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**TEACHING GERMAN AS THE SECOND FOREIGN LANGUAGE
AT UKRAINIAN INSTITUTIONS OF HIGHER EDUCATION
IN THE CONTEXT OF INTERNATIONALIZATION:
CHALLENGES AND PROSPECTS**

**НАВЧАННЯ НІМЕЦЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ
В ЗВО УКРАЇНИ В КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ:
ВИКЛИКИ Й ПЕРСПЕКТИВИ**

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Multilingual training of a university student is a well-motivated response to the ongoing integration of Ukraine to the European and world academic and professional environments and a strong foundation for the graduate's professional competence, in particular for a trainee teacher who can realize themselves as a highly qualified teacher, a lecturer, a methodologist, and also an interpreter in the multilingual team in the chosen profession.

Training a competitive teacher and a multilingual linguist can be a truly multidimensional challenge as it requires the student to master several foreign languages at least at the professional working proficiency level and to get a profound practical experience of translation and interpretation. Getting acquainted with the authentic (primarily, paremic) lexical fund [5] is also an essential element of this training process. Several competences have to be simultaneously developed – linguistic, interpreting, translation [4] – providing skills sufficient for professional oral and written communication at the minimal level. At the maximal level, they will reach the level of fluency in everyday and professional communication.

First and foremost, we should stress the urgency of the need for teaching English as productive means of international and intercultural communication within the academic, journalistic, and business discourses that is going to provide prospects for getting acquainted with the modern developments in the professional field.

The program «Secondary Education (Language and Literature (English) and Language and Literature (German))» of training students of the first (bachelor's) level of higher education is quite popular within the Ukrainian academic environment and allows the graduates to use German as the second foreign language for professional purposes. The efficiency of this program is further increased by the fact that the above-mentioned languages belong to the same language group, and consequently mastering German is going to accelerate work at all lingual levels.

Of no less importance is the fact that English and German have a number of common lingual-cultural realia motivated by the historical background. It can boost the formation of the German language sociocultural competence of the student. Using comparative and distributive analysis methods on linguistic phenomena can contribute to the critical thinking skills. These approaches can potentially enhance the «code-switching» effect [3] and allow to avoid the interference between / mixing linguistic units in the learning process.

The presence of the common historical linguistic foundation can be useful for teaching professional terminology in both languages as well as for increasing the main, language, competence of the student (in particular, a trainee interpreter / translator) of the Ukrainian university.

The issue of effective German teaching has lately become even more acute as the speakers of related languages are mastering German more and more eagerly [1].

Thus, mastering German as the second foreign language is gaining popularity within the context of the multilingualism in the 21st c. contributing to the integration of Ukraine to the European context.

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