

**Training of teachers of foreign languages on the background trend
towards multilingual education**

The article deals with the issue of professional training of teachers of foreign languages in the direction of foreign languages teaching in general education for multilingualism. The focus is on the linguistic and methodical aspects of teacher training in foreign languages, despite the introduction of learning a second foreign language even in general education.

Key words: multilingual education, second language, methodical preparation, professional training of teachers of foreign languages, linguistic competence.

Social development, globalization and integration processes in Europe performatuvaly language landscape once monolinhvalnyh countries and the continent as a whole. New conditions favored the formation of the majority of the inhabitants of Europe was the need for knowledge of foreign languages, and this in turn has led to increased attention to the field of foreign language teaching at all levels of education: both in the organized and unorganized training.

Scientists from different countries recognize the fact multilingual nature of society, and in such circumstances, you should review the organizational and methodological principles of training for work in the various target groups, different not only in terms of objectives, end of study results , the age of those who learn , form and language learning factors, but also due to the fact that the account is studied. Attention is drawn to the fact that working with people who have experience of learning at least one foreign language is different. This category of people has a certain linguistic basis on which to further the study of language can and should be based. Therefore, there are studies that focus on the specifics of learning a second foreign language, and proposes the concept of multilingual education. Among these studies should include work of German scientists by the

concept of multilingualism G. Neumann, H. - J. Krumm, F. Meissner, B. Hufeisen etc. In the domestic scientific community problems professional training of teachers of foreign languages in view of multilingualism considered K. Balabukha, A. Dem'yanenko, A. Kovalenko, A. Sbruyeva, I. Sokolov, V. Schepilova and training issues second foreign scholars such as N. Marchenko, L. Frost.

The purpose of the article - identify the characteristics of the professional training of teachers of foreign languages in view of the trend towards multilingual education , diversifying learning foreign languages and heterogeneous nature of the target groups.

The question of whether the changes in the structure of society, turning it into a multicultural and polilinhvalne prompts to review the role of foreign languages in the education system was put back in the late twentieth century. Thus , referring to documents of the European Association of Teacher Education , A. Kovalenko said that purposeful learning a foreign language or more has become a priority of both the school and teacher education. This, according to the researcher , makes it necessary to improve the content and objectives of the educational process in higher educational schools and multilingual education for entry to training future teachers of foreign languages [3 , p. 11].

Reflecting on the problems of training of teachers, I. Sokolova , in turn, stressed that " modern education strategy aimed at forming personalities , conscious of the importance of learning foreign languages, honors the different national culture that is able to actively and effectively life in multinational and multicultural environment "[8 , p 164].

Obviously, the integration process in Europe and globalization in all spheres of life contributing to the expansion of the spectrum of foreign languages represented in the community , and therefore offer a foreign language at school. While the educational system of Ukraine foreign languages are offered even to this day disproportionately addition , foreign language offer is limited primarily in English, German, by a large margin , and a small proportion of French and Spanish. Case of schools in other foreign languages (Chinese, Polish, Japanese,

Hungarian) are solitary in nature. In addition, most schools only recently studied a foreign language. On this occasion, K. Balabukha noted that learning a foreign language as a means of international communication artificially leads to the formation monokulturyzmu : education on the traditions and customs of a nation [1], which contradicts the reality of multilingual and multicultural character not only in Europe but also Ukrainian society.

The trend towards multi-lingual education in the European area, and more recently in Ukraine , although here it looks unorganized study multiple languages at the initiative of students, due not only to pragmatic considerations , but also teaching. The study of second language accompanied by an intensification of the conditions of proper training of the educational process as a result of the formation of multilingual competence, which is characterized by a high degree of systematization and abstraction, and on the basis of their results in a more deliberate and thorough understanding of linguistic phenomena. Also, previous experience of learning the language transfers of already acquired knowledge and skills in the field of learning a new language, thus developing linguistic skills: verbal intelligence, linguistic flexibility, analytical and cognitive ability of the person linguistic memory and linguistic intuition.

When teaching second and foreign language teachers more, not taking into account peculiarities of the study in terms of multilingual education, face problems of interference, which are quite difficult to overcome. So you want to work on proactive strive to use students' existing knowledge to the conscious assimilation of new language material .

B. Schepilova investigated problems learning a second language and concluded that there is a need for rethinking the content of the professional competence of teachers of foreign languages on the basis of future professional orientation to teaching foreign language in terms of multilingual education, which is a specific direction didactics. Moreover , in addition to dedicated scientists , educational, technical, cultural, and other communicative competence in language content vocational teacher training B. Schepilova identifies several in her opinion

the key, competencies of future teachers of foreign languages in terms of multilingual education and multicultural nature of society. These researcher include:

- linguistic competence - knowledge of the system and the structure of the languages studied , the rules of operation of the communication process;
- discourse competence - the ability to plan linguistic behavior accordance with the functional purpose of communication;
- sociolinguistic competence - the ability to select the linguistic means in accordance with the social conditions of communication;
- social competence - the use of different strategies in terms of interaction with people and the world;
- compensatory competence - the ability to fill the gaps in language , speech and socio-cultural component [9].

