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**Інноваційні тенденції підготовки фахівців в умовах полікультурного та мультилінгвального глобалізованого світу: збірник тез доповідей V Всеукр. наук.-практ. конф., м. Київ, 07 квітня 2020 р./ за заг. ред. Ю.А. Бондарчук. – К. : КНУТД, 2020. – 509 с.**

Збірник містить матеріали V Всеукраїнської науково-практичної конференції «Інноваційні тенденції підготовки фахівців в умовах полікультурного та мультилінгвального глобалізованого світу», проведеної 07 квітня 2020 р. кафедрою іноземних мов Навчально-наукового інституту інтернаціоналізації вищої освіти та науки Київського національного університету технологій та дизайну. Збірник розрахований на наукових і науково-педагогічних працівників закладів вищої освіти та наукових установ, студентів, аспірантів й докторантів, які цікавляться актуальними проблемами теорії та практики розвитку мовної освіти майбутніх фахівців, а також на широкий читацький загал.

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## **THE IMPACT OF GLOBALIZATION ON FOREIGN LANGUAGE TEACHING POLICIES AND PRACTICE**

**INTRODUCTION.** The aspects of teaching foreign languages in the context of globalization are in the foreground of many researches around the world as their importance and crucial role have been recognized. Obviously, the good command of foreign languages helps to develop further the modern society and move towards knowledge society as well as to enhance the quality of higher education. The landscape of foreign language teaching is multifaceted and is always in flux because new approaches, new technologies, new methods outline and shape new problems of teaching foreign languages.

According to Kramersch [5, p. 250] globalization has changed the conditions under which foreign languages are taught, learned, and used. Moreover, the process of globalization identifies and influences economic, political, socio-cultural, linguistic, and educational issues. Consequently, foreign language fluency could increase the competitiveness of future professionals in accordance with the requirements of the job market and demands of employers. Modern free-trade area is dynamic and pushing. The mastery of English is closely connected with job opportunities and career matchup. Thus, learning foreign languages is viewed as a necessity.

In the 21st century, the approaches to teaching foreign languages and the needs of foreign language students have changed completely. A world recognised authority on the English language David Crystal [2, p.6] outlines the role of English as a Global Language (EGL). Similarly, Cameron [1, p.2] argues that the English

language has been turned into a commodity and it has an economic exchange value. In the contemporary world English has become lingua franca [4, p.332]. As a lingua franca, English is considered a form of cultural or symbolic capital [3, p.36].

**The aim of this study** is to determine the multicultural competence of graduate students as an integral part of professional training with reference to the latest research and discussion of different case studies. The paper reflects on the work in progress and addresses the important issues for raising graduate students' awareness of modern professional multilingual repertoire and competences which may help overcome cultural barriers related to foreign languages.

**OBJECTIVES.** Based on the nature of the study, the following research questions were defined:

- to explore what challenges teachers and students face in the modern process of teaching and learning foreign languages;
- to adjust efficient and workable strategies for developing intercultural competence in educational environment.

### **DISCUSSION AND RESULTS.**

The UNESCO Sustainable Development Goals (SDGs) provide general guidelines in several areas of social development and highlight the role of professional development as a key indicator to monitor countries' progress towards reaching the goal.

The study revealed that there is the need of intercultural awareness and competences among graduate students. It helped to obtain valuable insights to better understand multilingual didactics, cultural contexts of learning foreign languages. Intercultural competence is based on the would-be teachers' awareness and consciousness of their own cultural identity, as well as the cultural identity of others, the ability to address and respond to diversity, i.e. to put oneself in another's shoes, to see through someone's eyes. On the contrary, without the proper skills and sensitivity

to deal with other cultures they might be at a disadvantage and face some difficulties in intercultural communication. The diversity should guide any teacher standard.

Claire Kramersch [5, 253] articulated that the aim of intercultural learning is to meet in, what she calls, “a third place”. This third place is situated somewhere in between the two cultures, so to say, to be able to encounter the target culture and understand the similarities and differences not only between themselves and others, but also between their own and other cultures.

Therefore, the ultimate goal of foreign language teaching is not only the development of a learner’s metacognitive skills and awareness but also to enable the learner to become the multicultural speaker who knows how to “operate between languages” and demonstrate “translingual and transcultural competence” [6, p.3]. Would-be foreign language teachers should acquire a multilingual mindset.

**CONCLUSION.** At present time, there is a great interest of scholars to the problem of globalization and its impact on the teaching foreign languages. Knowing a foreign language enriches learner’s life, widens the range of scope of future professional teaching practice and boosts their power to be an agent for effective intercultural communication and a citizen of world.

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