

*S. I. BUKHKALO, D. O. KOROBV***FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN NON-FORMAL ADULT EDUCATION PECULIARITIES**

The article examines the didactic conditions for the formation of foreign language communicative competence in adults in the field of non-formal education. The essence of the concept of "foreign language communicative competence", the features of non-formal adult education, as well as pedagogical and methodological factors that ensure effective mastery of a foreign language in alternative formats to formal education are determined. Practical models and teaching technologies that contribute to the development of communicative skills in adult learners are presented. The formation of foreign language communicative competence of adults in the field of non-formal education is a multifaceted process that requires comprehensive consideration of didactic conditions. Only under the condition of the implementation of personally oriented, communicatively active and technologically supported approaches is it possible to achieve a high level of learning efficiency. Research on this topic contributes to the improvement of educational practices, and also ensures the integration of the adult population into the globalized space through language.

Keywords: non-formal education, adults, foreign language communicative competence, didactic conditions, motivation, learning autonomy, teaching methods.

*С. І. БУХКАЛО, Д. О. КОРОБОВ***ОСОБЛИВОСТІ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ В НЕФОРМАЛЬНІЙ ОСВІТІ ДОРΟΣЛИХ**

У статті розглядаються дидактичні умови формування іншомовної комунікативної компетентності дорослих у сфері неформальної освіти. Визначено сутність поняття «іншомовна комунікативна компетентність», особливості неформального навчання дорослих, а також педагогічні та методичні чинники, що забезпечують ефективне опанування іноземної мови в альтернативних до формальної освіти форматах. Представлено практичні моделі та технології навчання, які сприяють розвитку комунікативних навичок у дорослих слухачів. Дослідження цієї теми сприяє вдосконаленню освітніх практик, а також забезпечує інтеграцію дорослого населення у глобалізований простір через мову. Формування іншомовної комунікативної компетентності дорослих у сфері неформальної освіти є багатоаспектним процесом, що вимагає комплексного врахування дидактичних умов. Лише за умови впровадження особистісно орієнтованих, комунікативно активних і технологічно підтриманих підходів можливо досягти високого рівня ефективності навчання.

Ключові слова: неформальна освіта, дорослі, іншомовна комунікативна компетентність, дидактичні умови, мотивація, автономія навчання, методи навчання.

Introduction.

The modern globalized world requires an adult not only professional mobility, but also the ability to communicate effectively in other languages. In this context, the role of informal education as a tool for continuous learning is growing, which allows adults to realize individual educational needs.

Of particular importance is the formation of foreign language communicative competence, which includes mastery of language tools, the ability to intercultural interaction and the use of language in real communication situations.

In the modern world, knowledge of a foreign language has ceased to be a luxury – it is a necessary component of professional and personal self-realization. This is especially relevant for the adult population, which, due to life experience, professional interest or migration needs, actively turns to informal forms of education. In this context, the question is relevant: what didactic conditions are the most effective for the

formation of foreign language communicative competence of adults?

First of all, it is worth noting that an adult listener is significantly different from a traditional student. His motivation, life circumstances, cognitive abilities and psychological characteristics form a specific educational environment that requires special didactic conditions. Among such conditions, the key ones are:

- individualization of the educational process,
- practical orientation of the content,
- interactivity of methods,
- flexibility of organizational forms, as well as psychological support and a positive learning environment.

One of the most important conditions is motivational relevance – adults learn better when they see a clear benefit from the acquired knowledge.

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Therefore, educational material should meet the real communicative needs of students:

- 1) professional situations,
- 2) travel, everyday communication.

The use of authentic materials, role-playing games, situational modeling increases the effectiveness of language acquisition.

The Law of Ukraine "On Higher Education" (2014) defines the directions of the hierarchy of development of the educational process:

- 1) classification-identification for the transfer, assimilation, multiplication and use of knowledge,
- 2) classification-identification of skills, competencies and the formation of harmonious development of the personality.

Thanks to trained specialists with knowledge of a foreign language, the development of cooperation and integration of Ukraine into the international space is ensured. In view of this, the creation of conditions for fluent mastery of foreign languages should be laid down as a requirement in the basis of the modernization of education. The Council of Europe has included the competences of oral and written communication among the key ones.

Communication and interaction in pedagogy are the fundamental basis of professionalism, thanks to them the educational process takes place, the formation of knowledge, skills and abilities, the training of specialists, the formation of a social personality. In the process of learning a foreign language, an important role is played by the implementation of a comparative analysis of data from scientific literature and regulatory documents; system-structural analysis to clarify problems, argue requirements and pedagogical conditions for the formation of professional foreign language communicative competence of students; analysis and synthesis to develop a model, determine approaches, principles, criteria, indicators and levels of professional training of future specialists in foreign philology for the formation of professional communicative competence.

Most scientific research is devoted to the training of foreign language teachers, the results of which indicate insufficient development of professionalization of practical classes, problems of the formation of foreign language communicative competence, low motivation for the teaching profession, etc., for example, knowledge of the basic laws of the structure, hierarchy of logical organization, methods of cognition in the theory and practice of foreign language communication and other components of learning; knowledge and classification-identification of mechanisms for mastering communicative skills and organizing optimal communication training in accordance with the goals and objectives [1–10].

