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MULTILINGUALISM AS A GLOBAL TREND AND A STRATEGY FOR MODERNISING HIGHER VOCATIONAL EDUCATION IN UKRAINE

One of the key features of human evolution is that social differentiation and integration have been enhanced through dialogue and interaction between the languages of different peoples. This has led to some languages increasing their cognitive and social status, while others have lost their influence, status and sphere of use.

Ukraine's main language issue encompasses linguistic, philosophical, sociological, and socio-political aspects. Ongoing discussions focus on resolving the language situation to maximize communication efficiency and preserve national identity. Prioritizing a gradual shift to multilingualism, with Ukrainian and English coexisting, is crucial. Active debates in education and science address which languages to teach and how to train teachers and prepare textbooks. These discussions are vital, as innovations in education will shape Ukraine's future language landscape.

Research on multilingualism as a global trend in higher education emphasizes the need for multilingual programs in educational institutions. Studies show that multilingualism boosts international mobility for students and educators and improves competitiveness in the global job market. The focus is on multicultural education, language proficiency development, and curriculum alignment with international standards, while also addressing challenges like insufficient teacher training and lack of systemic support for multilingual initiatives.

The problems of the functioning of languages in post-Soviet states are intensively studied by social scientists of these states in the context of analyzing social theory and practice in this area in the global and regional dimensions. In doing so, researchers rely on theoretical studies by such scholars as: V. Alpatov, F. Bacevich, M. Belov, O. Bukhovets, I. Bolman, J. Wojczerber, B. Havranek, M. Golijev, R. Graham, A. Das, J. Donnelly, A. Domashnev, Y. Desheriev, V. Kremen, M. Koenig, V. Kononenko, H.-H. D. Kübler, A. Martis, N. Mechkovska, L. Nikolsky, G. Opanovych, O. Selivanova, V. Solntsev, A. Schweitzer and others, as well as domestic scholars such as V. Andrushchenko, I. Dziuba, V. Mykhalchenko, M. Mykhalchenko, O. Pinchuk, V. Ryabchenko, Z. Samchuk, V. Tkachenko and others. In Ukraine, the problem of multilingualism is most intensively studied from the inside in terms of the genesis and functioning of languages in the works of L. Matsko, L. Masenko, O. Ponomariov, P. Rudyakov, L. Shevchenko, and others.

Multilingualism is a complex phenomenon that includes various aspects: anthropological (human as the basis of education and the learning process), social (multilingualism as an element of social life), communication (as a means of communication and information transmission) and axiological (language as a value, the hierarchy of languages as a value category), etc.

The multilingual regime aims to ensure more complete and high-quality communication, which is especially important at the international level when it comes to contacts between different linguistic environments and civilizations, as well as in national activities. This also applies to higher education, in particular in the context of the Bologna Process, to which Ukraine has joined.

The educational process's varied functions intensify the urgency of addressing the language of education and multilingualism, rooted in the conflict between national and global perspectives. While the education system's role in shaping national consciousness is

established, debates have narrowed since the link between the rise of nationalisms and Enlightenment-era education was identified, though they persist.

The current processes in Ukraine and the world that determine the peculiarities of Ukrainian society make the issue of the formation and development of multilingualism with a further gradual transition to a multilingual format of the national language space relevant. The transformation of Ukrainian statehood and the process of globalization create objective prerequisites for the emergence of a new language and educational discourse that would change the language environment in Ukraine, adapting it to new rules and bringing it closer to the best international standards.

In the modern world, it is impossible to imagine discourse as monolingual. The knowledge of several languages and the ability to use them in appropriate situations is a prerequisite for the successful activity of individuals and teams. The focus on the introduction of monolingualism, regardless of the reasons and methods of implementation, has practically exhausted its potential. In Ukraine, it is also unlikely due to the real state of the national language situation and natural resistance to attempts to implement state language policy for this purpose.

Ukraine's higher education system is now in a state where it is possible to talk about the transition of the language situation to a new type of multilingualism. Since certain steps in this direction have already been taken in higher education institutions, the term 'continuation of the transition' is more appropriate. The modernization of the education system in line with the requirements of the Bologna Process and Ukraine's integration into the European educational space contribute to this process. In addition, the very content of the educational process in universities stimulates movement in this direction.

Today's Ukraine has the appropriate social conditions to begin the systematic introduction of a multilingual regime into the educational environment, including a new type of multilingualism. There are also individual prerequisites related to personal success strategies and opportunities in a rapidly changing globalized world and the increasingly close interaction of its parts.

The new type of multilingualism is increasingly perceived as an effective alternative that offers opportunities to overcome the impact and minimize its negative consequences. An additional strong argument in favour of multilingualism is that in Europe it is seen as an integral element of the project of modernization and raising the European community of nations to a new level.

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