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*Viktoriia Slipenko*

### LANGUAGE EDUCATIONAL POLICY OF THE EUROPEAN UNION COUNTRIES: A BRIEF REVIEW

The need to use and apply foreign languages is growing every year. Knowledge of a foreign language is becoming a vital necessity not only in professional activities, the educational process and the labor market, but also in everyday life, because language has always been and remains an integral component of human culture. It is not for nothing that the Lisbon Conference in 2000 included language proficiency in the list of five “key competencies” and the European Parliament in December 2006 added foreign language proficiency to the expanded list of eight “key competencies” that people need to live a full life in society.

Foreign scholars have made a special contribution to the development of the European Union’s language policy: B. Havring, R. Bell, I. Savikienė, A. Sormunen and others. Among the Ukrainian researchers whose works are devoted to language issues, it is necessary to single out V. Horbatenko, O. Kalynovska, A. Korzh, V. Kulyk, O. Medvedev, L. Nagorna, V. Radchuk, and others. Certain aspects of the state language policy in Ukraine have been studied in the works of D. Arel, Y. Besteres, O. Medvedev, L. Nagorna, O. Tkachenko, E. Plakhuta, V. Radchuk, M. Strikha, S. Shulman, and others.

At the same time, the language education policy of the European Union, despite the considerable relevance of this issue, still remains insufficiently studied, in particular, the results of researchers in this area have not been generalized to obtain a systematic picture of the problem, as well as the implementation of European experience in Ukrainian society.

The linguistic situation in modern Europe is as follows: more than

490 million people live in the EU countries. The European Union (27 EU member states) has 23 official languages, representing three language families – Indo-European (most languages), Finno-Ugric (Estonian, Hungarian and Finnish) and Semitic (the only one is Maltese). Each of these languages is a “working language” meaning that all official documents are issued in all 23 languages, and all meetings are held in all official languages. For example, to provide interpretation of a working meeting in the 23 official languages of the EU, 69 interpreters are needed simultaneously [2]. In addition to the official languages, EU regulations distinguish more than 60 so-called “regional languages” and “minority languages” spoken by about 50 million people (e.g., Welsh, Kashubian, Miranda, Frisian, etc.) [3].

The most common “mother tongue” for EU citizens is German, which is the language of communication for 18% of the population. At the same time, about 38% of the EU population understands and speaks English (the percentage is given without taking into account the UK and Ireland).

It is quite obvious that the language policy of the European community is based on respect for the right of every citizen to speak his or her own language (Article 22 of the Charter of Fundamental Rights of the European Union), i.e., formally, the status of a regional language in this aspect is not much different from the status of an official language. The European Union has never aimed to introduce one common language for all EU citizens [4].

It is worth noting that the main principles of forming language competence in EU citizens are: firstly, the need for lifelong language education and secondly, multilingualism (or “multilingualism”). The EU educational policy is formed on the basis of the integrated Lifelong Learning Program 2007–2013. This document defines all the issues of the EU’s educational policy for the period from 2007 to 2013, including language learning [1].

The program consists of four main programs: the Comenius project (named after the 17th century Czech humanist educator Jan Comenius), the Erasmus program (named after the famous 16th century humanist Erasmus of Rotterdam), the Leonardo da Vinci program (named after the great Italian Renaissance figure), the Grundvig program (named after Nikolai Grundtvig), and two additional programs: “The Transversal program and the Jean Monnet project” (named after one of the founders of the European Union). Each of these programs has its own objectives and corresponding funding [2].

The second basic principle on which the entire concept of language learning in the European Union is based is Multilingualism. The Council of European Ministers in Barcelona set a goal: every citizen should know two foreign languages in addition to their native language. This concept became the basis for creating an active foreign language learning strategy based on various pan-European programs.

