

## PEDAGOGY AND EDUCATION

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### **GLOBALIZATION AND EUROPEAN INTEGRATION: IMPACT ON FOREIGN LANGUAGE TRAINING IN THE MODERN SYSTEM OF HIGHER EDUCATION OF UKRAINE**

***Abstract.** The article analyzes the problem of foreign language training in the context of globalization and European integration, namely their profound impact on foreign language training in the modern system of higher education of Ukraine. It has been found that: 1) the main trends in the process of teaching Ukrainian students a foreign language in higher education are communicative, interdisciplinary social and professional orientation, 2) sufficient attention has not been paid to foreign language training of adults, which particularly requires radical reforms and essential changes. The directions for further prospective scientific research have also been determined.*

***Keywords:** academic mobility, communicative approach, European integration, globalization, institution of higher education, foreign language, foreign language training, system of higher education.*

**Introduction.** Specialist training is a process of forming a creative personality capable of self-development, self-education, self-improvement and productive creative activity in the context of self-actualization, as a rule. Economic and political globalization processes in the world produce new demands to the graduates of higher education institutions. In the conditions of European integration and close cooperation of Ukraine with numerous countries of the world, new wide opportunities for specialists to realize their own professional potential open up for

these specialists. The European Community has opened the borders of states for the movements of people, capital, goods, which have led to the need for active mutual communication and cooperation between people of different cultures and countries all over the world.

Thus, complex processes of globalization and European integration, which tend to intensify, require the preparation of a new generation of professionals to live and work in a multinational and multicultural space, who are able to communicate effectively with its representatives.

Today, knowledge and skills in the sphere of foreign language, and not even one, is the key to success and competitiveness in the modern labor market, when among the professional competencies of graduates of higher education institutions a special place is occupied by foreign language professional communication. Thus, the socio-cultural reality that has emerged in the world has brought the study of foreign languages in Ukraine to a qualitatively new stage in the context of reforming the modern system of higher education in Ukraine, seeking strong modernization of each component.

**Main part.** Analyzing the main trends in the process of teaching Ukrainian students a foreign language in higher education institutions, we can highlight the following.

Thus, the system of higher education is currently aimed at self-realization of the individual, its sustainable development, including self-development, lifelong learning and education. The system of teaching a foreign language has clearly defined goals, objectives, content, principles, methods, tools, control and evaluation tools. The content of foreign language education of applicants, on the one hand, meets the social order of society, on the other, is largely determined by the achievements of modern linguistics, psychology, psycholinguistics.

In the context of foreign language learning, there is a practical applicability of knowledge gained in the discipline, skills and abilities to communicate in a foreign language as a basis for their further improvement, opportunities for mastering a second (third) foreign language and effective professional activity in general. Language only for communication at the household level and the ability to read texts

can no longer meet the requirements of the time and guarantee employment for any person.

In the communicative approach, students should develop skills of free communication in a foreign language, both domestic and professional, as well as motivation, vision and plan for their further improvement given the identified realities and features of intercultural communication. Thus, students learn to work with authentic materials inherent in native speakers, master the features of intercultural communication as a means of understanding the mental traits of different cultures [1], the study of which is currently mostly present in Ukraine only in training philologists.

At the first stage of higher education, students deal with the discipline "Foreign Language", which involves mastering the general scientific, everyday language. At the second stage, the discipline "Foreign language for specific purposes" is studied, aiming at providing students with knowledge in their specialized field and the formation of relevant skills. Here is the mastery of professional vocabulary, that is terms and expressions necessary for professional communication in a particular field, as well as the formation of skills and abilities for their further use in professional activity.

Modern higher education institutions have ample opportunities to detail and update the goals of vocational training of foreign language students, including specialization, opening horizons for professional communication. In the process of learning a foreign language in integration with professional disciplines, based on a certain level of mastery within the acquired knowledge and established communication skills and abilities of listening, reading, speaking, writing, students also have the opportunity to immerse themselves in the profession. After mastering the basic professional terminology, it is facilitated by working with authentic literature, online elements (lexical and grammatical tests, foreign language texts, dialogues, videos, etc.), preparation of reports and presentations on professional topics, in participation in international conferences as a listener or speaker, participation in the development and presentation of own or joint projects and startups, etc.

According to the Laws of Ukraine “On Higher Education” (2014) [2] and “On Education” (2017) [3], participants in the educational process have the right to academic mobility as an opportunity to study, teach, train or conduct research in another higher education institution or even scientific institution on the territory of Ukraine or abroad, which provides for various forms. Thus, students can do internships or study in overseas universities, improving the level of proficiency in a professional foreign language and raising their professional level in general for further productive activities.

Now, in a pandemic society, the realization of the right to academic mobility has become possible in a distant form. Participation in various levels of conferences, seminars, webinars, courses, training, internships in a foreign language with the help of a set of Internet resources is widely available. Particularly effective are all kinds of interactive training tools that promote the formation of flexibility and creativity as the basis of professional mobility.

A special place is occupied by foreign language training of different categories of adults through all types and levels of language training centers, refresher courses, etc.; non-formal education is becoming widespread, too. Without foreign language training, it is difficult to imagine the progressive expansion of individual, social, professional and career opportunities of modern professionals, who in the context of globalization and European integration also have an urgent need to establish and develop intercultural and interpersonal professional contacts with other countries and cultures all over the world.

In European countries, there have been significant developments in foreign language adult education, while in Ukraine it is currently in need of reform.

**Conclusion.** In the conditions of globalization and European integration, a foreign language today has become an important means of raising the professional level and a guarantee of demand and success in the labor market. For this purpose, professional foreign language training of students during their study in basic institutions of higher education is extremely important. The analysis above revealed the main trends in the process of teaching students a foreign language in Ukrainian higher education institutions, such as communicative, interdisciplinary social and

professional orientation. At the same time, academic mobility enshrined in the legislation opens up a wide range of opportunities for further specialist improvement. However, foreign language training of adults remains underestimated, which requires radical reform and indicates a promising direction for further research. The optimization of the system of foreign language training in general also requires thorough research.

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