

**Purpose.** *To search the effective socio-pedagogical means that will contribute to the successful socialization of foreign students in cultural and educational environment of a higher educational institution in the process of socio-pedagogical support.*

**Results.** *On the basis of the analysis of the different interpretations of the concept of «the social and educational support» the author suggests to consider the social and pedagogical support of international students' socialization as interaction between the international student, on the one hand, and the social pedagogue, dean's office worker, teacher, on the other hand, aimed at creating optimal conditions for international students social development, shaping their social values, social qualities and social behavior in the new educational and cultural environment.*

*The paper presents the most significant stages of the social and pedagogical support of international students' socialization. They are as follows: diagnostic, organizational, pragmatically and analytical ones. The basic pedagogical conditions and principles of the implementation of the technology of the social and pedagogical support of international students' socialization are determined.*

**Conclusion.** *Socio-pedagogical support of socialization of foreign students is one of the effective means of optimization of the process of social education of foreign students in cultural and educational environment of a higher educational institution. For effective implementation of the program of socio-pedagogical support need to be considered: ethno-psychological, cultural and personal-individual characteristics of foreign students; pedagogical conditions, principles and stages of socio-pedagogical support. The result of socio-pedagogical support of socialization of foreign students in the educational-cultural environment of educational institutions should be the level of formation of socialization of foreign students that will allow them to successfully implement educational and socio-cultural activities in the cultural and educational environment of a higher educational institution and to achieve the ultimate goal of their stay in Ukraine – obtaining high quality professional education which will give the opportunity to become competitive specialists for international labor market.*

**Key words:** *international students; socialization; the social and pedagogical support; sociality; the university's educational and cultural environment; social values; social skills; social behavior; educational-cultural environment; high school.*

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**Anastasiya Bogutska,**  
extended PhD student of the Department of Social  
Work of Ternopil V. Hnatyuk National Pedagogical  
University, Ukraine

## **ПАРТИСИПАТИВНЕ НАВЧАННЯ ЛІТНІХ ЛЮДЕЙ В УНІВЕРСИТЕТАХ ПОХИЛОГО ВІКУ ВЕЛИКОБРИТАНІЇ**

**Анотація.** *Розкрито особливості процесу навчання літніх людей в Університетах третього віку в Великій Британії. Здійснено аналіз основних форм і методів організації навчання в Університетах третього віку, що відповідають потребам та інтересам літніх людей. Схарактеризовано особливості колективного навчання, семінарів, дискусій, навчання у процесі екскурсій, поїздок, виконання індивідуальних проектів. Схарактеризовано використання он-лайн ресурсів, воркшопів та інших засобів навчання. Визначено позитивний вплив Університетів третього віку на самореалізацію літніх людей.*

**Ключові слова:** *Велика Британія; люди третього віку; особливості життєдіяльності і самореалізації людей третього віку; Університети третього віку; особливості функціонування Університетів третього віку; форми, методи і засоби організації навчання в Університетах третього віку; самореалізація людей третього віку.*

**Introduction.** The dynamics of modern life makes the issue of self-realization of the elderly urgent. The demographic aging of the population succeeds, causing the problem of self-realization in old age. Increase in life expectancy is one of the factors of demographic aging. Today, a person after retirement lives for many years more. We need to gain the objective knowledge about the elderly, their psychological and social welfare; environment for their personal development currently is of great importance. We should find ways for adjusting the process of development of an individual and the whole society, to increase the prestige of the elderly in it, to provide the opportunity for an elderly person for further self-realization and development of their own potential.

**Problem setting.** The urgent matter of the study of self-realization in old age is due to rapid increase in demographic aging of the population. Demographic aging is determined by increase in life expectancy as one of a number of factors. Today, a person can live more than 20 years after retirement. This period of life should have its own meaning, its objectives for development and self-realization.

An **analysis of recent researches** suggests different approaches to the interpretation of the concept of self-realization of the third age people. Researchers reveal the core of their self-realization as the realization of person's own potential; creativity, search for the meaning of life, affirmation and realization of personal values; activity related to the objectification of human insight and other.

**Future prospects of the research subject.** The study of advanced ideas and world experience on the Universities of the Third Age is important for further implementation of this educational project in Ukraine.

The article is **aimed** at studying theoretical matters of shared learning at the Universities of the Third Age in the UK for self-realization of the elderly.

