

## DIDACTIC CONDITIONS FOR THE IMPLEMENTATION OF ANDRAGOGICAL SUPPORT FOR STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

<sup>a</sup>OLENA KHOLODNIAK

*Mykolas Romeris University, 20, Ateities Str., LT08303, Vilnius, Lithuania*

*email: <sup>a</sup>olenakholidniak@mruni.eu*

**Abstract:** Andragogical support is presented in the article as the activity of a teacher, focused on the personal development of a student as an adult learner in a situation of overcoming difficulties in the learning process and implemented through the cooperation of all subjects of the educational process, taking into account individual typological characteristics and life experience of the individual. It is shown that the effectiveness of the implementation of andragogical support for students in the process of teaching a foreign language is ensured through the use of the following didactic conditions: taking into account individual difficulties and subjective educational experience of a student as an adult; practice-oriented nature of the content of training that meets the goals and needs of adult learners; integration of individual, group, and collective forms of educational activity; application of game and problem teaching methods; the relationship and interdependence of control and self-control of the results of students' educational activities.

**Keywords:** andragogy; adult learning; cognitive competence; heutagogy.

### 1 Introduction

Universities play a dominant role in the development of the adult education system. They are not only increasingly more representing educational institutions that train highly qualified specialists for various fields of science and production, but are becoming world and regional centers of continuous education, accumulating resources for improving knowledge and skills, which play an important role in the socialization of the individual, preparation for obtaining a particular social status and fulfillment of respective roles, in the integration and improvement of society.

At present, due to the rapid expansion of international contacts in various fields of activity, the training of specialists with knowledge of foreign languages is of particular importance. The recognition of the need for knowledge of foreign languages in modern conditions is convincingly evidenced by statistics. In particular, according to official EU data, in 15 European countries, 31% of the population aged 55 and over, 39% of the population aged 40 to 54, and 52% of people aged 25 to 39 speak a foreign language. In the current conditions, the issues of language teaching occupy an important place in the educational policy of many countries of the world [6]. The increased status of a foreign language in the modern world is explained by various factors: the expansion of economic, political, and cultural ties between countries; development of digital mass media; increased labor migration; interstate integration in the field of education; wide access to higher quality education at home country and abroad.

Students of higher education institutions are considered adults both socially and in the law. In turn, the success of teaching adults a foreign language is largely determined by the extent to which it is possible to foresee and diagnose their possible difficulties in the educational process. However, in modern pedagogy, the issues of diagnosing, predicting, and correcting difficulties of various levels, searching for technologies that ensure the effective mastering of a foreign language by adults, aimed at self-development of the student's personality in the process of overcoming difficulties, are not sufficiently developed.

University students, as adults, are motivated to learn if they see the need for learning and the opportunity to apply its results to improve their activity and performance. At the same time, they strive to actively participate in the process, bringing situations from their own experience, their life values into training, and correlating training with their goals and objectives. Adult learning depends on individual characteristics, and the development of new knowledge and skills takes place at different speeds, so it is necessary to take into account an individual approach in order to increase their self-esteem. Adult

education acts as an intermediary in a person's awareness of himself in this world, "merges" with the general life process and personal development, and continues throughout life.

The andragogical approach allows improving and accumulating professional skills during studies at the university. This contributes to the rapid adaptation of students to continuous changes in all areas of work, which ensures their future sustainable competitiveness in the labor market. Thus, adult education is the most effective tool for maintaining a high professional status, which makes it possible to remain competitive in the labor market at any time during an individual's work activity.

Nevertheless, with all the undoubted theoretical and practical significance of research in this area, various aspects of supporting adults in the educational process remain insufficiently developed today. At the same time, as the experience of the best pedagogical practice of world universities shows, teaching adults a foreign language will be successful if this process includes andragogical support aimed at the personal development of an adult in a situation of overcoming difficulties in the learning process and implemented through a practice-oriented nature of learning content, active forms and methods of learning activities, taking into account individual difficulties and subjective educational experience of an adult student [5]. The relevance of the study is determined by a number of factors, including: the social order of society for a free, competitive person who speaks a foreign language; the need to develop scientific foundations for teaching adults a foreign language, taking into account their difficulties and educational experience; the need to develop a support technology aimed at developing an active position of a university student in the learning process.

