
PHILOLOGY

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Denis MOKRENTSOV

PhD (Philology), Associate Professor (yaschik_pandory@ukr.net)

Денис МОКРЕНЦОВ

кандидат філологічних наук, доцент (yaschik_pandory@ukr.net)

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THE PECULIARITIES OF MULTILINGUAL EDUCATION IN THE CONTEXT OF TRAINING OF THE PHILOLOGISTS

Abstract. Learning a foreign language is closely intertwined with students' communication skills, due to the close connection between the language and their own speech. Forming and expressing one's own attitudes and opinions, conducting discussions are necessary practical skills for a person to realize various social roles. Work on the development of communicative skills in a foreign language class with the wide use of various teaching aids can create the necessary language situation. This approach significantly improves the mastery of a foreign language. Developed speech is not only a marker of the general culture of the individual, but also is the main means of learning about the world around us. Insufficient level of formation and development of communicative skills and abilities of students is a direct consequence of the imperfection of existing technologies for the formation and improvement of communicative skills and abilities in foreign language classes. At the present stage, the methodology is dominated by the attitude of learning to communicative, systematic and developmental nature of learning. According to these theses, issues of improving students' speech development are of paramount importance. In the process of developing communicative skills, it is important to improve the skills that provide the construction of connected expression: the ability to select the necessary material, systematize it, select language tools based on the appropriateness of their use in a particular speech situation. **The purpose of the research** is to prepare the language personality for interethnic communication in the system of modern values and needs for self-development and self-realization in the conditions of modern education. **The research methodology** is based on the analysis of advanced methodological and pedagogical experience to justify the selection of methods for the formation of communicative skills (praximetric method) and the classification and systematization of scientific and theoretical material to analyze the state of the problem; theoretical modeling (theoretical method). **The scientific novelty** of the study is that for the first time a method of training future teachers of a foreign language to organize foreign language teaching has been developed and scientifically substantiated; the

features of the secondary language personality as a strategically important goal of learning are considered; the transition from unconscious knowledge to conscious knowledge, which a person uses to achieve their personal needs, in our case – intercultural communication; improved the process of acquiring relevant skills through the gradual acquisition of speech knowledge through the selection and inclusion in the learning process of optimal tools, techniques and methods, further developed the method of forming speech skills and abilities of future foreign language teachers. **Conclusions.** There are a lot of variants for learning a foreign language, which made it possible to approach in a new way the basic requirements of training a modern teacher who is able to act not according to a template in various situations, but based on adequate learning conditions, taking into account the methodological system that corresponds to this educational process in preparations of the future specialist. So, the main need in the new conditions of the educational process was the preparation of a linguistic person to speak a foreign language, in which integration tendencies made it possible to consider learning from all spheres of human cognitive activity, based on an interest in intercultural communication for direct introduction to a particular culture. To meet the need for intercultural communication, a flexible and variable system of forms, means and methods of teaching foreign languages was created. So, in order to expand knowledge during intercultural learning in the field of the studied discipline, it is necessary to analyze the additional material found, because the basic information offered by the methodologists in the textbooks will not fully be a means of forming a complete understanding of the language, and thus will not prepare a highly qualified specialist. And therefore, developing only an integrated approach to independently obtaining the necessary additional knowledge, a future specialist at the present stage of development, using linguistic and semantic independent work, will be able to comprehend the full depth of the knowledge he needs. Thus, in the modern educational system of research in the field of intercultural communication, a correct understanding of intercultural interaction is necessary for effective assessment of teaching methods that contribute to the formation of a linguistic personality. This indicates that in intercultural communication, methods of training future specialists should be taken into account and developed, modeling the specifics of the content of the educational process in order for students to fully assimilate the necessary educational material for the formation of a linguistic personality in the process of intercultural interaction.

Key words: intercultural communication, the secondary language personality, qualification of a teacher, socio-cultural competence.

