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Bilingual education of social sphere specialists in Ukraine (the case of Zhytomyr Ivan Franko State University)

Streszczenie: W artykule poddano analizie proces kształtowania się i rozwoju edukacji dwujęzycznej. Nakreślono charakterystyki kształcenia dwujęzycznego specjalistów w zakresie pedagogiki społecznej i pracy socjalnej, uzasadniono konieczność wprowadzenia do planu studiów przedmiotów specjalnych w dwóch językach i przedstawiono wybrane zagadnienia edukacji dwujęzycznej przyszłych pedagogów społecznych w Uniwersytecie państwowym imienia Iwana Franki w Żytomierzu. Udowodniono ponadto, że kształcenie dwujęzyczne jest niezbędnym elementem nowoczesnego systemu edukacji w uniwersytecie, który wymaga dalszych badań i opracowania z punktu widzenia naukowego i metodologicznego. Rozwiązaniem pomocnym w jego realizacji w procesie kształcenia na uczelni może być organizacja nauki dyscyplin specjalnych metodą dwujęzyczną.

Słowa kluczowe: kształcenie dwujęzyczne, pedagodzy społeczni, proces nauczania

The last decade is characterised by rapid changes in all spheres of human activity, including the modern system of training specialists by higher educational institutions. The establishing of the EU and the choice of the integration vector in Ukrainian foreign policy towards the union of European states constitutes some real conditions for further comprehensive social, educational and scientific development of the citizens of the Ukrainian state. A proof of this is Ukraine's accession into the Sorbonne (Paris, 1998) and Bologna (Bologna, 1999) Declarations that proclaimed the creation of one single European educational area in which national identities can interact and be strengthened for the benefit of Europe, its students and citizens in general. Within these declarations, the European Commission defined the guidelines for the states concerning language education (Brussels, 2002), which were supported by Ukraine: the widespread practice of language learning through-

out the life; the enhancement of the efficiency of language education; creating favorable conditions for the study of modern languages¹.

It should be noted that the general theoretical foundations of bilingualism were studied by W. Mackey, J. Fishman, E. Vereshchagin, N. Mikhailov, M. Pevzner, J. Thurman. The linguistic aspect was revealed in the works of L. Bloomfield, W. Vaynrayh. The sociolinguistic aspect was examined by V. Bondaletov, W. Vaynrayh, psychological – by M. Imedadze, E. Peel, sociological by – B. Spolsky, B. Stoltinh, the cultural aspect – by V. Safonov, Y. Sorokin, J. Sharodo, and the methodical aspect – by R. Bayer, L. Koshkurevych, D. Mon.

Educational trends in Ukraine, particularly within higher education, significantly change reflecting the process of European integration, supported by Ukraine. The national policy of training professionals who have been recognized by other states and are competitive in the contemporary labor market has undergone significant positive changes, especially with regard to learning foreign languages in general and foreign language training for specialties in particular. Learning a foreign language and with the help of a foreign language is an integral part of the process of forming a modern professional.

What should be emphasized is that the Ukrainian policy concerning modern European languages also directs citizens towards multilingualism. Thus, the successful integration of a modern professional into the labor market without solving this problem is simply impossible. This also applies to future specialists in social pedagogy, because the knowledge of several languages on a professional basis seems to be a valuable investment in the conditions of market economy. However, whereas teaching general English in our university is paid enough attention, its professional direction (professional English) or bilingual education has only recently started to be cultivated.

That is why the purpose of this article is to outline the characteristics of bilingual training of specialists in social pedagogy as well as the necessity to introduce specialist subjects bilingually and to present some peculiarities of bilingual education of prospective social educationalists in Zhytomyr Ivan Franko State University.

In general, the history of bilingual training indicates that the problem has been developing over a significant period of time. In the territory of

¹ F. Moiseeva: *The role of foreign language in the overall concept of the modern professional training*. <http://rusnauka.com/NIO/Philologia/moisjejeva.doc.htm> (access: 9.10.2012).

Ukraine, in the period of the 19th–early 20th century bilingual education was very common in the Western part, because of its long-term belonging to the Austro-Hungarian Empire.