### 2 Materials and Methods

The theoretical and methodological basis of the study was the theory of subjectivity, the concept of lifelong education, the main ideas of andragogy as a science of adult education, the provisions of the psychology of adult education, the theory of pedagogical support, the theory of a student-centered approach to teaching, a communicative approach to teaching a foreign language.

The research methods included a theoretical analysis of the psychological and pedagogical literature on the research topic, a comparative analysis of andragogy and heutagogy teaching practices.

### 3 Results and Discussion

In the 1980s the world went global. Companies began to enter the global market, and a huge number of people had the opportunity to enter the global labor market. The rapid development of technology has forced enterprises to change production methods, automate them, and transfer them to countries with cheaper labor. Millions of people, especially in developed countries, for the first time in their lives, faced with instability and the need to change their activities, set of competencies and even profession in the middle of a career path. There was a need to relearn - quickly, effectively, based on practice, not theory. At this point, andragogy was born. At that time, the American scientist Malcolm Knowles published his fundamental work "The modern practice of adult education. Andragogy versus Pedagogy", in which he formulated the basic principles of adult education [16]. In the developing socio-economic realities of the late 20th and especially the early 21st century, it became necessary to apply the andragogical paradigm to the education of university students, in order to bridge the gap between university education and the realities of the post-industrial, and now digital, labor market. Today, knowledge becomes obsolete even faster, and the set of necessary competencies of a university graduate has significantly expanded

with interdisciplinary knowledge and skills, as well as soft skills, including emotional intelligence, leadership, cross-cultural competence, digital literacy, creativity, reliance on the principle of life-long learning, etc. One of the most important skills today, increasingly acquiring the role of "literacy of the 21st century", is the knowledge of a foreign language (mainly English). Now mechanical labor is increasingly performed by robots with the help of modern technologies. At the same time, there is a growing demand in creative fields that require different skills and attitudes to organize work - more autonomy, freedom, and innovation. Moreover, freelancer marketplaces are actively developing: one person can often simultaneously carry out projects for different companies, no longer linking his life with one organization. This trend will continue to develop.

Today, the speed of creation and accumulation of information and its availability are changing the traditional attitude towards knowledge and learning. Encyclopedic knowledge and mechanistic skills are rapidly losing their relevance, which means that forms of learning designed for "cramming" and repetition of monotonous actions become irrelevant. There is a need to develop skills of a different order - meta-skills, which help to synthesize knowledge from different sources, combining them with own experience and, as a result, creating own unique knowledge base [14].

There is a growing need to develop other educational models that would provide fundamentally new competencies. Given the speed of socio-economic change and the global nature of labor markets, they will need to be updated much more frequently than just a decade ago. There is a big demand from business and states for innovation and technological development in all spheres of society. All this is not done mechanically - it is creativity, discoveries, ideas, communication between specialists from different fields. In innovation, the unified actions of a large number of people will not lead to a result, but the creativity and individuality of each person matters. A more important role is played by the employee as a subject, his personality and individuality, rather than the team and institution [4, 19]. Accordingly, at the center of educational approaches, there is the harmonious and conscious development of an already established personality, and not the "fitting" of a person to the requirements of institutions, companies, or the state.

When we talk about learning, the key difference between adults and children is a special attitude to the essence of past, present, and future. An adult makes plans differently from a child: as a rule, he has a specific vision of his future, with which he correlates any training. Accordingly, his program should be built taking into account these three components [1, 10, 22, 24]. An adult, including a university student (especially in senior years), has established mental models, a positive, practical for him as an individual, experience of stereotyped social behavior, comprehension of the specifics of professional activity, etc. However, this experience becomes obsolete or transforms into other schemes, individual models come into conflict with personal or corporate or community goals, skills, and requirements, which makes it difficult for an adult to learn. Comparing and distinguishing between pedagogical and andragogical means and methods of educational activity, it should be said that pedagogy is the basis for the individualization and social adaptation of children in society, while andragogy is the process and result of social and professional adaptation of adults in a social, communicative, and business environment. The initial condition for the correct use of the andragogical model of education is the substantiation of referring the contingent of students to the category of adults. Summarizing various interpretations, American researchers propose the following definition of term "adult": "An adult is a person who has physiological, social, psychological, moral maturity, economic independence, life experience and a level of self-awareness sufficient for responsible self-governing behavior" [9].

Different approaches make it possible to resolve the theoretical and practical pedagogical problems that arise in education

(including for adults). The organization of the learning process involves the implementation of various approaches: activity-based, individual-personal, continuous, systematic, practice-oriented, and many others. However, the andragogical approach occupies a special place in the system of lifelong education, since the priorities of such education (inherent incompleteness of education for adults) are currently identified, which implies a constant process of improving the adult population.

