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Bilingual Education of Social Sphere Specialists in Ukraine (On the Example of Zhytomyr Ivan Franko State University)

Kształcenie dwujęzyczne specjalistów dziedziny socjalnej (na przykładzie Uniwersytetu państwowego imienia Iwana Franki w Żytomierzu)

Streszczenie

W artykule jest przeanalizowany proces kształtowania się i rozwoju edukacji dwujęzycznej. W artykule zostały przedstawione charakterystyki kształcenia dwujęzycznego specjalistów od pedagogiki społecznej i pracy socjalnej, uzasadniono konieczność wprowadzenia do planu studiów przedmiotów specjalnych w dwóch językach i przedstawione są niektóre szczególności edukacji dwujęzycznej przyszłych pedagogów społecznych w Uniwersytecie państwowym imienia Iwana Franki w Żytomierzu).

Udowodniono, że kształcenie dwujęzyczne jest niezbędnym elementem nowoczesnego systemu edukacji na uniwersytecie, który wymaga dalszych badań i opracowania z punktu widzenia naukowego i metodologicznego. Rozwiązaniem jego realizacji w procesie kształcenia na uczelni może być organizacja nauki dyscyplin specjalnych metodą dwujęzyczną.

Słowa kluczowe: kształcenie dwujęzyczne, pedagodzy społeczni, proces nauczania.

Abstract

In the article the process of formation and development of bilingual education is analyzed. In the article it is outlined the characteristics of bilingual training of specialists in social pedagogics, the necessity to introduce special subjects bilingually and presented some peculiarities of bilingual education of future social pedagogues in Zhytomyr Ivan Franko State University. It is proved that bilingual education is a necessary component of a modern system of education at the university, which requires further study and development from the scientific and methodological point of view. A variant of its implementation in the educational

process of the universities may be organizing the study of special subjects by bilingual method.

Key words: *bilingual education, social pedagogues, educational process.*

The last decade is characterized by rapid changes in all spheres of human activity, including modern system of training specialists by higher educational institutions. The creation of the EU and the choice of our state the integration vector of foreign policy towards this union of European states, are real conditions for further comprehensive, thorough social, educational and scientific development of the citizens of the Ukrainian state. The proof of it is Ukraine's accession with Sorbonne (Paris, 1998) and Bologna (Bologna, 1999) Declarations that proclaimed the creation of the single European educational area in which national identities can interact and be strengthened for the benefit of Europe, their students and citizens in general. Within these Declarations the European Commission defined the main lines of States action in respect of language education (Brussels, 2002), which were supported by our country: widespread practice of language learning throughout the life; enhance 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 revealed in the works of L. Bloomfield, W. Vaynrayh. Sociolinguistic aspects examined V. Bondaletov, W. Vaynrayh, psychological – M. Imedadze, E. Peel, sociological - B. Spolsky, B. Stoltinh, cultural aspect – V. Safonov, Y. Sorokin, J. Sharodo, methodical aspect - R. Bayer, L. Koshkurevych, D. Mon.

It could be mentioned that educational trends in Ukraine, particularly in relation to higher education significantly change according to the process of European integration, supported by our state. National policy of training professionals who have been recognized by other states and were competitive in today's labor market has undergone significant positive changes, especially with regard to learning foreign languages in general and foreign language training for the specialty in particular. Learning a foreign language and with the help of a foreign language is an integral part of the process of formation the modern professional.

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: 09.10.2012).

It should be noted that modern European language policy of Ukraine also directs citizens to multilingualism. So, the successful integration of modern professional into the labor market without solving this problem simply impossible. This also applies to future specialists in social pedagogics, because knowledge of several languages on a professional basis is a sound investment in conditions of market economy. However, if the teaching of general English in our university is paid enough attention, then its professional direction (professional English) or bilingual education, 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 pedagogics, the necessity to introduce special subjects bilingually and to present some peculiarities of bilingual education of future social pedagogues in Zhytomyr Ivan Franko State University.

In general, the history of bilingual training indicates that the problem was cultivated over a significant period of history.

On the territory of Ukraine in the period of XIX - early XX centuries bilingual education was very common in the Western part, because of its long-term staying a part of the Austro-Hungarian Empire.

It should be noted that bilingual education as a scientific problem in the world was actively engaged in the second half of the twentieth century.

