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ВПЛИВ МУЛЬТИЛІНГВАЛЬНОЇ ПОЛІТИКИ ЄВРОПЕЙСЬКОГО СОЮЗУ НА ПІДГОТОВКУ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ В УНІВЕРСИТЕТАХ РУМУНІЇ
ВЛИЯНИЕ МУЛЬТИЛІНГВАЛЬНОЙ ПОЛИТИКИ ЕВРОПЕЙСКОГО СОЮЗА НА ПОДГОТОВКУ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ В УНИВЕРСИТЕТАХ РУМЫНИИ
THE INFLUENCE OF THE EUROPEAN UNION MULTILINGUALISM POLICY ON THE TRAINING OF FOREIGN LANGUAGE TEACHERS IN ROMANIAN UNIVERSITIES

У статті висвітлено європейську політику мультилінгвізму та мультикультуралізму мовної освіти в європейських країнах. Крім того, в статті розглядаються напрямки спільної діяльності країн Європейського простору в організації підготовки викладачів іноземних мов, формування єдиних стандартів професійної кваліфікації для визнання професійного визнання вчителів іноземних мов, стратегії та практичні кроки для реалізації проектів у сфері підготовки викладачів іноземних мов, що фінансуються Європейським Союзом, та участь європейських країн, зокрема Румунії в цих проектах. Європейський Союз постійно підкреслює той факт, що кожен громадянин повинен вміти розмовляти рідною мовою та двома іншими європейськими мовами, зосереджує увагу на необхідності сприяння мовному різноманіттю та мотивації європейських громадян до вивчення менш поширенних мов та поліпшення якості викладання іноземних мов у навчальних закладах різних рівнів і докладає певних зусиль для реалізації цих ідей шляхом впровадження проектів та програм, які він фінансує. Автор акцентує увагу на тому, що Румунія, як і всі європейські країни, бере активну участь у чисельних проєктах і програмах, що пропонуються Європейським Союзом, оскільки одним з пріоритетних напрямків румунського уряду є якість освіти на всіх рівнях та її відповідність Європейським стандартам. Наприкінці статті автор робить висновок, що мультилінгвальна політика Європейського Союзу має певний вплив на підготовку викладачів іноземних мов в Університетах Румунії. Також автор робить висновок, що через участь в різних освітніх проектах і програмах, які фінансуються Європейським Союзом серед вищих навчальних закладів, спрямованих на розвиток багатомовності та
The article highlighted the European policy of multilingualism and multiculturalism of language education in European countries. Besides the article also deals with directions of joint activities of countries of the European Area in the organization of training foreign language teachers, the formation of uniform professional qualification standards for determining the professional definition of foreign language teachers, strategies and practical steps for the implementation of projects in the field of training foreign language teachers funded by the European Union and participation of European countries, in particular Romania, in these projects. The European Union constantly emphasizes the fact that every citizen should be able to speak
in his native language plus two other European languages, stresses the need to promote of linguistic diversity and the motivation of European citizens to learn less widely used languages and improve the quality of teaching foreign languages in educational establishments at different levels and focus its efforts to realize these ideas through the implementation of projects and programs that it has funded. The author focuses on the fact that Romania like all European countries is actively involved in the numerous projects and programs offered by the European Union as one of the priority areas of the Romanian Government is the quality of education at all levels and brings it in conformity with European standards. At the end of the article, the author concludes that the multilingual policy of the European Union has a certain influence on the training of foreign language teachers at the Romania Universities. The author also sums up that due to the participation in various educational projects and programs financed by the European Union among higher education institutions aimed at the development of multilingualism and multiculturalism of language education, the professional level of foreign languages teachers in Romania is increasing.

Key words: multilingualism, multiculturalism; higher pedagogical education; training of foreign language teachers; linguistic diversity; multilingualism.

European integration of higher education systems of the post-Soviet countries of the 21st century determines their current state and development trends. In the context of further European integration of Ukraine, the interconnections and interaction between national systems of teachers' training of different countries are intensified. Recent events in the Ukrainian educational space confirm the interest of the Government and the academic community in the educational processes of the European Union member states. Thus, in June 2017, the 1st International Scientific and Practical Conference "Comparative Pedagogy and International Education - 2017" was held in Kyiv with the participation of the Director of the Institute of Education and Science of Romania, Kiprian Fartushnik, assistant to the Ambassador of Romania to Ukraine and other Romanian scholars, organized by the Department of Comparative Pedagogics of the Institute pedagogics NAPS of Ukraine. The conference discussed issues, methodological standards for comparative pedagogical studies, innovations in educational development strategies in Ukraine, Europe in the context of multiculturalism, globalization and European integration [1].

