

## **THE SPECIFICS OF USING THE POTENTIAL OF NON-FORMAL FOREIGN LANGUAGE EDUCATION IN THE CONTEXT OF THE FORMATION OF THE ABILITY OF “LIFELONG LEARNING” AMONG LAW STUDENTS**

**Irina Kruse<sup>1\*</sup>, Nataliya Belenkova<sup>2</sup>**

<sup>1</sup>Associate Professor, RUDN University, RUSSIA, kruseirina@rambler.ru

<sup>2</sup>Associate Professor, RUDN University, RUSSIA, belenkovanm@gmail.com

\*Corresponding Author

### **Abstract**

A special area of the social policy of the Russian Federation is the functioning mechanisms of specialized state institutions of the highest level, aimed primarily at the development of formal education. The terms “lifelong education - lifelong learning” and “lifelong learning” have become the basic concepts of the modern policy of teaching democracy and developing human resources in a multipolar world. This is precisely what contributes to the formation and improvement of skills in the field of professional communication using the knowledge of several foreign languages, as well as the development of competence in the field of citizenship.

The aim of the study of the authors of this article is to study the influence of the potential of non-formal (any extracurricular foreign-language educational) activity on the formation of lifelong learning ability among law students at the Department of Foreign Languages of the Law Institute of the Peoples' Friendship University of Russia.

The basis of the materials of the study was data from a survey of Russian and foreign students enrolled in the undergraduate program.

In the course of the study, comparative, inductive-empirical and hypothetical deductive methods were used, as well as sampling and pragmatic interpretation of text material. The research methodology included questionnaires and statistical data processing.

The authors paid attention to the issue of the mutual influence of the processes of “education” (as a social action) and “training” (as the acquisition of knowledge, skills and abilities necessary for the labor market) on the formation of such competency-based components as citizenship, intercultural communication ability, multilingualism, diversity of perspectives and social activity.

The results of the study obtained by the authors indicate that the above abilities are acquired by students in different learning contexts and are not limited to the strict scope of classroom studies and the capabilities of the curriculum disciplines. This is proved by the data obtained from a survey of sophomore students on the number of hours spent in the classroom and at a computer (smartphone, tablet) outside the university.

A special place in the study is devoted to the problem of the correlation of the importance of “certification” as an element of formal education (obtaining a university diploma, certificate of completion of professional education) and “validation”, which reveals the diversity of the palette of acquired competencies (international certificates confirming the level of knowledge of foreign languages for communicative and professional goals, certificates of participants in various language programs and courses, obtaining grants and confirmation of participation in various competitions and competitions).

The authors hope that from a theoretical point of view, the results of the study can be used as recommendations on the adjustment of curricula in foreign languages for undergraduate students in the field of jurisprudence.

**Keywords:** social policy, formal education, non-formal education, lifelong learning ability, law students, competencies, certification, validation

## 1 INTRODUCTION

Since the end of the 20th century, in the context of the dynamic development of economic relations, the topic of “continuing lifelong learning” has become the starting point of the policy for human resource development. A number of important documents (Borg et al., 2005, Jones, HC, 2005, Kavaliauskienė, G. et al., 2017, Graves, MR, 2018) caused grounds for establishing a platform for lifelong education and contributed to the emergence of such important tools for implementing this process as the European Qualifications Framework (Tippelt, R., 2010; Koleva, L. et al., 2011; Lester, S., 2015; Bohlinger, S., 2019), European Passport (Las-Vergnas, O., 2013; McNamara, PM et al., 2019), EDC Toolkit (Sarigöz, O. et al., 2016; Köpeczi-Bócz, T., 2018), “White Paper on Intercultural Dialogue” (Lähdesmäki, T. et al, 2015; Castro, P. et al, 2019; Ladygina, O., 2019; Clarke, M. et al, 2019) and the Language Portfolio (Brouns, F. et al, 2013; Smith, D., 2018). The guidance provided for development of five key competences of lifelong learning, namely, competence of citizenship, intercultural competence, multilingualism, multiplicity of perspectives, social activity has been recognized as critical to implement the policy for lifelong learning. The basis of the modern educational paradigm along with the concept of lifelong learning is made up of a set of formal, non-formal and extra-formal learning. The authors of the study established a goal to analyze the factors that facilitate the mutual influence of the academic program (within the educational establishments/inside the classrooms) and any form of educational activity (outside the educational establishments/outside the classrooms) and not programmed foreign language teaching and its study for professional purposes.

