

LANGUAGE TEACHING OF FOREIGN STUDENTS IN A MULTILINGUAL EDUCATIONAL AND SOCIAL ENVIRONMENT

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The use of more than one language – polylingualism – is becoming an increasingly widespread phenomenon in the educational and social environment. This issue is increasingly attracting the attention of scientists and linguists, not to mention specialists working in the field of education.

Multilingualism is a common phenomenon, first of all, in those places where more than one ethnic group lives, or in regions that are located on the border with a foreign-speaking country. As a rule, we are talking about countries that have one official language. But the situation with two or more state languages is also common.

Also, a multilingual environment arises in large cities, where people from different countries and regions have come to study and work. Therefore, a person immerses himself in such an environment where he hears up to 5 different languages every day and communicates in several international languages, if he knows them (for example, English, Spanish or French).

This is how a situation arises when a foreign student uses one language in everyday life, and another during studies. Or one language can be used during study and during communication in official institutions, the second - during communication with people on the street and with other students, and the third - in everyday life. Against the background of such multilingualism, certain personalities of language learning of foreign students arise.

The multilingual learning environment in European schools is the subject of research by foreign researchers: M. Byram, C. Baker, H. Beardsmore, C. Garrust, D. Elsner, J. Lehmann, G. Meyer, R. Peary, T. Tinsley, J. Trim, P. Good and others.

In Estonia, scientists became interested in the problem of multilingualism and the concepts of multilingual education at the end of the last century. This was due to the emergence of new socio-economic realities, the desire to meet the modern requirements of the educational process, as well as an attempt to integrate into a single European educational space. The researchers got acquainted with foreign experience and began to study the possibilities of its application in domestic education.

Today, the deepening immersion of education in a multilingual environment affects the language education of teachers, as scholars critically examine, identify and eliminate the deep-rooted influences of monolingualism, especially English, in language education. Multilingual, multicultural education should be developed and supported, as linguistic diversity is crucial to the maintenance of cultural diversity and promotes the active exchange of knowledge and understanding resulting from different cultures.

Knowing two or more languages gives people many advantages in life. Multilingual people have the advantage of knowing more cultures, they are able to communicate with more people and receive possible economic benefits in the future. Conducted research even demonstrates the advantages of bilingual thinking. When teaching foreign students to master the Estonian language as an academic discipline, there must be a practical goal, especially in a bilingual or multilingual environment.

It is necessary to bring the specific content of professional disciplines as close as possible to the content of the Estonian language curriculum for foreign students, as well as the textbooks and manuals compiled in accordance with it, to focus on the study of the professional component, in particular, special terminology within the framework of the "Estonian language for foreign students" course, as well as to develop appropriate special courses in order to expand the opportunities of mastering the Estonian language for foreign students in an intercultural environment.

Despite the fact that multilingual education has certain disadvantages, it can be concluded that it has more advantages. This is evidenced by the research of

psychologists who claim that bilinguals have better mental abilities, they are more inventive, have creative thinking, better memory than monolinguals and have a flexible mind. They are characterized by rational thinking, they learn foreign languages better, socialize more easily, and are more open to different cultures.

WAYS OF PRESENTING THE PHRASEOLOGICAL MINIMUM OF FOREIGN MEDICAL STUDENTS

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Foreign students of Ukrainian medical HEIs receive education in a foreign language (Ukrainian), which acquires an instrumental and ideological function in communicative interaction with a foreign linguistic and cultural environment and in educational and cognitive activities.

Therefore, proficiency in a foreign (Ukrainian) language is a crucial factor, and the construction and organisation of the Ukrainian language teaching system acquires the function of language education.

Along with mastering the phonetic, lexical, grammatical, and syntactic levels of the Ukrainian language, foreign medical students should master the speech skills of using phraseological units, as the professional language of medicine is figurative and metaphorical. In the process of teaching the Ukrainian language, it is necessary to develop foreign medical students' knowledge of a certain number of phraseological units (according to the level of mastery of Ukrainian as a foreign language), as well as the ability to use such linguistic and cultural units in situations of scientific, academic and educational and professional communication interaction.