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## **STRONG AND WEAK FORMS OF LEARNING IN TWO LANGUAGES**

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**T**he process of bilingual education in schools takes place using various forms of organization of students' educational activities, types and models of learning, the effectiveness of which in modern conditions is mostly evaluated from the point of view of promoting the active work of students in classes, the development of thinking, imagination, responsibility, learning cooperation in a team, taking into account level of preparation and interests of students.

A special place today is occupied by the approach in which a foreign language is used as a means of mastering the content of various general education subjects. This approach is not new, its varieties have been used to study non-linguistic subjects for centuries, and today it is considered an effective way of forming bilingualism. Nowadays, students' native language is also used during education, so this approach has different names, such as "immersion education" or "bilingual teaching of subjects". The term "immersion" is borrowed from a chemistry course; it means mixing. In this case – mixed use during learning of two languages – native and foreign. Immersion education is carried out under conditions when several or most subjects are studied in a second language.

Immersion students are usually native speakers of the majority language, so the learning process is structured and subordinated to their needs.

There are so-called strong and weak forms of learning in two languages. Immersion forms, according to experts, are strong forms of bilingual education. They are characterized by the same ratio of two or more languages. The purpose of such forms is to enrich the linguistic knowledge and skills of schoolchildren. There are also weak forms of bilingual education - submersion (learning by the linguistic minority of the majority language only by means of this language) forms with the so-called classes: 1) withdrawal (exit, extraction); 2) structural immersion; 3) sheltered English and 4) transitional bilingual education. The purpose of such schools is to enable minority children to use the language of the country where they live. The result of bilingual education weak forms is often monolingualism, assimilation into the culture of the country and rejection of national values.

Submersion is the learning by a linguistic minority of the majority language only through the means of that language. Children of the minority seem to be immersed in the linguistic environment of the majority.

Immersion education is an established concept, but there are different forms of it. The main principle is that the student should receive approximately 90% of the information on the subject in a foreign language. Experts believe that in this way, students have the opportunity to acquire a high level of foreign language competence, as the content of education is significantly expanded. Today, this approach is used to teach various subjects, mostly in the natural and mathematical cycle, less often social and political, as well as artistic disciplines. Nowadays, the English language is mainly used as a education medium in European countries. In such countries as the Netherlands, Denmark, Slovenia, Poland, Sweden, Norway, Finland, immersion education has been widespread for over 30 years.

The term "immersion" was first used to describe intensive language programs for US troops deployed overseas during World War II. In the 60s of the XX century, the concept of "immersion education" began to be used to characterize a new form of bilingual education. At the beginning of the new millennium, the experience of immersion education in Australia, Singapore, New Zealand, Hong Kong and South Africa is particularly successful. Among European countries, the experience of multinational countries is successful, in particular, Spain, Finland, Hungary and Great Britain.

This type of training is considered as:

1) in-depth study of a foreign language with a significant expansion of the content of the study at the subject material expense; mastering the ability to communicate freely in the studied language within the scope of the subject material;

2) mastery of factual subject material using a foreign language as a means of learning, formation of the ability to present such material by foreign language means.

Each branch of the educational course contributes to the development of language competence in various subjects from music to mathematics, from science to sports – components of a child's speech development. At the same time, the mastery of any aspect of the educational course partly depends on the knowledge of the language of the given region. Acquiring language skills in chemistry, psychology or mathematics is essential in understanding these disciplines.

**Keywords:** bilingual education, ethnic communities, immersion education, language policy, learning foreign languages.

## **STEM TECHNOLOGIES IN VOCATIONAL EDUCATION – THE KEY TO REORIENTING THE ECONOMIC DEVELOPMENT MODEL (THAILAND'S EXPERIENCE)**

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**A**lready in the first months after the February 24, 2022, barbaric invasion, the hopes spread throughout the world for an early Ukraine defeat were shattered by the Ukrainians' invincible resistance. The Ukrainians began an active search for an answer to questions about the prospects after the victory. This is evidenced by Presidential Decree No. 266/2022 dated April