

THE MAIN PECULIARITIES OF MODERN LANGUAGES' DEVELOPMENT IN THE EUROPEAN UNION COUNTRIES

Annotation

The article deals with the analysis of modern foreign languages' education peculiarities in the EU countries. The most important tendencies of school language education in these countries have been defined in this work.

Key words: foreign languages'education, global community, modern foreign languages, language learning, language teaching, language teacher, language teacher training, world languages

The study of modern languages' is a policy-oriented study, within the specific context of key policies of the European Union which include:

- the promotion of linguistic diversity (including in formal education systems) and in particular the encouragement of people to learn the less widely used and less taught languages;
- the objective that every citizen should be able to speak his/her mother tongue plus to other European Community Languages;
- improving the quality and quantity of foreign language learning and teaching.

The particular, it concerns the teaching of languages or foreign languages, as distinct from the teaching of the same languages as second languages. Thus, for example, the teaching of Danish to Greek emigrants in Denmark is not. Unless otherwise stated, this is understood to be the scope of expressions such as "language learning", "language teaching", "language teacher", "language teacher training". The focus is on European languages taught as foreign languages, and where other languages are referred to, such as non-European languages or regional and minority languages.

The national data of European Union countries (more than 32) prove

examples of good practice and innovation. The criteria used to define good practice and innovation were based on evidence that the practices concerned had been implemented in at least one case, and that they appeared to be leading, or to be capable of leading, to improvements in language learning and language teacher training. Particular attention was given to aspects identified in the remit provided by the European Commission:

- Tailoring of pedagogy to the needs of particular groups of language learners;
- Greater emphasis on communicative aspects of language learning;
- Introduction of intercultural dimensions;
- Bilingual and multilingual education approaches;
- Use of new technologies and of autonomous open or distance learning approaches in teacher training, as well as training in their use;
- Use of mentoring systems in teacher training, and the training of mentors who are not themselves teacher trainers;
- Increased focus of school-centred initial teacher training;
- Europeanisation and internationalisation of teacher training programmes;
- Improving the competence of teachers in the foreign language and culture they teach.

The countries of European Union, EEA Member States were participants of the Socrates, Erasmus, Lingua and Leonardo programmes which is reflected in the 32 detailed national reports. These reports dealt with content of language learning, language teacher training problems, different types of language education in European countries. It is obvious that different approaches can be taken into consideration teaching languages in pre-school education, languages in higher education and languages of further education and in life-long learning.

Modern languages' instructions underwent great changes for the last decades in European Union countries. Thanks to a number of technological advances - ease of travel over vast distances, telephone connections and the Internet - interacting with people from other countries has become common place for a great number of people. This unprecedented accessibility to other languages and cultures has created what is now universally referred to as the "global community" and is calling into question our concept of what is "foreign". Changing demographics

world wide have increased interaction among individuals who speak a variety of languages in a day-to-day basis, in the home community as well as in the workplace.

In this context, the term “foreign language” is a misnomer, and use of the term «foreign» to describe the field of second-language education fails to reflect the interconnectedness of the world's people, their languages and their cultures. The word «foreign» also denotes exclusion, isolation rather than a sense of acceptance, collaboration and community. Hence, the languages and cultures of the world beyond the European Union can no longer be considered “foreign”. This realization has caused educators, linguists in many countries to shift their thinking and, as the result, to adopt the term “world languages” and in this context knowledge of world languages will enable students to think and communicate globally in their future lives as citizens and workers.

This term more vividly represents the languages and people that make up our present multilingual and multicultural global community, but includes the study of classical languages and modern languages.

Today the most popular world languages are considered to be Chinese, English, Spanish, Hindi/Urdu, Arabic, Portuguese, Bengali, Japanese, Russian, German and French.

Literature:

1. *Common European Framework of Reference for Languages: Learning, Teaching and Assessment. Council of Europe on publication in English and French. 2001; 260 p.*

2. Kelly M. and others. *The Training of Teachers of a Foreign Language: Development in Europe. Southampton, 2002. P. 1 -16.*

3. Sandrock Paul, Franklin John. *Language and languages - Study and teaching - United States. P. 4-30.*