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**ІСТОРИЧНІ ПЕРЕДУМОВИ ТА ПРОПОЗИЦІЇ ЩОДО РОЗВИТКУ  
ДВОМОВНОГО (БАГАТОМОВНОГО) НАВЧАННЯ В УКРАЇНІ НА  
ОСНОВІ ЄВРОПЕЙСЬКОГО ДОСВІДУ**

**HISTORICAL BACKGROUND AND PROPOSALS FOR THE  
DEVELOPMENT OF BILINGUAL (MULTILINGUAL) EDUCATION  
IN UKRAINE BASED ON EUROPEAN EXPERIENCE**

**Nataliya ZAYTSEVA,**

PhD in Pedagogy, Senior Lecturer

**Наталія ЗАЙЦЕВА,**

кандидат педагогічних наук,  
старший викладач

[natalinpu2@gmail.com](mailto:natalinpu2@gmail.com)

<https://orcid.org/0000-0002-0131-5368>

*Oleksandr Dovzhenko Hlukhiv  
National Pedagogical University,*

*Глухівський національний  
педагогічний університет імені  
Олександра Довженка,*

✉ 24, Kyivska St., Hlukhiv, Sumy  
oblast, 41400, Ukraine

✉ вул. Київська, 24, м. Глухів,  
Сумська область, 41400, Україна

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**ABSTRACT**

*The article highlights the historical prerequisites for the development of bilingual (multilingual) education in Ukraine. The goals and principles of the state language policy of Ukraine are defined. The laws of Ukraine on the functioning of languages on its territory are outlined. On the basis of the results of the conducted research, proposals for the development of bilingual (multilingual) education in our country based on European experience are substantiated. Their main directions can be presented at several levels: educational-administrative, conceptual, regional, scientific-methodical, school, individual. At the educational and administrative level, it is necessary to provide support for educational initiatives for the development of bilingualism (multilingualism) at the regional and state levels with the aim of preserving the existing linguistic and cultural heritage and further integration into the European and world educational space, to provide the implementation of the state language policy to the education system taking into consideration regional features, ensure the training of bilingual specialists. At the conceptual level, it is necessary to improve the conceptual principles of bilingual (multilingual) education, taking into account national characteristics and the Western European experience, the requirements of the Ukrainian society and labor market. At the methodological and scientific level: to investigate the foreign experience of various technologies of bilingual (multilingual) education and conduct an experimental verification of their application in Ukrainian education, to form an educational environment of new quality thanks to the use of open educational resources available in European countries. At the school level: encourage the diversification of language learning in schools, introduce the process of curriculum integration in language subjects, provide methodical support. At the individual level: apply the language learning*

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*experience of pupils, students, promote the development of language abilities, form the habit and need to learn languages throughout life, etc.*

**Keywords:** *bilingual education, historical prerequisites for the development of bilingual (multilingual) education, proposals for the development of bilingual (multilingual) education, language legislation of Ukraine, principles of the state language policy, bilingual (multilingual) communicative competence.*

**Introduction.** The informational type of the modern multilingual society, the globalization trends of its development make it necessary to reform education in Ukraine, in particular its language branch. It plays an important role in forming a modern highly educated, communicative, developed personality, capable of responding to the challenges of the modern world. Ukraine is a multinational and multilingual country. Therefore, the need to update the content and methodology of education, in particular language, is of particular importance. At the current stage of language development of the countries of the world, two trends are noticeable: the strengthening of cultural and linguistic interaction between peoples and the desire of nations to preserve their linguistic and cultural identity. Accordingly, the relevance of the issue of introducing bilingual (multilingual) education in Ukraine is increasing. Bilingual education is the simultaneous use of two languages (state and native) in the education process.

It should be noted that the attitude towards national minorities determines the degree of democratic society. The protection of the rights of all citizens of the country is ensured by the Constitution of Ukraine and the Law of Ukraine «On National Minorities».

