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Bilingual Education of Future Social Pedagogues as a Guarantee of Their Professional Mobility

Dwujęzyczna edukacja przyszłych pedagogów społecznych jako gwarancja ich mobilności zawodowej

ABSTRACT

In this article the bilingual education of future social pedagogues is presented. It is based on general and special educational principles, general didactic and innovative forms of training, the latest and classical teaching methods, using specific means of training, including the goals and objectives of bilingual education. According to this notion, training occurs in four stages: covering stage (I–IV semesters of studying), additional stage (V–VIII semesters of studying), parity stage (I–II semesters of master's degree), evolutionary stage (III semester of master's degree). To each of these stages, special educational and methodological materials have been developed to provide a specific process of bilingual education at the appropriate stages, which forms a training complex for the implementation of bilingual training of future specialists, which corresponds to the educational program of training specialists in the social sphere and covers all types of educational activities of students in the context of bilingual education. It should be noted that this technology has been tested at the Zhytomyr Ivan Franko

KEYWORDS

bilingual education, bilingual professional competence, educational process, professional mobility, pedagogues

SŁOWA KLUCZOWE

edukacja dwujęzyczna, dwujęzyczne kompetencje zawodowe, proces edukacyjny, mobilność zawodowa, pedagodzy

SPI Vol. 21, 2018/3
ISSN 2450-5358
e-ISSN 2450-5366
DOI: 10.12775/SPI.2018.3.002

Submitted: 21.06.2018
Accepted: 15.09.2018

State University for eight years and has given positive results, especially in terms of the motivational component of the training.

In the article it is demonstrated that bilingual education is a guarantee of the professional mobility of future social sphere specialists since this kind of training enables our graduates to be competitive in the modern labor market and to work in any part of Europe and not only in their own country.

ABSTRAKT

W artykule przedstawiono technologię dwujęzycznej edukacji przyszłych pedagogów społecznych. Technologia ta została oparta na ogólnych i specjalnych zasadach edukacyjnych, ogólnych dydaktycznych i innowacyjnych formach szkolenia, najnowszych i klasycznych metodach nauczania, z wykorzystaniem konkretnych środków szkolenia dla celów edukacji dwujęzycznej. Zgodnie z tą technologią, trening odbywa się w czterech etapach: etap podstawowy (I–IV semestr studiów), dodatkowy etap (V–VIII semestr studiów), etap równoległy (I–II semestr studiów magisterskich), etap ewolucyjny (III semestr studiów magisterskich). Na każdym z tych etapów opracowano specjalne materiały edukacyjne i metodologiczne, aby zapewnić właściwy proces kształcenia dwujęzycznego na odpowiednich etapach, w efekcie czego wypracowano zestaw materiałów szkoleniowych do wdrażania technologii dwujęzycznego szkolenia przyszłych specjalistów, co odpowiada programom szkolenia specjalistów w sferze społecznej i obejmuje wszystkie rodzaje działań edukacyjnych uczniów w kontekście edukacji dwujęzycznej. Należy zauważyć, że technologia ta została przetestowana na Uniwersytecie Żytomierskim przez osiem lat i dała pozytywne wyniki, szczególnie pod względem motywacyjnego komponentu szkolenia.

W artykule wykazano, że edukacja dwujęzyczna sprzyja mobilności zawodowej przyszłych specjalistów w dziedzinie sfery społecznej, ponieważ tego rodzaju szkolenia umożliwiają absolwentom konkurowanie na współczesnym rynku pracy oraz dają możliwość podjęcia pracy w dowolnej części Europy, a nie tylko we własnym kraju.

Introduction

The last decade has been characterized by rapid changes in all spheres of human activity, including the modern system of education. It should be mentioned that educational trends in Ukraine, particularly in relation to higher education, have significantly changed

according to the process of European integration which has been pursued and supported by our state. Evidence of this has been Ukraine's accession to the Sorbonne (1998) and Bologna (1999) Declarations that proclaimed the creation of the single European educational area in which national identities can interact and be strengthened for the benefit of Europe, their students and citizens in general.

