DEVELOPMENT OF BILINGUAL EDUCATION IN UKRAINE AND ABROAD

ABSTRACT

The article is devoted to the development of bilingual education in Ukraine and abroad. Within the study a comparative analysis of the development of bilingual education in Ukraine and abroad was conducted. The most appropriate models of bilingual education for the implementation in the domestic system of high education were identified. Theoretical framework of the study is based on the achievements of European scientific school which was formed in the 90s of the twentieth century and studied bilingualism in terms of understanding its various phenomena, obtaining special knowledge through native and foreign languages, multicultural education to facilitate the integration of youth into the European cultural environment. The achievement of the European school is considered to be the development of the theoretical foundations of bilingual education as an alternative way of foreign language learning. We also considered the attainments of American, Canadian and Russian scholars in the field of educational bilingualism to identify the most appropriate models of it for the implementation in the Ukrainian system of high education. We consider content-language integrated learning is one of the most appropriate models of bilingual education for the domestic system of professional training at the universities and propose within it to teach special (professional) subjects with the help of foreign language. Such kind of learning should be based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education. In this case the conditions for the introduction of the international aspect to the content of education will be created. Since the classification of bilingual education models, proposed by O. Shirin and M. Pevzner, provides in the process of bilingual education a gradual transition from simpler models that tend to use the native language to more complex, which almost exclude the use of native language, they are, in our opinion, the most optimal models for domestic educational system. In the conditions of artificial bilingualism, which is typical for the territory of Ukraine, we consider the use of such models of bilingual education in high educational institutions to be the most acceptable.

Keywords: bilingualism, bilingual education, models of bilingual education, process of education, foreign language, native language, content-language integrated learning, comparative analysis.

АНОТАЦІЯ

Стаття присвячена розвитку білінгвальної освіти в Україні та за кордоном. В рамках дослідження було проведено порівняльний аналіз розвитку двомовної освіти в Україні та за її межами. Визначено найбільш відповідні моделі двомовної освіти для впровадження у вітчизняну систему вищої освіти. Теоретичні рамки дослідження базуються на здобутках європейської наукової школи, що сформувалась у 90-х роках ХХ століття та вивчала білінгвізм з точки зору розуміння різних його
провів, отримання специфічних знань через рідну та іноземну мову, полікультурну освіту для сприяння інтеграції молоді в європейське культурне середовище. Досягненням європейської школи вважається розробка теоретичних основ двомовної освіти як альтернативного способу вивчення іноземних мов. Ми також розглянули досягнення американських, канадських та російських науковців у галузі навчального білінгвізму для визначення найбільш відповідних його моделей щодо впровадження в українську систему вищої освіти. Було встановлено, що предметно-орієнтоване інтегроване навчання є однією з найбільш відповідних моделей двомовної освіти для вітчизняної системи професійної підготовки в університетах і пропонуємо в межах такого навчання викладати спеціальні (профільні) дисципліни за допомогою іноземної мови.

Такий вид навчання повинен базуватися на спеціально створених білінгвальних навчальних програмах, в яких як рідну, так і іноземну мови використовують як інструмент навчання. У цьому випадку будуть створені умови для впровадження міжнародного аспекту до змісту освіти. Оскільки класифікація двомовних моделей освіти, запропонована о. Ширіним та М. Певзнером, передбачає в процесі білінгвальної освіти поступовий перехід від більш простих моделей, що мають тенденцію до використання рідної мови до більш складних, що майже виключають використання рідної мови, вони, на наш погляд, є найбільш оптимальними моделями для вітчизняної системи освіти. В умовах штучної двомовності, характерної для території України, ми вважаємо використання таких моделей білінгвальної освіти в університетах найбільш прийнятним.

Ключові слова: двомовність, білінгвальна освіта, моделі двомовної освіти, процес навчання, іноземна мова, рідна мова, предметно-орієнтоване інтегроване навчання, порівняльний аналіз.

INTRODUCTION

The modern world has begun to move towards globalization, which in turn has led to the integration of our country into the European space. In order to be part of the European community, we must train future specialists in two languages: our native language and one of the European Union languages, to facilitate the integration of our specialist in the modern labor market.

In this regard, many scholars advocate the introduction of bilingual education into the Ukrainian education system.

The concept of "bilingual education" is interpreted differently by different scholars.