**Analysis of relevant research.** The historical development of bilingualism in Ukraine, which took place during different eras, the practical application of bilingual (multilingual) education, in particular in Ukraine, and other aspects related to this issue, were studied by many domestic scientists: I. Avdeeva, B. Azhniuk, E. Anafieva, L. Bevzenko, E. Vereshchagin, L. Vygotskyi, V. Vynogradov, M. Vynarchyk, T. Voloshynska, V. Demchenko, Yu. Desheriev, V. Doroz, O. Yefimenko, Yu. Zhluktenko, L. Zaitseva, M. Isaev, R. Kis, I. Kononov, V. Kotygorenko, V. Krysachenko, L. Masenko, T. Melnyk, V. Mustafina, A. Pavlenko, L. Panasiuk, I. Popescu, O. Pritsak, K. Protasova, Y. Radevich-Vynnytskyi, Y. Saplin, Zh. Slyusar, E. Stepanov, O. Taranenko, L. Tovchygrechka, V. Tutashynskyi, Yu. Shapoval, S. Shevchuk, N. Shumarova etc.

**Purpose of the study** is to reveal the historical prerequisites for the development of bilingual (multilingual) education and to describe proposals for its development in Ukraine.

**Research methods and techniques.** The research used such theoretical methods as the method of studying basic concepts, methods of primary source analysis; generalization and specification, structural and semantic analysis of bilingual educational programs, comparative analysis, abstraction, classification and systematization of data, comparative analysis, inductive and deductive methods, empirical methods – conversation, discussion, electronic correspondence.

**Results and discussions.** The development of bilingualism (multilingualism) in Ukraine is historically determined. During the development of the state, certain parts of it were influenced by other cultures, in particular Polish, Russian, Belarusian, Czech, Austro-Hungarian, Romanian and others. Therefore, the Ukrainian language on the territory of Ukraine did not always have the status of the state.

In 1991, on the basis of the «Law on Languages», the resolution of the Council of Ministers of the Ukrainian SSR «On the non-state program for the development of the Ukrainian language and other national languages for the period until the year 2000» was developed. It was necessary «in accordance with the national composition and needs of the population to complete the formation of a network of secondary schools, preschool and extra-curricular institutions.» In 1992, the Ministry of Education of Ukraine, on the basis of the «Law on Languages», issued an order, according to which it was necessary to create» such a network of first classes that would most fully correspond to the national composition of the population of each region and the requests of the Ukrainian state. «In the «Law on Languages» it was stated that the languages of international communication were Ukrainian, Russian, etc. (Article 4) (Zakon pro movy, 1989).

After the adoption of the new Constitution in 1996, there have been significant changes in the status of the languages spoken by the Ukrainian population. Only Ukrainian was recognized as the state language in Ukraine, and Part 4 of Article 10 of the Constitution of Ukraine provided for «state support for the study of languages of international communication» (Konstytutsiya Ukrainy, 2006).

Currently, the legislation of Ukraine on languages consists of the Constitution of Ukraine, this Law, the Law of Ukraine «On the Ratification of the European Charter of Regional or Minority Languages» and other laws of Ukraine, as well as international treaties regulating the use of languages, the binding consent of which has been given by the Verkhovna Rada of Ukraine. The Constitution of Ukraine defines the principles of the state language policy, and the order of using languages in Ukraine is defined exclusively by this Basic Law, the norms of which should be the basis for other legal acts that determine the peculiarities of language use in public life (Zakon pro movy, 2010).

According to the «European Charter of Regional Languages or Minority Languages», regional languages of Ukraine include: Belarusian, Bulgarian, Armenian, Gagauz, Crimean Tatar, Yiddish, Polish, Moldavian, Modern Greek, German, Romani, Slovak, Romanian and Hungarian and other languages (Zakon pro movy menshyn, 2003). Measures aimed at the use of regional languages are applied to each language or minority languages, provided that the number of speakers of the regional language living in the territory where the specified language is widespread is 10 percent or more of its population. According to the local council decision, in particular cases, in the specific situation, such measures may be applied to a language the regional language group of which is less than 10 percent of the population of

the relevant territory (Zakon pro movy, 2010). When applying the provisions of the Charter, measures devoted to the establishment of the Ukrainian language as the state language, its functioning and development in the spheres of public life on the whole territory of Ukraine, are not considered to hinder or create a threat to the preservation or development of languages, which are subject to the provisions of the Charter in accordance with Article 2 of this Law (Zakon pro movy menshyn, 2003).