It seems worth mentioning that bilingual education as a scientific problem in the world became actively practiced in the second half of the 20th century.

The relevance of bilingual studying in the Soviet era was determined by the multinational nature of the former Soviet Union (each of the 15 republics had its own language) and a desire of leaders to establish Russian in all national schools in the vast territory of the USSR. It should be noted that teaching in schools of various types was conducted exclusively in Russian. Russian was the language of office work and international communication. Therefore, during this period a new line of research came into being, devoted to the problems of bilingualism, i.e. designing the learning process in such a way that both the own native language and the foreign one (Russian) were used. Yet, Russian scientists engaged in the problem of bilingualism only in terms of forming the Russian bilingualism, not bilingualism in general (V. Avrorin, I. Isaev, M. Mikhailov)². At the same period in foreign pedagogy some bilingual directions also appeared: in America (J. Fishman, H. Kloss, W. Mackey) and in Canada (J. Kummins, L. Drayher, J. Porter). These scientific schools studied bilingual education in order to facilitate integration of national minorities into the dominant culture.

Under the influence of scientific schools studying bilingualism, in the sixties of the 20th century bilingual education for ethnic minority children in public schools was introduced in America and Canada^{3, 4, 5}.

In the nineties, the European scientific school was established, which explored bilingualism in terms of understanding and studying its various phenomena, obtaining specialist knowledge through the native language and a foreign one, and multicultural education in order to facilitate the integration of young people in the European cultural environment. The achievements of the European school are considered to be the theoretical foun-

² A. Shirin: *Pedagogical aspects of bilingualism: the development of a new scientific school*, Mentor 2003, No. 2, pp. 34–38.

³ J. Fischman: *Bilingual education. An international sociological perspective*. Newbury House 1976, Rowley MA, p. 217.

⁴ H. Kloss: *The American bilingual tradition*. Rowley MA 1997, pp. 112–134.

⁵ W. Mackey: *A description of bilingualism*. Mouton 1977, Den Haag, pp. 554–584.

dations of bilingual education as an alternative way of learning a foreign language⁶.

However, it should be emphasized that despite certain important results in the development of bilingualism by different scientific schools of home and foreign pedagogy, a holistic concept of bilingual education has not been formed. Currently, only certain aspects of this problem are defined.

In Ukraine, some modern studies in the sphere of bilingual education have appeared recently.

They generally result from the fact that since the nineties of the 20th century – when the new social and economic reality started – the desire to integrate into the European community has given rise to a wave of studies on the problem of forming bilingual professionals, foreign experience in bilingual education and the opportunities of transferring such experience into the national education system and its adaptation within the existing sociocultural conditions (A. Gusak, A. Kovalchuk, F. Moiseeva).

In addition, a significant breakthrough in the development of this problem took place in Ukraine through the work of the British Council. In 2002, it organized a course of the English language study at Ukrainian universities to develop a typical national programme for the use of specialist English in the institutions of higher education in various fields. In 2005, the results of this research programme has been presented, but were not implemented – they were only of the advisory nature. The basis of this programme was teaching a foreign language with the formation of communicative competence, which includes understanding the complex knowledge and skills that ensure the readiness and ability to communicate in a foreign language⁷.

The programme was developed as a result of generalizing the form for all higher educational institutions and had a purely linguistic nature. However, in the opinion of many educational researchers, these programmes should be developed according to specializations, because the level of communicative competence of professionals fully relates their willingness and ability to communicate in a foreign language to the degree of specialization.

Due to the obvious facts significant and relevant in bilingual education, it can be concluded that researches in this area will continue their exploration

⁶ A. Shirin: *Pedagogical aspects of bilingualism: the development of a new scientific school*. "Mentor" 2003, No. 2, pp. 34–38.

⁷ F. Moiseeva: *The role of foreign language in the overall concept of the modern professional training*, <http://rusnauka.com/NIO/Philologia/moisjejeva.doc.htm> (access: 9.10.2012).

because bilingual education is of great importance not only for the development of educational theory and practice but also as a universal value in terms of preparing future skilled workers⁸.