One of the most famous theorists of bilingual education, C. Baker, argues that the term “bilingual education” is sometimes used to describe the education of students who already speak two languages or study additional languages. He insists that this is an incorrect interpretation of bilingual education, which arose due to the complexity of the phenomenon of bilingual education. The scientist himself interprets this phenomenon as a process in which education is conducted in more than one language, and sometimes more than two (Baker, 1993, pp. 7–29; Baker, 2011, pp. 412–416).

John Edwards defines bilingual education as "education within which two languages are used for teaching" (Edwards, 2009).

Bilingualism in education is not a new phenomenon. In general, the history of bilingual training shows that this problem has been cultivated for a significant historical period.

Thus, in the Russian Empire in the early nineteenth century, noble families were not limited of teaching children only the Russian language. Even at that time, knowledge of one language was not enough in terms of career advancement. Learning French was
compulsory at the time, and knowledge of German or English was approved because secular, political, and social life required knowledge of those languages. Since there was a real motivated demand for such specialists in society, the study of foreign languages became one of the main trends in the education of that period. Such training was provided by teachers and governors. That is, knowledge of a foreign language at that time was a means necessary for career success and recognition in society (Sytnyakivska, 2012, pp. 121–124).

In the western part of Ukraine in the period of the 19th – early 20th centuries, bilingual education was also quite common, due to long being of our country a part of the Austro-Hungarian Empire (Sytnyakivska, 2012, pp. 121–126).

Looking deeper into history we can say that the ideas of multilingualism have been developed by prominent scholars and educators since the Enlightenment. Comenius paid special attention to the study of languages, developing his own linguodidactic concept, according to which an educated person (philosophers, doctors, theologians) should know several languages: native, neighboring, Latin, and additionally – Greek, Hebrew and Arabic (Comenius, 1940).

Bilingual education as a scientific problem began to be actively pursued in the world in the second half of the twentieth century and not only abroad but also in the former USSR.

The urgency of its study in Soviet times was determined by the multinational nature of the Soviet Union and the ideology of introducing the Russian in all national schools in the vast territory of the former Soviet Union. Education in a significant number of educational institutions of various types during this period was conducted in Russian. Russian was the language of interethnic communication. Therefore, during this period a new direction of research was devoted to the problems of bilingualism as a way of constructing the educational process in such a way as to use the native language and Russian (Sytnyakivska, 2012, pp. 121–127).


These scientific schools have investigated and developed bilingual education in the context of facilitating the integration of ethnic communities of migrants into the dominant culture. Under the influence of these scientific schools in America and Canada, bilingual education and upbringing for children from ethnic communities in public schools was introduced in early 1960s.

It is also worth noting that bilingual education has been cultivated for the last twenty years in most European countries (France, Holland, Switzerland, Luxembourg, Belgium, Sweden, Finland, etc.), which have long focused the educational process on bilingualism, especially in higher education. The main reason for this orientation is the interdependence of countries, which encourages the study and use of foreign languages.


This document defined the goals, objectives and content of learning foreign languages; characterized the final levels of foreign language proficiency; the requirement to speak three languages within the European model of education was determined: native, one
of the three basic languages of the European Union (English, German or French) and one of
the EU countries languages.

THE AIM OF THE STUDY
The aim of the study is to conduct a comparative analysis of the development of
bilingual education in Ukraine and abroad in order to identify the most appropriate models
for use in the domestic system of high education.

THEORETICAL FRAMEWORK AND RESEARCH METHODS
Theoretical framework of the study is based on the achievements of European
scientific school which was formed in the 90s of the twentieth century and studied
bilingualism in terms of understanding its various phenomena, obtaining special knowledge
through native and foreign languages, multicultural education to facilitate the integration of
youth into the European cultural environment. The achievement of the European school is
considered to be the development of the theoretical foundations of bilingual education as an
alternative way of foreign language learning. We also considered the attainments of
American, Canadian and Russian scholars in the field of educational bilingualism to identify
the most appropriate models of it for the implementation in the Ukrainian education system.

Research methods are theoretical analysis of methodological, linguistic and
pedagogical literature on the issues connected with the bilingual education; comparison and
generalization.

Pedagogical research on bilingual education in Ukraine has appeared recently.
Their emergence is generally due to the fact that since the 90s of the twentieth century, new
socio-economic realities, the desire to integrate into the European space has led to a wave
of research on bilingual training, as well as studying foreign experience of bilingual
education searching the opportunities of its adaptation for the domestic education system,
taking into account the existing socio-cultural conditions.

