

INVOLVEMENT OF LANGUAGE COMPETENCIES OF BILINGUAL STUDENTS DURING THE STUDY OF FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

^aOLENA LYSYTSKA, ^bOKSANA POCHAPSKA, ^cOKSANA PROSIANYK, ^dVOLODYMYR SUPRUN, ^eOLEKSANDR CHASTNYK

^a*Department of Foreign Languages, Yaroslav Mudryi National Law University, Pushkins'ka St, 77, Kharkiv, Ukraine.*

^b*Department of Journalism, Kamianets-Podilskii Ivan Ohienko National University, Ohienka St, 61, Kam'yanets'-Podil's'kyi, Ukraine.*

^c*Department of Management of Social Communications, Simon Kuznets Kharkiv National University of Economics, Nauky Ave, 9A, Kharkiv, Ukraine.*

^d*Department of Journalism, Vasyl' Stus Donetsk National University, 600-Richchya St, 21, Vinnytsia, Ukraine.*

^e*Department of Foreign Languages, Yaroslav Mudryi National Law University, Pushkins'ka St, 77, Kharkiv, Ukraine.*

E-mail: ^aelenalistskaya774@ukr.net,

^bpochapskaa.oksana@kpnpu.edu.ua, ^coooxppros@gmail.com,

^dvol.suprun@donnu.edu.ua, ^echastnykol@gmail.com

Abstract: The article considers ways to intensify the language competencies of bilingual students during the simultaneous study of two or more foreign languages. The experiment and questionnaire were conducted to determine the effectiveness of implementing parallel learning of two foreign languages to bilingual students. The research is based on an integrated approach. The article uses several methods of synthesis and analysis in performing research. The evaluation of the effectiveness of the experiment was carried out with the involvement of a questionnaire, which was conducted in stages. The study of foreign languages by bilinguals in a complex is promising, which contributes to the actualization of language competencies and the development of socio-cultural and educational activities of students in universities.

Keywords: bilingualism, motivation, language competencies, media education, mass media, metalinguistic possibilities, speech skills.

1 Introduction

The phenomenon of bilingualism is becoming more widespread in modern European countries (Cummins, 2011; Lehtonen et al., 2018). The source of bilingualism is usually the ethnic heterogeneity of society itself, such as the existence of several ethnic groups in one state using different languages (Harding-Esch & Riley, 2003).

Since in the modern world there are almost no ethnically "pure" states, bilingualism as a phenomenon has become widespread throughout the world. For the modern world, bilingual societies are a common phenomenon, so the development of new effective methods for learning foreign languages with the involvement of the metalinguistic potential of bilingual speakers is relevant, the one that requires close attention and further development. It is especially important in this view to take into account the cognitive abilities of a multilingual personality (Bruin et al., 2014). Also important is the need for the professional development of young people: a high level of foreign language proficiency at the request of the media (Huidu, 2018; Ivanova et al., 2020).

Simultaneous study of FL1 (foreign language) and FL2 is possible and desirable for bilingual students. Learning two foreign languages in parallel is easier for bilinguals and is successful because it puts them in a familiar bilingual environment. We attribute the fact that bilinguals actualize the potential of metalinguistic knowledge during the study of foreign languages, they have already developed a system of skills, abilities, and opportunities to master a foreign language. It is also worth encouraging students to choose a language they speak worse, to improve communication skills (Rababah, 2020). Considering the study of three languages simultaneously at the University, we should say that the involvement of a third foreign language in the learning process of a bilingual or multilingual environment. For example, in several multilingual countries, there is the experience of teaching three languages simultaneously (trilingual formula) (Aronin & Singleton, 2018).

Polylingualism is quite common in Eastern Europe (Kotyk, 2017). The main practical developments in the field of bilingualism research are as follows: the improvement of methods of intensification of the foreign languages learning process (Cummins, 2007); the development and conduct of experimental research on the author's set of methods for studying several foreign languages by bilinguals; (Harding-Esch & Riley, 2003) the description of the results of the acquired experience of teaching 2 foreign languages to bilingual students (Köktürk, 2012); the acquaintance with the positive results of an experiment in the study of foreign languages by bilinguals (Köktürk, 2012; University of Haifa, 2011).

Taking into account the prevalence of bilingualism in the world, (Linck et al., 2015) it is worth exploring the potential and characteristics of this phenomenon that can help create new intensive methods of learning foreign languages, improve speech skills, opportunities to create quality texts, mass media products, expand the range of cultural and business opportunities in the field of media educational events, etc.