The main purposes of this paper are:

The purpose of the article is to substantiate and characterize effective didactic conditions that contribute to the formation of foreign language communicative competence in the process of informal adult education,

taking into account the peculiarities of their educational needs, motivational sphere, and the specifics of the educational environment.

Main part

Another important condition is contextual learning, which is based on taking into account the life experience of the adult. This means that the teacher should involve examples from the professional sphere of the students, discuss real cases, stimulate reflection and independent formation of speech strategies.

No less important is flexibility in choosing forms of learning. Online courses, microlearning, evening classes or intensives allow adults to combine learning with work and family responsibilities. And technological support – applications, platforms, language chatbots – contribute to involvement and autonomy.

In addition, an atmosphere of psychological comfort helps to overcome the fear of mistakes and stimulates active participation in speech activity. Didactics should take into account that adults often have a high level of anxiety in language learning, especially if they have negative experience at school.

In conclusion, it can be said that the effective formation of foreign language communicative competence of adults in non-formal education is impossible without taking into account the complex of didactic conditions. It is the combination of motivational value, practical context, individual approach and flexible forms of learning that creates the basis for successful language acquisition. At the center of such a process is the adult as an active subject of education, not a passive consumer of knowledge.

In the modern world, knowledge of a foreign language has ceased to be a luxury – it is a necessary component of professional and personal self-realization. This is especially relevant for the adult population, which, due to life experience, professional interest or migration needs, actively turns to non-formal forms of education. In this context, the question is relevant: what didactic conditions are the most effective for the formation of foreign language communicative competence of adults?

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- practical orientation of the content, interactivity of methods,
- flexibility of organizational forms, as well as psychological support and a positive learning environment.

One of the most important conditions is motivational relevance – adults learn better when they see a clear benefit from the knowledge gained. Therefore, the educational material should meet the real communicative needs of the students: professional situations, travel,

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1. Theoretical foundations of the study

Foreign language communicative competence is interpreted as an integrative ability of an individual to communicate effectively in a foreign language in various socio-cultural contexts. According to the Common European Framework of Reference for Languages (CEFR), it includes linguistic, sociolinguistic and pragmatic components [1–10].

Non-formal adult education is a type of educational activity that takes place outside traditional educational institutions, often in the form of language courses, online programs, workshops, trainings, etc. Its advantages are flexibility, practical orientation, voluntariness and adaptability to the individual needs of the students.

2. Didactic conditions for effective formation of competence

The successful formation of foreign language communicative competence in the context of informal education is ensured by a number of didactic conditions:

2.1. Motivational orientation of learning

The motivation of the adult learner is the leading factor in effective learning. It is important to consider both external (professional, social) and internal (personal) motivational factors. It is recommended to use authentic materials, role-playing games, tasks that simulate real-life situations.

2.2. Person-centered approach

Learning should be based on taking into account the individual learning style, experience, needs and goals of each adult. This is achieved through individual

trajectories, reflective learning, the ability to choose the content and forms of classes.

2.3. Use of interactive methods

Communicative interaction is promoted by methods such as discussions, debates, project work, game technologies, pair and group work. These forms activate language practice and help overcome psychological barriers in communication.

2.4. Technological support of the learning process

The use of digital platforms, mobile applications, online courses, video and audio materials expands access to educational content, allows for individualization of learning and supports continuous language practice.

2.5. Support for autonomous learning

Adults should be able to independently plan, organize and evaluate their own learning. The development of learning strategies, reflection and self-assessment are important. Mentoring and facilitation by the teacher contribute to this process.

3. Practical implementation models

A successful example of the implementation of the indicated didactic conditions can be:

- Language clubs and conversation platforms that provide regular language practice.
- Blended learning - a combination of online and offline learning.
- Task-based learning, where the basis is the performance of communicatively oriented tasks.
- Peer learning - learning in cooperation with other participants, which contributes to the social aspect of communication.

The ability to communicate in a foreign language has become an essential skill in today's globalized world, particularly for adults who seek to improve their career prospects, engage in cross-cultural exchanges, or simply broaden their personal horizons. While formal education systems have long been the primary means of language acquisition, non-formal education has emerged as a flexible and effective alternative for adult learners. The work examines the role of didactic terms in the development of foreign language competence in non-formal adult education settings.

The study explores the fundamental didactic concepts and methodologies that underpin successful language teaching and learning outside of traditional classroom environments. It investigates how principles of pedagogy, teaching strategies, and instructional materials are adapted to meet the specific needs of adult learners. Through an examination of non-formal educational contexts such as community-based programs, workplace training, and online platforms, the thesis aims to highlight best practices for fostering language competence in ways that are engaging, accessible, and practical.