The andragogical approach is the systematic use of the features of teaching adults who already have some organizational experience, choose what should be taught to them, and can provide self-control of the learning process. The andragogical approach involves modeling learning based on andragogical principles and technologies focused on adult education, which allows building the educational process based on the existing professional and life experience of individuals, as well as ensures the rapid application of new knowledge in practice [21].

It is possible to form a model of a system for managing the success of adult education using an andragogical approach to learning, which includes two subsystems:

1. Organizational subsystem, assuming: a model of a complex of psychological and pedagogical conditions ensuring learning success.
2. Didactic subsystem that combines models of successful elements: teaching; learning technologies; content of education; learning outcome.

As a part of the accompanying strategy, the greatest scientific interest is inherent in research aimed at developing technologies for working with knowledge in a rich information environment, with the quality and speed of searching and processing information and its application in the educational process, as well as personalized technologies associated with the identification of new learning stimulants, the development of situational interest and emotional experience of the need for learning, for obtaining new knowledge, mastering a new skill. One should also mention here communication technologies and corporate-style learning models associated with the recognition of the value of live communication, maximum comfort both in obtaining knowledge and evaluating own educational achievements.

The comparative educational strategy is associated with the transition of society to the next phase of post-industrial development, when all subsystems have changed so much that without a higher level of scientific understanding of reality, it has become impossible to solve emerging problems. It has led to a new type of "non-linear" thinking, which also applies to educational problems. The principles of such thinking, that form the methodological basis of the comparative educational strategy, reflect the transformed reality of education. The comparative approach makes it possible to move away from unambiguous and unified solutions, providing a "pulling together" of disparate disciplinary knowledge into a whole. As the basis of an appropriate educational strategy, it forms the ability of a person to manage own development in an unstable, complex world through the development of a new culture of thinking, a culture of behavior, and a culture of feelings [5].

An analysis of the literature allows identifying the following stages of the implementation of andragogic support in the educational process: diagnostic, design, activity, and result [14, 20] (Figure 1).

The tasks of the diagnostic stage are to analyze the degree of readiness of an adult for participation in the educational process, for acceptance of the role of a student, to diagnose the personal difficulties of an adult learning a foreign language. According to researches, such personal qualities as shyness, complexes, self-doubt, inadequate self-esteem, increased personal anxiety make it difficult to learn a foreign language [3].

At the design stage, taking into account the results of the diagnostics, the goals and objectives are determined, the content

of training is selected, possible ways and means of providing andragogical support are outlined, which allow achieving the goals set under given conditions; the type and form of monitoring and evaluation of the results obtained, which are of a supportive nature, are determined.

At the activity stage, various forms and methods are implemented that encourage adult learners to take an active position and contribute to the removal of difficulties. The tasks set are solved by integrating individual, group, collective forms of educational activity using educational and speech situations, role-playing games, a problematic teaching method in order to create a positive "bridgehead" - the basis for maintaining the required level of the subject's performance, resolving the difficulty that has arisen, etc.

The result stage is the stage of summing up the results of joint activities and evaluating achievements. The basis for the implementation of this stage of andragogical support is the reflective activity of students, the organization of final control by the teacher. With the help of a conversation, an essay, a questionnaire, students are invited to evaluate their achievements, draw conclusions and determine what had a significant impact on achieving positive results.

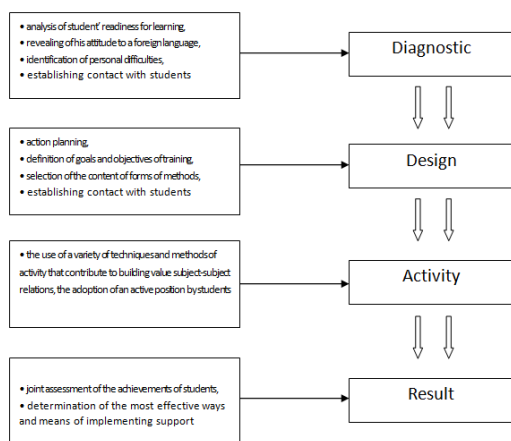


Figure 1. Stages of implementation of andragogical support in education [17]

Since the implementation of andragogical support is carried out in the educational process, an adult will certainly undergo changes at the cognitive level. However, the achieved level of knowledge and language skills may be different depending on whether the support was implemented or not. The orientation of adults to the practical goal of learning determines that in adults, along with the need for knowledge, the need for achievement acts as the leading motive for cognitive activity, which, first of all, manifests itself in a focus on results [19]. This type of orientation prevails in non-professional language training over the orientation towards the learning process.

