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MULTILINGUALISM IN THE CONTEXT OF EUROPEAN INTEGRATION

In the modern process of modernization and adaptation of the higher education system of Ukraine to European standards, a student is considered to be a patriot of Ukraine who knows and respects its history and culture, speaks the state language fluently, knows at least one foreign language, has the desire and ability to self-education, is active and responsible in social and personal life, safely uses the achievements of science and technology, adheres to a healthy lifestyle.

Knowledge of languages is an important component of the system of a multilingual personality, who is characterized by high motivation to learn languages and readiness to use these languages in communication and learning, who learns these languages independently, which is a prerequisite for its successful implementation in a multilingual and multicultural environment. A multilingual personality is usually characterized by flexibility, dynamism and openness to the perception of a different way of life and thinking; creativity, tolerance in communication with representatives of other nationalities.

Multilingual communicative competence is in its essence a meta-competence, an asymmetric and dynamic complex of communicative competences of the studied languages and metalinguistic, intercultural and compensatory competences.

The core of multilingual communicative competence is formed on the basis of communicative competences of all studied languages in the process of interaction, which is carried out with the help of metalinguistic, intercultural and compensatory competences. These specific components of multilingual communicative competence ensure the ability of students to appropriately switch from one language to another, to act as a mediator between languages and cultures.

A multilingual personality is usually characterized by different levels of formation of skills in listening, reading, production of oral and written expressions in different languages, which is determined by the goals of learning, sociolinguistic and language status, the presence of a language environment, features of the organization of the learning process, and the personal motivation of learners.

The level of formation of communicative competence in each language affects the level of formation of multilingual communicative

competence as a whole. Skills and attitudes, the basic knowledge defined for the linguistic and literary field in the State Standard of Comprehensive Education, are also the basis for the formation of multilingual communicative competence: they interact and are updated based on the processes of comparison and transfer. The effectiveness of the interaction process depends on the level of formation of specific competences (metalinguistic, intercultural and compensatory), which make it possible to flexibly use the language repertoire, ensure the switching of language codes. It is the ability to switch from one language to another that is a defining feature of multilingual communicative competence, as opposed to proper communicative competence.

Metalinguistic competence refers to abstract-logical operations with several language systems based on cross-linguistic transfer in order to perform an intermediary role in oral and written communication, transfer and exchange of information, taking into account the peculiarities of different linguistic and cultural systems. The formation of this competence is based on the idea that learning a new language is influenced by the transfer of knowledge and skills from other languages, universal features of language acquisition as a whole. This kind of educational subordinate multilingualism, when each new language is perceived through the prism of the languages that the learner already knows, is effective, while the native language serves primarily as a support. It is important that this multilingualism is productive and that students are able to express themselves in the languages they are learning.

Metalinguistic competence is determined by the ability to appropriately switch from one language to another in the process of communication.

Intercultural competence is an individual's ability to comprehend, analyze and interpret the facts of different cultures, to adequately perceive and understand representatives of one's own and another culture, and to interact tolerantly with them. It involves awareness of belonging to one's native culture, understanding its uniqueness, recognition of the value of other cultures, which is formed on the basis of cross-cultural comparison. The development of intercultural competence in the process of implementing the model of multilingual education is based on the assimilation of comprehensive knowledge about languages as well as systems of linguistic, cultural, social norms and spiritual values, which are determined by the national identity, mental attitudes of different peoples and are characterized by the presence of unique, specific features, and universal universal features inherent in all national communities.

The most important for intercultural competence is the ability to find similarities and differences in different cultures; to explain the peculiarities

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of one's culture, to present its traditions; to use the means of national speech etiquette; to overcome intercultural conflict situations by non-violent methods; to counteract manifestations of national-cultural, racial and gender discrimination.

Compensatory (strategic) competence is an individual's ability to overcome the lack of knowledge and speaking skills in the languages being studied, to involve in the process of communication in conditions of insufficient command of a certain language knowledge, skills and abilities acquired in the process of learning other languages; to build communication strategies in the specified conditions.

Important thing for the formation of compensatory competence is the ability to understand the meaning of a word based on the context in the process of reading or listening with the help of a dictionary; understand the meaning of a word based on the analysis of its elements (prefixes, suffixes); provide information using familiar words, paralinguistic (non-verbal) means of communication.

To come to a conclusion, in the course of implementing the model of multilingual education, it is important to find a balance in comprehensive learning and use of native, state and foreign languages, determining directions and forms of integration and synchronization of the language curriculum in each individual educational institution; teaching methods and techniques that will be effective under these conditions, because in the process of interconnected language learning, their synergistic development should take place, which makes it possible to optimally balance the asymmetry of multilingual competence.

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