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## **PHILOLOGICAL SCIENCES**

(Methodics of language and literature teaching)

### **TRAINING FOREIGN LANGUAGE: ANDRAGOGIC APPROACH**

The paradigm of modern education involves updating educational activities, implementation of new principles, new aspects and guidelines. Orientation on lifelong learning principles starts from young students and considers the further categories of those involved in education, who are adults. Up-to-date requirements for the quality of training include, in particular, knowledge of a foreign language.

English, which serves as a medium for international communication, including professional, scientific, etc., is one of the aspects of education, e.g. in medical university. Especially for adults who are professionals or are being trained to become professionals in various fields of medicine, foreign language training is a component which is necessary to expand the range of individual, social, professional and career opportunities. These skills for adults have becoming important for establishing and developing interpersonal, intercultural contacts and gain new knowledge and experience.

The objective of the work is to elucidate peculiarities of teaching English in the medical university for different groups of learners considering andragogic approach [1; 4; 5].

Thus, it is important to involve the andragogic aspect to the teaching English professionals, such as medical students, postgraduate medical students, those taking a Master degree training, etc. Now the courses of English involve not as it used to be traditionally first-year and second-year students, but also third- and senior-year students who study English as an elective course. The value of English as a foreign

language is supported currently by the state exam for the third year students which includes English-medium subtest.

It also emphasizes the need for the trainers to consider both definite andragogic features and professional integration of the university subjects aiming to succeed in adjusting the syllabuses and material for the specificity of adult learners in professional field. So, some concepts connected with pedagogy and andragogy should be clarified.

Generally, the term '*pedagogy*' is applied to mean the art of teaching. Merriam Webster dictionary says that the word '*pedagogy*' means simply '*teaching*'. We know that the word *pedagogy* originates from Greek word '*paidagogos*' ('*paidos*' – *child* and '*agogos*' – *leader*). The word '*pedagogue*' is defined as "*the art, science, or profession of teaching especially: education*". Pedagogical training is "*what everyone majoring in education receives*"[3].

It is interesting to assess the further explanation of the origin of the term in Merriam Webster which includes the following: "*Since in Greek 'agogos' means a 'leader', 'paidagogos' were a celebrity who led boys to school and back, but also taught them manners and tutored them after school*"[3].

Now it is obvious that the word '*andragogy*' is much newer than '*pedagogy*', because at first, the art of teaching was understood as referring for education of children.

If we study the definition of '*andragogy*', we could find the following definition: "*the art or science of teaching adults*"[3].

For the first time, the term was used by the German education historian, high school teacher Alexander Kapp in 1833 to refer to science that studies the problems of adult education. Theoretically, this field was outlined as an independent science in the 70-80s of the previous century by American scholar M. Knowles ("*Andragogy, not pedagogy*").

The foundations for this field of science were followed by English scientist P. Jarvis, American R. Smith, Nottingham University young scientists et al.

The basics of the andragogic model of learning were formulated by Malcolm Sheppard Knowles in 1970-s in his work on Andragogy. So, the development of this field of pedagogical science is also connected with the names of such scientists as A. Knox, J. M. Peters, V. C. X. Wang et al. [4; 5].

Characterizing the similarities and differences between the children and adults in teaching approaches, needs, objectives, a famous linguist and philosopher A. Maslow mentioned that adults and children also deserve the attention of the deduced by A. Maslow pattern: the period of adulthood is characterized by the growth of age differences in the differences of individual.

The authors (V. Onopriyenko) state that andragogy is a part of pedagogy that studies the stimulation and direction of adult education processes [1, p. 29].

The researchers define the difference of the education of adults from the education of children and adolescents [2; 4; 5]. They found that these ways are based on different past experiences and on different levels of reactions. As for the past experience in adults, it is assessed as much greater than in children and teenagers. The study of mental reactions showed that adults remember the material somehow worse, or to be exact, in a different way. Mental response to a new material is characterized by situational thinking by analogy, established stereotypes and attitudes, and behavior. M. Knowles mentioned that an adult is a mentally mature person (as far as he or she is responsible for his / her own life) that performs a certain social function in society [1].

Andragogy has its practical educational function, so these peculiarities should be used in teaching foreign language at the university.

Adult education today plays an important role in the development of society and the individual. Among the functions of andragogy I.A. Ziazun, V. V. Oliinyk, V. Onopriienko, N.G. Protasova, and other Ukrainian researchers say that the main task of andragogy is the formation of topical competencies in adults applied for a rather limited period of time (which is very important for this category of people) [1, p.29].

The role for pedagogues who work with adult learners is to identify ways of aid which can be given to the students in order to maximize their learning opportunities.