Defining the special features of self-realization process of the seniors at the Universities of the Third Age is the **objective** of this study.

Most developed countries paid attention to the problem of the education of the elderly much earlier than Ukraine did. Theoretical comprehension of the problem and its practical solution began in the 70s of the twentieth century. At that time, together with economic and social support, a variety of educational programs and projects were implemented for self-realization of the elderly. Education in old age is very important for adaptation to age-related changes and also creates a new creative, experienced and proficient image of aging.

Every elderly person has some needs. Besides the main ones, which provide the physical activity, there are many others; a life worth living in the retiring age is also impossible without them. A person should be settled in life taking into account all the latest changes in their life, use all their natural abilities, fulfil oneself for the full satisfaction at the self-given entity. An elderly person, who realizes their abilities for the good of society, is the happiest one. The hardest thing is to find a field where it is possible to fulfil their potential at this age. Comprehensive active aging with no self-realization becomes only a survival. No satisfaction in the process of any activity can be gained without self-realization. Self-realization is a development of personal abilities; it leads a person to a happy and successful life (Vakhromov, 2001).

In many countries, exercise and diet are common themes of preventative health programs directed at people of all ages. However, the benefits of cognitive challenge in later life are less tangible than those associated with exercise and diet. As a consequence it might seem unrealistic to suggest that large numbers of adults in their Third Age would be interested in taking part in systematic, intellectually challenging programs, particularly when, as yet, there are no clearly measurable rewards for doing so.

Nevertheless, this is exactly what is happening in many countries. A rapidly growing range of adult education programs for older people is now available specifically to meet the needs and interests of older learners. Of these, probably the best known is the University of

the Third Age (U3A) which has emerged as an international adult education success story for older learners (Swindell & Thompson, n.d.).

After the status of an elderly person changes they have much free time and independence to engage in new activities. So, the task of the Universities of the Third Age is to manage such events, arrange the landscape for realization of their concealed abilities, to encourage the development of human potential of the elderly (Ponomariova, 2013).

The goals of the University of the Third Age are the implementation of the principle of lifelong learning for the elderly people, arrangement of cultural and leisure activities and support of their physical, psychological and social abilities.

This educational project should:

- Create all the necessary facilities and encourage comprehensive development of the elderly;
- Reintegration of the people in the third age into active social life;
- Help the elderly people to adapt to modern life style by gaining knowledge about special aspects of aging, fundamentals of legislation on the elderly, etc. (Lifareva, 2012).

In his book, *A Fresh Map of Life*, Laslett puts into perspective a number of recent demographic and sociological changes which have given rise to the comparatively recent phenomenon of the Third Age. Until the first half of this century adults spent virtually all their lives in the Second Age, working and caring for family. They then entered the Fourth Age, a period of dependency and decrepitude prior to death. A fundamental change in this centuries-old pattern began to emerge in many countries, from around the 1950s. Then, for the first time in history, a combination of compulsory retirement, pensions and increased longevity resulted in the great majority of older people in industrialized countries spending many healthy, active, and potentially self-fulfilling years in the Third Age (Laslett, 1989).

Recent research is beginning to reveal a number of intriguing links between an individual's well-being and activity patterns during the Third Age. For example, measurable beneficial changes in the musculo-skeletal system can be achieved through a combination of sensible diet and exercise (Emery & Blumenthal, 1990). Another correlate with modifiable health is identified by MacNeil and Teague who point to studies which consistently show that «...healthy active people who continue their intellectual interests as they grow older tend to maintain and even increase, various dimensions of cognitive functioning» (MacNeil & Teague, 1987).

### **PARTICIPATIVE LEARNING**

This section outlines various methods by which a group may operate. There is no one correct method and it may well be advantageous to employ a variety, even within one session. The emphasis throughout is on active participation by all members of the group.

The *italicised sections* comprise practical suggestions from U3As which Interest Group and their members will find useful.

**3.1 Shared Delivery (sometimes simply referred to as shared learning).** The term 'shared delivery' is used in this context to mean that several individual members of a group, perhaps all of them, take it in turns to contribute or lead the group.

