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EDUCATIONAL CONDITIONS FOR IMPLEMENTATION OF ADULTS' DISTANCE LEARNING OF FOREIGN LANGUAGES

Abstract. In the paper the results of the experimental study of the adult distance learning management are suggested. The urgency of the research is based on the tendency towards the aging of population, development of the third age universities network, active implementation of the lifelong learning philosophy, the analysis of recent publications and studies. It is determined that despite the growing popularity of the lifelong learning philosophy, there is a lack of systematic research on the use of ICT for the elderly. In the paper the historical essay on the problems of distance learning for the elderly is offered. The conceptual framework is analyzed. The methodology of the research and features of the target audience selection are described; the specifics of data collection and analysis at different stages of the research are defined. The purpose of the research is determined – to distinguish pedagogical conditions for an effective distance learning introduction into foreign language education of the elderly. The research has been conducted on the basis of the Center for Innovative Education. The emphasis is made on the formation of the target group of participants in the study and their foreign language learning motivation. The stages of data collection and analysis are specified, namely: before the beginning of training, at the stage of the curriculum development, after the start of the first module of the distance learning course, after the completion of the first module of the course, at the end of the course and two months after the course is completed. Detailed results of data analysis for each stage of the research are delivered. The analysis of these data is carried out. The features of the distance course for the elderly and the methodological recommendations on its development are defined. The study has also allowed to confirm the results of the personal and cognitive potential of the elderly and revealed that the ability to learn under certain conditions even increases instead of decreasing. The prospects for further research, adjacent to neurophysiologists' and neurobiologists' studies, are suggested. The aforementioned prospects raise the issue of the further scenarios for the use of distance learning platforms for the elderly.

Keywords: third age University; distance learning; foreign language education.

1. INTRODUCTION

The population of Ukraine keeps growing old. According to the results of statistical survey of the State Statistics Service of Ukraine during 2010-2017 the number of elderly people has increased by 15.5% from the total population of the country [1]. Such aging trend of the population can be observed not only in Ukraine. The report of the United Nations Population Fund (UNFPA) [2] states that mankind is getting older at a fast pace: by 2022, the number of people over 60 will exceed one billion, and by 2050, there will be more senior people than the children under the age of 15. Experts predict that in 2045 the average life expectancy will increase to 74 years [2, p. 112]. The number of over 100 year-old people by 2050 may amount to about 3.2 million.

At the same time it should be noted that according to the European Union standards [3], it is necessary to create conditions that will not only provide public support for the seniors, but will also stimulate their activity in various spheres of life.

One of such activation methods for the elderly is the introduction of the third age universities in Europe, which have been successfully operating since 1973 (Toulouse,

France). Such universities are created at the higher educational institutions or public organizations. They are meant to implement the lifelong learning principle. The main goal of the third age universities is to improve the physical, mental and social health of the elderly [4].

In 2009 in Ukraine a draft Concept of the development and the Regulation on Third-age universities were introduced. Since 2011, the Social-Pedagogical Service "University of the Third Age" has been operating in Ukraine; its activity is regulated by the Order of the Ministry of Social Policy of Ukraine No. 326 dated August 25, 2011 "On the Introduction of the Social-Pedagogical Service "The Third-Age University".

Target setting. In our previous research [8], we monitored the activities of the third age universities in Ukraine and identified the main forms of training (lectures, workshops with affinity groups, self-education and self-help groups, excursions, etc.). However, while analysing the activities of the third age universities in Ukraine, we did not find any data on the systematic use of distance learning technologies for the elderly. There were separate cases of using distance learning technologies, but all of them used only video communication (Skype, Viber, etc.). We also described the results of our previous study [8] – the use of modern ICTs in foreign language training for the seniors. The logical follow-up of the previous research has become the study on the features of the adult distance learning and the definition of the pedagogical conditions for its successful organization.

In the scientific literature, we can find a sufficient number of studies carried out in Ukraine and abroad, dealing with the age characteristics of the elderly, which may complicate their studies, including the distance ones (S. Fedorenko) [5]. Research is also being conducted on the peculiarities of lifelong learning management [7] –[9].