ОСОБЛИВОСТІ МУЛЬТИЛІНГВАЛЬНОЇ ОСВІТИ В КОНТЕКСТІ ПІДГОТОВКИ ФІЛОЛОГІВ

Анотація. Вивчення іноземної мови тісно переплітається з комунікативними вміннями студентів, що зумовлено тісним зв'язком мови та власне мовлення. Формування та висловлення власного ставлення та думок, ведення дискусії є необхідними практичними вміннями для реалізації особистістю різноманітних соціальних ролей. Робота з розвитку комунікативних умінь на занятті з іноземної мови із широким застосуванням різних засобів навчання може створювати необхідну для цього мовну ситуацію. Такий підхід істотно поліпшує оволодіння іноземною

мовою. Розвинене мовлення є не тільки маркером загальної культури особистості, але й виступає основним засобом пізнання навколишнього світу. Недостатній рівень сформованості та розвитку комунікативних умінь і навичок студентів є прямим наслідком недосконалості існуючих технологій формування й удосконалення комунікативних умінь і навичок на заняттях з іноземної мови. На сучасному етапі в методиці переважає налаштованість навчання на комунікативність, системність і розвивальний характер навчання. Згідно з цими тезами питання вдосконалення мовленнєвого розвитку студентів набувають першорядного значення. У процесі формування комунікативних умінь велике значення відіграє вдосконалення вмінь, які забезпечують побудову зв'язаного висловлювання: вміння відбирати необхідний матеріал, систематизувати його, підбирати мовні засоби з урахуванням доцільності їхнього використання в певній мовленнєвій ситуації. **Мета дослідження** – підготовка мовної особистості до міжнаціональної комунікації в системі сучасних цінностей та потреб до саморозвитку та самореалізації в умовах новітньої освіти. **Методологія дослідження** ґрунтується на аналізі передового методико-педагогічного досвіду для обґрунтування відбору методів формування комунікативних умінь (праксиметричний метод) та на класифікації й систематизації науково-теоретичного матеріалу для здійснення аналізу стану проблеми, що досліджується; теоретичне моделювання (теоретичний метод). **Наукова новизна дослідження** полягає в тому, що вперше розроблено й науково обґрунтовано методикою підготовки майбутніх вчителів іноземної мови до організації іншомовного навчання; розглянуті риси вторинної мовної особистості як стратегічно важливої мети навчання; з'ясовано перехід від несвідомого знання до усвідомленого знання, яке людина використовує для досягнення своїх особистих потреб, в нашому випадку – міжкультурної комунікації; удосконалено процес оволодіння відповідними уміннями шляхом поетапного засвоєння мовленнєвих знань через добір і включення у процес навчання оптимальних засобів, прийомів і методів, набула подальшого розвитку методика формування мовленнєвих умінь і навичок майбутніх вчителів іноземної мови. **Висновки.** При підготовці майбутнього фахівця існує безліч варіантів вивчення іноземної мови, що дозволило повному підійти до основних вимог підготовки сучасного вчителя, здатного діяти не за шаблоном в різних ситуаціях, а виходячи з адекватних умов навчання, зважаючи на ту методичну систему, яка відповідає даному освітньому процесу. Таким чином головною потребою в нових умовах освітнього процесу стала підготовка мовної особистості до володіння іноземною мовою, при якій інтеграційні тенденції дозволили розглядати навчання зі всіх сфер пізнавальної діяльності людини, ґрунтуючись на інтерес до міжкультурної комунікації для безпосереднього залучення до тієї або іншої культури. Для задоволення потреби до міжкультурної комунікації була створена гнучка і варіативна система форм, засобів і способів навчання іноземним мовам. Так, для розширення знань під час міжкультурного навчання в області дисципліни, що вивчається, слід аналізувати знайдені, додатковий матеріал, адже основна інформація, пропонована методистами в навчальних посібниках повною мірою не буде тим необхідним засобом до формування повного уявлення про мову, і тим самим не підготує висококваліфікованого фахівця. І тому, розвиваючи тільки інтегрований підхід до самостійного отримання необхідних додаткових знань, майбутній фахівець на сучасному етапі розвитку використовуючи лінгвистичну самостійну роботу зможе досягнути всю глибину необхідних йому

знань. Таким чином, в сучасній освітній системі дослідження в області міжкультурної комунікації необхідне правильне розуміння міжкультурної взаємодії для ефективного оцінювання методів навчання, спрямованих на формування мовної особистості. Це свідчить про те, що при міжкультурній комунікації повинні бути враховані і розроблені методи підготовки майбутніх фахівців, моделюючи специфіку змісту освітнього процесу для повного засвоєння студентами необхідного навчального матеріалу для формування мовної особи в процесі міжкультурної взаємодії.

Ключові слова: міжкультурна комунікація, вторинна мовна особистість, готовність вчителя, соціокультурна компетенція.

