СУЧАСНІ ОСВІТНІ ТЕХНОЛОГІЇ

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MODERN APPROACHES AND TECHNOLOGIES OF ADAPTIVE FOREIGN LANGUAGE TEACHING FOR ADULTS IN THE CONTEXT OF LIFELONG LEARNING

Purpose. The article delves into contemporary methods and technologies for adaptive foreign language instruction designed for adults within the realm of lifelong learning.

Methods. To solve the tasks, a set of general scientific (analysis, synthesis, analogy, comparison, contrast, generalization, classification, systematization) and empirical (analysis of philosophical, psychological, pedagogical, methodological literature) methods.

Results. In the age of globalization and rapid changes in society, adult learners place high demands on their professional development, with foreign language fluency serving as a crucial component of their competitive edge. The imperative of implementing adaptive technologies and andragogical principles to enhance learning efficacy is thoroughly examined. The focus lies on key andragogical principles, including the emphasis on self-directed learning, collaborative activities, tapping into life experiences, personalized learning, systematic approach, and the relevance of learning outcomes. The article places significant emphasis on the importance of considering learners' life experiences and individual traits. Language learning journeys can encompass both positive and negative experiences, and instructors should leverage these experiences to cultivate a motivating and supportive learning environment. The significance of tailoring learning experiences to individual adult learners is emphasized due to their diverse goals and motivations that influence the learning journey. The article delves into adaptive technologies such as the communicative method, audiovisual approaches, control-corrective tools, and AEV (adapt-extend-variation) learning technologies, all of which enhance language acquisition effectively. The communicative method fosters active interaction between educators and learners, and audiovisual techniques aid in developing language perception and comprehension skills through visual and auditory avenues. These methods acknowledge individual learning styles and contribute to a flexible learning environment. Moreover, the concept of adaptive education, encompassing psychological, organizational, goal-oriented, content, technological, and monitoring and assessment aspects of the educational process, is explored.

Conclusions. Adaptive education endeavors to establish conditions that enable students to proficiently tackle educational tasks, considering their individual needs and socio-cultural context. In conclusion, the article underscores the significance of formulating and implementing adaptive educational strategies for adult learners, as these strategies account for their individual traits and requirements, paving the way for successful learning and goal achievement.

Problem statement

Ukrainian society is adopting a new set of values. Possessing knowledge, skills, and abilities is important for education, but it's not enough. Modern specialists have to deal with high demands, such as navigating complex information, communicating across cultures, and using innovative technologies effectively. As a result, foreign language proficiency becomes increasingly crucial as a means of facilitating intercultural interaction. Mastery of one or several foreign languages is one of the values of professional training and competitiveness of a specialist.

The above-mentioned factors are of special importance in the training of adults receiving second higher education. The continuous growth in the number of adults requiring education and training has prompted the emergence of a new educational concept known as Life Long Learning, which seeks to leverage society's full educational potential to foster comprehensive individual development throughout life. The most dynamic and evolving component of lifelong learning is the system of adult continuing education. The concept of "adult learners" is gaining popularity in the field of education. Andragogy and acmeology, relatively new branches of science, focus on the theory and methodology of adult learning throughout life. These branches emphasize that adult learners play a key role in organizing the learning process. They are active participants and equal contributors to the learning experience.

The psychological aspects of adult learning require special teaching methods specifically designed for adults. These methods should focus on developing the motivation, competence, important professional qualities, and significant psychophysiological traits of the adult learner. The trainer needs to identify the individual characteristics of adults that will influence the learning process. This provision is the basis of the style approach in foreign language teaching. One way to improve adult learning is to focus on personalized learning paths, teamwork skills, and problem-solving abilities.

Studying the factors that help adults develop foreign language skills is very important. Adults have different learning styles, so teaching methods need to be adapted to their needs in order to help them learn effectively. Considering how each person learns can help us understand what makes students unique and keeps them motivated, which is very important for their learning. This is because each adult learner processes and understands information based on their physical and psychological traits.