2 Aims

The purpose of the article is to study and analyze the effectiveness of learning 2 foreign languages simultaneously by bilingual students, which included:

- identification of ways to increase the effectiveness of methods of teaching foreign languages and motivation, also the activation of language competencies of students of media specialties;
- investigation the qualitative and quantitative indicators of intensification of foreign language proficiency, where it is possible for bilinguals to study 2 foreign languages at the same time;
- identifying the nature of the difficulties that arose during the parallel study of 2 foreign languages.
- the dependence of the student's success on the degree of motivation, and its evolution (to increase) during the experiment.

3 Materials and Methods

The experiment was implemented during the 2017-2019 academic years for media students of several Ukrainian universities (Kamianets-Podilsky Ivan Ohienko National University, Yaroslav Mudryi National Law University, Simon Kuznets Kharkiv National University of Economics). The experiment involved the capabilities of the Ukrainian-Bulgarian Center for Cooperation and Partnership in Kharkiv (Simon Kuznets Kharkiv National University of Economics), the club "Slavic Dimensions" (V. N. Karazin Kharkiv National University), as well as used partnerships with European universities, public organizations, human rights organizations, media partners, namely, the annual cooperation with the Alcide De Gasperi University of Euroregional Economy in Józefów, UNHCR Ukraine - United Nations High Commissioner for Refugees in Ukraine.

All participants in the experiment are bilingual because under such conditions they had the opportunity to verbalize the thought and idea by using different languages (Köktürk, 2012; Baker, 2006). Undergraduates of various mass media specialties voluntarily agreed to start studying two FLs, having a strong motivation: internship trips, internships, and training seminars to universities in the European Union, European NGOs, partner media. They studied two foreign languages in parallel (Polish / English; Bulgarian / English).

The method of interdisciplinary research was used during the complex application of sociology (creating groups of students), pedagogy (organization and conduct of the educational process

at the appropriate methodological level), the descriptive method used for the step-by-step recording of experimental materials, the course and the result of the experiment. The method of the experiment is the main in the work: it stimulates bilinguals to learn several foreign languages; identifies features (advantages and difficulties of learning foreign languages); allows to determine by qualitative and quantitative characteristics the effectiveness of bilingual studies of 2 foreign languages simultaneously in terms of teaching at universities.

A qualitative experiment was used during the experiment. It involved the use of comparative operations, which revealed motivation, personal expectations, self-assessment of performance, and difficulties and problematic aspects of bilingual learning of 2 foreign languages in parallel. Comparative operations made it possible to compare the results at different stages of the experiment.

To intensify the study of foreign languages by bilinguals, an experiment was conducted, which was divided into stages.

1. Groups for the study of several foreign languages were planned.
2. 2 groups of students (of mass media specialty) were formed to learn the language. 1 group of bilingual students studied 1 foreign language, the second - 2 foreign languages. Both groups consisted of 22 students. Of these (91% - female, 9% - male).
3. The time of the experiment was determined: 1 academic year. In the control groups, the training was conducted at the rate of 2 hours per week, 4 hours for independent work, 4 hours for the exam in each semester.
4. It was found that bilinguals can learn two languages in parallel.
5. Control was carried out and the level of motivation was measured by conducting a questionnaire at the beginning of training, before module control 1 (mid-semester), and at the end of the experiment (before module control 2 (end of the semester)).
6. Based on the results of the study, the result of the experiment was interpreted, the level of intensification of learning foreign languages by bilingual students was determined.

4 Literature Review

The study of bilingualism has a history. Describing the peculiarities of bilingual education and polylinguistic language situations in learning, Köktürk (2012) correctly outlined the attitude towards bilingualism, which was perceived as an intervention (Aronin & Singleton, 2018; Köktürk, 2012). The researcher pointed out that the modern view of bilingualism has changed due to new scientific knowledge. For a long time, scholars and educators of practice perceived the second language as an obstacle, interference in the social and educational experience of the child; the second language complicated the academic and intellectual development of the individual. But in reality, in the head of a bilingual person, both language systems are active even when only one of the languages is used. As a result, a situation of restraining one language system to another is possible. And today's task of scientists is to understand how to turn such phenomena in favor of the learner (Köktürk, 2012).

