

**EXTRA FOREIGN LANGUAGE TRAINING FOR UNIVERSITY
STAFF**

Articulation of issue. In the modern world, knowledge of a foreign language is an important component of personal and professional life of a person. Today, there is a tendency to learn foreign languages by adults, which is due to the need for communication in the field of business, tourism, scientific and cultural relations.

Considering this, the development of theoretical foundations of andragogy, which explores adult learning activities, is becoming more and more actual. The specifics of such activity are related to the status of an adult, because it is a person who is characterized by physiological, social, moral maturity, economic independence, life experience and level of self-awareness, sufficient for self-directed behavior. Obviously, these characteristics influence the educational activity of adults, because they are capable of independently defining the purpose, choosing forms, methods and means of learning, evaluating and correcting results, and realizing their own capabilities.

There are also some specific issues in teaching learning foreign to adults. In particular, they relate to the phonation, which is difficult and unstable, and the accent remains constant. Instead, it is easier for adults to develop skills and abilities in vocabulary, phraseology and stylistics. In addition, it is worth paying attention to a number of other problems faced by adults who want to learn foreign languages. Typically, people who have clear plans for studying foreign languages, have acquired a certain cognitive style, while they are being imposed an authoritarian teaching style, often one for the entire group, a program and technology learning.

The analysis and generalization of modern psychological, pedagogical and methodological sources shows that there is a lack of information concerning

teaching foreign languages to adults, as well as pedagogical conditions for the effectiveness of this process.

Goal setting. It is necessary to highlight the specifics of teaching foreign languages to adults in the context of their specific educational activities. It should be noted that the peculiarity of adults who learn foreign languages is often high motivation, positive attitude to the foreign language, interest in it, such personal characteristic as diligence, organization, independence, purposefulness, etc., a certain stock of knowledge, skills and abilities, and as well as certain individual peculiarities in the sensory and intellectual spheres necessary for such activities. However, there are also negative factors such as the lack of time to study, the habit of certain learning technologies, the fear of being funny, etc.

The difficulties faced by every adult who begins to study a foreign language have been grouped by D. Starkova and T. Polshina. In particular, they distinguish psychological, material, territorial and socio-cultural difficulties [1].

Psychological difficulties arise when an adult does not have a natural need and, accordingly, the practice of using a foreign language in real life. Since an adult has stable mental processes, it requires a lot more effort in learning a foreign language. Foreign language learning requires memorizing more rules, vocabulary units, brain flexibility and plasticity to develop the ability to correctly use these rules for expressing oneself and understanding other people's thoughts. As a result, adults should spend much more time learning them than younger generations.

Other difficulties are related to the need for additional language courses or tutors, as the level of knowledge of a foreign language received at a school or university is often insufficient. Some difficulties arise because of remoteness of the countries being studied, their inaccessibility, and the lack of regular foreign language practice. The "alien" culture, absent in the culture of the native country, and therefore is incomprehensible.

It is obvious that the knowledge of these difficulties should be taken into account when teaching foreign languages to adults. At the same time, one should not forget the specific features of teaching this category of people.

The general principles of learning a foreign language, which should be taken into account in the process of teaching adults, have been formulated by O.Leontiev. These include communicative, cognitive, and personal principles.

Communicative principle ensures communication as a system of purposeful and motivated processes, where people interact.

The cognitive principle involves mastering the language as a "building material" of the world picture. In this case, the language is a system of values that is actualized in the image of the world or in the processes of generation and perception of speech.

The personal principle is responsible for transferring the skills and abilities received during the learning process into real communication. Its realization involves the creation of real life communicative situations, taking into account the individual strategies and styles of listeners, their interests.

In addition, a teacher should consider the psychological characteristics of the adult audience. It is worth paying attention to the following:

- an adult, unlike a child, in the mental activity goes from analysis to synthesis;
- adult inherent logical constructions, rather than mechanical memorizing;
- ideas of adults are characterized by a holistic perception of the subject, where necessary elements are allocated, and not fragmentary. For example, when teaching foreign language grammar, it is expedient to provide students with a coherent picture of a certain material and only then start work on each significant element;
- adults are purposeful and meaningful, therefore, one scenario of interconnected activities in the classroom is more desirable than a fragmentary construction from which an adult quickly become tired. At the same time,

visual, auditory analyzers, speech and writing should be used and the material is better absorbed;

- besides interest, adults demonstrate orientation reflex, and the activity acquires a personal meaning, directly related to the emotional factor.

Conclusions. Today, there is a strong need for scientists, researchers and teachers of higher education institutions to speak, read and write a foreign language, as the world of science is global. And very often it is impossible to find information in your native language only. So, organizing extra language classes for staff can be quite reasonable. Taking into account all important factors of teaching adults foreign languages, it is possible to formulate the following conclusions. Foreign language training of adults in Ukraine is massive through a number of socio-economic, political, organizational and legal factors. Satisfaction of the growing demand of mature citizens for quality educational services requires intensification of scientific research in the field of andragogy and the development of educational technologies that would take into account the potential of adult age characteristics for the effective foreign language learning.

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