With supportive relationships, learning a foreign language takes place in constant communication and interaction. Therefore, a foreign language is a means of developing communication skills, the level of sociability and the formation of a positive communicative attitude, both in a foreign and native language.

The effectiveness of the implementation of andragogical support in the process of teaching a foreign language is ensured through the use of the following didactic conditions: taking into account individual difficulties and the subjective educational experience of an adult; practice-oriented nature of the content of training that meets the goals and needs of adult learners; integration of individual, group, and collective forms of educational activity; application of game and problem teaching methods; the relationship and interdependence of control and self-control of the results of educational activities of students. At the same time, the evaluation of the effectiveness of the implementation of

andragogical support in the process of teaching a foreign language is carried out according to the following criteria: the presence of achievement motivation; level of language knowledge and skills; the presence of a positive communicative attitude; level of sociability; emotional state of an adult as a subject of learning; the level of self-esteem of the student's personality.

According to the principles of andragogy, an adult student has a leading role in the learning process. Being a mature personality, he sets himself specific learning goals and strives for independence, self-realization, self-government. Interestingly, andragogy implements the most ancient formula of education: *non scholae, sed vitae discimus* — "we learn not for school, but for life" [10].

To support adults in the manifestation of individuality, personal strengths, capabilities and abilities, the educational process is based on the integration of individual, group, and collective forms of educational activity, as it was mentioned above. To stimulate activity for the purpose of support, speech situations should be used that stimulate the speech-thinking processes of students, their emotions, imagination, force them to express what they understood, studied, reveal the capabilities of adults, create an atmosphere of relaxed relations, even greater trust between the teacher and students, required strong independence of thought.

The typology of situations, the vocabulary of a professionally oriented sphere, a set of tasks for the development of communicative skills characteristic of a particular situation of professional communication, their classification should prepare students for an adequate, demanded by educational practice foreign language professional communication. At the same time, in the course of modeling professionally oriented situations, an understanding of the essence of the profession occurs, professionally important qualities of future professionals are formed - independence, activity, initiative, competitiveness, creative thinking.

Leading US universities (Ivy League universities) in teaching foreign languages are guided by the creation of a specially organized foreign language environment based on coping strategies that take into account the relationship between independent learning activities of students and the determination of personal activity, initiative, the disclosure of students' creative abilities when teaching a foreign language in non-linguistic university [1]. This is considered especially important due to sound increase of American language learners diversification (see Figure 2 below), and was adopted, to some extent, namely as the solution of this emerged challenge for university language teaching.

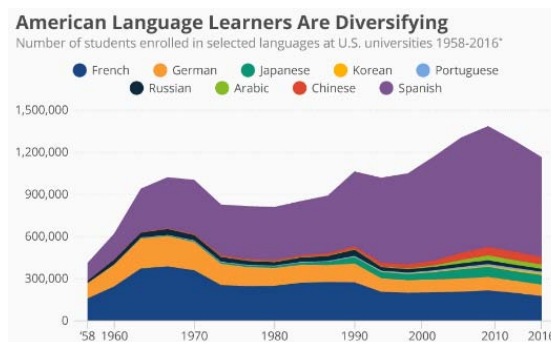


Figure 2. Dynamics of American language learners diversification increase

Source: Statista

To organize independent work of students in the field of foreign language education in a non-linguistic university, the main areas of optimization are included [1, 6, 10]:

- Inclusion of applied material related to the future activities of students in the curriculum in a foreign language;
- Promoting the growth of positive motivation for the discipline being studied, independent learning activities by means of a foreign language;
- Stimulation and support of students' manifestation of independence, activity, initiative in learning;
- Fostering students' understanding of the importance of independent learning activities;
- Improvement of the cognitive reserve of students, development of their memory, logic, will, and attention;
- Development of readiness, ability, and need to use in practice the system of theoretical knowledge;
- Stimulation of students' desire for creative self-realization;
- Implementation of individualization and differentiation in training.

