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THEORETICAL FOUNDATIONS OF FOREIGN LANGUAGE TEACHING FOR PROFESSIONAL DIRECTION FOR ADULT

The theoretical basis of the study problems of teaching foreign languages for professional orientation to adults in the system of diploma and post-diploma training is the ideas and provisions of continuous education concept, which is based on the statement about the need to learn during life in the modern technological and computerized world. This is due to the fact that modern life demands competitiveness, mobility, ability to change, including in professional activities. The uneven training of personnel, the reskilling of personnel of one profile (for example, lawyers, economists, etc.) to the detriment of others, actualizes the problem of teaching adult foreign languages of professional direction in the postgraduate education system, within which a person can acquire a new profession on the basis of a previously acquired specialty.

The model of development of continuous education in Europe was created over several decades, starting from the 1960s of the 20th century. The purpose and tasks, the main principles and criteria of the European educational policy were justified. Basic concepts were specified. Among many theories there are some main ones that study the nature of education throughout life. One of them is the theory of human capital. According to it, people seek to increase their material well-being and act rationally. The theory of rationality declares human life as a continuous process of education and self-education. Social theory is focused on the description of the directions of development of education throughout life: the fight against social inequality, changes in status or place of work, searches for personal identity [1, p. 35].

In the English-language discourse, the following are used to denote the term "continuous education": Lifelong education, Continuing (continuous) education. This synonymous series can also be supplemented by semantically close terms permanent education, recurrent education, which in certain contexts are often used as absolute synonyms of the above terms. A. Gugelev distinguishes the following approaches to defining the concept of "lifelong education": non-primary education throughout life; continuing education as adult education, continuing education as continuing professional education. These approaches, despite the external similarity, pose different tasks to the education system. Depending on the interpretation of continuous education, it will have its own specificity in the national context, therefore, within the framework of a common understanding, it is necessary to take into account the national features of its functioning and development [1, c. 31].

The concept of lifelong education, according to O. Zaitseva [3, p. 106], is based on the principles of life-long learning, learning breadth in life, and self-motivation for education. Lifelong learning is considered as learning, the duration of which is equal to the duration of a person's life. Learning breadth in life involves learning various aspects of a person's life, improving not only his professional skills, but also other, no less important, necessary or simply interesting types of activities. Self-motivation to study means that a person consciously seeks to increase the level of knowledge, which will affect both his general intellectual level and the possibility of obtaining a competitive position in the labor market.

The main difference of continuing education of the adults is related to the fact that adults, as a rule, already have experience as an educational activities, as well as practical work skills. Their requests are more specific and pragmatic when it comes to vocational education programs. In addition, unlike the education of children and youth, the education of the adult masses has special requirements for the organization of education. Very often it has a strict time limit, since it occurs either simultaneously with labor activity, or the separation from it is short-lived.

The analysis of documents and memoranda of leading international organizations, in which the concept of lifelong learning was reflected, allowed L. Ayzikova to highlight the positions characterizing the concept:

– the concept of "lifelong learning" includes learning that goes through the entire life cycle from early childhood to old age. It includes formal education (primary, general, secondary education, secondary professional education, higher education, education after graduation from a higher educational institution), informal education (nonformal) (planned educational activities of a general cultural and professional orientation outside of formal educational institutions) and informal/social/

domestic/spontaneous (informal) form of learning (individual cognitive activity that accompanies everyday life, realized due to the individual's own activity in the surrounding cultural and educational environment);

- educational systems can no longer emphasize the skills of performing certain tasks, but should focus on developing students' decision-making and problem-solving skills, as well as teaching them to learn independently and together with others;

- training people requires a new education system. Learning based on the memorization of a large amount of information, in which the teacher is the central figure, and the entire learning process is carried out in strict accordance with strict official directives, must give way to a new type of learning, oriented to the individual needs of each student;

- the basis of lifelong learning is the basic competencies that all students must acquire in order to fully realize their personal and social needs;

- a significant transformation is required by the system of training teachers, who themselves need to master new skills, to become lifelong learners in order to learn new knowledge, pedagogical ideas and technologies;

- national lifelong learning systems should be comparable on the basis of common universally recognized standards [1, p. 63].

Key elements of a lifelong learning strategy include:

- high quality of education, which provides an opportunity to acquire strong skills (including social ones) and skills;

- education that takes into account the needs of labor markets and develops the necessary skills and abilities of all persons who seek to gain additional knowledge and develop a professional career;

- professional education that forms skills that meet the needs of the labor market and the requirements of modern innovative technologies, and also opens the way to the acquisition of competencies that form competence in various fields;

- professional training, which is appropriately supported by the state or employers and meets the needs of the family, as well as provides real opportunities for professional development and professional retraining throughout the entire working life of a person [3, p. 16].

The concept of continuous education, implemented in practice, enables an adult to acquire various blocks of competences necessary at each stage, and information and theoretical knowledge become strategic resources of the country and, together with the level of education development, in many cases determine its sovereignty and national security. In order to solve the educational tasks set before society, it is necessary to provide opportunities that enable a person to:

- to learn to know, i.e. to provide an adult with the necessary tools to understand what is happening in the world;
- to learn to work in order to make the necessary changes in the environment;
- to learn how to live in a modern way, to participate in all types of human activity and to cooperate with people, in particular with the use of foreign languages [2, p. 99].

As our own experience shows, information and communication technologies, in particular the Internet, play an important role in the process of learning foreign languages for adults. The Internet in the process of learning foreign languages is used in the following situations:

- searching for information when preparing for classes, which speeds up the process, saves time and allows you to cover a large number of sources, for example, the use of electronic libraries;
- synchronous or asynchronous communication, including with native speakers, thanks to communication on thematic forums and chats, which provides for the widest possible use of authentic information in the process of learning foreign languages, promotes sustained cognitive interest and the formation of socio-cultural and communicative competences;
- distance learning, which has become a common form of acquiring knowledge and gives the opportunity to become certified specialists of the international level;
- real-time testing available on language school websites and educational portals.

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