
INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES IN SECONDARY EDUCATION IN UKRAINE



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Abstract. *The main tasks were determined: the study of innovative methods of teaching foreign languages involved a theoretical analysis of the domestic pedagogical experience; essential characteristics of the main concepts in the investigated problem context are carried out. The article analyzes the meaning of the terms “bilingual education” and “immersion education” 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”. Teaching in two languages is quite common in European countries. As a rule, such training does not require artificial encouragement, as it contributes to the expansion of the general horizons of students through familiarization with the peculiarities of foreign culture, forms a tolerant attitude towards the views, cultural characteristics of another representative of culture, related to national specificity. This process stimulates the need for further self-education and self-development, and is a necessary condition for professional work in the modern world.*

Keywords: *teaching foreign languages; immersion education; language policy; bilingual education; educational programs; foreign culture; language competence; learning foreign languages; subject competence.*

INTRODUCTION, PROBLEM STATEMENT

The development of Ukraine as a multinational state, the formation of a civil democratic society open to other countries, peoples and cultures, the transformation of general secondary education in the globalization conditions of society requires the development of new approaches to the younger generation education in the context of the revival of the ideas of national and multicultural education. Preparing young people for life in a multicultural, globalized society appears among the main tasks of modern education in Ukraine. The formation of the ability to conduct a productive dialogue, including in a foreign language, with representatives of

other countries, cultures, and nations is of particular importance in educational activities. (Nikolaenko, 2004).

The purpose of the article is to review the analysis of innovative methods of teaching foreign languages in secondary education in Ukraine. According to the goal, the main tasks are determined: the study of the phenomenon of teaching foreign languages involves a theoretical analysis of the pedagogical domestic experience; to carry out the essential characteristics of the basic concepts in the context of the problem under study.

LITERATURE REVIEW

The analysis of pedagogical literature, namely the studies of S. Krashen, D. Saer, N. Hornberger, J. Fishman, C. Baker, J. MacNamara, J. Cummins, B. Spolsky, indicates that bilingual education, immersion education is in the center of attention many scientists. Experts believe that this type of school is quite successful, which necessitates of foreign languages further studying and comprehensive analysis to identify ways to use the positive experience for reforming secondary schools in Ukraine. Analysis of the Ukrainian pedagogical literature, namely the studies of, I. Biletska (Biletska, 2013), T. Bodnarchuk (Bodnarchuk, 2012), O. Lokshyna, O. Shparyk, A. Dzhurylo (Lokshyna, 2015), O. Maksymenko (Maksymenko, 2015; Maksymenko, 2021), L. Tovchigrechka (Tovchigrechka, 2012), indicates that teaching foreign languages in Ukraine is in the focus of attention of many scholars.

METHODOLOGY

This is a theoretical study, authentic sources were used such as: C. Baker (2008) (1996) a, S. Krashen, D. Saer, N. Hornberger (1996) a, J. Fishman (1996). To solve the designated tasks and achieve the goal, the following methods were used – analysis, synthesis, comparison, generalization (for studying and generalizing scientific literature on the specific scientific methodology of the problem, conducting a categorical analysis of basic concepts and designating the relationship between them).

MAIN RESULTS

Two sciences are important for the methodology of teaching a non-native language – psychology and linguistics. The main purpose of methodological recommendations is to show the shortest and most effective way in a foreign language learning. This science must take into account the mental mechanisms of speech in a foreign language and its inherent dynamics in the personality. The speech mechanisms study in the process of spontaneous or purposeful learning is a subject of psychology. We are interested in the educational process or mechanism that ensures the formation of the ability to use at least two languages to a certain extent or only the foreign language understanding (depending on the purpose of education).

