

та світового мистецтва, каліграфії та виховували патріотів рідного краю.

Висновки та перспективи подальших розвідок напряму. Розвиток художньо-проектної освіти Галичини початку ХХ ст. відбувся за напрямками: образотворчий та художньо-промисловий. Його реалізація охоплювала різні навчальні заклади; професійну діяльність відомих художників-педагогів, спрямовану на розбудову національної культури, застосування прогресивних форм та методів організації навчання. Подальшу роботу вбачаємо у розробці моделі художньо-проектної освіти України.

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МОВНА ОСВІТНЯ ПОЛІТИКА У МУЛЬТИЛІНГВАЛЬНОМУ СУСПІЛЬСТВІ: ДОСВІД ЄС

У статті розглянуто мовну освітню політику мультілінгвального суспільства країн Європейського Союзу (ЄС), що представлені освітніми програмами та практичними заходами для підвищення рівня мовної компетентності своїх громадян. Метою дослідження є стислий огляд мовної освітньої політики мультілінгвального суспільства країн Європейського Союзу.

Дослідження проблеми проведено із застосуванням методів узагальнення, синтезу та аналізу що використовувались для визначення основних напрямів реалізації мовної політики ЄС, а також при розробленні пропозицій вдосконалення мовної освітньої політики України.

Констатовано, що володіння іноземними мовами у країнах ЄС належить до основних компетенцій, як і вміння писати, читати і рахувати. Підкреслено, що досвід розвитку мультілінгвального суспільства ЄС може бути використаний і у нашій країні, особливо основні концепції мовної політики – навчання мов протягом усього життя та мультілінгвізм.

Засвідчено, що основними напрямками мовної політики ЄС такі: вивчення окремих предметів на різних рівнях навчання іноземною мовою, креативність, якомога більш раннє навчання однієї (двох) іноземних мов, міжкультурна компетенція (знайомство з іншими культурами, толерантність, повага до них), створення сприятливого мовного середовища (у житті, навчанні, на роботі), де звучать різні мови, створюються умови для їх вивчення, підтримка нових інформаційних та комунікаційних технологій, створення «Європейського індикатора мовної компетенції» (критеріїв оцінки мовної компетенції, єдиних для всіх країн ЄС).

Зроблено висновок, що володіння іноземними мовами у країнах ЄС належить до основних компетенцій, як і вміння писати, читати і рахувати. Кожна країна повинна проводити у галузі вивчення мов цілеспрямовану мовну політику. Очевидно, що досвід розвитку мовної компетенції громадян, накопичений у країнах Євросоюзу, може бути використаний і у нашій країні, особливо основні концепції мовної політики – навчання мов протягом усього життя та мультілінгвізм. Заслужовує на увагу і досвід розробки університетами власної мовної політики, а також шляхи та методи її реалізації.

Ключові слова: мовна політика, Європейський Союз, мультілінгвальне суспільство, навчання мов, мультілінгвізм.

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LANGUAGE EDUCATION POLICY IN A MULTILINGUAL SOCIETY: EU EXPERIENCE

The article deals with the language education policy of the multilingual society of the European Union (EU) countries, which is represented by educational programs and practical measures to improve the level of language competence of its citizens. The purpose of the study is to provide a brief overview of the language education policy of the multilingual society of the European Union.

The study of the problem was conducted using the methods of generalization, synthesis and analysis used to determine the main directions of implementation of the EU language policy, as well as in the development of proposals for improving the language education policy of Ukraine.

It is stated that foreign language proficiency in the EU countries is one of the main competencies, as well as the ability to write, read and calculate. It is emphasized that the experience of developing a multilingual society in the EU can be used in our country, especially the main concepts of language policy - lifelong learning and multilingualism.

It is shown that the main directions of the EU language policy are as follows: studying certain subjects at different levels of education in a foreign language, creativity, early learning of one (two) foreign languages, intercultural competence (acquaintance with other cultures, tolerance, respect for them), creation of a favorable language environment (in life, study, work), where different languages are heard, conditions for their learning are created, support for new information and communication technologies, creation of a "European Language Competence Indicator" (criteria for assessing the level of language competence).

