

Foreign language training of specialists in higher educational institutions of Ukraine and the republic of Poland in the context of the European language policy: experience and prospects

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Abstract: The article deals with the problem of foreign language training of specialists in higher educational institutions of Ukraine and the Republic of Poland in the context of the European language policy. The aim of the study is to determine the features of specialists' foreign language training in the higher education system of Ukraine and the Republic of Poland in the context of the European language policy and to analyze the main provisions of the All-European recommendations on language education regarding the level of foreign language proficiency and criteria for assessing the knowledge and skills of students in Ukraine and Poland. The author underlines that foreign language training of specialists of any profile in modern Europe directly relates to the guiding principles of language policy of the European Union, concentrates around basic life competencies of the individual, needs and challenges caused by the globalization of the modern world, including linguistic issues, the provisions of the Bologna Declaration on the construction of a single European educational space. The study of modern trends in foreign language education in universities of Ukraine and Poland shows the interest of the institutions of the Council of Europe and the European Union in the state of problems of foreign language education and support for its solution. It has been substantiated that the European Union has determined the main criteria and indicators of foreign language training of specialists, and has determined the language proficiency requirements for Ukrainian and Polish graduates universities.

Keywords: foreign language training, the All-European recommendations on language education, foreign language proficiency, globalization, multilingualism, communicative competence, mobility, cooperation.

1. Statement of the research problem

The third millennium sets the task for members of society to obtain a high level of education, because at the current stage of human development, it is highly qualified specialists who can solve the global problems facing the world community. Today, Ukraine is going through a difficult period of transformation of social development and radical transformations in the field of higher education in order to reach the level of European and world standards. The relevance of the choice of the topic is due to the modern trends to reform the higher education system of Ukraine in the light of globalization processes and the creation of a common educational and scientific European space of higher education, as well as the emergence of a qualitatively new paradigm - the foreign language segment of higher education and the development of unified standards and criteria in this area.

In Ukraine and Poland, foreign language education is recognized as one of the most important components of higher education. Without mastering foreign languages, it is impossible to realize social and professional mobility of a person. The current state of new information technologies demonstrates the new role of language education. Therefore, its improvement and raising the level of quality is the main goal of reforming higher education in our countries. The formation of foreign language education is carried out under the influence of European integration processes and the main achievements of European countries, taking into account such documents of the Council of Europe as "Bilingual education: main strategic tasks", "European language portfolio" and "All-European recommendations on language education: study, teaching, evaluation" [5], "Bringing language exams into compliance with the All-European recommendations on language education" and requirements for Euroexams.

Trends towards globalization development of education in the European region have also affected the Ukrainian realities. The necessity for professionals who can maintain a dialogue with foreign colleagues, who have an ability to study a foreign experience in one or the other professional field, who can use foreign language print (and virtual) sources in the field of their professional activities – all these are fundamental factors that actualize foreign language training specialists in various spheres of a human life. Therefore, foreign language training of students of higher educational establishments requires detailed delving into the experience gained by the foreign colleagues implementation in the system of higher education.

2. Analysis of the research on this problem

The Republic of Poland in comparison with other European Union countries, which joined it in the so-called "second wave", has a deep tradition training of specialists in various fields of knowledge. In addition to the professional practice training, Ukraine's western neighbours are developing theory and practice of foreign language training dynamically, giving the European status to the Polish education system and its inclusion into monitoring systems and assessment of the quality of higher education. The inclusion of the Republic of Poland into The European Union has allowed to generalize and borrow a huge layer of the European experience in the field of professional training. Theoretical principles of foreign language training in the Republic of Poland and other European countries are studied by N. Sheverun [30], D. Coste, B. Nors, T. Shales, J. Trim [6], T. Korshuk [29], M. Yurevich [31] and others.

Instead, the issue of foreign language preparation of students for professional activities in the context of a globalized European communicative space by Polish scientists are studied in a pedagogical context quite rarely, most often - in the field of methods of teaching foreign languages or sociology of education. It is possible to cite only thorough scientific publications by I. Yanovska [12], A. Harbig [10], R. Kuharchyk [14].

The analysis of modern trends in the development of foreign language education shows that both domestic and foreign scientists are engaged in the actualization of various aspects of the problem of foreign language training: organizational and pedagogical principles of teaching professional foreign language communication (L. Sherstyuk); formation and peculiarities of foreign language communicative competence (E. Vereshchagina, R. Grishkova, I. Zimnya, V. Kostomarov, L. Shcherba); peculiarities of the organization and content of students' foreign language training (R. Hryshkova, N. Sheverun); professional training of a specialist in higher education (R. Gerlach, L. Shevchuk); the European dimension of professional education and professional education in the European perspective, activities of the European Association of Professional Educational Institutions (G. Bendarchyk, M. Kaspzhak).

At the same time, the main trends and prospects of foreign language training in higher educational institutions of Ukraine and Poland are insufficiently researched and need to be detailed. The study of foreign experience in teaching and learning foreign languages deserves further consideration.

