

emphasized. Human factor plays a huge role in the creation of phraseological units, so most of them are connected with the person and existence of a person. The topicality of the study is due to the need to determine the place of the semantic field that is under study in the phraseological fund and the growing interest to the problems of phraseological semantics, the mechanisms of the formation, functioning and development of phrase-semantic fields. Linguistic means of expressing certain qualities of a person, including emotional phraseological units, are an important part of the national vocabulary that transmits national specificity of the people linguistic consciousness. However, a comprehensive study of phraseological units with concept DOG, describing a macrofield «MAN», their presentation in the form of a phrase-semantic field on the material of the English language was not carried out up to date.

The analysis of a macrofield «MAN» on the basis of empirical material, using the cluster analysis as a methodological tool, provides us with an expanded classification of phraseological units with a zoonym DOG, reflecting certain qualities and characteristics of a person. Phraseological units that verbalize the concept presented in the work, allow to show a specific vision of the zoonym world fragment by representatives of the English language community. The prospect of further research, is seen in the study of a text use of phraseological units with zonyms.

Keywords: concept, macrofield, zoonym, cluster analysis, phraseological unit.

УДК 37.032.046.16

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TRENDS OF DEVELOPMENT OF MODERN EDUCATION: THE BASIC PRINCIPLES OF ANDRAGOGY IN TEACHING FOREIGN LANGUAGES

У статті розглядаються теоретичні підходи та методики щодо навчання іноземних мов для дорослих, основна увага приділяється особливостям навчання дорослих; акцентується увага на підходах та методах навчання іноземних мов.

Ключові слова: освіта дорослих, теоретичні підходи, андрагогіка, ділова гра, метод проектів.

Today, the problem of adult education as part of a unified system of lifelong learning is extremely important. The role and importance of adult education is determined by the fact that it is an important factor in meeting the needs of people of different groups of the adult population of the country. That is, there is a need to increase the educational potential of an adult who has already completed basic secondary education, but wishes to upgrade knowledge because of an objective need. Adult education is a purposeful process of development and education of the

individual through the implementation of educational programs and services, the implementation of educational and informational activities within and outside the general secondary, vocational, higher and postgraduate education [2]. The pedagogical science of andragogy studies the theory of adult teaching, as well as the psychology of adult education. It should be noted that the andragogy reveals the regularities of the organization of the process of training adults, determines the basic technological approaches and helps adult people in their activities. Adult education plays a crucial role in establishing a harmonious relationship between society and the individual; it is considered an important human right and, at the same time, a social necessity of any civilized society [4, p. 104]. The main role in the theoretical comprehension of supplementary adult education belongs to the experiential learning theories of foreign scholars whose representatives are R.Bard, E.Husserl, P.Jarvis, D. Colb, R.Manning, D.Mezirov, A.Knox, M.Knowles, D.Sean, R.Freight and others. Individual psychological peculiarities of learning foreign language adults were researched by both foreign and domestic scholars: S.G.Vershlovsky, R.M. Dronikova, Yenkokeyeva S.I., Zmeyev M.K., Kabardov A.K., Captain Will M. Revers, M.N. Reut, G.Z. Sadikova, G.I. Urazaev.

However, the study of foreign language teaching of adults is not enough, so this problem is relevant. For decades, the evening school was the only institution of education in which the principles of adult education were worked out and provided as the pedagogical science of andragogy - the theory of adult teaching, as well as the psychology of adult education. Thanks to the socio-political, economic, social transformations that have taken place in our country over the past decade, the role of adult education is paid much attention - institutes of post-graduate education, centers for in-service training and retraining are involved in this process. But the activities of adult education institutes are effective insofar as it meets the needs of adults [1, p. 3]. Not only abroad, but also in our country, experts are looking for new approaches of effective training of adults, including foreign languages. In today's conditions of development of European and global interaction and integration, knowledge of foreign languages and their teaching is defined as one of the priority directions of educational activity of the countries of the world. The fact is that English in the countries of Western Europe serves as a common means of communication. In Ukraine, English is used as the language of communication and negotiation, the language of conferences and international symposiums. The relevance of teaching English for an adult is determined by the expansion of contacts with foreign countries, when the planned pragmatic effect of speech expression is often a guarantee of the success of business cooperation in general. No doubt, the older the person, the more difficult the processes of integration into a new society are, due to the social and cultural experience of an adult and the fear of losing his identity with his native culture and society. The second language is often used to ensure the most successful social integration of the learner and therefore the new society for them. But the problems of content, forms and methods of teaching remain the most important issues at present.

The purpose of our work is to highlight a number of peculiarities of adult learning that differentiate them from schoolchildren and students and should be taken into account when organizing and conducting training.