- Planning essential
- Informal
- Session leadership changes hands
- Practical aspects shared
- Participation celebrated

The subject matter of the group itself may offer the opportunity to be divided into a number of separate topics. Individuals, pairs or other subgroups may then make themselves more knowledgeable in one of the topics so that they can pass on their newly acquired knowledge. Often members may feel diffident about taking the lead, in which case they will need both support and patience, but in undertaking presentations to the rest of the group they will be learning. To move from the acquisition of knowledge or skill to using it actively in some form of presentation is to take a further step up the learning ladder.

All group activities can lend themselves to this approach, some more obviously than others. Members of a music group may take it in turns to arrange a programme, to research the composers of the pieces and to introduce them or the programme itself. History may well be approached in a similar way. An interesting example is the 'sideways' history group. This group takes on a decade and each member then sets about investigating what was happening all over the globe during this period, at continental, national or even city level. Suddenly history becomes less of a parade of dates, less chronologically ordered, and encompasses several types of empire, other civilisations and religions and different ways of life which all took place at the same time. Each researcher presents his or her findings to the rest of the group.

*In all this, forward planning is essential and those responsible for a particular session must have sufficient time to prepare or research.*

*Once a programme has been agreed, it should be written down and circulated to all members of the group.*

*No one should be expected to take the lead unless she/he is ready to do so. To oblige or embarrass someone into a leading role is likely to be counterproductive. On the other hand, those who undertake it usually learn a great deal themselves.*

*Visual and audio aids should be ordered well in advance and someone will need to ensure the necessary equipment is working and ready. Tactful advice on making oneself audible is also to be advised, probably something best discussed at the planning stage.*

*Seating arrangements should be informal. To arrange all the chairs facing forward, especially in ordered rows, suggests a 'them and me' arrangement. The best arrangement is often a circle, but make sure all visual aids can be clearly seen.*

*It is enough for the speakers to be responsible for the contents of the meeting and, if desired, to enter into discussion with the others, but they should not also be lumbered with setting out the chairs and similar mundane tasks. The rest of the group should be supportive in such matters.*

**3.2 Seminars.** Seminars by definition are planned carefully. They can be effective for network study days (see 3.10), as well as more formally structured groups, as a means of involving all the participants and drawing on their combined experience.

- Forward planning vital
- Material prepared and sent out in advance
- Participants read, consider and reflect upon it
- Time management crucial
- Outcome planned

In advance of the day, all participants will be sent not only a copy of the proposed programme but much more information, together with the request to research and think about the topics; thus they should come to the seminar itself quite well-prepared and having considered their own attitudes and opinions on the topics to be discussed.

Typically the group in question often begins with a general discussion, introduced by one person, then subdivides into smaller subgroups. Subgroups should not be too big, or too small (somewhere between five and eight is good) but the size of the room and the acoustics should be taken into account. Each subgroup will be given a number of discussion points to consider and the results are noted by one of its members. At the end of an allotted time, say half an hour, the subgroups recombine and their deliberations are reported to the rest. A full discussion then ensues.

Seminars are most successful if there is a strict timetable imposed. This means in practical terms that there has to be someone in charge who insists on keeping to the given times – a chairman, in effect.

Seminars are a very good way to think through a whole range of subject matter and, because of the time allocated to preparing the ground, the contributions made by individual members are more weighty. They can prove useful when thinking of forward planning.

Keeping the subgroups relatively small ensures that everyone has a greater chance of being heard and of influencing the whole group in the general discussion.

Almost any subject area can benefit from this technique. However, it is important that the topics for discussion in the subgroups are carefully listed and, where possible, each subgroup investigates a separate issue. This means a wider coverage in depth becomes possible than is the case with only general group discussion.

*A group of people should plan the seminar well in advance. Timing is essential for each part of the day.*

*The layout of the accommodation may limit the way subgroups can meet. Ideally there should be areas or rooms separated so that the subgroups do not interfere one with another and everyone can be heard clearly.*

*One person in each subgroup should undertake the job of making notes and presenting the findings in the plenary session which follows.*

*Often a seminar can be a policy-making session and the recommendations can be translated into plans for the future.*

*Since much of the time will be spent sitting in discussion, ensure the temperature in the room is appropriate, try to supply water on the tables and allow opportunities from time to time to stretch the legs.*

**3.3 Discussion.** Some groups are set up with discussion as their primary function. The educational value of a discussion is proportional to the discipline employed by the listeners rather than the cleverness of the person speaking. There is a real skill in listening.

