

This is the common and often the only way to find terminological correspondences in languages when they are not given in a dictionary or when a dictionary correspondence is not suitable for a specific context.

**SELF-DIRECTED LEARNING AS A NECESSARY COMPONENT
OF THE EDUCATIONAL PROCESS IN STUDYING A FOREIGN LANGUAGE
AT HIGHER EDUCATION INSTITUTIONS**

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The system of education has changed greatly and nowadays we have it in various forms. Students have classes either at schools, colleges, or universities or they study at home. They actively use mass-media and online learning courses that have a significant role in searching information. What should they learn? Who decides it? Adults develop the process of learning and use resources according to their interests and needs. The evolution of the learning system led to the emergence of many teaching approaches and methods depending on the aim. Scholars believe that there is not any single theory of learning adults as there exists a great number of various models, principles, and explanations. Teachers for adults studied multiple theories and evaluated the needs of adult learners.

Kathleen Cercone highlighted four adult learning theories: Experiential Learning (a process of learning through experience), Transformative Learning (changes the way individuals think about themselves and their world), Self-Directed Learning (individuals take the initiative), and Andragogy (methods and principles used in adult education). “Characteristics of self-directed learners include independence, willingness to take initiative, persistence in learning, self-discipline, self-confidence, and the desire to learn more” [1].

Adult learners are actively involved in learning but they often need the instructor who acts as a facilitator. Adults should connect new knowledge to past events and understand how they will use this knowledge in their lives. They should know what they are going to learn and why it is important. Adult learners should test their learning. The process of learning should be based on respect, mutual understanding, cooperation, and informal comfortable surroundings. They want to collaborate with other learners.

An American expert educator Dr. Malcolm Knowles is considered the founder of adult learning theory. He focuses on adult education and his concept of learning is widely used by educators in the whole world. Knowles believes that adults are more motivated and their learning is based on the following six factors that help represent the education of adult learners: adults respond better to internal than external motivators, life and work experience motivate learning process, adults have much more experience and they know the importance and necessity for learning. They also plan their learning process and assess it themselves because adults are more responsible and self-directed than children. Adults are focused on the results. One should take into consideration that adult learning is more problem-centered than content-centered.

Malcolm Knowles described self-directed learning as “a process in which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes” [2].

Scholars examined adult learners' needs and offered curriculum to supply them with thinking skills and experiences. The use of adult learning principles and good professional practice in education urge the accomplishment of the aim and inventiveness. Originally andragogy was determined as, “art and science of helping adults learn” (“learner-centered/directed”), later it was considered as an alternative to pedagogy — “art and science of teaching children” (“teacher-centered or directive learning”). The principles in the andragogical approach to adult learning rest on the self-directed nature that stimulates adults to get knowledge in educational training programs. Andragogy was criticised by Stephen D. Brookfield (2003), Distinguished University Professor of the USA University. He is the author of twelve books of adult learning,

teaching, leadership, and critical thinking. This scholar in [adult education](#) called the theory “culture blind”. “A racialized perspective means that adult education scholars should be much more intentional in their efforts to trace the racial dimensions of the field’s dominant discourse” [3]. He was sure that self-directed learning may fail the importance of the teacher as the major person of knowledge.

“Adults are voluntary students with specific learning objectives in mind. Active, problem-solving, goal-oriented, and cooperative learning is among the most successful teaching strategies” [4].

The adult learner is responsible for his/her learning himself/herself. And the statistics states that 70 percent of adult learning is self-directed. In self-directed learning students take the initiative and the responsibility. They plan and evaluate their experiences themselves. Self-directed learning does not usually take place in the classroom. The learners choose the content, identify a plan, resources, and methods, determine the needs and evaluate the results of learning. Adults want to know what and why they are learning this or that material, and the tutors explain the reasons for teaching and the tasks that adults can perform.

Self-directed learning has an advantage as it is carried out in preferable time and convenient place. The learner can surf the information in the Internet or communicate with educators in the classroom. If adults solve situations real to life they learn best. Self-directed learning may not be easy for adults with low-level literacy who are not confident and motivated. Not all the adults prefer self-directed work as they are for more formal education with teachers because the teacher can give traditional instructions for the individuals who are ready and wish to start independent learning. Self-direction component of persistence helps learners understand when they must stop formal education. The teacher can help the learner conduct a self-assessment, identify the beginning, choose resources (textbooks, articles) and methods (Internet searches, lectures, discussion in groups), support learners and develop positive attitudes.

Reference

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НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ ПОШУКУ НАУКОВОЇ ІНФОРМАЦІЇ ЗА СЛОВНИКАМИ

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Питання викладання мови як іноземної розглядається в працях багатьох вітчизняних та зарубіжних дослідників: Т. Беляєвої, К. Бруннер, О. В. Ляпіної, Р. Маккрум, В. В. Ощепкової, В. В. Чумак, О. Г. Чумак, Т. М. Кудіної та інших. Аналіз сучасних досліджень і публікацій засвідчує, що доцільним є використання дидактичних можливостей лексикографічних праць для засвоєння спеціальної лексики в процесі вивчення мови. Проте в системі навчання української мови як іноземної на сьогодні недостатньо розглянуто методику опрацювання іноземними студентами наукових текстів, зокрема, словникових статей, які за умови доцільного використання являють собою ефективний навчальний матеріал для реалізації комунікативних і власне мовних методичних завдань. Такий метод ми визначаємо як освітню технологію, що направлена на сприйняття студентами