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MULTILINGUALISM IN THE CONTEXT OF THE DEVELOPMENT OF LANGUAGE EDUCATION

МУЛЬТИЛІНГВІЗМ У КОНТЕКСТІ РОЗВИТКУ МОВНОЇ ОСВІТИ

Yuliia KURIATA,

Candidate of Psychological
Sciences, Associate Professor at the
Department of Theory and Practice
of Foreign Languages and Teaching
Methodology,
Rivne State University of the
Humanities
12, S. Bandera Str., Rivne, 33028,
Ukraine

yuliia.kuriata@rshu.edu.ua

<https://orcid.org/0000-0002-0059-7586>

Юлія КУРЯТА,

кандидат психологічних наук,
доцент кафедри теорії і практики
іноземних мов та методики
викладання,
Рівненський державний
гуманітарний університет
вул. С. Бандери, 12, м. Рівне,
33028, Україна

Olena KASATKINA-KUBYSHKINA,

Candidate of Psychological
Sciences, Associate Professor at the
Department of Theory and Practice
of Foreign Languages and Teaching
Methodology,
Rivne State University of the
Humanities
12, S. Bandera Str., Rivne, 33028,
Ukraine

olena.kasatkina-kubyshkina@rshu.edu.ua

<https://orcid.org/0000-0002-1265-0495>

Олена КАСАТКІНА-КУБИШКІНА,

кандидат психологічних наук,
доцент кафедри теорії і практики
іноземних мов та методики
викладання,
Рівненський державний
гуманітарний університет
вул. С. Бандери, 12, м. Рівне,
33028, Україна

Alla FRIDRIKH,

Candidate of Pedagogical Sciences,
Associate Professor at the Department
of Theory and Practice of Foreign
Languages and Teaching Methodology,
Rivne State University of the
Humanities
12, S. Bandera Str., Rivne, 33028,
Ukraine

alla.fridrikh@rshu.edu.ua

<https://orcid.org/0000-0001-9072-1845>

Алла ФРІДРІХ,

кандидат педагогічних наук, доцент
кафедри теорії і практики іноземних
мов та методики викладання,
Рівненський державний
гуманітарний університет
вул. С. Бандери, 12, м. Рівне,
33028, Україна

Nataliia ANTONENKO,

Senior Lecturer at the Department
of Theory and Practice of Foreign
Languages and Teaching Methodology,
Rivne State University of the
Humanities
12, S. Bandera Str., Rivne, 33028,
Ukraine

nataliia.antonenko@rshu.edu.ua

<https://orcid.org/0000-0002-6313-5397>

Наталія АНТОНЕНКО,

старший викладач кафедри теорії і
практики іноземних мов
та методики викладання,
Рівненський державний
гуманітарний університет
вул. С. Бандери, 12, м. Рівне,
33028, Україна

АНОТАЦІЯ

У статті розглядається феномен мультилінгвізму в освітньому контексті, задля чого передусім здійснено розмежування споріднених понять: «білінгвізм», «плюрлінгвізм», «мільтилінгвізм», «поліглотизм», «диглосія».

Зазначена суть «внутрішньої багатомовності» та «зовнішньої багатомовності» за дослідником М. Вандружкою.

Проаналізовано індивідуальну, суспільну, територіальну, інституційну багатомовність. Розглянуто симетричний та асиметричний ступені оволодіння мовами, способи – одночасний чи почерговий, умови оволодіння мовою як природні чи штучні (в інституціях).

Зазначається проблема лінгвогеноциду як зникнення певних мов, передовсім міноритарних (мов меншин), з мовної карти світу внаслідок цілеспрямованої мовної політики певних держав.

Проаналізовано такі види білінгвізму у класифікаціях різних дослідників, як: збалансований, домінантний, ранній, пізній, активний, пасивний, спонтанний, культурний, координативний, субординативний, добровільний, примусовий, обставинний та вольовий.

Прокоментовано феномен диглосії як усвідомлений вибір мови спілкування залежно не від власних уподобань, а від вимог суспільства у конкретний момент.

Зазначені такі ситуації мультилінгвізму в залежності від історичних обставин, як: існування кількох державних мов в одній країні, співіснування кількох етнічних мов із домінуванням у повсякденному спілкуванні в одній країні, як одна державна мова, як державні та етнічні мови в одній країні та емігрантська багатомовність.