With the expansion of lifelong learning philosophy, the development of the third-age universities, the increasing social demand for the needs of the elderly and growing understanding of the need for their adaptation to the information environment, we can observe only a few studies related to the systematic use of ICT by the elderly in the process of lifelong learning. For the most part it is the activity of public organizations [2], where the courses on computer literacy are organized.

Analysis of recent research and publications. The necessity to involve elderly people into the educational process in order to master the use of modern ICT is emphasized in the scientific studies by I. Savelchuk [6], T. Skorik [7], S. Fedorenko [5] et al. Moreover, the issue of the adult education development in Ukraine, namely the development of non-formal education, the activities of centres/local points of education for various adult categories is being investigated [4-8], [13], [16].

Yu. Bogachkov, V. Bykov, V. Kukharenko, N. Syrotenko describe in detail the distance courses development technologies: the choice of educational platforms, pedagogical and psychological aspects of the distance learning process organization [9]. O. Glazunova, A. Kocharyan, O. Kuzminskaya, N. Morze et al. have a successful experience in organizing advanced distance training courses for Ukrainian pedagogical staff (on the Moodle platform). The above mentioned scientists consider it necessary to adhere to a clear and logical structure of the distance course; they experimentally prove the need to take into account the age-specific characteristics of the target audience for the distance learning courses when choosing IC tools and provide criteria for selecting such IC tools [10], [11].

A. Kocharyan, S. Litvinova et al. made a profound survey on the pedagogical peculiarities of the use of IC tools in the distance learning, organized on the Microsoft Office 365 platform, focusing on certain elements of the interface that facilitate the work of the elderly [12], [13].

Summarizing the review of recent scientific research, we can state that in Ukraine there are numerous studies on the practical use of various software products for the purpose of

distance learning organization, most frequently Moodle, EdEx, Microsoft Office are used (V. Bykov, V. Kukharenko, S. Litvinova et al.).

Researchers describe the general principles of distance learning, develop recommendations for its organization, and suggest ready-made scenarios for the use of ICT in the distance learning. Besides, we should also emphasize the growing popularity of distance learning in the system of teaching staff professional development (A. Kocharyan, N. Morze, et al.).

The purpose of the article is to distinguish the pedagogical conditions for the effective distance learning implementation into the foreign language education of the elderly and to describe the results of the distance learning implementation into the foreign language education of the elderly, conducted on the basis of the Centre for Innovative Education [24] (https://akocharyan.wixsite.com/ukraine-teacher).

2. THEORETICAL BASIS OF THE RESEARCH

The conceptual framework of the third age University is still being formed and refined. The beginning of theoretical substantiation of the essence of the concept of "the third age University" can be considered the 1970s, when public associations and people's universities started to develop in Europe and thus created the preconditions for shaping policies for the elderly. For a long time in the scientific literature the discussions have been held on the relevance of the third age Universities to the main criteria of the university as an academic institution performing teaching, research and social functions [15], [16]. In various literature sources in addition to its classical name "the third age University", we also find the following definitions: "Open university", "University 3", "University of Free Time", and "University of the Golden Age". In our study, we will consider "the third age University" as a social-pedagogical service with methodological recommendations for its implementation approved by the order of the Ministry of Social Policy of Ukraine No. 326 dated 25.08.2011.

The urgency of a lifelong learning, especially for people over the age of 60, is confirmed by statistical data from the Ministry of Social Policy of Ukraine [14], according to which in Ukraine as of 01.01.2018 the network of territorial social service centres for the population includes 674 institutions, each of them providing social-pedagogical service "the third age University" for 1.3 million people.

We consider the concept of "Lifelong Learning" (LLL) in accordance with the definition of the European Commission – all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective [15, 9].

The European Commission united various educational and training initiatives into a single LLP program. The Council of Europe approved lifelong learning as one of the main components of the European social model. We support and proceed with further development of a modern understanding of the concept of lifelong learning, which combines different forms of learning throughout life, and can be carried out under different conditions and in different forms (formal, informal, informational), levels and duration [16].

Distance learning according to the Law of Ukraine on Education is an individualized process of obtaining education, which takes place mainly through the indirect interaction of the distant participants of the educational process in a specialized environment that functions on the basis of modern psycho-pedagogical and information and communication technologies [17].

In terms of our research, we focused mostly on the Moodle distance learning platform.