3. The methods of the research

The methods of the research are the following:

- *theoretical* – the study, analysis and synthesis of linguistic, pedagogical and linguodidactical sources on the researched problem; the methods of comparative analysis, synthesis, abstraction, generalization, classification and systematization, forecasting, design to clarify the state of research and development of the problem, definition of fundamental concepts, theoretical and methodological principles of intelligence, which became the basis of the methodological system of the foreign language education in Ukrainian and Polish higher educational establishments;

- *empirical* - conversations with students and teachers; questionnaires and testing; observation of the educational process, the analysis of curricula and work plans and programs, educational and methodological complexes to clarify the need for experimental research and to create a methodological system for the foreign language education in Ukrainian and Polish higher educational establishments;

- *statistical* – the analysis of the studied data, their comparative characteristics; determining the foreign language education in Ukrainian and Polish higher educational establishments.

4. The aim of the article

The aim of the article is to determine the features of specialists' foreign language training in the higher education system of Ukraine and the Republic of Poland in the context of the European language policy and to analyze the main provisions of the All-European recommendations on language education regarding the level of foreign language proficiency and criteria for assessing the knowledge and skills of students in Ukraine and Poland.

5. The objectives of the article

The objectives of the article are the following:

- to analyze the provisions of the All-European recommendations on language education on the subject of requirements for writing programs;

- to determine the compliance of the requirements of the All-European recommendations on language education with state documents in Ukraine and Poland;

- to show how the development of the content of foreign language education contributes to the fulfillment of the social order of society, the acceleration of socio-economic and scientific and technical progress;

- to investigate the current experience and prospects of providing foreign language teaching in higher education in Ukraine and Poland.

6. Presentation of the main material and substantiation of the obtained research results

One of the priority directions of the state educational policy is the integration of national education into the European and world educational space, which today requires the improvement of higher education. The globalization trends of modern society present to education the task of preparing young people for life in the conditions of a multinational and multicultural space, forming the skills to communicate and cooperate with people of different nationalities, mentalities and cultures. Therefore, the socio-political and economic priorities of the reform dictate the need for the modernization of institutional foreign language education in Europe.

It should be noted that a marketing study conducted by the Kyiv Scientific and Educational Centre says that 51% of the surveyed people cite career growth as an incentive for learning foreign languages, 23% - as an incentive for study and internship abroad, 12% do it in order to make their vacation more comfortable, 7% learn foreign languages to go on business trips abroad, 4% study

them for participation in international conferences and only 3% of respondents work with foreign partners. Obviously, the vast majority of answers are directly related to work and career advancement. So, the conclusion is that for successful work in the most diverse areas and directions, one native language will obviously not be enough, knowledge of a foreign language is necessary.

A foreign language is a ticket to the world of success. The successful path of many careerists begins with study and internship abroad. It is prestigious and promising to get an education in the leading universities of Great Britain, Canada, the USA and other developed countries. In addition to the popular MBA (Master of Business Administration) programs, there are also lesser-known analogues: CFA (Chartered Financial Analyst qualification), ACCA (Chartered Association of Certified Accountants). To participate in any of these projects, again, it is extremely necessary to know a foreign language.

This useful skill allows a professional to get access to foreign sites and printed publications. Over time, he/she can learn not only to read and write in a foreign language, but also to think, and therefore, to create foreign language presentations, attend international conferences and trainings, conduct business correspondence. The employer will definitely appreciate such foreign language skills.

Specialists who know foreign languages will be more and more in demand every year. Moreover, not only economists, managers, lawyers, administrative workers, but also secretaries, representatives of production specialties, even builders and engineers. A big problem for employers is that many people speak a colloquial and business language, but a technical foreign language is much less common. Therefore, foreign companies are ready to pay huge sums of money to those who master it. Architects, builders, accountants, chemists, physicists who know foreign languages will always be able to get a job in such companies and count on very significant salary increases. Although, unfortunately, most of the representatives of these specialties today do not even guess what benefit could be brought to them by knowledge of a foreign language.

The first place in terms of popularity, of course, ranks the English language which is undeniably the official language of international business and trade, the Internet and technology, science and the arts. 80% of the business language space is occupied by it. Everyone uses it more and more often in communication with partners at work and on vacation. English is used when filling in questionnaires, compiling resumes, and in business and private correspondence.

In all multinational companies, English is the corporate language used to communicate with management and to communicate with branches in different countries. Therefore, economists, financiers, sales representatives, secretaries, telephone operators, simply active and business people cannot imagine their life without English. Programmers should also know it at least to understand English-language programs.

Thus, knowledge of the English language is a necessity. Nowadays, it is taught in kindergartens, schools, universities, not to mention numerous foreign language courses and trainings. And in some countries, even mathematics and some other subjects of the school curriculum are taught in English. Therefore, if someone wants to increase his or her chances of getting a good job, he/she should learn English in addition to his/her native language.

German, the language of technology and finance, is followed by English,. Over the past five years, the demand for it has increased significantly, many German partners and investors have appeared. Goods from Germany are intensively imported, for example, sanitary ware, furniture, electronics, cars. Therefore, we need people who can communicate with these importers. Knowledge of the German language is also welcome in the representative offices of German or Austrian banks.

The popularity rating of other foreign languages is quite ambiguous. The relevance of the Japanese and Chinese languages is rapidly gaining momentum. Moreover, most of those who study them say that they need the language precisely for work. Many Eastern firms are opening branches in other countries and are looking for specialists who speak the language well. And it is not easy to find such people today.

