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Gvelesiani I.

*Associate Professor of the Faculty of Humanities
at Ivane Javakhishvili Tbilisi State University*

SOME STRATEGIES OF MULTILINGUAL EDUCATION

Abstract. *«Globalization is the process by which markets integrate worldwide. Over the past 60 years, it has accelerated steadily» (M. Spence, p. 28). One of the major outcomes of the globalization is a mass migration of the world population, which is mainly stipulated by ongoing political, socio-economic and even ethno-cultural processes. A lot of migrants form regional minorities of certain countries. They acquire a new language and a new culture via merging with an indigenous population. The process of acquisition is gradual, but quite challenging. It often encounters insurmountable lingvo-cultural barriers stipulated by a vivid multilingualism or multiculturalism.*

The given paper deals with the certain strategies of the multilingual education, which becomes the foundation for the elimination of lingvo-cultural barriers existing in numerous multiethnic communities.

Key words: *globalization, education, multiethnicity, multilingualism, strategy.*

Introduction

The overwhelming process of globalization results in numerous challenges, prospects and alterations. Significant changes are revealed in all spheres of human activities. One of the major outcomes of the globalization is a mass migration of the world population, which is mainly stipulated by ongoing political, socio-economic and even ethno-cultural processes. A lot of migrants form regional minorities of certain countries. They acquire a new language and a new culture via merging with an indigenous population. The process of acquisition is gradual, but quite challenging. It often encounters insurmountable lingvo-cultural barriers stipulated by a vivid multilingualism or multiculturalism.

Multilingual Education and Some Strategies of Teaching

The given paper deals with the certain strategies of the multilingual education, which becomes the foundation for the elimination of lingvo-cultural barriers existing in multiethnic communities. On the one hand, contemporary global processes often encounter the growing number of multiethnic societies dealing with the flows of immigrants. On the other hand, the conception of immigrants may comprise: «refugees, migrants, remigrants, spouses from abroad, asylum seekers and other foreigners» (E. Protassova, p. 233).

As a result, the major reasons of a predominant multilingualism and a growing tendency of the multilingual education can be presented by the following factors:

1. Political
2. Economic
3. Social
4. Certain global tendencies

A **political factor** deals with the policy of a dominant country. Throughout the history of the world, the most powerful countries sought hegemony through political, linguistic and cultural influences. As a result, a state language of a powerful country acquired a dominant status. It «invaded» a lingual domain of smaller states and facilitated the emergence of the multilingualism.

An **economic factor** deals with the demands of an intensified development of the modern economy. «In the globalized new economy, communication is central to the functioning of the market; language, culture, and identity are tied to the emergence of niche markets and added value, in a process of localization that globalization has made possible, indeed necessary» (O. Garcia and A. Lin, p. 6). Today a lot of developing countries aspire towards a profitable integration into the world market. During the transition towards the market economy, the big companies as well as the private-sector cooperatives play a crucial role in the formation of socio-economic activities. English (as *Lingua Franca*) becomes the only language of cooperation, negotiation and interrelation. The multilingual education rises in value and the acquisition of the English language becomes a market-determined process.

A **social factor** deals with the mass migration of the world population from developing countries to powerful «well-developed» states or from rural areas to cities. As a result, minoritized communities appear. Their languages acquire the status of endangered ones and the only successful policy of their preservation deals with the implementation of a multilingual education.

Certain global tendencies comprise the latest strategies of the reconstruction of the educational systems of the world countries. Nowadays, it is strongly believed, that teaching in a monolingual mode «results in academic failure, linguistic and identity insecurities, and the inability to enjoy the critical metalinguistic awareness» (O. Garcia and A. Lin, p. 6). In contrast to the monolingualism, a good bilingual/multilingual education empowers those who are educated, because mastering two or more languages (bilingual/trilingual proficiency) facilitates an individual's international circulation and interstate activities. Moreover, multilingualism forms the basis of the communication throughout Europe and becomes a prerequisite for the maintenance of a linguistic diversity.

It is also worth mentioning, that the appearance of multilingualism in the language education policies is not the challenge of the 21st century. In 1993, the Council of Europe adopted the European Charter on Regional and Minority Languages and therefore, gave national minorities the right to use their languages in education.

«Every person belonging to a national minority shall have the right to learn his/her mother tongue and to receive an education in his/her mother tongue at an appropriate number of schools and of state educational and training establishments, located in

accordance with the geographical distribution of the minority» (Additional protocol on the rights of minorities to the European Convention on Human Rights).

More than a decade later (in 2007), the Council of Europe defined the primary purpose of the *plurilingual education*:

«The purpose of plurilingual education is to develop speakers' language skills and linguistic repertoires. The ability to use different languages, whatever degree of competence they have in each of them, is common to all speakers. And it is the responsibility of education systems to make all Europeans aware of the nature of this ability, which is developed to a greater or lesser extent according to individuals and contexts, to highlight its value, and to develop it in early years of schooling and throughout life» (O. Garcia, p. 88).

