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N. Sh. Zakirova,

Postgraduate Student of Pedagogy Department
(Zhytomyr Ivan Franko State University)

zakirova.nataly@gmail.com

ORCID: 0000-0002-9666-122X

ADULT MOTIVATION IN NON-FORMAL FOREIGN LANGUAGE EDUCATION, CORPORATE TRAINING

Developments in the political and legislative spheres have a significant impact on marketing decisions made by an educational establishment. Moreover the great impact is made by the economic environment that determines the level of income for enterprises and purchasing power of the population. Changes in the economic environment cause not only quantitative but also structural shifts in education, the demand for educational services. So, in recent years, when the economic conditions of some enterprises in Ukraine have stabilized to some extent and they began to reach the level of international cooperation, the need for learning foreign languages by the employees of the enterprises and organizations has increased.

Demographic characteristics play a particularly important role in the market demand for educational services. General decline in population, mainly due to the decreasing of the new generations being the main consumers of educational services, has significantly undermined the market of both formal and additional education branches. In addition, one of the main problems that hinder the development of paid education in Ukraine is the small size of the middle class being the major support of the development of demand and market taken in whole. The article considers the adult's attitude towards requirements raised by time and technologies – to communicate in several foreign languages as well as how non-formal foreign language education helps develop new approaches and methods for developing fluent and accurate foreign language speaking abilities.

Key words: long-life education, motivation, adult education, linguistic school.

The urgency of the problem. The demand for educational services directly concerns the level of culture: the higher the level of culture, the more pronounced the need for new knowledge and additional education. The share of expenditures in the budget that the consumer consciously aims at the satisfaction of their educational needs increases according to growth of cultural level. A positive thing for the patriotic education is the fact that education in Ukraine is included in the core values, which explains the continued high demand for services of educational institutions, including those which are paid, even in times of economic crisis.

The mentioned factors in varying degrees determine the educational market for foreign languages in Ukraine.

Analysis of recent research and publications. Today the mentioned above problem is resolved by foreign scientists (Jeanne Moulton, Sarah Balistreri, F. Tony Di Giacomo, Ivanley Noisette, and Thomas Ptak) since the rapid economic, cultural and business development of the modern society requires understanding and easy communication. Modern scientific technologies provide easier and faster exchange of information than it was about 20-30 years ago. The most popular language to learn is English, so it is extremely important to develop new approaches and educational systems to improve adult students' fluency and accuracy in the foreign languages as quickly as possible.

The purpose of the article. The purpose of the article is to ground some approaches for teaching foreign languages within non-formal education.

The scientific results and their discussion. The most popular language in the market of educational services in Ukraine is English. It is taught in almost all schools in the country, it is the language of international communication. Polish takes the second place, which is explained by rapid development of economic and cultural relations between Poland and Ukraine.

German, French, Spanish, Italian languages are rarer provided as educational services. However, it should be noted that the demand for other languages is growing. The Chinese language is also getting more and more popular.

Educational programs are offered by both universities and various linguistic or language centers. The services of the latter are often covered in different kinds of advertising handbooks and websites of the Internet [1: 24]. The services for foreign languages are offered in addition to higher education institutions. It is, as a rule, language courses. The main language at the courses is English. As a rule the courses are organized in travel agencies intending to provide potential tourists with the necessary minimum knowledge for living abroad.

Target audience at the courses is absolutely different – schoolchildren, students, adults. Children of all ages consistently attract the attention of language centers or clubs, because foreign languages are a priority of the general education and child development, especially in the case when a child is predicted a great future and parental effort and money are invested in his/her education. There are many educational programs for children of all ages: preschoolers, primary school pupils, teenagers. These programs meet the pertinent demand, because in the school it is rather difficult to provide individual attention to each child.

In most schools there is no division into groups according to their level of knowledge and skills. Eventually some pupils are forced to stay at an average level. Moreover those who are not good at languages completely lose interest in them because teachers are not able to pay them proper attention.

Foreign language courses offer to learn a language at any level from the beginner to advanced ones. The duration of training at the foreign language courses differs from 40–48 up to 160 hours at each level, which corresponds to 3-8 months of training. As a rule the courses offer an individual approach, comfortable atmosphere in the classroom, good equipment, a convenient time, a small number of students in a group (2–8, 4–6, 4–8, etc.). The courses offer the new competent teaching methods that create interest and enhance the motivation in the students as well as the experienced teachers who have mastered efficient techniques and technologies and being proficient in the language. The cost of training is different; at the moment it is 50–100 UAH per one hour individually, 25–40 UAH per one hour in a group. Training costs may also be calculated monthly, for example, 400–50 UAH for a month and even more with different amount of hours. Upon completion, all courses provide the students with a certificate. The sites of agencies that offer educational services in foreign languages generally receive very positive feedback from the audience, they ensure that only at the advertised courses and nowhere else it is possible to learn a foreign language fast, stress-free and productively. At various forums we can see the opinions as for Zhytomyr foreign language courses helping us understand what attracts the students and what is the most important for them in such language programs. There are the following factors that enhance the importance of foreign languages courses:

