

## PLURILINGUAL COMPETENCE OF A TEACHER-RESEARCHER IN THE CONTEXT OF TRANSNATIONAL EDUCATION

**Introduction.** Late modernity and particularly globalization stress the need for educating a future labour force that possesses adequate intercultural competences. Transnational education (TE) is still an under-researched and often misunderstood area with no common understanding, definition or approach. The creation of a European higher education area interacts with transnational education in many positive and negative ways: on the one hand, TE improves access to higher education, widens choice and promotes internationalization; on the other hand, it challenges standards and traditional educational values. The real problem is how to develop adequate approaches to transnational education that suits global educational needs. The teachers' role as producers and consumers of knowledge has dramatically changed. Kincheloe argues that only by engaging in complex, critical research teachers can rediscover their professional status, empower their practice in the classroom, improve the quality of education [1]. We assume the pluralistic approaches are to be employed, because they are based on discarding the compartmentalised view of the individual's both linguistic and cultural competences necessary for intercultural communication.

The authors of the anthropocosmic theory of global intercultural communication constitute that intercultural teaching and learning only for utilitarian ends cannot be seen as adequate for the full range of communication that underscores human survival, relationship and flourishing. Jia and Jia consider the plurilingual competence as a strategic one for substantial development in the teacher training process [2].

**Main part.** The pluralistic approaches constitute the essential link between all didactic attempts which seek to facilitate the continuous development and enrichment of learners' plurilingual competence, aim at developing basic knowledge, skills and attitudes. They allow to take into account all the existing cultural and linguistic competences acquired in both formal and informal learning environments, where communicants deal with linguistic ("trans-linguistic") facts in general, enabling learners to have easier access to a specific language or culture by using aptitudes acquired in relation to another language ("inter-linguistic"). In our research we apply the pluralistic approaches as a decisive tool for investigation of the development of plurilingualism in education, mentioned in the "Guide for the development of language education policies in Europe" [3].

"Plurilingualism" as a scientific term is being developed and refined in its use compared to another term as "multilingualism". The international scholars, such as Yutao and Madiba, point out the main distinction: a multilingual approach is about having different languages coexist alongside each other but separately, within individuals or societies, with the ultimate aim of achieving the idealized competency of the native speaker in each of them. Meanwhile, a plurilingual approach emphasizes the development of effective communication skills that draw on all of our linguistic and cultural experiences in an interactive way [4].

The Belarusian scholar M. A. Lokhnitskaya explains the term "plurilingualism" as the 'individual multilingualism' and sees it as a fundamental principle of language education policies [5]. It should be pointed out that in the national context there exists a unique language situation, when the Belarusian and Russian languages coexist as mother tongues, and in reality Belarusian serves a linguistic minority. The acquisition of the Belarusian language in Belarus occurs in a specific sociolinguistic situation of Belarusian-Russian bilingualism, and learning other languages leads to implementation of plurilingualism. Through plurilingualism preservation of historically diversified language heritage of Belarus can be conceived.

Language policy oriented towards efficient communication in different languages and towards establishment of a system of common cultural values, involves enhancing and developing communicative and cultural competences from early age and through lifetime as a prerequisite for preservation of cultural and linguistic diversity. At a social level, plurilingual education involves considering teachers' views about languages as important factors to learning. Once students' skills in languages other than English are known and recognized, once teachers give these languages some space, the linguistic identity and self-esteem of the students are reinforced and facilitate their learning and university success. At a classroom level, plurilingual education presupposes a growing awareness of the complexity and of the meaning of diversity to be translated into pedagogical practices. Therefore, teacher training must start with teachers' perceptions and examine how the latter position themselves on questions of identity and diversity. Each teacher can recognize themselves as a plurilingual social actor.

Problems identified by various researchers have helped feeding the idea of plurilingual competence of a teacher-researcher. In-service and preservice teachers should integrate theory into practice and engage in systematic inquiry to develop the mindset required to cope with the pedagogical challenges they face on a daily basis. The plurilingual competence of a teacher-researcher should involve the ability to:

- switch from one language or dialect to another;
- express themselves in one language and understand the other;

– call upon the knowledge of a number of languages to make sense of a text;  
– recognise words from a common international store in a new guise;  
– mediate between individuals with no common language by bringing the whole of their linguistic equipment into play;

– experiment with alternative forms of expression in different languages or dialects, exploiting paralinguistic means and radically simplifying their use of language [6]. Teacher education programs should prepare future teachers for leveraging students' strengths, i.e., the advanced English skills and intercultural competence that they have acquired through their national and transnational experiences, to enrich their teaching practices, rather than experiencing these advantages as a threat to their authority.

**Conclusion.** To diversify ways of foreign language acquisition is imperative in the modern society, oriented to the social mobility of citizens. Plurilingualism is a life-long process of learning languages of home, society and other peoples, it acknowledges the partial nature of the knowledge anyone can have of one language, be it their mother tongue or not. Therefore, the necessity to develop the plurilingual competence replaces the idea of idealistic native speaker with the aim of an effective pluralistic communicator who draws on their varied repertoire of linguistic and cultural knowledge in a flexible, creative and absolutely individual way. By verbalizing their social roles, convictions, expectations, experiences, teachers-researchers can understand their own representations, and above all their multiple personal and social identities, understand those of the students.

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### THE SPEECH ACT “PRAISE” IN AMERICAN PEDAGOGICAL DISCOURSE

**Introduction.** The focus of this article is on praise as a ritualized social action, which is one of the attributes that distinguish speech behaviour of ethno-cultures. Praise is a type of expressive speech act/action, which conveys the emotional state of the addresser, their feelings, respect, admiration, recognition of the addressee's merits, and is a polite statement about a liked appearance, character traits, deeds. The purpose of a praise is to have a positive effect on the addressee. The speech act “praise” has an expressive purpose, its illocution is to assure the addressee of good intentions, positive attitude through polite, pleasant words.

**Main part.** While conducting this research, we selected 100 examples of praise given to students of all ages from the works of modern American writers and American films with a predominance of educational theme and teacher-student relationships, using a random sampling method, thus calling our field of research pedagogical discourse. In modern works pedagogical discourse is considered to be a type of institutional discourse, or institutionally programmed type of communication, organized within the framework of an educational institution, that is in the conditions of institutional communication of teacher and students. There are many definitions of pedagogical discourse, but we prefer the one done by T. van Dijk, who interprets it as “a communicative phenomenon, a process in the course of which there is an interaction between a teacher and a learner in the professional pedagogical sphere” [1, p. 178]. He is supported by other researchers, operating with the term “pedagogical discourse” as “containing an indication of the professional environment in which communication takes place” [1, p. 178].