The draft «Law on Languages» in Ukraine (2010) states that every citizen «has the right to choose the language he considers his native and define the language of communication, he can recognize himself as bilingual or multilingual and change his language preferences; regardless of national-cultural self-identification, ethnic origin, religious beliefs, place of residence he may use any language in private and public life, to learn and support any language» (Zakon pro movy, 2010).

The state Ukrainian language policy is grounded on the Ukrainian language recognition and development as the state language and guaranteeing the free development of other regional or minority languages, as well as the right of linguistic self-determination and linguistic preferences of each person.

In the implementation of the state language policy since 2010, Ukraine helps to develop multilingualism, it promotes the study of international communication languages, especially the official languages of UNESCO and the United Nations, other international organizations. The principles of language policy set forth in Art. 5 of this Law, apply to all regional languages or Ukrainian minority languages, used on its territory (Zakon pro movy, 2010).

Today, bilingual education is recognized by many scientists in Europe and around the world as one of the most progressive ways of learning foreign languages, preserving one's native language, obtaining a full-fledged education, is a component of multicultural education, etc.

A significant influence on the development of bilingual (multilingual) education in Europe is exerted by the policy of the European Union, which implies the rejection of the priority of one of the languages and the orientation towards the equal use of partner languages. Ukraine is also a part of Europe and aspires to join the European Union, therefore, from this point of view, it should be more open and respect the values and rights not only of the indigenous population, but also of other nationalities.

The Supervisory Committee of the Convention on the Protection of National Minority Languages of the Council of Europe recommended that when determining the languages of instruction Ukraine should be chosen as the main criterion – «sufficient demand» (Deutsche Welle, 2013).

In accordance with the 2008-2011 sectoral program for improving the study of the Ukrainian language in general educational institutions with instruction in the national minority languages (Order of the Ministry of Education and Culture of Ukraine No. 461 of 28.05.2008), the transition to bilingual education or the use of bilingual education is being carried out in the above-mentioned educational institutions of the country learning during the study of

individual subjects (Metodychni rekomendatsiyi shchodo zastosuvannya dvomovnoho navchannya, 2009). In addition, on June 5, 2012, the Law No. 5029 – VI «On the Principles of State Language Policy» was adopted, which «obliges citizens who live in the territory where a regional or minority language functions to develop and use such a language.» (Zakon pro movu, 2018). Bilingual education is one of the ways to fulfill this law, because it combines the simultaneous use of two languages in the educational process. The Ukrainian language is studied not only as a separate subject, but also as a way of mastering other subjects. In this way, the scope of its use is expanded and more effective formation of speaking skills is ensured in schoolchildren. At the same time, the level of assimilation of the content of the subject does not decrease under the condition of proper organization of training.

In 2019, the Law of Ukraine «On Ensuring the Functioning of the Ukrainian Language as a State Language» was adopted. The legislative act established that Ukrainian is the only state (official) language in Ukraine.

According to the Law, «The Ukrainian language as the only state language» represents the functions of the inter-ethnic communication language, ensures the human rights protection for every Ukrainian inspite of his ethnic origin. It is a factor of Ukrainian national security and unity. The Law adjusts the use and the Ukrainian language functioning as the state language in public life determined by the Law throughout the territory of Ukraine. The influence of the Law does not outreach the private communication sphere and the performance of religious ceremonies (Zakon pro movu, 2019).

From January 16, 2021, separate provisions of the law «On ensuring the functioning of the Ukrainian language as a state language» enters into force. The innovations concern every Ukrainian citizen using any services or buying any goods. After all, from the specified date, all service providers is obliged to serve and provide information in Ukraine in the Ukrainian language. Article 30 of the Law on Language enters into force. She says that the language of consumer service in Ukraine is the state language (Zakon pro movu, 2021).

So, we can conclude that the status of the state language in Ukraine is increasing. But, at the same time, it should be stressed that the European choice of Ukraine, the priority directions of its socio-economic and cultural development should direct the development of bilingual (multilingual) education to solve such strategic tasks for the country as the training of multilingual citizens well versed in the state Ukrainian language, languages of national minorities living on the territory of our country, who are able to communicate freely with the peoples of other countries of Europe and the world, whose languages, cultures and history have significant differences.