The typology of bilingual manifestations is analyzed, (Harding-Esch & Riley, 2003) a variety of forms and conditions of bilingualism (Linck et al., 2015) is also considered; the demonstration of various manifestations around the world, where bilinguals live in an even number of language situations is investigated (Veera & Pietilä, 2018).

Experiments on learning a foreign language by bilinguals were conducted in 2010-2011 (University of Haifa. Bilinguals find it easier to learn a third language. ScienceDaily, 2011). It is hypothesized that students who know two languages will find it easier to master a third language than students who are fluent in only one language. The experiment found that bilinguals (from

post-Soviet countries) found it easier to learn a third language because they had a better ability to speak with bilingual experience in their arsenal (Karpushyna et al., 2019).

Some studies (Veera & Pietilä, 2018; Shchepiylova, 2003) define bilingualism as a manifestation of metalinguistic consciousness, as a special mental state that is the result of mastering several language systems (Huidu, 2018). The criterion for the formation of a multilingual personality is determined by the practical application of language in situations of real communication. (Shchepiylova, 2003) Explorations were also implemented in the direction of analyzing the educational potential of multilingual mental capabilities of a person during the study of foreign languages (Veera & Pietilä, 2018).

The mental state of personality, which is also called multilingualism remains in the center of research. (9, 18) A study of the impact of multilingual learning on the development of multilingual personality in a polyethnic environment was introduced. The main characteristic of the multilingual state of personality is considered the presence of metalinguistic consciousness (Veera & Pietilä, 2018). Motivation to communicate in different languages, language competencies, attention to the peculiarities of language memory (verbal, associative), thinking in terms of educational technology were also investigated (Cavus & Ibrahim, 2017; Skibba, 2018; Kostikova et al., 2019).

Practical works on the realization of the potential of bilinguals in the context of digitalization, (Mason, 2006; Faryadi, 2017; Dizon, 2018) as well as the introduction of tools for studying multicultural material through foreign languages, mental features of polylingual, are also actively implemented in the modern humanitarian paradigm (Nenthien & Loima, 2016). It is also a study of the processes of formation of students' educational competencies with the use of innovative practical cases (Kuzmina et al., 2020). Consideration of foreign language teaching through research and scientific activities.

5 Results

5.1 The Quasi Experiment Basis

As part of the dualistic education program in higher education institutions in Europe, there is a need to study several languages in parallel. Thus, it will contribute to the implementation of the program of study at the universities of Eastern Ukraine and the European Union.

The leaders of the experiment united bilingual students into several control groups, where Group 1 (control group) studied according to traditional methods (without involving additional foreign language: only English or only Bulgarian), Group 2 (experimental group) studied two languages in parallel: Bulgarian and English; both groups had the same amount of study hours; the groups conducted a survey (at the beginning of the experiment, after the end of the 1st semester, at the end of the experiment), which involved the assessment of knowledge and acquired skills and the actual readiness of bilinguals to use this technique. The students involved in the experiment found themselves in a familiar situation of existence in the plane of two languages.

To intensify the study of 2 foreign languages at the same time, bilingual students were organized into groups, a curriculum with an elective course was created, and students made a choice. Each group consisted of 22 participants (Group 1 (control group) - 22 people, Group 2 (experimental group) - 22 people. 2 participants - male, 20 - female in both groups). Group 1 - bilinguals learn only 1 foreign language (2017, 2018). Group 2 - bilinguals learn only 1 foreign language (2017, 2018). Before the start of the study, a preliminary survey of students who participated in the training experiment was conducted. It included the question: "In your opinion, what are the main problems that hinder the development of bilingual education?" and possible answers: A. Confusion in the study of different levels of language; B.

Impossibility of speech practice in a private environment; B. Extensive workload in other disciplines; D. Impossibility to study abroad in addition to courses, individually, in schools.

The students answered that the following problems prevented them from mastering the bilingual curriculum:

1. Pedagogical (Linguodidactic) (confusion in the study of different levels of language) - 50% of respondents.
2. External (impossibility of speech practice in a private environment). - 45% of respondents.
3. Educational (big educational load of other disciplines) - 30%.
4. Socio-economic (impossibility to deal with foreigners in addition to courses, individually, in schools) - 40%.