- Can be formal or informal
- Chairman prevents straying from topic
- Agreed Code of Conduct useful
- One person to speak at a time
- Plenary or summary

At the more formal end of the spectrum, discussion can be controlled by a chairman who tries to ensure the contributions made by individuals are relevant to the subject under discussion and are not purely personal reminiscence or strong opinions expressed without evidence to back them up. Comments should conform to standards of decency (no bad or offensive language, no personal attacks or sneers). Serious groups should allow only one speaker at a time and this is best accomplished with a chairman in charge. If the discussion is really important, and is to lead to decisions affecting the future of the group, then formality becomes more important. This kind of discussion is close to the formality of an organised meeting and it may be a good idea to keep notes, if not minutes, for future reference.

Planning, in itself, is an activity which depends on discussion and it is essential to keep detailed notes. Sometimes discussions are part of seminars, mentioned earlier, and are based on worksheets or other information prepared beforehand.

If the group is informal, there still needs to be a set of ground rules made at the start. Most people will be polite and not engage in personal invective, but the group should set the rules at the beginning.

There may be a tendency for individuals to hog the limelight and for others to remain almost silent much of the time. A good group will encourage the timid to offer views but it is sometimes hard to curb the more talkative members. Again, the rules must vary according to the group in question; totally informal groups may well chatter happily, with several people talking at once. This can encourage individuals to contribute to the general talk, even though their contribution may not be well heard. Discussion may arise as a result of a casual remark made by one of the group. The purpose of the discussion will affect the way it is best organised. If it is simply a casual pastime, then there may not be a lot of substance but the conversation/discussion may lead to a better, more socially cohesive group.

*Discussion should not be another word for individuals to state opinions but not listen to others. The chairman should ensure that everyone has the opportunity to speak and should not allow individuals to dominate.*

*It is generally better for one person to speak at a time.*

*Seating arrangements are important and the best arrangement is probably in a circle where everyone can see everyone else.*

*It is important that people listen politely rather than talk across the speaker.*

*Establish ground rules about manners of address and permissible language, and avoid personal comments.*

*In serious debates it is advisable to allow members only a limited time to speak and only one opportunity to do so.*

*There should be no limit to the subjects that are open to discussion but many U3As believe it is as well to avoid strongly held beliefs, political or religious, unless the group is very well integrated.*

*Regular discussion groups may need their members to provide topics for discussion. For example, these can be taken from recent newspapers and magazines and be chosen by volunteers who bring them to the meeting; they are then placed in a hat or a box and drawn out at random. Subjects of interest to individuals can be written down on slips of paper and treated in the same way.*

**3.4 Learning by Playing.** Some groups meet with the overt intention of just having fun. They may take pleasure in playing various games, in chatting over a cup of coffee or in joining together to prepare an entertainment for the U3A. One of the characteristics of U3A members is their enjoyment of sharing time with like-minded people, and that leads to their finding common pursuits. These may be as simple as visiting the theatre or going out to eat, but those who share these interests are already on the way to forming a group. In a sense, playing in this context can mean forming a 'seeding group', from which other joint interests will flow.

- Physical and/or mental exercise
- Social aspect to the fore
- Interactive
- Equipment and/or travel often required
- Can involve extra cost

There are certainly other activities which have benefits, both in terms of mental stimulation and physical exercise. All exercise can be valuable, and can even help with the blood supply to the brain.

Social games and activities have a part to play in the happy functioning of a U3A. Card games of all kinds, like whist and bridge, and board games like Scrabble depend on short-term memory and can help to cement social links. More active pastimes like dancing, table tennis and archery are valuable in that they provide regular physical exercise and, as in the case of dancing, often involve memorising steps in a sequence.

*Encourage talking.*

*Some members should make sure the group has enough of the correct equipment for each session (e.g. enough Scrabble sets to allow for extra players).*

*Arrange rooms and equipment for activities like dancing or table tennis and investigate size, seating arrangements and probable costs well in advance.*

**3.5 Demonstrations.** When the group's purpose includes the learning of a special skill, demonstrations can be useful, especially when illustrating basic principles.

- Experts pass on skills
- Emphasis must be on learner, not demonstrator
- Usually involves equipment
- Everyone must be able to see the demonstration in comfort
- A healthy, safe environment is important

Anyone who is to demonstrate a skill clearly needs to be proficient but it does not always follow that she/he will also be good at explaining the process in question. We have all

probably experienced well-meaning tuition from which it is impossible to learn. In some cases, the skill to be taught is more appropriately learned on a one-to-one basis, provided there are enough proficient members to demonstrate individually to others.