It is revealed that a special place today is occupied by an approach in which a foreign language is used as a means of mastering the content of various general educational subjects. This approach is not new, its varieties have been used to study non-speech subjects for centuries, and today it is considered an effective way to form bilingualism. Currently, students' native language is also used during instruction, so this approach has been variously referred to as "immersion education" or "bilingual subject education". The term "immersion" is borrowed from a chemistry course; it means mixing. In this case – mixed use during two languages learning – 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 education 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 submersion forms of bilingual education (learning by a linguistic minority of the majority language only by means of this language). The purpose of such schools is to enable minority children to use the language of the country where they live. Weak forms of bilingual education often result in monolingualism, assimilation into the country's culture, and national values rejection.

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, mainly in the natural-mathematical cycle, less often in socio-political, as well as art disciplines. Today, English is predominantly used as a medium of instruction in European countries. In countries such as Netherlands, Denmark, Slovenia, Poland, Sweden, Norway, Finland, immersion education has been widespread for more than 30 years.

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 expense of subject material; 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 education, the ability formation to present such material by means of a foreign language.

In recent years, there has been a more transparent trend in Ukraine towards mastering foreign languages, which are actively acquiring the status of a socio-economic and political means of mutual understanding between different representatives of the world community in various spheres of life. These realities objectively determine the expansion of the foreign languages functions and the renewal of the tasks of mastering them in modern society. First of all, it is:

- the formation of students' readiness for social interaction to jointly solve various problems and achieve mutual understanding, finding compromises;

- tolerant attitude towards the peoples whose language is studied, participation in the dialogue of cultures as an important phenomenon of peaceful coexistence and mutual enrichment;

- mastering the techniques of independent work with language, learning strategies, the ability to use compensatory techniques in case of language means shortage;

- creative use of a foreign language for self-expression, language differences awareness with the native language, knowledge and ability to use the peculiarities of its use in typical social situations of communication;

- formation of pupils/students' individual learning style, self-control of their own level of mastery of foreign language communicative competence (Kis, 2002).

The result of language learning should be personal multilingualism, which involves a conscious separation of language systems and a relatively free transition from one language to another depending on the change in the situation and life needs.

Political and social changes are taking place in the modern world and in Europe in particular make it necessary to know at least one or several foreign languages. In recent decades, there have been intense discussions about more appropriate and effective ways of foreign language

learning. The experience of many countries shows that a foreign language is best learned using bilingual education models. Bilingual education is an effective way of development not only for national minorities, but also for every citizen of Ukraine, which accelerates the process of integration both in the domestic society and in Europe, and harmonizes relations between people who speak different languages.

Language education is an important tool that forms the individual consciousness and his ability to be socially mobile in society, contributes to dialogue between cultures in a globalized world around the various problems solution. New realities require changes in the definition of levels of foreign language proficiency, the new approaches definition to the content and organization selection of materials, the adequate forms usage and types of control.

Of particular relevance is bilingual education on the principle of Ukrainian + foreign in the light of pan-European polylingual tendencies, the integration of our state into the European educational space, the spread of the practice of student exchange and the educational system openness of our country to foreign students.

The spread of learning foreign languages fits into the context of European directives, which recommend that member states teach in educational institutions, in addition to the state language, two more languages of the European Union. Bilingual education in Ukraine is an adequate answer to the question of linguistic and cultural diversification in Europe:

- preparation of the base for the students' mobility and certified specialists;
- participation in educational European programs;
- activation of school and university exchanges.

Therefore, the important features of bilingual education in Ukraine are taking into account the regional needs of local ethnic communities, national characteristics and pan-European trends. In this regard, it seems possible to single out certain steps regarding the further development of bilingual education in Ukraine:

- consistent and systematic work on improving the theory, methodology, methodology and practice of bilingual and multilingual education;
- ensuring the unity of theoretical and practical training of students in the part of forming their socio-cultural competence in foreign languages;
- development of a bilingual and multilingual education model in secondary general educational institutions, special attention should be paid to the study of the theoretical and practical experience of multilingual education in general educational institutions of the leading countries of the world;
- improving teaching staff the qualifications of general educational institutions by conducting scientific and methodical activities on the problems of bilingual, multilingual education and multiculturalism;
- introduction of the practice of holding scientific conferences, scientific and methodical seminars with the activation of schoolchildren's participation in existing international educational programs.