Nowadays, adult education is becoming increasingly important in the European and world space as an important component of lifelong learning. The importance of the socio-cultural component in the training of the adult learners is determined by the fact that education becomes a determining factor in both professional and personal development of such students. Andragogic model of education has been described in some works of the experts in pedagogy and andragogy, and this model is an important methodological base to build a system of lifelong education at all stages of its development, using andragogic principles of learning. These principles are guidelines of educational activities for the mentioned cohorts of learners aimed at meeting the social and individual educational needs of adults.

The specificity of andragogy is that this aspect of training can play a role of a differentiated approach to adult learning, a particular educational motivation. Under these conditions, the learner determines which forms, methods, techniques, learning technologies for him are the most optimal.

Thus, for example, for the adults in medical university the purpose is to develop opportunities to obtain new professional information using English language, to expand the use of the data of meta-analyzes of high-quality randomized clinical trials, systematic reviews of cohort studies, annotations, bibliographic and other electronic databases, Internet resources and even more, a wide range of practical resources to use.

All of the teaching activities are designed to involve the topics which are interesting from the professional point of view for the adult learners. It is crucial that these types of activities are relevant to their age and educational purpose, motivating and enjoyable, and developing their English language and skills as well. In the adult classroom a lot of relevant activities could be used.

As we consider the learners as the adults, it should be taken into consideration the specific various aspects of the language acquisition process for this category. We mean that for different categories of adult students (undergraduates, postgraduates, trainers, etc.) different features in organization and technological communication are needed. Firstly, each category should be examined before the course starts as for the

needs of the course, the level of English proficiency and target situations for the further use of English. It has to become the basic guideline for the teachers to create the program for this category. The types of the foreign language future professional communication which will be necessary, the proportion of the productive and reproductive component are considered.

As it was mentioned above, some teaching principles and practices for working with adult English language learners, cognitive and emotional features specific for the age group are to be defined. The available works on the subject propose to consider the following features of cognition (recognition, decoding, verification, processing, analysis, formalization) and communicative-emotional features (related to sharing between the subjects of the interaction of ideas, ideas, interests, goals, motives, needs, feelings, directions, etc.) [4].

It is important to keep the professional orientation of the course of English, because teaching English for the adults is aimed at specific needs to be met; it refers to specific disciplines, professions and types of activities.

Professional English is a purposeful discipline as students do not learn English just as a general education discipline, but because they have to use it in their future professional activity. Students learn the language, to communicate on professional topics and to perform specific service functions implementation in the curricula of the principle 'Content and language integrated learning' (CLIL), which defines the integrated teaching of the profile subject and foreign language, paying attention to both the development of professional knowledge and levels of language proficiency.

One of the central aspect in the adult classroom is teaching professional reading. The created methodology of reading in English for specific purposes (ESP), as a rule, involves the following steps: pre-text input of language material to form a topical terminological minimum; independent reading of authentic text; training classroom reading of the text accompanying by the series of the text exercises to understand the content of the text; work on the functional and compositional structure of the text for the purpose annotating.

The basic types in training future doctors are scanning and skim reading. The selection criteria must consider the above mentioned features which are the key ones for the given category of learners. It is based on the aim to master the skills of reading literature in the specialty. This objective suggests a set of exercises for working with authentic scientific texts on a specialty, aimed at formation reading skills (pre-text exercises), as well as the formation of reading skills (post-text exercises). Similar tasks contribute to organization and management independent work of students, as well as the development of their skills in this kind of speech activity.

As a rule, pre-text exercises include exercises for correlation terms and definitions, and identifying true and false statements. One of the common training task is to read the text quickly (scan) to find specific acronyms, terms, or eponyms, names of devices, so on. Post-text exercises can include filling in the gaps in sentences with words from the text; formation of medical terms; combining parts of sentences taken from the text, so on.

The strategy involves, first and foremost, a communicative competency approach that defines the practical goal of professional learning and integral learning foreign language, intercultural communication, developing intercultural professional foreign language communicative competence. Andragogic aspect should be obligatory considered in such courses for different categories for adult learners.

A number of peculiarities should be kept in mind while creating the program and the content of the course: integration of foreign language and professional special training, development of foreign language skills relevant to a professional level of special subject acquiring, adequate foreign language training material to use it in the system in the process of professional activity, motivation to use the general and professional competencies of a specialist and their formation within different training courses, and andragogic aspect of learning a foreign language, as well. This aspect involves the notion that the process of learning and development of skills, competencies and abilities of adults has several features. It is related to their active

attitude towards their own learning. Cognitive activity of an adult is selective, and experience influences the quality of perception and learning of educational material.

Taking into account the psychological characteristics of those who learns plays an important role for more effective and methodically correct construction of educational process in the described case. All cognitive strategies used by adult learners in the process of mastering learning information, aimed at developing communicative competence in general and its constituent components in particular.

Effective learning is based on a variety of aspects including andragogic aspect in purposeful preparation involving improvement, widening, deepening and specialization of language material used in the professional field of medicine.

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