Far from the last place in the popularity rating is occupied by the French language. It is unlikely that a person will need it, unless he or she works for a French company. But if there is an opportunity to use it, French will help you easily win the sympathy and eternal friendship of the French. Polish, Bulgarian and Scandinavian languages have slightly fewer fans, but the work of a translator is always waiting for such people. The Arabic language is also not particularly relevant, especially for women, because most often Arabs prefer to hire men. Girls who speak Arabic are more willing to be hired as teachers or private tutors, which is also quite good. In Turkey, there is no such discrimination at all, knowing Turkish gives excellent earnings in trading companies and, especially, in travel firms.

In the context of European trends and national educational achievements of Ukraine and Poland (implementation of a two-level system of student training - bachelor's and master's, the latest language projects), neighboring countries took into account the recommendations of the Council of Europe on language education and developed national doctrines on the development of education. So, the classic system of foreign language proficiency levels includes the following: Elementary, Pre-intermediate, Intermediate, Upper intermediate, Advanced, Proficiency. The Pan-European CEF system consists of five levels: A 1 – breakthrough, A 2 – waystage, B 1 – threshold, B 2 – vantage, C 1 – effectiveness.

For comfortable work and communication, it is necessary to speak the language at least at the B2 level. To confirm all the above-mentioned levels, there is a flexible system of international tests and certificates that allow a student to test his/her listening, reading, speaking and writing skills in a foreign language. Such tests are used by employers all over the world to check the linguistic abilities of employees. The most common international tests are English, German, Spanish, French and Italian. For example, the TOEFL English test is used by more than 4,000 leading companies around the world.

The essence of foreign language education is that the study of any non-native language must be accompanied by the study of the culture of the people, and this process must proceed simultaneously. In this regard, it is appropriate to talk about foreign language education as linguistic and cultural education, the result of which should be the multilingualism of citizens of society who are aware of their belonging to a certain ethnic group, as well as capable of self-determination in the world. Foreign language education, involving students in the culture of another nation, develops in them the ability to understand the world culture as a whole, and also forms the ability to navigate in the modern multicultural and information society.

- According to V. Gamanyuk [25], linguistic and territorial borders in modern Europe do not coincide; several languages can coexist in one place at the same time. Foreign language training of specialists of any profile in modern Europe is directly related to the guiding principles of language policy of the European Union, concentrated around:

- basic life competencies of the individual;
- needs and challenges caused by the globalization of the modern world, including linguistic issues;
- the provisions of the Bologna Declaration on the construction of a single European educational space.

Foreign language training of specialists in different countries of the European Union, including Poland, is united around a number of tasks, declared in the documents of the European Commission, among which the leading place belongs to:

- introduction of multilingualism, not only on the basis of numerous language courses and programs, but also academic exchanges and study abroad guaranteed for every student in Poland;
- development and implementation of the latest forms of foreign language organization training of students and their education in general (dominance of advisory, certification, communicative functions of the teacher);

- promoting multilingualism and the need for a foreign language training among all subjects of the educational process, not only in higher school - representatives of the academic community, headmasters of secondary schools, students and their parents.

The status of a foreign language as an important means of intercultural communication is primarily ensured by a communicatively oriented approach to its study. It should be noted that learning a foreign language is a process of systematic and consistent transfer of knowledge by the teacher, formation of abilities and skills in the field of foreign languages, a process of active and conscious assimilation of them by students, a process of formation and consolidation in students of those qualities that teachers try to educate in them, namely: a stable positive attitude towards learning a foreign language, tolerance towards representatives of a foreign language and culture, faith in one's own strength and the ability to master a foreign language [27, 299].

According to Article 11 of the Law of Ukraine "On Higher Education", the standards of higher education are the basis of the quality of higher education and professional training, as well as the quality of educational activities of higher educational institutions, regardless of their types, levels of accreditation and forms of education [28].

The recommendations of the Council of Europe on language education are taken into account in the State Standard of General Education and in the foreign language program for general education institutions. The levels of proficiency in a commonly used foreign language, defined in the Pan-European recommendations, form the basis of the Model Programs in the first foreign language for universities/institutes that train teachers and translators.

In higher non-philological educational institutions, students must also master a commonly used and professionally oriented foreign language. According to the instructional documents of the Ministry of Education and Science of Ukraine, the mandatory foreign language course is 198 hours. But this number of hours is not enough to master a foreign language at a level that provides a person with academic and professional mobility level B2 (advanced independent user). In European countries, 250 hours of classroom work are allocated to mastering a foreign language at the B2 level. Classes are held twice a week for two practical hours and the same number of hours are devoted to independent work [7].

Changes in the structure of international relations contribute to the rethinking of the purpose of studying foreign languages in higher education, the formation of additional motivation for mastering a foreign language as a means of international communication. In the period of renewal of all aspects of the life of the society and the expansion of international relations in the view of the strategic goal of the Ukrainian state - integration into the European community, the objective level of professional training of a future specialist in economics, political sciences, social work, etc. is determined by the formation of his or her professional and personal qualities, among which is the possession of sociocultural knowledge and the developed skills of intercultural communication occupy a special place.

In Ukraine, language education is recognized as one of the most important components of higher education. Without mastering foreign languages, it is impossible to realize social and professional mobility of a person. Currently, society has begun to realize the fundamentally new role of language education in the modern informational world. The reform of higher education in Ukraine in the context of the Bologna process causes the need to improve and raise the level of quality of language education.