Training is an active process, which primarily involves the activity of its subjects. The nature of activity of each of the subjects is determined by its aim as a participant in the educational process. The purpose of the teacher is to teach, the purpose of the student is to learn. The teacher must provide the opportunity to learn a foreign language during the learning process, and the student must make efforts to master the speech. The teacher organizes the student's educational activity, the student implements it [3]. But, if the dominant kind of activity for the student is education, then the adult's attitude towards education is pragmatic. "She is interested primarily in the practical result of learning, which involves the ability to apply new knowledge and skills, get a new profession, improve their social or professional status, etc." [1, p. 4]. According to scientists, there are a number of features that distinguish adults from young people (childhood, youth) and which should be taken into account when organizing and conducting learning, namely: - experience and numerous professional duties; - recognizes itself as an independent, self-governing person; - at the heart of his willingness to study lies the desire to solve his important problems and achieve specific goals through learning; - desire to realize the acquired knowledge, skills, skills and qualities; - meaningful approach to language categories; - evaluate and correlate the knowledge gained with their practical needs, that is, their educational and cognitive activities are internally motivated, active and purposeful; - focused on communication and as a passive listener feels dissatisfaction; - are most successfully engaged individually, and children are more active in groups; - studying without interruption from production; - it is more difficult to keep in memory and to restore the knowledge acquired during the learning process. Taking into account the main features of adult teaching, we believe that the defining principles for constructing adult teaching can be the following: - teaching should begin with intensifying past experience in a new situation; - it is necessary during the whole training to actualize the problem of the correlation of professionally significant qualities of a particular specialty; - maximum intensity of the educational process; - increase of the volume of the material, which is introduced and practiced in classes. The main starting point for the development of adult learning activities in the study of foreign languages is the development of communicative skills that allow communication in real-world situations. Scientists have identified some components that, in their view, are necessary for the successful mastery of a foreign language: the motivation to use language as a means of communication, the ability of a person to master foreign language speech activity and the organization of the learning process with access to the language and culture of another people. Motivation is based on the natural need for communication in a foreign language, the ability to actually use foreign language experience in real life, which allows you to achieve significant results in teaching foreign languages for adults. Psychologists argue that raise of the intellectual potential of adults depends primarily on how they relate to their own abilities; one

must realize what the brain is capable of; and belief in the ability to achieve the desired result. According to S.G.Vershlovskyy, the priority in the field of training should be forms and means that will enable each adult to master the methods of independent search in various fields of science and culture, theory and practice. Forms and methods of adult education should bring the process of learning to the real behavior of a person closer to him, where he makes decisions and emotionally experiences the result [3]. After analyzing foreign and domestic experience in the development and use of adult teaching methods, we have identified those teaching methods that, in our opinion, contribute to a better learning of information, increase the motivation of learning activities and develop the professional competence of those who study. Methods for adult education are based on: 1) independent study of the information; 2) execution of creative tasks; 3) the ability to independently find several solutions; 4) participation in situations of self-examination, analysis of own cognitive and practical actions. These requirements correspond to the following methods of teaching FL: audio-lingual method (the focus is on structures); audio-visual method (new material is perceived for a long time only by hearing, and its value is revealed through visual non-verbal visualization); a suggestive method (the linguistic material is absorbed in the atmosphere of the game, reincarnation, using language and movements, which helps to shift the attention of those who learn from the form to the process of communication); communicative method (learning communication in the process of communication itself); group method (a combination of cognitive and emotional learning processes). In addition, the heterogeneity of adult learning groups by age, intellectual level, level of education and work experience, emotional and psychological state, which also influences on the choice of teaching methods, must be taken into account. Today, such methods as "business game" and "project method" are quite common. "Business game" provides imitation of a certain situation, the formation of the problem and analysis of options for its solution. "Project method" is the inclusion of learners in learning activities: from problem search to object development.

Let's focus on examples of search creative tasks as "method of projects" to form the skills to self-express utterances:

1. You are starting a new travel agency. You intend to specialize in one holiday centre or one type of holiday. A local radio station has agreed to let your agency advertise itself. Decide on the centre or type of holiday you are focusing on. Select appropriate photographs and descriptions from the brochures available and add text of your own. Prepare and make a 2-3 minute recording on the topic. Consider the final display (brochure, poster, "flyers"? etc.) and how you will present it to the rest of the class.

2. You are launching a new magazine aimed at one particular market. A local radio station has agreed to let you advertise yourself. Decide on the market you are aiming at. Select appropriate pictures and text from the magazines available and add text of your own. Prepare and make a 2-3 minute recording of the topic. Here we can see a few examples of business games: 1. Imagine that you are the manager of a catalogue company that sells office furniture. After you hear

the message, you are sure to a) show that you recognize the caller's problem; b) propose a way of dealing with the problem. 2. Imagine that you meet a colleague who has recently received a promotion. Greet your colleague and be sure to a) mention the recent promotion; b) express your positive reaction to the promotion; c) extend appropriate wishes to the colleague. 3. Imagine that you work for the personnel department of a company or hospital that is revising its training manual for new employees. You will hear a conversation between two of your colleagues about the revision of the training manual for new employees. After the conversation, you will have to prepare a voice-mail report for Mr. Jacobson, your supervisor at work who has asked for a progress report on the project. In your report you should talk about: a) what the situation is; b) what has been accomplished; c) what remains to be done.

The selection of adequate methods of teaching foreign languages taking into account the psychological and physiological age characteristics of adults gives at the same time the opportunity to reduce the time and increase the economic efficiency of education. It should also be noted that in order to improve the efficiency of adult education, it is necessary to take into account not only the psychological peculiarities of those who are studying, but also the conditions and environment of study. At classes it is desirable to apply non-traditional forms of their performance, which are aimed at increasing the interest of adults in learning through new forms of organization of their activities.

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Klymenova O. M. Trends of development of modern education: the basic principles of andragogy in teaching foreign languages.

The article deals with theoretical concepts of teaching foreign languages to adults, the main attention is given to the peculiarities of teaching adults; the accent is laid on the approaches and methods of language teaching.

Keywords: adult education, andragogy, business game, project method.