If members of the group are themselves to give demonstrations they should always remember that the purpose is to show the rest how to do something, not merely to exhibit their own skill. They should allow time for learners to practise the skill for themselves and it is as well to break down the skills into easily digestible stages. It can be inspiring to watch a skilled artisan at work but it can also be off-putting to a beginner, who may feel she/he is a long way from such expertise and decide it is not really worth continuing. Encouragement is essential.

Arts and handicrafts often benefit from demonstrations. Practical skills of this sort require not only understanding of technique but much practice. A skilled artist may demonstrate which brushes to use for different effects or how to apply various watercolour washes and how to mix colours. All of this is useful, but it is the practising which will involve the group more fully. Card and paper craftwork, paper folding and wood turning can all benefit from demonstrations.

*Where applicable, safety issues should be considered and explained.*

*A demonstration needs to be slow enough for observers to understand the process, if necessary by breaking it down into its component stages.*

*The room needs to be arranged so that everyone has a clear view and can hear properly.*

*Ideally, there should be every opportunity for the observers to ask for clarification of each stage of the process.*

*It is always worth emphasising to beginners to computing that, short of hitting it with a hammer, you will not ordinarily damage a computer.*

**3.6 Visits.** Free bus travel makes it easier to organise visits within the locality, though more ambitious events may require further planning. Often visits are incidental, as when a drama group books seats in a theatre, but often excursions can be integral to the purpose of the group. Industrial archaeology, for instance, is far more vivid when derelict sites can be inspected first-hand. In all cases a visit enlivens the group and can inspire members.

- Management of numbers and finances crucial
- Limited numbers for most visits
- Treasurer must be involved
- Participants must be briefed regarding timings, equipment needed, refreshments and focus of visit
- Social aspect important

Stately homes can provide a historical perspective. Some may even have thrived as a result of local industry, such as agriculture or mining. This leads to new avenues for exploration. There may well be opportunities for art or photographic groups to use the visit to produce interesting images. One idea which has been tried by U3A groups is to organise a visit, themed to reflect the venue. A visit to a Victorian house, for instance, could inspire a history group, a gardening group or an architecture group. It could enthuse a group to find appropriate recipes and experiment with foodstuffs. A craft group might explore the materials and the costumes of the time of the early occupation of the house. There could be appropriate literature for the book group to read and potential work for the creative writing group.

Almost any group can benefit from a field trip; some depend on them. Architecture, geology, bird watching and botanical studies of all kinds cannot really work without outside visits. Sketching and painting, especially out of doors, is a healthy and interesting practice, while visits to museums and galleries, even visits to other U3As and network meetings can all bring rich rewards and inspire.

*Planning and forethought are the essential ingredients of a successful and enjoyable outing. It works best to have a small planning group who are fairly knowledgeable about travelling in general but one person should co-ordinate the group to avoid confusion.*

*Bear in mind the distance to be travelled. Comfort stops are essential and so have to be carefully planned. Many coach firms are familiar with convenient stopping places and will offer advice.*

*Many places of interest offer free familiarisation visits for interest group representatives and, if the distance is not too far, it is well worthwhile taking advantage of these as you can actually see for yourself what is on offer and take note of times and distances.*

*A great deal of information is available by telephone and/or by searching the internet and the more details which can be discovered, the better. Most destinations provide helpful literature and information and in some cases they even provide individual brochures for a group. Essential details such as the distance you will need to walk, steps, lifts, disabled access, toilets, menus and eating places must be investigate verified.*

*Ask whether there is free parking for the coach. If a fee is charged, then this must be divided and included in the overall price charged, along with any entry fees.*

*If a town is to be included in the visit, a simple map is very useful, marked with coach drop-off and pick-up points. If possible, the Group Contact's mobile phone number should be written on it to save a lot of waiting around.*

*Good communication with coach companies is essential. They have experience drivers and, on the whole, are very helpful. The route can be discussed with them and tailor-made to your request. They will need to know the exact pick-up points and times for the group so that they can work out their route and costs. It is worthwhile contacting two or three companies as prices can differ greatly. Type out a list of who is getting on, where and when, and give a copy to a reliable participant at each pick-up point to act as a 'sheep dog'. Names should be ticked off as they board the coach.*

