RESEARCH AND EXPERIMENTAL WORK ON IMPLEMENTATION OF MULTILINGUALITY IN SECONDARY EDUCATIONAL INSTITUTIONS

Abstract. The author analyzes the phenomenon of multilingual education in European countries and the peculiarities of the attitude of scientists to multilingualism in the modern educational paradigm. The purpose of research is to analyze the PlurCur project and create recommendations for the introduction of multilingual education at a decent level in Ukrainian education as a research and experimental work of multilingualism. The author reveals the features of the formation of modern experimental methods of multilingualism in European educational institutions, the features of the creation and functioning of the project of the cross-linguistic curriculum, the attitude of foreign and Ukrainian scientists to the experimental implementation of the cross-linguistic curriculum in the educational environment. The research and experimental work is based on the functioning of the intercultural curriculum, which is gaining more and more popularity in schools and universities in Germany, Austria, Poland and France. The author describes in detail the levels of functioning of the curriculum (international, national, school, group and personal). The multilingual education program provides for the study of four foreign languages by children from grades 2 to 9. Starting from the second grade, every 2 years, children take to study a new foreign language, and the one that they studied before passes into the language when studying another school subject. Attention is focused on the formation of multicultural competence through the formation of communicative and sociocultural components in foreign language lessons, as the basis for the formation of a multilingual and multicultural personality within the educational process. An example of an actual model of a cross-cutting language program for Hufeisen and the characteristics and functions of its work in practice are given. The author describes the features of the process and stages of introducing new bilingual and multilingual programs to an educational institution through the approval of state documents and the coordination of the curriculum by the teaching staff. The author gives recommendations on the approach to creating the necessary conditions for research and experimental work and the introduction of multilingual education based on the PlurCur project and examples of European educational institutions participating in the project.

Keywords: cross-linguistic curriculum, multilingual education, multilingualism, PlurCur project.

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сучасної експериментальної методики багатомовності в європейських навчальних закладах, особливості створення та функціонування проекту накрізного мовного курикулу, ставлення зарубіжних та українських науковців до експериментального впровадження накрізного мовного курикулу в освітньому середовищі. Дослідницько-експериментальна робота базується на функціонуванні міжкультурної навчальної програми, яка набуває все більшої популярності в школах та університетах Німеччини, Австрії, Польщі та Франції. Автор детально описує рівні функціонування навчального плану (міжнародний, національний, шкільний, груповий та персональний). Програма багатомовного навчання передбачає вивчення дітьми з 2 по 9 клас чотирьох іноземних мов. Починаючи з другого класу кожні 2 роки діти починають вивчати нову іноземну мову, а ту, яку вони вивчили раніше, використовують при вивченні іншого шкільного предмета. Акцентовано увагу на формуванні полікультурної компетентності через формування комунікативного та соціокультурного компонентів на уроках іноземної мови, як основи формування багатомовної та полікультурної особистості в освітньому процесі. Наведено приклад реалізованої національної мовної програми за Б. Хуфайзен та її характеристики й функції роботи на практиці. Описано особливості процесу і етапи впровадження нових двомовних та багатомовних програм у навчальний заклад шляхом затвердження державних документів та узгодження навчального плану педагогічним колективом. На основі проекту PlurCur та прикладів європейських навчальних закладів, які беруть участь у проекті, надано рекомендації до створення необхідних умов для дослідно-експериментальної роботи та запровадження багатомовної освіти в українські загальноосвітні заклади.

Ключові слова: накрізний мовний курикулум, багатомовна освіта, багатомовність, проект PlurCur.

Introduction. The term "multilingual education" has been used since 1953 as a term defining the use of two or more foreign languages in the educational process. Moreover, it is worth noting that UNESCO defined language not only as a complete system for learning in foreign language classes, but also as a means of learning in other classes and using languages in everyday life [11, c. 198].