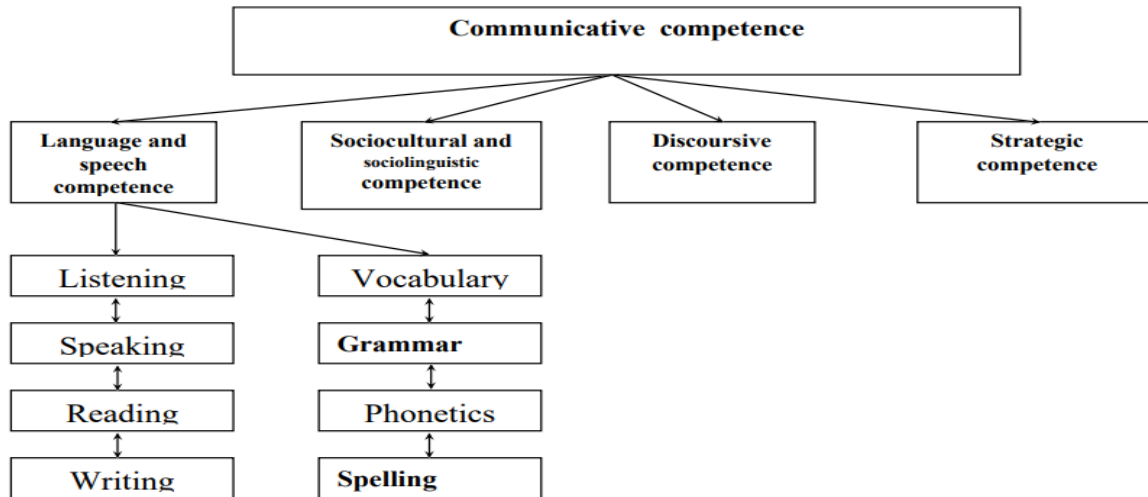
There is a language requirement for University students of all majors to acquire language training in Ukrainian and one of the foreign languages. Thus Ukrainian universities participate in promoting plurilingualism.

The general strategy of foreign language teaching is determined by the needs of modern society and the level of the development of linguistic, psychological, pedagogical and adjacent sciences. This strategy includes communicative approach which determines the practical goal of foreign language teaching and learning, i.e. mastering the foreign language intracultural communication by

means of the formation and development of the intracultural communicative competence and its components.

Teaching foreign languages assumes student's practical mastery of the speech skills on the level sufficient for foreign language communication with four types of speech activities (listening, speaking, reading and writing) in standard situations. The content of the communicative competence, which is assumed as acquired by students, is submitted in the following scheme:

Table 1. Communicative Competence



The basic speech skills include:

- the ability to oral communication in standard educational, social, cultural & living situations;
- the ability to listen and understand the content of the authentic texts;
- the ability to read and understand the authentic texts of different genres and types with different level for understanding (reading with the understanding the basic content, reading with the complete understanding);
- the ability to fix and reproduce necessary information in a written way.

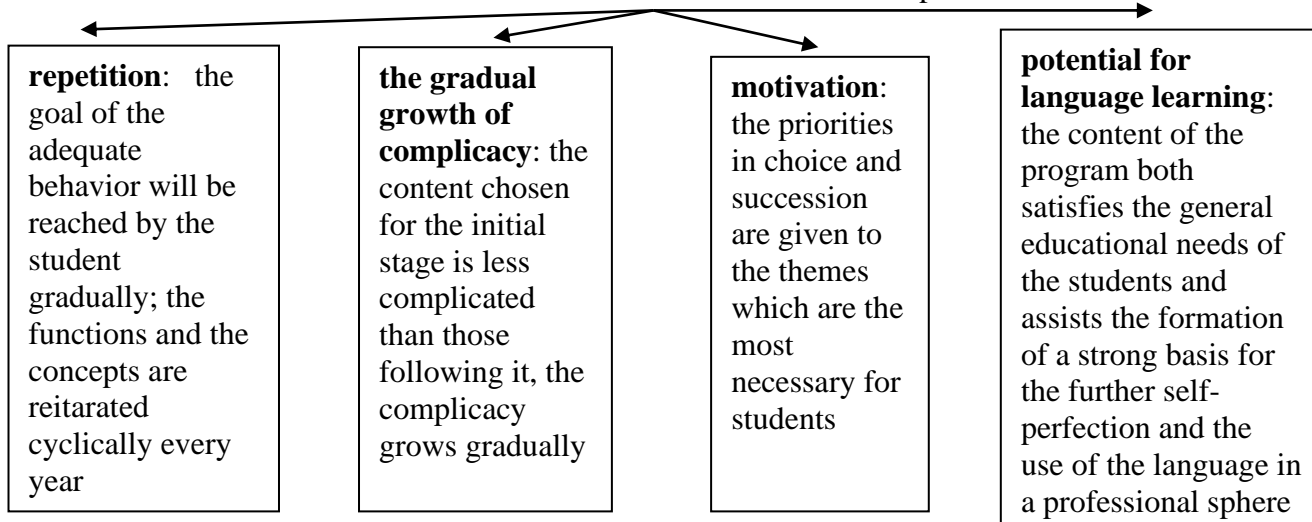
Students must master the program material as a means of designing and understanding expressions in the process of communication on the level determined by the standard. For this students should understand and master communicative functions of the means of communication for their correct application in definite speech situations. They must select on their own the language and speech means, which are the most optimum for the realization of the communicative intention and are adequate to the sphere of communication in socio-functional aspect.

