

PRINCIPLES OF FOREIGN LANGUAGE LEARNING IN EUROPEAN INTEGRATION PROCESSES

Kovalova O. B.

*Senior Lecturer at the Department of Philology and Translation
Kyiv National University of Technology and Design
Mala Shyianovska str., 1, Kyiv, Ukraine
orcid.org/0000-0003-1414-776X
kovalova.ob@kmutd.edu.ua*

Nykytenko O. V.

*Senior Lecturer at the Department of Foreign Languages for Business
and International Communication
National University of Food Technologies
Volodymyrska str., 68, Kyiv, Ukraine
orcid.org/0000-0002-7305-7812
nikitolya@i.ua*

Malyk Yu. I.

*Senior Lecturer at the Department of Foreign Languages for Business
and International Communication
National University of Food Technologies
Volodymyrska str., 68, Kyiv, Ukraine
orcid.org/0000-0002-3295-5771
mui_27@ukr.net*

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European integration processes refer to the various political, economic, and social changes taking place across Europe as countries work to integrate into the European Union (EU) and other international organizations. Learning foreign languages is an important component of this integration process as it enables people to communicate effectively with individuals from other countries. The purpose of the article is to substantiate main principles that are a necessary condition for the development of foreign language integrated skills, as they include all the necessary requirements for teaching foreign languages in the context of the European integration. The research of the article is based on analyzing work of Ukrainian scientists, who studied the peculiarities of the use of immersion method in teaching foreign languages and principles of its application at higher schools of Ukraine. The principles of foreign language learning in this context are influenced by the need for effective communication, intercultural understanding, and cooperation among member states. According to analyzing the latter, the following principles of modern methods of teaching a foreign language in the context of European integration were defined: communication focus, European dimension, cultural competence, practical application, collaborative learning. These principles are the basis of the following recommendations: to provide a wide selection of languages to meet the needs associated with the development of international exchanges; development of competence in at least two foreign languages for all students; learning foreign languages as a continuous process that lasts a lifetime; knowledge of the social, economic and cultural realities of the

languages being studied; give preference to those teaching methods aimed at the development of oral expression, using audio and video materials, interactive tools.

ПРИНЦИПИ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ ЗДОБУВАЧАМИ ВИЩОЇ ОСВІТИ У КОНТЕКСТІ ЄВРОПЕЙСЬКОЇ ІНТЕГРАЦІЇ

Ковальова О. Б.

*старша викладачка кафедри філології та перекладу
Київський національний університет технологій та дизайну
вул. Мала Шияновська, 1, Київ, Україна
orcid.org/0000-0003-1414-776X
kovalova.ob@kmutd.edu.ua*

Никитенко О. В.

*старша викладачка кафедри ділової іноземної мови
та міжнародної комунікації
Національний університет харчових технологій
вул. Володимирська, 68, Київ, Україна
orcid.org/0000-0002-7305-7812
nikitolya@i.ua*

Малик Ю. І.

*старша викладачка кафедри ділової іноземної мови
та міжнародної комунікації
Національний університет харчових технологій
вул. Володимирська, 68, Київ, Україна
orcid.org/0000-0002-3295-5771
mui_27@ukr.net*

Ключові слова:

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мови.*

Процеси європейської інтеграції стосуються різних політичних, економічних і соціальних змін, що відбуваються в Європі, коли країни намагаються інтегруватися в Європейський Союз (ЄС) та інші міжнародні організації. Вивчення іноземних мов є важливою складовою частиною цього процесу інтеграції, оскільки воно дає змогу ефективно спілкуватися з людьми з інших країн. Метою статті є обґрунтування основних принципів, які є необхідною умовою розвитку іншомовних інтегрованих навичок, оскільки містять усі необхідні вимоги до навчання іноземних мов у контексті європейської інтеграції. Дослідження статті базується на опрацюванні робіт українських учених, які розглядали особливості використання методу занурення у викладання іноземних мов та принципи його застосування у вищій школі України. На принципи вивчення іноземних мов у цьому контексті впливає потреба ефективної комунікації, міжкультурного взаєморозуміння та співпраці між державами-членами. Відповідно до аналізу останнього, у статті визначено такі принципи сучасної методики навчання іноземної мови в контексті європейської інтеграції: комунікаційна спрямованість, європейський вимір, культурна компетентність, практичне застосування, навчання у співпраці. Ці принципи є основою таких рекомендацій: забезпечити широкий вибір мов для задоволення потреб, пов'язаних з розвитком міжнародних обмінів;

розвиток компетентності щонайменше у двох іноземних мовах для всіх учнів; вивчення іноземних мов як безперервний процес, що триває все життя; знання соціальних, економічних і культурних реалій мов, що вивчаються; віддання переваги тим методам навчання, які спрямовані на розвиток усного мовлення, з використанням аудіо- та відеоматеріалів, інтерактивних засобів.