In Europe, since the 90s of the last century, researchers of multilingualism indicated the need to introduce multi-competence, emphasizing the following aspects: 1) the achievement of competence at the level of native speakers is no longer the goal when learning several foreign languages; 2) the teacher must have the competence of knowledge in several languages; 3) the native language can help to better understand a foreign language when studying grammatical and lexical units; 4) the principle "the earlier the better" no longer works - the main thing is to consciously grasp the language in education for better command of it [11, c. 200].

Over the past twenty years, The European Centre for Modern Languages (ECML) has achieved significant progress in the development of the system of teaching foreign languages, which is actively engaged in the modernization of language education on the basis of 33 European countries [2]. Their PlurCur model of multilingual education is a fairly new method of teaching foreign languages in the school system abroad (since 2011), which is now gaining more and more popularity and is being experimentally implemented in general educational institutions in the Netherlands, Germany, Austria, Switzerland and others. The main developers of the language curriculum model abroad are E. Allgäuer-Hackl, K. Brogan, U. Henning, B. Hufeisen, and J. Schlabach and other. On the territory of Ukraine, this model has been studied very little and only a few scientists shed light on it in their works: V. Gamanyuk, N. Zhdanova, O. Bilozir and O. Pershukova.

Discussion. Brita Hufeisen, who first spoke about the creation of an end-to-end language curriculum in 2005, sees the purpose of the developed model not only in the successful study of one foreign language, but anticipating the needs of society and the difficulty of learning foreign
languages at school, she wants to completely modernize school and university education, which would allow pupils and students to speak at least four languages at a sufficient and/or advanced level [9, c. 266].

The purpose of our research is to analyze the PlurCur project and create recommendations for the introduction of multilingual education at a decent level in Ukrainian education as a research and experimental work of multilingualism.

The project of an end-to-end language curriculum is gaining relevance and has been tested in German schools in recent years. But despite the need of modern students to master several languages and the active development of the project among multilingual scientists, this project still remains little known among school workers in Germany, Austria, the Czech Republic, Norway, Ukraine, etc. and is purely research-experimental in nature. What will be determined by the narrow circle of schools, gymnasiums that wish to participate in the PlurCur project.

The implementation of the PlurCur curriculum takes place at several levels, which ensure the functioning of the new school education at all its levels. Only with the presence of all regulatory components is it possible to build a clear, high-quality and functional educational process (Table 1.) [1].

### Levels of PlurCur implementation in language education

<table>
<thead>
<tr>
<th>Name</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPRA</td>
<td>international</td>
<td>international reference tools, General European recommendations for Language, international evaluation studies, European Language Indicator Competence, analyses</td>
</tr>
<tr>
<td>MACRO</td>
<td>national/ regional</td>
<td>curriculum, strategic specific goals, common core, learning standards</td>
</tr>
<tr>
<td>MESO</td>
<td>school</td>
<td>curriculum, strategic specific goals, common core, learning standards</td>
</tr>
<tr>
<td>MICRO</td>
<td>class/group</td>
<td>course, textbook used, resources</td>
</tr>
<tr>
<td>NANO</td>
<td>individual</td>
<td>individual learning experience, continuous personality development</td>
</tr>
</tbody>
</table>

The given table demonstrates the functioning of state programs and documents at five levels of state education. Therefore, the curriculum ensures general consistency, planning of education in its various aspects (goals, competencies, content of education, approaches, materials, etc.) and coordinates the pace of acquisition of competencies in various school subjects and the quality of the formation of competencies among students [4].

The Common European Framework of Reference for Languages (CEFR) states that the given curriculum (framework system) is ambiguous and complex in its definition, requiring very fruitful further work in order to obtain the planned results. Cross-cutting language curriculum – is part of a larger language process that does not end with one school education and affects the development of a bilingual personality outside the school walls [4]. First of all, it is worth paying attention to the fact that the curriculum is aimed at a theoretically grounded, scientific method-based description of why and under what conditions the educational process should take place and is a plan for a discipline or a general educational institution with a definition of the purpose, content, methods, means training and forms of control [5, c. 166], which is subject to the policy of multilingualism and standards established by the Council of Europe (The Council of Europa) and acts as a tool for the modernization of language education and education in general.