*Coach enquiries should be made well ahead of the expected travel date to ensure that a coach of suitable size is available. It is best to get estimates for different coach sizes unless the final number is already known.*

*Theatre outings should be publicised and booked well in advance in order to get the seats you want. A block booking, e.g. three rows of 15, behind each other, is more sociable than one long row of 45. There is more opportunity for social interaction that way. It is best to slightly overbook tickets initially if you can take advantage of a cancellation period later. This avoids having to book late seats separated from the rest.*

*The question of payment must be decided beforehand. Some entry fees have to be pre-paid and certainly coach fees are set beforehand. This means that the fares must be divided by the number travelling – not an easy task to estimate at times. Numbers fluctuate even up to the last moment, but make the ruling that, once a payment has been made, no money will be returned unless that place can be filled. U3As are not out to make a profit, but neither do they want to lose money. In some cases, even though a certain number has been booked, the venue will only charge for people actually present. In that case you can refund the entrance money, but the coach fare is forfeited as that cannot be altered.*

*A gratuity for the coach driver can either be included in the fare or collected by passing a bag around in the coach. These financial details, however, are a matter for individual groups to decide.*

*If there is a member who is severely disabled, either physically or mentally, U3A cannot provide care or a carer. If that member wishes to attend with their own carer, U3A indemnity insurance will cover both passengers, providing the carer is not employed.*

**3.7 Shared Learning Projects.** Shared Learning Projects are like many other learning methods. The essential feature of all Shared Learning Projects is that they involve one or more U3As working together or with outside organisations or institutions and, if the latter, they will usually carry out research proposed by the institution so they are examples of an extended kind of co-operation.

- A U3A works with an outside organisation and/or other U3As
- Projects planned as joint ventures
- Projects usually last around 12 weeks
- Additional support available on website and from regional SLP contacts
- Projects have an outcome (e.g. publication/presentation)

The planning team in the U3A explores, with the Lifelong Learning Officer at a local museum, for example, the possibility of setting up a project. The proposal is advertised so that members of other U3As can join in and a team is then organised. In most cases, a member of the museum staff will attend meetings to give advice and help steer participants as they undertake research. Further information can be obtained from the national website including contact details for the National and Regional SLP Co-ordinators.

The projects normally last for twelve weeks and conclude with a presentation or other agreed outcome. Some groups have produced a short booklet on the results of the research or information for visitors or a contribution to the institution's website. The outcomes of these SLPs are not merely interesting but of practical use to the institution itself. The topic covered can be historical, artistic, literary, scientific, photographic, and often involves an exploration of archives. Some of these projects are academically challenging and some are less demanding. The participants enjoy meeting and working with members of other U3As, carrying out research, and contributing to worthwhile projects. The methods employed depend on the persons organising it, influenced by the professionals at the institution in negotiation with both the U3A organiser and the individuals themselves.

When no local outside institution exists, projects can be organised between U3As. They may research, for example, a local history topic or a local coastline, or undertake a reading project.

**3.8 Using Online Resources.** There is a vast amount of online material of all kinds available to individuals and groups. One such resource is our own online courses and U3A members also have access to those produced by U3A Online in Australia. They cover a wide range of subject matter and may be of use to existing groups. For instance there are several courses which cover aspects of writing and some writing groups have already made use of them. Any member of the group can download the course week by week and the whole group may then work through the various units.

- Study material provided
- Wealth of material available implies preliminary research advisable
- May be available generally or only at certain times
- May be used in group or individually
- Some computer skills essential

It is hardly necessary to point out that a prime essential is access to the internet if such material is to be used, but only one member of the group needs such provision and the ability to download the units and distribute them, subject to any copyright restrictions.

A ready-made course may at the very least provide a little relief for a group which is having a problem thinking of new ideas for themselves. Most online courses not only provide information but also suggest discussion points or even assignments for the participants.

One kind of study group has developed which offers a very good way to use online courses; the members look at the list of available courses and agree among themselves which ones particularly interest them. They then choose one which they follow as a group, meeting regularly to work through the material week by week or month by month. When they finish one such course, they choose another. One U3A has worked through a number of courses this way, including the movement of tectonic plates, philosophy and an introduction to the history and culture of China. Since there are now over fifty online courses available from U3A Online alone, they are unlikely to run out of material, and, apart from the practical needs of finding a venue and a mutually agreeable time to meet, there is no need for anyone to organise learning material.