The Problem Statement. Studying a foreign language as a means of intercultural communication, training person for interethnic communication, contribute to the development of sociolinguistic study of a foreign language in the system of contemporary values and needs for self-improvement and self-realization in the conditions of the modern educational system. It should be noted that in the current conditions of globalization and integration, when different countries seek cooperation in various spheres and sectors of life, from economic to scientific, etc., intercultural ties that lead to mutually beneficial agreements play an important role. So in the 21st century, the language of interpersonal communication is the language of culture of public consciousness and the whole of society, where the most significant is not the language itself, but the form of information transmission through intercultural communication.

The system of multilingual communication allows you to improve your knowledge not only in the language, but also in the cultural area, where the knowledge of two or more languages is used depending on the situation of communication.

The Analysis of Sources and Recent Researches. The problem of multilingualism today is the subject of attention of linguists and methodologists. Researches of N. V. Barishnikova, T. V. Shaposhnikova, M. L. Shatskova, V. V. Korotenkova, O. A. Kolikhalova, O. I. Cherednichenko, N. R. Shutko, O. A. Chinaeva, N. D. Gal'skova, B. A. Lapidus made possible to form the conceptual ground in the teaching of a foreign language in secondary school.

Scientific-methodical research is devoted to the problem of studying the second foreign language in higher educational institutions. B. M. Marunovich, I. M. Melnik, O. O. Molokovich, O. V. Pinsk, however, they did not form the way for the formation of multilingual competence as the basis for the training the future teacher of a foreign language.

The Purpose of Publication. In the system of modern society development, it is necessary to note the main features of the multilingual education, in which it is necessary to focus not only on the study and improvement of knowledge in the field of foreign language teaching, but also on the deep study of intercultural

competence.

The Main Material Statement. The first language in learning a foreign language is the language itself, as a tool to understand various subjects and phenomena. No less important is the place of a foreign language in the general educational process, in which a foreign language should act not only as an object of study, but also as a means to achieve the set results.

Due to the strategy of linguistic education we should understand effective, coordinated, systemic learning, in which the learner takes into account the experience of developing the intercultural relations of the country which language he is studying, and also the language strategy, in which the experience of successful mastering a foreign language in the bilingual education system is studied.

During the interaction of different linguistic cultures, their unification takes place, in which there is a desire for cultural self-affirmation and preservation of their own cultural traditions. As a participant in intercultural contacts, people interact in every possible way with representatives of other cultures with whom intercultural communication is carried out, and most often this kind of communication differs significantly depending on the language environment. Language features also create all sorts of problems for communication based on defined common norms and rules of behavior.

At the modern stage of development, the fact that students of philological specialties must master a foreign language as a means of intercultural communication is of decisive importance, where socio-cultural competence plays a special role in the formation of a personal approach to the study of a foreign language. Thus, when forming a new literate philologist specialist, the sociocultural approach of studying is one of the most important, because it is the direction for the students to intercultural communication, which is more relevant.

Speaking about language as a social phenomenon, it should be noted that with this means of communication is taking place the formation of public consciousness of a foreign language learner. Foreign language in this case is an instrument of intercultural communication that allows students to come into direct contact with representatives of foreign culture. In turn, this communication opens up new horizons in the knowledge of the spiritual wealth of the representatives of the culture being studied. It is also impossible to form the right communicative competence among learners without the knowledge of socio-cultural features.

Learning a foreign language will allow the student to join in a deeper understanding of his culture through the knowledge of another culture,. There is no doubt that the study of cultural features and language will allow to find the characteristics of linguistic identity during the pedagogical process. And despite the language barrier, the cultural one can be partially shifted to another level depending on the student's interest in the studied environment, traditions, cultural

heritage. Overcoming the various difficulties of communicative communication, one can talk about the achievement of intercultural competence, which establishes a dialogue between different cultures.

To improve the quality of the socio-cultural competence, the students should use the material most accurately and fully able to give an idea of the foreign language environment. Here you should use both verbal, visual and regional studies material with the use of information and computer technologies, to convey the sensation and perception of a foreign-language reality. With this training, attention should be paid to the differences and similarities of national and linguistic features, to the ability to compare the socio-cultural experience of the people and the characteristics of linguistic behavior, which is studied by students with their own language and its characteristics.