Moodle is a free, open source learning management system. It implements the philosophy of a "pedagogy of social constructivism" [18] and is focused primarily on the

interaction between a teacher and students, but is also suitable for organizing traditional distance learning courses and full-time study support.
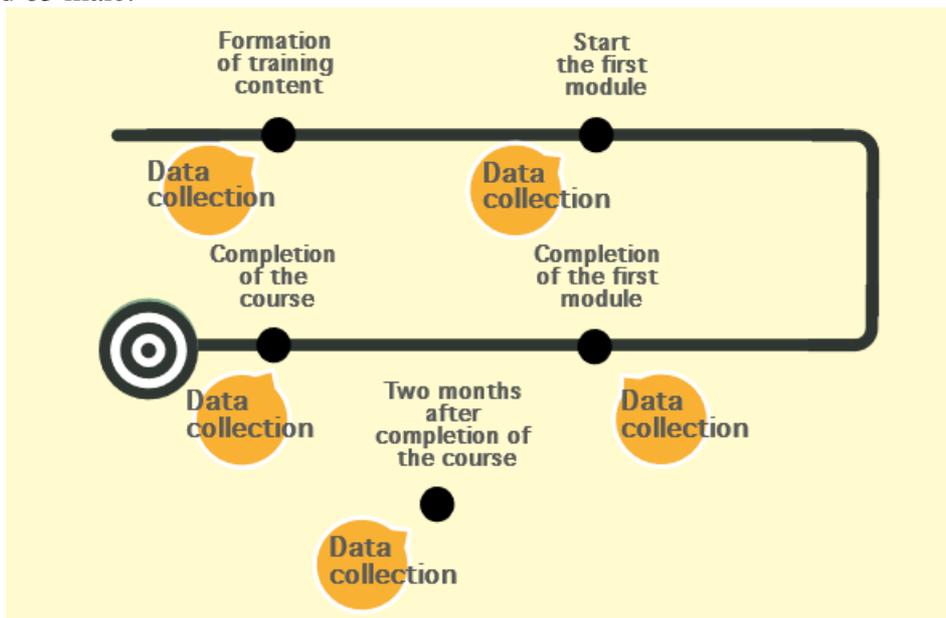
The Moodle platform allows creating a variety of on-line training resources and activities (lectures, seminars, tests, essays, etc.) which help the teacher to organize the educational process for the students and control the level of mastering the material, create working groups for teamwork and interaction.

Specialists in the field of distance education determine both the advantages and a number of certain disadvantages when using any platform. Among the disadvantages is the lack of social interaction and technological problems, namely: fear of new technologies or their lack among some students [19]. We also agree that any distance platform, such as Moodle, is not a stimulating factor for learning a foreign language. If a student does not want to succeed in learning a foreign language, the fulfilment of a task becomes formal. The results of our study confirm the positive outcome of adult distance learning provided that certain organizational, psychological, pedagogical and methodological recommendations are observed.

3. METHODS OF RESEARCH

The target audience for the study was the pedagogical staff of Ukrainian secondary schools who expressed their desire to take advanced training courses at the Centre for Innovative Education https://akocharyan.wixsite.com/ukraine-teacher. The center was created on the basis of "New Life" public organization in the framework of "Lifelong learning" project. The learning takes place on-line (http://competences.com.ua) as well as at educational institutions [24].

The Centre for Innovative Education trains teachers offline with the direct participation of the students. The training is conducted in the form of seminars, workshops and master classes. During the study period from January 2017 till April 2018, 1,422 teachers completed their training (89% - female and 11% - male, 15% - under the age of 40, 65% - aged 41-60, 20% - over 61). One more sphere of activity of the Centre for Innovative Education is distance learning. We focused on teachers aged 61 and over who were trained on the distance learning platform at the Centre for Innovative Education - 284 participants, among them 221 female and 63 male.

Pic. 1. Visualization of data collection process within the research

Data collection and analysis were made throughout the whole period of study: before the beginning of training, at the stage of curriculum development, after the start of the first distance learning module, after the completion of the first module of the course (questionnaires), at the end of the course and two months after the completion of the course. Visualization of the data collection process is shown in Fig. 1.

