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# HISTORY OF EDUCATION

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## LANGUAGE EDUCATION TRENDS IN UKRAINE (LATE XX – EARLY XXI)

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<https://doi.org/10.28925/2518-7635.2018.3.2>

### ABSTRACT

*The article is devoted to the distinction and characterization of the leading trends in the development of language education in Ukraine in the late XX – early XXI centuries, which include: strengthening the authority of the Ukrainian language, its dissemination in all spheres of public life; increasing attention to foreign languages; a gradual transition to linguistic diversity and multilingualism; paying special attention to the study of the Ukrainian language as a foreign language; launching a certification process for the level of knowledge in Ukrainian and foreign languages; constant updating of the purpose, tasks, content, forms, methods and means of language education.*

**Key words:** certification; foreign languages; ICT; language education; trend; Ukrainian language.

### INTRODUCTION

The strengthening of European integration processes, the aspiration of most states to an equitable world partnership, the development and implementation of common standards in the educational sphere strengthen the role of language education for socio-economic, political, personal development of society, raise the status of language disciplines in the system of national education of any country. Hence it may be expedient to analyze the main tendencies of the development of language education in Ukraine, the allocation of advantages and disadvantages in its provision.

### BACKGROUND

Responding to today's challenges in creating a united multilingual Europe, scientists from the end of the 20th century actively studied the issues of updating the theory and practice of studying native and foreign languages at all levels of education, and considered modern approaches to their teaching in schools of Ukraine and countries of Western and Eastern Europe: S. Nikolayeva, M. Pentilyuk, I. Sokolova, A. Semenog, O. Tarnopolsky (Ukraine), O. Avksentiev, M. Guley, N. Skrypchuk (France), V. Hamanyuk (Germany), A. Grivko (Slovakia, Belarus, Lithuania), V. Derkach (Poland), G. Elizarova (USA), N. Ivashchuk (Spain), E. Spitsin (European countries). The problem of the development of language education in the UK in the context of teaching foreign languages in school and higher education was the subject of scientific search of O. Kuznetsova. At the turn of the century, research on various aspects of the training of philology teachers as in Ukraine (V. Barkaassi, I. Klak, O. Kopus, O. Pakhomov, O. Semenog, I. Sokolov and others) and abroad, mainly in the USA and Great Britain (V. Bazurin, T. Garbuz, I. Zadorozhna, I. Pasinkova).

At the same time, the problem of improving language education in Ukraine remains relevant, as graduates of educational institutions often show an insufficient level of proficiency in both native and foreign languages, which does not allow them to be competitive in the European and world labor markets.

In view of the above, the purpose of the article is to identify and characterize trends in the development of language education in Ukraine at the end of the XX – early XXI centuries, identifying its advantages and disadvantages.

## MAIN RESULTS

One of the most important trends in the development of language education in Ukraine in the late XX – early XXI centuries is the tendency to strengthen the authority of the Ukrainian language, its dissemination in all spheres of public life. In certain chronological boundaries, a number of important legislative documents aimed at the protection and dissemination of the Ukrainian language were adopted, including: the Law “On Languages in the Ukrainian SSR” (1989), the Constitution of Ukraine (1991), the Law of Ukraine “On Television and broadcasting” (1993), the Decree of the President of Ukraine “On the Concept of State Language Policy” (2010), the Law of Ukraine “On the Principles of State Language Policy” (2012), the Regulation on the Ministry of Culture of Ukraine (2014), The Law of Ukraine “On Civil Service” (2015), the Law of Ukraine “On Education” (2017), Procedure for attestation of persons applying for admission to the civil service, concerning the free possession of the state language (2017), and others like that. The draft Law “On ensuring the functioning of the Ukrainian as a state language” is being actively discussed, which was adopted on October 4, 2018 in the first reading.

However, despite the positive changes in the language policy of Ukraine, even after twenty-five years of independence, the government, scholars, educators, and cultural figures failed to fully and completely convince citizens of the need to know their language, especially in the East. For many people, the premise that language preservation is a guarantee of the preservation of a nation remains unrecognized. Therefore, in this area there is still a lot of work ahead and some legislative regulations are unlikely to change. Here, in our opinion,

work should be done more on the psycho-emotional, ideological levels. It is very useful, for example, to invite children, adolescents and students of eastern regions to Western Ukraine, where the younger generation is able to get acquainted with a rich Ukrainian culture more closely, to directly engage in its conservation and development.