Table 1. Difficulties faced by students in the group (authors' own conception)

Group	Pedagogical	External	Educational (workload)	Socio-economic
Group 1	55	40	25	45
Group 2	65	45	33	50

Calculations show the percentage of respondents who answered yes to the questionnaire. We took the formula for calculating interest.

$$P = n / N * 100\%$$

where

n is the number of respondents who answered in the affirmative, N is the total number of respondents.

At the end of the experiment, participants were offered another questionnaire, which consisted of 4 questions:

What problems prevented you from learning 2 languages at the same time. Evaluate them in order from the biggest problem to the smallest (from 1 to 4 points):

It is difficult to perceive two languages at the same time. I'm confused all the time.

I do not have the opportunity to use a foreign language in life

Heavy workload at the university.

Lack of opportunity to study the language additionally outside the university.

The respondents indicated points 1, 2, 3, 4; and the number of answers was translated into percentages (according to the formula shown above).

Table 2. Estimation of difficulties faced by participants of experimental groups before module control 1 (%) (authors' own conception)

Group	Pedagogical	External	Educational (workload)	Socio-economic
Group 1	60	40	30	45
Group 2	65	45	33	50

The participants of the experiment were placed in a situation where preference was given to the language that is more appropriate in a particular communicative situation (learning process to study FL1 and FL2).

During the training, different levels of tasks were performed. We offered texts of classics of literature and gave options for translation, analysis, and discussion, for example, quotes from the novel "The Master and Margarita" by M. Bulgakov. The experience of the influence of social networks and social media on the effectiveness of learning foreign languages was also used: posts from Twitter, Facebook, etc. were actively involved.

Particular attention was paid to the ability to build situational syntagmatic sequences, to respond correctly in cross-cultural situations, to actualize speech genres of behavioral scenarios. Dialogues in typical situations based on the model of communicative scenarios were considered, for example, topics "Business", "Shopping", "Travel", "Restaurant", etc. Cards with the beginning of the dialogue were offered, and the participants had to continue the dialogue in pairs.

During the teaching of the foreign language course, the aim was to present the vocabulary and grammatical structure of one language through the possibilities of another language, the knowledge that already existed, and those that were acquired during the study of FL2. For example, in the Bulgarian language belonging to the South Slavic languages (related to the East Slavic ones) the verbs form "минало свършено време" (aorist), "минало несвършено време" (imperfect), "минало неопределено време" (perfect). It allows drawing parallels with English verbs and those temporal forms that are traditionally difficult for native speakers of Slavic languages. Thus, students had to translate sentences where verbs in different forms were used (imperfect, aorist, perfect) from Bulgarian to Ukrainian, and from Ukrainian to English.

Students also actively used Internet resources with a large information base of free English, Bulgarian, Polish online podcasts (project BBC Learning English, CNN World News, Internet resource NOVA, BTV +, TVP Polonia, etc.), which create favorable conditions for improving skills listening in foreign languages.

Table 3. Estimation of difficulties faced by participants of groups before module control (%) (authors' own conception)

Group	Pedagogical	External	Educational (workload)	Socio-economic
Group 1	53	38	24	45
Group 2	65	45	33	50

5.2 Motivational level of the experiment

In the set of the mass media disciplines, the study of foreign languages occupies an important place. The curriculum provides a large part of creative independent work, where motivation plays an important role.

At this level of the experiment, the research group was interested in the intensity and structure of motivation in groups, as well as their evolution, because the motive performs the functions of content formation and encourages self-improvement.

At the beginning of training, the motivation was guided by the focus on results. The volume, strength, and orientation of the student to study several foreign languages depend on the intensity of the motive and their combination. The following positions were chosen by students of the media industry with the specific purpose of studying foreign languages:

1. Ability to communicate in several foreign languages.
2. Personal motives (scholarship, marrying a foreigner, bonuses from parents, etc.).
3. Get a good place for an internship, find a prestigious job.
4. Be able to make translations and create the author's texts in a foreign language.
5. Present their work at exhibitions, competitions, festivals, grant projects.

The goal, as we see, is directly related to the motive. If the connection between purpose and motive is strong and meaningful, then the possibility of effective learning increases.

The experiment also involves the formation of a motivational component, which takes into account the external conditions of learning two foreign languages in parallel. The curriculum was

developed, previously discussed with groups of students, and made some adjustments. At different stages of training, the use of different forms and methods of presenting material was provided, texts of mass media character, author's texts were involved, a group of teachers created some didactic material, additional material used by students during independent work. External conditions and teaching aids were also important factors that determined the effectiveness of learning several foreign languages in parallel.