Literature review

Research on the topic confirms that the issue of introducing new educational technologies in secondary and higher education, and specifically in adult education, is highly important in the context of educational system reform in Ukraine. Research in this area is important because old teaching methods are not effective enough for the problems of modern life. New theories have emerged that require us to adjust traditional teaching principles to meet the needs of the modern information society. This also applies to adult learning.

Adaptive learning, according to The Horizon Report (2018), uses digital systems and pedagogical technologies to create personalized learning paths for individual learners, considering their weaknesses, strengths, and learning rates [14]. To some extent, adaptive learning fulfills the function of motivation in language learning. Woodrow thinks that motivation in language learning is an important factor in successful language acquisition [15]. The learner model plays an important role in the adaptive learning system. According to Nguyen, adaptation is categorized into two forms: adaptive presentation and adaptive navigation [10].

Adaptive presentation is the information displayed to the learner, while navigation is the process of planning the learning path in a dynamic environment. By creating a flexible model of the learner, adaptive learning can be done in various domains and with different content using hypermedia to meet individual needs [5,13].

The purpose of the article is to investigate and define the principles and technologies of adaptive foreign language teaching for adults in the context of lifelong learning. The article focuses on the individualization of the educational process, the application of andragogical principles and adaptive technologies promoting the effective acquisition of language skills and increasing communicative competence in adult learners.

The statement of the main material

Based on the analysis of scientific and pedagogical literature, in teaching adults a foreign language should be realized andragogical principles:

- *Principle of prioritizing independent learning.* Adult language teachers should understand that adults make their own decisions and take responsibility for their learning, unlike children. Adult learners should have the freedom to choose when and for how long they study. They should also be able to decide when to take breaks, restart their studies, and determine their language learning goals. The teacher should also motivate adult learners to do homework, find extra reading material for the course, and watch and listen to audio and video in a foreign language at home. This independent practice helps to learn a foreign language faster.

- *Principle of joint activity.* The teacher should build a relationship of equality and guidance with adult learners. The teacher serves as a mentor, guiding and assisting students in their learning and skill development, rather than relying on authority and pressure. The teacher should not impose their opinion or suppress the students' personalities. The teachers and adults should have a trusting relationship, which implies a joint discussion of preferences, needs, results, achievements and difficulties of learning.

- *Principle of relying on the learner's life experience.* Before learning a new language as adults, we already have experience with education and learning foreign languages in school, work, and higher education. And this experience can be both positive and negative. The teacher needs to take into account both the educational experience of his/her students and their life experience. A good experience when learning a new language should boost motivation and confidence in learners. If the language learning experience has been negative, it is necessary to gradually change this experience to a positive one. Teachers need to be patient and tolerant because it's harder for adult learners to change their way of thinking and accept new cultures and points of view. Supportive and inclusive environments are important for adult learners. It helps them feel comfortable and motivated to learn a language. Encouraging open-mindedness and emphasizing the value of cultural diversity can help create a positive and enriching experience for learners. A student's life experience is important in adult language classes because adults need to feel competent, recognized for their merits, and comfortable in a team. A welcoming and supportive environment should be created by the teacher to allow adults to fully develop their potential without fear of speaking, making mistakes, arguing, and discussing both among themselves and with the tutor, to improve their self-esteem.

- *Principle of individualization of learning.* Any adult learner learns a language for a specific purpose. In most cases, mastering a foreign language helps adults improve their professional positions. Many adults learn languages for work, but also because they enjoy it, for travel, and self-improvement. Identifying learning needs is the first task of an adult language teacher. Teachers can determine the goals and objectives of each learner by conducting needs assessments. These assessments take into consideration the individual motivations and aspirations of the learners. This helps the teacher make custom lesson plans and materials for adults, so the learning experience is more interesting and relevant.