It is concluded that foreign language proficiency in the EU countries is one of the main competencies, as well as the ability to write, read and count. Each country should pursue a targeted language policy in the field of language learning. It is obvious that the experience of developing citizens' language competence gained in the EU countries can be used in our country, especially the main concepts of language policy - lifelong learning and multilingualism. The experience of universities in developing their own language policy, as well as the ways and methods of its implementation, is also worthy of attention.

Key words: language policy, European Union, multilingual society, language learning, multilingualism.

Statement and justification of the relevance of the problem. The need to use and apply foreign languages is growing every year. Knowledge of a foreign language is becoming a vital necessity not only in professional activities, the educational process and the labor market, but also in everyday life, because language has always been and remains an integral component of human culture. It is not for nothing that the Lisbon Conference in 2000 included language proficiency in the list of five «key competencies» and the European Parliament in December 2006 added foreign language proficiency to the expanded list of «eight key competencies» that people need to live a full life in society.

Analysis of recent research and publications. Foreign scholars have made a special contribution to the development of the European Union's language policy: B. Gawring, R. Bell, I. Savikienė, A. Sormunen and others. Among the Ukrainian researchers whose works are devoted to language issues, it is necessary to single out V. Horbatenko, O. Kalynovska, A. Korzh, V. Kulyk, O. Medvedev, L. Nagorna, V. Radchuk, and others. Certain aspects of the state language policy in Ukraine have been studied in the works of D. Arel, Y. Besteres, O. Medvedev, L. Nagorna, O. Tkachenko,

E. Plakhuta, V. Radchuk, M. Strikha, S. Shulman, and others.

At the same time, the language education policy of the European Union, despite the considerable relevance of this issue, still remains insufficiently studied, in particular, the results of researchers in this area have not been generalized to obtain a systematic picture of the problem, as well as the implementation of European experience in Ukrainian society.

The purpose of the research is a brief overview of the language education policy of the multilingual society in the European Union. The study of the problem was carried out with the use of the tools of analysis, synthesis and generalization, which were used to determine the main directions of implementation of the EU language policy, as well as to develop proposals for improving the language education policy of Ukraine.

Presentation of the main research material. The linguistic situation in modern Europe is as follows: more than 490 million people live in the EU countries. The European Union (27 EU member states) has 23 official languages, representing three language families – Indo-European (most languages), Finno-Ugric (Estonian, Hungarian and Finnish) and Semitic (the

only one is Maltese). Each of these languages is a «working language», meaning that all official documents are issued in all 23 languages, and all meetings are held in all official languages. For example, to provide interpretation of a working meeting in the 23 official languages of the EU, 69 interpreters are needed simultaneously [2]. In addition to the official languages, EU regulations distinguish more than 60 so-called «regional languages» and «minority languages» spoken by about 50 million people (e.g., Welsh, Kashubian, Miranda, Frisian, etc.) [3].

The most common «mother tongue» for EU citizens is German, which is the language of communication for 18% of the population. At the same time, about 38% of the EU population understands and speaks English (the percentage is given without taking into account the UK and Ireland). It is quite obvious that the language policy of the European community is based on respect for the right of every citizen to speak his or her own language (Article 22 of the Charter of Fundamental Rights of the European Union), i.e., formally, the status of a regional language in this aspect is not much different from the status of an official language. The European Union has never aimed to introduce one common language for all EU citizens [4].

Language learning, as well as everything related to education, is the responsibility of each individual European state, and the relevant EU structures play only a coordinating and supporting role. The focal point for the EU language policy is the relevant Commissioner of the European Commission. From 2007 to February 2010, Commissioner Leonard Orban (Romania) was exclusively responsible for EU language policy (Commissioner for Multilingualism).