Taking into account the current global trend towards bilingual training, which has clearly proven its necessity and effectiveness (in most universities of Latin America, European and Asian countries, studies are conducted on a bilingual basis [native language and English]), there is a tendency in all spheres, including educational, towards establishing a common language of communication, and thus learning.¹

Socio-cultural, geopolitical and economical reasons have led to the language of international communication becoming English. The relevance of bilingual education (native language and English language) is also due to the attraction of the Ukrainian educational sphere towards international principles of education, in which a student should not have a huge amount of abstract knowledge, as it was in Soviet times, but vice versa: knowledge must be strong, but highly specialized, and the main task of the university is to train future specialists to use this knowledge and skills in a changing, dynamic and sometimes volatile environment, be capable and ready for professional adaptation, decision-making.²

It only becomes possible in case of bilingual education of future professionals, because we are talking about education in the 21st century, i.e. the period of globalization, integration, when borders between countries are being erased and a specialist, if he or she is highly professionalized and has a knowledge of a professional foreign language (a prerequisite) can work not only in their native country, but anywhere in Europe and even the world. Given the above reasons, we believe it is appropriate to teach special (professional) subjects bilingually.

¹ See: A. Duszak, *Tekst, dyskurs, komunikacja międzykulturowa*, Warszawa 1998.

² See: I.V. Zaitseva, *Motivation of Students Training*, Irpin 2000, p. 191.

The aim of the article and research methods

Therefore, the aim of the article is to present the approach to the bilingual education of social sphere future specialists on the example of Zhytomyr Ivan Franko State University and to show that bilingual education contributes to the improvement of professional mobility of future social sphere specialists. We have developed this experimental approach as a response to the challenges of the time, the needs of our future specialists and our society in general.

Research methods: theoretical analysis of philosophical, methodological, linguistic, pedagogical and psychological literature on the issues connected with the formation of bilingual professional communicative competence; studying policy documents, educational standards, textbooks and teaching aids for foreign language and social pedagogy on the aspect of the research problem; analysis and generalization of the pedagogical experience of the department of social technologies of Zhytomyr Ivan Franko State University and the author's own experience of conducting bilingual classes.

The development of bilingual education in general is associated with the works of A. Shirin,³ W. Mackey,⁴ N. Shaydarova, S. Shubin⁵ and many others.

Despite the fact that bilingualism is not a widespread category in the modern educational system of Ukraine, its theoretical foundations are reflected in the scientific works of such scholars as N. Mykytenko,⁶ A. Kovalchuk, A. Gusak⁷ and O. Kanyuk.⁸

³ A.G. Shirin, "Didactic and Methodological Aspects of the Process of Bilingual Education," *Bulletin of the Novgorod State University* 2005, no. 31, pp. 63–66.

⁴ W.F. Mackey, "A Description of Bilingualism," in: *Reading in the Sociology of Language*, ed. A. Fishman, The Hague 1977, pp. 554–584.

⁵ N.A. Shaydarova, "Development of Bicultural Professional Competence of Students in Conditions of Artificial Bilingualism," *Bulletin of Novgorod State University* 2008, no. 45, pp. 72–75.

⁶ N.O. Mykytenko, *Theory and Technology of Formation the Foreign Language Professional Competence of Future Specialists in Natural Sciences* (Doc. of Science thesis), Ternopil 2011, p. 534.

⁷ A.O. Kovalchuk, A.M. Gusak, *Non-Equilibrium Thermodynamics and Physical Kinetics* (Part 1. Bilingual course): Tutorial, Cherkasy 2010, p. 116.

⁸ O.L. Kanyuk, *Formation of Skills of Foreign-Language Business Communication of Future Social Workers in the Process of Professional Training* (PhD thesis), Ternopil 2009, p. 187.

Pedagogical studies of bilingual education in Ukraine

It should be noted that in Ukraine, pedagogical studies of bilingual education are a recent phenomenon. Their appearance is mainly due to the fact that, starting from the 1990's, the new socio-economic realities coupled with the desire of our country to integrate into a broader European space led to the emergence of research on the problem of training bilingual specialists, as well as studying the foreign experience of bilingual education and the possibilities of transferring such experience to the domestic system of education, its adaptation taking into account existing socio-cultural conditions.