We collected the data by means of a questionnaire (online) and interviewing students and course developers. We also monitored the types of activities and time spent by participants within the course: the number of entrances during the day, the number of entrances during the week, the total average number of daily trainings, the total duration of the review of course resources and the total time spent on tests.

All the collected data was recorded by online tools and could not be corrected. The results of on-line questionnaires were saved in Google forms, and the rest of the data was recorded in Moodle and was available to administrators.

4. RESULTS OF THE RESEARCH

Thus, the research was conducted from January 2017 till April 2018. Participants were 284 teachers aged 61 and over who expressed a desire to increase their level of pedagogical skills at the Centre for Innovative Education using English as the first foreign language.

The main motivation for learning a foreign language for the specified category of students is the desire to join the world's educational communities (for example, the Microsoft Learning Partnership) and have an access to English-language materials from a large number of educational resources (educational platforms, MOOCs, etc.).

Another motivation to study a foreign language by teachers aged 61 and over is the desire to preserve mental health and prevent dementia and senile dementia. As it turned out in the process of survey and communication, the participants of the study were aware of the results of recent neurophysiological research, which confirm that an active cognitive load is an effective prophylactic agent against dementia and senile dementia [20]. Within our research, 85% of pedagogical workers aged 61 years and over expressed a desire to preserve their mental health by studying foreign language as well.

Prior to the training, we made an introductory questionnaire to identify the motivation for learning and the level of information and communication competence formation (IC competency) of the participants. The results of the poll were as follows.
- The motivation block of questions consisted of two parts. The first part of the questions was to reveal the internal motivation for learning, and the second - the desired learning format. The answers to the first part of the questions showed that all the participants of the group were motivated to learn English, 10% of them wanted to learn English to look competent enough among their young colleagues and 90% - to access English-language educational resources and monetize their knowledge through providing private consultations. 85% of the students also indicated a desire to keep their cognitive ability at the same level or to develop it. The results of the second block of questions showed that 95% of the participants expressed a desire to train in the form of seminars and lectures. 4% agreed to have practical master classes with further training of practical skills within the distance course. 1% of the participants could not give the answer.
- The level of IC competence formation. The questionnaire consisted of two parts: in the first part the participants were asked to declare their skills, in the second – to confirm them. All participants declared their level of IC-competence as "sufficient". The next question was to determine their level of IC-competence according to the UNESCO standard [23, 17] - and 15% identified it as "the first", 82% - "second"

and 3% - "third" level. At the same time, the second part of the questionnaire revealed that in fact IC-competence level of 86% of participants was not higher than the "first" level, and for 14% it was even beyond the "first" level.

Therefore, the results of the introductory questionnaire of the participants showed the following:

– Sufficient motivation for studying. A powerful internal motive was the monetization of personal knowledge and that is why we can state the readiness of the elderly to learn a foreign language. 78% of the respondents agreed to take the training after learning about the possibilities to monetize their own knowledge (content creation for on-line tutorials on Khan Academy, Udacity, Coursera, etc.). Participants are also motivated to develop their cognitive skills, or at least keep them at the same level (85% respondents).

– Having sufficient motivation to learn and understanding the importance of speaking English in their professional activities, almost all participants (94%) however refused to take distance learning. The reasons for the refusal were the following: the desire for real communication without the use of ICT, informal communication between the participants, the opportunity to see all the participants simultaneously. This, in our opinion, proves their reluctance to "get out of the comfort zone", a declarative approach to learning. The obtained results made us review the format of the distance course content in order to simplify the use of ICT (easy access to the platform, a simple, understandable interface, etc.).

– All the participants significantly overestimated their IC competence level. For the successful distance learning on the Moodle platform, participants were required to have a certain level of IC competence, at least "the first" [23, 17]. In the questionnaire 82% indicated their level as the "second", then, in fact, during the training it turned out that 86% had a "first" level, while for the rest it was less than the "first" level. It should be noted that since 2007 in Ukraine an advanced training course for IC competence development has been introduced for teachers. All participants of the survey completed such course, however, the results of our study indicate their formal approach. During our classes, 14% of participants did not confirm the "first" level, 86% - overestimated their IC competence level. These results made us introduce an additional course in mastering ICT in everyday life: using digital devices, using e-mail, using social networks, searching the information on the Internet, and maintaining security on the Internet.