Since February 2010, Androulla Vassiliou from Cyprus has been appointed as the Commissioner for Education, Culture, Multilingualism and Youth, who has a slightly broader function and deals with general issues of education, culture and youth in addition to language policy. Nevertheless, the fact that a ministerial-level official is responsible for language policy and language learning in the EU's administrative structures demonstrates the great importance attached to the development of language competence among EU citizens. The Commissioner's task is to make everyone aware of how important learning foreign languages is for the economy and social sphere [5].

It is worth noting that the main principles of forming language competence in EU citizens are: firstly, the need for lifelong language education and secondly, multilingualism (or «multilingualism»). The EU educational policy is formed on the basis of the integrated Lifelong Learning Program 2007-2013 [6]. This document defines all the issues of the EU educational policy for the period from 2007 to 2013, including the issue of language learning [1].

The program consists of four main programs: the Comenius project (named after the 17th-century Czech humanist educator Jan Comenius), the Erasmus program (named after the famous 16th-century humanist Erasmus of Rotterdam), the Leonardo da Vinci program (named after the great Italian Renaissance figure), the Grundtvig program (named after Nikolai Grundtvig), and two additional programs:

«The Transversal program and the Jean Monnet project (named after one of the founders of the European Union). Each of these programs has its own objectives and corresponding funding [2, 7].

The most well-known project within the framework of the Lifelong Learning program is the so-called Erasmus program, under which more than two million students have participated in inter-university exchanges over the past 20 years. The Erasmus program (ERASMUS – European Region Action Scheme for the Mobility of University Students) has been in existence since 1987 and unites more than 4000 higher education institutions in 31 countries. Other higher education institutions also participate in the Erasmus Mundus program.

The Comenius program outlines the problems of education, including the issue of learning foreign languages in primary and secondary schools. The Leonardo Da Vinci program focuses on vocational education. The Grundtvig program deals with the problems of teaching foreign languages to adults.

At the same time, within their competence, these programs encourage citizens to learn foreign languages at all educational levels throughout their lives, develop and implement innovative methods of learning foreign languages, distribute educational literature for foreign language learners, and create conditions for language practice (trips, exchanges, conferences, congresses, etc.). In our opinion, the thesis put forward in the program about the need for lifelong education, including lifelong learning of foreign languages, is extremely important. The timeframe for realizing this goal is 2020-2030 [8].

The second basic principle on which the entire concept of language learning in the European Union is based is Multilingualism. The Council of European Ministers in Barcelona set a goal: every citizen should know two foreign languages in addition to their native language. This concept became the basis for creating an active foreign language learning strategy based on various pan-European programs.

In 2013, the action plan «Measures to Promote Language Learning and Linguistic Diversity» was put into effect, which combined three global areas: 1) lifelong learning of foreign languages – from preschool to adulthood; 2) improving the quality of foreign language teaching; 3) creating a language environment conducive to better language learning. In the newest program, General and Vocational Education 2020, the ability to communicate in a foreign language is still considered a key competency. At the same time, it should be noted that despite the great attention paid to foreign language learning at the European level, the goals set are not being fully realized.

Statistics reflecting the level of foreign language proficiency of European citizens are as follows: the most widely used languages are (in descending order) English (e.g., in Sweden – 88% of the population, Malta – 87%, the Netherlands – 87%, Denmark – 86%), German, French (Lithuania – 80%, Latvia – 70%, Estonia – 66%), Spanish and Italian – 56% of the EU population can hold a conversation in one foreign language. However, 28% of the population speaks two foreign languages in addition to their native language. Currently, one in five EU citizens is actively learning at

least one foreign language. At the same time, more than 40% of EU citizens say they do not speak any language other than their native language. In seven countries, up to two-thirds of the population does not know any foreign language – in Ireland, Italy, Portugal, approximately 64%, in Romania, Spain, Hungary, about 71%, and in the UK 70%. According to statistics, about 11% of all small and medium-sized enterprises in the EU, which is about one million firms, have lost contracts with partners due to the language barrier that has arisen [2].