As you can see, provided the correct combination of all the above components, the experiment can be successful and show

the intensification of the study of 2 foreign languages by bilingual students. It is necessary to provide a variety of tools and forms of education, richness, and completeness of the content, to ensure the highest possible level of personal development, but to give a sufficient degree of freedom of activity and creativity. Moreover, work in the field of media, and especially work in the mass media sector, involves the ability to communicate fluently in several foreign languages and create authorial texts.

Table 4. Changes in the motivation of Group 2 during the experiment (authors' own conception)

Stages of experiment	Personal motives	Professional growth	Career ambitions	Communication
At the beginning of the experiment (Module 1)	3	8	9	1
In the middle of the experiment (Module 2)	3	7	8	4
Final stage of the experiment	3	8	7	4

Motivation to carry out independent activities in the process of learning 2 foreign languages. Survey of a group of bilingual students at the beginning of the experimental program (authors' own conception).

Figure 1. As we can see, at the beginning of the experiment the motives of professional development and self-affirmation prevail, which is typical for young creative and ambitious future employees of the media industry. Less importance is given to personal interests and communication opportunities.

The beginning of the experiment (Module 1)

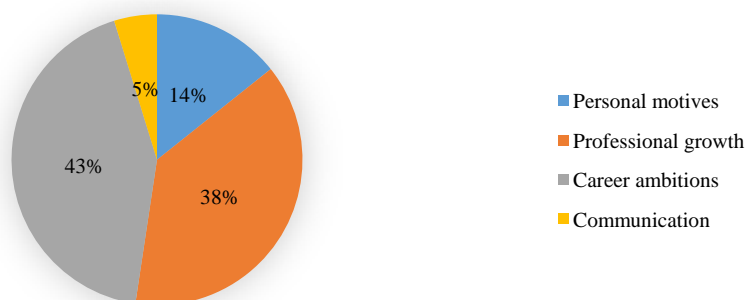


Figure 1. Initial stage

The evolution of motivation to learn foreign languages by students of the media specialty. Survey of a group of students at the stage of compiling the control module 1 (authors' own conception).

Figure 2. Decreased career ambitions increase understanding of the importance of communication skills. We see that learning

foreign languages leads to an understanding of the importance of the ability to carry out effective successful communication, we observe the evolution of priorities. Professional growth is also beginning to take into account communication skills. The motive of personal interest remains in full, the motive of communication has the lowest indicator.

The middle stage of the experiment (Module 2)



Figure 2. The first control stage

Evolutionary changes in the structure of motivation at the final stage of the experiment. Summing up after the control module 2 (authors' own conception).

Figure 3. The reaction to the success in learning two foreign languages in parallel in students majoring in media production is a significant evolution of motivation for the importance of communication skills. The complex of motives is more

proportionally distributed. In the course of the work, the motive for communication increased and the interest in professional growth decreased slightly. The motives of the career indicator

have significantly decreased, and the personal motive has the same position during the whole experiment.

Final Stage of the experiment



Figure 3. The second control stage. Final

The results of the experiment were measured by conducting control tests at the beginning of the course, Module 1 (mid-semester) and Module 2 (final). The assessment was conducted according to some criteria: knowledge of grammatical, syntagmatic, lexical structures, the ability to use them in writing and during the speech; the ability to translate texts (written and audio) and discuss them was also taken into account.

Table 5. Preliminary testing. (authors' own conception)

Group	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	7 %	30 %	46 %	17%
Group 2	5 %	33 %	48 %	14 %

Table 6. Test 1. (authors' own conception)

Group	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	5 %	35 %	40 %	20 %
Group 2	3 %	36 %	44 %	17 %

Table 7. Test 2. (authors' own conception)

Group	Unsatisfactory	Satisfactory	Good	Excellent
Group 1	5 %	32 %	46 %	17 %
Group 2	2 %	37 %	45 %	18 %

At the initial stage, the difference in knowledge of English was at the level of error of 1%, students do not know the second foreign language (Polish, Bulgarian), they have a beginning level.

Test for Module 1 showed that both groups demonstrated an increase in language proficiency; there are more "good" and "excellent" marks by 3% at this stage. At the final stage, there are 5% more "good" and excellent grades in Group 2, and there are 3% more "good" and "excellent" grades in comparison to the initial results in Group 1. As you can see, the effectiveness increases in both groups. After conducting the experiment and passing the educational and methodical practice in universities and specialized enterprises of the European Union, the results and analysis of the results of the employment of students who have taken courses and internships abroad were summed up.