Ukrainian scientist Pershukova O. in her article "Interculturality and multilingualism as directions for modernization of the content of language education of schoolchildren in Europe" writes about the modernization of education through the implementation of an end-to-end language curriculum in modern education, which we cannot avoid in the era of globalization. Within the framework of multilingual education, the first task of the teacher should be the formation of intercultural sensitivity (understanding of cultural features on a sensory level), which is ensured by the modernization of the content of the educational material [11, c. 200]. And only with the
help of written exercises in verbal communication is it possible for students to acquire knowledge about the culture and traditions of the country whose language is being studied and to formulate sociocultural competence.

Accordingly, "The Platform of resources and references for plurilingual and intercultural education" was designed to help countries participating in the PlurCur project develop their own language curriculum in such a way that to take into account all the languages that can be taught at school (Fig. 1.) [2]. This shows that there is no single language curriculum for all schools in the world, educational institutions based on the model of an end-to-end language curriculum should still focus on the linguistic and cultural characteristics of their students.

Hufeisen B. developed an actual model of the end-to-end language curriculum, which was taken as the basis of a large-scale experimental project of ECML [8, c.50-69]. In the future, we will consider the purpose of the composite model:
- taking into account the existing individual multilingualism of students, which they bring into the educational context in one way or another, and its distribution to all students;
- students’ awareness of their own multilingualism as an asset, even if it is about little-known and little-used languages;
- promotion of school multilingualism, fixed in educational plans;
- sensitization of language teachers and professional disciplines to issues of multilingualism, simultaneous teaching of several languages, to general issues of multilingualism didactics;
- promotion of the systematic formation of linguistic awareness and linguistic attention at the interdisciplinary level;
- use of educational strategies relevant for language learning in other educational contexts;
- involvement of intercultural education in the content of education of other disciplines;
- use of the synergistic effect of learning several languages;
- simplification of language learning and teaching;
- systematic integration of individual and social multilingualism in all educational disciplines [8, c. 266–267].

The presented goal is implemented according to the scheme proposed by Jonas Erin in 2017 (Fig. 2.) [7, c. 239].
So, according to the presented scheme, we can see that learning a foreign language begins only with the 2nd grade. In accordance:

- Grades 2-3: traditional L1 learning.
- 4-5 grades: traditional study of L1/ introduction of 2 (or more) bilingual subjects in L1/ study of traditional L2.
- Grades 6-7: study of traditional L2/ introduction of 2 (or more) bilingual subjects in L2/ study of 2 (or more) bilingual subjects in L1/ traditional study of L3.
- 8-9 grades: study of traditional L3/ introduction of 2 (or more) bilingual subjects in L3/ study of 2 (or more) bilingual subjects in L2/ study of 2 (or more) bilingual subjects in L1/ study of traditional L3 (or introduction of language vacuum) [7, c. 240].

It is worth paying attention to several aspects of the presented model:

- The first language (L1) is German (as the language of the majority in Germany, Austria, Liechtenstein). Language and speech competences in the first language are formed throughout schooling.
- Foreign languages can be taken as "classical languages" such as French, English, and minority languages (which are specific to the region of the educational institution or the availability of specialists).
- For foreigners whose native language is not German, the course "German as a foreign language" (Deutsch als Fremdsprache or DaF/DaZ) is provided.
- Studying the native language aims to popularize the native language as a cultural one and to form a national identity.
- Active integrated learning of subject and language through CLIL methodology.
- Mandatory general structuring of education - interlingual, intersubject and interannual.
- The study project should include several languages and many other school subjects (ECML).

Therefore, the cross-cutting aspect presented is to provide for each school subject a clear variation of languages that would be understandable for both the teacher and the students.

The end-to-end language curriculum presented in the early works of B. Hufeisen was based on the functioning models of bilingual education the Dynamic Model of Multilingualism and the Factor Model for learning multiple languages [8, c. 86], and factors that influence the study of a second foreign language (linguistic, cognitive, affective, neurophysiological and external factors and the culture of learning of the students themselves) (Fig. 3.).
Fig. 3. Factors affecting the specifics of the work of the end-to-end language curriculum (according to B. Hufeisen).

