

New approaches to foreign language teaching for adults

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Summary. The below presented article touches upon the peculiarities of foreign language teaching for adults. Leading European educational institutions are focused on the adjustment of teaching methodology to the demands of an adult student, demanding new skills for a successful professional activity. There's a tendency for renewal of a study content and change of study prerogatives. The already formed professional applying for foreign language skills has a complex motivation system which differs from that of a child or a teenager. Thus, under these conditions, teacher takes over the function of an andragogue – term widely used in modern adult pedagogy, describing a teacher-supervisor having good psychological competence, emotional intellect and modern technologies awareness to enlist a student into the world of new professional challenges. We've pointed out the main approaches to foreign language study process of adults which should be implemented at classes.

Keywords: *adult education, lifelong study, andragogue, humanitarian approach, motivation, individual centered activity, foreign language competence, media pedagogy.*

Introduction. Conditions of cultural and economic environment in general and the state in particular require from specialists to generate new competencies and encourage them to enter the so-called process of “continuing education” as a guarantee of access to informational society. In the context of community globalization more attention is paid to the skills formative methodology that will ensure comfortable and effective functioning of the individual in modern world. Foreign language competence is considered to be one the primary skills a professional must have to successfully conduct business activity.

Field research. Analysis of the literature reveals that the newest methods of foreign language competence shaping have been under study of such scholars as N.I. Bilan, A.V. Vaschylo, N.O. Divinska, N.M. Prevoznyuk etc. [1; 2; 3; 4]. Scientists emphasize that today specialist has no right and cannot stop one's professional development, as modern society requires a transition from a passive, conventional knowledge to practical skills that would enable you to find solutions to any professional and life situations, regardless of local or global labor market [5]. Foreign language competence is considered to be one of the types of social protection of the individual, it allows you to quickly respond to changes in economic, political and cultural life of humanity, to find relevant information from the first source, cultivate critical thinking, which is based on information processed from different literature and lets you be independent from the repeated or unreliable data.

Aim of the article is to underline the main approaches to foreign language teaching for adults as postgraduate, traineeship, job retraining are highly requested in the context of society rapid change.

In general, there are two fundamental approaches to adult education practice: pedagogical and andragogical. The first one is classical and is marked by such characteristics as: authoritative teacher, program centered activities, absence of flexibility, group oriented organization. The second one makes student a central part of study process, is marked by high level of flexibility according to student's demands, is individual oriented, teacher takes a role of an advisor, implements psychological methods into teaching activity. While working with adults we consider andragogical approach as the most effective method of teacher-student interaction and all further

presented material would be explained from this educational approach.

Personal development of an adult is marked by identity (uniqueness) self-evaluation, own way of life, social and spiritual integration of person, family responsibility. The more mature person is the more complex is a model of its psychological motivation. Under these conditions changes the role of a teacher, from pedagogue to friend, adviser, whose task is not only to submit new material, but also to correct educational methods thus form a new social and cultural experience of a student.

The essential feature of modern expert on labor market is personal mobility that allows to obtain new experiences both within the country and abroad. Foreign language competence guarantees introduction of a person into the quickly changeable world. For citizens of western European countries change of residence for professional training becomes psychologically simple as many of them have no foreign language barrier, while many qualified Ukrainian professionals having lack of foreign language skill search for training to gain the needed option. There should be created educational programs which would correspond to special motivation of such students.

Adult pedagogy should understand that it has under supervision people who require complex knowledge of the learned subject, and when teaching foreign language for adults, it should pay much attention to the formation of individual mobility/flexibility (willingness to learn, interact, cross-cultural awareness, wish to interchange the ideas and tolerate the outlook different from yours etc.). Educational foreign language programs need to correspond to international adult education standards.

Within the frames of lifelong education, pedagogue transforms into andragogue who is individual oriented rather than curriculum centered. Adults receive new challenges and new struggles. A constant social development presupposes that specialist needs to be at short hands with many IT implementations, ways of social interact and professional upgrade – these all need foreign language skill: once you decide to find the genuine information on needed fact/company/person/tool/technology you must consult informational sources printed in foreign language; if you want to set cross-cultural interchange in your company you would have to speak target language yourself and make your employees learn it too. These

factors are motivation which has a special character and differs from that of a pupil at school.

During the work with an adult teacher must use the following andragogical approaches to study process: humanistic approach assures mastering of not only lexis and grammar but also forms foreign language competence, phenomenon which informs about cultural differences, etiquette and behavior peculiarities, business culture; individual approach – taking into account peculiarities of adult person physical possibilities (age, memory, eyesight etc.); psychological approach – knowledge of mindset characteristics of an adult person, necessity for making up a completely different type of teacher-student dialogue in comparison to that used by secondary school; motivational approach – ability of andragogue to create a system of personal priorities for a student, a skill to explain to an already formed personality why is it so important to self-develop; modern society approach – get an adult student in touch with new realities of world, requirements for specialist; individual work approach – learn student to develop skills separately from a teacher, be enthusiastic about search of the necessary information.