It should be mentioned that the problem of teaching students on a bilingual basis has been developed by academics from different countries and they have considered this problem from different points of view. Therefore, the linguistic aspect of this category is to be found in the scientific works of L. Bloomfield⁹ and W. Weinrayh.¹⁰

The sociolinguistic aspect has been studied by B. Bondaletov,¹¹ I. Musin,¹² the psychological by M. Imedadze,¹³ the methodological aspect by L. Bredella,¹⁴ D. Brinton,¹⁵ H. Baetens Beardsmore,¹⁶ G. Brown¹⁷ and many others.

Since the modern world is characterized by globalization, intensive informatization, mobility, dynamics of changes, this has

⁹ L. Bloomfield, *The Language*, Moscow 1968, p. 607.

¹⁰ U. Weinrayh, *Monolingualism and Multilingualism*, vol. 3, Moscow 1999, pp. 7–42.

¹¹ V.D. Bondaletov, *Social Linguistics*, Moscow 1987, p. 160.

¹² I.Kh. Musin, *Sociolinguistic Aspects of Speech Behavior in the Context of Bilingualism* (PhD thesis), Moscow 1990, p. 25.

¹³ N.V. Imedadze, *Experimental-Psychological Studies of Mastering and Possession of the Second Language*, Tbilisi 1979, p. 229.

¹⁴ L. Bredella, "Towards a Pedagogy of Intercultural Understanding," *American Studies* 1992, vol. 37, no. 4, pp. 559–594.

¹⁵ D.M. Brinton, M.A. Snow, M.B. Wesche, *Content-Based Second Language Instruction*, New York 1989, p. 241.

¹⁶ H. Baetens Beardsmore, "The Multilingual School For Mixed Populations: A Case Study," in: *Bilingualism in Education: Theory and Practice*, ed. H. Baetens Beardsmore, Vrije Universiteit, Brussels 1990, p. 151.

¹⁷ G. Brown, *Principles of Language Learning and Teaching*, San Francisco (CA) 1987, p. 277.

set the task for educational institutions to form a professional person capable of performing his professional duties quickly and efficiently.

In this regard, scientists and educators began to develop concepts for updating the educational structure, especially the techniques for training future specialists, one of which is the professional training of future specialists on a bilingual basis (i.e., teaching students professional subjects partially or completely in a foreign language), since such a process, in our opinion, is able to strengthen the professional competence of graduates by expanding their professional capabilities and therefore making them more professionally mobile.

The emergence of this new learning approach—on a bilingual basis—has fostered globalization processes and scientific and technological progress, and thus for Ukraine, as a country with a European vector of development, the process of implementing such a system of education is relevant and desirable in all spheres of future specialist training, acting as one of the factors for increasing their mobility and hence competitiveness in the labor market. This is due to the fact that a foreign language in the specified conditions (globalization, labor migration, the need for exchange of professional experience and so on) has acquired the status of a political, social, economical, professional, important communicative component.

Language competence can create mechanisms for understanding between the representatives of the world community in the areas of experience exchange, cooperation and the development of relations in the conditions of multilingual professional co-operation. In particular, I would like to highlight a number of reasons for such a phenomenon:

- in the last decade the international relations of Ukraine with the countries of the European Union, between Ukrainian and foreign firms, enterprises and organizations in various spheres of activity began to develop intensively;
- direct links between Ukrainian and foreign educational institutions are expanding;
- programs, projects on cultural, educational and professional exchange are being developed;
- the participation of Ukrainian specialists in joint international projects is intensifying;

- the modern world has become more multinational and multilingual: the process of globalization and economic competition is intensifying;
- there were changes in the labor market: practically everywhere there is a need in specialists who know at least one foreign language;
- society has become more mobile, there is a possibility for Ukrainian citizens to rest, study and work abroad.