Thus, after the introductory questionnaire, the participants were offered to attend a training session in the form of a seminar aimed at showing the ICT tools that can be used in everyday life. The content of the seminar was developed by means of demonstrating modern ICT, which are easy to use, affordable and inexpensive. At the end of the seminar, the participants received printed methodological manuals with step-by-step instructions on the use of ICT demonstrated to them.

Before the development of the distance course content, we performed a survey to identify the main obstacles to distance foreign language learning.

The results were as follows:

– 92% studied English at school (8% - German), but had never used it.

– 24% had experience in learning English in adulthood (after 30 years), but never used it on a daily basis.

– 17% had an attempt to study English using software products (The Distance Learning School ESHKO https://eshko.ua, Duolingo https://www.duolingo.com, Lingualeo http://lingualeo.com, etc.) but everyone remained unsatisfied with the result.

We conducted an additional survey among those participants who already had the experience of studying English with the help of software products and found the following:

− All the respondents complained about too complicated interface of software products, too many "different buttons", "various animations" etc.

− All the participants mentioned that they did not understand the general idea of the course and did not know what to do to get the final result.

− All the participants expressed the desire to simplify the interface to a minimum.

− All the participants expressed the desire to match the English content as closely as possible to the discipline that was taught or is being taught by them.

In addition, together with the participants during the seminar, we have formed the ultimate goal of a distance course - the main result of English learning course for the elderly is the ability to use modern ICT in everyday life (95% of the students mentioned this as the main desired result). We deliberately did not focus on the ability to use the English-language conceptual framework of the discipline that the participant used to teach. First of all, in our opinion, the participants themselves do not need professional English conceptual framework in everyday life, therefore there will be no motivation for learning, since the ultimate goal is abstract and undesirable. We developed the content of English language course with the aim to master modern ICT used by seniors almost every day (social networks, instant messaging services, etc.). We thought that maximum approximation of the acquired skills to the needs of everyday life will contribute to active participation of students in the learning process.

Thus, at this stage, we already had teachers aged 61 and over who were willing and motivated to study English as a foreign language and expressed readiness for distance learning under certain conditions.

To teach foreign language to the elderly, a participative approach was chosen which involves the interaction between students and teacher in order to develop and implement a joint solution to any particular problem [8].
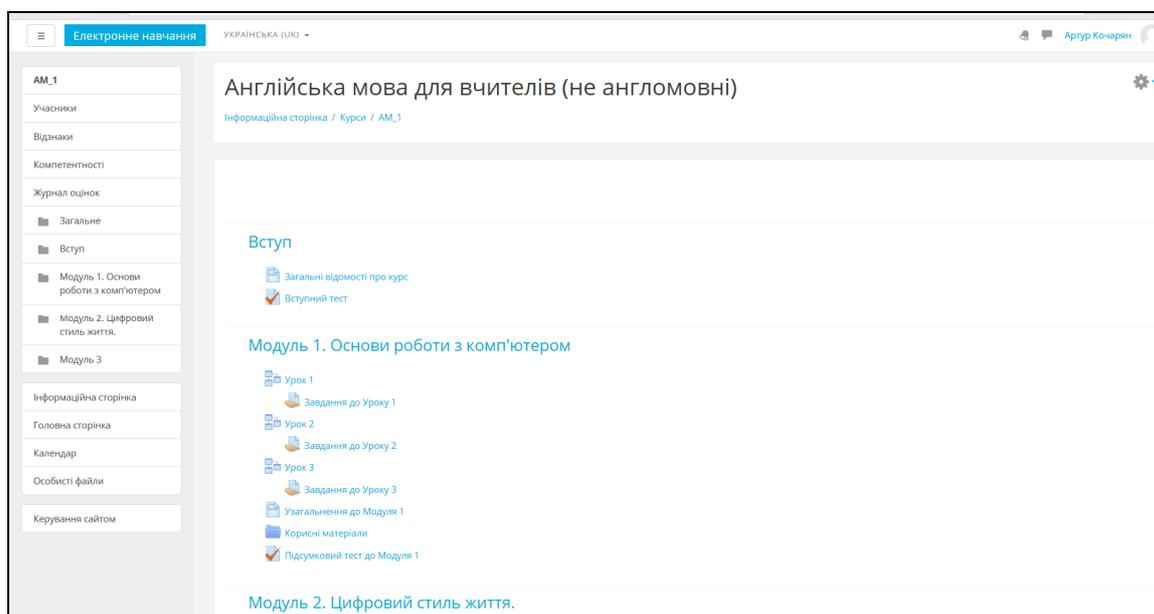
A participative approach originates from the critical pedagogy by P. Freire [21], who showed that uneducated people can quickly learn to write and read if the words they are taught are of value to them, and literacy is accompanied by improvement of everyday life.

