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LANGUAGE DIVERSIFICATION AS A STRATEGIC DIRECTION IN THE EUROPEAN EDUCATIONAL SPACE

Introduction. In a world where borders are becoming increasingly blurred, and globalization permeates every aspect of life, the issue of multilingualism and linguistic diversity in education is becoming increasingly relevant. In the context of the European educational space, where cultural and linguistic diversity is an integral part, the consideration of linguistic diversification as a strategic direction acquires special significance.

The purpose of the work is to explore the potential benefits and challenges of promoting linguistic diversity within European education systems. It aims to analyze how embracing multilingualism can foster cultural understanding, enhance educational outcomes, and strengthen social cohesion in the diverse European context.

Presenting main material. The study of language diversification in the European educational context opens up a wide range of aspects that should be considered. The first and probably the most obvious aspect is that Europe is characterized by a unique variety of languages. The countries of the European Union, as well as other states of the continent, have a rich heritage of languages and cultures, reflecting their historical, geographical and sociocultural features. This creates a complex mosaic of multilingualism, which requires a special approach in the educational sphere. Let's consider one example [1].

A group of students knocked on the classroom door, each of which represented a unique piece of the ethnic and cultural mosaic puzzle. Among them were children speaking different languages, with different traditions and customs, each with their own history and cultural heritage. This class was not just a place of learning, but a real world of cultural richness and linguistic

diversity. Sociocultural aspects played a key role in this educational environment. Teachers encouraged students to share their cultural traditions and customs, conducted lessons on cultural diversity and brought elements of different cultures into the learning process. The students, in turn, actively participated in events where they shared their knowledge and learned about the culture of their peers.

This approach to education not only contributed to a deeper understanding of cultural diversity, but also helped students better understand themselves and their self-identification. Students felt accepted and respected in the classroom, which increased their self-esteem and motivation to study. In addition, such an approach to education created a favorable environment for the development of intercultural skills. Students learned to cooperate and interact with peers representing different cultures and languages. They learned to listen and respect each other's points of view, which contributed to the formation of a tolerant and understanding society [3].

One of the key aspects that should be considered is the issue of the availability of education in different languages. In many European countries, there is a problem of insufficient availability of education in minority languages, which can lead to social and cultural marginalization of groups speaking these languages. To solve this problem, it is necessary to develop policies aimed at ensuring equal access to education in all languages recognized in the country. This may include the development of bilingual educational programs, the creation of special classes or schools for students who speak minority languages, as well as providing access to translation and linguistic services to support learning in the native language.

In addition, it is important to pay attention to the role of international educational programs and organizations in supporting multilingual education. Multilingual educational programs, such as the International Baccalaureate (IB) program, provide a unique opportunity for students from different countries to study in different languages and develop their intercultural skills. Such programs

contribute to the creation of an educational environment that values and supports linguistic and cultural diversity, and can serve as an example for other educational institutions.

Moreover, one should pay attention to the issue of assessment and evaluation of achievement in a multilingual educational environment. Traditional assessment methods based on monolingual standards may not be applicable in the context of multilingual education, where students may study different subjects in different languages. To ensure the fairness and objectivity of the assessment, it is necessary to develop adaptive assessment methods that take into account the linguistic and cultural characteristics of students and allow them to demonstrate their knowledge and skills in all languages studied [2].

Studying multilingual education in a European context provides us with a deep understanding of not only linguistic aspects, but also the importance of sociocultural factors in educational practice. Having considered the various aspects of multilingual education, we see that it is not just a matter of linguistic diversity, but also an important component of ensuring cultural pluralism and social inclusion in the educational environment.

Conclusion. In the modern world, where international ties are becoming ever closer and migration and cultural exchange are intensifying, multilingual education is becoming an essential element of educational policy. This not only contributes to the preservation and strengthening of the cultural heritage of various ethnic and linguistic groups, but also creates the basis for the formation of a tolerant and mutually understanding society. The interaction of different cultures and languages in the educational environment contributes not only to academic development, but also to the development of intercultural skills, which play an important role in the modern world. This contributes to the creation of a harmonious and inclusive educational environment where every student has the opportunity to reach their potential and achieve success, regardless of their linguistic and cultural background.

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