Table 8. Employment and internship of students in the specialty. (authors' own conception)

Group	Number	Work in the specialty	Improve skills, volunteers
Group 1	22	8	4
Group 2	18	8	2

Program participants began to learn fourth, fifth, and other languages faster, using knowledge of other linguistic models. Learning foreign languages with bilinguals encourages you to continue learning languages. After studying in the experimental groups, 2 participants began to study Chinese, 1 - German. Positive aspects that resulted from the successful assimilation of two FLs:

- Educational aspect. The program was useful for all participants, regardless of their social, age, communication skills, and profession.
- Cognitive aspect. Bilingual students update their own cognitive abilities and are successful in performing creative and challenging tasks. Students also have a broad understanding of grammatical categories as linguistic constants; structural properties of language; cultural features of several ethnic groups. This knowledge is useful for successful multicultural communication.
- Socio-cultural aspect. Bilinguals have the opportunity to understand and communicate with members of other cultural groups and to expand their knowledge and skills. Students learned to respect the values, socio-cultural customs, and mental characteristics of speakers of other languages.
- Economic aspect. In today's European labor market there is a great need for professionals who have bilingual or multilingual knowledge. Students who undergo internships in international organizations, media, cultural projects, speaking important languages such as English, Russian, Romanian, Polish - are valuable and desirable professionals who can contribute to the economic development of business, cultural ties between countries.
- Motivational aspect. During the experiment, the structure of motivation changed. Career ambitions, which were higher in the previous survey at the end of the experiment, decreased by 25%. While the motive of communication as an effective technology has increased by 50%. Personal motives and ideas about the need for professional growth remained unchanged.

6 Discussion

The advantages of teaching bilinguals in special programs for the study of 2 foreign languages were simultaneously studied by a wide range of researchers in different positions: technological features of the learning environment of bilinguals (Baker, 2006; Karpushyna et al., 2019). It is argued that well-prepared technology-rich curricula and universities can engage learners in foreign language learning by forming a long-term internally strong motivational base (Kuzmina et al., 2020; Ahmad, 2016). The thesis about the activation of language competencies in bilinguals by complex means is confirmed, it actually increases the efficiency of foreign language acquisition: increases

vocabulary, opportunities to understand (listen), and produce their own texts (writing skills).

Positive results of teaching a foreign language to media students with the involvement of a strong socio-cultural base are presented in the scientific literature, (Synorub & Medynska, 2019; Mykytiuk et al., 2020) students involved in the experiment, found themselves in a familiar situation of existence in the plane of two languages, two cultures, two models of mastering society.

This is a useful and effective experience of intensifying language competencies, which includes specially developed methods that are built on the existing opportunities of students. Cummins (2011) analyzed learning strategies for teaching foreign languages and the introduction of bilingual in-depth programs, he opposes the total use of monolingual learning strategies, but in a bilingual environment proposes to develop bilingual learning complexes. Such measures are aimed at encouraging the communicative interaction of bilinguals in writing and speaking.

The work on the use of three languages in the school at the same time has also been described by some researchers (Linck et al., 2015). The involvement of a third foreign language in the learning process of a bilingual or multilingual environment (trilingual formula) motivates media students to intensify social ties, improve their professional level and social responsibility.

Difficulties in the study of several foreign languages by bilingual students in higher education today are as follows: 1) the lack of elective courses in the curriculum, which provide for the study of 2 languages in parallel; 2) the study was conducted with a limited number of groups of students, this caused a certain limitation of the experiment and its results; 3) metalinguistic perception (in the environment of coexistence of ethnic groups and languages there is a problem of mixing, simultaneous use of two or more languages in one message), however more developed metalinguistic perception gives the chance, even making mistakes during the speech, to understand grammar and syntagmatic, faster they get rid of mistakes; 4) learning two FLs in parallel requires more time and resources than learning one foreign language.

7 Conclusion

Based on the experiment, it was found that the intensification of the study of 2 languages simultaneously by bilingual students is an effective method. Simultaneous study of FL1 (foreign language) and FL2 is possible and desirable for bilingual students. Learning two foreign languages in parallel for bilinguals is easier and more successful because it puts them in a familiar bilingual environment. We can explain this by the fact that bilinguals actualize the potential of metalinguistic knowledge during the study of foreign languages; they have already developed a system of skills, abilities, and opportunities to master a foreign language. It is also worth encouraging students to choose a language they speak worse to improve communication skills.

