

7. Тарева, Е. Г. Обучение межкультурному диалогу как инструмент «мягкой силы» / Е. Г. Тарева. – М., 2016.
8. Федеральный государственный образовательный стандарт основного общего образования [Электронный ресурс] // Федеральные государственные образовательные стандарты. URL: <https://fgos.ru/#> (дата обращения: 17.10.2023).

UDC 376

**ABOUT THE FEATURES OF TEACHING A
FOREIGN LANGUAGE OF THE SILVER AGE
REPRESENTATIVES WITHIN THE CONCEPT OF
LIFELONG EDUCATION**

**ОБ ОСОБЕННОСТЯХ ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ ПРЕДСТАВИТЕЛЕЙ
СЕРЕБРЯНОГО ВОЗРАСТА В РАМКАХ
КОНЦЕПЦИИ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ**

Yakovleva S.V.

Pskov State University, Russian Federation

e-mail: atevsa@inbox.ru

Яковлева С.В.

Псковский государственный университет, Российская Федерация

Keywords: lifelong education, silver age, participatory approach, the principle of the subject of activity, the principle of life activity, the principle of potential and actual, the principle of feedback, teaching a foreign language, classification of exercises.

Ключевые слова: непрерывное образование, серебряный возраст, партисипативный подход, принцип субъекта деятельности, принцип жизнедеятельности, принцип потенциального и актуального, принцип обратной связи, обучение иностранному языку, классификация упражнений.

Abstract. For many countries today, the process of population aging is relevant, which affects the implementation of domestic government policies. The idea of training representatives of the silver age is considered in the context of the concept of lifelong education. The article outlines the goals, objectives and principles of teaching representatives of the silver age within the framework of foreign language classes, and presents an approximate classification of exercises for mastering grammatical skills.

Аннотация. Для многих стран сегодня актуален процесс старения населения, что влияет на реализацию внутренней государственной политики. Идея обучения представителей серебряного возраста

рассматривается в контексте концепции непрерывного образования. В статье обозначены цели, задачи и принципы обучения представителей серебряного возраста в рамках занятий по иностранному языку, представлена примерная классификация упражнений для освоения грамматических навыков.

For many countries today, the process of population aging is relevant, which affects the implementation of domestic government policies. The idea of training representatives of the silver age is considered in the context of the concept of lifelong education. The article outlines the goals, objectives and principles of teaching representatives of the silver age within the framework of foreign language classes, and presents an approximate classification of exercises for mastering grammatical skills.

In this work, we use the concept of “persons of the silver age”, speaking about those whose age is 55 years and older. After fifty years, a person’s life gradually begins to change, because... not only the physiological processes of aging of the body are launched, but also a reassessment of the life lived by a person occurs. For many older citizens, cessation or limitation of work has painful consequences: loss of professional contacts, decrease in physical activity, health problems, loneliness and much more, which leads to a decrease in the quality of life, depression, and, as a rule, an acceleration of the aging process and decline life expectancy.

Many countries have developed and are implementing a model aimed at developing the concept of active aging in society and supporting lifelong education, which is called the “University of the Silver Age.” The social project program allows people of silver age to make maximum use of their body’s resources to improve well-being, spend interesting leisure time, extend their education and active longevity.

Psychologist B.G. Ananyev noted that “the development of intelligence, the ability to learn, and the constant education of an adult is a huge force that resists involutionary processes” [1]. Therefore, the main goal of the “University of the Silver Age” project is to create the necessary conditions and opportunities for the development of activity of an elderly person.

It is known that P. Laslett actively promoted the idea of education for people of the third age in the media. Education at this age solves the problem of loneliness, helps older people to successfully accept a new social role, and the learning process has a positive effect on the functioning of the body as a whole, in particular the functioning of the brain, providing prevention against diseases associated with age-related characteristics of the functioning of the human body [7].

The social and educational project “University of the Silver Age” is also being implemented in the Russian Federation. Pskov State University also actively

interacts within the framework of social projects with the University of the city's Silver Age.

The goal of jointly implemented projects is to improve the quality of life and social activity of older citizens. The tasks include: creating favorable conditions for the successful adaptation of older people in modern life, for self-education and self-improvement; activating creative potential and maintaining a positive attitude towards life; increasing the level of communication skills of older people; formation and development of the communication environment; organizing free time for older people.