As the problem of multilingualism has recently become important not only for the
countries of the European Union, domestic and post-Soviet scholars are also developing
concepts of multilingualism in their refraction to the study of non-native languages. This
problem became especially acute for the countries of the former Soviet Union, which
turned independent and sovereign in the 1990s and started to strive for European integration.
New socio-political conditions that have developed at the beginning of the XXI century in
multinational countries, as well as new trends in educational systems have sharpened the
attention of scientists to the issue of bilingualism and bilingual education in particular.
Therefore, many domestic and foreign scientific schools, institutions of high education are
busy with the problem of developing and implementing technologies for training specialists
in various fields on a bilingual basis (Sytnyakivska, 2013, pp. 310–314).

A significant contribution to the development of the issue of bilingual education
was made by Russian scientists, who created a scientific school, the main emphasis of
which was the dialogue of cultures in the formation of integrative, communicative skills of
intercultural communication. The formation of this school included three stages: theoretical
understanding of the pedagogical aspects of bilingualism as an interdisciplinary phenomenon
(M. Pevzner, O. Shirin); conceptual substantiation of the integrative model of bilingual
education in the modern Russian school (L. Plieva, N. Sorochkina, Yu. Kodochigov and
others); development of theoretical bases for bilingual educational curricula in high school
as a means of multicultural education (G. Alexandrova, I. Aleksashenkova, I. Dmitrieva,
N. Kuznetsova, O. Orlov, M. Pevzner, N. Shaidarova, S. Shubin) (Sorochkina, 2000,
pp. 39–46; Alexandrova, 2001, pp. 61–63; Aleksashenkova, 2000; Dmitrieva, Korovina,
2002; Pevzner, Shirin, 1999; Shaidarova, 2008, pp. 72–75).
A number of other scholars of the post-Soviet space have also made a significant contribution to the development of methodological aspects of bilingual education in high school. Thus, I. Bryksina developed the concept of bilingual education in high school (Bryksina, 2009); L. Salekhova presented a didactic model of bilingual teaching of mathematics in high pedagogical school (Salekhova, 2007); N. Miftakhova developed a system of adaptive education for students on a bilingual basis in a technological institution (Miftakhova, 2013); S. Tarusina researched the formation of bilingual competence in customs specialists in the process of university training (Tarusina, 2015); A. Maleeva described the case method as a means of forming foreign language communicative competence of students (Maleeva, 2012); M. Melnikova proposed an algorithm for constructing interdisciplinary modular programs in the system of bilingual education (Melnikova, 2008).


To date, some experience has been gained in teaching students non-language subjects based on artificial bilingualism in domestic universities. However, it should be noted that Ukrainian scholars in their researches paid more attention to multicultural education and development of foreign language professional competence from a philological point of view.

Thus, N. Mykytenko presented the technology of formation the foreign language professional competence of future specialists in natural specialties (Mykytenko, 2011); I. Biletska researched multicultural principles of foreign language education in US secondary schools (Biletska, 2014); O. Kanyuk substantiated the formation of foreign language skills of future social workers in the process of professional training (Kanyuk, 2009); T. Radchenko conducted a study of multicultural principles of organization the educational process in Swiss universities (Radchenko, 2014); Z. Korneeva presented the method of future economists English training on the basis of immersion technology (Korneeva, 2006); R. Devletov developed theoretical and methodological principles of teaching future primary school teachers of the Crimean Tatar language in a trilingual speech environment (Devletov, 2012); A. Gusak, co-authored with A. Kovalchuk, developed a method of bilingual teaching of physics (Gusak, Kovalchuk, 2010); L. Tovchigrechka studied bilingual education in US universities (late XX – early XXI century) (Tovchigrechka, 2012); I. Chernyk presented linguodictic conditions for the development of speech competence of future doctors (Chernyk, 2012). G. Turchynova's work turned out to be interesting for our research. She developed a method of preparing future teachers for teaching biology in English (Turchynova, 2006).

However, it should be noted that despite the presence of certain results in the development of bilingualism by various scientific schools of domestic and foreign pedagogy, a holistic domestic concept of bilingual education has not been formed yet; only certain aspects of this issue have been identified.

RESULTS

In the 80–90s of the last century various scientific schools began to use communicative methods of bilingual education. From that period, this type of education has gradually acquired specific features, which consist in positive didactic interference within studying special subjects both native and foreign languages; opportunities to compare, analyze and contrast the content of subjects in different educational models, which allows students to adapt and realize their professional and scientific potential in the global educational space; high level of intercultural communication; opportunities to get acquainted
with the experience of different countries in the field of professional activity; the implementation of new techniques and learning technologies (Radchenko, 2014).