It was found that the success of a bilingual student depends on the degree of motivation, its evolution, and ability to identify and overcome difficulties. During the experiment, the following changes in the motivational system were determined: career motive decreased by 11%, professional growth motive decreased by 2%, and communication motive increased to 13%; personal motive remained unchanged - 14%. Group 2 (experimental group) increased the overall growth in foreign language proficiency by 3%: Group 2 received 5% more "good" and "excellent" grades. In Group 1 (control group) 3% of grades "good" and "excellent" remain.

The scale identified the main difficulties encountered by the participants during the experiment. Group 1. Pedagogical 60%; External 40%; Educational load 30%; Socio-economic 45%. Group 2. Pedagogical 65%; External 45%; Educational load 33%; Socio-economic 50%.

The number of employees in the specialty increased in Group 1 by 12%; in Group 2 by 12%. As a result, a change to a positive assessment by the participants of the experiment was determined to the benefits of learning two foreign languages simultaneously. This allows us to conclude the metalinguistic potential of bilingual students to intensify their capabilities.

8 Practical Use

The methodology proposed in the study provides an opportunity to train competent and professionally effective specialists who are transmitters of a new current language culture within the multilingual space of modern Europe.

Also, further research should be conducted in the following areas: 1) determining the effectiveness of the impact of a multicultural environment, which dictates the need to learn EU languages; 2) the effectiveness of teaching foreign languages in the development of socio-cultural, economic and educational activities at universities; 3) the study of the effectiveness of methods of learning a foreign language, related to the free choice of the student, the study of several languages simultaneously increases employment opportunities; 4) problems of the studied languages due to the intensification of the intellectual potential of polylingual, etc.

Literature:

- Ahmad, M. (2016). Using Facebook to develop grammar discussion and writing skills in English as a foreign language for university students. *Sino-us English Teaching*, 8(12), 932-952. Available from: <https://doi.org/10.17265/1539-8072/2016.12.004>
- Aronin, L., Singleton, D. (2018). *Twelve Lectures on Multilingualism*. Multilingual-Matters. Available from: <http://www.multilingual-matters.com/display.asp?isbn=9781788922050>
- Baker, C. (2006). *Bilingual education*. In K. Brown (Ed.), *Encyclopedia of Language & Linguistics*. North Wales, UK: Elsevier Ltd, 773-780.
- Bruin, A., Treccani, B., Sala, S. (2014). Cognitive Advantage in Bilingualism An Example of Publication Bias? *Psychological Science*, 26(1), 99-107. Available from: <https://doi.org/10.1177/0956797614557866>.
- Cavus, N., Ibrahim, D. (2017). Learning English Using Children's Stories in Mobile Devices. *British Journal of Educational Technology*, 48, 625-641. Available from: <https://doi.org/10.1111/bjet.12427>
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10, 221-240.
- Damian, S.I., Iliescu, D.B., Rohozneanu, A., Glodeanu, A., Diac, M., David, S., Hunea, I. (2017). The role of educational measures for juvenile offenders in forensic psychiatry. *Revista Românească pentru Educație Multidimensională*, 9(3), 140-155. Available from: <https://doi.org/10.18662/rrem/2017.0903.09>
- Dizon G. Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students. *Teaching English with Technology*. 2018; 16(2): 40-56. Available from: <https://doi.org/10.31235/osf.io/rkpvg>
- Faryadi, Q. (2017). Effectiveness of Facebook in English Language Learning: A Case Study. *Open Access Library Journal*, 4, e4017. Available from: <https://doi.org/10.4236/oalib.1104017>
- Harding-Esch, E., Riley, Ph. (2003). *The Bilingual Family. A Handbook for Parents*. Cambridge: Cambridge University Press.
- Huidu, A. (2018). Redefining Autonomy, Dignity and Intimacy in a Postmodern Society. *Revista Românească Pentru Educație Multidimensională*, 10(3), 112-118. Available from: <https://doi.org/10.18662/rrem/67>
- Ivanova, I., Mosenkis, I., Strokol, O. (2020). Modern media pedagogy: Ways of forming public journalism in Ukraine. *Asia Life Sciences*, 22(2), 357-370.
- Karpushyna, M., Bloshchynskyi, I., Nakonechna, A., Skyba, K. (2019). Creating meaningful foreign language environment by means of content-based starters. *Universal Journal of*

