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**MULTILINGUALISM WITHIN THE FRAMEWORK
OF THE LINGUAL-SOCIOCULTURAL COMPETENCE
OF BACHELORS – FUTURE TEACHERS
OF ENGLISH AND GERMAN**

**БАГАТОМОВНІСТЬ У МЕЖАХ ЛІНГВОСОЦІОКУЛЬТУРНОЇ
КОМПЕТЕНТНОСТІ БАКАЛАВРІВ – МАЙБУТНІХ УЧИТЕЛІВ
АНГЛІЙСЬКОЇ ТА НІМЕЦЬКОЇ МОВ**

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Multilingualism is one of the most topical issues in the modern higher education of Ukraine. It is also a multidimensional phenomenon capable of empowering classroom teaching and developing the student's individual potential. Learning in the multilingual environment primarily contributes to the student's most significant competence – the lingual one as this way of learning is based on the simultaneous mastering of several linguistic matrices in their seamless connection with the sociocultural element of the each one. It allows the learner to develop their communicative skills and to become a proficient speaker who uses the entire array of lingual and non-verbal means (the specificity of using gestures, etiquette formulae in different communities). The spectrum of this additional information helps the student to succeed in the academic disciplines of the linguistic cycle providing skills of critical analysis, comparative analysis, etc.

A number of modern linguists are interested in the multilingualism phenomenon. Jasone Cenoz [1] has addressed the definition of multilingualism. The specificity of self-identification in the multilingual learning environment is studied by Linda Fisher, Michael Evans, Karen Forbes, Angela Gayton, and Yongcan Liu [4]. Ruth Fielding [3] shows the importance of the linguocultural constituent in the learning process. Duc Huu Pham [2] has singled out and studied the polycultural context of learning at higher schools using English as means of instruction. All these scientific papers prove the idea that comprehensive study of the role of multilingualism helps to improve the learning achievements of students while using their personal sociocultural heritages.

We need to stress the importance of multilingualism in boosting the linguistic competence of the students. This competence includes full-fledged studies of linguistic units of different levels, their differential features and constitutive potential, showing their interrelations in different languages, borrowings and mutual lexical enrichment, specific features of word-building systems (including specific historical stages), shifts in the accent system (the issue of dominance of a certain language during linguistic contacts and the reasons for this process), changes in the grammar

system (shifts in the grammar paradigm of gender, number, case, etc.), modifications of the syntactic order (sentence structure). Taking multilingualism into consideration allows tracing these elements of the lingual competence at several levels. The logical result of such scrupulous work of the teacher is the student's ability to perform comparative analysis at all linguistic levels using the etymology of the specific phenomenon.

The sociocultural context is of no less importance as the work with communicative etiquette and non-verbal means of communication is an essential constituent part of teaching in the 21st century helping to remove barriers in interpersonal contacts of the modern teacher and the modern student.

Ukraine is a multilingual country where the representatives from multiple ethnic backgrounds productively communicate, study, and cooperate in their professional spheres. That is why using the potential of the multilingual education is opening the prospects for raising the student's motivation and their self-esteem, contributing to their self-improvement. It is going to stimulate the learner's interest to studying foreign languages for their successful future careers.

Thus, multilingualism is going to assist bachelor students – future English and German teachers in improving their linguistic and sociocultural competence and becoming professionals in the sphere of theory and methodology of teaching as well as in building zero-barrier communicative environment for their own students.

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