To improve and stimulate the students, teachers are currently using the model of the intercultural education system, which will provide the necessary information and share the experience gained through interaction of representatives of different linguistic cultures. In turn, during the preparation a foreign language teacher, it should be noted that the methodology will differ from the teaching methods of other non-linguistic disciplines. Thus, in the opinion of L. V. Shcherba, there are differences between the methodologist of the subject-matter not a philologist and the methodologist-linguist “the first, except for didactics, should know only his subject; the second must, of course, know both, but, besides, if he really wants to be a methodologist, he should understand well the laws governing the social function to which he is attaching his students. In other words, he not only needs to know the language that he teaches well, but, in addition, to be a linguist-theoretician in the full sense of the word” [Shherba, 1947, p. 10–11]. The modern teacher of a foreign language should be creative and intellectually developed, able to focus on scientific pedagogical ideas. After all, the teacher must carry the culture and knowledge of all the achievements of his nation, which will allow him to become a worthy role model, able to transfer the experience to a new generation. Thanks to globalization and progress in modern society, the position of the educator has been strengthened, “since thanks to his work and influence on students, a citizen is being formed, the intellectual and spiritual potential of the nation is increasing” [Pelekh, 2009, 54].

How can one determine the willingness of the future teacher for pedagogical activity and why does the development of mankind depend on information and education? According to E. Laszlo, who focuses on the fact that “we need more information in fact, to reach the masses <...> The second idea is probably education, in order to establish contact with the youth, with those who come to the world in the role of leaders and active members of society in ten or twenty years” [Laslo, 2000].

In connection with this, it should be noted that an absolutely new, enlightened

generation, built on the postulates of national and spiritual identity, is able to come to this world through intensive and comprehensive training by teachers who, in turn, also received qualitative, professional and scientific training.

Globalization and the rapid development of mankind compel pedagogical education to become involved with the preparation for life not only of the professional qualities of man, but also harmoniously integrate human knowledge with the world around us, it all "bears in itself an active creative principle, causes the emergence of a new image of the teacher" [Pelekh, 2009, p. 53].

Attention should be paid to the willingness of the future teacher to innovate, where the teacher's professionalism is determined in his methodological, technological and personal readiness for teaching, forming the correct guidelines for achieving the goal in the study of a foreign language. Here you should consider the acmeological approach to the study of the subject, when the learner is personally formed and is ready to reach and learn all new horizons of knowledge, revealing his creative potential and self-actualizing during the study of a foreign language.

According to N. Kuzmina, this stage of development of the future teacher can be called a stage of "productive maturity, when self-education, self-improvement processes are most successful" [Kuz'mina, 2002, 16]. Constant self-development leads to the choice of the most important during the educational process, which gradually leads to a professional maturity, in which the most complete implementation of the goals and tasks that contribute to the qualitative and all-round development of the future specialist, which according to A. Maslow is "an upsurge of needs" [Maslou, 1982, p. 110].

This "upswing" allows to approach the tasks posed more effectively and comprehensively for more effective mastering of the received material at all stages of the educational process. It is also necessary to pay attention to the motivational sphere during the educational process, which facilitates the delineation and identification of the main ways to comprehensive development to improve the skills and skills of the future teacher. Considering the "features of a secondary linguistic personality" as a strategically important goal of education, one can focus on intercultural and communication competences, which are interdependent in three aspects: "pragmatic, pedagogical and cognitive", and only if they are properly balanced can a successful realization of this learning goal be possible.

According to N. Gal'skova, "the pragmatic aspect of the goal of teaching foreign languages is associated with the formation of students' knowledge, skills and abilities, the possession of which allows them to join the ethnolinguistic and cultural values of the country of the studied language and practically use a foreign language in a situation of intercultural understanding and cognition" [Gal'skova, 2009, p. 98]. The totality of all parts of the pragmatic aspect is a component of communicative competence, which was based on an attempt to draw a line

between academic general educational standards and interpersonal skills of standard personal communication. In its turn, communicative competence in the process of its development is manifested in the modern general educational space in the form of such structural components as: "linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetencies" [Gal'skova, 2009, p. 98].