To achieve the above mentioned goal would require considerable efforts from the authors, including performance the following tasks:

- To identify the conditions encouraging the students to use the potential of informal foreign language learning;
- To study the key components: the recognition of all learning activities and educational skills, expressed in the certification and validation of acquired knowledge, skills in the context of lifelong foreign language learning for professional purposes;
- To identify the factors that influence the formation of social recognition (one of the forms of validation of non-formal education) that determines the status and self-esteem in the process of non-formal foreign language education;
- To identify the criteria for assessing the prospects of using non-formal foreign language education by specialists in the field of jurisprudence.

## 2 LITERATURE REVIEW

In the preliminary stages of research, the authors took the decision to conduct literature review on the relevant subject matter. Studying the conceptual framework of the «non-formal foreign language education in the professional field» has a long tradition of both domestic and foreign linguodidactics. One of the main principles of modern education is the formation of a learning platform based on the interaction between formal and non-formal and informal education (Pavičević, M. et al., 2015; Nefedova, GM, 2017; Eshach, H., 2017; Läänemets, U. et al., 2018). This is facilitated by the fact that the formation of the personality specializing in the field of jurisprudence does stop at the level of obtaining professional qualification - it is impossible to learn once and the availability of university degree certificate cannot be considered as a guarantee for lifelong learning, there will be inherent necessity to update, deepen and improve knowledge constantly over the life course. (Stranovská, E. et al., 2016; Hubackova, S., 2017; Eshach, H., 2017; Belenkova, N. M. et al., 2018). Many researchers acknowledge that the personal needs of students are recognized as the fundamental principle of individualization of foreign language education (Renkema, A., 2006; Wang, P. et al., 2016). The attention of authors having conducted a number of studies is focused on taking up issues of global nature such as improving foreign language vocational education (Chiara, M., 2009; Nduku, A. et al., 2018; Hoenselaars, T., 2019). A range of studies are devoted to issues of increasing competition of national educational systems at all levels (Zilic, Z. et al., 2012; Abaturova, V. et al., 2018). Such issues as the foreign vocational education technology reforming in the format of distance learning, the use of multimedia teaching materials or multimedia resource kits including specialized sites have not been ignored. (Wieland, S., 2015; Peters, R., 2016; Clayton, B. et al., 2018) An analysis of publications on this topic allowed the authors of this study to conclude that currently the issues of methodological, psychological and pedagogical approaches to addressing the problem of using the potential of non-formal foreign language

education in the context of developing lifelong learning competence for students specializing in law require further development, refinement and approbation.

### **3 METHODOLOGY**

Review of the literature helped the authors of the study form a conceptual structure, identify aspects of the analysis and research methods. Taking into account the results obtained in the course of the literature analysis on the research topic, the authors hypothesized that the following factors contribute to improving the efficiency of using the potential of non-formal foreign language education in the process of forming the need for lifelong learning for students, future specialists in the field of law:

- The creation of favorable psychological and pedagogical conditions aimed at building an effective system of students' motivation by using any sources to organize individual continuous process of updating and enhancing professional capacity, skills and abilities; ability to self-knowledge and self-identification; the competence of critical reflection of the material proposed for processing; research skills in the conditions of extracurricular/out-of-class foreign language professional education;
- Specialized educational/pedagogical support in the creation of individual training routes that help to eliminate the contradictions arising between the level of educational activity defined by the curriculum and the student's real capabilities and needs/
- The innovativeness of not only the resource support system for the process of learning a foreign language for professional purposes, but also approaches to assessing the effectiveness of using the potential of non-formal education.

