

- системы. Доклады и тезисы докладов и сообщений третьей школы-семинара. – Тбилиси : Мецниереба, 1980. – С. 2-16.
2. Єрмоленко С. Навчально-виховна концепція вивчення української (державної) мови / С. Єрмоленко, А. Мацько // Дивослово. – 1994. – № 7. – С. 28-53.
 3. Концепція мовної освіти [Електронний ресурс]. – Режим доступу : <http://r-u.org.ua/ua/news/270-news.html>
 4. Ervin-Tripp S. M. Language acquisition and communicative choice / S. M. Ervin-Tripp. Ed. by Anwar S. Dil. – Stanford : Stanford University Press., 1973. – 383 p.
 5. Hymes D. Models of the interaction of language and social life / D. Hymes // Directions in sociolinguistics: The ethnography of communication. Ed. by J. Gumperz, D. Hymes. – New York : Holt, Rhinehart & Winston, 1972. – P. 35-71.
 6. Non-Native Language Teachers : Perceptions, Challenges and Contributions to the Profession / [edited by Enric Llurda]. – New York : Springer Science, 2006. – 306 p.

Summary

The article deals with the problem of communicative competence as the basis for the formation of multi-lingual personality of the student-philologist. The regulatory framework in the sphere of linguistic personality has been investigated. The term communicative competence has been defined in the investigation.

GLOBALISM AND MULTICULTURALISM IN EDUCATION

Gogová L.

*Institute of Slovak Studies, General Linguistics and Media Studies
University of Prešov, Slovakia*

Active use of foreign languages, as a key competence of the contemporary modern and multicultural society, has brought implementation of new ideas into the field of education. During the last decades, a shift in foreign language education (from traditional grammar and task-based approaches to more communicative and interactive ones) has offered innovations in foreign language teaching, which refers to the process that is not only complex and multidimensional, but also diverse. Socio-cultural diversity includes tolerance, acceptance and respect of the uniqueness of each individual, moreover,

demonstrates how to co-exist and relate to other people in a common, but on the other hand multicultural environment.

Reischauer [1973:4] admits that education needs a profound reshaping. He adds: “Humanity is facing grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival“. Taking into consideration social context of education, its members, their needs, language competences as well as their identities in different educational environments, the process of education becomes “**global**”.

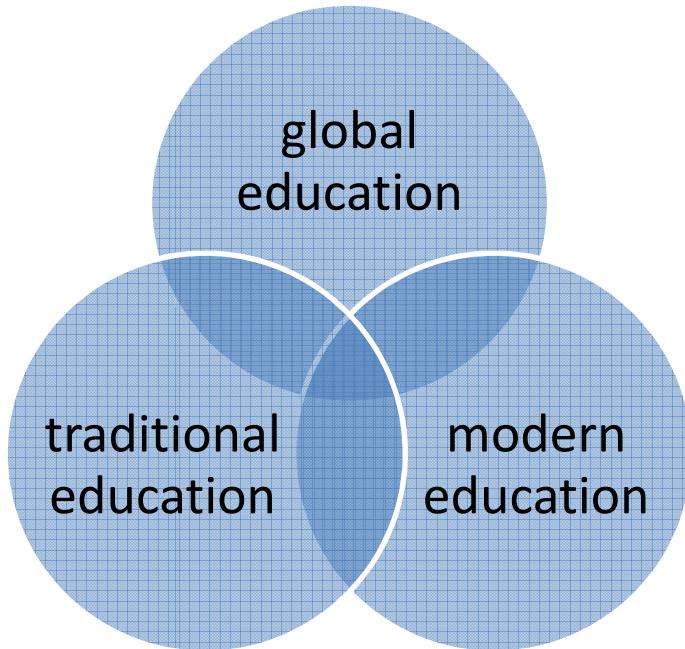


Figure 1: Global education in relation to traditional and modern educational approaches

Fisher and Hicks [1985:8] define **global education** as “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world”. Moreover, it “consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age” [Kniep 1985:15]. In other words, modern education should follow societal transformations as well as individual ethnic and national identities in order to help students to acquire cross-cultural awareness. Cates [2006] introduces the most important content areas of global education that should be included in the school curriculum and divides them into the following categories: peace, human rights, development, and the environment.

Taking into consideration global issues, which provide meaningful content for education and implementing them into the process of education, students become more interested in world problems, they develop critical thinking, promote social responsibility, respect for diversity and for other cultures, improve their communication, cooperation and problem-solving skills etc.

In addition, the main goal of foreign language teaching/learning is making the process of learning authentic, motivating, interesting and above all more

effective. Participation in authentic situations teaches students to use their general knowledge, it improves their linguistic skills (listening comprehension, reading for specific purpose, writing proficiency, accuracy in grammar and vocabulary) as well as other skills such as communication or technical skills. In this context, it is essential to note that communication skills do not only include the use of target language for cognitive purposes but they also involve skills regarding co-operation, empathy, tolerance or adequate reactions on diverse socio-cultural problems.

Literature

1. 1.Cates K. A. Teaching for a Better World: Global Issues and Language Education, 2006. [Online, 22 April 2013] <http://www.hurights.or.jp/pub/hreas/5/06cates.pdf>
2. Fisher S., Hicks D. World Studies 8-13: A teacher's handbook.- Edinburgh: Oliver & Boyd, 1985.- 192 p.
3. Knipe W. A Critical Review of the Short History of Global Education.-New York: American Forum for Global Education,1985.-143 p.
4. Murray H.G., Renaud R.D. Disciplinary differences in classroom teaching behaviors // Hativa N., Marincovich M. Disciplinary differences in teaching and learning: Implications for practice.- San Francisco: Jossey Bass Publishers,1995.-P. 31-40.
5. Reischauer E.O. Toward the 21st Century.- New York: Knopf, 1973.-195 p.

Summary

In this paper we want to draw our attention to the importance of integrating global and multicultural issues into the process of education. Foreign language learning in authentic cultural contexts with authentic socio-cultural themes not only helps students to develop their communication skills and competences but also raises their interest in important world issues.