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### **English as a second language for elderly learners**

The relevance of the study is determined by the educational paradigm change in higher education institutions, namely the transition from classical to innovative educational paradigm. This is especially important for the elderly teachers, on the example of Tomsk polytechnic university (TPU). The research focuses on practical approaches to teaching English to senior learners in the Russian system of higher education.

Key words: gerontology; educational website; senior learners; computer-assisted language learning (CALL).

Demographic changes of the last decades influenced an increase in the proportion of elderly people of total population. Thus, according to statistical research of Novosibirskstat, the highest life expectancy in Siberia was recorded in Tomsk region – 70.7 years.

The main aim of the work is to implement and analyze computer assisted language learning using E-technologies (educational websites).

The novelty of this paper is studying educational websites, chosen, with a view to teaching senior learners.

The significance of study of the problem is the need for the development of gerontological education in Russia and the development of training programs using CALL for senior learners.

This work was written in the framework of an interdisciplinary approach. We studied the developments in the field of didactics: A. Ershov, A. Kuznetsov, I.V. Robert, etc., gerontological education: P. Jazvis, M.S. Knowles, O.N. Molchanova, S.I. Zmeev, M.D. Makhlin, social gerontology: V.D. Alperovich, M.E. Elyutina, B.G. Ananyeva, L.I. Antsyferova, and the field of gaming and computer technologies: V.G. Gulchevskaya, G.K. Selevko, V.T. Fomenko, B. Hunter. It is also necessary to take into account the experience in the field of CALL: M. Levy, G. Davies, J. Higgins, J. Underwood etc. and game learning: J. Huizinga, Zakeriya Ka-zanci and M. Scanlon.

#### **Gerontological education**

Foreign theoretical understanding of older person's education challenges dates back to 1970s of twentieth century, in Russia – 2000s. Gerontological education was considered in whole as a field of knowledge. Only recently research experience of older person's linguistic gerontological education has been showed. Otherwise, in modern Russian society there are undeveloped scientific approaches to the subject matter of gerontological education, understudied practices of this activity, and weak implementation in Russian

higher education. However, in Russia there are institutions and schools for older adults, which work in the form of educational entertainment.

We assure that gerontological education does not pursue a goal of obtaining a professional degree. It refers to the informal education, aimed at personal development of older adults and at being active in their everyday life.

According to S.I. Zmeev, the elderly people are already realized in social and creative activities and they tend to pass on information to younger generations, rather than learning or gaining new knowledge by themselves [1, p. 56].

The term gerontological education is used to describe and theorize how older adults learn. Developing learning programs, choosing websites and interactive activities for older adults it is necessary to respond to their psychological peculiarities: they are self-directed and take responsibility for their own learning. «The best way to assist adults in their learning includes informing them why they need to know the topic, teaching the topic using experiential learning techniques, and having the adults solve a problem that is of immediate importance to them» [3, p. 25].

### **Computer-assisted language learning**

Origins of computerization of education in the USSR come to the beginning of the 1960s, as well as the early developments in computer-assisted language learning (CALL) date back to 1960-70s, when the first computers were used for language learning (American universities). The difficulties that existed that time were organizational problems for learners to go to computer terminal; «the high cost of early machines and demands upon them for research meant that time allocated for teaching and learning was limited. CALL is closely related to many other disciplines and the computer, as a tool to aid or study teaching and learning, is often subsumed within them. For example, CALL has become increasingly integrated into research and practice in the general skills of reading, writing, speaking and listening and more discrete fields, such as autonomy in learning» [4, p. 12].

In our previous research we emphasized the importance of board games with the help of smart technologies for students in the educational process [2, p. 72], i.e. we directed the educational process to E-learning.

This paper reveals study of using websites with senior learners.

### **Practical part**

There are many educational websites throughout the world. They have many purposes: to learn foreign languages, to describe a course, to inform (encyclopedia websites), to entertain (interactive quizzes).

Choosing and assessing website we should have a particular user in mind. Our users are Russian elderly learners who want to study or improve English. Elderly adults concern about technological issues and sometimes further

training is required to be computer-literate. Consequently, ease and simplicity of the website use is of great importance.

To facilitate and encourage learning, it is necessary to choose educational website that helps learners practice four groups of skills: listening, reading, writing and speaking instead of learning new vocabulary or new grammar. Thus, we studied the content of randomly chosen websites throughout the whole Internet, and present the good one as an educational tool for teaching elderly students.

Learn English <http://learnenglish.britishcouncil.org/en>. There are hundreds of pages of video and audio along with interactive exercises. Learners can test their level and find lessons and activities designed for them. The website has tips to use it effectively for independent learners (six great ways to help you improve your English here or the best technique for using our pages).

Registration on the website is free and simple. It allows users to interact with other users and to add comments. The interface of Learn English has various sections (Listen and watch, grammar and vocabulary, business and work). But there is no clear division between language levels. However, having identified student's level, learners will be able to choose lessons, video and audio episodes developed for them. The website has the section Writing e-mails which helps to organize, start, finish and send an e-mail. It is particularly important for older adults who work in TPU (Tomsk Polytechnic University). The university sets a strategic goal to increase publication activity. Teaching staff members have to submit sometimes paper for publication via e-mails or practice business writing with foreign colleagues. Thus, it is necessary to know the rules of e-mail etiquette. Also, professional podcasts cover various subject areas such as psychology, technology, medicine, marketing, management etc. The podcast can be downloaded in mp3 format. Learners can also use section Fun and Games to play (word formation, Tense games etc.), listen to jokes and post comments. The website combines good activities and interactivity. The content is sequenced and learners can test their language level. Website guidance is clear. Using the website, teachers may encourage senior students to play, interact, listen, read and write.

### **Conclusion**

Interaction with a website is an important tool in the educational activity, especially with older adults. However, it does not always determine success among learners; many learners had complexity of access to the digital environment. All in all, interactive components of the website perform the function of entertainment and to some extent accomplish educational function.

Fluency in English language, understanding and ability to use language skills are important competencies for older adults in the system of higher

education. Consequently, there is a need for the development of an intensive training program and a new learning approach, which will contribute to successful teaching of older adults.

### **Литература**

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### **Разработка контролирующих заданий на основе интернет-сервисов**

В данной статье рассматриваются понятия контроль, контролирующие задания и их использование и проведение на основе интернет-сервисов на учебных занятиях для студентов лингвистического вуза. Описываются функции контроля. Рассматриваются особенности использования контролирующих заданий в образовательном процессе, их преимущества и недостатки использования.

Ключевые слова: контролирующие задания; контроль; коммуникативная компетенция; мотивация, иностранный язык.

Контроль играет ключевую роль в образовательном процессе, путем контроля можно выявить и проверить качество и результативность обучения, стимулировать и регулировать образовательный действия студентов. Контроль создает условия для активизации и вовлечения обучающихся в учебный процесс. Основной целью контроля является проверка уровня учебных достижений по иностранному языку у студентов.