In the research process on the topic, the authors of the article paid attention not only to identifying factors contributing to the effectiveness of using the potential of non-formal learning a foreign language for professional purposes, but also to the potential of the environment, with a dominant social component, affecting the formation of individual cognitive activity.

The study was based on a qualitative approach to the analysis of the results obtained in the course of interviewing and questioning, as it allowed to study the students' opinions, perceptions and attitudes towards the research problem in a real-life situation. The study is based on the data received in the course of a survey among students from the following educational establishments: Peoples' Friendship University of Russia (Foreign Languages Department, Law Institute), Moscow State University, Paris Lodron University of Salzburg (Austria). In total, 41 bachelor students and 15 master ones took part in this research. In the course of the study, the authors used not only empirical results collected over the past five years, but also data obtained based on methods of both comparison and systemic and comparative analysis. In order to analyze and systematize, as well as to confirm the validity of the collected material, in the course of the study we used methods of questionnaire – discussing the formulated positions in pairs and groups, followed by a general assessment and formulation of recommendations for making the necessary comments and amendments to the training program.

### **4 RESULTS AND DISCUSSION**

Based on the analysis of domestic and foreign literature and the study, the authors of the article share the position of those who define non-formal foreign-language professional education as an integral part of the entire educational academic complex, improving and expanding on the basis of a personality-oriented approach to acquiring new knowledge that is not limited by the strict framework of standards and regulatory frameworks (Misko, J. et al., 2010; Serikov, VV et al., 2014; Merkulova, LP et al., 2016; Sorokovich, GV et al., 2018). The following positions are noted in the discussions of leading scientists on non-formal foreign language education and the formation of the ability to "lifelong learning" for students in various specialties in bachelor and master programs:

- A shift in favor of individualization of the entire learning process;
- Leveling with the feeling of fear in case of the wrong answer in the presence of the audience;
- Facilitating the assimilation of the necessary information, due to the lack of pressure on the time frame of the compulsory academic program and the possibility of independent choice of the algorithm for solving the identified tasks, which contributes to the expansion of the spectrum of cognitive activity, activates constructive thinking;
- Ensuring self-government and making adjustments to educational activities;

- Search for new sources of information and knowledge in the professional field in order to increase their own competitiveness in the global labor market (distance learning, participation in programs of Summer and Winter schools for students according to their specializations, skills trainings and self-education on various educational sites). The possibility of professional and social adaptation in the era of globalization is considered as the basis of need for lifelong learning. (Khodusov, A., 2019; Wheelahan, L. M. et al., 2019).

Table No. 1 presents the survey results on the use of non-formal learning opportunities within the framework of academic programs where the main participants were students of bachelor and master programs of RUDN University (Foreign Languages Department of Law Institute).

In order to compare the emphasis placed by students in assessing the potential for using non-formal learning, the authors of the study conducted a survey among law students studying at the Paris Lodron University (Salzburg, Austria), who also participated in the programs of Summer Schools for lawyers over the past five years.

Table No. 1

Usage the opportunities of non-formal education within the framework of academic programs by students of RUDN, (Foreign Languages Department of Law Institute) and law students studying at the Paris Lodron University (Salzburg, Austria)

№	parameters	% significance	
		Russian students	Austrian students
1.	autonomy of training and self-development (drawing up an individual training route)	22%	61%
2.	voluntariness and free choice of the volume and pace of development of the chosen educational program	36%	42%
3.	formation of self-esteem and introspection skills	22%	12%
4.	independent solution of "personal problems" in the process of learning a foreign language for professional purposes using the Internet	42%	52%
5.	work with sites specially designed for providing students with foreign language classes	52%	72%
6.	use of the Internet as a source of authentic texts on foreign language culture	11%	35%
7.	participation in programs of Summer language schools for students according to their chosen specialty and skills	23%	44%
8.	the need for updating knowledge, advanced training, the development of new activities	53%	66%