The principle of humanistic approach takes an important part in the methodological system of foreign language study. This aspect is highly promoted by international foreign language certificates which evaluate individual cross-cultural awareness rather than simply knowledge of grammar or lexis. This tendency could be observed in “Express your point of view” and “For and Against” tasks, “What would you do if...” and “How would you express your dissatisfaction” exercises, etc. So, while teaching the adults, pedagogues should be modern-society-demands-oriented to make their students feel comfortable under world globalization processes.

Another important idea of adult education is individual approach to every student. Those who teach adults should be ready to consider their physical peculiarities which differ a little from those of teenagers. Emotional intellect is something an andragogue should demonstrate all the time, stressing on the readiness to search for compromises in organizing the classes, in dialogue creation, methodology variation.

Psychological atmosphere in adult class is something that is hardly built. It has been proved that a human personality is completely formed by the age 31. For an adult student it is quite hard to adjust to the emotional climate in group, tolerate points of view which differ from their own, take positively the behavior which he / she considers inappropriate. For andragogue there are many professional challenges at such classes, as one must demonstrate not only professional competence but also emotional. Before starting to work with adults we'd steadily recommend to consult the literature explaining behavior peculiarities of every age and try to organize the class according to this information obtained.

Motivational approach turns out to be the most important in the system of adult education. The keys to encouraging to study are completely different from those

used for children. One cannot expect to motivate an adult by putting an excellent mark, drawing flower or sun after the exercise done. Andragogue should have a profession perspectives list which will be stressed at every class: possibility to be promoted, get higher salary, foresees practice, personal development, understanding of modern world struggles and ensuring one's comfortable functioning in it.

It should be stressed that many pedagogues teaching adults apply the same methods as they use for secondary school pupils, giving a detailed knowledge of grammar, syntax, lexis still omitting communicative level which is crucial for a professional wishing to know the language for specific purposes. While holding the foreign language courses for pedagogic staff at university, we could observe the raise of an interest among “students” when organized classes directly oriented at their lecture activity, for example: after a half a year of study participants were proposed to hold their imaginative lecture in English, presenting the material in front of the group, overcoming language barrier in situation which was close to professional goal of their language learning.

The last but not the least is modern technologies approach. Sometimes it's quite strange to hear that a person living in XXI c. doesn't know how to use modern technologies for study, but the situation is common for developing countries where many people couldn't afford buying communicational appliances and then, in a very short time they were demanded to use them in everyday professional life. Explaining the principles of media pedagogy for adult student is a must-do for a teacher, as many adults need profound recommendations on where to browse for new language tests, which on-line dictionaries consult, which pronunciation training sites are good, what newspaper to read etc. Supervising at this stage is very important, as we've observed the opposite effects of modern technologies overwhelming. Many students when getting access to media learning grasp everything they can and start learning chaotically which leads to confusion in the already formed skills data and we have the negative effect of the information overflow.

Media study competence assures the possibility to work separately from a teacher or group, but still there must be a supervisor who would show you the way how to develop correctly in the flow of abusive information.

Conclusions. Taking into consideration the above mentioned, we'd like to point out the main functions of adult education: adapting – to put a student into the picture of new requirements of professional environment; motivational – to encourage personal development and the idea of continuous self-improvement with the aim of a comfortable stay in modern society, facilitating entry into new experience; functional – learning to operate informative base and use it in professional activity; organizational – ability to organize/systematize and use the acquired knowledge to achieve goals; communicative – a skill to exchange professional experience with foreign colleagues and partners.

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Новые подходы к обучению иностранному языку взрослых

И. М. Фельцан

Аннотация. Представленная статья освещает проблематику формирования иноязычной компетентности у взрослых. Передовые европейские образовательные учреждения фокусируют внимание на том, чтобы программы иностранного языка соответствовали профессиональным целям взрослого студента, его физическим и психологическим характеристикам. Меняются акценты обучения, мотивация, что заставляет быть не просто учителем, а андрагогом – преподавателем, который центром образовательного процесса делает индивидуума и его потребности. Андрагог должен демонстрировать высокий уровень психологической компетентности, эмоционального интеллекта, знания современных технологий и медиа педагогики, в частности, для того, чтобы включить взрослого студента в реалии движущие развитием мирового сообщества. Мы выделили главные подходы к формированию иноязычной компетентности взрослых, которые можно использовать во время уроков иностранного языка.