-*Principle of systematic learning.* Adult language learners desire a comprehensible system that allows them to establish cause-and-effect relationships and analyze it critically. The learning system needs to align with learning goals and objectives. It should

have a timetable and be divided into stages. At the end of each stage, it is necessary to evaluate the result, for example, in the form of testing. In this way the adult can see his/her progress and get additional motivation for further training. The course of study should also cover all the basic language systems, such as grammar, vocabulary, listening, writing, speaking, socio-cultural features of the countries speaking the language, etc. Information should also be presented systematically, in the form of graphs, tables, charts, infographics.

-Principle of contextualized learning. The teacher must realize that adult learning takes place in a certain context. This context primarily applies to the learning objectives. Adults have limited time for education, so it must be designed to be efficient. Adults consider various factors such as time constraints, work commitments, family responsibilities, and financial constraints when making decisions. These constraints push people to reach their goals but can also hinder the learning process, so it's important to balance time and resources for education. This means that adult learners' unique circumstances and challenges should be considered when designing the learning environment and instructional methods.

-Principle of actualization of learning outcomes. This principle should be realized with the help of instant realization of the acquired knowledge in practical activity. As it is known, foreign languages are necessary for adults to solve specific life or work tasks. Therefore, language communication skills for this category of students are critically necessary, because the solution of a specific practical task is, in fact, the achievement of a mini-target [4]. From such mini-goals into a unified system of goals and their learning should be formed. Without language practice, the interest and motivation of adult learners drops.

-Principle of electivity. An adult should be able to influence the learning process and share their opinions, suggestions, and evaluations about teaching methods and results, taking into account their rich life experience and personality. Teachers who have authority with adults need to listen and make changes to their teaching in order to achieve the group's goals.

Development of educational needs is a fundamental principle. When preparing for classes, educators must carefully select educational material that aligns with the goals of the audience. When adults need more information, the teacher should guide them to independently search and solve the problem. The teacher needs to tell the audience that continuous learning can not only increase students' knowledge, but also improve their overall quality of life.

-Principle of mindfulness. An adult learner needs to fully comprehend the learning material. Studies have proven that most students remember information better when they understand it, rather than through repeated memorization. Misunderstanding and misunderstanding leads to demotivation and rejection of a foreign language. A teacher must explain why adults do certain tasks and the outcomes they can have.

It's important to understand how education adapts for different adult groups during the learning process. In education, adaptation means adjusting the learning environment to the adult learner's personality and involving them in creating personalized learning paths.

There is a need for adaptive strategies:

-motivational strategies that aim to achieve learning goals by restructuring the actions and thinking patterns of adult learners;

-organizational and goal-oriented, expressed in the convergence of the goals of all participants of the educational process and the system of organization of the educational process on the basis of taking into account individual characteristics and real conditions;

- simplified, allowing for the effective and purposeful selection of educational material and the development of interactive learning models;

- adaptable, utilizing technology to tailor the training program to specific learning conditions and enabling personalized management of learning and cognitive activity;

-control-evaluation, connected with the fact that adult students, even those belonging to the same social group, perceive and assimilate the same educational material in completely different ways, which predetermines their different needs in forms of control over its assimilation.

The need for multilateral adaptation has given rise to the concepts of "adaptive school" and "adaptive education". The functioning

strategy of the adaptive adult school is composed of two main components. It seeks, firstly, to adapt to the individual characteristics of learners, and secondly, to respond flexibly to socio-cultural changes and environmental challenges. As a result of this counter-movement, learners adapt to the conditions of rapidly changing life. Adaptive education is aimed at solving the problems of formation of professional and personal culture of a person, corresponding to the level of life in society, and creating conditions for productive choice and mastering of educational programs. Among the principles of adaptive education are flexibility, openness, orientation to the real needs of the subject of training, cultural appropriateness (as compliance with the cultural models accepted at the moment in society), variability.