Speaking of the typology of bilingual education, we must first describe the two main models of it identified by J. Edwards and H. Hammerly: transitional (gradual reduction of the use of one language and the development of another one) and the model of support or enrichment (two languages are used throughout all period of studying at school or university). Many scholars also adhere to these models of bilingual education (Hammerly, 1991).

Examples of transitional and supporting models of bilingual education have existed in European countries and the United States for a long time, because thanks to the first model, children from national minorities are able to continue their education in English or another majority language, and with the second model, there is an opportunity to provide a high level of proficiency in both languages to pupils (students).

The supporting model is widely used in educational systems of Canada, USA, Wales, Switzerland, where English-speaking students study French, German, Welsh, which gives them the opportunity to become bilingual, which, in turn, is relevant in bilingual or multilingual countries. We believe that this model is also relevant for the domestic education system, as it is associated with current trends in biculturalism, pluralism and language enrichment in the professional aspect.

The model of immersion as a form of bilingual education appeared in Canada in the sixties of the twentieth century. Within this Canadian educational experiment, students developed linguistic communicative competencies in both French and English, ie students became bilinguals during their studying. Consciously or unconsciously, the motivation for such training was the economic and employment benefits of bilingualism (Brutt-Griffler, 2002).

There are different types of immersion: by age (early, middle, late immersion); by amount of time (full, partial immersion) (Garcia & Baker, 2007).

Within this model, there are various programs in Canada, Ireland, and Spain, according to which bilingual education takes place. In all countries this kind of education is selective, but it is developing due to economic and cultural factors. In addition, immersion is not only an educational initiative, factors of its development are also political and economic rationality.

In Canada, for instance, the main factor influencing the development of immersion is historical (the existence on its territory of two languages), while in Ireland – it is a political one (the establishment of Celtic identity).

Within the framework of our study, the immersion can be considered in two ways. As our country adheres to the European vector of development and is aimed at total European integration, professional training of bilingual specialists becomes a necessary condition for international cooperation, harmonization and integration, but such training cannot be based on a model of immersion, which provides bilingual education from an early age but not at the high school level.

At the same time, Canadian and American models of bilingual education have become the basis of Content and Language Integrated Learning (CLIL). The term content-language integrated learning appeared in scientific circles recently (in the late 90s of the last century), it was used to describe the process, in which learning took place in two languages, studying both the language and the subject (Coyle & Baetsens Beadsmore, 2007, pp. 541–701; Marsh, 2008).

European content-language integrated learning is the study of a language and a subject itself (Eurydice, 2006).
Such learning involves the study of some subjects (chemistry, physics, geography) through a foreign language environment – up to 40–50% of the curriculum within such learning can be taught in a foreign language.

Despite the fact that content-language integrated learning has many varieties, there are also typical features, the main of which is that the second language is studied within a particular subject, and not as a foreign language itself. Within this model of bilingual learning, great importance is attached to education in general, but not only to language learning (Coyle, 2008). "Education is a priority, not a desire to prepare a bilingual or multilingual person, and a high level of second language proficiency is an added bonus that can be obtained without compromising other knowledge and skills" (Baetens Beardsmore, 1993).

Today, CLIL exists in more than thirty European countries. Given the Europeanization of our country, which dictates the need for bilingual specialists, such learning is appropriate for Ukrainian educational institutions and taking into account the specifics of training future specialists in high school – the most acceptable among existing models of bilingual education, because it involves learning a second language and professional subject simultaneously which is important in terms of professional training at the university.

We cannot look at CLIL only from the educational point of view, because it also has political and socio-cultural aspects: the European Union considers only a multilingual Europe, where it is possible to function within two or more languages. Due to the blurring of borders, the growth of international communication, cooperation, trade, there is a need for multilingual specialists. So, CLIL helps not only global economic development, but also training of transnational professionals (Coyle, 2007, pp. 543–562).

J. Seikkula-Leino and other researchers highlight a number of advantages of CLIL over classical one: language learning is faster if it occurs through the integration of language and subject; the student acquires language competence in the academic sphere, but not only during social communication; integration of language and subject gives the chance to receive double result (there is both studying of a language and a subject); communicative approach to teaching a second language emphasizes semantic and authentic communication, in which the main purpose is to explain, discuss certain meanings (Seikkula-Leino, 2007, pp. 328–341).