The idea of lifelong education arose in the 20th century, but its origins can be found in the times of ancient philosophers. It is believed that the term "lifelong education" was first used in 1968 in the proceedings of the UNESCO General Conference [5]. Currently, the idea of lifelong education is becoming the dominant vector of educational reforms.

The concept of "continuing education" can be interpreted in different ways, but it seems that the definition of A.M. Novikova describes the meaning of this term as accurately as possible – "one of the leading modern ideas for the development of education as a transition from the construct "education for life" to the construct "education throughout life." Continuing education involves a connection between the content being studied and various aspects of human development at all stages of life; the ability to assimilate new achievements of scientific, cultural and social progress; improving learning skills, stimulating motivation to study; implementation of creative and innovative approaches, emphasis on self-education" [4].

Scientists emphasize that in the new educational paradigm, the psychophysiological characteristics of students must be taken into account; it is important to take into account the following psychophysiological changes: slower reactions with faster fatigue, deterioration in the ability to perceive, narrowing the field of attention, reducing the duration of concentration, difficulties in distributing and switching attention, decreased ability to concentrate and concentration of attention, increased sensitivity to extraneous interference, a slight decrease in memory capabilities, a weakening tendency towards "automatic" organization of what is remembered, difficulties in reproduction [2].

Pskov State University interacts with the University of the Silver Age within the framework of annual social projects, implementing language workshops.

The importance of language in the life of a person and society, the functions that it bears, is a very important aspect of the existence of society. Through language, people express their thoughts and emotions. The words of outstanding people are quoted and transformed from personal property into human property, creating the spiritual wealth of society. Language as a whole is the embodiment of our thoughts that are born in the heart. Speech in a person determines many

things: his mind, culture, level of education, attitude towards people, and through language in society the connection of generations is carried out.

A foreign language is not just a training program for the older generation, but a bridge of mutual understanding and support. The continuing education program helps to see in the “third age” one of the means of solving the most important existential problem – preserving the meaning of life in a period when it becomes not entirely clear, elusive; preserve mental tension as a manifestation of activity, which remains when its other types are gradually fading away, get new mentors in the person of young people who are ready to provide their support to the older generation.

Modern researchers of the problems of teaching representatives of the silver age emphasize the special importance of the participatory approach to constructing education, which includes the principle of the subject of activity, the principle of life activity, the principle of potential and actual, the principle of modeling, the principle of optimality, and the principle of feedback. The participatory approach is based on the principles of three sciences, the subject of study of which is the adult: acmeology, andragogy and gerontology.

The principle of the subject of activity in acmeology is that the personality is considered as developing and functioning. In a participatory approach, content is based on social context. What happens in class should be related to the student’s daily life. He improves his knowledge through four types of speech activities (reading, writing, listening, speaking). Topics: from home management to safety, social factors and the possibilities of changing them.

The principle of life activity allows us to emphasize the idea of the individual as a subject of life activity, which allows us to see the place, role, meaning and significance of activity, labor in the life path of the individual. The goal is the action taken. The skills acquired during training serve to change these conditions. And they are not separate goals.

The principle of potential and actual allows us to consider personality as a projective, promising system. It serves in two directions: 1) it focuses on the reserve, the capabilities of the individual, which can be realized in the future by herself or with her acmeological support; 2) suggests using projective rather than ascertaining procedures when diagnosing the current state of a person. Translated to a participatory approach, this means emphasizing the strengths, exploration, exploration and empowerment of participants.

Modeling principle. The participatory approach involves modeling communication situations that are relevant for students, reflecting their aspirations, and the main goal is aimed at changing the surrounding reality (rather than adapting to circumstances).

The principle of optimality. The principle of optimality allows you to choose the right behavior in a team, to choose the right combination of the principles of a differentiated approach and unity of requirements. The content and learning

process help students understand their own capabilities. Social relations in the classroom serve as a prototype for relations outside it, i.e. help optimize.