Table 2. Key Competences in Foreign Language Learning

Socio-cultural and socio-linguistic competence	Discursive competence	Strategic competence
<ul style="list-style-type: none"> - the ability to select and use the speech forms for the realization of the communicative intentions in specific situations. - the ability to consider the cultural peculiarities, the regulations of the verbal and non-verbal behavior in standard communicative situations. 	<ul style="list-style-type: none"> - the ability to manage the speech and to structure it by means of the thematic organization, logical organization, coherency, style and vocabulary, rhetorical effectiveness. 	<ul style="list-style-type: none"> - the ability to choose effective strategies for solving communicative tasks. - the ability to acquire knowledge individually for practical application, to plan the process of studies and to evaluate own knowledge.

The content of the spheres of communication, functions, concepts, phonetic, grammar and vocabulary materials are selected according to the following principles:

Table 3. Principles of the selection of content



Integration of national education, and foreign language teaching in particular, into the world educational system and European educational institutions which are connected with foreign languages teaching, is carried out according to the main principles of state educational policy in Ukraine (the priority of education, its democratization, humanization and humanitarization, nationally oriented trend, continuity, multicultural, variable and open character of educational system, the indivisibility of teaching and up-bringing).

At a University level of education there are specific needs to be considered in future:

- to pursue the development of the plurilingual repertoire of students beyond strictly academic and professional considerations;
- to be placed in close synergy with other educational bodies that also have responsibility, in particular with respect to continuing adult education;
- to modernize the system of education so as to reach high professional standards which reflect the main tendencies in language education;
- to enlarge the implementation of computer and other leading technologies in teaching foreign languages;
- to pay more attention to distant studies while teaching foreign languages;
- to unify the curricula of all higher educational institutions when language training is concerned. This will consider languages not as a secondary responsibility left to the individual initiative of the student or to the private language market, but as an educational and social responsibility;
- to enlarge the number of languages (even exotic) taught at the Universities in Ukraine;
- to update the level of grading the students' success.

One of the principles of the Pan-European Recommendations states that "only through better mastery of modern European languages communication and interaction between Europeans with different native languages can be facilitated in order to support European mobility, mutual understanding and cooperation, and overcome prejudice and discrimination" [26, 17]. According to these Recommendations as for the level of foreign language proficiency, students of higher education institutions should "have the skills to express themselves freely without spending significant time searching for adequate language means in the process of achieving their social, academic and professional goals" [4, 24]. In the context of the Council of Europe Recommendations, a student is a subject who sets a learning goal for himself, and the teacher chooses a strategy for him to achieve this goal. The Recommendations emphasize that language

skills are only a base, a toolkit for achieving a positive result at the level of communicative actions, and, for example, grammar or vocabulary should not be isolated from communicative goals as an object of teaching [6, 20].

Among the main tasks of a higher school, defined by the National Doctrine of the Development of Education of Ukraine in the 21st century are the following: to make the necessary intellectual base, sufficient for future activities in the fields of science, production, culture, management, etc., and to form in people with higher education the qualities necessary for further productive life and professional development, such qualities as the ability to learn by oneself; global thinking; tolerance for differences in values and moral standards; cultural competence; functional literacy and professional versatility; communication culture; the ability to apply knowledge in specific situations; independence and critical thinking; responsibility, discipline, a high culture of interaction in groups, the ability to adapt to changes, etc. They can be developed in the process of forming a foreign language sociocultural competence among students of higher educational institutions throughout the course of studying both a general and a professionally oriented foreign language.

Introduction of the communicative language teaching into curriculum coincided with the initiation of new system of performance assessment. Due to the active support of such international organizations as The British Council, The American Council on International Education, Department of Press and Culture of the American Embassy in Ukraine, British publishers, Goethe Institute, French Embassy in Ukraine new syllabi for foreign language teaching in universities were prepared.

The language of instruction in Ukrainian universities is Ukrainian, but the main subjects for students of linguistic faculties are the foreign languages they study. The resources applied in the classroom are often of the foreign origin. Inviting native speakers and travelling to the countries the languages of which they study is appreciated as well. Activities of language speaking clubs (maintained either by foreign experts or University administration), language centres (maintained by University administration in cooperation with foreign embassies, and NGO) are treated as a main form of extra-curricular activity. Libraries which are placed at language centres contain numerous invaluable resources for promoting students' interest in further language studies. Such resources include scientific and country study literature, textbooks, videos, printed and visualized media. They host courses for those who are aimed at deepening their language scope.