Some scholars distinguish separately also multilingual competence among the factors of successful formation of which K. Balabukh called vocational guidance , in what refers to the availability of educational, methodological, pedagogical , psychological skills and abilities. Under these conditions, there is need for systematic and holistic and integrative approach to teaching students [1].

I. Sokolova notes that linguistic pluralism as a result of socio-political and socio -economic transformation in Ukraine can be seen in the study of foreign languages in secondary schools. The most common are the following structural combination of languages: English (IM1) + German (IM2), English (IM1) + French (IM2), German (IM1) + English (IM2), French (IM1) + English (IM2), " it Neighbourhood " (IM1) + English (IM2) [8, p. 165].

The general rule in the higher educational institutions of Ukraine , preparing teachers of foreign language teacher training is in two foreign languages, where English is taught as a first or second . So , we can agree with O. Dem'yanenko that the linguistic profile polilinhvalnym learning is inherently so studied at least three languages, and in the context of four Ukrainian (Ukrainian, Russian and two foreign), and thus multicultural because the requirements for cross-cultural

competence content , which is formed under the conditions of this study , increasing as the requirements for teacher training . Next, the researcher emphasizes that future teachers should learn to be attentive to the manifestations of an alien culture, ready to safely look and take the existing cultural differences (at consumer culture, professional communication, behavior), to be able to find common ground without trying to remake everything in own way. The purpose of cross-cultural training is to build the teachers to new cultural awareness - the ability to contact with another culture to understand different lifestyles , different values, different approach to their values and abandon the stereotypes , that is to learn the "cultural standards" of other cultures , constantly reinterpreting its [2, p. 205-206].

Citing W. Barkasi , I. Sokolova notes that the professional competence of teachers of foreign languages is an integral formation of the person, which consists of a cognitive process (professional knowledge, skills), social (formed by the level of national identity, civic responsibility) multicultural (formed planetary thinking, awareness of national values) autopsychologichnoho (willingness and ability for teaching activities) and personal (tact, tolerance, communicative, mobility, etc.) components [8 , p. 166].

According to A. Kovalenko, teachers should be pragmatic, because for students it has evolved from a means of achieving the goal, gaining something. They should explain that give foreign language for a future career.

L. Puhovska, considering the problem of modern teacher training in the context of the European dimension, drew attention to the fact that European teachers should prepare students to self-managed lifelong learning in society. In addition, regardless of specialization, the teacher needs to know or at least have the opportunity to learn several foreign languages and be able to handle in terms of cultural pluralism. The researcher stresses that learning and language learning plays in this context the central role because that promotes mobility and mutual understanding among the highlights of European values[5, p. 67, 69].

A. Sbruyeva in turn indicates that the key role of teachers in the modernization of European education is emphasized within all basic documents defining the nature of current education policy. Based on the results of the study of these documents, the researcher identifies three groups of professional competences for European teachers and the factors influencing them. Thus, the social changes lead to the formation of competences, as competence in the field of civic education in the field of teaching students skills necessary for lifelong learning in a knowledge society , and the laying of new skills training programs and knowledge of the subject of specialization, ability to work with heterogeneous contingent integrate ICT in the learning process [6].

One of the key components of professional competence of teachers of modern scholar calls " Europeanness " and among its components called European identity, European multiculturalism, Europe's linguistic competence, in what is understood that the European teacher has more than one foreign language , with skills in teaching and other Speak it gets in the system of teacher education and in the process of further professional development. He spends some time in a foreign language environment, communicating with colleagues in other languages and speakers of these languages. By significant component also belongs to the European mobility of teachers (study abroad, learning foreign languages , familiarity with the cultures of other nations participating in the programs organized exchanges , facilitating the mobility of students , establishment of virtual and real contact with their peers in other European countries, etc.) [6].

Consequently, researchers are unanimous about the fact that social and political changes have led to significant changes in the language area , which in turn leads to the view of professional training of teachers of foreign languages because of the demands of multilingual education. Most scholars tend to highlight the structure of professional competence of teachers of foreign languages in addition to the linguistic, technical, socio-cultural and more discursive , social and compensatory competence. In terms of multilingual education , special importance is multilingual and cross-cultural competence of teachers, including not only the

knowledge of several foreign languages, familiarity with different cultures and tolerant attitudes , but also formed the European identity . It is also important while studying in the pedagogical university to attract students to make study programs for different target groups , build skills in remote mode using the power of ICT.