The teacher predicts in advance the possible difficulties of each type of foreign language speech activity, monitors the individual characteristics of students and the likely difficulties in learning, informs students about them. The teacher also draws attention to the peculiarities of the students' temperament, various types of memory, the ability of perception, attention, speech performance, rigidity, emotional excitability/lethargy, the pace of neuro-cognitive reactions, the student's activity, the meaningfulness of his actions. Separately, the difficulties associated with the peculiarities of foreign language speech are addressed in accordance with certain norms and rules of the language, various kinds of gaps (grammatical, spelling, punctuation) are filled. This provides for the methodological support of the educational process of learning a foreign language, which implies the following functions of a teacher [6]:

- Selection and structuring of the content of training, forms and sequence of its implementation;
- Development and structuring of strategies, methods, and techniques of the educational process;
- Development of a set of tasks in their logical sequence, definition of tasks.

In addition to mastering foreign language communicative competence, teaching a foreign language in a non-linguistic university also involves initiating a dialogue of cultures, shaping cross-cultural competence. It follows that a person is perceived as an intermediary between representatives of different cultures, a full participant in the dialogue of cultures.

One of the criteria for evaluating the effectiveness of andragogical support is the emotional state of student as an adult. A favorable emotional state (joy, cheerfulness, interest, confidence, purposefulness, optimism) contributes to personal development and the inclusion of the subject in productive learning activities. An unfavorable state (fear, disappointment, fatigue, resentment, etc.) causes a lower range of manifestations of mental processes (thinking, imagination, memory, perception, etc.) and, accordingly, lower productivity of educational activities. As one of the criteria for evaluating the effectiveness of andragogical support, we also consider the level of self-esteem of a person. Self-esteem is considered by most authors as the core, internal regulator of behavior, the driving force behind personality development [20]. Achievements in educational activity also depend on the degree of adequacy of self-assessment, self-esteem.

The Scottish researcher M. Osborne (cited in Tappin' monographic research) classifies the categories of adult students in more detail. He takes into account not only the motivation, but also the social status of students who enter a university a few years after receiving secondary education ("delayed traditional students"), those who have experienced life's troubles, such as layoffs or divorce, and need a "new start" ("late starters"), those who are single parents, those who are currently employed and want to improve their qualifications for career advancement ("careerists"), those who see in the new qualification a chance to change an unpromising position to a promising ("escapes"),

those who acquire education for the sake of personal self-development ("personal growers") [21].

In this context, it should be noted that in the process of independent learning, the ability to learn begins to play the most important role. The double loop learning theory was developed at Harvard University. A single loop occurs when, after the first cycle of Premises → Action → Result, which ends in failure, a person his different solutions to a problem, but does not consider their original beliefs and goals. That is, he does not ask himself questions: "Why am I doing this? Why am I doing it this way?" And even if the problem is being corrected at the moment, this approach does not allow determining its causes, which can lead to new complications in the future. The double learning loop, in turn, involves reflection, analysis of the decision-making process or strategy choice itself. This approach allows getting to the root of the problem or abandon erroneous attitudes and ineffective goals in time [12]. In learning, especially problem-based or project-based learning, such reflection (as well as other metacognitive skills) helps to draw the right conclusions from the experience gained and move in the right direction.

Currently, the latest technology for undergraduate and postgraduate education is emerging – heutagogy. "In heutagogy the assessments are more a learning experience rather than tools to measure attainment. As in the andragogy approach, in heutagogy the instructor also facilitates the learning process by providing guidance and resources. But the learning path process is owned by the learner, who negotiates learning and determines what will be learned and how it will be learned" [7]. The conceptual evolution from pedagogy to andragogy and then to heutagogy is shown in Figure 3.

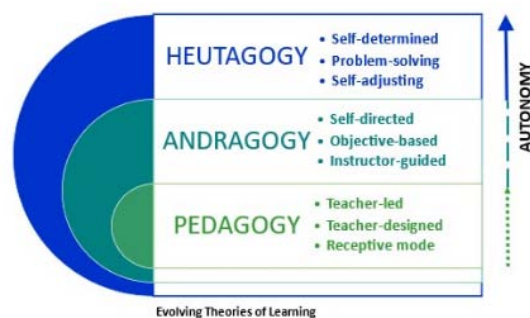


Figure 3. The concept of evolution from pedagogy to andragogy and heutagogy [7]

The prerequisite for the emergence of heutagogy as a scientific direction was a new understanding of the purpose of education in human life in the 21st century. According to the authors of the concept, the rapid pace of changes in society and the so-called information explosion have led to the need to find a new approach to organizing learning, in which the student will determine for himself what he will study and how the learning process should be built [2, 12]. In this sense, the doctrine of independent learning can be seen as a natural transition from established scientific theories and methods, in particular the theory of ability development, and may well, according to the authors, provide an optimal approach to learning in the 21st century. Heutagogy places particular emphasis on 'learning how to learn', universal learning opportunities, non-linearity of the learning process. In this vein, it can be considered as one of the concepts of lifelong education, combining the achievements of pedagogy and andragogy in solving new scientific, pedagogical, and educational problems.