Statement of the problem. It is characteristic that language policy and creation of a common communicative space is one of the priority directions of the European Union. One of its results is the fact that lingua franca within the EU has become English. Lingua Franca (Italian: lingua franca – “language of the Franks”) is a language that is de facto the language of interethnic communication. In other words, it is a functional type of language used for communication between speakers of different languages in conditions of limited social contacts.

It is worth articulating that to rise to a new level within the specified set of concepts allows turning to methodological and conceptual developments in the field of language policy of the European Union. Obtaining the status of a European state requires support of some norms of Western society, one of which is the knowledge of two foreign languages, in addition to the native one, by EU citizens. In particular, EU citizens have grown to understand that the growing level of economic, social and cultural integration requires a greater level of linguistic harmony. The policy in the field of foreign language education, which can be defined as a separate direction of EU language policy, was aimed at achieving this goal. Promoting the study of foreign languages in the EU has long been a separate activity of the European Commission, which has its own name – Language Learning Policies.

The European Commission uses three languages for internal needs – English, French and German. English is the working language of the European Central Bank. Members of the European Parliament need to translate many documents into 24 languages, so their work is multilingual from the very beginning.

However, one of the goals of the language policy is for every European citizen to have two foreign languages in addition to their mother tongue.

According to the curriculum “Higher Education of Ukraine and the Bologna Process”, Ukraine’s entry into the European space of higher education is one of the main factors during the implementation of the defined strategic direction of Ukraine’s integration into the European Union. The Bologna Process initiated the creation of the European Higher Education Area which was meant to be a strategic move toward student-centered scenarios, where innovative teaching methods should activate students’ learning skills. The creation of the European space of higher education poses difficult tasks in terms of increasing

student mobility, more effective international communication, easier access to information and deeper mutual understanding.

The innovative changes that have begun in the educational space of Ukraine need their further development, in particular in the direction of language education. The introduction of relevant European standards into the modern teaching of foreign languages in Ukraine is relevant for us today. The way to solving the tasks related to this process lies through the humanization of education, a person-oriented approach in education and the creation of conditions for the development of the skills of conducting successful intercultural dialogues with representatives of other countries. Students’ mastery of a foreign language ensures the development of their abilities to use it as a communication tool in the dialogue of cultures and civilizations of the modern world. It is considered as a means of interpersonal interaction in the conditions of a multinational and multicultural world space.

Development of foreign language integrated skills of students in the process of studying certain disciplines of the educational cycle in a foreign language is gaining relevance.

Analysis of research and publications. In the modern methodology of teaching foreign languages, an effective innovation – the method of “immersion” in a foreign language environment is distinguished. This method was the focus of interest of some domestic Ukrainian scientists, such as I. Bahov [1], A. Buzovskyi [2], N. Zakordonets [3] who studied the peculiarities of the use of immersion in teaching foreign languages and principles of its application at higher schools of Ukraine.

These domestic and other foreign scientists C. Baker, W. Wright [4], O. Garcia [6] also believe that with the help of developed courses (initial disciplines) natural conditions will be created for the development of foreign language real-speech, namely integrated skills in a non-linguistic environment. Integrated skills are the teaching approach that incorporates the four language skills (listening, speaking, reading, and writing) to develop students’ communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities [9]. According to E. Hinkel “To study a language, you may need to break the language into parts. To use it, however, the skills and components must be integrated” [8].

The purpose of the article is to substantiate main principles that are a necessary condition for the development of foreign language integrated skills, as they include all the necessary requirements for teaching foreign languages in the context of the European integration.

Presenting of the main material. Foreign language learning plays a crucial role in the process of European integration, which involves the integration of the European countries into a unified political and economic system. The principles of foreign language learning in this context are influenced by the need for effective communication, intercultural understanding, and cooperation among member states. Here are some key principles [5].