Taking into account the above-mentioned reasons, possession of at least one or two foreign languages in a globalized, rapidly changing world is considered a necessity. In fact, the modern Ukrainian educational system has responded to this challenge of the age. Today, the study of foreign languages begins in elementary school but, however, we are faced with a problem: a modern high school cannot provide its graduates with a perfect knowledge of a foreign language, which in the future would enable students to study professional subjects in a foreign language, thus developing not only philological but also professional communication skills.

In a situation where specialists in a particular field must be able to co-exist and sometimes even function fully in a multicultural environment, language remains, probably, the only tool for mutual understanding and interaction between representatives of different linguistic unions, among which may be objects of functional duties performance, employers and co-workers.

A foreign language allows one to quickly adapt to the new conditions, quickly find solutions to professional problems, that is to become a more professionally mobile specialist. Hence, the need to pay special attention to the problem of the formation of students' abilities to effective self-realization, participation in intercultural and inter-professional communication is evident.

Modern educational institutions should be aware of this and in the conditions of deepening of the integration processes in social, political, technical and scientific spheres of life of the modern community, with raising the level of professional training of future specialists, introduce special conditions for teaching them foreign languages and professional subjects in foreign languages.

Bilingual-based teaching approach in Zhytomyr Ivan Franko State University

This, in turn, led to the need to develop a bilingual-based teaching approach (the so-called gradual immersion technique), which was developed and implemented in the educational process of Zhytomyr Ivan Franko State University.

To implement the principle of integrity, designing a system of bilingual professional education for future social sphere specialists, the process of bilingual teaching at the university was divided into stages: covering stage (I–IV semesters of studying), additional stage (V–VIII semesters of studying), parity stage (I–II semesters of master’s degree), evolutionary stage (III semester of master’s degree).¹⁸

To each of these stages, special educational and methodological materials have been developed to provide a specific process of bilingual education at the appropriate stages, which in general formed a training complex for implementation the technology of bilingual training of future specialists, which corresponds to the educational program of training specialists in the social sphere and covers all types of educational activities of students in the context of bilingual education.¹⁹

It should be noted that in case of classical study, professional subjects are taught in their native language, while in case of bilingual education the professional subjects are taught in English. Therefore, this is not the same as learning a foreign language itself.²⁰

Covering the first stage (the first to the fourth semesters of studying) provides the representation of the same content unit on native and foreign (English) language while studying special subjects. Special subjects in our case are subjects of socio-pedagogical nature. Content unit is a term or word-combination which is studied both:

¹⁸ S.V. Shubin, *Motivation to Master a Foreign Language in the Conditions of Bilingual Education in the University* (PhD thesis), Novgorod 2000, p. 18.

¹⁹ S.M. Sytnyakivska, “The Main Principles of Bilingual Training of Future Social Sphere Experts,” *The New Learning Technologies: Science-Method* 2016, no. 89, part 1, pp. 208–215.

²⁰ N.A. Shaydarova, “Development of Bicultural Professional Competence of Students in Conditions of Artificial Bilingualism,” *Bulletin of Novgorod State University* 2008, no. 45, pp. 72–75.

native language and foreign (English) language, and could be introduced when studying all professional subjects during the I–IV semesters of study. For the first (covering) stage of bilingual education “Terminology Bilingual Dictionary: Social Sphere” was developed.

This bilingual dictionary is intended for students who begin to study professional subjects in English. Built on the basics of bilingualism, it contains the most common concepts and categories of social pedagogy and social work in Ukrainian, with the translation and interpretation of these concepts and categories in English.

It should also be noted that at this stage, when the term is studied not only in Ukrainian but also its main characteristics and features, then in English only its meaning is studied. So, on this stage students study professional subjects in native language and only terms and terminological word-combinations bilingually.

Studying the meaning of professional terms in a foreign language is a kind of preparation for the transition of students to the next (second) level of training—additional, in which the main structural element of bilingual education in the university is the bilingual content unit which is a part of all professional subjects studying during the fifth/eighth semesters.

