

## ***MULTILINGUALISM AND LANGUAGE LEARNING***

In the modern world, the distinctive and prominent feature of which is the penetration of the process of globalization into all spheres of human activity, communication and close interaction of representatives of different cultures has become the norm. The Internet, media and television are an integral part of everyday life. So foreign language forms of communication also gain special significance. As a result, in today's world there are very few places where people speak only one language.

Multilingualism and multiculturalism are the realities of today's European society. These realities challenge the traditional view of linguistic education, where each language is studied separately one after another, and not together. Multilingualism is a phenomenon of the 21st century, which is becoming more and more popular all over the world.

Multilingual education involves meaningful and integrated language learning. In multilingual schools and higher education establishments students study different subjects with several languages (state language and one or two foreign languages).

Multilingualism is the ability of the individual to speak more than one language, actively (for oral and written communication) or passively (reading and understanding by ear) use it [3; p. 4].

Analyzing the language determinants of modern education, Polish scholar A. Gofron shows the influence of the language factor on the change of educational models. If in industrial civilization education was mainly a translator of knowledge, traditions of culture, then in modern civilization it should become a kind of mediator in acquiring knowledge, not just to pass knowledge, but to learn to obtain, find and apply them. It is about medial education as a model of modern knowledge. According

to the general definition of the author, medial education means connecting to the foundations of knowledge of the processes of communicating people [1].

The concept of "Multi-competence", which belongs to the British professor of applied linguistics V. Cook (born in 1940), which he proclaimed in the 1990's. According to V. Cook, multicompetence is the preservation in the mind of one person the two languages ("The knowledge of two languages of one mind"). In the process of learning a new foreign language cognitive mentality undergoes qualitative changes, expands the experience of communication and enriches the worldview. All people have the potential to know several languages, because monolingualism is not an indicator of the high achievements of the human brain. These provisions had significant implications for the language learning process, and in particular multilingual education. The scholar has proved that: 1) the teaching of the second language should not be aimed at achieving the competence of the level of the native speaker; 2) the native speaker is not necessarily the best teacher of language; 3) students in possession of a second language should be allowed to use in their class in their native language [2].

The analysis of scientific studies devoted to the study of the phenomenon of multilinguism has shown that this phenomenon is still not completely determined.

#### Bibliography:

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