A further way to exploit online resources, especially material available from many universities in the form of MOOCs (Massive Open Online Courses), is to sign up individually for such a course and MOOCs usually offer an online forum for participants to share their ideas and comments.

**3.9 Workshops.** Workshops are meetings, often organised on a wider scale than within one U3A, at which the participants find themselves embracing new ideas. They can also contribute to the wider development of U3A at national, regional or individual U3A level. Information is sent in advance to advise participants what to expect, but no one can expect to attend such a workshop without being prepared to contribute.

- Interactive
- Theoretical and practical
- Structured discussions
- Has an outcome that can be useful
- Participants leave with a new perspective

### **3.10 Other opportunities for Sharing Learning**

Participating in a joint interest need not be confined within your own U3A as the sections 3.7 (Shared Learning Projects) indicates. An advantage to belonging to a national (even world-wide) movement is that ideas can be very widely shared. Your own U3A is part of this wider movement; it can be envisaged as the centre of a series of connections.

Your network (which might be called by another name such as link, neighbourhood or association) consists of a voluntary group of U3As which are happy to work together for specific purposes. Such groupings may arrange meetings, workshops, seminars and other activities.

Your region, if it has a Regional Committee, may also organise workshops and seminars and other joint activities at which ideas can be exchanged. It may have connections with other organisations and universities which are of interest and some regions arrange regular residential schools and other events.

The Third Age Trust itself organises events nationally, including the Conference and Annual General Meeting, and it has become traditional to include a range of activities which offer learning opportunities. The Trust also organises two residential Summer Schools, which run for three days at a time. Special events are increasing in range and number every year and are listed on the national website.

IAUTA, the International Association of Universities of the Third Age, and the Asia Pacific Alliance of U3As also hold regular conferences at which you can learn how U3As work in other parts of the world. The models are extremely varied («Participative Learning,» 2014).

The right to education is one of the fundamental human rights. It cannot be age restricted, which implies lifelong learning and its continuation in the elderly age.

Education in the third age does not intend to get any profession. It is a kind of non-formal education for personal development of the elderly people and supporting their active aging. Education of the elderly improves their life by implementation of communicative, educational, social and psychological development and social cohesion (Zyskina, 2013). The University, which teaches subjects including craft and computing, uses a ‘learning is for pleasure’ approach – meaning no accreditation, assessment or qualifications. All older people should have the opportunity to take part in learning activities, to stimulate them, help them acquire new skills and to share ones they already have with others (Young, 2012).

**Conclusions.** Creation of environment for successful self-fulfilment of the elderly contributes to their productive ageing. To find the meaning of life, its goals and objectives, motivation for new achievements, and self-satisfaction are very important for subjective well-being of the seniors reflecting their wellbeing. Self-realization of an elderly person is often associated with the recognition of their social significance, importance and irreplaceability that helps them to feel satisfied with life. Despite the today’s realities that limit the seniors’ active

social life, the implementation of constructive strategies of aging in society is an important factor for development of the elderlies' potential. People of the third age have a variety of interests, a high level of recognition of the significance of human values; they perceive life, themselves and others positively. In the developed countries the seniors' studying at Universities of the Third Age is essential for their self-realization. When studying, an elderly person becomes more socially active, so they regain the lost status in society and their life quality increases.

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**Abstract.** *Bogutska Anastasiya. Participative learning at the universities of the third age in the UK*

**Introduction.** *In this article, the special aspects of the elderlies' studying at the Universities of the Third Age in the UK are presented. We also studied the main forms and methods of shared learning at the Universities of the Third Age, which correspond to the needs and interests of the seniors. The special considerations of seminars, discussions, learning by playing, demonstrations, visits, shared learning projects, using online resources, workshops and other opportunities for sharing learning are defined. We have also noticed the positive influence of the Universities of the Third Age on self-realization of the elderly.*

**Problem setting.** *The urgent matter of the study of self-realization in old age is due to rapid increase in demographic aging of the population. Demographic aging is determined by increase in life expectancy as one of a number of factors. Today, a person can live more than 20 years after retirement. This period of life should have its own meaning, its objectives for development and self-realization.*