The relevance of bilingual studying in the Soviet era determined by multinational former Soviet Union (each of the 15 republics had its own language) and a desire of leadership to establish Russian in all national schools in the vast territory of the former Soviet Union. It should be noted that the teaching in schools of various types was conducted exclusively in Russian. Russian was the language of office work, international communication. Therefore, during this period a new line of research arised devoted to the problems of bilingualism, ie designing the learning process in such a way to use their own language and foreign (Russian). But Russian scientists engaged in the problem of bilingualism only in terms of formation the Russian bilingualism, but not bilinguism in general (V. Avrorin, I. Isaev, M. Mikhailov)². At the same period in foreign pedagogics bilingual directions were also appeared: American (J. Fishman, H. Kloss, W. Makkey) and Canadian (J. Kummins, L. Drayher, J. Porter). These scientific schools studied bilingual education in order to facilitate integration of national minorities to the dominant culture.

²A. Shirin: *Pedagogical aspects of bilingualism: the development of a new scientific school*, Mentor 2003, n. 2, p. 34 – 38.

Under the influence of scientific schools studied bilingualism, in America and Canada in the 60 years of the twentieth century bilingual education for ethnic minority children in public schools was introduced³⁴⁵.

In the 90 years of the twentieth century the European scientific school was formed, which studied bilingualism in terms of understanding and studying its various phenomena, obtain special knowledge through their native language and a foreign language, multicultural education to facilitate the integration of young people in the European cultural environment. European school achievement is considered to be the development of theoretical bases of bilingual education as an alternative way of learning a foreign language⁶.

However, it should be noted that despite the presence of certain results in the development of bilingualism by different scientific schools of domestic and foreign pedagogics, holistic concept of bilingual education is not formed. Currently defined only certain aspects of this problem.

In Ukraine modern researches in the sphere of bilingual education appeared recently.

Their appearance is generally caused by the fact that since the 90s of the twentieth century new social and economic realities, the desire to integrate into the European community gave rise to a wave of studies on the problem of the formation of bilingual professional and the study of foreign experience in bilingual education and opportunities for transferring such experience on the national education system and its adaptation within 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, which in 2002 organized a study on the level of the English language studying at the universities of Ukraine to develop a typical national program for the special use of English for higher education institutions in various fields. In 2005, the results of this research program has been developed, but were not implemented, they were only advisory in nature. Its basis was teaching a foreign language with the formation of communicative competence, which includes understanding the complex

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

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

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

⁶A. Shirin: *Pedagogical aspects of bilingualism: the development of a new scientific school*, Mentor 2003, n. 2, p. 34 – 38.

knowledge and skills that ensure the readiness and ability to communicate in a foreign language⁷.

That this program was developed in generalizing form for all higher educational institutions and had a purely linguistic nature. However, in our view, these programs should be developed according to the specializations, for level of communicative competence of professionals fully meet their willingness and ability to communicate in a foreign language with a degree of specialization.

Due to the obvious facts of importance and relevance of the bilingual education, we can conclude that researches in this area will continue, because bilingual education is of great importance not only for the development of educational theory and practice but also a universal value in terms of preparing future skilled workers⁸.

We can judge about the prospects and the necessity to study this problem according to a survey of students of Socio-Psychological Faculty of the Zhytomyr Ivan Franko State University (80 students were interviewed). So, on the question "Should we teach students at our University bilingually?" 63% of respondents answered "Yes", 13% - "Yes, but only special subjects", 7% - "No", 17% - "Not sure."

However, nowadays the introduction of bilingual education at the universities, despite the obvious urgency has serious problems. They relate to various aspects of its implementation in the educational process: first of all it is the absence of the developed methodological support, lack of time, using only traditional methods of teaching and misunderstanding of its purpose, and sometimes disbelief in its success and usefulness. In fact, bilingual education can be more useful for the future professional than the classic, developing in a student different professional competences, which in the future will compete not only in Ukrainian, but also in the global labor market.

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

- reading and reading comprehension (adapted and not adapted scientific texts, lecture materials, textbooks and scientific papers, tests, media, English texts from Internet resources, including software from English-language sites, abstracting and annotating of the texts);

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: 09.10.2012).

⁸ B. Stańkowski: *Wychowanie w duchu wielokulturowości*, Wydawnictwo WAM, Kraków 2007, p. 71-79.

- listening and listening comprehension (teacher during lectures, understanding interpersonal communication during practical lessons, understanding Internet audio conferences, round tables, seminars, authentic audio recordings of scientific films, films of social and pedagogical orientation);

- speaking (monologue and dialogic speech in the classroom, communication during practice, speeches at conferences with participation of scholars);

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

The considerable importance plays the mastering of complex skills using these activities during the work on the translation of scientific literature on a specialty, which also has its own grammatical, lexical and stylistic features.