A key focus of the research is the integration of learner-centered approaches that take into account the diverse motivations, prior knowledge, and learning styles of adult students. These approaches, which emphasize active participation and real-world application of

language skills, are explored in relation to both face-to-face and digital learning environments. The thesis also delves into the challenges faced by non-formal language education providers, such as limited resources, time constraints, and the need for flexible curricula that accommodate varying learner goals.

In addition, this work addresses the assessment of foreign language competence in non-formal settings. It considers both formative and summative assessment methods, proposing ways in which instructors can track progress, offer constructive feedback, and ensure that learners meet their language proficiency goals in a meaningful way. Special attention is given to authentic assessment practices that align with real-world language use [11–19].

Finally, the work provides practical recommendations for educators, policymakers, and practitioners aiming to design and implement effective language programs in non-formal adult education contexts. By synthesizing research on didactic strategies, adult learning theories, and the role of technology, this study contributes to the growing body of knowledge on non-formal language education and offers insights into how foreign language competence can be successfully cultivated outside traditional educational systems.

Conclusions and ideas for further investigation

Modern society requires a high level of foreign language proficiency not only within formal education, but also in the field of informal adult education.

Given the globalization processes, population mobility and the need for intercultural communication, foreign language communicative competence is becoming one of the key factors in the personal and professional development of an adult. Informal education, as a flexible and variable learning tool, opens up wide opportunities for the formation of this competence.

The formation of foreign language communicative competence involves the development of skills and abilities in perceiving, understanding, producing and interpreting foreign language utterances in relevant communicative situations.

In the context of informal adult education, didactic conditions play an important role in ensuring the effectiveness of the educational process.

The main didactic conditions include:

1. A personally oriented approach – taking into account the experience, level of motivation, needs and goals of each adult listener. It is important to form individual learning trajectories.

2. Communicative orientation of learning - learning should be based on authentic communication situations that meet the real life or professional needs of adults.

3. Motivational support – creating conditions that stimulate internal motivation to learn a language (for example, due to professional needs, travel, interest in the culture of another country).

4. Using interactive methods and digital resources –

using role-playing games, project activities, online learning platforms, mobile applications, multimedia tools, etc.

5. Creating a favorable educational environment - providing support from the teacher, a positive atmosphere, interaction in the group, opportunities for self-expression and feedback.

6. Reflective and autonomous learning - developing skills for independent work, critical reflection on one's own experience, self-assessment of progress.

The formation of foreign language communicative competence of adults in the field of non-formal education is a multifaceted process that requires comprehensive consideration of didactic conditions. Only under the condition of the implementation of personally oriented, communicatively active and technologically supported approaches is it possible to achieve a high level of learning efficiency. Research on this topic contributes to the improvement of educational practices, and also ensures the integration of the adult population into the globalized space through language.

The effective formation of foreign language communicative competence in non-formal adult education requires the creation of favorable didactic conditions focused on:

- personal needs,
- practical orientation,
- technological support and the development of autonomy.

Further research can be focused on the empirical study of the effectiveness of various learning models in a real educational environment.

The method of scientific literature analysis was used to study the available research on the topic of the study. The main methodological provisions of the study can be presented at the pedagogical workshop:

- variability of the task and results of the functioning of complex innovation projects;
- consideration of technological and other features of processes that depend on a large number of factors;
- key competencies, infrastructure features, type and condition of all components of the project.

A distinctive feature of educational technology is the presence of the main specific components of an optimally organized complex innovation project as a new form of education:

- a high degree of competence in the considered problem of teachers-organizers and, as a rule, sufficient practical and theoretical experience and interest in solving non-standard technical problems in students;
- professional methodological training of teachers-organizers to manage a complex project and a sufficiently high level of improvisation on the part of students, which necessitates the teacher's control over the process of obtaining the final result of the project;
- the main goals of corrective actions by teachers are to identify, isolate and eliminate the true causes of inconsistency of the obtained results in order to achieve an innovative result in the development of a

comprehensive project as a whole [20–25].

Interactive methods in teaching a foreign language are also capable of ensuring a high degree of activity and independence of students.

In the conditions of professionally-oriented training, the following methods of interactive training can be used: business games, disputes, discussions, performances, conferences.

1) Firstly, they ensure the interconnection of individual and group forms of student work;

2) secondly, they imitate certain problematic situations that occur in the professional activities of a specialist in real conditions;

3) thirdly, it encourages students to make decisions and achieve their goals;

4) fourthly, they contribute to the creation of a positive creative environment in the classroom

5) and, as a result, eliminate barriers of anxiety

and fear when generating foreign language speech;

6) and fifthly, which, in fact, is the most important – these methods make it possible to comprehensively implement the principle of professional orientation of training, which makes it possible to increase students' interest in foreign language classes and optimize the educational process.

With this approach, a foreign language becomes one of the means of studying a specialty [28–34]. According to the classification-identification of the basis of communication theory, the study of professional discourse is aimed at mastering:

1) intra-professional discourse, that is, discourse within a certain specialization in a specialty, which conveys communication among scientists;

2) interprofessional discourse, that is, discourse between individuals - representatives of different professions.

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