The criteria and provisions of the educational language policy of the EU countries determine the strategies for foreign language training of a competitive specialist in the labor market and are aimed at intensifying the processes of learning and teaching foreign languages in the interests of increasing mobility, better access to information, and more effective international communication. Today, they are increasingly being implemented in Ukraine and Poland: clear goals have been set for the implementation of foreign language education at each stage of education; assessment is unified; the programs of higher educational institutions take into account different levels of foreign language proficiency; the number of languages studied in higher education has increased; the number of people who speak at least one foreign language is growing; the number of academic hours for studying a foreign language increases; in some higher educational institutions, a foreign language is considered to be a second working language; interactive learning methods have been introduced; modern communicatively oriented textbooks have been compiled. However, the quality of foreign language training of young Ukrainian citizens is, unfortunately, insufficient.

The specificity of studying foreign languages in higher educational institutions in the Republic of Poland is that practically all students continue to study foreign languages in institutes and universities. Education is carried out by semesters. During the first month of study in the first year at a Polish university, a student takes a test to determine the level of foreign language proficiency. However, if his level is lower than average (A1), the student must take a paid foreign language course of 60 hours during the first semester in order to reach the required average level (A2). If the level of foreign language proficiency is average (A2) or advanced (B1), the student receives 180 hours of foreign language credit, divided into a 60-hour semester course. After that, the student

must pass the exam at the B2 level (regarding the recommendations of the All-European Recommendations on Language Education). If a student knows a foreign language at the B2 level (which is determined by the number of points during the entrance test), he receives 60 or even 120 hours to study a foreign language and starts studying it at a higher level (C1, C2) or a foreign language of professional direction in the amount of 120 hours (for example, a foreign language of science and technology, a business course of a foreign language, etc.). At this stage, the student must allocate for independent work the same number of hours covered by the relevant educational course of learning a foreign language [8].

Therefore, the leading task of post-secondary higher education is to teach a foreign language in a professional direction and at the same time - to develop and improve the foreign language competence of students, as well as to increase their level of foreign language proficiency.

In the teaching of the discipline "Foreign Language" in Europe today, communication-oriented teaching on the basis of pedocentrism is the most common. Distance education and the use of information and communication technologies are actively developing. At the same time, they note the need to develop new didactic and technological educational language resources in Europe. In most of the countries of the European Union, in particular in Poland, teaching of other disciplines of the curriculum in a foreign language is supported [19]. The European Commission is making efforts to promote the development of the "Euroclit" network, which includes teachers and other interested persons in the growing number of subjects studied in foreign languages. The aforementioned network publishes regular newsletters, and its Internet site offers a bank of materials and opportunities for teachers to communicate. The European Commission also supports websites designed for the dissemination and exchange of information in this area [15].

In most European countries, in higher education, foreign languages are studied as a subject of specialization also at philological faculties and the course of study is 4–5 years. Students of such faculties specialize in studying at least two foreign languages, one of which is the main one.

In recent years, many efforts have been made to introduce new university courses that would combine the study of a foreign language with scientific, economic, and legal courses to obtain an educational degree of dual specialization. However, such attempts in Ukraine are not always successful.

Studying the experience of teaching and learning foreign languages in higher education in Poland and other European countries showed that the creation of a European space of higher education in Ukraine is far from satisfactory. Its implementation is mainly related to the training of philological specialists and cannot provide a solution to the urgent problems of society and students as a whole. It is necessary to create a special program of activities that could contribute to the formation of a truly multilingual and multicultural Europe, in which higher education institutions should play an essential role. Such a program includes:

- creation of flexible educational programs, according to which a student would have the opportunity to specialize in one or two foreign languages in combination with the study of technical, legal, economic specialization, etc. Therefore, Ukrainian universities are waiting for the development of the introduction of higher education diplomas of double specialization (foreign language + economics/ + law/ + medicine/ + political sciences, etc.);

- emphasizing the practical advantages of foreign language skills, determining the needs of students and society. It is urgent to analyze such needs, determine the advantages and disadvantages of current educational programs with the aim of improving them. Control over the quality of training and education provided is gaining more attention, since the implementation of the task of creating a common European space of higher education requires constant support, supervision, adaptation of educational courses to constantly changing needs;

- consideration of the language learning process as lifelong. In particular, institutional education should play an important role in the system of foreign language education by creating opportunities to study foreign languages;

- increasing the importance of foreign languages with a special purpose, taking into account the immediate needs of students and society;
- development and stimulation of independent study of foreign languages by students;
- development of modern educational materials for different educational levels. It is important to attract new technological resources, distance learning programs, etc.;
- training of teachers ready for changes in educational conditions, for the introduction of new technologies, ready to introduce new methods and forms of education;
- provision of exchange programs for teachers of various educational levels;
- educational materials should allow students to study other disciplines and use textbooks in a foreign language;
- it is expedient to conduct research pilot projects, the results of which should be taken into account in the formation of national and international policies in this area;
- all innovations should be clearly considered and financed by the state, teachers, students, educators should be involved in the discussion.

Among the problems that are arisen in foreign language training of students in the Republic of Poland, scientists (for example, A. Harbig, 2010 [10]) name, first of all, the low level of motivation of students to study foreign languages (especially if it is not English), and the necessity to "grind" English in terms of learning several foreign languages. Learning foreign languages by students, regardless of future profession, contribute to the educational standards adopted in Poland, which contain three main positions.

Firstly, the qualification characteristics of the graduate provide requirements for knowledge of foreign languages at the level of B2 certificate. Such a staging questions about the place and role of a foreign language in training specialists in the Republic of Poland mobilize students to learn the language, and educational institutions management - to effective administration and financial support of the process of students' foreign language training.

