

BILINGUAL EDUCATION AND CULTURAL TEACHING: AN AUSTRIAN CONTEXT

Mariya P. Vynarchyk, Candidate of Pedagogic Sciences, Associate Professor at the Department of Romance Philology and Comparative Studies of Drohobych Ivan Franko State Pedagogical University.

E-mail: marie-vynarchyk@online.ua

ORCID <https://orcid.org/0000-0001-8270-6178>

DOI: 10.32342/2522-4115-2020-1-19-15

Key words: bilingual education, cultural teaching, intercultural education, Austrian context.

The research has highlighted the problem of bilingual education. Analysis of the scientific and pedagogical literature has shown that bilingual education is an innovative type of education that involves the study of non-linguistic disciplines using a foreign language. It has been established that language culture is also taught in the process of bilingual learning. Getting acquainted with new culture, traditions and customs is always of great interest to students. The bilingual education teachers' ability to interest their students is very important. The use of state-of-the-art training tools contributes to the effectiveness of the learning process. The study showed that the opening of the first bilingual classes in European schools made it possible to understand the importance of bilingualism and to explore the result of its introduction into the European education system. In the course of scientific research in the study, it has been established that the humanistic paradigm is at the heart of bilingual education. It is an intercultural education that involves students' willingness to understand each other, fostering a sense of tolerance and willingness to discover other cultures. It is established that in the context of bilingual education language is taught through culture and cultures through language. The implementation of the intercultural aspect of bilingual education in Austria is relevant in terms of the presence of representatives of different nationalities. Czech and Slovak communities are the most numerous. Bilingual education also uses English, French and other foreign languages. In the lessons, students of bilingual classes get acquainted with the traditions and customs of different European countries, read authentic literature. During winter and summer vacations, teachers organize trips and excursions. All these activities contribute to the motivation of students for bilingual learning, they increase their interest, contribute to personal development and self-improvement. The role of the teacher in bilingual education in Austria is extremely important.

The support of the Austrian Government for different linguistic and cultural communities was established, as well as the creation of favorable conditions for their functioning and development. In Vienna, public and private schools with bilingual study subjects are operating successfully, demonstrating positive results in teaching and learning. We can say that the Austrian experience is valuable and instructive, as it is based on linguistic diversity and intercultural education.

References

1. *Bahatomovna Yevropa: tendentsii u politytsi i praktytsi multylinhvizmu v Yevropi* (2012). [Multilingual Europe: Trends in the Politics and Practice of Multilingualism in Europe]. Kyiv, Lenvit Publ., 168 p. (In Ukrainian).
2. Vereshchahin, Ye.M. & Kostomarov V.H. (1990). *Yazyk i kultura: Lihvostranovedeniie v prepodavanii russkoho yazyka kak inostranno: Metodicheskoe rukovodstvo* [Language and Culture: Linguistic and cultural: studies in teaching of Russian language as foreign language]. Moscow. 246 p. (In Russian).
3. Vynarchyk, M.P. (2014). *Rozvytok bilinhvalnoi osvity u serednikh navchalnykh zakladakh Frantsii (70-ti roky XX - pochatok XXI stolittia). Dys. kand. ped. nauk* [The Development of Bilingual Education in secondary schools in France (the 70s of the 20th - the beginning of 21st century. Cand. ped. sci. diss.]. Drohobych, 243 p. (In Ukrainian).
4. Nikolaieva, S.Yu. (Ed.). (2003). *Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia / nauk. red. ukr. vydannia. Pereklad z anhli.* [Common European Framework of Reference for Languages: Learning, Teaching, Assessment]. Kyiv, Lenvit Publ., 273 p. (In Ukrainian).
5. Sysoieva, S.O. & Krystopchuk, T.Ye. (2012). *Osvitni systemy krain Yevropeiskoho Soiuzu: zahalna kharakterystyka* [European Union education systems: a common characteristic]. Rivne, Ovid Publ., 352 p. (In Ukrainian).

6. *YuNESKO: vsestoronniaia priverzhennost yazykovomu raznoobraziiu i mnohoiazychiiu. Mezhdunarodnyi hod iazykov* (2007). [UNESCO: A full commitment to linguistic diversity and multilingualism. International Mother Language Day]. Available at: <http://www.un.org/ru/events/iyl/brochure/unesco.shtml> (Accessed 02 March 2020). (In Russian).

7. Council of Europe. The Council of Europe and Language education. Available at: <https://www.coe.int> (Accessed 21 February 2019).

8. Ecoles Internationales à Vienne. Available at: <https://www.easyexpat.com/fr/guides/autriche/vienne/ecole/ecoles-internationales.htm>

9. Mackey, W.F. (1976). Bilinguisme et contact des langues. Paris, Klincksieck Publ., 534 p.

10. Vienne: lorsque l'éducation se fait multilingue. Available at: <https://cafebabel.com/fr/article/vienne-lorsque-leducation-se-fait-multilingue-5ae00a28f723b35a145e5f7f/>

11. White Paper on Intercultural Dialogue "Living Together As Equals in Dignity" (2008). Available at: <https://www.coe.int/t/dg4/intercultural> (Accessed 24 February 2019).

Одержано 29.10.2019.