Conclusions

Formation of a plurilingual individual is the result of organized purposeful learning in which the student’s linguistic consciousness adapts to the multilingual environment. A plurilingual person has the ability to integrate into the global multilingual environment, i.e. they are able to adapt to different social and cultural conditions.

We believe that mastering the PPC is not consistent learning of different languages, but learning to identify similar and specific features in languages, which requires creating new teaching methods.

The languages which comprise the plurilingual repertoire of an IBA student are affected both positively and negatively by dominant languages (Russian and English). Thus, further research into the field of plurilingual education can be focused on creating new methods in PPC formation to overcome negative influences of MT1, MT2 and FL1 and FL2.

References