Розглянуто можливі негативні та позитивні мовні сценарії у мультилінгвальному суспільстві, зокрема: деградування мови, феномен мовної інтерференції, зупинка в розвитку мови, витіснення її з ужитку, забуття мови, смерть мови та, на противагу, відродження мови, її збереження, офіційне визнання.

Розглянуто мовну політику Європейського Союзу в освіті, зокрема ідею «трьох мов», методика навчання немовних дисциплін засобами іноземної мови в контексті можливості їхньої реалізації в Україні в рамках її євроінтеграційних процесів та з урахуванням особливостей мовної ситуації в нашій країні.

Ключові слова: білінгвізм, полілінгвізм, мультилінгвізм, поліглотизм, диглосія, мовна ситуація, мультилінгвальна освіта.

Introduction. Almost a quarter of the world's countries have two official languages on their territory; in a small number of countries, there are three or more such languages. As a result, multilingual speakers outnumber monolinguals, which emphasizes the importance of studying the issue of multilingualism. To date, multicultural multilingual education through the means of learning native and foreign languages is an important component of the modernization of the goals and content of national educational systems in European countries. Ukraine is in an irreversible European integration movement; therefore, understanding Europe's approaches to multilingual education and the ability to adapt them to one's own realities are vital during the training of specialists in the educational field in the conditions of globalization, economic integration, and the creation of a single European labour market. This also ensures the desire to train specialists of the European level, which determines the relevance of the research topic.

Therefore, the analysis of aspects of multilingualism from the standpoint of its implementation in the educational sphere is the objective of the article.

Recent researchers and publications. S. Benhabib, J. Cenoz, V. Cook, D. Coste, J. Hebrard, I. Holubovska, D. Moore, Yu. Panasiuk, N. Petrychenko, G. Valdes, and O. Yakovleva can be mentioned among the researchers of the question of multilingualism as a trend of social development in the conditions of globalization and a factor in the modernization of present-day education.

Results and discussion. Considering the phenomenon of multilingualism from different angles, we will determine the terminological interpretation of the phenomenon in the system of related concepts of "bilingualism", "plurilingualism", "polyglotism", etc.

Thus, M. Wandruszka considers multilingualism a characteristic property of every person because, even if he or she knows only his or her native language, a person uses a variety of its variants, including literary, colloquial, dialectal, slang, etc. The scholar calls this phenomenon "internal multilingualism", which, in turn, he contrasts with "external multilingualism" as the ability to learn and use foreign languages. He understands this not only

as the languages of another community but also as an unknown version of one's native language, for example, a dialect or professional jargon [14].

The Swiss linguist G. Lüdi distinguishes individual (the ability of a person to use several languages as a means of communication), territorial (specificity of the functioning of languages and their use in multilingual countries or regions), and institutional (designation of the situation of using a number of languages at the institutional level within the borders of one state or interstate associations) multilingualism [10, p. 117–125].

Analyzing the phenomenon of multilingualism, scholars consider the degree of language proficiency as the same or symmetrical or not the same – asymmetrical (C. Riemer), the method – simultaneous or alternate, the conditions of language acquisition as natural (in real conditions, without formal training) or artificial, namely – in institutions (Dagmar Abendroth-Timmer and Stephan Breidbach).

The Finnish linguist T. Skutnabb-Kangas, from a sociolinguistic perspective, focuses special attention on the problem of “linguicide” – that is, the disappearance of certain languages, primarily minority languages, from the linguistic map of the world as a result of the purposeful language policies of certain states. She places particular emphasis on the importance of linguistic diversity, which is a fundamental aspect of multilingualism [12].

Bilingualism is defined in linguistics as the individual's use of two languages.

Such its forms are considered as:

- according to the individual's level of mastery of these languages: balanced bilingualism (same level) or dominant (one language dominates);
- regarding the age of language acquisition: early (acquisition of both languages in childhood) or late (acquisition of a second language at an older age);
- considering the sequence of formation of bilingualism: acquisition of both languages simultaneously or one after the other;
- regarding the use of languages: active bilingualism (active use of both languages) and passive (possession of two languages with active use of only one.);
- according to the method of acquisition: spontaneous (natural) and pedagogical (cultural) ways of language acquisition [7].

