

S.M. Kumpan

candidate of philology,

senior lecturer

National Academy of the

National Guard of Ukraine,

Kharkiv

O.V. Hloba

candidate of philology,

associate professor

National Pedagogic

Dragomanov University, Kyiv

LIFELEARN LEARNING COMPETENCE

Competence-based education at the Tertiary level has gradually spread worldwide as a natural attempt of Universities to meet the challenges their graduates come across with in vocational sector in the XXI century. The World Education Forum 2015, which was held in Incheon, Republic of Korea, 19-22 May 2015, under the slogan «Equitable and inclusive quality education and lifelong learning for all by 2030» recognized lifelong learning as «an organizing principle of all forms of education», stating the fact that over 95 countries have adopted a policy on lifelong learning, while more than 150 countries are reforming qualification systems within the framework of national education to that end [1].

The research was conducted in two different vocational settings in Ukrainian higher educational institutions: National Academy of the National Guard of Ukraine, which trains military leaders for the National Guard of Ukraine; and National Pedagogic Dragomanov University where prospective teachers are trained.

As a result of the analysis we identified the corpus of set characteristics of learning to learn competence inherent for teaching ESP in the Tertiary education,

which can be further classified into three complex and interrelated components – institution-related, teacher-related, and student-related factors.

1. Institution-related factors. They go first, because today each higher educational institution determines for itself the objective conditions of teaching and learning process and thus to large extent shapes learners' desire and ability to learn. What the most Universities and Academies in Tertiary education have to face these days is that there can be a huge gap between the required entrance level of academic proficiency and the true level school leavers demonstrate. It is especially true for ESP courses, which are supposed to start at B1 level advancing the students to B2, while the reality can be much different in all vocational settings. That's the reason why study groups have become not just heterogeneous, in which the learners can benefit from each other's knowledge and experience, but polar opposite – with zero level and advanced level students trying to cope with the same learning content.

The problem seems to be impossible to solve unless we face the reality at all levels of Tertiary education administration and adopt a flexible curriculum which will give a possibility to introduce pre-ESP courses for complete beginners and false beginners, to allow students to flow from one level-group to another depending on the progress, and to conduct regular regrouping of students based on the formative assessment.

2. Student-related factors make the core of learning to learn competence. It's a complex issue which embraces metacognitive components, enhanced by ability to reflect and to collaborate.

World Education Forum, 2015, emphasized the role of learners' willingness to share responsibility with teachers and stakeholders for the outcomes of their own learning. The participants of the Forum made a conclusion that «individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt» [1, p. 8].

3. Teacher-related factors come directly from those related to students. Talking about ESP teachers, we can't but mention that the teacher's role has become really challenging today. It is not only because of the subject area of ESP itself, but it's on the teacher's side to make everything work, to create conditions, to organize, to monitor, to supervise, to assist, to advise, to facilitate and to provide opportunities for every individual learner as well as for the group as a whole.

The role of the teacher in the classroom has changed dramatically making a controlling function almost obsolete and moving closer to managerial tasks. Just like a manager, a teacher retains control of aims and objectives, maintains positive rapport, keeps learners in the necessary direction, gives feedback and provides formative assessment, still leaving each individual enough space for creativity and development.

Conclusions. The analysis of different vocational contexts in teaching English for Specific Purposes at the Tertiary level demonstrated common problem areas and challenges in different institutions. As a result of the research The conclusion is made that to successfully develop learning to learn competence the combination of three integral education elements is essential – the institution itself, a learner and a teacher. Each component plays equally important role in acquisition of learning to learn competence. There is a variety of ways and methods available in the ESP classrooms today to boost learning to learn competence, including various digital resources and active training methods. Learning to learn competence makes the core of lifelong learning, and it can be developed at any age, and it can be fostered at any level of academic proficiency.

Not all aspects of learning to learn competence and the ways to develop it in a particular Tertiary education setting have been covered within the scope of this article. The subject area of the research still stays within the field of scholar interest, especially from the teaching perspective, and requires **further research**.

Literature

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