Thus, the combination of a foreign language and a professional subject provides the main purpose of using a second language, which reflects the needs of the curriculum and targeted learning. The presence of bilingual education in an educational institution cannot be considered as its characteristic, if none of the foreign languages acts independently as a tool for studying other subjects or subject areas.

Therefore, we propose, based on content-language integrated learning as one of the most appropriate model of bilingual education, in the domestic system of specialists professional training at the universities to teach professional subjects with the help of foreign language, based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education and self-education and the conditions are created for the introduction of the international aspect to the content of education, which will give the opportunity to prepare students for intercultural cooperation in various fields.

It should be noted that as domestic as well as foreign researchers only briefly presented the ways of organizing bilingual professional training of non-language specialties. We have analyzed them in terms of sociolinguistic approach (i.e. use of a foreign language as a means of learning) and didactic-methodological approach (i.e. taking into account didactic goal setting) regarding the separation a model of training on a bilingual basis.
It is worth noting that the sociolinguistic approach, based on the use of a foreign language as a means of training, is one of the key approaches to choosing a model of bilingual education in European countries in the late twentieth – early twenty-first century. The reasons from a social point of view are: the attraction of European countries in this period to multiculturalism and the globalization of the labor market, from the linguistic point of view – the possibility of choosing subjects to be studied bilingually, the prospects of involving students in European and world achievements in a particular field, as well as achieving a certain level of proficiency in one or more European languages (English, German, French) (Dyachkov, 2002).

To identify the types of bilingual education models advisable to use in the high educational system of Ukraine at present, among all existing models of bilingual education were singled out those related only to the educational process at the universities. Such models were presented by M. Pevzner, N. Sorochkina, A. Shirin.

Thus, N. Sorochkina, characterizing bilingual education by its intentional, semantic, operational components distinguishes the following types of models: cognitive-oriented, personality-oriented and integrative. The characteristics and features of these models made it possible to argue that bilingual education in domestic educational institutions are based on a cognitive-oriented model of bilingualism of subject-oriented type (Sorochkina, 2000, pp. 44–46).

M. Pevzner and A. Shirin presented a wider range of bilingual education models, taking into account the dominant language of teaching and the peculiarities of bilingual curricula. In particular, these scientists have identified the following types of models: duplicate, additive, parity and displacement.

The duplicate model of bilingual education involves the representation of the same content unit in native and foreign languages. This model contributes to the accumulation of a fund of language tools that can adequately express the content. In the process of using this model, students form a stable associative connection between the content unit and the set of language tools.

The additive model provides for the presentation of additional information in a foreign language, which partially or significantly enriches the content of the material studied in the native language. Additional information is usually obtained from foreign sources and is presented in the form of a teacher's story, printed text, special didactic material (video fragments, audio recordings). Comparison and discussion of the main and additional content blocks is in this case in both native and foreign languages.

The parity model provides for equal use of foreign and native languages for the disclosure of subject content. A necessary condition for the use of this model is the achievement by students of a relatively high level of language competence. In these conditions, knowledge of a certain amount of special terms, sufficient mastery of the basic conceptual apparatus of academic disciplines studied bilingually, even the ability to express special terms are taken into account.

The displacing model is a type of learning in which a foreign language plays a dominant role in the context of the disclosure of subject content. The use of such a model is possible only at the advanced level of bilingual education. Students must know a foreign language to such an extent that not only to carry out free communication, but also by means of a foreign language to penetrate deeply into the subject content of educational material (Pevzner, Shirin, 1999).
CONCLUSIONS
We consider content-language integrated learning is one of the most appropriate models of bilingual education for the domestic system of professional training at the universities and propose within it to teach special (professional) subjects with the help of foreign language. Such kind of learning should be based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education. In this case the conditions for the introduction of the international aspect to the content of education will be created.

Since the classification of bilingual education models, proposed by O. Shirin and M. Pevzner, provides in the process of bilingual education a gradual transition from simpler models that tend to use the native language to more complex, which almost exclude the use of native language, they are, in our opinion, the most optimal models for domestic educational system. In the conditions of artificial bilingualism, which is typical for the territory of Ukraine, we consider the use of such models of bilingual education in high educational institutions to be the most acceptable.

Among the prospects for further studies of bilingual education, we see the question of evaluating and controlling the knowledge of students studying bilingually and applying innovative teaching methods.

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