A possible different degree of professionalism in the use of both languages by bilinguals is indicated by Mohanty and Perregaux [11, p. 217–253] in contrast to the early definition with an emphasis on mastery of both languages from birth [5].

J. Fishman considered coordinative bilingualism as the equal use of languages, which, we can note, rarely happens, and subordinate bilingualism, when one of the languages is more convenient/easier/more natural/functional for the speaker and is used more willingly and more often, natural bilingual-

ism in situations of bilingual families and situational as learning a language with the aim of mastering a tool for successful socialization, folk bilinguals as language groups of minorities with a native language without a high status in the linguistic society in which they are located, and elite as those who speak a dominant language with a high status in a specific society [9, p.80–98].

And here is exactly the time to mention the term diglossia, which denotes a conscious choice of the language of communication, which does not depend on language preferences, but solely on the demands of society at a specific moment.

Bilinguals can be circumstantial (for example: birth in a bilingual family) and volitional (purposeful motivated learning of a second language) [13, p. 4–18].

For the purpose of systematic consideration in the scholarly literature, it is customary to differentiate between individual and social multilingualism – in relation to the latter multilingualism serves to indicate the situation of language coexistence (usually of more than two languages) in society.

The problem of social multilingualism in scholarly literature is presented in several dimensions. In particular, the multilingualism of a certain territorial or geopolitical structure (for example, a city, region, or country), the political regulation of the language situation (determining status, prestige, institutionalization and legitimization of languages) and the socio-psychological dimension as the study of the peculiarities of the functioning of languages in different language communities within society.

In a multilingual society, both negative processes can occur in relation to a certain language (one language can partially degrade or negatively interfere with another, stop developing, be pushed out of use, be forgotten, go out of use) and positive (the language can be revived, preserved, to be officially recognized) (D. Crystal, J. Fishman, and others).

J. Cenoz considers multilingualism a phenomenon determined by historical circumstances, namely, the existence of several state languages in one country; the coexistence of several ethnic languages dominating everyday communication in one country; the existence of one state language; the coexistence of state and ethnic languages; and immigrant multilingualism [6, p.3–18].

S. El Euch notes that the term “plurilingualism” is more common in the French-speaking environment, while “multilingualism” is more common in the English-speaking environment [8].

In the program documents of the Council of Europe, a distinction is made between the concept of plurilingualism as language competence (the ability to use more than one language) and multilingualism as the presence of different languages in a certain geographical region. Thus, in the document “Common European Framework of Reference for Language”, the term “plurilingualism” is used – it is the ability to use languages for the purposes

of communication and participation in intercultural interaction, where a person, from the point of view of a representative of a certain society, has multi-level multi-language skills and multi-cultural experience. So, a society can be multilingual because there are many languages on its territory, and within its borders there are both multilingual citizens who speak a number of languages and monolingual citizens who speak only one language.

Note that in the EU, the term “multilingualism” is used to refer to both of the above concepts (sometimes clarifying that it is, for example, “multilingualism of an individual”).

A synonym for the term “plurilingualism” is the term “polyglottism” but it has a narrower application – the possession of three or more languages; in most cases, undoubtedly, polyglots are those who specifically study foreign languages and practice their knowledge, i.e. it is about “artificial” (D. Abendroth-Timmer, S. Breidbach), “willed” multilingualism [13, p. 4–18].

Yu. Panasiuk notes that multilingualism can be voluntary (mastering one or more foreign languages, which does not imply a significant social difference between knowledge and ignorance of a foreign language, and not learning it does not lead to a life crisis) or forced (mastering foreign languages, which historically formed on the territory of the person's residence) [3, p. 37–40].

Language situation is one of the most important terms in sociolinguistics, as it denotes the real position of language in society, that is, it characterizes the socio-communicative system in a certain period of its functioning and is one of the key terms in multilingualism research. It is a set of forms of existence of one language or a set of languages that are used within certain geographical regions or administrative-political entities to meet the communicative needs of their population [2].