We believe that it is possible to form functional bilingualism (multilingualism) in several languages by implementing a system of measures.

At the educational and administrative level, with the aim of preserving the existing linguistic and cultural heritage and further integration into the European and world educational space there is an urgent need to support educational initiatives for the development of bilingualism (multilingualism) at

the state, regional and local levels; ensuring the implementation of extensive information and educational and explanatory work among students, teachers, parents, and the public regarding the advantages of bilingualism (multilingualism) through central and regional mass media, popularizing information about European measures to promote the preservation and development of linguistic diversity. This requires to develop and ensure the state language policy implementation in the education system, take into consideration regional characteristics, in particular, it is advisable to consistently work on providing an appropriate environment for education by representatives of all nationalities in Ukraine. The key to success will be the creation of conditions for the wide participation of non-governmental organizations and social movements in the management of education for the development of bilingualism (multilingualism) of Ukrainian schoolchildren and students and mechanisms for involving the public in the process of developing state programs and adopting government decisions. There is an urgent need now for high-quality educational programs for different levels of education, taking into account the relatedness (unrelatedness) of languages: the native language of students, the state Ukrainian language for institutions with education in the national minority language as a second language, first foreign and second foreign languages, therefore it is necessary to create a sufficient number of such programs. In such a context, special attention should be paid to the sequence of language introduction, the allocation of time to language courses, the orientation of content and teaching methods, etc.

It is appropriate to create departments of applied linguistics, preservation and development of multilingualism and (bilingual) multilingual education for the fundamental training of specialists and the development of scientific research in this field. In our opinion, it is positive to promote the introduction of the experience of learning English not as a foreign language, but as a language of universal communication that does not require the assimilation of any system of national values and does not impose certain economic, political or cultural views.

One of the primary tasks is the professional training system improvement and teachers' professional development, the introduction of sociolinguistic and psycholinguistic features of the formation of bilingualism (multilingualism) into the teaching content; introduction of a course on the methodology of teaching Ukrainian as a second language and courses on the methodology of teaching languages of ethnic minorities as second languages in higher educational institutions of Ukraine. We consider it expedient to ensure the training of bilingual specialists who are fluent in both the state Ukrainian and the language of a certain national minority, or who are ready for teaching not only two languages as systems, but subject content in two languages too. They have experience functioning in a multicultural environment, knowledgeable about issues of intercultural education. In order to ensure a high level of foreign language training of future teachers, teachers of foreign languages in one or two languages, in addition to their native language, we consider it necessary to

create opportunities for them to gain experience in communication with foreign partners, as well as to create conditions for every future teacher to have the opportunity to spend some time, studying or working, in the country of the language of instruction and to gain experience in teaching in the conditions of the educational process in more than one country; create opportunities for industry specialists to participate in online events, etc. In addition, there is an urgent need now to create conditions for re-certification of personnel, nostrification of documents for specialists who have completed advanced training courses, obtained a scientific degree or academic title abroad. The aspect of evaluating the educational achievements of schoolchildren and students as a transversal competence reflecting the experience of bilingual (multilingual) and intercultural communication of a person and the efforts made in the learning process deserves special attention. The key to success is the participation of domestic specialists in international programs and projects, the development of international relations and information exchange in the field of multilingual education. In our opinion, it is appropriate to create a Ukrainian association of multilingual education in regions and cities such as the International Association of Multilingualism (IAM), which takes care of the preservation and development of bilingualism (multilingualism) and (bilingual) multilingual education. And also, of course, special attention should be paid to the development of bilingualism (multilingualism) in the context of informal education of schoolchildren and students by organizing language camps, exchanges of students and teachers (Pershukova, 2016:387).

At the conceptual level, first of all, the conceptual principles of (bilingual) multilingual education should be improved, taking into account the Western European experience and national characteristics, the requirements of the labor market and Ukrainian society.

At the scientific and methodological level, the primary task is to solve the problem of the lack of translations into Ukrainian of the works of world and European theoreticians and practitioners on the development of bilingualism (multilingualism) and (bilingual) multilingual education. It is appropriate to study the foreign experience of immersion, propaedeutic and receptive technologies of (bilingual) multilingual education and conduct an experimental verification of their application in the conditions of the Ukrainian school.