In other words, heutagogy takes on the search for answers to questions related to the development of human potential that previous research and scientific theories could not answer. As an example, the authors of the concept cite the situation with distance learning, noting that, despite the flexibility of the forms

offered to students, studies show that distance learning remains centered on the teacher, and not on the student. Individual curricula based on a competency-based approach are cited as an example of the organization of learning, as opposed to another model in which "people with potential" are able to manage their own learning. Heutagogy recognizes the need for a flexible approach to learning, in which the teacher provides resources, but the student develops the actual course that he or she can learn, by negotiating with the teacher. Thus, the student can review critical articles, reviews, questions and choose what is of interest and value to him, and then discuss further possible reading materials and necessary assignments. In this situation, assessment becomes more of an educational experience than a measure of achievement [17]. Heutagogy begins with the student taking responsibility for his own learning.

In the classroom, situations of success are created that form in students a subjective state of readiness to engage in the educational process at the level of their capabilities and provide conditions for such inclusion [18]. The atmosphere of success makes it possible to activate and form achievement motivation, significantly increase the level of students' positive emotionality, prevent overwork, hypertension, anxiety, and other negative mental states that hinder the effectiveness of the learning process. Andragogic support technology is also implemented through the use of game and problem-based learning methods. At the same time, the role-playing game ensures the optimal activation of the communicative activity of students in the classroom, allows graduate students to act more confidently and in liberated manner, serve as a means of overcoming communication barriers. When distributing roles, the subjective educational experience of students, their difficulties, individual characteristics and wishes are taken into account. As a result of solving problem situations, students develop a discussion culture, which is based on critical thinking, initiative, the ability to communicate without conflict, the ability to independently solve problems, select and present arguments, proving the truth of own judgments.

Speaking about the gaming method of learning, it should be noted that the concept of "gamification" is not identical to the concept of role-play. Gamification implies the use of certain elements of the game for professional, but not entertainment purposes [3]. Gamification also differs from many standard role-playing practices in that reality does not turn into a game, but remains reality, while the student is given game settings that correlate with reality. To ensure that the process of gamification does not turn into a thoughtless earning of game points for the student, both gaming and educational tasks are set throughout the course using gamification. At the same time, game tasks help to develop intrinsic motivation to perform priority educational tasks [8, 11]. In addition, unlike other gaming practices, gamification does not have an imitative nature of activity, and with the same educational content, it makes it possible to qualitatively modify the way of organizing educational activities.

Werbach and Hunter in their work [23] compared the development and implementation of gamification with building a house, where it is necessary to have an idea of three levels: the most general and abstract level, i.e., about designing a house; middle level of abstraction, that is about the installation of structures; the third level, i.e., about tools and materials for construction. By analogy, the authors presented a typology of game elements on three levels of abstraction: dynamics, mechanics, and game components.

The highest degree of abstraction and conceptualization is at the level of dynamics. Dynamics refers to the general aspects of the gamification system that should be taken into account, but they cannot be directly implemented into the game due to their abstractness. Dynamics includes such aspects as time limits, theme, plot, emotions, relationships. Mechanics is understood as the basic processes that drive actions. Each element of mechanics is a way of implementing one or more elements of dynamics. Thanks to the elements of this level (virtual rewards, statuses, points, tests, cooperation, feedback), students move

forward and become even more involved in the learning process. The third level of abstraction is the components - these are the most specific mechanisms that embody the dynamics and mechanics of the game: points, levels, medals or "badges", avatars, achievements, achievement board, the ability to open new levels, and more. Given the three levels of abstraction of gamification elements, Werbach and Hunter also presented a methodology for integrating gamification technologies based on six stages of the "6 D's": define, delineate, describe, devise, don't forget, deploy [23].