The second trend in the development of language education in Ukraine is focusing on the *development of foreign languages*.

In Ukraine in the 50s and 60s of the 20th century, in school education among the foreign languages were offered English, French or German. The choice of foreign language was carried out by the educational institution. These languages were also popular in the system of higher education. Today, the situation in the field of foreign language education is quite similar: the most popular language is English, among other foreign languages the most common are French and German. However, much more attention was paid to the study of foreign languages by the government, scholars, teachers, parents, due to intensive integration processes that covered all European countries in the late XX – early XXI centuries. These processes determined the isolation of a number of other trends in the development of language education, one of which determines the *gradual transition to linguistic diversity and multilingualism*.

In Ukraine, during the time of its stay in the Soviet Union, state administrative structures, educational institutions and even social space did not contribute to the development of multilingualism. It was mostly about Ukrainian-Russian bilingualism, sometimes three- or quadruple, when the languages of national minorities were added to Russian and Ukrainian: Romanian, Hungarian, Slovak, Tatar, Greek, Bulgarian. Such variants of bilingualism, when English, French, German, Italian, etc. were joined to Ukrainian, was very rare.

The situation changed only in the beginning of the XXI century. Thus, the main achievements in the field of language education include the introduction of English from the first year of study and the second foreign language from the fifth year of study in institutions of general secondary education, improvement of professional training of philologists in two specialties in the system of higher education of Ukraine. Today the domestic philological faculties are preparing philologists in the specialty “language and literature (first, second foreign)”. The second specialty in higher education is offered by the languages of the neighboring countries: Bulgarian, Serbian, Croatian, Czech, Slovak, Polish, Hungarian, Romanian, Crimean Tatar, as well as Modern Greek, Turkish, Persian, Hebrew and others. The New Greek as the first foreign language is taught at Mariupol State University, Taras Shevchenko National University of Kyiv, I. I. Mechnikov Odessa National University. The second foreign language, as a rule, is English, German, French, Italian. At the beginning of the XIX-th century, even a third foreign language was introduced as a discipline in the curricula for the training of philologists in two specialties.

By studying the development of language education in Ukraine, we have identified another important trend – *paying special attention to studying the Ukrainian language as a foreign language*.

In Ukraine, the issue of teaching Ukrainian as a foreign language is given sufficient attention from academics and practitioners. According to K. Klimova, an important event in the development of this field was the foundation of the

International Association of Ukrainianists (UIA) in 1989 at the constituent conference in Naples for the purpose of the spiritual revival of the Ukrainian nation, as well as the creation of the International School of Ukrainian Studies (ULN) on the initiative of UIA. International congresses of UIA and the work of LNA played an important role in the development and development of domestic research on the multidimensional problem of teaching Ukrainian as a foreign language (Klimova, 2008, pp. 29–30).

Today, a number of educational textbooks and manuals on methods of teaching Ukrainian as a foreign language have been concluded. Among them: “Ukrainian for foreign students: elementary courses” (S. Alekhina, G. Onkovich, Y. Shatenko, 1998), “Practical course of Ukrainian for foreigners” (N. Zaichenko, S. Vorobyova, 2004), “Ukrainian for Foreigners: A Textbook for Foreign Students of Higher Educational Institutions” (A. Chistyakov, L. Seliverstova, T. Laguta, 2008), “Ukrainian Language. Practical course for grammar for foreign students” (V. Vinnitskaya, N. Plyushch, 2003), “Ukrainian verb. Guidebook for foreign citizens who speak Polish” (N. Prisyazhnyuk, I. Magushinets, D. Lyubich, 2006), “Ukrainian verb. Handbook for Foreigners speaking in Polish” (N. Prisyazhniuk, O. Paceevskaya, A. Bratski, 2007), “Ukrainian verb. Handbook for Foreigners speaking in Russian” (N. Prisyazhnyuk, 2007), “Ukrainian: A Grammar Reference Book (for Foreign Students of the Preparatory Department)” (Ya. Prilutskaya, 2007), “Methodology for the Formation of Grammatical Competences in Ukrainian as a foreign”(S. Sokolova, 2011).