The urgent task, in our opinion, is the formation of a new quality educational environment in Ukraine thanks to the use of open educational resources available in European countries (Vistawide electronic resource bank of language learning materials, OnestopEnglish electronic resource, Lingu@networldwide educational service, etc.) and actively involve teachers and students in its creation and replenishment. Taking into account the existing tradition of using language teaching textbooks in the educational process of Ukraine, we consider it appropriate to recommend to authors to actively use the existing experience of textbook creation in immersion technology to create new textbooks, and for learning closely related languages, it is appropriate to use the experience of receptive technology. In this context, the creation of appropriate

teaching aids should be promoted in every possible way – virtual reference literature in several languages and bilingual (multilingual) educational content for teaching non-linguistic school subjects (Pershukova, 2016).

For the purpose of consolidating the Ukrainian nation, topics aimed at familiarizing the general public with the culture of individual national minorities living on the territory of Ukraine should be introduced into the curriculum. The urgent need now is the development of programs for teaching the state Ukrainian language, taking into account the results of scientific research (development of methods of teaching Ukrainian as a second or foreign language), aimed primarily at increasing the level of personal culture of the student, which also depends on the knowledge of the state language, is a measure of his civic position.

To solve the problems of assessing bilingual (multilingual) competence, it is appropriate to clearly define the level of proficiency in Ukrainian as the state language in schools with the languages of national minorities at the end of 4th, 9th, and 11th (5th, 10th, and 12th) grades. In this context, it is necessary to develop differentiated requirements for foreign language and literature (perhaps using CEFR and FREPA) for applicants who have expressed a desire to continue their studies in the direction of «Ukrainian philology» according to the general requirements for Ukrainian language and literature, and for applicants for other directions and specialties to develop tests of foreign language schools taking into account the curriculum and conditions of study of this national minority. We consider it expedient to develop unified standards for assessing the bilingual (multilingual) competence of schoolchildren on the basis of formative assessment, taking into account the different levels of competence of students from different studied languages and to introduce assessment based on performance (portfolio) (Pershukova, 2016:388).

At the school level, we consider it necessary to encourage the diversification of languages studied in schools with a contingent of students from national majority families: to study not only foreign languages, but also languages of national minorities. It is appropriate to hold school Olympiads, quizzes, festivals and competitions: a) for better knowledge of standard variants of various languages and local dialects, b) familiarization with the linguistic and cultural features of children from migrant families. The implementation of the process of curriculum integration in language subjects will be a way to avoid competition and rivalry, increase the level of cooperation, collegiality and mutual assistance among teachers of language subjects, provided that assistance and methodical support is provided by the school administration and employees of scientific institutions. The process of introducing the integration of the language curriculum in Ukraine in the context of one school should start with the definition of the general goal of education and the levels of competences that should be achieved in each of the languages studied. The next step should be the selection of common approaches and methodological techniques for use in teaching all languages. Next, an integrated content framework should be established, according to which the content of language learning is complementary in nature, but contains information specific to each of the



languages studied. It is necessary to take into account the functions that each language has in the social life of Ukraine, and reflect this in the language curriculum, in particular, in achieving the desired levels of competence.

At the individual level, it is possible to promote the development of language skills on the basis of individualization of the learning process due to taking into account the individual cognitive styles of schoolchildren and students and increasing motivation. It is necessary to rely on the students' language learning experience (ability to use a dictionary, electronic translator) and actively develop it; including applying compensatory strategies (intuition, guessing, acting by analogy) and using existing metalinguistic awareness. In the learning process, general educational skills (work individually, in groups and in pairs) and communication experience in a non-native language (listening to a non-native language, participating in dialogues and polylogues) should be activated; to teach to apply various educational strategies – to form awareness in the sequence, alternate execution of all stages, which consist in the application of techniques and ways of processing language information. The goal should be the formation not only bilingual (multilingual) communicative competence of schoolchildren and students, but also habits and needs to master languages throughout life (Persukova, 2016).