Researchers define adaptive learning technologies as socially oriented. These technologies aim to create purposeful interactions between teachers, students, and information sources. The main feature of these interactions is a combination of adaptive and interactive activities. This personalized approach allows students to progress at their own pace and focus on areas that need improvement [2]. Adaptive learning technologies enhance student engagement and collaboration, leading to a better understanding of the subject. Adaptive technologies aim to meet the needs of both companies and individuals, providing each student with a personalized path for professional and personal growth.

Adaptive technologies in education are gaining popularity due to society's demand for innovative learning methods and the advancements in research supporting their effectiveness. These technologies address the need for high-quality training by providing tailor-made approaches to meet individual student requirements. With an evolving scientific and practical foundation, adaptive technologies offer new opportunities for enhancing the educational process. When training specialists, adaptive technologies create a real opportunity to build the mental activity of each student in accordance with their individual characteristics and given requirements, which is achieved by a clear definition of the purpose of the activity; determination of the nature and number of its stages; feedback on the performance of each stage.

The goal of adaptive technologies, according to scientists, is to achieve knowledge-activity and personal changes in students, taking into account their general mental characteristics, providing the possibility of learning the educational material, the rate of progress, attitude to learning, the nature of thought processes, the level of knowledge and skills, the work capacity of the student, the level of cognitive and practical independence. Researchers consider the subject of adaptive technologies to be both material and ideal (information) objects, interacting with which the learner reaches the state determined by the goal of adaptive technologies. To the functions of adaptive technologies scientists refer to the adaptation of social and educational environment to the personality of the learner; active inclusion of the subject of educational activity in the design and development of adaptive educational environment, the development of an individual educational route. Methodologies refer to the means of adaptive technologies as a set of methodological, informational and technical means on the basis of which adaptive technologies are designed and implemented.

Adaptive technologies play a significant role in adult education for learning a foreign language due to their unique characteristics. Adult learners are the ones who truly participate in their own learning process. They acquire knowledge about themselves and the world, and can even change their beliefs. Additionally, they learn about culture, become literate, and develop good manners. Adult education is the intentional and organized process of developing a person's spiritual, intellectual, and physical aspects.

Currently, there are many different teaching technologies for learning foreign languages. *The communicative method* is best for different learning styles, using many techniques and forms of learning. The communicative method is a teaching approach that emphasizes the interaction between the teacher and learner. It involves a structured system of teaching a foreign language, which helps solidify knowledge.

From this approach, we can replace the mandatory system of forming knowledge, skills, and abilities with a set of competences that will be developed in students through updated content and their activities. This

approach understands that adult learners have different reasons for learning and specific learning needs. It focuses on developing their ability to communicate in a foreign language. The communicative method helps learners to actively engage in the language learning process and apply their knowledge in real situations by focusing on interaction between the teacher and learner. It emphasizes the importance of practical language skills and encourages learners to use the language in meaningful and purposeful ways[8,9]. Accordingly, the goal of adult foreign language teaching is the consistent formation of communicative foreign language competence, oriented to the motivations and learning needs of adult learners.

The analysis of adaptive technologies as a method of implementation of the main ideas of the competence approach in the field of adult education has shown that most of the considered adaptive technologies can be based on the main provisions of this approach, namely: adaptation of the socio-educational environment to the personality of the learner; active inclusion of the subject of learning activity in the design, development of an adaptive educational environment, development of an individual educational route.

Another technology, which is also communicatively oriented, means learning based on the synthesis of sound and visual perceptions. The main goal of the "*audiovisual method*" (AVM) is to form a sensual basis for language acquisition [7]. Various visual aids, such as pictures, illustrations, photographs, and charts, along with audio tools like tape recorders, movies, and videos, can be used to achieve this goal. Role-playing games and different media formats, such as dia- and epifilms, are also effective means of communication. The basis for their effective use is the mechanisms of visualization: repetition and contrast. The techniques of visual teaching provide students with repetition and contrast of perceived phenomena of language and speech. The audiovisual method does not limit itself to the framework of structures, but pays great attention to their use in situations, which, in fact, achieves the communicative orientation of learning [12].