A significant contribution to the development of the methodology of teaching Ukrainian as a foreign language is made by the collection of scientific works of the Ivan Franko National University of Lviv “Theory and Practice of Teaching Ukrainian as a Foreign Language”, which has been issued since 2011 once or twice a year.

The work of the preparatory department for foreign citizens “Comps” at the Lviv Polytechnic National University, which operates since 1991, deserves attention. The main activity of the department is pre-university preparation of foreign citizens for admission to institutions of higher education of Ukraine and the study of Ukrainian as a foreign language.

In addition, in Lviv Polytechnic in 1992, on the initiative of Iryna Kalynets, a people's deputy of Ukraine of the first convocation, a famous writer and public figure, the International Center for Education, Science and Culture was created, which later became the International Institute for Education, Culture and Relations with the Diaspora of the National Lviv Polytechnic University (MIOC). The institute was established with the purpose of expanding activities in the field of cooperation with higher education institutions, strengthening of educational and cultural ties with the Ukrainian diaspora. MIOC collaborates with the Ministry of Education and Science of Ukraine, the Ministry of Foreign Affairs of Ukraine, the Ministry of Culture and Tourism of Ukraine, the World Congress of Ukrainians, the European Congress of Ukrainians, the World Federation of Ukrainian Women's Organizations, many state structures in Ukraine and Ukrainian communities around the world (About MIOC, 2018) .

The department of language training of foreigners has been working at Zaporizhzhya State University for about 35 years, and Zhytomyr Ivan Franko

State University has accumulated experience with Russian-speaking students and the Institute of Philology (Klimova, 2008, p. 30, 32).

However, the study of Ukrainian as a foreign language in Ukraine is usually limited to the walls of higher education institutions and most of the textbooks and manuals developed are addressed specifically to students. Aside from the children of school age, as well as the adult category remain.

The increased interest in studying foreign languages as well as improving the level of proficiency in the Ukrainian made it necessary to conduct a procedure for assessing foreign language and Ukrainian-language communicative competence. Hence, the following distinguishes the trend of *certification of academic achievements in Ukrainian and foreign languages*.

In Ukraine, the certification exams in foreign languages are conducted more closely by the relevant foreign institutions. For example, the state certification exams in Polish language (Państwowe egzaminy certyfikatowe z języka polskiego jako obcego) in Kyiv are organized and supervised by the State Certification Commission for the possession of Polish as a foreign Ministry of Education of Poland, and exams from the Modern Greek language in Mariupol are organized and controlled by the Examination Center for International Certification of Knowledge from the Greek language of the Ministry of Education and Religion of the Hellenic Republic. The relevant institutions conduct certification exams to confirm the level of possession of a particular foreign language in accordance with the European Language Education Recommendations (A1, A2, B1, B2, C1, C2).

In April 2017, at the legislative level, the mandatory certification of Ukrainian language knowledge for civil servants was approved. Thus, the Government approved the Procedure for the Certification of Persons Applying for Admission to the Civil Service, regarding the free possession of the state language. The decision was taken in pursuance of the Law of Ukraine “On Civil Service”. According to the Procedure, an authorized institution of higher education, which forms the relevant commission, organizes and conducts certification. The list of such establishments is published on their official websites, as well as on the websites of the National Agency for Civil Service and the Ministry of Education and Science of Ukraine. The process of attestation takes place in writing or verbally. Oral certification includes a business conversation in a defined scenario and a message-presentation on the topic set by the commission. In writing, a test task and a written translation of the text on professional issues. After passing the certification, persons who apply for admission to the civil service receive appropriate certificates (Resolution of the Cabinet of Ministers of Ukraine “On the organization of certification of persons applying for admission to the civil service, concerning the free possession of the state language”, 2017).

European integration processes, changes in the theory of language education were to be found in the organization of the process of language learning. Hence, it is quite natural that there is a tendency to *constantly update goals, tasks, content, forms, methods and means of language education*.

Concerning the purpose, tasks and content of language education, it is worth emphasizing the development of not only the communicative competence of students, but the development of their research skills, the ability to think, discuss by discussing socially important topics, preparing projects, writing

essays, preparing small works of research nature, etc. Particular attention is paid to the formation of intercultural competence of students.