Educational Research, 7(12), 2710-2716. Available from: <https://doi.org/10.13189/ujer.2019.071219>

14. Köktürk, Ş. (2012). Forms and Multifunctionality of Interruptions and Simultaneous Speaking in Ordinary Talk – proposal of a Universal Model for the Evaluation of Interruptive Speech Sequences. *International Journal of Linguistics*, 4(3), 551-571. Available from: <https://doi:10.5296/ijl.v4i3.2137> U

15. Kostikova, I., Miasoiedova, S., Razumenko, T., Chernenko, A., Pochuieva, O. (2019). Teaching English speaking for FCE: Using Facebook as a tool of instructional practice. *Amazonia Investiga*, 8(22), 719-727. Available from: <https://amazoniainvestiga.info/index.php/amazonia/article/view/825/773>

16. Kotyk, T. (2017). The influence of multilingual education on the individual's development in the multiethnic environment of Ukraine. *Naukovi zapysky. Ceriia: pedahohika*, 4, 213-219.

17. Kuzmina, M., Protas, O., Fartushok, T., Raievska, Y., Ivanova, I. (2020). Formation of Students' Competence of Tertiary Educational Institutions by Practical Training Aids. *International Journal of Higher Education*, 9(7), 279-288. Available from: <https://doi:10.5430/ijhe.v9n7p279>

18. Lehtonen, M., Soveri, A., Laine, A., Järvenpää, J., Bruin, A.De., Antfolk, J. (2018). Is Bilingualism Associated With Enhanced Executive Functioning in Adults? A Meta-Analytic Review. *Psychological Bulletin*, 144(3), 394-425. Available from: <https://doi:10.1037/bul0000142>

19. Linck, J., Michael, E., Golonka, E., Twist, A., Schwieter, J.W. (2015). Moving beyond two languages: the effects of multilingualism on language processing and language learning' in J. W. Schwieter (ed.). *The Cambridge Handbook of Bilingual Processing*. Cambridge: Cambridge University Press.

20. Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education*, 28(2), 121-133. Available from: doi.org/10.1080/01580370600751039

21. Mykytiuk, S., Lysytska, O., Melnikova, T. (2020). Facebook Group as an Educational Platform for Foreign Language Acquisition, *Postmodern Openings*, 11(1), Supl. 1: 131-157. Available from: <https://doi.org/10.18662/po/11.1sup1/127>

22. Nenthien, S., Loima, J. (2016). Teachers' motivating methods to support Thai ninth grade students' levels of motivation and learning in mathematics classrooms. *Journal of Education and Learning*, 5, 250-257. Available from: <https://doi.org/10.5539/jel.v5n2p250>

23. Rababah, I. (2020). The Reality of Using Modern Teaching Methods in Teaching Arabic for Speakers of other Languages from Teachers' Perspective. *Journal of Social Sciences*. Available from: <https://doi.org/10.25255/jss.2020.9.1.58.94>

24. Shcheplyova, AV. (2003). A communicative-cognitive approach to teaching French as a second foreign language: Theoretical foundations. Moscow: Vlado.

25. Skibba, R. (2018). *How a second language can boost the brain*. Knowable Magazine. Available from: <https://doi.org/10.1146/knowable-112918-1>

26. Synorub, H., Medynska, O. (2019). Development of information culture of students of humanitarian specialities. *Information Technologies and Learning Tools*, 72(4), 152-167. Available from: <https://doi.org/10.33407/itlt.v72i4.2922>

27. University of Haifa. Bilinguals find it easier to learn a third language. ScienceDaily. (2011). Available from: www.sciencedaily.com/releases/2011/02/110201110915.htm

28. Veera, I., Pietilä, P. (2018). Multilingualism as a resource in the foreign language classroom. *ELT Journal*, 72(3), 237-248. Available from: <https://doi.org/10.1093/elt/ccx073>

29. Cummins, J. (2011). Multilingualism in the English-language Classroom: Pedagogical Considerations. *TESOL Quarterly*, 43(2): 317-321. Available from: <https://doi.org/10.1002/j.1545-7249.2009.tb00171.x>

Primary Paper Section: A

Secondary Paper Section: AI, AM