We were guided by theoretical and practical studies [22], which demonstrated that the most successful and effective form of the adult non-formal education is the third age University, namely its British model. The British model was formed on the basis of the so-called autonomous self-help groups, that is, the lecturers are the participants of the program themselves. That is why, the volunteers from the group participants (English teachers) were invited to take part in the content creation process and the development of a distance English learning course. Their task was to constantly monitor the accessibility, clarity, simplicity and ease of use of the learning material.

We have developed a distance learning course on the Moodle platform to create the conditions that would ensure effective English language learning for the elderly people. The course was hosted on the distance learning platform of the Centre for Innovative Education - http://competences.com.ua.

The content of the English language course is constructed, as it has already been mentioned, on the basis of the participative approach and consists of the following modules: "Computer Basics", "Digital Lifestyle", "Security and Privacy", "Education Efficiency Improvement Programs".

The interface of the course is as simple as possible, not complicated by graphic objects and text messages. Registration is made in the native language of the participants - Ukrainian. The overview of the page is shown in Picture 2.

Pic. 2. Distance learning course interface

The structure of the course is the following: introduction (general information about the course and an introductory test for determining the level of English language proficiency), module 1 "Fundamentals of computer work", module 2 "Digital Lifestyle", module 3 "Security and Privacy" , module 4 "Programs for increasing the productivity of training", the final test.

Each module consists of lessons and tasks to each of them, a folder with useful materials for further processing and a final test of the module. The transition to the next module is allowed if the final test of the previous module is completed for at least 75%.

We defined the following features of the distance course, which, in our opinion, greatly facilitate the adult foreign language learning.
1. The maximum simplicity of the interface. Minimalism in the number of images and text messages, navigation buttons. Navigation should be simple and understandable.
2. The course should be made in the native language of the students. In this case it is Ukrainian.
3. Before the beginning of the course, all participants should take a test to determine the level of their English proficiency. Third-party resources may be used provided they are hyperlinks and are opened in another window of the browser. Otherwise, there is a high probability that a student will "get lost" and will not understand how to return to the course after passing the test. From our own experience, we advise you to create your own tests of various types directly on the platform. This will allow making a grade book and monitoring the progress of the participant. In addition, navigation on platform-created tests is more convenient than following hyperlinks.
4. Taking into account the age-specific features and the andragogical approach to the development and implementation of the course, we advise to provide each participant with a paper version of the Manual on the course work. Such Manual should contain the following information: the user's login and password, a step-by-step platform sign-

in guidelines with screenshots, a step-by-step instruction for passing the introductory test and lessons.

5. The introductory part of the course should contain general information about the course and the working program with a detailed description of the course, its duration, conditions of training, forms and criteria of evaluation and the final result. For the elderly teachers, this is a mandatory criterion, which will provide not only a general understanding of the course and its purpose, conditions of passing and the final result, but also minimize the level of emotional stress, which at this age is a critical indicator of the training success. The content of the introductory part can also be submitted in the native language of the participant.

6. The format of all pages of the course must correspond to the following criteria: the text should be 14-18, preferably Times New Roman font (it is more familiar to the participants). The length of the page should be no more than 1.5 of the screen. Otherwise there is a risk that the listener will not scroll the page carefully. If the page text is too long and does not fit into one page, it can be split into several (no more than 3), at the end of each one there should be a navigation button labelled "Next page" in uppercase letters.