The level of students' knowledge of foreign languages is determined by European language description system (Common European Framework of Reference for Languages, or CEFR), which, in fact, determines the content and indicators that are already familiar to the Ukrainian foreign language system training of students of different certification levels - from A1 (Breakthrough) to C2 (Mastery). This classification was adopted by the Council of Europe (2001) as a basis of its language policy in the system of higher education and foreign language training of specialists in all areas of training [13]. CEFR assumes that level A is basic level, B - independent, C - free. In CEFR documents it is noted that this system is not based on linguistic, but on sociolinguistic competence of the student. For example, level B1 is characterized as following:

- a student can advise himself in a situation of traveling abroad or in the region where the foreign language is spoken;
- without prior training a student will be able to join the conversation on the famous topics of a daily life (eg., family, interests, work, travel, events);
- a student can understand the main idea presented in a clear conversation or speeches on well-known topics related to home, university, free time, etc.;
- a student will be able to understand the content of TV or radio programs in a foreign language with professional or life topics that are in his or her interest [13].

Secondly, learning foreign languages is out of the compulsory subjects defined by the curriculum. Optional foreign language training involves (with some minor deviations depending on the university) 120 hours per year. Thus, foreign language preparation of students is usually carried out only within one foreign language - English, German, Spanish, Italian, etc. Curricula training in universities gives about 50% of student's study time to his/her independent study work; thus, the volume of foreign language learning grows to 240 hours per year.

Thirdly, English as a basis for foreign language training is not recognized in none of the documents in this status, but more than a third areas of training recognize English as a foreign language for specialists' training on the standard number of ECTS (European Credit Transfer and

Accumulation System) credits. The specifics of the Polish higher education system is in the fact that every credit has a certain quantitative dimension, the so-called "points". Thus, English classes, calculated in credits, have in many Polish higher educational establishments five points (in Germany - fifteen points, for comparison). Students are motivated to receive these points for studying credits because the total number of them per semester indicates how well the student has mastered curriculum and whether he can continue his studies.

In everything else (regarding the organization and content of foreign language training of future professionals) problems and unresolved issues are very similar to the Ukrainian realities. As in Ukrainian universities, English occupies a dominant position; some misunderstanding in foreign language training causes is in the confirmation of the mastery of a foreign language (mostly English) on the level B2. The problem is that in many cases a future student who enters a higher educational establishment has an initial level of English (or other foreign) language. That is why today Polish universities preferably accept the level of B1 as sufficient at the stage of entry for knowledge of a foreign (mostly English) language. Actually, the same situation is in other European countries, such as Austria [17].

Even more risks are inherent in Polish educational programs, if it is about the learning of several foreign languages in the process of professional training of specialists in universities. It is clear that students master the English language better, as it is a requirement of B2 for graduates of the bachelor's degree, and English is a foreign language in the vast majority of educational institutions of the pre-university degree in Poland. In the educational standards of specialists' training in the Republic of Poland the learning of a second foreign language provides additional points to the students. According to a study by A. Harbig [6], only 6% of students surveyed by the researcher would be willing to study the second foreign language. She underlines that the reason for such a low motivation is a desire of students to study additional profile disciplines instead of a foreign language, even for professional purposes. Though the significant part of the university graduates in Poland later want to offer themselves in the labour market in Germany, it does not motivate students to study a second foreign language (for example, German). German universities implementing educational programs in some areas of training encourage students not only to the obligatory study of foreign languages, but also to attend lectures and seminars taught entirely in a foreign language (mostly in English).

M. Betin in her study [2] investigates motivation of students to study foreign languages at the university. The researcher notes that in hierarchy of needs a foreign language teacher at the university should rely on, first of all, motivation of a student to belong to a certain group (in this situation – a language group). Another motivating factor for a students' foreign language training, in addition to the needs of belonging to the group, mentioned by M. Betin, is the need for self-realization. The result of the realization of this need, according to her analysis, is a number of skills and abilities required by a student studying a foreign language at the university, namely:

- the acquisition of foreign language writing skills;
- the replenishment of vocabulary;
- the acquisition of the ability to read (and in the long run to write yourself) foreign language texts on the specialty (direction) of training;
- the formation of listening skills on the basis if foreign texts in a professional field;
- the development of the ability to communicate in a foreign language within the limits of professional interests and orientations;
- the formation of grammatical skills [2].

Motivation of foreign language training of students, in addition, may consist in the need to succeed or avoid failure (J. Atkinson, J. Raynor, 1974) [1]. Satisfaction with achieving high foreign language competence, realization of professional goals related to foreign language training are obligatory components of motivation for foreign language training at the university. Instead, the need to avoid failure can cause reverse processes: fear of failure in learning a foreign language, uncertainty about the effectiveness and efficiency of efforts in foreign language training at the

university, inconsistency of self-assessment and assessment of foreign language training, and so on. It should be noted that the level of formation of students' foreign language competence is affected by the andragogical factor, because adults learn a foreign language differently in comparison with children who are in the preschool or general secondary education system - in content, methods, and teaching aids. Andragogical essence of foreign language training of students in European countries is, in our view, that a student perceives not only the main goal of learning a foreign language (the formation of a foreign language competence), but also the teacher's personality, his or her own level of motivation to learn a foreign language, the level of modern information and pedagogical technologies used in the process of training, etc. (J. Harmer, 2001) [11].