It is clear that in non-linguistic higher educational institution with a high level of training for all the above types of language activity, bilingual education is possible with undergraduate students or within the master's degree training. Herewith, the important role plays the sustainable usage of traditional and innovative teaching methods. Of particular importance in bilingual education is personal-oriented approach that helps to activate creativity and individual peculiarities 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 special subject "Topical Issues of Social Pedagogics" in Zhytomyr Ivan Franko State University, taught to students of educational qualification level "master", all lectures are conducted in English and accompanied by presentations built by a special technique.

Initial lectures in order to enter the foreign language atmosphere (as it would be listening comprehension of special material), contain slides on a foreign language (English) with annotative content of tough material. The most difficult parts of the material that contain a special professional vocabulary should be presented in Ukrainian annotated translation, which provides a certain prevention from possible loss of perception the logical content of the lecture material⁹.

The following lectures (after 3rd lecture) accompanied exclusively English presentation materials. Prior to each lecture are offered the keywords that students must translate and study

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.

in advance. The key words are scientific terminology of socio-educational content that will be used during lectures. The theme of the lecture is reported to students also in advance for them to be able to think about the problems of the lecture and meet 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, training simultaneously at different levels of complexity.

Within this type of training in students the values of emotional well-being, positive attitude to the world, that creates intrinsic motivation are formed¹⁰. Students are encouraged to perform creative tasks of different levels in English. This may be a group work, an individual work or a work in microgroups. Completed tasks students present on the classes, thus improving four language activities concerning the linguistic aspect, increasing vocabulary of special English and solve socio-educational problems within subject "Topical Issues of Social Pedagogics".

As undergraduate students in the future may be scientists, teachers, leaders, they should have the theoretical knowledge and practical skills in the following types of professional activities as appearances at meetings, conferences, performances, presentations, business correspondence, communication. That is why at the workshops we offer students to test themselves with presentation, public speaking, report writing of different types of business documents in English.

Within the study special subjects in social pedagogics bilingually a test method as a form of control is provided. Students are offered tests in English with four answers, where the only one is correct. Tests are of socio-pedagogical content and verify the understanding of students not language, but socio-educational phenomena. However, this type of acquired knowledge control is carried out in English, so it is also checked the knowledge of professional terminology, understanding the translation of scientific material.

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

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

In our opinion, motivational interest of students to bilingual education can be upgraded by the possibility to write the master's degree work in English. This will allow graduates students not only ensure in their knowledge, including special foreign language, but also to adapt to the modern scientific environment.

Based on four language activities and forms of educational process at bilingual education the content of manuals and textbooks becomes of great importance, which, in addition to materials and tasks aimed at implementation of all these types of learning a foreign language shall include theoretical material and practical tasks and tests on special subjects, in our case "Topical Issues of Social Pedagogics". Training materials of textbooks should be visualized - must include charts, tables; with the help of visual perception to facilitate understanding and awareness of socio-educational phenomena and learn professional terminology. These methodological materials must contain the relevance of the studied subjects in English, a brief history and basic concepts of the theory and technology of translation, the peculiarities of scientific language, just for students will be able to find all necessary information in the same book¹¹.

Bilingual textbooks, except socio-pedagogical vocabulary with translation into the native language, must contain a theoretical part, which presents the features of the translation of scientific literature, grammar and lexical bases of translation, tips of translation the scientific literature and rules on 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 further meaningful perception of the basic material of the subject which is studied bilingually.

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

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

So, bilingual education - is a necessary component of a modern system of education at the university, which requires further study and development from the scientific and technical

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.

point of view. A variant of its implementation in the educational process of the universities may be organizing the study of special subjects by bilingual method.

Its implementation provides conscious attitude of student to the future profession, develops worldview, consciousness and responsibility, enhances the adaptation of future specialist in different social, informational, scientific realities.

Bilingual training will enable graduates easily to integrate into the modern labor market which requires special foreign language knowledge.

Among the perspectives of bilingual teaching at the Zhytomyr Ivan Franko State University we see the organization of international student scientific conferences, searching of grant support for bilingual education of future social workers, publishing adapted textbooks, implementation the practice of students exchange from foreign universities, and also teaching specialized subjects by teachers from other countries. Students of Zhytomyr Ivan Franko State University have such positive experience with teachers from Akademia Ignatianum (Krakow, Poland).

Footnotes

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

Kloss H. *The American bilingual tradition*, Rowley, MA 1997, p. 112 – 134.

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

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