An analysis of the survey results where Russian and Austrian students involved has revealed those so-called gaps that are being currently taken into account by academics of Foreign Languages Department of Law Institute (RUDN) while course design for studying a foreign language for professional purposes for bachelor and master students. And above all, these are issues related to the provision of methodological and didactic assistance to students in the preparation of individual training routes that contribute to autonomy in the process of learning a foreign language. It is this parameter that Russian students are three times less in demand than their peers from Austria. The formation of an algorithm for the work of students with specialized sites requires special attention. The format of the work of the teaching staff for attracting students to work in the Language Summer Schools for lawyers also requires adjustment.

## 5 CONCLUSION

The data obtained indicate that most of the students surveyed at Foreign Languages Department of Law Institute (RUDN University) productively use the potential of extracurricular foreign language educational activity to form a lifelong learning ability. The criteria identified by the authors for assessing the prospects of using informal foreign language education by legal experts are the basis for adjusting educational academic programs. The data obtained indicate that students primarily assess the compensatory role of non-formal education, which allows not only to make up for lost material, but also to update, refine and improve knowledge of any foreign language for professional purposes. But no less important is the adaptive function of the potential of non-formal education, which allows each student to adapt to the challenges of modern society, to changing social and economic conditions. Particular attention and pedagogical efforts are required in the use of the developing function of non-formal education, which is the basis for the continuous enrichment of the creative potential of the individual (Serikov, V. V. et al., 2014).

As part of non-formal learning, students have the opportunity to put into practice not only acquired professional competencies, but also improve the competencies necessary for interaction, cooperation and intercultural dialogue in the modern labor market.

The authors of the study thank the students who took part in the questionnaire and discussion of the above mentioned issues regarding using the potential of non-formal foreign language education in the context of the formation of "lifelong learning ability".

## 6 ACKNOWLEDGMENT

The publication has been prepared with the support of the RUDN University program under 5-100 Russian Academic Excellence Project.

## REFERENCE LIST

- Abaturova, V. & Tsvetkova, M. (2018). *All-Russian Schoolchildren's Olympiad As a Part of the General Education System in Russia*. DOI: 10.12737/article\_5bbf054fcaac42.57456885.
- Belenkova, N. M., Kruse, I. I. & Vydra, D. (2018). Language mediators' support for refugees at border crossing points: enhancing societal tools for sustainable communication in multicultural communities of Austria, Germany and Russia. *Journal of Social Studies Education Research* 2018:9 (4), 214-230. DOI: DOI: 10.17499/jsser.16698.
- Bohlinger, S. (2019). Ten years after: the 'success story' of the European qualifications framework. *Journal of Education and Work* 32(1):1-14. DOI: 10.1080/13639080.2019.1646413.
- Borg, C. & Mayo, P. (2005). The EU Memorandum on lifelong learning. Old wine in new bottles? *Globalisation Societies and Education* 3(2). DOI: 10.1080/14767720500167082.
- Brouns, F., Hubert, B., Vogten, J., José, J. & Finders, A. (2013). E-portfolios in lifelong learning. DOI: 10.1145/2536536.2536618. Conference: *Technological Ecosystems for Enhancing Multiculturality TEEM 2013At*: Salamanca.
- Castro, P., Lundgren, U. & Woodin, J. (2019). Intercultural dialogue. DOI: 10.4324/9780429444289-1. In book: *Educational Approaches to Internationalization through Intercultural Dialogue*.
- Chang, K. & Park, W. (2018). E-learning Contents for Foreign Language Communication Skill in Vocational Education and Training. DOI: 10.17154/kjal.2018.9.34.3.107.
- Clarke, M. & Hui Yang, L. (2019). Strategic approaches to internationalisation and intercultural dialogue. DOI: 10.4324/9780429444289-5. In book: *Educational Approaches to Internationalization through Intercultural Dialogue*.
- Clayton, B. & Harris, R. M. (2018). Recent reforms in vocational education and training. *2 International Journal of Training Research* 16(2):99-102. DOI: 10.1080/14480220.2018.1501913
- Elken, M. (2016). Standardizing education? The development of the European Qualifications Framework and national qualifications frameworks. Thesis for: PhD Advisor: Peter Maassen,