The audiovisual method completely excludes the use of the native language, especially at the initial stage of training, because in this period interference complicates the formation of skills and skills of oral communication. Modern technology greatly simplifies the use of audiovisual methods of teaching listening in foreign language classes. It is possible to watch not only specialized educational films, but also game films, which cause more interest in the student audience, thus being an additional motivation for learning a foreign language. Work with audiovisual material consists of several stages: preparatory (work with new language material, training in probabilistic forecasting, development of short-term and word-phrase memory, etc.), viewing the material directly and checking the level of understanding of the information along with consolidation of new skills. The audiovisual method is not a substitute for traditional listening. In our opinion, the use of audiovisual material along with audio-texts will diversify the process of teaching listening to speech in a foreign language and will contribute to the development of listening skills both with and without taking into account paralinguistic factors.

The next adaptive and most optimally suitable teaching technology used for working in a group with a heterogeneous style profile can be considered the *technology of individualization of learning*. This teaching technology implies an original lesson design, when in the first half of the lesson the whole group of students is taught, while in the second half there are two parallel processes: independent work of students and individual work of the teacher with students. Thus, within the framework of the class-lesson system about 60-80% of the time the teacher can allocate for individual work with students who are characterized by spending more time on solving tasks, while other students can be offered to perform some creative or practical task. The essence of these techniques is to organize the work of students in pairs of different types: static, dynamic, variation [11].

The next adaptive technology, in our opinion, can be called control-corrective technology (CCTT). This technology is a modified version of a knowledge assimilation technology that emerged in the USA in the 1960s. Technology in education aims to employ various methods, approaches, and support to help all students achieve their learning goals. This is important because

without mastering these essential criteria, students cannot progress in their education.

This technology has a unique feature: the learning process is divided into blocks that match pre-selected learning units. These units are presented in a specific order, usually following the material in the chosen textbook. The presentation of new material and its elaboration by students is traditional. However, all learning activities take place on the basis of guidelines, which are specifically formulated learning objectives. After students finish studying a unit, a test called a "diagnostic test" is given. The test results are announced to the students right after they finish. The only evaluation criterion is the benchmark of full assimilation of knowledge and skills.

Business games (ethical business games), which are a form of recreating the subject and social content of professional (public, managerial, etc.) activities, modeling systems and experience of relations characteristic of this or that kind of human practice, can also rightfully be attributed to adaptive learning technologies. Business games are different from other games because they simulate real socio-economic systems. In these games, participants take on specific roles to gain experience in resolving conflicts and making business decisions. Business games help people learn together by creating a fun and engaging environment [3].

Let's discuss the teaching technology called ARV, proposed by the American scientist B. Lou Leaver. It helps create an environment where all students, regardless of their learning styles, can succeed. This technology is used to organize the learning work of two types of students: those whose style of learning a foreign language matches the majority of the group, and those whose style is different and make up the minority [1]. This can be achieved by creating individualized learning paths and providing additional support to those students who are not keeping up with the rest of the group. Teachers must pay close attention and take action to support minority students so that they can participate and succeed in their learning. It is the interaction of the "majority" and the "minority" in order to achieve an overall successful result that is the leading task of teaching in general and of this technology in particular. In this technology, the teacher treats the majority as a unit, taking into account the profile of the majority in the choice of teaching technology when introducing new material, which distinguishes this stage from others. The minority will naturally fail to the extent and to the stage where the separated learners in the minority group do not adjust to the profile of the majority. At such stages of maladjustment, the teacher should assist these students in adapting to the majority in every possible way.

Conclusion and further research prospects

Adult education is driven by personal choice and can be regulated, directed, and ended at the individual's will. When adults talk about educational activities, they usually have multiple goals and motives. However, there is usually one main goal and motive that stands out. The main goal is the driving force behind a person's commitment to education, whether to advance their career, acquire new skills, or pursue a personal passion.