*An analysis of recent researches suggests different approaches to the interpretation of the concept of self-realization of the third age people. Researchers reveal the core of their self-realization as the realization of person's own potential; creativity, search for the meaning of life, affirmation and realization of personal values; activity related to the objectification of human insight and other.*

*Future prospects of the research subject. The study of advanced ideas and world experience on the Universities of the Third Age is important for further implementation of this educational project in Ukraine. The article is aimed at studying theoretical matters of shared learning at the Universities of the Third Age in the UK for self-realization of the elderly. Defining the special features of self-realization process of the seniors at the Universities of the Third Age is the objective of this study.*

**Conclusions.** *Creation of environment for successful self-fulfilment of the elderly contributes to their productive ageing. To find the meaning of life, its goals and objectives, motivation for new achievements, and self-satisfaction are very important for subjective well-being of the seniors reflecting their wellbeing. Self-realization of an elderly person is often associated with the recognition of their social significance, importance and irreplaceability that helps them to feel satisfied with life. Despite the today's realities that limit the seniors' active social life, the implementation of constructive strategies of aging in society is an important factor for development of the elderlies' potential. People of the third age have a variety of interests, a high level of recognition of the significance of human values; they perceive life,*

*themselves and others positively. In the developed countries the seniors' studying at Universities of the Third Age is essential for their self-realization. When studying, an elderly person becomes more socially active, so they regain the lost status in society and their life quality increases.*

**Keywords:** *the United Kingdom; the elderly people; special aspects of welfare and self-realization of the people at the third age; University of the Third Age; special considerations of the Universities of the Third Age functioning; forms and methods of shared learning at the Universities of the Third Age; self-realization of people in the third age.*

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**Вигранка Т. В.,**  
Харківський національний університет  
імені В. Н. Каразіна, Україна

## **МОВНА КОМПЕТЕНТНІСТЬ ЯК ОДИН ІЗ СКЛАДНИКІВ АКАДЕМІЧНОЇ ОСВІТИ СУЧАСНИХ ФАХІВЦІВ ГУМАНІТАРНОГО ПРОФІЛЮ**

**Анотація.** *Проаналізовано особливості й ключові характеристики моделі мовної компетентності як складника академічної освіти сучасних фахівців гуманітарного профілю. Визначено критерії й характеристики мовних компетентностей, основні їх складники, результативність володіння і використання на практиці зазначених компетентностей. Узагальнено теоретичні засади, здійснено огляд особливостей застосування мовних компетентностей академічної освіти для фахівців. Обґрунтовано основні мовленнєво-комунікативні складові мовної компетентності забезпечення професійної майстерності у фахівців гуманітарного профілю.*

**Ключові слова:** *компетентнісний підхід; навчання; види компетенцій; мовна освіта; мовленнєва компетентність; мовленнєво-комунікативні вміння; академічна освіта; гуманітарний профіль.*

**Постановка проблеми.** Сучасний розвиток мовознавчих наук потребує від лінгвістичної дидактики поступового переходу на засади когнітивно-комунікативного вивчення мови у вищих навчальних закладах. В основу побудови такої методики вивчення мовної дисципліни вкладається поняття мовленнєвої компетентності фахівців. Така компетентність характеризує певний рівень мовних знань, умінь, навичок, які можна в подальшому застосовувати в будь-якій сфері комунікативної діяльності людини. Сучасна молодь має усвідомити визначну роль мови в житті людини, розуміти, що мовна майстерність є вихідною точкою професійного набуття і зростання, запорукою всебічної реалізації творчих здібностей особистості [7, с. 101–163]. Головним завданням викладача гуманітарного профілю залишається мовне виховання своїх учнів. Одним із важливих компонентів реалізації Програми розвитку ООН стало впровадження проекту «Освітня політика та освіта «рівний – рівному», у рамках якого розглянуто низку дискусій, що стосуються модернізації змісту освіти і формування в молоді ключових компетентностей.

Таким чином, базовою ідеєю реформування освітньої галузі вважається компетентнісний підхід у навчанні. Нині також немає сумніву в тому, що компетентнісний підхід – не лише один із тих чинників, що сприяють модернізації змісту освіти. Слід зазначити, що він доповнює ту низку освітніх інновацій і класичних підходів, що допомагають освітянам гармонійно поєднувати позитивний досвід для реалізації сучасних освітніх цілей. Лейтмотивна ідея компетентісного підходу полягає, насамперед, у