- Eshach, H. (2017). Bridging In-school and Out-of-school Learning: Formal, Non-Formal, and Informal Education. *Journal of Science Education and Technology* 16(2):171-190. DOI: 10.1007/s10956-006-9027-1.
- Graves, M. R. (2018). Lifelong Learning. DOI: 10.21810/sfuer.v11i1.755. LicenseCC BY-NC 4.0.
- Hubackova, S. (2017). The Importance of Foreign Language Education. DOI: 10.18844/prosoc.v2i5.1108.
- Hoenselaars, T. (2019). Foreign Languages and Foreign-Language Learning. DOI: 10.1017/9781316137062.028. In book: *The Cambridge Guide to the Worlds of Shakespeare*.
- Jones, H. C. (2005). Lifelong Learning in the European Union: whither the Lisbon Strategy? *European Journal of Education* 40(3):247 – 260. DOI: 10.1111/j.1465-3435.2005.00224.x.
- Kavaliauskienė, G. & Kaminskienė, L. (2017). Translation as a cognitive Strategy for Lifelong Learning. DOI: 10.15388/VertStud.2008.1.10625. LicenseCC BY.
- Khodusov, A. (2019). Vocational education methodology. DOI: 10.12737/textbook\_5d541d1d3494f5.67018551. ISBN: 978-5-16-014406-1.
- Koleva, L, Gudeva, E. & Sofijanov, E. (2011). Qualification Framework - Instrument for Development of Qualifications in Lifelong Learning. Conference: *III Simpozium of international participation "Education in 21 century"* – Bitola.
- Köpeczi-Bócz, T. (2018). Learner-centered education policy in the digital age. Conference: VIII. Ágoston Trefort Vocational and Higher Education Pedagogical Conference / Effective Teaching and Learning At: Budapest. Project: *The economic aspect of the innovation capacity of public administration*.
- Läänemets, U., Kalamees-Ruubel, K., Kiilu, K. & Sepp, A. (2018). Curriculum development considering formal, non-formal and informal education. DOI: 10.17770/sie2018vol1.3182.
- Ladygina, O. (2019). Intercultural Dialogue in Postmodern Conditions. DOI: 10.2991/tphd-18.2019.46. Conference: *Proceedings of the International Conference "Topical Problems of Philology and Didactics: Interdisciplinary Approach in Humanities and Social Sciences"* (TPHD 2018).
- Lähdesmäki, T. & Wagener, A. (2015). Discourses on governing diversity in Europe: Critical analysis of the White Paper on Intercultural Dialogue. *International Journal of Intercultural Relations* 44:13-28. DOI: 10.1016/j.ijintrel.2014.11.002
- Las-Vergnas, O. (2013). Promoting Self-Directed Science Learning for All: Beyond the Scientist/Nonscientist Social Divide. In book: *A feast of learning: International Perspectives on Adult Learning Edition: IAP: Information Age Publishing Chapter: Promoting Self-Directed Science Learning for All: Beyond the Scientist/Nonscientist Social Divide*. Editors: Roger Hiemstra, Philippe Carré.
- Lester, S. (2015). The European Qualifications Framework: a technical critique. *Research in Post-Compulsory Education* 20(2). DOI: 10.1080/13596748.2015.1030251. Project: ComProCom.
- Lum, G. (2018). Vocational Education. DOI: 10.1007/978-3-319-72761-5\_76. In book: *International Handbook of Philosophy of Education*.
- McNamara, P.M., Harvey, A. & Andrewartha, L. (2019). Passports out of poverty: Raising access to higher education for care leavers in Australia. *Children and Youth Services Review*. DOI: 10.1016/j.childyouth.2017.07.015. Project: *Out of care, into university: Raising higher education access and achievement of care leavers*.
- Méhaut, Ph. (2012). The European Qualification Framework: Skills, Competences or Knowledge? *European Educational Research Journal* 11(3):369. DOI: 10.2304/eerj.2012.11.3.369.
- Merkulova, L.P. & Ivkina M.V. (2016). Vocational education modular technology for bachelors of science. DOI: 10.3923/sscience.2016.5338.5346.
- Misko, J., MacKenzie, R.- A. & Polvere, A. (2010). Language of Vocational Education and Training. DOI: 10.1016/B978-0-08-044894-7.00816-2. In book: *International Encyclopedia of Education*.
- Nduku, A. & Kioko, A. (2018). The importance of foreign language in education. DOI: 10.33886/cijhs.v10i2.1.
- Nefedova, G. M. (2017). Specifics of integration of formal, non-formal and informal education. DOI: 10.23951/2307-6127-2017-3-127-133.

