

APPROACHES TO PLURILINGUAL EDUCATION

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The European Union (EU) has been investing in cross-border cooperation with European countries for more than 25 years. With the EU-Ukraine Association Agreement signed in 2014, the development of bilateral cooperation between the EU and Ukraine in cross-border and regional cooperation has encouraged economic activities and favorable business climate in Ukraine. It therefore has led to numerous personal and professional opportunities for the Ukrainian people and students in particular. However, fulfilling themselves in these spheres requires from students solid language competences while the language barrier may still be considered a major obstacle. Language competences are indispensable for mobility, cooperation and mutual understanding for students across borders. Under such circumstances the general objective of education is to develop a sense of identity and territorial cohesion by sharing common values, history and culture among Ukraine and the neighbouring European countries, and develop plurilingual and pluricultural competences [3]. Language barriers can be removed as soon as the neighbouring countries accept English as an *aim of* and a *resource for* quality education [1].

As far as we know, the previous research [2] has investigated three didactic approaches to plurilingual education: *integrated didactics* in which the teaching of different foreign languages is made complementary, by using links and similarities between them in an explicit way to help learning; *awakening to languages* which raises learners' awareness of the diversity of languages in their homes, schools and societies by introducing several languages in order to encourage thinking about languages; *intercomprehension between related languages* is based on developing comprehension within families of languages and tends to concentrate on the learning of receptive skills.

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

The main conclusion that can be drawn is that developing and practicing the plurilingual and pluricultural competences are one of the important priorities of modern education.

References:

1. From linguistic diversity to plurilingual education : Guide for the development of language education policies in Europe. Main version. – Council of Europe, Strasbourg, 2007. – 119 p.

2.

<https://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/language/en-GB/Default.aspx>

3. <https://www.schooleducationgateway.eu/en/pub/latest/news/border-regions-learning-the-n.htm>

TEACHING LANGUAGES BY DISTANCE ACROSS BORDERS

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Not long time ago there was a belief that traditional teaching by distance had such disadvantages as a lack of communication, a sense of disconnectedness, and a lack of confidence commonly felt by learners. Distance language learners faced even greater difficulties. Despite their wish to improve their proficiency in a given language, distance language learners found little opportunity to communicate in the language itself within this particular learning environment, and these same learners became very frustrated when they could not converse spontaneously in face-to-face situations. In response, distance language educators and researchers attempted to find a solution to this problem, experimenting with various technologies such as audio and