- Tandem teaching (team-teaching), for example, when one teacher teaches specializes in vocabulary and grammar, and another teacher removes the barriers and teaches how not to be afraid to speak;
- Communication only in a foreign language;
- Teacher's fluency in a foreign language and large vocabulary;
- The opportunity to be engaged in pair work with a friend;
- Ability to choose the time for classes for more individualized forms of study;
- Opportunity to enjoy the training, the pleasure of communication;
- Free trial lesson and assess the comfort of the audience and the atmosphere during lessons;
- The possibility to continue the training abroad.

To shape the activities of the courses it is very important to understand the motives of adult learning, which are an important moment in the development of educational programs [2: 112], so many researchers ask the question: "what" and "why" people learn. Our personal research enables to outline the reasons that people express as for why they study something do not clearly explain the choice of the subjects. Someone chooses the same course for professional reasons, and someone for fun.

The main reasons why an adult return to learning process are connected with their work or professional activities. This type of education is extremely important for companies being absolutely necessary for economic development of any nation. Before purchasing a new profession or another (additional) job, getting a promotion a person has to acquire new skills, abilities, knowledge due to specific training. Thus learning process related with professional activities suggests training, new professional tasks, acquisition of communicative skills, computer training, occupational safety, development of new technologies and equipment, knowledge of employees' rights, ability to lead or manage, professional literacy, and professional study of foreign languages and acquisition of professional knowledge [3: 100].

There are many other reasons why adults return to learning or just encourage their educational efforts: home, family, hobbies, leisure, interest, etc.

The researchers have made attempts to classify the motives which impel adults to learn, installing three groups of motivational orientations of adults: motivation-goals – to achieve something; a motivation-action – to do something; motivation-knowledge – to know something [3: 113]. Knowledge for the motives of learning foreign languages helps us build a system of educational programs and activities for adults.

According to our statistic data, in contrast to the United States and Western Europe the elderly persons are still very rare in the Ukrainian educational programs with foreign languages.

The language school in Zhytomyr LINGVO CENTRE, for example, provides multi-level courses for adults including students of average age, interested in learning different foreign languages. The program is offered starting from 2011. The main principle of this program – there are many levels in the courses. This means that each training course, offered by the language program, is implied at the beginning, intermediate or advanced levels. At each level there may be a few studying modules.

The duration of a single unit is 72 academic hours. Each module ends with the issuance of the relevant document. The program offers the study of different languages. Of course, not all languages are equally popular. The most popular are the educational programs with the English, Polish and Chinese languages. This is due to both objective factors – the popularity of the language; and the subjective – the personality of the teachers who leads the course, their ability to engage the audience and keep customers.

We should also focus on the specifics of teaching foreign languages to adults. It can be noted that the methodology of language teaching reflects the changes in education in general. Western Europe and the United

States have accumulated rich experience in teaching foreign languages: English, German, French, etc. They developed many techniques, especially in the system of long-life education of adults. Different methods reflect different purposes language learners. This may be the eradication of illiteracy, practice of oral speech, professionally-oriented programmes or learning goals in languages.

The appearance on the domestic market, a large number of foreign educational materials, courses and manuals on learning foreign languages could not help being reflected in the methodology of teaching foreign languages in Ukraine. We shall specify the huge interest in the results of studies conducted abroad in the field of the theory and practice of teaching foreign languages. At different historical stages and periods of time in foreign practice was popular grammar-translation, audio-lingually, consciously practical, cognitive and communicative methods. In recent years, there is a group of methods used for teaching foreign languages in professional activities, due to the emergence of a large number of professionally-oriented language programmes, aimed at the formation of language skills related to professional activities. This might be, for example, the acquisition of language skills and abilities necessary for job search, communication in the workplace, etc. They include the various occupationally-oriented programming that has had an enormous influence on the educational materials and the market of educational services for adults.

Professional language programs differ from other language programs because the students are learning in their language through the prism of a familiar sphere in professional activities and can immediately apply the knowledge, acquired in a class, in practice, i.e. in the workplace, which further strengthens the motivation to learn [4: 155]. In general, in the context of the dynamic development process of international integration and information exchange language for specific purposes (English for Specific Purposes) acts as a critical tool that allows effective and efficient professional information exchange.