The prospects and necessity to study these issues can be evaluated by analysing the survey conducted among students of Socio-Psychological Faculty of the Zhytomyr Ivan Franko State University (80 students were interviewed). The question «Should we teach students at our University bilingually?» obtained 63% “Yes” answers, 13% of the respondents answered «Yes, but only specialist subjects”, 7% – „No”, 17% – “Not sure.”

However, nowadays the introduction of bilingual education at university, despite its obvious urgency, is associated with serious problems. They relate to various aspects of its implementation in the educational process: first of all – the lack of well-developed methodological support, lack of time, using only traditional methods of teaching and misunderstanding its purpose, and sometimes disbelief in success and usefulness of such education. In fact, bilingual education can be more useful for the future professional than the classic one as it develops students’ different professional competences, which in the future will determine their competitiveness – not only on the Ukrainian but also the global labour market.

As bilingual education involves the use of a foreign language, all the known methods used in the study of foreign languages can be considered effective as long as they provide systematic mastery of the four major types of language activity:

- reading and reading comprehension (of adapted and not adapted scientific texts, lecture materials, textbooks and scientific papers, tests, media, English texts from internet resources, including software obtained from English-language sites, abstracting and annotating of texts);
- listening and listening comprehension (of a teacher during lectures, understanding interpersonal communication during practical classes, understanding internet audio conferences, round tables, seminars, authentic audio recordings of scientific films, films of social and pedagogical nature);
- speaking (monologue and dialogic speech in the classroom, communication in practice, speeches at conferences with participation of scholars);

⁸ B. Stańkowski: *Wychowanie w duchu wielokulturowości*. Kraków 2007, WAM, pp. 71–79.

- writing (making notes at a lecture, solving socio-educational problems, writing abstracts of scientific articles, writing a resume for future employment, registration of scientific reports within research grants, writing reports and abstracts for participation in international student conferences).

What seems to be of considerable importance is the mastering of complex skills involving these activities during the work on translating scientific literature within a specialty – the texts which have their own grammatical, lexical and stylistic features.

It is clear that in non-linguistic higher education institution with a high level of training in all the above types of language activity, bilingual education is possible in the case of both undergraduate students and within the master's degree training. The sustainable usage of traditional and innovative teaching methods also plays an important role. Particular importance in bilingual education should be attributed to personal-oriented approach that helps to activate creativity and individual qualities of students.

In addition, it should be noted that bilingual education requires compulsory usage of modern information technologies in conducting all types of classes. Thus, during the sessions of the specialist subject «Topical Issues of Social Pedagogy» in Zhytomyr Ivan Franko State University, taught to pedagogy students at the master's level, all lectures are conducted in English and accompanied by presentations constructed in a special technique.

In order to introduce the foreign language atmosphere (as classes would involve listening comprehension of special material), the initial lectures contain slides in a foreign language (English) with some annotative content of the taught material. The most difficult parts of the material that contain special professional vocabulary should be presented in the annotated Ukrainian translation, which prevents from possible loss of perception of the logical content of the lecture⁹.

The next lectures (after the 3rd) are accompanied by exclusively English presentation materials. Prior to each lecture, the keywords are offered which students must translate and study in advance. The key words belong to the scientific terminology of socio-educational content that will be used during lectures. The theme of the lecture is reported to students also in advance so

⁹ S. Sytnyakivska: *Topical Issues of Social Pedagogics*: Textbook. – 2nd edition. [Approved by the Ministry of Education and Science of Ukraine], Zhytomyr 2014, p. 167.

that they are able to think about the problems of the lecture and familiarize with some of its linguistic aspects.

Practical classes are based on personal-oriented learning, the most important features of which are variability of techniques and technologies as well as training simultaneously at different levels of complexity.

Within this type of training, students' emotional well-being and their positive attitude to the world are formed, which creates intrinsic motivation for them¹⁰. Students are encouraged to perform creative tasks at different levels in English. This may be group work, individual work or work in microgroups. Completed tasks are presented by students at classes, which improves four language skills, increases specialist English vocabulary and solves socio-educational problems within the subject «Topical Issues of Social Pedagogy».

As undergraduate students in the future may become scientists, teachers or leaders, they should have the theoretical knowledge and practical skills in the following types of professional activities: appearances at meetings, conferences, performances, presentations, business correspondence, communication. That is why at the workshops, students are offered chances to test themselves by presentations, public speaking, written reports of different business documents in English.