Language policy in Ukraine is determined by the fact that the state ensures the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout the territory of Ukraine. In addition, the free development, use and protection of other languages of national minorities of Ukraine is guaranteed; the state also promotes the study of foreign languages. The use of languages in Ukraine is guaranteed by the Constitution of Ukraine and determined by law (Konstytutsiia Ukrainy, 2003).

The Ukrainian language is a compulsory subject in all educational institutions of the country. It is studied not only in schools with the Ukrainian language of instruction, but also in schools where education is conducted in other languages. The National Doctrine of the Development of Education of Ukraine (2002) aims to ensure fluency in the Ukrainian

literary language as a means and condition for successful socialization and self-realization of an individual in Ukrainian society. The Law of Ukraine “On Education” (2017), the State Standard of Primary Education (2018) and the State Standard of Basic Secondary Education (2020) proclaim the formation of such key competence as fluency in the state language, which is Ukrainian in Ukraine, as the task of education (Lokshyna, 2019).

The Concept of school education of national communities in Ukraine refers to the decisive role of language in the formation of a creative, nationally conscious personality. The subject of education at school, says the Concept, should not be so much language removed from the system of practical actions, as thought, spirituality, linguistic and general culture represented by it (Bondarenko, 1995).

Multinational composition of the population of Ukraine led to the emergence of schools and classes in which children of different nationalities study. Teaching in these classes is conducted in Ukrainian, Hungarian, and Crimean Tatar languages.

According to the level of language proficiency in Ukraine, the following groups of native speakers can be distinguished:

- speak only the state language – Ukrainian;
- speak only one national language;
- speak several languages (one of which is russian);
- speak several national languages of the country, but do not speak Ukrainian;
- speak russian, national and foreign languages;
- speak many languages (polyglots).

This differentiation of language skills is connected with the bilingual and multilingual nature of society. Socio-political changes in society require an urgent solution to one of the most important problems of international harmony, mutual understanding between peoples in a multi-ethnic country such as Ukraine, the formation and development of various forms of bilingualism (multilingualism).

Practice shows that the means of international communication, mass communication in a separate state, republic, region is a language (languages) that carries a functional load, that is, it is actively used in the activities of state bodies, public institutions, as a means of learning – in schools and other educational institutions, as well as in everyday life. At the same time, depending on the degree of development of harmonious bilingualism in the national republics, national languages can also receive this status. This will allow the use of two or more languages as means of social interaction. Undoubtedly, the main role in this falls on secondary schools, which are designed to form a bilingual (bilingual) and multilingual (polylingual) personality. Multilingualism can be closely related (for example, command of closely related languages: Polish-Ukrainian, Crimean Tatar-Bashkir-Turkish, etc.), unrelated, that is, command of three or more unrelated languages (for example, Ukrainian-Crimean Tatar-English, etc.) (Anafieva, 2010).

CONCLUSIONS

Languages define the individual, but they are also part of a general inheritance. They can serve as a bridge to other nations and cultures, contributing to mutual understanding and a common sense of European identity. Effective multilingualism policies and initiatives can empower citizens. Language skills can also increase people’s chances of employment, facilitate access to services and rights, and promote solidarity by increasing intercultural dialogue and social cohesion. The presence of different methods and forms of learning foreign languages reflects European diversity, the existence of a large number of languages and language groups, differences in educational environments, their readiness to respond to the ambitions and wishes of students and their parents.

The innovative methods of teaching foreign languages education analysis of schoolchildren and the bilingual education concept was clarified and reviewed. The main tasks were determined: the study of foreign language learning involved a theoretical analysis of the pedagogical domestic experience; it was carried out the essential characteristics of the basic concepts in the context of the problem under study. The use of innovative methods of teaching foreign languages in secondary school will allow achieving higher success in obtaining basic knowledge by students, in particular in mastering foreign languages.

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