Improved such advanced methods as work in small groups (problem groups, “brainstorming”, modeling, theatrical techniques, problem media technologies (plot analysis, situations, characters of characters, author's position, comparison of different, sometimes opposing positions), etc. Not losing their relevance and methods such as the method of projects, portfolio, etc. The forms of language training are expanding, among which videoconferences, open microphone, gourmet evening become very popular. Positive influence on the development of linguistic education You have improving training facilities, including the special place occupied by ICT.

The analysis of domestic scientific literature has shown that Ukrainian scientists pay considerable attention to the theoretical understanding of the problem of ICT use in language education. Questions of the study of languages with the use of ICT were studied by R. Buzhikov, Y. Bulakhova, O. Zimovovets, O. Zubov, O. Kamensky, A. Manaco, L. Morskaya, E. Polat, P. Serdyukov, V. Ulishchenko, A. Finkov, A. Yankovets and many others.

Ukrainian software researcher O. Osov uses the software products used in the practice of higher education institutions of Ukraine or educational electronic resources from a foreign language to the following groups according to their content and functional purpose: 1) information materials (encyclopedias, reference books, dictionaries, journals, newspapers, almanacs); 2) e-books for reading; 3) movies on DVD; 4) libraries of electronic visual aids and databases; 5) methodical materials on electronic media (development of lessons, methodological recommendations for the teaching of aspects of language and types of speech activity, tests and other control materials); 6) Internet resources; 7) Combined electronic teaching aids (training programs, electronic textbooks, exercise collections and development games); 8) educational and methodical software for the support of lectures (demonstration materials, presentations, projects, computer design lessons, etc.) created by teachers for a particular class (Osova, 2018, pp. 103–104).

Also, domestic researchers systematized the latest forms of education, types of educational activities and training tools, based on ICT. For example, L. Zlaty relates to forms of education: distance learning, on-line learning with elements of interactivity; Among types of educational activities distinguishes: work on audio, video, creation of presentations, work with computer training programs, electronic communication; Learning tools are called audio recordings, video films, multimedia presentations, computer programs, e-books, textbooks, directories, encyclopedias, dictionaries, Internet resources, e-mail, Skype communication, virtual learning environments (Zlatic, 2014, p. 117–118). The scholar also agrees with O. Shumenko and I. Shipilov, also emphasizing such tools as blogging and forums (Shumenko, & Shypilova, 2013, p. 85).

Often popular among Ukrainian teachers have recently been using computer training programs, among which noteworthy are: Language in Use 24/7; QDictionary; FVords; EZ Memo Booster; Exerciser; IELTS 7 Trainer; English Grammar in Use. Test; English Grammar in Use. Activities; Essential Grammar in Use “Triple play plus in English”; “English in holidays”; English Gold, etc.

Today it is quite relevant to use the technology of distance learning in the educational process. Thus, modern Ukrainian researchers (V. Bykov,

Yu. Bogachkov, N. Zhevakin, V. Kukharenko, N. Syrotenko, O. Rybalko and many others) worked out theoretical and methodological principles of distance education (purpose, tasks, principles, models of distance education), technologies for developing a distance course, various distance programs for specific academic disciplines, etc. (Bykov, 2008; Bykov, Kukharenko, Syrotenko, Rybalko, & Bohachkov, 2008; Zhevakina, 2009).

Ukrainian scientist Kh. M. Aliyev, the advantages of applying distance learning technology, is explained by the fact that, firstly, the latter is more flexible, it is aimed at those who study, creates the most convenient conditions for the student to learn the teaching information at any time; and secondly, such training requires a much lesser use of funds; thirdly, in the distance education the role of the teacher changes, he turns into an assistant, mentor, his monologue is changed to the dialogue of two colleagues, one of which is more experienced; fourth, the process of acquiring knowledge in distance learning is an independent work of students, which plays a crucial role in the learning process (Aliiev, 2017, pp. 23–24).

A striking example of the use of the elements of distance learning during the teaching of a particular course is the placement of educational material on the platform Moodle.

