

Implementing social media in the process of foreign language teaching and learning promotes and facilitates language acquisition and stimulates natural development of language-related skills.

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Towards Multilingualism in the European Education Area

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The European Union considers multilingualism as one of the important priorities. It funds a number of programmes and projects in order to promote multilingualism as an aspect of Europe's competitiveness [7]. The role of foreign language competence in present day world is reflected in a number of documents prepared by the EU institutions.

The European Commission documents "Framework Strategy on Multilingualism" (2005) and "European Strategy on Multilingualism" (2008) identified three main areas of the EU policy in this area: - emphasizing the significant role played by languages and multilingualism in the European economy and looking for the ways to enhance this role; - encouraging all citizens to learn more languages and promoting their ability to speak foreign languages to improve mutual understanding and communication; - providing all citizens with access to the EU legislation and information in their own language [4].

In May 2014, the Council adopted a number of conclusions on multilingualism and the development of language competences, with EU Member States committing to enhancing cooperation in the field of multilingualism and improving the effectiveness of language teaching in schools.

Language skills are at the heart of the ambitious vision to create a European Education Area. The European Commission made a set of proposals for a comprehensive approach to the teaching and learning of languages, aiming to: boost language learning by focusing on achieving specific competence levels, based on the Common European Framework of Reference for Languages (CEFR); introduce the concept of language awareness; ensure that more language teachers have the opportunity to learn and study abroad; identify and promote innovative, inclusive and multilingual teaching methods [5].

In 2017, the Commission published the 'renewed EU agenda for higher education' (COM (2017) 0247). It focuses on four priority areas: aligning skills development in higher education with the needs of the labour market; making higher education widely accessible and more inclusive and increasing its societal outreach; boosting the innovation capacity of higher education; increasing the effectiveness and efficiency of higher education [2].

A Council Recommendation on a comprehensive approach to the teaching and learning of languages was adopted by education ministers at a Council meeting in May 2019 [11].

Most Europeans share the European Union's position that the EU citizens should be able to speak at least two foreign languages; more than seven out of ten (72%) agree that EU citizens should be able to communicate in more than one language other than their mother tongue. The vast majority of Europeans (81%) believe that languages within the EU should be treated equally. Even the fact that seven out of ten respondents (72%) believe that Europeans should be able to communicate in a common language does not mean that any language should take advantage over others [6].

According to the existing data, the most common way to master a foreign language is to learn a foreign language at school. Over two-thirds of Europeans (68%) acquire a foreign language competence this way. A much smaller number of Europeans have learned a foreign language, communicating it informally with native speakers (16%), with a teacher outside an educational institution on one-to-one basis or in a group (15%). Europeans tend to believe that learning foreign languages at school is the most effective way to master them.

However, the subject of debates is the issue of the choice of a foreign language for learning in institutional education. In 2011 in the EU countries 83% of primary school students and 94% of upper secondary school students were learning English as a foreign language. In 2011 English was the most widely learned foreign language in primary and lower secondary schools. It was learned by more than 90% of students: in Malta and Austria - 100%, in Spain and Italy - 99%, in Greece - 97%, Croatia - 95%, in France - 93%, in Poland - 91%. The second most widely learned language as a foreign language at both primary and secondary school levels was French (19% at the primary school level and 23% at the upper secondary school level), followed by German (9% and 21%) and Spanish (6% and 18%) [9].

In 2019, 96.4 % of students of the given level across the EU were studying English as a foreign language, compared with 26.4 % studying Spanish, and slightly more than one fifth studying French (21.8 %) or German (20.3 %) [5].

In higher education language teaching is implemented as a mandatory component of education only in the process of professional training of students of philology, in some dual specialization programmes and within the disciplines offered to students for elective study.

In order to implement the concept of lifelong language learning within non-institutional education a flexible system of "certified" and "non-certified" language courses is proposed. However, the main task of providing foreign language teaching and learning is assigned to official institutions of secondary education.

At the same time the scholarly studies claim that language education in many respects does not keep up with the current processes as in this educational sphere changes are implemented slowly and inconsistently. On the one hand, traditional methods and means of teaching and learning languages are ineffective any longer, on the other hand, the educational system fails to adequately and timely respond to the needs of various social institutions and provide for an appropriate learning process for language acquisition. At the same time social, economic, political and cultural changes put forward new requirements for the use of languages and language proficiency.

The situation increasingly demonstrates a direct relationship between linguistic diversity and the labour market in the knowledge-based economy. On the basis of analysis of labour market data, researchers point out that in the knowledge economy, different languages are constantly used and different of them dominate in a particular environment. Therefore, scholars believe that the focus in foreign language teaching and learning does not have to be on the language knowledge and correctness but it has to be on teaching students how to achieve mutual understanding [12].

The study allows us to draw a conclusion that there is an understanding in the EU that the aspects that have to be addressed to promote multilingualism cover foreign language teaching and learning goals, the choice of languages for learning, innovative methods of teaching allowing for teaching communication in a foreign language, teacher training models, the learning environment, ensuring consistency in

language teaching at different educational levels, students' needs and their individual psychological learning styles, pedagogically justified use of technology in language teaching and learning, etc.

The basis for the development of new models of foreign language teaching and learning makes the assumption that language education should provide a person with skills and abilities that will allow him/her to exist effectively in the society. Thus, the attempts are made to identify adequate forms of language learning and ways to acquire communication skills in social institutions of different levels - at schools, in higher education institutions and within the labour market (the implementation of the concept of "lifelong learning") and provide for ensuring consistency in obtaining foreign language education.

It is worth pointing out that scholarly studies of Ukrainian researchers of the issues of foreign language teaching (T.Besarab, O.Borzenko, L.Golubnycha, O.Iliencko, K.Nesterenko, Ya.Pavlishcheva, O.Petrova, N.Popova and others) are in line with the modern trends in this education sphere in the European Union and are directed at working out the models of foreign language teaching and learning that will equip students with foreign language communicative skills essential for effective functioning in the global environment [1;3;8; 10;13;14].

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Актуалізація навчання іноземної мови в іншомовній аудиторії

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Одним із найактуальніших питань сьогодення є вирішення проблем, що виникають в освітній галузі та вимагають від майбутнього спеціаліста активного володіння іноземною мовою. Студенти мають бути підготовленими до використання іноземної мови в подальшому житті та професійній діяльності, адже мова виступає як засіб комунікації. Якісна мовленнєва підготовка студентів неможлива без професійно-орієнтованого навчання, де застосовуються інформаційні технології та інтернет-ресурси тощо.

Питання підвищення ефективності професійної підготовки спеціалістів набувають особливої актуальності. Це стосується вивчення дисципліни «Іноземна мова» в іншомовній аудиторії, у результаті чого підвищується інтелектуальний потенціал, розширюється кругозір майбутнього спеціаліста.

Мотивація вивчення мови здійснює стимулюючий вплив на протікання розумових процесів, стає джерелом інтелектуальної та творчої активності особистості та позитивно впливає на якість знань; вона є найважливішою внутрішньою умовою розвитку прагнення до самоосвіти та має діагностичне значення, тобто є показником багатьох важливих якостей особистості [1].

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Перед викладачами вишів стоїть ціла низка проблем: навчити студентів умінню працювати в колективі, використовувати термінологію, застосовувати на практиці різні типи комунікацій, вміння працювати з текстами наукового