

THE ANDRAGOGICAL ASPECT IN FOREIGN LANGUAGE TEACHING

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The process of teaching adults is positively influenced by the available stock of knowledge, life experience, various social forms of teaching, favourable surrounding environment, positive sensations, partner relationship between a teacher and a learner, responsibility for the teaching/learning process. It is easier to learn when the content of the teaching process and the methods employed correspond with the interests and experience of the learner. As adult learners themselves are responsible for the process of learning, they have to evaluate critically the results of their achievements and this activity is a very important aspect of self-esteem development. The article focuses on several questions – do the above mentioned factors, characteristic of adult teaching, influence the process of teaching students? Should these points be taken into consideration when planning the teaching process, selecting didactic means, teaching methods and methodologies? Many students in tertiary studies often face difficulties when they are required to distinguish key concepts in the text, narrate the content in the form of the dyad “thesis – antithesis”, carry out cluster analysis, synthesize several texts. A number of skills indispensable for work with sources of information have also to be supplemented with the culture of information search and the abilities to “read non-verbal texts”, systematise and analyse the obtained information in the form of tables, diagrams, etc. The aim of the present research is to look into certain aspects of foreign language teaching at tertiary level. It has to be taken into account that students belong to the category of adult learners. First of all, it is of significance to find out motivation factors for the choice of the language for studies, as well as students’ requirements, interests and expected results. Secondly, it is important to determine the level students’ knowledge at the beginning of their studies. The answers to these questions may offer opportunities to present the course material in a more interesting and accessible way, increase the students’ interest in foreign language studies, and choose the teaching strategy.