Competent application of teaching foreign languages methods is one of the tasks of LINGVO CENTRE during educational process organization. The choice of methods depends on a number of points. First of all, the type and purpose of the educational program, and determine methods which are best suited for each specific program. For example, the grammar-translation method is appropriate in the course "English language: basics of translation", but it is unlikely it will fit for such programs as "The Club", where the communicative method is in the foreground. Another fundamental problem, the solution of which depends on the choice of the method and techniques of teaching language outside the language environment is the role of consciousness in learning [1: 36], which depends on students' age. The skillful application of specific organizational forms and methods, specific to the various methods, help significantly improve the efficiency of the learning process and student motivation.

Modular courses. Modular model structure of courses is one of many possible models, but this model is becoming more popular with regard to language courses and professional courses-linguistic and methodical training for adults.

Modular courses are presented in our system in several versions. These modular courses eventually developed into a full-fledged educational programs and short courses that represent a condensed version for other existing educational programs in the amount of one module.

We also include preparation for the international exams because modularity is initially laid down in the international exams.

The main principle in this group of courses and educational programs is laid in the foundation of their modularity. The concept of "module" (from lat. Modulus – "a small measure") means a separate part separated from the total one. Commonly called a modular thing consisting of some distinct parts, which often can be removed or added without destroying the thing as a whole [3: 26]. The essence of modular training is that its content is structured into autonomous organizational and methodological units – modules, the content and the volume of which can vary depending on educational goals, profile and level differentiation of students, and students' desires for individual path selection through the curriculum. Modules can be compulsory and elective. The combination of modules should provide the necessary degree of flexibility and freedom in the selection and configuration of required specific educational material for teaching a specific category of students and implementation of specific didactic and professional purposes [2: 68].

When we create modular educational programs, we rely on the following principles of modular courses:

- variability – listeners have a choice of forms and themes from multiple modules;
- personalisation – based on personal educational needs and interests of listeners to form an individual program for language study;
- the level differentiation – students have the opportunity to study a module at the initial, intermediate or advanced level;
- information exchange – the programs that are provided to students in printed and electronic form;
- psychological comfort – creating favorable conditions for students in education process.

Modular courses allow you to model the content with the capabilities of our Centre and the needs of the students or the educational services market. In addition, we can use different variants of combinatorial modules.

And, equally important, the modular training changes the teacher who is the key figure in the learning process, raising its educational culture, developing creative potential, freeing from the monotonous and routine work.

Express courses are a form of modular courses offered by LINGVO CENTRE. This is, strictly speaking, the courses, the duration of which is equal to one module in 18 hours.

Express courses allow solving the necessary language tasks in the shortest possible time. The need of such courses appears typically in the emergency speech situations with a limited amount of time. Express courses are short – term focused program for those who promptly need to achieve specific objectives: presentations and meetings in English, writing emails, improving business communication skills on the phone, urgent preparation for an interview etc. To start training according to the programs recommended having basic knowledge of a foreign language. In a situation of lack of time, the advantages of the express-courses include:

- duration – in our case the course is 18 academic hours in 6 days, we offer mode 3 academic hours 6 times a week;
- saturation – each session features a large amount of new information that is repeated and again worked through each lesson;
- classes in small groups contribute to a better assimilation of linguistic material, allow to involve each student in active participation in the educational process;
- special techniques help you to rapidly master the necessary language skills that may be needed in real-life situations.

Express courses are the best way to learn a foreign language in time limited. A long program of LINGVO CENTRE has a counterpart in the form of the express course. So, we offer a full course in preparation for the external tests for students and the express version or the full version of the preparation for the international examinations and short courses; "English for tourists" also exists in two versions. The choice always remains with the listener and is determined by their needs and capabilities.

A special place in the LINGVO CENTRE is taken by a *corporate training*. For many years the competitive advantage of enterprises was the possession technology, in the last decades of cutting-edge firms in all business sectors began to make the bet for victory in competition on the intellectual potential as the basis for their success in creating innovative products with high profit sell in the world market. In these conditions the professional development of staff through corporate training is crucial. Organization focused on forward movement, includes staff, ready for change, mobile, and capable of learning. Near the philosophy of the working people – "I should sit through a whole working day; everyone owes me" the philosophy "I have to earn" appears. The latter is characterized by the changing values and consumer preferences in favor of education, information services, comfortable workplace, a healthy environment; stereotypes of the "consumer society" is replaced with the benchmarks with quality of life [4: 428].

Corporate training is an oriented training of employees, conducted with the aim of improving the efficiency for their activities in the company interest. The effect of corporate education undeniable [5: 102]:

- improved company performance;
- increase flexibility by expanding the workers' skills;
- attracting highly skilled workers, as training increases their competence, to enhance social status, financial status, future opportunities for career growth;
- increase the commitment of employees, their awareness of the company's mission and goals;
- facilitates change management as it provides employees with new knowledge and skills required in the new environment;
- contributes to the development of positive company culture.

In one of the conducted studies the interesting data on external and internal resources that were used by the surveyed companies for training their employees in 2015 was revealed [1: 10]:

- 73 % resolved issues training using internal trainers;
- 70 % were treated in a training company;
- 45 % of trained employees in the training center;
- 30 % used the services of consulting companies;
- 24 % have turned to freelancers;
- 21 % have had training with institutions of higher education.