To implement an end-to-end language curriculum in the educational process, teachers must use stable methods and take into account the specifics of learning each language: didactics of learning a second (third/fourth) foreign language after the first, didactics of multilingualism, integrated language and subject teaching, and receptive multilingualism [7, c. 241]. Moreover, within the framework of the end-to-end language cuticle, attention is also paid to the formation of communicative competence and it is emphasized that it is necessary to take into account strategic competence (strategic competence - the skill to balance and satisfy the needs of communication in the context). Regardless of the specificity of intercultural communication, strategic competence should always be based on four metacognitive principles, which are played out in the construction of the curriculum:

• pre-planning: preparation, rehearsal, identification of resources for communication, etc.;
• execution: on the basis of existing knowledge, be able to navigate the situation;
• monitoring execution: evaluation of one's own activity through the received results of communication or evaluation of the listener;
• rectifying any difficulties encountered: correcting errors in speech by analyzing one's own answers [7, c. 241].

We should also note that the listed principles are basic for the formation of all speech competences. To illustrate the strategic principles, we can take as an example a fragment of the lesson proposed by the Croatian National Program (The Croatian National Program) (Fig. 4.)

Fig. 4. Fragment of a lesson using the PlurCur method
It is worth emphasizing that the scope of such work takes not only a lot of time and money to create and implement an end-to-end language curriculum taking into account the conditions of the region (languages, dialects, school subjects), but also a significant contribution from the teaching staff. From which significant resource contribution and development in experimental conditions are required. For example, we will give a plan of work with research and experimental methods [11, c. 201]. According to O. Pershukova, an experimental educational institution provides an opportunity to officially test new educational technologies and to change the content of all education based on a certain educational institution only after certain steps have been taken:

- study by the pedagogical team of all necessary regulatory and legal documents;
- determination of the topic, purpose and level of experimental research;
- determination of the possibilities of the educational institution;
- discussion by the pedagogical staff of the nuances of cooperation and definition of a common goal in the work for the correct analysis of the work and improvement of the learning model in practice;
- get the support of education management bodies;
- drawing up an application for research and experimental work on the basis of a certain (selected) educational institution;
- submission of an application and program to the relevant education management body;
- obtaining the status of an experimental educational institution of the All-Ukrainian or regional level [11, c. 201-202].

According to J. Akker, D. Fasoglio and H. Mulder, the development of a language curriculum is usually a long and cyclical process with a large number of participants, whose interests must be taken into account when specifying ideas in programs and materials for the successful implementation of learning [2]. Therefore, European experts have developed a common educational context for all languages in the educational process within the framework of the end-to-end language curriculum, which (context) aims to unite all languages of the project in one sector of language education, to create a common structure and content of the language curriculum:

- approval of uniform terminology, principles and standards in the field of language subjects (especially in assessment);
- creation of recommendations on unified methodological approaches for establishing cross-subject connections between language subjects for the formation of end-to-end skills and the creation of conditions for interlanguage translation [2].

**Conclusions**. At this stage of its development, the cross-language curriculum model is in the PlurCur pedagogical experiment phase on the basis of European schools (the Netherlands, Germany, the Czech Republic, Estonia, France, Italy, etc.) and Ukrainian schools (in Odesa, Chernihiv, Transcarpathian regions, etc.) and is actively improving with each new step for future introduction into the education system of these countries. After all, it is precisely thanks to the PlurCur program that we have an ideal opportunity to expand the standard framework for learning foreign languages and to adapt a whole range of foreign languages to the educational system [6, c.186].

Multilingual education is currently actively developing in European countries and in Ukraine. Developing and forming new methods and approaches to teaching foreign languages in schools through the formation of a multilingual personality with an extended, flexible experience of mastering foreign languages. All scientists studying the theory of multilingualism aim to find effective ways to learn foreign languages (from three foreign languages during schooling) within the school curriculum. And this is not possible without changing the paradigm of the curriculum. Therefore, it is achieved only through the gradual adaptation of the educational system.
References:

Література: