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# **НЕПРЕРЫВНОЕ ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА В КРАСНОЯРСКОМ ГАУ КАК НЕОБХОДИМОЕ УСЛОВИЕ ПОЛУЧЕНИЯ АККРЕДИТАЦИИ ЕСВЕ И СРЕДСТВО РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ ЮНЕСКО**

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**Аннотация.** Красноярский государственный аграрный университет в 2014 году получил аккредитацию Европейского Совета по Бизнес Образованию для направлений подготовки 38.03.02, 38.04.02 «Менеджмент» и в 2017 году успешно подтвердил валидность данной аккредитации, получив ре-аккредитацию, сроком на пять лет. Одним из условий получения такого рода аккредитации является имплементация стандартов ENQA и UNESCO, провозглашающих непрерывность образования. Обучение на протяжении всей жизни основывается на четырех основополагающих принципах: научиться познавать и приобретать знания, научиться делать и работать, научиться жить вместе, научиться жить. Конечной целью непрерывного образования в университетской среде является формирование гармонично развитой личности, владеющей лидерскими качествами, способной работать в команде, а также в конкурентной среде, используя общекультурные и профессиональные компетенции, сформированные в вузе. К вышеперечисленному автор статьи добавляет знание иностранного языка, которое, несомненно, является конкурентным преимуществом любого выпускника при поиске работы и трудоустройстве. Цель автора заключается в том, чтобы проанализировать процесс непрерывного изучения иностранного языка в Красноярском государственном аграрном университете, и показать успешность имплементации стандартов ENQA и UNESCO в ходе преподавания дисциплины «Иностранный язык» и предметов на иностранном языке. Кроме того, приводятся конкретные практические результаты реализации указанных стандартов кафедрой «Иностранный язык», входящей в состав Центра международных связей и бизнеса Красноярского ГАУ.

**Ключевые слова:** непрерывное обучение, качество, гарантия, высшее образование, стандарты ENQA, стандарты UNESCO, аккредитация, иностранный язык, бакалавриат, магистратура, аспирантура, направление подготовки, принципы непрерывного образования, трудоустройство.

## **LIFE-LONG LEARNING OF THE FOREIGN LANGUAGE AT KRASNOYARSK SAU AS THE PREREQUISITE FOR RECEIVING ECBE ACCREDITATION AND A MEANS OF IMPLEMENTING UNESCO EDUCATIONAL STANDARDS**

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**Abstract.** Krasnoyarsk state agrarian university received the accreditation of the European Council for Business Education for the directions of training 38.03.02, 38.04.02 "Management" in 2014 and in 2017 successfully confirmed the validity of this accreditation, having received the re-accreditation for a period of five years. One of the conditions for obtaining this kind of accreditation is the implementation of ENQA and UNESCO standards proclaiming the continuity of education. Life-long learning is based on four fundamental principles: to learn to know and acquire knowledge, to learn to do and to work, to learn to live together, to learn to live. The ultimate goal of life-long education in the university environment is the formation of a harmoniously developed personality, possessing leadership qualities, able to work in a team, as well as in a competitive environment, using the general cultural and professional competencies formed in the university. The author adds to the above mentioned characteristics, the knowledge of a foreign language, which is undoubtedly a competitive advantage of any graduate in job search and employment. The purpose of the author is to analyze the process of life-long learning of a foreign language at the Krasnoyarsk state agrarian university, and to show the success of the implementation of ENQA and UNESCO standards in the course of teaching the discipline "Foreign language" and subjects in a foreign language. In addition, the specific practical results of the implementation of these standards by the "Foreign Language" Department which is part of the Center for international relations and business of Krasnoyarsk SAU.

**Keywords:** life-long learning, quality, guarantee, higher education, ENQA standards, UNESCO standards, accreditation, foreign language, Bachelor degree course, Master degree, postgraduate study, direction of training, principles of continuous education, employment.

*Statement of the problem in general and its connection with important scientific and practical tasks.* The effective existence of a person in any society is based on his knowledge (competencies) and requires the implementation of the life-long learning principle. The concept of life-long education (life-long learning) began to emerge about thirty years ago as a reflection of the growing awareness of the importance and gradual importance increase of population education in the successful development of society and its citizens. The principles of this type of education were proclaimed in UNESCO standards and ENQA standards [1], [2]. It should be emphasized that life-long education does not mean building a new educational system. We can call it a new approach, a kind of sophisticated philosophy that provides for the emergence of diverse opportunities for training of citizens provided by various institutions of society. In other words, within the framework of this concept, every citizen has the opportunity to realize his or her educational

potential in various structures, educational institutions, family, public organizations, including enterprises operating in parallel with the existing system of formal education. The participants in the system of life-long education are citizens, families, employers, educational institutions, trade unions.

Speaking about life-long education, it is necessary to draw attention to the fact that this concept transfers and expands the emphasis from the time axis (i.e. education from the perinatal stage in the womb to the death) to the spatial one, which additionally includes all forms of education at all stages of human life. That is, at each stage of life you can learn using different forms of education in different educational institutions. In addition, since Russia entered the Bologna process in 2003, the Russian education system has to use new categories that are absent in classical pedagogy. These categories are "formal", "non-formal", "informal", "informal education", "student-centered approach", "life-long learning". It should be reminded that still little-studied

informal education is the development of social and cultural experience outside the framework of the pedagogically organized process and deprived of its basic attributes, implemented in an explicit and implicit form in the family, in various formal and informal groups and associations, as well as through the media, in the immediate environment to the individual, etc. So, one can notice that the concept of life-long learning is quite wide, and the *purpose* of the author is to narrow it to the learning in the institution of higher education and to show how this principle and standard is implemented in the English language teaching at Krasnoyarsk SAU.

*Analysis of recent studies and publications where aspects of the problem are shown.* The problem of life-long education is quite relevant nowadays and is discussed in different sources of pedagogical, sociological and methodological literature. For example, A. L. Sirotiyuk, E.A. Tszyan, G.G. Kolesnikova, L.I. Ermakova analyze the continuity of education, its relevance, contradictions, approaches, implementation problems and content [3], [4], [5], [6]. Z.O. Kekeeva understands the continuous system of pedagogical education as the realization of the higher professional education paradigm [7]. M. P. Gorchakova-Sibirskaya, M. I. Bocharov, T. I. Bocharova, L. A. Chernykh, N.A. Kondratenko, Yu.M. Melikhova establish the interdependence of life-long education and the educational quality guarantee [8], [9], [10], [11]. A.I. Zhilina establishes the model of continuous pedagogical education management in modern conditions of education development in Russia [12]. I.N. Sannikova considers the university to be the center of life-long learning system [13], whereas T.Yu. Lomakina analyzes the life-long education as the foundation for sustainable development [14]. Continuous education is considered by O.N. Pereyagina to be the part of the process of science and education integration [15]. Such scientists as F.M. Rashidova, N.A. Kachalov, E.V. Baronova, Zh.I. Khramova, G.I. Sosnovskaya, A.A. Kirpichnikova, O.S. Stepanova, T.Ya. Andreeva consider the English language life-long learning as the mandatory prerequisite for the harmonious personality formation [16], [17], [18], [19], [20].

*Presentation of the main material of the article.* The modern interpretation of the principle of life-long education involves the coordinated improvement of the structures of educational institutions that accompany a person at different stages of his life cycle, that is, from preschool to various stages of postgraduate education. This principle also provides for the completion of the educational ladder with new, not yet existing steps designed for all periods of adult life, including pre-retirement and pension periods. Thus, the creation of an educational environment of continuous education, in which a person is at all the main stages of the life cycle (childhood, youth, maturity, old age) is predominant.

Life-long education is based on four pillars [1]: learning to learn, to learn how to do and work, learning to live together, learn to live. Learning to learn, combining a fairly broad general culture with the possibility of in-depth work in a limited number of disciplines. It also means learning in order to take advantage of the opportunities offered by continuing education. Learn how to do and work means to acquire not only professional qualifications but also, in a broader sense, competence that makes it possible to cope with a variety of multiple situations and work in a group. It is also necessary to learn to work within the different social or working conditions that young men and women face either spontaneously, because of the existing local or national context, or formally, through the development of alternating stages of education. Learning to live together includes training of an understanding of the other and a sense of interdependence in order to carry out common projects and to be ready to resolve conflicts in conditions of respect for the values of pluralism, mutual understanding and peace. Learning to live involves the ability for self-development, adaptation and socialization, where a person is able to act with independence, independent judgement and personal responsibility. Life-long education should give special attention to any potential of each indi-

vidual: memory, the ability to think, aesthetic sense, physical abilities, abilities to communicate.

All these four principles were required from Krasnoyarsk state agrarian university in the process of getting the accreditation of ECBE in the training direction 38.03.02 "Management". Such a vision of education should inspire and guide future reforms in this area, be it curriculum development or new pedagogical policies. It is not surprising that at the present stage of the transition to a multi-level education system a lot of attention is given to teaching foreign languages in the conditions of globalized world. Within a competence-based approach to foreign language teaching at the continuity of this process becomes urgent. Life-long learning can be ensured only by the availability of educational activities of each person throughout life and the creation of the necessary conditions for the formation of self-educational competence of the individual who wants to continue his education throughout life.

The increased number of hours for the English language learning for the training direction 38.03.02 "Management" and its mastering during all four years of the Bachelor course are the conditions for maintaining continuity in foreign language education. The model of continuous learning of foreign languages at the university was developed by docent N.V. Antonova [21]. It involves the observance of a number of stages to make the entire university educational process closely related to a foreign language and suggests the introduction of continuous teaching of foreign languages, offering a number of disciplines in the English language ("English for professional purposes", "Business English", "Country study", "Foreign economic activity"), creating a special group to improve knowledge of a foreign language and attracting professors from foreign countries (Great Britain – Bob Johnson, Hungary – Alfonz Antoni, Slovenia – Polona Tominc, Germany – Odo Turowski and others) to deliver lectures and seminars to the students. In our opinion, the considered model of teaching foreign languages can be implemented in all non-linguistic universities. It provides the main principle of pedagogical support; according to it the social competence throughout the period of training is formed.

Let's have a look the stages of training of the proposed model. At the first stage in the Bachelor degree course, training is conducted according to programs based on the Federal State Educational Standards, and continues according to the allocated number of training hours. The focus of the 1<sup>st</sup> and the 2<sup>nd</sup> year training in English is on everyday communication of the student on topics related to the personal life, the problems of youth, leisure and entertainment, environmental problems, healthy lifestyle, achievements in modern world. At this stage, everyday vocabulary is learned, the formation of listening skills, the ability to start and maintain a conversation in a foreign language are conducted. Communicative methodology is used and students learn speech etiquette with the help of such courses as "Small Talk Chants" by Carolyn Graham, for example. During the 3<sup>rd</sup> and the 4<sup>th</sup> courses in the undergraduate studies, our students have such subjects as "Country study" and "English for professional purposes" where they develop cross-cultural knowledge, master their professional terminology, read and discuss texts related to their future profession. The formation of the elementary scientific vocabulary serves as the basis for further improvement of foreign language competences. At this stage, much attention is given to the competence of writing and listening to the texts of business communication. Students of this training direction actively take part in the scientific conference "Students' science – insight into future" where they make presentations on the relevant managerial problems in English.

The second stage – the Master degree course in the training direction 38.04.02 "Production Management" includes the development of skills of different types of reading – viewing, search, familiarization, studying. There are different types of activities aimed at the text analysis: designation of the key fragments, plan, abstract, summary, short retelling



of the specialized texts. Master degree students make presentations, publish articles, work on projects, discuss scientific problems in the classroom, and have role-plays. Much attention is paid to the dialogue and monologue speech, development of listening skills. Conferences for young scientists in a foreign language with the involvement of foreign experts are held every spring at Krasnoyarsk SAU. This knowledge allows to pass the entrance exams to the post-graduate course successfully.

At the third stage in the post-graduate course in the direction 08.00.05 "Economics" the main purpose of the foreign language course is to prepare for the candidate's exam. Post-graduate students find authentic monographs and articles on their research problems, write the report on these monographs, read authentic scientific texts in order to extract scientific information, discuss the research preliminary results at the "round table discussions" in a foreign language, conferences, exchange information with foreign colleagues. Having learned at the University "to learn" a foreign language, constantly having the support of the teacher, the students begin to work on a foreign language, studying autonomously and increasing their foreign language competence. Autonomous learning of foreign languages is now coming to the forefront of the development of the competence of the linguistic personality. Many courses on Moodle platform have been created by the Foreign Language Department which also facilitates student's ability to work independently [22].

As a result, students at all stages of training participate in the activities of the university, conducted in foreign languages, projects, competitions for scholarships and grants of foreign universities. The faculty member can act here as a facilitator of students' motivation in the development of foreign language competencies. Motivational approach is of great importance in the organization of continuous learning of foreign languages, stimulating the development of foreign language competencies related to tourism, Internet communication, participation in international scientific meetings, competitions, festivals. This type of activity is associated with the development of autonomous learning processes and can significantly expand the scope of the organization of additional education, developing a network of counseling students on various aspects of the development of foreign language competencies. The concept of life-long foreign language learning is one of the important fundamental factors in improving the quality of training and is fully consistent with the modernization direction of education.

In conclusion, we can summarize the advantages of the life-long learning of the English language at Krasnoyarsk SAU for students of all stages of their training and for faculty members as well. The continuity of learning foreign languages allows students to be constantly involved in foreign language communication; to develop self-employment skills; to increase interest in learning foreign languages; to master foreign language skills; to organize autonomous learning of a foreign language having the opportunity to identify strengths and weaknesses; to understand the responsibility for the knowledge gained and its application in practice; to develop self-discipline and a desire to learn constantly even after the university; to adapt to constantly changing conditions and socialize [23].

The continuity of teaching foreign languages provides faculty members of Krasnoyarsk SAU with: interest in obtaining the best results of students' cognitive activity; familiarization with new educational, methodical and pedagogical literature from coming foreign professors and Internet sources; constant monitoring of mastering the foreign speech competencies; improvement of teaching and interpersonal communication skills; introduction of a point-rating system for assessment of competencies; ability to create level tests and textbooks in the field of professional communication; introduction of innovative teaching methods that contribute to the development of students' motivation to study and improve foreign language skills; opportunity to participate in

international conferences devoted to innovations of modern education.

Continuity in foreign language teaching largely contributes to the formation of cognitive activity of students, educates and creates a creative personality. A mandatory aspect of the organization of continuous learning in extracurricular activities is the constant participation of students in conferences and seminars in foreign languages, competitions and weeks of foreign languages. The formation of tolerance in intercultural communication is facilitated by meetings with interesting people – native speakers, discussion of projects, presentations that provide constant emphasis on self-education and mutual enrichment of the personality of the teacher and the student within the framework of intercultural and interpersonal communication, educate them the desire to constantly improve foreign language competence and form the social competence of all participants in the educational process.

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