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BILINGUAL AND MULTILINGUAL SYSTEMS OF EDUCATION IN EUROPE

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Nowadays it is difficult to imagine, that a modern system of education can exist without taking into account economic, social and political factors, which influence bilingual and multilingual peculiarities. One of the most overriding priorities in the European system of education is learning foreign languages systematically and effectively. Multilingualism and linguistic competence are considered to be major directions in a language policy of modern countries. A thorough study of European experience, particularly successful patterns of bilingual education, should be used at the current stage of the development of the Ukrainian society. Picking these systems up will probably help to form and develop a suitable system of education in Ukraine, where bilingual education is focused on. To our mind, it will integrate the Ukrainian system of education in a widely spread European language space. Different bilingual projects, which can be put into practice, can also outline future perspectives of the development of Ukraine in general. European integration causes increase of significance of language skills, which are formed and developed through a system of education. There are some reasons to suppose, that such projects will influence not only linguistic, but the whole system of education in Western Europe. All these projects and plans influence language and education, that leads to double-sided cooperation between different universities and colleges. This cooperation can be of different character with some typical features, which depend on establishments of higher education. The programme of European integration involves acquisition of particular language skills, as learning new information is realized by means of another language. This information exchange is fulfilled enriching students' general language skills and their future perspectives to find a well-paid job in the international market.

Bilingual approaches to the system of education own a long list of benefits. Throughout learning process, students are forced to deal with new cultures and languages, interact and exchange information within new language circumstances, are aware of the rich European diversity; there is mutual enrichment from the methods exchange and teaching techniques, there are some structural changes about curriculum and values analyzing, motivational schemes for innovation and adaptation at all levels.

Bilingual approaches aim at the development of linguistic competences at different levels of education either at school or at university. A European community encourages students to learn three foreign languages in spite of academic purposes of the class. One important advantage that is typical of European system of education is a free access to the choice of official languages of state members. Students are allowed to go for any foreign language that appeals to them. No restrictions are imposed on those students who are free in their choice. Students are never forced to learn a particular foreign language, as the European community is heterogeneous and diverse. It is a fundamental principle of the European system of education.

Flexible and universal curriculum gives an excellent opportunity to implement different foreign languages in learning process at the same time. A bright example that can illustrate this idea is a school in Luxembourg, where all the pupils study three foreign languages. And in this context it is necessary to speak not only about bilingualism, but multilingualism. As a child, a resident of this country is monolingual, but later he begins to learn one language – Luxembourgish - at the kindergarten and throughout the first year at primary school. After that, children deal with German, that is taught during the following six years at school. German is used as a means of education and involved in disseminating information in all school subjects.

Some time later, German is replaced with French that is used for teaching more and more subjects. It usually takes place at secondary school and continues up to the end of the school education. German is still on, but as a separate subject, not as a means of education any longer. According to the curriculum, French and German should be not only school subjects, but also a necessary source of information.

At the end of school education residents of Luxembourg become multilingual participants of communication. It is a long and time-consuming process, that brings successful results with years.

The Luxembourgish approach to the system of education is based on the theory of languages connection. It is possible to distinguish between three main stages in education in Luxembourg. First of all, children study using their mother tongue, then they move on to the language that is genetically related language and they finally focus on genetically unrelated language[Поченюк Я. Зміст європейських моделей білінгвальної освіти: від теорії до практики. Проблеми підготовки сучасного вчителя. 2012. № 5 (Ч. 2). С. 245-251.].

According to some research, that took place in different periods, students proved that multilingual system of education is very effective and beneficial. They passed exams with flying colors to enter European universities. These results demonstrate that multilingual system of education can be more successful if it is applied properly. The outcomes, that students have, do not depend on such factors as social status, backgrounds, cultural or religious views. This pattern of education is unique, because multilingual approach can be effectively implemented within the whole period of school education. Linguistic requirements have to be high and demanding enough to provide students with a chance to get higher education in any European country. It is not a luxury to speak three languages in Luxembourg, but a necessity to study at university and move forward to the future career goals.

Multilingual systems of education provide Europeans with one language as a mother tongue, another as a language of communication and English as a lingua franca. English has become a language of science, education, business, space exploration and is widely used in all other fields of human lifetime.

Bilingual and multilingual systems of education provide students with skills of cross-cultural communication, promoting their social and cultural integration in European community. It helps students with necessary cognitive skills to master the second or the third language. The main goal of European systems of education is to teach students to respect national minorities, ethnic differences, overcome stereotypes and prejudices.

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CHALLENGES FOR CHEMISTRY IN UKRAINE AFTER THE WAR

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The lasting Russian invasion has created significant challenges for Ukrainian science and industry. In the given article, I try to discuss actions necessary to support and reconstruct Ukrainian science and educational systems. The proposed