

**Institute of European Integration
(Warsaw, Poland)**



**Instytut Integracji Europejskiej
(Warszawa, Polska)**

**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

Part I

Warsaw, Poland
2019

*Recommended for publication by the Program and Scientific Council of
Institute of European Integration (№ 5-07, 22.02.2019)*

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Problem space of modern society: philosophical-communicative and pedagogical interpretations: collective monograph. Part I. Warsaw: BMT Erida Sp. z o.o, 2019. 672 p.

ISBN 978-83-950153-8-0

This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.

Publisher: BMT Erida Sp. z o.o.
erida@erida.com.pl

ISBN 978-83-950153-8-0

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LINGUISTIC EDUCATION AT THE UNIVERSITIES OF SPAIN: CURRENT STATE AND PERSPECTIVES OF ENHANCEMENT

***Abstract.** The present section of a monograph presents the results of the author's research on linguistic education at the universities of Spain by means of examining its current state and enhancement perspectives considering the leading factors of the European educational and scientific integration. A special attention is paid to analysis and generalization of innovative pedagogical experience in vocational training of bachelors and masters in specialty "Philology" at the oldest Spanish universities (Universitat de Barcelona, Universidad de Valencia, Universidad de Sevilla). A close study of the university curricula, Hispanic Studies in particular, has shown that Spanish linguistic education is grounded on merging of the earliest academic traditions and modern teaching methods, and is carried out in a culture-congruent and culture-creative learning environment that is equipped with a large library stock, museum pieces, up-to-date laboratories, theatres, leisure centres, and innovative learning devices. It contributes to the linguists-to-be joining and constant staying within the culture, their mastering intercultural communication skills, and getting a complete linguistic, professional and culturological education. The research has proved that the leading Spanish universities pay much attention to graduates' linguistic and communicative competencies formation, as well as contribute to the bachelors' and masters' becoming cultural intermediaries in the field of intercultural communication, foreign-language and polycultural education. It is much favoured by the universities lecturers' internal culture that is based on the concepts of humanism, scholastic freedom and integrity, cultural pluralism and polycultural education that are appropriate to apply at the Ukrainian higher education institutions.*

Introduction.

An analysis of issues concerning the peculiarities of development and enhancement perspectives of the Spanish linguistic education illustrates that it has considerably grown more attractive and of high quality at the beginning of the third millennium. It was highly contributed to by innovative pedagogical undertakings, reflected in the fundamental state documents on introduction of Bologna projects during the educational reform that was put into force in Spain in 1990 and has been operating since then. The laws worth mentioning are as follows:

– The Spanish University Act of 2001 (Ley Orgánica De Universidades, 2001), that contributed to settling the structure and improving the organization of multilevel linguistic education system at the university level;

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CORRELATION OF MODERN SPANISH GRAMMATICAL RULES AND USAGE

***Abstract.** In recent times due to the disclosure of new means of communication, Internet in the first place, quicker changes in the grammatical norm are noticed. Teachers of foreign languages must emphasize their attention on changes of the use. Didactic interest to sound and affective language is noted, but there is an abundance of non-normative phenomena. Most teachers note and accept the liberalization of the norm, its democratization, the approach of the written norm to the oral norm. Some changes in use are accepted, others not. The Grammar of the Royal Spanish Academy is very conservative, because the regionalist Spain is a whole set of dialects; and the dialects are contrary to the Castilian literary norm. Keeping the standard almost intact, the RAE supports in this way the linguistic and also political unit of the country, prescribing the rules of the correct use of Spanish. But in recent times there is a certain change in the grammar studies that no longer prescribe the correct and normative, but describe what is used. They fixed not only the literary norm, but also the oral one, and represent an impressive step forward, but that for now we cannot consider enough.*

Introduction.

Language, as an entity in the whole of culture, works within certain rules, thus implementing patterns of normative behavior of all members of the linguistic community, including users of this unique tool of human communication and knowledge of the world. But the greatest concern for the state of language and its purity is that of linguists and grammatical norm is that of grammarians. The functioning of language in society has a double character: it manifests itself in the confrontation between standardization and liquidation of all established barriers. And destroy them can any language user. The current attitude towards the norm has led to the fact that it is normative to violate the norm [2, 18].

In Spain with all its minority languages, so many dialects the problem is presented as more serious, since the dialects are contrary to the literary norm. It is well known that the Castilian dialect as a result of the famous Reconquista became a standard language in Spain and synonymous with Spanish. Mastering Spanish and speak Spanish is mandatory, according to the Spanish Constitution. But the regionalist policy of the authorities of Spain leads to the people of the autonomies prefers to speak in their Valencian, Galician, and Andalusian, Aragonese and other languages and dialects.