1. Communication focus. The primary goal of foreign language learning in the process of European integration is to develop effective communication skills. Emphasis is placed on developing the ability to understand and express oneself in the target language, both orally and in writing. This includes the acquisition of vocabulary, grammar, pronunciation, and fluency.

2. Cultural competence. Language and culture are deeply intertwined. To foster intercultural understanding and cooperation, foreign language learning emphasizes the exploration of the target culture. Learners are exposed to the customs, traditions, history, and values of the countries whose languages they are studying. This helps develop cultural competence, enabling individuals to navigate diverse cultural contexts effectively.

3. European dimension. Given the context of European integration, foreign language learning often has a European dimension. It involves learning not only the official languages of the European Union (such as English, French, German, Spanish), but also the languages of neighboring countries and regional minority languages. This promotes linguistic diversity, cultural awareness, and mutual understanding among European citizens.

4. Practical application. Foreign language learning in the context of European integration places importance on practical application. Learners are encouraged to apply their language skills in real-life situations, such as through immersion programs, study abroad opportunities, or internships in other European countries. This facilitates the integration of language skills with practical experiences, enhancing proficiency and confidence.

5. Collaborative learning. European integration promotes collaboration and cooperation among member states. Similarly, foreign language learning encourages collaborative learning environments where learners can interact with each other and with native speakers of the target language. Collaborative activities, such as group projects, discussions, and

language exchanges, foster communicative skills and cultural exchange.

A developed society requires citizens to have a certain culture in all spheres of activity, including the culture of speech and communication. Changes in the educational environment are based on this – a radical revision of the concept of building educational materials and educational processes. The new concept is formed taking into account the principles of functioning of the European education system defined within the Bologna process. With this in mind, let's consider the most important linguistic didactic principles of the development of foreign language integrated skills of students.

These principles are the basis of the following recommendations: to provide a wide selection of languages to meet the needs associated with the development of international exchanges; development of competence in at least two foreign languages for all students; learning foreign languages as a continuous process that lasts a lifetime; knowledge of the social, economic and cultural realities of the languages being studied; give preference to those teaching methods aimed at the development of oral expression, using audio and video materials, interactive tools [7].

Particular attention is paid to the principle of implementing European assessment standards as more objective and impartial (European language proficiency levels). Each type of speech activity has its own rating scale. Six main levels of language proficiency are proposed for the organization of language learning: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Proficiency), C2 (Mastery). But in accordance with the specifics of national language learning programs, intermediate levels can also be developed (The CEFR levels) [10].

Existence of fixed levels in general recommendations gives them transparency and coherence, offers a basis for further planning and development.

The integration of national education, in particular the study of foreign languages, into the world education system and European educational institutions is carried out taking into account the main principles of the state education policy in Ukraine (priority of education, its democratization, humanization, national orientation, continuity, multiculturalism and variability, openness and inseparability of education and upbringing) [7].

The general strategy of teaching foreign languages is determined by the needs of society and the level of development of linguistic, psychological-pedagogical and related sciences. This strategy is a communicative approach that determines the practical goal of learning foreign languages: mastering foreign language intercultural communication through the formation

and development of intercultural communicative competence and its components (speech and language competence, sociocultural and sociolinguistic, discursive, strategic).

Studying complex and interesting educational courses or academic disciplines requires students to spend a lot of time on independent creative work. Therefore, the development of integrated foreign language skills in its very essence determines the independent linguistic and conceptual work of students at the current stage of the development of our society.

Conclusions. Overall, the principles of foreign language learning in the process of European integration aim to develop effective communication skills, intercultural competence, and a sense of the European identity among learners. These principles align with the broader goals of European integration, which include fostering unity, cooperation, and mutual understanding among the European countries and their citizens. Consequently, emphasizing the

European standards and connecting them with the need for changes at the Ukrainian universities one should learn to use the rule set that has been developed and successfully tested in the countries of the European Union. This will give the Ukrainian students the opportunity to learn and act in accordance with the standards generally accepted in the European states and open a path to the future in the conditions of a united Europe. Development of foreign language integrated skills of students in the process of studying certain disciplines of the educational cycle in a foreign language is gaining relevance. Therefore, the success and high efficiency of the educational process of learning foreign languages is ensured by following the basic didactic and methodical principles: the principle of using a foreign language as a solution of non-speech problems, the principle of reflex activity, the principle of complete assimilation of the material, the principle of teaching methods of independent acquisition of knowledge and formation of skills and abilities.

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