7. The theoretical material of each module should be given in the "Lesson" format. This will not only facilitate the navigation for the participant, but also will help to evaluate their performance. The structure of the lesson should consist of 3 pages maximum, each of them not more than 1.5 of a screen. Each lesson is preferably to be designed in the same style and built from the text material, images, info graphics and video material. From our experience, we recommend using the video materials that are added as frames, rather than uploaded as files. Video materials can be hosted on YouTube or other similar resources and inserted into the Moodle tutorial page as a frame. This will make navigation easier without visiting third-party resources. We also recommend minimizing the textual content by giving preference to video material (up to 5 minutes long) with text and info graphics summarizing the content of the lesson. Between the pages of the lesson there should be buttons with clear navigation messages - "Next page". The last page of the lesson should contain the "End of lesson" and "Back to course" navigation buttons.

5. We recommend to use the Progress Bar (https://moodle.org/plugins/block_progress), which allows to visualize the progress of the student and simplifies navigation along the course, provides a general idea of the learning progress.

6. At the end of each lesson, we suggest giving a practical task. The content of the practical task should correspond to the content of the lesson, and its purpose is to consolidate the material. We do not recommend letting participants fulfill practical tasks in the attached file, since it may be too complicated for the elderly and therefore they can refuse to complete the course. The mechanism of doing a practical task must be as simple and straightforward as possible. On the practical task page (Task Resource) we suggest describing the task in detail. To do the task, the student has to enter a text message on the same page. It is important to specify how to send the task after it is completed, for example: "To send a task for review, please enter your answer in the box at the bottom of this page and click the "Send to review" button".

7. The final test should consist of no more than 10-15 questions of different types. We did not notice the correlation between the participant's response and the type of test question, so we recommend using all types of tests available at Moodle.

After the training we conducted a final survey and should mention the following:

– 95% of the participants successfully completed all the tasks and passed the final test with a level of performance of over 75%. 5% did not complete the training.

- All the participants noted the improvement of their English skills, namely: reducing the fear of reading online English resources, understanding audio and video training materials.
- The results of the final test indicated the following: Beginner level (A1) - 0%, Elementary level (A1-A2) - 65%, Intermediate level (A2-B1) - 25%. The dynamics of the English proficiency level before and after the completion of the course is shown in Table 1.

Table 1

Course participants' English proficiency level dynamics, %

	Beginner (A1)	Elementary (A1-A2)	Intermediate (A2-B1)
Before the beginning	75%	25	0
At the end	0	65	25
Dynamics	+ 75%	+40%	+25%

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The research on the personal and cognitive potential of the elderly proves that under certain conditions the ability to learn increases instead of decreasing.

One of these conditions is to overcome the age-related stereotypes. For example, the hypothesis of the "critical period", which appeared in 1960, argued that the brain loses its ability to build new links. This very hypothesis was often used to explain the difficulty of teaching foreign languages to seniors compared with children and young people. Arguments in favour of this hypothesis can still be found on the Internet, despite the fact that in 1978 neuroscientists proved that under certain conditions adults learn foreign languages better [20].

The next condition is taking into account age characteristics of the elderly. The state of human health is of particular importance during the education process; loss of hearing and visual acuity can significantly affect adult education. However, good lighting, no noise, and a combination of audio and video presentations immediately solve this issue.

Positive inner motivation plays a key part in successful adult foreign language acquisition. Seniors are likely to study a foreign language with a specific clearly defined purpose: communication with foreigners, work, etc.

Modern aspects of the adult teaching should be based on the leading provisions of the andragogical approach, namely: the main role in such education should belong to the elderly person himself; in the process of learning the individual characteristics of a person must be taken into account, their educational needs should be met and, at the same time, developed; it is also necessary to consider students' desire for self-development; the educational process is an interaction between those who study and those who teach.

The analysis of scientific and pedagogical literature allowed the authors to determine a sustainable tendency towards the increasing scientific interest in the issue of the adult foreign language acquisition. On the basis of the analysis and the global trend towards the information society as well as the wide penetration of ICT into everyday life, we consider it necessary to actively use the ICT for efficient foreign language learning by the adults.

The effectiveness of this training can be facilitated by the above mentioned conditions.

Prospects for further research consist in the search for successful scenarios of using distance learning platforms for adults' FL learning. We consider it appropriate to focus on the age and psychological characteristics of the elderly, which significantly affect the level of ICT proficiency and the inner motivation to study. We also believe that the neurophysiological

research on the influence of the foreign language learning on the development of the elderly people's cognitive skills and the prevention of mental illnesses can also be considered challenging.