In conclusion, adult learners have many reserves in their intelligence and personality that enable effective learning of a foreign language in intensive conditions. Teachers should select appropriate adaptive technologies based on the characteristics of both the group and individual students. In addition, learners should take steps to maintain their motivation and identify their own characteristics to enhance their learning experience. By identifying and addressing individual characteristics, educators can create a more personalized and effective learning experience. This can lead to increased motivation and better learning outcomes for adult learners in language education.

Different ways to improve adult education emphasize the importance of customizing the learning process for better results. It is crucial to fully consider the unique individual and personal traits of adult learners in order to create an impactful learning environment.

Prospects for further research

According to the authors, the prospects of using the experience of the distance education process gained during the war can significantly improve the educational system in Ukraine and ensure

its resilience to possible future challenges, and the development of the latest pedagogical technologies using the potential of modern digital tools and instruments is the main direction of its development.

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СУЧАСНІ ПІДХОДИ ТА ТЕХНОЛОГІЇ АДАПТИВНОГО ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ ДЛЯ ДОРОСЛИХ У КОНТЕКСТІ НАВЧАННЯ ВПРОДОВЖ ЖИТТЯ

Мета. У статті досліджуються сучасні підходи та технології адаптивного навчання іноземних мов для дорослих у контексті безперервної освіти.

Методи. Для вирішення поставлених завдань використовувався комплекс загальнонаукових (аналіз, синтез, аналогія, порівняння, зіставлення, узагальнення, класифікація, систематизація) та емпіричних (аналіз філософської, психолого-педагогічної, методичної літератури) методів.

Результати. В умовах глобалізації та динамічних змін в інформаційному суспільстві, дорослі учні висувають високі вимоги до своєї професійної підготовки, що робить володіння іноземними мовами ключовим елементом їхньої конкурентоспроможності. Аналізується необхідність застосування адаптивних технологій та андрагогічних принципів для підвищення ефективності навчання. Основна увага приділяється ключовим андрагогічним принципам, таким як пріоритет самостійного навчання, спільна діяльність, опора на життєвий досвід, індивідуалізація навчання, системність та актуалізація результатів навчання. Окрему увагу в статті приділено важливості врахування життєвого досвіду та індивідуальних особливостей учнів. Досвід вивчення мов може бути як позитивним, так і негативним, і викладач має використовувати цей досвід для створення освітнього середовища, що мотивує та підтримує. Важливість індивідуалізації навчання також підкреслюється, оскільки кожен дорослий учень має свої цілі та мотивації, які впливають на процес навчання. У статті розглядаються адаптивні технології, включно з комунікативним методом, аудіовізуальними методами, технологією контрольно-коригувальною та технологією навчання АРВ (адаптування-розширення-варіювання), які сприяють ефективнішому засвоєнню мови. Комунікативний метод дає змогу створити активну взаємодію між викладачем та учнем, а аудіовізуальні технології допомагають розвивати навички сприйняття та розуміння мови через візуальні та аудіальні канали. Ці методи враховують індивідуальні стилі навчання та допомагають створити гнучке освітнє середовище. Крім того, розглядається концепція адаптивної освіти, яка містить у собі адаптацію психологічної, організаційно-цільової, змістовної, технологічної та контрольно-оцінної сфер освітнього процесу.

Висновки. Адаптивна освіта націлена на створення умов, які дають змогу учням ефективно справлятися з освітніми завданнями, з огляду на їхні індивідуальні потреби та соціально-культурний контекст. Насамкінець, стаття підкреслює важливість розроблення та застосування адаптивних освітніх стратегій для дорослих учнів, які дають змогу враховувати їхні індивідуальні особливості та потреби, створюючи умови для успішного навчання та досягнення поставлених цілей.

КЛЮЧОВІ СЛОВА: *адаптивне навчання, комунікативна компетентність, індивідуалізація навчання, технології навчання іноземних мов, безперервна освіта, аудіовізуальний метод.*

Конфлікт інтересів

Автори заявляють, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автори повністю дотримувалися етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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