Monolingual and multilingual language situations are distinguished depending on whether the linguistic formations are different languages or subsystems of the same language; homogeneous and heterogeneous language situations, which are determined by the relatedness/unrelatedness of languages; homomorphic and heteromorphic language situations, distinguished on the basis of typological similarity of languages; balanced and unbalanced language situations, which are understood to mean the same or different functional meaning of both languages within a certain socio-communicative system.

The exoglossal language situation (a set of different languages, as opposed to an endoglossic one – a set of territorial and social dialects of the same language), which is also unbalanced, gives rise to linguistic rivalry and linguistic conflicts in the state. Due to the decrease in demographics and communication capacity, the weaker language is gradually losing its importance, which may eventually lead to its complete disappearance.

The problem of multilingualism acquired a new significance with the formation of the European Union, when there was a need to develop the

concept of a new transnational multilingualism and its gradual implementation in the political, educational, economic and cultural spheres of the EU member states [4, p. 52–64].

Europe is diverse economically, culturally, religiously, etc., although there are unifying institutions, for example, the Council of Europe and the European Union.

Taking into account the linguistic diversity of the world, according to N. Petrychenko, it is hard to believe that languages are disappearing today faster than at any time in human history. Globalization, political, social and local transformations became the basis for this [4, p. 52–64].

Leaders of the EU member states seek to form a new language thinking that would combine national and transnational components. Therefore, modern Europe faced and faces an urgent task – how to develop a realistic concept of European multilingualism?

The language policy of modern Europe is aimed at supporting linguistic diversity, guaranteeing the preservation of all languages of both the local and newly arrived populations (including immigrants and refugees). Thus, linguistic diversity is a key feature of European identity, and therefore the Council of Europe actively promotes language education and the spread of multilingualism and plurilingualism [4, p. 52–64].

Taking into account the integration of Ukrainian education into the European and world space, it is relevant to study the European experience of implementing plurilingualism in educational priorities as a mandatory competence component of the system of preparing a young person for life in a globalized world.

Within the European Union, each of the member states is responsible for its own language policy. EU institutions play a supporting role in this area, their role is to promote cooperation between member states and to ensure a European dimension in state language policies. For many years, the issue of multilingualism has remained in the focus of the activities of the three constituent bodies of the EU: the Council of the European Union, the European Commission, and the European Parliament [4, p. 52–64].

Although the Council of Europe does not specify the exact number of languages to be learned, it has been a pioneer in encouraging language learning and fostering plurilingualism from an early age while constantly stressing the need to respect all languages.

Education in regional or minority languages is carried out in 19 countries. Looking at immigrant languages, the countries offering immigrant languages in high school are Austria, Denmark, France, Switzerland, England, the Netherlands, Scotland, and Estonia. Some immigrant languages, namely Arabic, Croatian, Polish, Turkish, and Russian, are offered as optional foreign languages, and in France and the Netherlands they even take exams in high school.

At this stage, the teaching of school subjects with the help of foreign languages (content and language integrated learning (CLIL), which involves the involvement of students in the study of such subjects as natural sciences and geography, using foreign languages, which is considered today as one of the most effective and efficient methods) is becoming widespread at this stage formation of communicative competence [4, p. 52–64].

During the implementation of multilingual education in the education system of Ukraine, it is worth relying on the results of long-term traditions and significant work in the field of language policy in the Council of Europe member states. However, we are forced to remember and take into account the specifics of the emergence of multilingualism on the territory of our country, when this often happened through the artificial aggressive imposing of the languages of the empires (mainly Russian), under whose control parts of Ukraine were at certain periods of time, with suppression and displacement actually Ukrainian, which inevitably created a long-term conflict context and politicization of the coexistence of languages. For example, the current predominant Ukrainian-Russian bilingual language situation in Ukraine is the result of a long war against the Ukrainian language, Ukrainian identity and Ukrainian statehood, which Russia started after 1654 and which continued in modern history in the form of linguistic and cultural expansion and, ultimately, has already been used in our time as one of the manipulative trigger mechanisms for a full-scale Russian invasion of Ukraine.

This presents Ukraine with the problem of finding its own unique way of settling the issue of multilingualism in general and multilingualism in education in particular, balancing between the complex legacy of the problematic linguistic situation of the past and the country's current European integration movements.

If we pay attention to the historical development of the language education system of Ukraine, today, it is oriented towards entering the unified global information and educational space. This process is accompanied by radical changes and corrections both in pedagogical theory and practice, and in the implementation of the educational process.