In 2013, the Action Plan “Measures to Promote Language Learning and Linguistic Diversity” was put into effect, which combined three global areas:

1) lifelong learning of foreign languages – from preschool to adulthood; 2) improving the quality of foreign language teaching; 3) creating a language environment conducive to better language learning. In the newest program, General and Vocational Education 2020, the ability to communicate in a foreign language is still considered a key competency. At the same time, it should be noted that despite the great attention paid to foreign language learning at the European level, the goals set are not being fully realized.

The analysis of literature shows that the management of higher education institutions is also doing a lot of work to encourage students to learn languages and develop multilingualism. In addition to special language courses, foreign language learning is carried out as a component of studying special subjects (for example, Japanese as part of the subject “Electronics” with the subsequent internship in Japan), as well as as an extracurricular activity. Higher education institutions are also centers for the implementation of various international student exchanges, which make a great contribution to the formation of language competence.

Given the results obtained, we consider it necessary to propose a number of state measures aimed at overcoming language barriers between the European Union and Ukraine. In our opinion, the introduction of a state language policy is necessary through the development and implementation of national regional and special programs, support for public initiatives, and the establishment of cooperation between state authorities, local governments, and public organizations.

In the EU, foreign language proficiency is one of the core competencies, as is the ability to write, read and count. Each country should pursue a targeted language policy in the field of language learning. The experience of developing the language competence of citizens accumulated in the EU countries can be used in our country, especially the main concepts of language policy – lifelong learning and multilingualism. The experience of universities in developing their own language policy, as well as the ways and methods of its implementation, is also worthy of attention. Prospects for further research include further study of the experience of EU member states, as well as the development of Ukrainian state language policy programs aimed at overcoming obstacles to communication between Ukraine and the EU.

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*Марина Солтусенко*

## **ВИКОРИСТАННЯ ТЕХНОЛОГІЙ МУЛЬТИМЕДІА В ПОЧАТКОВІЙ ШКОЛІ ДЛЯ ПІДВИЩЕННЯ МОТИВАЦІЇ ТА ЗАЦІКАВЛЕНОСТІ У НАВЧАННІ**

У сучасному інформаційному суспільстві виникає нагальна потреба в інформатизації освіти. Головна мета цього процесу полягає у раціоналізації інтелектуальної діяльності за допомогою нових інформаційних технологій. Це сприяє підвищенню якості та ефективності навчання учнів, які повинні адаптуватися до вимог постіндустріального суспільства.

Мультимедійні технології є одним із найбільш перспективних напрямів розвитку інформаційно-комунікативних технологій. Вони відкривають безліч можливостей для різноманітного подання інформації, включаючи поєднання тексту, звуку, графіки та ефектів моделювання [5].

Мультимедіа – це спеціальна інтерактивна технологія, яка використовує технічні та програмні засоби для обробки комп'ютерної графіки, тексту, мовленнєвого супроводу, високоякісного звуку, статичних зображень та відео.

Мультимедіа відзначається своєю ефективністю як освітньої технології завдяки кільком важливим характеристикам. Ці характеристики включають інтерактивність, гнучкість та інтеграцію різних типів навчальної інформації. Однією з ключових особливостей мультимедіа є навігаційна структура, яка дозволяє користувачам взаємодіяти безпосередньо з програмним ресурсом. Інтерактивність технологій мультимедіа передбачає живий зв'язок між користувачем і програмою [1].

В освітньому процесі можна виділити кілька ключових мультимедійних інструментів, які підвищують ефективність навчання:

– комп'ютерні тренажери: ці інструменти є основою мультимедіа-технологій, дозволяючи не тільки візуалізувати об'єкти, але й моделювати їх поведінку за допомогою спеціалізованого програмного забезпечення.

– автоматизовані навчальні системи: інтеграція комп'ютерної графіки, анімації, відео, звуку та інших медіа робить навчальний матеріал більш наочним і зрозумілим, особливо коли потрібно засвоїти об'єми нейтральної інформації.

– навчальні фільми: вони можуть бути створені як за допомогою