Bilingual content units include the main part in the form of two bilingual lectures and an indicative list of theoretical and practical tasks (in Ukrainian and English) and an additional part, which includes a grammar guide in English and a Ukrainian–English terminology dictionary (social sphere) aimed at assisting students in preparing for practical classes in a foreign language and expanding their range of representational opportunities in future professional activities. So, on this stage students study professional subjects in native language and only additional part of it with the help of bilingual content unit that is bilingually.

Thus, bilingual content units are a preparatory stage and the possibility of students passing to the next (third) parity stage of bilingual training, which takes place during the I–II semesters of master’s studies. At this stage, the main structural element of the bilingual education is a professional subject, which is fully taught in a foreign language (in English).

And finally, at the fourth evolutionary stage of studying in the last semester (III) of master’s study, the main structural element of

the bilingual education system is a number of professional subjects taught in a foreign language.

As for both of these stages, the main structural elements of the bilingual education are the subject (or some subjects), which is fully bilingual, then a methodological complex should be developed for its teaching.

As an example, we present the subject “Topical Issues of Social Pedagogics” which is taught bilingually in our university.

We have developed a teaching manual on the subject “Topical Issues of Social Pedagogics” for the introduction of bilingual education technology. Constructed on the basis of bilingualism, it includes lecture material, which is presented in Ukrainian with an extensive annotation of a lecture in a foreign (English) language.

As for the tasks for group activities, professionally-oriented tasks, they are presented in a training manual in the form of a list of theoretical questions and practical tasks after each lecture in English. The content of these theoretical issues and practical tasks is of a purely professional nature, but since the materials are presented for the performance of a foreign language, students develop both professional and linguistic competence simultaneously.²¹

The training manual also contains tests for checking students’ knowledge of the academic discipline “Topical Issues of Social Pedagogics”, which are also built on the bilingual principle: tests are built in a foreign language, but check the professional knowledge of students.

It should also be noted that the training manual contains also the Ukrainian-English dictionary of socio-pedagogical terms.

An important element of the teaching manual is an audio disc which contains all the abstracts of the lecture material presented in the manual, as well as the terms included in the Ukrainian-English dictionary of the manual.

Examination tickets on the subject being studied bilingually are created in a foreign language. So, exam tickets on the subject “Topical Issues of Social Pedagogics” consist of three tasks: a theoretical question, tests and a practical task, in a foreign (English) language.

²¹ M.M. Vityatnyev, *On Methods of Teaching Languages*, Moscow 1971, pp. 139–156.

Thus, during the exam, both the student's professional knowledge and skills and his/her foreign language communicative competence are verified.²²

Activity-side of the technology can be described as step-by-step training. An important characteristic of this model from the didactic and methodological point of view is a combination of general, innovative and special forms, methods of bilingual education and methods of teaching professional subjects of social and pedagogical orientation, and various uses of native and foreign languages in the process of bilingual education of future social sphere professionals.

It should be noted that this technology has been tested at the university for eight years and has provided positive results, especially in terms of the motivational component of the training.

It is obvious that professional training on a bilingual basis can be more useful for a future specialist than a classical one, since it enables students to develop not only professional but also "linguoprofessional" competencies, which will enable them in the future to compete not only in Ukrainian but also on the world labor market and be capable of professional self-development and self-improvement.

We believe that bilingual education will enable future professionals to become more mobile (through the usage of more than one language in professional communication), to increase the results of professional interaction, and also increase personal motivation for learning, cognitive activity.

Conclusions

Thus, bilingual education is a necessary component of a modern system of studying at a university that needs to be studied and further developed from a scientific and methodological point of view. An option for its introduction into the educational process of the university may be the organization of bilingual training specialists of a particular profile.

Its implementation ensures a conscious attitude of the masters to professional activity, develops a worldview, self-awareness and self-responsibility, expands the possibilities of adapting a future specialist

²² V.A. Kokkota, *Linguodidactical testing*, Moscow 1989, p. 20.

in various social, informational, and scientific realities of our time. Bilingual education will make it easier for graduates to integrate into the modern labor market, which requires from graduates the professional knowledge of one or more foreign languages.

Consequently, the professional training of students on a bilingual basis, in our opinion, can be considered as one of the factors increasing the professional mobility of future social sphere specialists.

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