Ukraine's acquisition of the status of an independent state at one time presented it with many tasks in the field of education and culture. Educational processes in the country have taken the path of integration into the European educational space, which opens many opportunities for the qualitative development of education in the country.

As A. Kryshko notes in her review of the history of the development of language education in Ukraine since the 1990s, in the domestic methodology of teaching foreign languages, the search for ways of interconnected communicative, sociocultural and cognitive development of the student based on his or her knowledge of a foreign reality and perception of another culture began. The

concept of “intercultural education” appears, and the principle of multilingualism and multiculturalism is proclaimed in language education, which should promote the social and academic mobility of young people. The latter are designed to help a person feel that he or she belongs to his or her native people and, at the same time, realize himself or herself as a citizen of the country and a subject of a multicultural and multilingual world civilization [1, 246–254].

In general, in this regard, we can say that in the modern world there are two multidirectional trends – integration processes, which present a person with the need to know at least one of the languages of international communication, and the desire of each nation to preserve its language, culture and identity. Multilingual or bilingual education contributes to the solution of this problem to a large extent, as the world educational experience shows, because state education systems must ensure the right of every person to education in their native language and create appropriate conditions for learning the languages of international communication, which is guaranteed by a number of international documents and declarations [1, 246–254].

The system of continuous language education, as well as the language policy of Ukraine, contribute to the mastery of the state language, knowledge of the native language, as well as the study of foreign languages, which in the complex contributes to the understanding of other cultures and the development of tolerance towards representatives of other ethnic groups of the population (in general, it can be said that in institutions of general secondary education, the educational process takes place in the state language; nine languages of indigenous peoples and national minorities and over thirty languages as foreign ones are studied as a subject).

Such diversity of the language palette of the Ukrainian educational system is intended to provide a basis for the integration of society in a multi-ethnic society and, at the same time, be a means of protecting the linguistic rights of minorities.

Conclusions. To summarize, we may point out that the goal of language education has changed significantly at the modern stage. Now it is perceived not only as mastering certain abilities and skills of foreign language speech activity, but it becomes a necessity to cover all aspects of intercultural communication with tolerance for differences and respect for all languages. At the current stage of Ukraine’s entry into the European educational space, foreign language education is an element of cultural interaction, it contributes to the formation of interests in a different mentality, increases motivation, and expands the scope of cooperation. However, in the Ukrainian context, the issue of language regulation is undoubtedly also an aspect of state security; therefore, the implementation of the European policy of multilingualism requires a complex, balanced approach that takes these realities into account, providing a basis for further research into ways to resolve these contradictions.

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ABSTRACT

The article examines the phenomenon of multilingualism in the educational context, for which a distinction is made among related concepts: “bilingualism”, “plurilingualism”, “multilingualism”, “polyglotism”, and “diglossia”.

The essence of “internal multilingualism” and “external multilingualism”, according to researcher M. Vandruzshka, is indicated.

Individual, social, territorial, and institutional types of multilingualism are analysed. Symmetrical and asymmetrical degrees of language acquisition, its simultaneous or alternate methods, and natural or artificial (institutional) conditions for language mastery are considered.

The problem of linguogenocide is noted as the disappearance of certain languages from the linguistic map of the world as a result of language policies of certain states.

The following types of bilingualism, in the classifications of various researchers, are analysed: balanced, dominant, early, late, active, passive, spontaneous, cultural, coordinative, subordinate, voluntary, forced, circumstantial, and volitional.

The phenomenon of diglossia is discussed.

The following situations of multilingualism are indicated depending on historical circumstances: the existence of several state languages in one country; the coexistence of several ethnic languages with the dominance of one in everyday communication; the coexistence of a state language with ethnic languages; and emigrant multilingualism.

Possible negative and positive language scenarios in a multilingual society are considered.

The language policy of the European Union in education is examined, in particular the idea of "three languages" and methodology of teaching non-linguistic disciplines through a foreign language, in the context of the possibility of their implementation in Ukraine within the framework of its European integration processes, taking into account the peculiarities of the language situation in the country.

Key words: *bilingualism, polylingualism, multilingualism, polyglotism, diglossia, language situation, multilingual education.*



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