The next landmark event in this direction was the meeting of Minister of Education and Science of Ukraine Lilia Grinevich with the Minister of National Education of Romania Liviu Marian Pop, which took place on September 27, 2017,
in the Ministry of Education and Science in Ukraine. During the meeting were discussed current issues of bilateral cooperation between Romania and Ukraine in the field of education in the context of the new Education Act of Ukraine [3]. All of this leads to a scholar interest in the study of the experience of foreign countries in particular Romania.

The Aim. The aim of the article is to highlight influence of the European Union multilingualism policy on the training of foreign language teachers in Romania Universities.

Pedagogical education in the world has a long tradition but research on teacher education has been rather slow in European countries to become a recognized activity worthy of academic study. However, in the last quarter of the twentieth century a big step was taken in this direction. For example, Malcolm Wallace [8] lists three different approaches to teaching language teachers: a craft; applied science; reflexive practice. At the beginning of the 20th century the fourth approach was found: education on the basis of competence. Undoubtedly, all of these approaches do not exist in their pure form, each of them has a clear difference in principles, processes and practices. In addition, they should be considered in the context of teaching foreign language teachers. Some studies indicate that "language people" [7] are characterized by clearly expressed phenomena and the study of languages involves the processes of personal transformation.

The European Union constantly emphasizes the fact that every citizen should be able to speak in his native language plus two other European languages, emphasizes the need to promote linguistic diversity and motivation of European citizens to study less commonly used languages and improve the quality of teaching foreign languages at schools of different levels and makes every effort to implement these ideas through the realization of numerous programs and projects that it finances.

Scholar research of European projects and programs has once again confirmed the soundness and urgency of the problem of the training of qualified specialists. The
study examined three aspects of the training of foreign language teachers in Romania and other European countries: organization, structure and content.

By studying the materials of the European Union's research, contextual details and examples of the best practice in preparing future teachers of foreign languages at Romanian universities were identified:

- accentuation of attention on the communicative aspects of language learning;
- adaptation of pedagogical teaching methods to the needs of certain groups of language students;
- use of mentoring systems in teacher training and mentor training;
- introduction of intercultural dimensions;
- the use of new technologies and autonomous, open or distance learning approaches in the training of teachers as well as training on their use;
- Europeanization and internationalization of teacher training programs;
- increasing the competence of teachers of the foreign language and culture they teach [5].

Research has also shown that Romania like all European countries, has unified requirements for organizing the language training process i.e: level of training, qualifications, financial support and student base. Professional training of foreign language teachers for secondary schools in Romania is usually carried out at universities, often involving departments of education, language, art and the humanities.

Higher educational institutions prepare their students for professional activities according to specific requirements, that is in accordance with the state educational standards implemented by the Ministry of Education, Research, Youth and Sport of Romania.

Thematic disciplines for the preparation of students, most of which profile subjects are taught in their native language but there are general or additional subjects taught in a another foreign language that they learn. In order to improve language practice, curricula include effective interactive language courses or workshops. One
of the aspects of training foreign language teachers is high-level ICT skills that Romania pays special attention to.

All countries combine different types of current and final grades in education. Usually students are assessed either according to the criteria of an educational institution or according to clear instructions or requirements established by the ministries of education.

Thus, the following evaluation methods were found:
- oral, written tests and examinations on various components of individual subjects;
- course work on particular subject components;
- a series of studies;
- protection of projects;
- final (state) oral and written examinations;
- defense of the dissertation.

Pedagogical practice is a compulsory component of the curriculum for the training of foreign language teachers in Romania. Students pass it to secondary education institutions where trainees are supervised by experienced teachers. Mentors act as consultants and help plan students' work. To undergo a pedagogical and, at the same time, language practice may students participating in curriculum abroad, as there are strong links between the Nordic countries, which consist of Nordplus and CEEPUS members (Central European exchange program for university research: Austria, Czech Republic, Bulgaria, Slovakia, Slovenia, Romania, Poland, Croatia and Hungary).

Romania actively participates in other projects and educational programs that in order to implement multilingual and multicultural language education in the countries of Europe are implemented and funded by the European Union (INSET bilingual project "In-Service Training Policy", "INSET international languages at a distance", "Regional Exchange Program for University Studies CEEPUS, ILIAD", "Talanted Europe" supported by Erasmus + Project "Use of ICT in language learning
and learning", ELP " The European Language Portfolio"," Reflexivity in training: Tomorrow's teachers' project ", etc.).

**Conclusions.** Summing up it is necessary to note that the multilingual policy of the European Union has a certain influence on the training of foreign language teachers in Romanian Universities. It should also be noted that due to participation in various educational projects and programs funded by the European Union, among higher educational institutions aimed at developing multilingualism and multiculturalism in language education, the professional level of teachers of foreign languages in Romania is increasing. We can also argue that the main goal of the Romanian higher education system in the field of training foreign language teachers is the formation of highly skilled European language teaching staff, namely, the training of specialists capable of teaching two or more foreign languages in institutions of primary, secondary and higher educational institutions.

Бібліографічні посилання

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