

Подобное развитие событий тревожит и рядовых британцев. Проведенный осенью прошлого года опрос общественного мнения компанией YouGov показал, что 46 % опрошенных полагают, что в июне 2016 года следовало голосовать по-иному.

Во второй половине текущего года Т. Мэй и ее правительство ожидают серьезные политические потрясения, поскольку британские парламентарии, в том числе от консервативной партии, не согласятся с политически и экономически опасным вариантом «жесткого Брексита», на котором настаивает антиевропейски настроенная группа политиков в руководстве страны.

События могут развиваться по двум сценариям. П е р в ы й вариант – это сокрушительное поражение правительства в ходе голосования в парламенте по вопросу реализации «жесткого Брексита», следствием которого станут политический кризис в стране и созыв досрочных парламентских выборов. В т о р о й вариант подразумевает отказ правительства от жесткого Брексита и заключение соглашения с ЕС о переходном периоде, который будет продолжаться достаточно долго, что позволит британцам пользоваться преимуществами единого европейского рынка.

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POST-BREXIT LANGUAGE EDUCATION IN GREAT BRITAIN

The UK demonstrates the paradox of multilingualism and monolingualism as a great variety of ethnic minority languages (Bengali, Panjabi, Urdu, Polish) are spoken but many English speakers show little competence in other languages. The British National Curriculum was published in 2014, but the four nations of the UK have taken different approaches towards language education appropriate to their linguistic circumstances.

In England compulsory age for foreign language learning is between 7 and 14, and language study is currently not required for either GCSE or A-level.

Scotland has been implementing an ambitious ‘1 + 2’ language education policy, with the aim of introducing every child to two new languages in addition to English by the end of primary school. It is intended that by 2020 every child will be entitled to learn a first additional language from the beginning of primary school (4/5) and a second one at age 8/9. The Scottish Government also has specific policies for the support of Gaelic.

In 2016 the Welsh government introduced its Global Futures strategy with the ambitious aim of making Wales ‘bilingual plus one’ and introducing foreign language teaching in primary schools as part of a new broad curriculum area encompassing both Welsh and English.

In Northern Ireland as in Wales, pupils are currently only required to learn a foreign language between the ages of 11 and 14.

Efforts to bring language teaching into primary schools have produced some good results and there is a growing realisation that an earlier start to language

learning, with clusters of local schools working together, could have far-reaching social, economic and educational benefits. Despite these positive policy developments, entry numbers for language examinations are still dropping in all four countries. Languages are virtually absent from vocational courses, and opportunities to study them beyond GCSE level are in decline.

Despite the reduction in the number of those becoming multilingual through formal education, multilingualism is very strongly present in UK schools. Department for Education statistics show that nearly one in five primary school pupils have a first language other than English. The range of languages spoken by these heritage and minority language speakers is much broader than those traditionally taught, and could represent a significant skill-set for the UK.

Schools in the UK are permitted to teach any language, but they are constrained, among other factors, by the availability of qualifications and of teachers. Although GCSE and A-level qualifications exist in 19 foreign languages, teacher training courses focus almost exclusively on French, Spanish and German. In Scotland, qualifications are also available in Gaelic, Italian, Mandarin, Cantonese and Urdu. Head teachers say their main concern is a plentiful supply of high quality teachers and with very few teacher training routes available for the lesser-taught languages, introducing a new language is a considerable risk. These factors explain why it has been difficult for languages such as Mandarin Chinese, Japanese or Arabic to gain a foothold in the system.

With the UK now poised to leave the EU, it's time to re-examine which languages Britain needs most. All languages are, of course, equally valuable from a linguistic point of view, and the knowledge of any language in addition to the mother tongue expands both cultural understanding and communicative resources. However, those intending to invest time and resources in language learning – whether politicians, taxpayers, parents or learners – seek guidance on where that effort might most effectively be focused. Departure from the EU will mean a greater emphasis on bilateral international relations – this may reduce the extent to which the British can rely on English as a lingua franca, as in a bilateral relationship the languages of both countries need to be tools for communication and diplomacy.

Brexit therefore raises some important questions: will there be more or less need for the languages most commonly taught in UK schools – French, Spanish and German? Will there be demand for a wider range of world languages?

Government figures show that the UK economy loses about £50bn a year in failed contracts because of a lack of language skills in the workforce. The British Chambers of Commerce has called for language teaching to be made compulsory between ages 7 and 16 to help entrepreneurs become more globally-minded and remove barriers to exporting.

Overall language deficit appears to be growing. In addition, the UK's language industry – international translation, interpreting, web localisation and other language services – is highly dependent on native speaker linguists from other EU countries whose expertise may be more difficult to access after Brexit.

Native English speakers cannot simply rely on the rest of the world's desire to learn their language. After Brexit, trade agreements with China, Russia and other developing markets will lead to missed deals for the UK if negotiations are only conducted in English.

There are a lot of factors that determine foreign language policies in the UK: the economic factors (current UK exports, emerging high growth markets, future trade priorities, the language needs of UK business), non-market factors (tourism, diplomatic and security priorities, the public's language interest, international educational engagement) and some balancing factors (level of English proficiency in other countries, languages on the internet).

The report "Languages for the future", which was commissioned in 2017 by the British Council, took all these factors into account and made up a ranking where Spanish is marked as the most important language, followed by Mandarin, French, Arabic and German. Some way behind come Italian and Dutch, followed by Portuguese, Japanese and Russian. The report states that other languages may well grow in importance in future, such as Polish, Malay, Turkish, Hindi and some Indian languages. The position of Polish is due to the large number of Polish speakers in the UK, which results in a high level of travel and interchange, and the potential for the development of UK trade with Poland.

The UK's departure from the EU is unlikely to entail a reduced need for European languages, while the ambition to forge new trading alliances around the world will require a wide range of languages alongside those which form the basis of the UK's existing language capacity. The vulnerability of language provision in many schools and universities, and the lack of vocational pathways, could further erode the UK's already weak language capability just at a time when it needs to expand. The responsibility for addressing this need lies not only with the four UK education departments, but with individuals, business and employers.

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СОВРЕМЕННАЯ ИММИГРАЦИОННАЯ ПОЛИТИКА ВЕЛИКОБРИТАНИИ: МУЛЬТИКУЛЬТУРАЛИЗМ ИЛИ АССИМИЛЯЦИЯ?

Политика многих стран по вопросам иммиграции разнообразна и многоаспектна. Каждая страна имеет свои особенности при проведении такой политики. Любое государство, принимающее иммигрантов, прибегает либо к стратегии ассимиляции, либо к мультикультурализму по отношению к прибывающим на ее территорию. В современной Великобритании политика мультикультурализма реализуется на официальном, государственном уровне. В основе такой политики лежит совместное проживание и взаимодействия индивидов, групп, сообществ различной культурной и религиозной ориентации с помощью механизмов совмещения разных ценностей, представлений, традиций, образов жизни в рамках «гражданской» нации.