Despite the fact that Ukraine has been paying much attention to the use of IT technologies in the recent past, it must still be noted that, in comparison with other European countries, there are serious shortcomings in our country. Analysis of the literature and own observations have shown that in our country the use of ICT has not yet become systematic. Domestic researchers point to the inadequate use of ICT both in school general and vocational education, in particular pedagogical, inadequate number of teaching aids, linguistic resource bases, electronic manuals, programs for controlling the educational process for students of philology, on the predominantly traditional teaching style humanitarian, in particular philological, disciplines in high school, undeveloped content, forms and methods of formation of ICT competence. It is also noted that there are not numerous consulting points that help to navigate the Web space, virtual libraries, fuzzy triggering system for quick search of the necessary information, lack of substantiation of the advantages of a rational combination of computer-based training with the traditional, not always suitable for use software communication with their mismatch with psychological and pedagogical requirements, tangible psychological barriers. Often, the use of ICTs is limited to the preparation of multimedia presentations, listening to audio recordings, viewing video materials, which is the result of inadequate teacher training for the effective use of ICTs in the educational process (Aliiev, 2017, p. 5; Zlativ, 2014, p. 120; Romashenko, 2014, p. 3; Semenog, 2005, p. 287; Fominih, 2010).

In the practice of language departments of higher education institutions, it is quite rare that teachers arrange such forms of work as videoconferences, on-line learning, as well as computer language programs, language laboratories (which are not even available at all levels) are not sufficiently used.

## **CONCLUSIONS AND PROSPECTS**

Thus, in the development of language education in Ukraine at the late XX – early XXI centuries we distinguish the following leading tendencies: strengthening the authority of the Ukrainian language, its dissemination in all spheres of public life; increasing attention to foreign languages; a gradual transition to language diversity and multilingualism; paying special attention to the study of Ukrainian as a foreign language; launching a certification process for the level of knowledge in Ukrainian and foreign languages; constant updating of the purpose, tasks, content, forms, methods and means of language education.

The article does not exhaust all aspects of the problem being studied. Further study needs a trend of language education in the leading countries of the world with a view to its creative application in the educational process of national educational institutions.

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## ТЕНДЕНЦІЇ РОЗВИТКУ МОВНОЇ ОСВІТИ В УКРАЇНІ НАПРИКІНЦІ ХХ – НА ПОЧАТКУ ХХІ СТОЛІТЬ

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*Статтю присвячено виокремленню й характеристиці провідних тенденцій розвитку мовної освіти в Україні наприкінці ХХ – на початку ХХІ століть, до яких віднесено: посилення авторитету української мови, її розповсюдження у всіх сферах суспільного життя; посилення уваги до іноземних мов; поступовий перехід до мовного розмаїття та багатомовності; надання особливої уваги вивченню української мови як іноземної; започаткування процедури сертифікації рівня володіння українською та іноземними мовами; постійне оновлення мети, завдань, змісту, форм, методів і засобів мовної освіти. Зроблено висновок, що посилений інтерес до вивчення іноземних мов, а також до покращення рівня володіння українською мовою обумовило необхідність проведення процедури оцінювання іноземної та україномовної комунікативної компетентності. Саме тому серед основних тенденцій виокремлено тенденцію сертифікації навчальних досягнень з української та іноземних мов. Крім того, євроінтеграційні процеси та зміни в теорії мовної освіти*

мали знайти своє втілення в організації процесу навчання мов. Звідси цілком закономірною є тенденція постійного оновлення мети, завдань, змісту, форм, методів і засобів мовної освіти. Стосовно мети, завдань і змісту мовної освіти, то у статті зроблено акцент на розвитку не лише комунікативної компетентності учнів/студентів, а й на розвитку в них дослідницьких умінь, умінь мислити, дискутувати шляхом обговорення суспільно важливих тем, підготовки проєктів, написання есе, підготовки невеличких робіт дослідницького характеру тощо. Зазначено, що особлива увага приділяється формуванню міжкультурної компетенції учнів/студентів. Позитивний вплив на розвиток мовної освіти має удосконалення засобів навчання, серед яких особливе місце посідають ІКТ.

**Ключові слова:** ІКТ; іноземні мови; мовна освіта; сертифікація; тенденція; українська мова.

*Received: 02.08.2018*

*Accepted: 21.12.2018*