**Conclusions.** So, we can conclude that the development of bilingual (multilingual) education in Ukraine is historically determined, because during the development of the state, certain parts of it were influenced by other cultures, in particular, Polish, Belarusian, Czech, Austro-Hungarian, Romanian and others. Promoting the development of all languages used on the territory of Ukraine, especially in the field of education, should be in the interests of the society and state, which is currently provided for by the country's language legislation and should be improved in the future.

On the basis of the results of the conducted research, proposals regarding the development of bilingual (multilingual) education in Ukraine are substantiated. Their main directions can be presented on several levels. At the conceptual level: to improve the conceptual principles of bilingual (multilingual) education taking into account the Western European experience and national characteristics, the requirements of the Ukrainian society and labor market. At the administrative and educational level: to support the educational initiatives for the development of bilingualism (multilingualism) at the local, regional and state levels to preserve the cultural and linguistic heritage and for the further integration into the educational space of Europe and the world. It is necessary to ensure the implementation of the education system state language policy, take into consideration regional characteristics, creating high-quality educational programs for education of different levels, take into account the relatedness of languages, introduce the experience of learning English as a universal communication language, improve the system of teacher and lecturer training, ensure the training of bilingual specialists who are ready for teaching not only two languages as systems, but also subject content in two languages. At the scientific and methodological level: solve the problem of the lack of translations into Ukrainian of the works of theorists

and practitioners on the development of bilingualism (multilingualism) and bilingual (multilingual) education; to study the foreign experience of immersion, receptive and propaedeutic technologies of bilingual (multilingual) education and conduct an experimental verification of their application in Ukrainian education; to form an educational environment of new quality thanks to the use of open educational resources available in European countries; to actively involve teachers, lecturers, pupils and students in its creation and replenishment. At the school level: encourage the diversification of language learning in schools; implement the process of curriculum integration in language subjects as a way to avoid rivalry and competitiveness, increase the level of cooperation, collegiality and mutual assistance among language subject teachers; to provide methodical support from the school administration and scientific institutions. At the individual level: promote the development of language skills based on individualization, differentiation of the learning process; apply language learning experience available to pupils, students, use already existing metalinguistic awareness; to teach to apply different strategies, to form in schoolchildren, students the habit and need to master languages throughout life.

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#### АНОТАЦІЯ

У статті висвітлено історичні передумови розвитку двомовного (багатомовного) навчання в Україні. Визначено цілі та принципи державної мовної політики України, окреслено закони про функціонування мов. На основі результатів здійсненого дослідження обґрунтовано пропозиції щодо розвитку дво(багатомовного) навчання в нашій країні на основі європейського досвіду. Основні напрями можна представити на декількох рівнях: освітньо-адміністративному, концептуальному, регіональному, науково-методичному, шкільному, індивідуальному.

На освітньо-адміністративному рівні треба забезпечити підтримку освітніх ініціатив з розвитку двомовності (багатомовності) на державному, регіональному рівнях з метою збереження наявного мовно-культурного спадку і подальшої інтеграції в європейський та світовий освітній простір, забезпечити реалізацію державної мовної політики в системі освіти з урахуванням регіональних особливостей, забезпечити підготовку двомовних фахівців. На концептуальному рівні треба вдосконалити концептуальні засади двомовного (багатомовного) навчання з урахуванням західноєвропейського досвіду та національних особливостей, вимог ринку праці та українського соціуму. На науково-методичному рівні: вивчити зарубіжний досвід різноманітних технологій двомовного (багатомовного) навчання і провести експериментальну перевірку їх застосування в українській освіті, сформувати навчальне середовище нової якості завдяки використанню наявних у країнах Європи відкритих освітніх ресурсів. На шкільному рівні: заохочувати до диверсифікації навчання мов у школах, запровадити процес інтеграції курикулуму з мовних предметів, забезпечити методичну підтримку. На індивідуальному рівні: застосовувати наявний в учнів, студентів досвід вивчення мов, сприяти розвитку мовних здібностей, формувати звичку і потребу опановувати мови впродовж життя тощо.

**Ключові слова:** двомовне навчання, історичні передумови розвитку двомовного (багатомовного) навчання, пропозиції щодо розвитку двомовного (багатомовного) навчання, мовне законодавство України, принципи державної мовної політики, двомовна (багатомовна) комунікативна компетентність.