Nowadays, the implementation of the plurilingual education is highly important in multiethnic communities, because each and every individual must be encouraged to get high-quality education without any discrimination on the basis of linguistic, ethnic or other belongingness. Article 30 of the UN Convention of the Rights of the Child states, that: «In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language» (International standards).

During the study of the models of a multilingual education, we can distinguish two major programs identified by C. Baker:

- ***Transitional immersion programmes***, which «start with a relatively large amount of mother-tongue lessons in primary school, and then gradually increase instruction in the second language up to 100% in the last years of schooling» (C. Baker).
- ***Maintenance immersion programmes***, which remain multilingual throughout schooling.

We believe, that the former model of teaching is more successful. The practice shows, that the knowledge of the first language (L1) of a learner greatly influences the process of the second language (L2) acquisition. The given tendency is mostly revealed on the grammatical and lexical levels. Therefore, it is preferable to achieve a level of literacy in L1 and afterwards, L2 can become the language of instruction.

It is also important to avoid standard formalized lessons. During traditional classes the major accent is put on formal aspects of L2 i.e. «children learn language in an analytical, grammar-based, rather than a communicative way, although at the age of 6-9 they are psychologically not ready to perceive and understand such analytical correlations» (B. Schulter, p. 239). The practice shows that the usage of innovative teaching technics oriented on debating, discussing, listening/speaking, group-working and pair-working develop learners' communicative skills, raise their motivation and facilitate accommodation to L2 environment.

However, a successful second language acquisition greatly depends on the educators' professionalism and knowledge of the contemporary teaching strategies. «One of the criteria to assess the teacher's professionalism is the teacher's level of all-round intelligence (IQ). It involves a teacher's psychological, pedagogical and social

willingness to educate learners, regardless the scale of their social values, ways of behavior, ideals...» (Z. Anspoka, D. Dalbina, V. Vaivade, p. 254). The level of an educator's all-round intelligence can be raised by special training courses. The attendance of such courses is highly important during teaching in multilingual/multicultural environment:

- «Educators and teachers should receive relevant training to enable them to teach in the learners' mother tongue (L1) as well as in the second language (L2) should this not be their own language...

- Educators and teachers must fully master the learner's languages and know their sociocultural background» (Multilingual education).

The practice shows that the trainers of multilingual teachers should be the representatives of those countries, which have a well-developed and a prominent system of a multilingual education. The experience shared by foreign trainers helps local educators to acquire new skills and to create new curricula based on local cultures and topics (familiar to the learners).

A successful implementation of a multilingual education is based on the usage of a special methodology and up-to-date teaching materials. The latter must include target languages and target cultures, because a language and a culture are deeply interconnected. Moreover, it is strongly believed that «Universities, academic centres and Institutions should invest in language development (standardization of the writing system, lexical development and grammatical description) to support the development of materials in local languages» (Multilingual education). Materials written in L1 are easily comprehensible. However, during the teaching process they must be gradually replaced by the textbooks written in L2.

Conclusions

Therefore, all the above-mentioned enables us to conclude, that a successful implementation of a multilingual education greatly depends on a perfect strategic planning oriented on the following components:

Strategy 1 — the achievement of a level of literacy in L1 before starting learning in L2;

Strategy 2 — the usage of innovative teaching technics oriented on the development of learners' communicative skills, because traditional grammar-oriented methods result in formalized less-successful lessons;

Strategy 3 — the involvement of well-prepared teachers, who are tolerant and create emotionally-balanced climate during classroom activities;

Strategy 4 — the facilitation of the training of teachers based on the promotion of equal mastering of L1 and L2 during the teaching process;

Strategy 5 — the facilitation of the usage of a special methodology and up-to-date teaching materials.

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Іщук М.

старший викладач

Янісів М.

доцент, кандидат педагогічних наук

НУ «Львівська політехніка»

КОНТРАСТИВНИЙ АНАЛІЗ СИМВОЛІЧНИХ ЗНАЧЕНЬ РЕЛІГІЙНИХ РЕАЛІЙ ТА СЛІВ, ЯКІ МІСТЯТЬ РЕЛІГІЙНИЙ СИМВОЛІЗМ, В АНГЛІЙСЬКІЙ ТА УКРАЇНСЬКІЙ МОВАХ

Анотація. Дана стаття розглядає питання релігійної символіки у зіставному плані української та англійської мов. Для аналізу були взяті назви релігійних реалій та слів, у семантичній структурі яких містяться релігійні символічні значення. Проаналізовані подібності та відмінності релігійної символіки. Знайдені та проаналізовані приклади з даними найменуваннями в літературі.

Ключові слова: символізм, релігійні реалії, семантична структура слова, контрастивний аналіз.

Abstract. Religion symbolism in respect of contrastive analysis in Ukrainian and English is considered in the given article. The names of religious realia and words, in the semantic structure of which there is religious symbolism, were taken for analysis. Similarities and differences of religious symbolism were analyzed. Examples of the given names in literature were found and analyzed.

Key words: contrastive analysis, religious symbolism, semantic structure.