At the first stage - "define"- it is necessary to determine the goals of using gamification. At the second stage, "delineate", it is needed to describe the desired behavior of students, i.e., activities to complete during the course. The third stage - "describe" - involves the description of students, because when introducing gamification, as well as for the learning process itself, it is necessary to understand the audience of learners. This will help to enhance the effect of introducing gamification elements, thereby improving learning outcomes. In the fourth stage, "devise", it is necessary to develop cycles of activity, which include cycles of engagement and cycles of promotion. Engagement cycles describe the actions of the players and the feedback that the system gives in response to the actions of the students. Feedback can be expressed in points, rewards, the opening of a new task or level, and it is the feedback that creates an incentive for the student to follow up. Thus, the engagement cycle is a closed cycle consisting of action, feedback, motivation, where each element 'provokes' the next. However, one cycle of engagement is not enough to create an interesting game, because if the player's experience does not differ on the first and tenth day of the game, then such a process will quickly become boring. Therefore, it is also necessary to create promotion cycles.

Promotion cycles are macro-level changes that transform gamification from an iterative process into a player journey. For the promotion cycle, it is important to ensure the non-linearity of the learning process, the effect of surprise and the gradual complication of levels. At the fifth stage, "don't forget", it is needed to make sure that the developed gamification really contains an entertainment component, and students will be interested in completing tasks. The final stage - "deploy" - is the stage of introducing gamification elements. At this stage, the necessary mechanisms and components are selected. The choice of components is carried out at the last stage of integration, because after passing the previous five levels, it becomes obvious which components should be used for what purposes, since to achieve the effectiveness of the introduction of gamification, the choice of components must be justified.

Due to the implementation of the basic didactic principles by means of gamification elements (instant (corrective) feedback, the ability to choose an individual trajectory, a multimedia-dynamic form of presenting material, etc.), one can talk about the didactic potential of using gamification in teaching foreign languages. The methodological potential of technology is revealed in a special organization of educational activities in a foreign language class (without changing the content), which allows moving from passive to active methods, implementing problematic teaching methods, search activities and research projects, organizing self-assessment and group assessment, developing critical thinking, revealing creativity, stimulating self-education of students.

Based on the best practice in teaching foreign languages to student audiences, we can briefly summarize some effective teaching methods:

- 1) Game technology that allows simulating a real situation of communication, where the communicative, creative, and professional skills of the student are involved. The following types of games can be attributed to gaming technology: grammar, lexical, phonetic, communicative, role-playing, business;

- 2) Gamification is the concept of applying game methods and techniques to non-gaming activities such as learning or work. The entire learning process or its individual stages can be represented as a game in which students reach a certain level, moving to the next one, becoming increasingly more involved in the process. The essence of this technique is to involve students in the learning process, in which they can feel satisfaction from their achievements. Interactive services can serve as a vivid example of such technology;
- 3) The case method, in which the student needs to understand real situations of an economic, social, business, engineering, or other professional nature in the language being studied, suggest possible solutions to the problem and choose the most appropriate option. This method promotes the development of thinking skills, information processing, cooperation and decision making;
- 4) Round table, where participants are asked to discuss some contentious issues, express and prove the correctness of their point of view, and hear other participants in the conversation;
- 5) The method of projects, where students independently or in groups solve a certain problem in the language being studied, while using their research, creative, practical, communication skills. The project is divided into several stages, including the distribution of roles among the project participants, the search for information on the topic of the project, the formulation of hypotheses to solve the problem, the discussion of hypotheses, the search for arguments that prove or disprove the hypothesis, the presentation of real results;
- 6) Brainstorming, which is based on the use of students' life experience to find solutions to the identified problem. This method reveals not only the communication skills of students, but also teaches teamwork, forms extraordinary ideas and actions.

These andragogy techniques are designed to develop the ability to speak immediately in the target language according to the following scheme: *I hear a phrase in a foreign language - I speak a phrase in a foreign language*, and at the same time avoid translating phrases into native language. All of these methods constitute the basis of the communicative methodology of teaching a foreign language within the framework of the andragogy paradigm, which forms the student's communicative, linguistic, sociocultural, compensatory, educational, and cognitive competence. When teaching students a foreign language within the framework of the andragogical didactic paradigm, it is necessary to take into account the level of language complexity in students, professional trajectory, the role characteristics of students in group and individual work, the selection of adult teaching methods, the development of learning content taking into account namely the needs of adults, the definition and accounting of educational material.