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ПЕДАГОГІЧНІ УМОВИ ВПРОВАДЖЕННЯ ДИСТАНЦІЙНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ЛЮДЕЙ ПОХИЛОГО ВІКУ

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Анотація. У статті представлені результати експериментального дослідження організації дистанційного навчання людей похилого віку. Актуальність дослідження обумовлена тенденцією до старіння населення, розвитком мережі університетів третього віку, активним впровадженням філософії навчання протягом життя, проведеним аналізом останніх публікацій і досліджень. Визначено, що на тлі поширення філософії навчання протягом життя проведено недостатньо системних досліджень щодо використання ІКТ для літніх людей. Подано історичний нарис проблематики дистанційного навчання осіб похилого віку. Розглянуто понятійно-категоріальний апарат. Описано методику проведеного дослідження та особливості відбору цільової аудиторії; конкретизовано особливості збору і аналізу даних на різних етапах дослідження. Визначено мету дослідження - визначення педагогічних умов ефективного впровадження дистанційної форми навчання в іншомовну освіту осіб похилого віку. Дослідження проводилося на базі Центру інноваційної освіти. Акцентовано увагу на формуванні цільової групи учасників дослідження і їх мотивації до вивчення іноземної мови. Описано етапи збору і аналізу даних дослідження, а саме: до початку навчання, на етапі формування змісту навчальної програми, після старту першого модуля курсу дистанційного навчання, після завершення першого модуля, по закінченню курсу і через два місяці після закінчення курсу. Представлені деталізовані результати аналізу даних з кожного етапу дослідження. Проведено аналіз зазначених даних. Виділено особливості побудови дистанційного курсу і надані методичні рекомендації з розробки законопроекту для літніх людей. Результати проведеного дослідження дозволили також підтвердити можливість розвитку когнітивного потенціалу літніх людей і показали, що здатність до навчання за певних умов не тільки не знижується, а й підвищується. Вказані перспективи подальших досліджень, які є суміжними з дослідженнями нейрофізіологів і нейробіологів. Зазначені перспективи актуалізують питання подальших розробок платформ дистанційного навчання для літніх людей.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ВНЕДРЕНИЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА ЛЮДЕЙ ПОЖИЛОГО ВОЗРАСТА

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Аннотация. В статье представлены результаты экспериментального исследования организации дистанционного обучения людей третьего возраста. Актуальность исследования обоснована тенденцией к старению населения, развитием сети университетов третьего возраста, активным внедрением философии обучения в течение жизни, проведенным анализом последних публикаций и исследований. Определено, что на фоне распространения философии обучения в течение жизни проведено недостаточно системных исследований по использованию ИКТ для пожилых людей. Подано исторический очерк проблематики дистанционного обучения лиц пожилого возраста. Рассмотрен понятийно-категориальный аппарат. Описана методика проведенного исследования и особенности отбора целевой аудитории; конкретизированы особенности сбора и анализа данных на разных этапах исследования. Определена цель исследования – определение педагогических условий эффективного внедрения дистанционной формы обучения в иноязычном образовании лиц пожилого возраста. Исследование проводилось на базе Центра инновационного образования. Акцентировано внимание на формировании целевой группы участников исследования и их мотивации к изучению иностранного языка. Описаны этапы сбора и анализа данных исследования, а именно: до начала обучения, на этапе формирования содержания учебной программы, после старта первого модуля курса дистанционного обучения, после завершения первого модуля, по окончанию курса и через два месяца после окончания курса. Представлены детализированные результаты анализа данных по каждому этапу исследования. Проведен анализ указанных данных. Выделены особенности построения дистанционного курса и даны методические рекомендации по его разработке для пожилых людей. Результаты проведенного исследования позволили также подтвердить возможность развития когнитивного потенциала пожилых людей и показали, что способность к обучению при определенных условиях не только не снижается, но и повышается. Указаны перспективы дальнейших исследований, которые являются смежными с исследованиями нейрофизиологов и нейробиологов. Указанные перспективы актуализируют вопрос дальнейших разработок платформ дистанционного обучения для пожилых людей.

Ключевые слова: университет третьего возраста; дистанционное обучение; иноязычное обучение.