Within studying specialist subjects in social pedagogy in two languages, a test method as a form of control is provided. Students are offered tests in English with four answers, where there is only one correct. Tests are of socio-pedagogical content and they verify students' understanding of socio-educational phenomena – not language. However, this type of controlling the acquired knowledge is carried out in English, so it also checks the knowledge of professional terminology and understanding the translation of scientific materials.

Motivation is further reinforced by the desire of M.A. students for scientific work in the future, which necessarily involves the knowledge of specialist foreign language, as well as the need to take the exams in English at the end of specialist study courses.

In the opinion of many researchers, students' motivation to bilingual education can be enhanced by the possibility to write the master's degree thesis in English. This will allow M.A. students not only to ensure their knowledge, including specialist foreign language, but also to adapt to the modern scientific environment.

¹⁰ O. Savchenko: *The peculiarities of personal-oriented training of future teachers* "Teacher creative personality: problems of theory and practice" 2010, pp. 25–29.

Based on four language activities and the forms of educational process used in bilingual education, the content of manuals and textbooks becomes of great significance, which in addition to materials and tasks aimed at implementation of all these types of foreign language learning and teaching shall include theoretical materials and practical tasks and tests on specialist subjects, in the discussed case – “Topical Issues of Social Pedagogy”. Training materials in textbooks should be visualized – they must include charts, tables, etc. Visual perception facilitates the understanding and awareness of socio-educational phenomena and learning professional terminology. The methodological materials must be relevant to the studied subjects in English, they must comprise a brief history and basic concepts of the theory and technology of translation, the peculiarities of scientific language. Such materials will enable students to find all necessary information in one single book¹¹.

Bilingual textbooks, except the socio-pedagogical vocabulary with translation into the native language, must contain the theoretical part, which presents the features of the translation of scientific literature, the grammar and lexical bases of translation, tips for translating scientific literature and the rules concerning the use of dictionaries and reference books. This theoretical part of the manual is usually given to students for independent study in order to facilitate their meaningful perception of the basic contents of the subject which is studied bilingually.

The main part of a textbook or manual should consist of an expanded text of lectures, self-check questions, tests and practical tasks concerning the given topic in the English language.

To improve the efficiency of auditory perception and creation of the language environment during independent work, it is desirable to provide textbooks with an audio CD containing the appropriate teaching materials.

Bilingual education is a necessary component of a modern system of education at university, which requires further study and development from the scientific and technical point of view. What can become a variant of its implementation in the educational process at university is organizing the study of specialist subjects in the bilingual method.

Its implementation provides students’ conscious attitude to the future profession, develops their worldview, awareness and responsibility, enhanc-

¹¹ S. Sytnyakivska: *Topical Issues of Social Pedagogics: Textbook*. – 2nd edition. [Approved by the Ministry of Education and Science of Ukraine], Zhytomyr 2014, p. 167.

es the adaptation of future specialists in different social, informational, and scientific reality.

Bilingual training will enable graduates to integrate easily to the modern labour market, which requires specialist foreign language knowledge.

What can be seen as the prospects of bilingual teaching at the Zhytomyr Ivan Franko State University are: organizing international student scientific conferences, searching for grant support for bilingual education of future social workers, publishing adapted textbooks, implementing students' exchanges from foreign universities, as well as teaching specialist subjects by teachers from other countries. The students of Zhytomyr Ivan Franko State University have such positive experiences with teachers from Akademia Ignatianum (Krakow, Poland).

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Summary

In the article the process of the formation and development of bilingual education is analyzed. The characteristics of bilingual training of specialists in social pedagogy are outlined and the necessity to introduce specialist subjects in two languages is explained. Some peculiarities of bilingual education of future social educationists in Zhytomyr Ivan Franko State University are also presented.

It has been confirmed that bilingual education is a necessary component of a modern system of academic education and that it requires further study and development as regards the scientific and methodological aspect. Organizing the study of special subjects according to the bilingual method may become a variant of implementating bilingual education in the educational process at university.

Key words: bilingual education, social educationalists, educational process

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