The brief scope of the article does not allow for a detailed analysis of practical measures to develop language competence. However, the main directions of the EU language policy are as follows: studying certain subjects at different levels of education in a foreign language, creativity, early learning of one (two) foreign languages, intercultural competence (familiarity with other cultures, tolerance, respect for them), creation of a favorable language environment (in life, study, work) where different languages are heard, conditions for their learning are created, support for new information and communication technologies, creation of the «European Language Competence Indicator» (criteria for assessing language competence).

Since 1998, almost all schoolchildren in Europe have been studying at least one foreign language. Two compulsory foreign languages are taught in countries such as Belgium (Flemish region), Germany, Switzerland, Greece, Poland, Denmark, Estonia, Finland, Latvia, Lithuania, Luxembourg, the Netherlands, Sweden, Slovenia, Slovakia, Romania, Serbia, and Cyprus (58%). The exception is Ireland, where students study Irish and English, but neither language can be considered a foreign language.

The amount of time spent studying them per week in secondary school is 3-5 hours. As a rule, foreign language learning begins in the 3rd grade, in Norway, Luxembourg, and Malta – in the first grade. In Belgium and Spain, foreign language learning is compulsory from preschool age. Languages studied in secondary school are: English – 93%, French – 33%, German – up to 20%, Danish as a foreign language is in last place in the European Union – 1% [5, 6].

The analysis of literature shows that the management of higher education institutions is also doing a lot of work to encourage students to learn languages and develop multilingualism. In addition to special language courses, foreign language learning is carried out as a component of studying special subjects (for example, Japanese as part of the subject «Electronics» with the subsequent internship in Japan), as well as as an extracurricular activity. Higher education institutions are also centers for the implementation of various international student exchanges, which make a great contribution to the formation of language competence.

The document developed by the European Commission «Measures to promote language learning and linguistic diversity» provides for the following practical measures in the field of higher education:

- each university should develop and implement a clear «language policy» that defines the role and objectives of the university in foreign language learning;

- every student should study abroad for at least one semester and receive appropriate language training as part of their general professional training;

- the university's language policy should also include measures for the development and study of national or regional languages [9].

In turn, the Higher Education Language Policy (HELP) association, created by the independent organization European Language Council (ELC), aims to achieve the following objectives: each student should communicate in at least two foreign languages, they should be familiar with the latest technologies to improve their language level in the future, including when learning new foreign languages, and they should have experience in other countries.

The forms of organizing language learning classes can be different, and we can name only some of them that are implemented in the EU countries within the framework of the Lifelong Learning program and funded from the budget:

- self-study of foreign languages based on the proposed teaching materials - self-study courses on CD, DVD, electronic textbooks, various teaching materials.

- Television and radio – a large number of different TV and radio courses.

- The Internet – video and audio courses, a wide variety of learning materials.

- Classes with a teacher – usually in the evening.

- On-the-job training – free courses organized by the employer according to the company's profile.

- Classes with a partner (the so-called «tandem» learning) – two native speakers of different languages teach each other (in person or online).

Given the results obtained, we consider it necessary to propose a number of state measures aimed at overcoming language barriers between the European Union and Ukraine. In our opinion, the introduction of a state language policy is necessary through the development and implementation of national regional and special programs, support for public initiatives, and the establishment of cooperation between state authorities, local governments, and public organizations.

Finally, specialized state programs aimed at increasing the communication capacity of Ukrainian citizens should be developed and launched, and state funding should be introduced to achieve these goals. Ukraine's state language policy should be based on a scientifically sound combination of all the promising things that have already stood the test of time, taking into account pan-European trends and the experience of other European countries in solving similar problems.

Conclusions and prospects of further exploration of the direction. In the EU, foreign language skills are considered to be among the core competencies, along with the ability to write, read, and do math. Each country should pursue a targeted language policy in the field of language learning. The experience of developing the language competence of citizens accumulated in the EU countries can be used in our country, especially the main concepts of language policy – lifelong learning and multilingualism. The experience of universities in developing their own language policy, as well as the ways and methods of its

implementation, is also worthy of attention. Prospects for further research include further study of the experience of EU member states, as well as the development of Ukrainian state language policy programs aimed at overcoming obstacles to communication between Ukraine and the EU.

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