The reverse principle in the participatory approach is implemented in the process of communication, since personal experience is inextricably linked with the discussion of certain situations. Participants view their problems in the light of the experiences of others. A joint discussion depersonalizes the problem and is a signal to action.

Successful foreign language learning for older adults involves the learning environment, teaching methods, and motivation. The learning environment must compensate for potential sensory disruption. Teaching methods must incorporate real-life experiences as well as provide relevant content. It is important to develop both receptive skills (listening, reading) and productive skills (speaking and writing). Older students prefer a slower pace of learning, avoid competition, and value a friendly and pleasant atmosphere in the classroom.

As many recent studies have shown, learning a foreign language appears to be an effective tool for improving the overall well-being of older adults, bringing them a subjective sense of happiness, satisfaction and positive motivation, and thus positively affecting their mental health and enhancing their social networks.

The experience of implementing language workshops within the framework of social joint projects with the University of the Silver Age allowed us to develop a classification of exemplary language exercises. We highlight language exercises for: differentiation, for example, “Listen to word combinations, raise your hand when you hear a combination with the grammatical phenomenon/word being studied”; concentration, for example, “Listen looking at the pictures and say what was not mentioned”; – attention span, for example, “Remember the phrases on the cards, (ask to turn away, remove 1–2 cards) tell me which cards have disappeared”; working memory capacity, for example, “Name the actions in the order in which they were demonstrated; generalization, for example, “Choose those words that you can use in combination Ich kann ... benutzen (ein Handy, einen Computer); abstraction, for example, “Number the word order in the sentence: . I show a number, and you name what could stand in this place, for example, Morgen (1) mit den Enkeln (4) ich (3) ins Kino (5) gehe (2).

Older people experience a natural decline in cognitive function. Learning a foreign language is an effective transformative preventive means of compensating for declining functions. However, when learning a foreign language, students of the silver age group need special conditions to activate these functions. We have given a classification of approximate exercises to activate attention, memory and thinking. The problem of teaching a foreign language of the silver age representatives has not yet been studied enough at present and, of course, needs further research and the development of methodological and methodical tools.

References

1. Ананьев, Б. Г. Основы современного человекознания / Б. Г. Ананьев. – Издательство «Наука», 1977.
2. Комаровская, Е. П. и др. Геронтологическое образование в Российской Федерации в системе непрерывного образования / Е. П. Комаровская и др. // Известия ВГПУ. – 2018. – С. 11–12.
3. Лапп, Д. Улучшаем память – в любом возрасте / Д. Лапп. – М. – 1993. – С. 119 –237.
4. Новиков, А. М. Педагогика: словарь системы основных понятий / А. М. Новиков. – М. : Издательский центр ИЭТ, 2013. – 268 с.
5. Формирование общества, основанного на знаниях. Новые задачи высшей школы. Доклад Всемирного банка. – М. : Весь мир, 2003.
6. Непрерывное образование и потребность в нем / Отв. ред. Г. А. Ключарев // М. : Наука. – 2005.
7. Laslett, P. A Fresh Map of Life: the Emergence of the Third Age / P. Laslett. – London, 1990.
8. Laslett, P. What is Old Age? Variation over the Time and between Cultures. In: G. Caselli and A. Lopez (eds.), Health and Mortality among Elderly Populations. – Oxford, 1996.

UDC 811.16

**FEATURES OF REPRESENTATION OF THE
GERMAN IN WORKS OF RUSSIAN LITERATURE
OF THE 18th-20th centuries**

**ОСОБЕННОСТИ РЕПРЕЗЕНТАЦИИ НЕМЦА В
ПРОИЗВЕДЕНИЯХ РУССКОЙ
ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ XVIII–XX вв.**

Yakovleva S.V.

Pskov State University, Russian Federation

e-mail: atevsa@inbox.ru

Яковлева С.В.

Псковский государственный университет, Российская Федерация

Keywords: image, national image, artistic image, representation of the German in Russian literary, speech portrait, artistic detail.

Ключевые слова: образ, национальный образ, художественный образ, репрезентация немца в русской художественной литературе, речевой портрет, художественная деталь.

Abstract. The influence of representatives of the German state on Russian science, painting, and architecture is undeniable, but one of the most interesting aspects to study is literature. Literature is the voice of the people, artistically