#### Literature:

1. Azmi, M., & Anggrainy, F. (2020). The Andragogical Approach for Teaching English Speaking Skill for College Students. *Journal of Applied Science, Engineering, Technology, and Education*, 2(2), 136-140.
2. Blaschke, L. M., & Hase, S. (2016). Heutagogy: A holistic framework for creating twenty-first-century self-determined learners. In: Gros, B. Kinshuk & M. Maina (Eds.). *The future of ubiquitous learning: Learning designs for emerging pedagogies* (pp. 25-40). Springer.
3. Brandl, K. (2021). *Communicative language teaching in action: Putting principles to work* (2nd ed.). Cognella.
4. Ekoto, C. E., & Gaikwad, P. (2015). The impact of andragogy on learning satisfaction of graduate students. *American Journal of Educational Research*, 3(11), 1378-1385
5. Fornaciari, C., & Dean, K. (2014). The 21st-Century Syllabus: From Pedagogy to Andragogy. *Journal of Management Education*, 38(5), 701-723.
6. Garcia, M. (2021). Ten important aspects of a 21<sup>st</sup> century foreign language teaching approach. *European Journal of Foreign Language Teaching*, 5(5), 1-20.

7. Glassner, A., & Back, S. (2020). *Exploring heutagogy in higher education*. Springer.
8. Gouthro, P.A., & Holloway, S.M. (2020). Using a multiliteracies approach in adult education to foster critical and creative pedagogies for adult learners. *Journal of Adult Continuous Education*, 26, 203-220.
9. Knowles, M., Holton, E., Swanson, R., Robinson, P. (2020). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.
10. Kusic, S. (2017). The presence of andragogical competencies in graduate study programmes of foreign languages. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(4), 159-165.
11. Lambert, C., Erickson, L., Alhramelah, A., Rhoton, D., Lindbeck, R., Sammons, D. (2014). Technology and Adult Students in Higher Education: A Review of the Literature. *Issues and Trends in Educational Technology*, 2(1), 1-19.
12. Lapele, F., Kartowagiran, B., Haryanto, H., Prohono, E. (2021). Heutagogy: The Most Holistic Approach Utilizing Technology in Learning. *Advances in Social Science, Education and Humanities Research*, 640, 154-159.
13. Li, S., Hiver, P. & Papi, M. (2019). Research initiatives in the foreign and second language education program in Florida State University: Multiple perspectives, multiples approaches. *Language teaching*, 52(4), 537-541.
14. Loeng, S. (2018). Various ways of understanding the concept of andragogy. *Cogent Education*, 5, 1496643.
15. McCauley, K., Hammer, E., & Hinojosa, A. (2017). An Andragogical Approach to Teaching Leadership. *Management Teaching Review*, 2(4), 312-324
16. Merriam, S., & Bierema, L. (2013). *Adult learning: Linking theory and practice*. Jossey-Bass.
17. Msila, V. (2020). Heutagogy and Teaching: Toward Liberatory Methods. *International Journal of Humanities Education*, 18(1), 1-18.
18. Rachel, R., Komattil, and R. (2017). Heutagogic Approach to Developing Capable Learners. *Medical Teacher*, 39(3), 295-299.
19. Ramirez, C., & Lafford, B. (2019). *Transferable Skills for the 21st Century: Preparing Students for the Workplace through World Languages for Specific Purposes*. Sabio Books.
20. Samin, S., Pebrian, R., & Zulkifli, A. (2020). Heutagogy Approaches for Arabic Learning in Higher Education in Industrial Revolution 4.0. Proceedings of the Second International Conference on Social, Economy, Education and Humanity (ICoSEEH 2019) - Sustainable Development in Developing Country for Facing Industrial Revolution 4.0, pp. 454-457.
21. Tappin, R. (2014). *Adult Development and Andragogy Theories: Application to Adult Learning Environments: Including Discussions on Experiential and Transformational Learning Theories*. Independently published.
22. Wang, V., & Storey, V. (2015). Andragogy and Teaching English as a Foreign Language in China. *The Reference Librarian*, 56(4), 295-314.
23. Werbach, K., & Hunter, D. (2012). *For the Win: How Game Thinking Can Revolutionize Your Business*. Wharton Digital Press.
24. Ziljak, T., Alfirevic, N., & Vucic, M. (2023). Policy Landscape and Promotion of Life-Long Learning in Croatia in the EU Context. *Educational Sciences*, 13(3), 276.

#### Primary Paper Section: A

#### Secondary Paper Section: AM