The combination of internal and external (outsourcing) resources in 2015 was as follows:

- 52 % of companies in the training of personnel used both external and internal resources;
- 23 % of companies did on their own;
- 19 % have used only external resources.

Refresher training has a special place in the personnel training as the main way of ensuring compliance of the employees' qualification to the modern level of science, technology and economy development. In the conditions of society informatization, the accumulated knowledge becomes obsolete quickly especially if the person is not engaged in self-education and does not increase their skill level. Professional development is an integral part of an employee for a number of reasons [1: 14]:

- training is characterized by the short duration, the period for programmes development in enterprises can have a duration from three days to two weeks;
- learning goal orientation using a set of training modules.

A foreign language is gradually and firmly embedded in the essential list of requirements described in the qualification characteristics for a specialist in the XXI century, and therefore requires a special attitude to it as a subject. Although language competence has both natural and social conditioning, but a conscious mastery of a foreign language in the educational process determines the ability of the individual to become a full agent of social action in new social fields. And if there is a need to achieve certain professional positions, formal education is becoming less sufficient, though very necessary, the actual possession of a sufficient level for certain skills is beginning to play a crucial role in the labour market [3: 215].

Conclusions. In the economic and sociological researches within last years it is noted that in order to boost the domestic enterprises to compete successfully with the best foreign companies, each qualified specialist should know from foreign primary information sources what is planned and done by the highly developed countries in relevant areas of science and technology. As the practice shows we need not just interpreters, namely, highly qualified specialists who speak foreign languages. Thus, the foreign language is now one of the conditions of professional competence of any specialist. In connection with the contemporary economic demands the foreign languages linguistic schools offer programs for businesses and organizations that are implemented in various forms in accordance with the their specificity.

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Закірова Н. Ш. Мотивація дорослих в неформальній іноземній освіті, корпоративне навчання.

Події, що відбуваються в політичній і законодавчій галузях, роблять значний вплив на маркетингові рішення, що приймаються навчальним закладом. Також великий вплив має економічне середовище, що визначає рівень доходу підприємств і купівельну спроможність населення. Зміни економічного середовища викликають не тільки кількісні, а й структурні зрушення в освіті, в попиті на освітні послуги. Так, останніми роками, коли економічне становище окремих підприємств України децю стабілізувалося, і вони почали виходити на рівень міжнародної співпраці, зросли і потреби в навчанні іноземних мов працівниками підприємств і організацій.

Демографічні характеристики відіграють в кон'юктурі попиту на освітні послуги особливо важливу роль. Загальний спад населення, головним чином за рахунок скорочення чисельності нового покоління, основних споживачів освітніх послуг, істотно підірвав ринок як основної, так і додаткової освіти. Крім того, однією з головних проблем, яка стримує розвиток платної освіти в Україні, є нечисленність середнього класу – опори розвитку попиту і в цілому кон'юктурі ринку. Стаття розглядає ставлення дорослих до вимог часу – спілкуватися декількома іноземними мовами та те, як неформальна іноземна освіта допомагає розробляти нові підходи і методи швидкого освоєння іноземних мов.

Ключові слова: *освіта протягом життя, мотивація, освіта дорослих, лінгвістична школа, корпоративне навчання.*

Закирова Н. Ш. Мотивация взрослых в неформальной иноязычной образованиии, корпоративное обучение.

События, происходящие в политической и законодательной областях, оказывают значительное влияние на маркетинговые решения, принимаемые учебным заведением. Также большое влияние имеет экономическая среда, которая определяет уровень дохода предприятий и покупательной способности населения. Изменения экономической среды вызывают не только количественные, но и структурные сдвиги в образовании, в спросе на образовательные услуги. Так, в последние годы, когда экономическое положение отдельных предприятий Украины несколько стабилизировалось, и они начали выходить на уровень международного сотрудничества, возросли и потребности в обучении иностранных языков работниками предприятий и организаций.

Демографические характеристики играют в конъюнктуре спроса на образовательные услуги особенно важную роль. Общий спад населения, главным образом за счет сокращения численности новых поколений – основных потребителей образовательных услуг, существенно подорвал рынок, как основного, так и дополнительного образования. Кроме того, одной из главных проблем, которая сдерживает развитие платного образования в Украине, является малочисленность среднего класса – опоры развития спроса и в целом рынка. Статья рассматривает отношение взрослых к требованиям времени – общаться несколькими иностранными языками и то, как неформальная иноязычная образование помогает разрабатывать новые подходы и методы быстрого освоения иностранных языков.

Ключевые слова: образование в течение жизни, мотивация, образование взрослых, лингвистическая школа, корпоративное обучение.