

## ETHNOCULTURAL COMPONENT IN BILINGUAL EDUCATION: INTRODUCTORY REMARKS

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Recent decade has seen the shift to competence-based approach in philologist training; and, thus, opened new vistas for scholars in the issue of intercultural and ethnic inquiries as related to bilingual education in modern society. From a socio-political perspective, modern society is often based on the unification and interaction of several entities within a single state. In such a multiethnic society, linguistic factors, along with cultural, economic and political ones, are equally important in educational processes. This resulted in the attempts to introduce a modern model of integration (unification for the sake of close proximity interaction) of different ethno-social groups for successful inter-ethnic communication. Therefore, our main task is to trace and identify the specificities of coexistence of different ethnic communities on the same educational ground, and to characterize ethno-linguistics as an important discipline in the modern multiethnic environment. Within the framework of the analysis of the issue of poly-ethnicity and educational space, we operate with the notion of ethnocentrism (within monoculture and intercultural), which implies a worldview that embodies features specific to one or another ethnic group and manifests itself in the assessment of differences between ethnicities.

Key focus of the article is based on the importance of developing ethnic and cultural competences for bilingual learners and translator training along with other competences, such as linguistic and textual, research, technical, information, thematic, and translation competences.

The analyzed subject matter focuses on the field of linguistic research that deals with interrelations between language, thinking, way of life, and the reality. Ethnolinguistics deals with the human language – especially its vocabulary – as a source of knowledge about humanity and the surrounding (often historically bound).

The competences to be advanced began with comparing students' knowledge and skills in the adjacent philological areas of Contrastive Linguistics, Applied Linguistics, Lexicology and Lexicography, Stylistics, Area and Culture Studies, Pragmatics. The assessment of student performance in selected discipline took place with the understanding, though, that students' success in study depends on a much wider range of competencies. Thus, prioritized competences provide a framework that can guide the longer-term extension of assessments into new competency domains.

Consequently, students are facilitated to develop their understanding of the given subject matter; they master their metalanguage, and eventually apply its rudiments into their scholarly discourse. Prioritized is the necessity to teach the student to see language as an important element of the culture of a given community and, thus, to clearly understand that a language does not only consist of grammatical rules that govern the words but, first and foremost, it is the way of receiving and describing the reality. The student is taught to accept diverse cultures and to be able to identify the ethnocentric attitude in the intercultural communication and, before everything else, to analyze its impact on the ethnotext translations.

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