

## Література

1. Гублер Е.В. Вычислительные методы анализа и распознавания патологических процессов. — М: Медицина, 1978. — 293 с.
2. Джессен Р. Методы статистических обследований: Пер. с англ. — М.: Финансы и статистика, 1985. — 478 с.
3. Козлов А.П., Попов Н.Н. Медицинская статистика: учебное пособие. — Харьков, Изд. центр ХНУ, 2006. — 88 с.

*Yuliia Samoilo*,  
*va*,

Senior Lecturer of the Department of Humanitarian disciplines of Sumy branch  
of Kharkiv National University of Internal Affairs

## THE ROLE OF MULTILINGUAL TRAINING IN HIGHER EDUCATION

Requirements in the sphere of higher education, in particular in the field of teaching a foreign language, have changed as a result of the globalization process. Today there are a lot of international exchange programs for students, young scientists and teachers, the chances of young professionals to achieve success in the field of careers have grown dramatically. That is why the main task of the modern high school is to prepare the students to interact with the multi-lingual and multicultural world. In order to achieve this goal, higher education institutions face the challenge of teaching students two or even three foreign languages. The emergence of this task in the field of education led to the change of traditional forms of learning into teaching foreign language communication, using the foundations of intercultural didactics in the process of teaching. In order to achieve this goal, multi-lingual and multicultural education is the most effective means.

In the classical sense, multilingualism is the ability of an individual to speak more than one language, actively (for oral and written communication) or passively (reading and understanding by ear) while using it [2, 4].

It should be noticed that it is the higher education institutions that play a key role in the development of multilingual competence both in a particular individual and in society as a whole [1, 8].

The importance of multi-lingual education as a means of obtaining special and professional knowledge, as a component of in-depth linguistic education is determined, above all, by the general global tendency towards European integration in the economic, cultural and political spheres. In the educational sphere, this tendency causes the endeavor for the integration of subject knowledge, the orientation towards the comprehension of the integral world map. Multi-lingual learning provides students with broad access to information in a variety of subject areas, receive new information according to individual needs, and opportunities for continuing education, which gives them additional chances to compete in the European and global market of specialists.

In its classical sense, learning a foreign language implies the existence of a certain standard which should be achieved (speaking at the level of the native

speakers), that is the language is a subject of study. This idea is based on the majority of traditional, including communicative teaching methods. In the context of multi-lingual education, language is a means of learning that is studying the content of discipline is in foreign language. This principle is the basis of modern European educational projects aimed at increasing the integration of the language and the content of education. Their central approach is Content and Language Integrated Learning. The key task of this approach is to teach discipline with non-native language means. At the same time, discipline itself may not have any relation to the study of language, such as teaching history of Italy in English. The peculiarity of such projects is that the student receives knowledge of "non-linguistic" discipline, using and simultaneously studying a foreign language [1, 8].

The result of multilingual education is the achievement of basic multi-lingual competence, which is not only an alternative way of learning a language, but also a way of mastering special knowledge, attaching to the values of world culture and developing social and communicative abilities of the individual.

Today multicultural multilingual education by means of studying native and foreign languages is an important component of modernization of the goals and content of national educational systems in European countries (including Ukraine). In the context of globalization, economic integration and the creation of a single European labor market, higher education institutions seek to ensure the training of European-level professionals capable of working on the European market. Thus, the significance of multilingualism as a socio-cultural phenomenon of modern society is significant, as the development of multilingualism contributes to the convergence of people, the peaceful resolution of issues of co-existence, the upbringing of the skills of respect for culture and language, the traditions and customs of other people, the formation of common goals and tasks in the process of integration.

#### References

1. Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee of the Regions : Promoting Language Learning and Linguistic Diversity. An Action Plan 2004–2006. – Brussels, 24.07.2003
2. Wei L. Research Perspectives on bilingualism and multilingualism / L. Wei // Wei L. and G. Moyer The Blackwell Guide to Research Methods in Bilingualism and Multilingualism. – Malden / Oxford : Victoria, 2008. – P. 3–17.