the possibility of obtaining special knowledge by means of a foreign language, the impact of multilingualism on the general level of education [1]. Thus, the main task of the pedagogical aspect of multilingualism is connected with the system of education and training. This is the so-called learning multilingualism, when in the process of learning a foreign language is used along with the native language. In educational multilingualism, the role and place of a foreign language in the educational process is shifted from the subject of learning to the object of study, it becomes one of the means of acquiring new knowledge and getting education. Therefore, within the concept of “multilingualism”, the sub-concepts such as “multilingual learning” and “multi-lingual education” appear. In today's pedagogical literature, there are already many definitions and elaborations of these sub-concepts.



Current visibility and popularity of multilingualism are connected with a number of factors, the most prominent among them one can name digitalization, working and educational mobility as well as globalization, which captured the whole world. The rise of new technologies highly influenced all the spheres and contexts of modern life: political, societal, economic and educational. All these processes had impact and added value to multilingualism. Speaking English is no longer an advantage; it is a must if you want to achieve something in your career. However, speaking another language or languages may give a competitive edge, and the more languages one speaks the better.

Multilingualism is not purely individual, but also a societal concept. It deals with the ability of an individual to use languages and at the same time it analysis the functioning and interconnection of languages in the societal paradigm. These types of multilingualism are interconnected. With the spread of technology multilingualism started to appear even in monolingual communities, as far as access to information and educational materials facilitated the learning process, thus introducing English and other languages into originally monolingual communities. Taking into account its growing importance in the digital society of the twenty first century, multilingualism draws interest of specialist and scientists who works in the field of applied linguistics, psychology, pedagogy and methods of teaching of foreign languages.

#### References:

1. Певзнер М. Н. Педагогика открытости и диалога культур / [Певзнер М. Н., Букетова В. О., Зайченко О. М.]. – М.: Аркти-Глосса, 2000. – 129 с.
2. Ширин А. Г. Педагогические аспекты билингвизма: развитие новой научной школы [Электронный ресурс] / А. Г. Ширин. – Режим доступа: <http://edu.novgorod.ru>