Speaking about the level of mastering a foreign language, it should be noted that the knowledge of language skills, knowledge and skills directly depends on the ability of the learner to "intercultural interaction with inophones". Here, unfortunately, one can only consider a certain standard of higher language education, which shows not language proficiency, but only the level of language education, which is divided into two groups of methods: expert and quantitative. In expert methods, the personal professional experience of an expert or a group of experts is considered. With the help of quantitative methods, the content of the learning of a foreign language, which is obtained from the studied groups, is specified.

The development of these levels should also include a specific specificity of the teaching of a foreign language in the conditions of modern language space. Depending on the level of oral or written communication, we can determine the norms for mastering the discipline and the parameters of speech activity. It is very important at this stage to determine the goals, objectives of communication and communicative activities that provide the necessary or the maximum possible level of mastering by the male cultural communication, for the achievement of personal needs and needs in the process of foreign-language communication. In addition, the European system of levels of mastering a foreign language makes it possible to determine the level of learning a foreign language and to evaluate your personal experience in the communication process, and, if necessary, adjust the means, methods and rpiemy of learning a foreign language to achieve better results in foreign-language instruction.

"The cognitive aspect of the goal of teaching foreign languages is related to such categories as knowledge, thinking and the processes of understanding involved in the process of familiarizing the student with a foreign language, with the culture of the people who support it" [Gal'skova, 2009, p. 109]. In the cognitive aspect, communication interaction at all levels of personal development, from psychological to culturological factors, should also be considered. Also, in the cognitive aspect, the transition from "unconscious knowledge" to "conscious knowledge" is considered, which a person uses to achieve his personal needs, in this case intercultural communication. In studying this aspect, two main types of knowledge should be distinguished: declarative and procedural. Declarative knowledge is knowledge gained from personal experience, regardless of whether it is an experience from professional activity, or from everyday life and directly in

the learning process, here an academic model of obtaining the necessary knowledge to achieve the set results is considered. As for procedural knowledge, it is knowledge that determines a certain sequence of actions, to achieve a certain result, where it is not the knowledge itself that is checked, but the correctness of using the experience gained while mastering a foreign language.

It should be noted and the fact that to identify a word in its environment, a person uses historical, prior experience, to established norms. Unlike students who study a foreign language, they need to form their own view of the world, which carries a new culture and subsequently determines the personal attitude to the language being studied. It is also important that when learning a foreign language, a student who studies the ideas of his culture considers the most significant and interesting language from the culture, the language he is studying, and as he learns new knowledge of foreign culture, the learner chooses the most significant and valuable for himself, and thereby promotes the development of knowledge directly and about one's culture. All this forms an individual idea about the world around us.

The pedagogical aspect of the goal of teaching foreign languages considers the various qualities of the learner, in which he would be able to communicate at the intercultural level. Unlike the previous aspects, pedagogical – defines a personal approach to learning a foreign language, which considers the student's presence of certain characteristics, not related to linguistics, for intercultural communication with a native speaker. In this case, according to I. Khaleeva, one should pay attention to the process of mental comprehension of a different way of life, in which all the processes of comprehending reality will differ from those understood by the learner (Xaleeva, 1996, p. 76).

The Conclusions. It is obvious that today the pedagogical aspect of the study of a foreign language depends entirely on a comprehensive analysis of the necessary conditions during the preparation of a future specialist, such as personal educational and life experience gained during training, certain traditions related to the study of a foreign language, motivation and need in mastering the studied language.

The preparation of the future teacher for professional work should provide for a whole set of conditions under which the student can comprehend the social, ethical and aesthetic, as well as the political, moral and spiritual ideals and values of society, to show the culture and traditions of his ethnos to the next generations; to point out the importance of the historical features of the language form and at the same time, at the level of intercultural communication, with respect and interest, to evaluate and study the linguistic features of the foreign language being studied. It is necessary, moreover, to emphasize the preparation of future teachers of a foreign language for learning the types of language activities – reading, speaking, listening and writing.

These types of language activities constitute the language competence, which is responsible for the correct formation, evaluation and use in practice of all the acquired language skills in the system of intercultural communication.

Mastering a foreign language as a means of intercultural communication influences the development of a poly-linguistic and multicultural personality that allows the learner to become a participant in a direct, lively intercultural dialogue where the acquired knowledge in the learning process is a source of familiarity with the cultural achievements of the languages studied. Also important and significant in the preparation of the future foreign language teacher is the function of the mediator of the student during intercultural communication, where the learner becomes part of the general cultural communication process and acts as the subject of a dialogue of intercultural communication.

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