

## DIDACTICS OF PLURILINGUALISM

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**Abstract.** *This article deals with the role of multilingualism in today's world and its role in our social life. It is also believed that multilingualism is a major contributor to the modern world.*

**Key words:** *multilingualism, bilingualism, plurilingualism, mother/native language, culture, first language, second language.*

Didactics is the science and art of teaching that follows a consistent scientific approach or educational style in order to engage the student's mind and raise the student's interest in the subject that is taught. It includes theoretical models and concepts as well as practical methods of teaching used at the different stages of education. Plurilingualism is a fundamental principle of the European Union - every citizen can address the institutions and receive a reply in their own language or in a language they use competently. The differences in the number of people who speak certain languages in the EU resulted in some relative advantages for the most common languages (English, French,

German, Polish and Spanish.) This has made the learning of foreign languages an opportunity for being better informed and communicating more efficiently with business partners and institutions.

Foreign language teaching is based on some fundamental didactic principles. A principle is a guiding law or a commonly accepted rule of conduct.

The main principles are:

- Principle of development – education is intended to induce and further people's development both at a certain age and throughout their whole life;
- Principle of explanation – certain phenomena are explained by means of scientific research;
- Principle of exemplification – various combinations of visual and audible examples are used purposefully in the process of education;
- Principle of conscientiousness – conscientiousness is related to understanding the meaning of the learning content and processes;
- Principle of activity – students participate actively in various activities within the process of education,

- Systemic principle – knowledge and skills should be acquired in a logical sequence - all new knowledge should be integrated in the system of knowledge already acquired by the students.

- Plurilingualism didactics (Ger. Mehrsprachigkeitsdidaktik) is being developed very actively in Germany because of the plurilingual society of the country. This branch of didactics deals with opportunities for cross-language learning. Students have a certain propensity to study a certain language and a certain level of indifference to study other languages. Therefore, we should find the means to develop a plurilingual language competence, to enhance their skills for conscious use of students' knowledge and technology skills in the process of language learning, to promote their tolerance to the cultures and the cultural identity of the other people.

Plurilingualism didactics and methods are affected by various factors such as personal motivation, public opinion, the rating of the educational institutions, etc. These factors are included in the communicative approach model of Noiner and Hunfeld and are explained in detail by Stoycheva.

At a public level, the development of plurilingualism didactics and methodology is affected by:

- the importance of the language in the field of international relations;
- the number of people who speak the language worldwide;
- the importance of the language in the field of international communications;
- the migration of different languages and cultures, etc.

At a personal level, plurilingualism is reflected in the linguistic biography of each individual. The native (first) language is defined by the family environment, the first foreign language is defined by the public preferences, while the second and all subsequent foreign languages are defined by the personal need for communication with people who speak them. An interesting and unique model of institutional learning of foreign languages for specific purposes is the system implemented at the D. A. Tsenov Academy of Economics.

Foreign language learning has a modular structure and includes courses in business communications in English, German, Russian and French at B1 and A2 level. The target groups consist of students of economics and specialist in the field of international trade. A specific feature of these courses is that they are delivered entirely online and include interactive exercises, educational resources and channels of communication between the teachers and the students (forums, private messaging, chat rooms.) The analysis of the results achieved by the course participants shows that a significant number of the students in economics have the required linguistic competence and a lot of them

are interested in taking courses at higher levels (C1, C2). The surveys of students' opinion show that the choice of a language and of course level is affected both by the foreign languages studied previously (the linguistic biography of the individual) and by the practical needs related to employment and career development.

Plurilingualism is a fundamental principle of the European Union. The harmonious co-existence of 24 official languages symbolizes the equality of the member states. The linguistic diversity affects the social environment, the career development and the cultural life of their citizens, who rely on plurilingualism for their personal and professional communication. Language and culture are central to people's lives and this is why we have to take into account their effects on today's globalized economy. To be plurilingual, a person must know at least two foreign languages in the same or in different fields of communication. This definition of plurilingualism complies with the language policy of the European Union and meets the practical needs of the people who can communicate in different languages in their professional and personal environment.

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