Some researchers [10] believe that a student while studying at the university must study two foreign languages, which would be evaluated on the level B2 (the first foreign language) and on the level A2 (the second foreign language). Setting questions about learning one / two foreign languages, the amount of training in foreign languages, the content of foreign language training - largely depend on the language policy of the university within the framework of university autonomy, approved by Polish educational documents, as evidenced by reports of the Polish Neophilological Society [24]. However, this autonomy quite often serves not for the benefit but for the detriment of the students' foreign language training, as many Polish higher educational establishments prefer profile subjects, not a foreign language for professional purposes. For example, at Gdansk University (February, 2005) it was accepted that "learning a foreign language cannot be equal to mandatory hours in areas of training not related to philology"[18].

The results of foreign language training of students in Poland are determined in several planes - *reception* (listening and reading in foreign languages), *interaction* (both oral and written response), *product* (speech and writing in foreign languages in order to express their own opinions) and *mediation* (the ability to conduct a dialogue - both oral and written). The structure of the students' foreign language competence is represented by three main competencies - linguistic, pragmatic and strategic (M. Smolik, B. Trzcinska, 2015) [21]. It should be noted, however, that it is necessary to distinguish the students of philological areas of training as a special group of future specialists, and the students of other areas of training - who are in approximately the same position relative to the volume of the training load, if it is a question of foreign language preparation. So, J. Shchek and M. Kalashnik (2017) note that for future philologists it is necessary to have a level of foreign proficiency at the entrance to the university language (language of the future specialty) - C1. Thus, the number of credits for learning foreign languages for students of philology specialties are much higher, as foreign languages are represented by both language and profile training [23]. The above-mentioned Polish Neophilological Society promotes foreign language training of students in the Polish universities in terms of standardization and globalization of educational processes not only in Europe but also in the world. The Bologna process has promoted the internationalization and mobility of students of all universities; each university in Europe now accepts foreign students. It implies relevant requirements for the lecturers and professors - and not only for those who teach foreign language directly, but also for teachers of profile disciplines, knowledge of a foreign language for whom is now becoming a habitual qualification requirement.

Polish teachers actively use their experience of the Western colleagues in the methodology and technology of remote, electronic, mixed, "inverted" foreign language learning (P. Sharm, B. Barrett, 2007 [20]).

Polish universities have accumulated considerable experience in foreign languages training of specialists, which varies by time, status of the university, areas of specialist training, dynamics of changes in educational content standards, etc. The University of Warsaw is considered to be one of the leading higher educational establishments in foreign language training, because it has received a special award at the "European Language Label" competition for innovativeness in the field of teaching foreign languages to students [9]. It should be underlined that foreign language training of specialists is given in 30 foreign languages, the results of study of which are certified accordingly.

The University of Information Technology and Management in Rzeszow offers its students four foreign languages to choose from - English, German, Russian and French [16], accordingly, the amount of study time for students of full-time education exceeds in comparison with the all-Polish norms and amounts to 300 hours at the "Intensive" and "Standard" levels, depending on the results of the initial knowledge test in the first year. Graduating students studying in "Intensive" groups, can apply not only for level B2, but also C1. This university offers its students both Polish and an international certificate for the level of knowledge of a foreign language, which, without doubt, is a good motivational factor for foreign language training in the learning process. Six foreign languages are studied at Krakow Pedagogical University – English, German, Russian, French, Spanish and Italian [3]. The content and methods of foreign language training are coordinated with the National framework of qualifications, on the one hand, and ESOKJ - the European system description of language training - on the other hand.

7. Conclusions and prospects for further research

The study of modern trends in foreign language education in universities of Ukraine and Poland allows us to draw a conclusion about the interest of the institutions of the Council of Europe and the European Union in the state of problems of foreign language education and support for its solution. In higher education, fundamental changes have not yet taken place in the quality of training Europeans in foreign languages. However, there are numerous changes at the level of implementation of projects for the introduction of educational degrees of dual specialization, diversification of language learning opportunities in educational institutions.

The analysis of the current situation of languages in Ukrainian system of higher education underlines the fact that civil society recognizes the importance of languages in the context of its geographical position and economic perspectives. Ukraine as a multilingual society has considerable potential which can be exploited further to promote plurilinguism among citizens.

Thus, we have clarified the peculiarities of a foreign language training of specialists in Ukraine and the Republic of Poland with regard to language policy of the European Union in recent decades. It has been substantiated that Poland's entry into the European Union has determined the main criteria and indicators of foreign language training of specialists, and has determined the language proficiency requirements for Polish graduates universities. It has been found that the content and the volume of foreign language training of specialists are influenced by the modern language policy of the European Union, centered around basic personality's life competencies, needs and challenges caused by modern globalization in the world, including in terms of language, and the provisions of Bologna declarations on the construction of a general European educational space. It has been noted that a certain problem in the foreign language training of students in The Republic of Poland, like in Ukraine, has a low level of student motivation in non-philological areas of preparation for the study of foreign languages. The role and meaning of the CEFR (European Framework of Reference for Language Education) has been clarified in the building of a model of foreign language training of specialists in Ukraine and in the Republic of Poland.

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