- Pavićević, M. & Pavićević, D. (2015). Differences between formal, non-formal and informal education (in Serbian). DOI: 10.5937/zrufpl1509103P.
- Peters, R. (2016). Reforming Technologies for APUs. DOI: 10.1002/9783527693924.ch22. In book: *Fuel Cells: Data, Facts and Figures*.
- Renkema, A. (2006). Individual learning accounts: A strategy for lifelong learning? *Journal of Workplace Learning* 18(6). DOI: 10.1108/13665620610682107.
- Chiara, M. (2009). Growth and development of Lifelong Learning European policies, the role of e-Learning and its programmes. DOI: 10.20368/1971-8829/267. LicenseCC BY.
- Sarıgöz, O., Ahmet Dönger, A. Cam, F. & Koca, M. (2016). An examination of the opinions of the students about lifelong learning competencies in terms of some variables. Conference: *The Third International Congress on Curriculum and Instructions* At: Adana, TURKEY Volume: 2016.
- Serikov, V. V., Loktyushina, E. & Pichugina, V. (2014). Language Competence in a Puzzle of Modern Russian Vocational Education. *International Education Studies* 7(12):37-46. DOI: 10.5539/ies.v7n12p37
- Smith, D. (2018). Evidencing your lifelong learning with e-Portfolio. *Biochemist* 40(5):22-24. DOI: 10.1042/BIO04005022.
- Sorokovih, G. V. & Kutepova, O.S. (2018). Challenges of the XXI century: non-formal foreign language education and strategies for its implementation. DOI: 10.17223/19996195/42/13.
- Stranovská, E., Hvozdkova, S., Munkova, D. & Gadušová, Z. (2016). Foreign Language Education and Dynamics of Foreign Language Competence. DOI: 10.15405/ejsbs.192. Project: *Linguistics Interventional Programm*.
- Tippelt, R. (2010). Deutscher Qualifikationsrahmen und European Qualifications Framework. *Erziehungswissenschaft* 21(41).
- Wang, P., Wang, L. & Winstead, L. (2016). Foreign Language Education in the Digital Age. DOI: 10.4018/978-1-5225-0177-0. Edition: Wang, C. & Winstead, L. (2016). *Handbook of Research on Foreign Language Education in the Digital Age*. PA: IGI Global. Retrieved October 22, 2019, from <http://www.igi-global.com/pdf.aspx?tid=159331&ptid=142199&ctid=15&t=introduction> Handbook of Research on Foreign Language EPublisher: IGI Global ISBN: 9781522501770 Project: *Foreign Language Education in the Digital Age*.
- Wheelahan, L. M., Guile, D. & Unwin, L. (2019). Knowledge, Competence, and Vocational Education. DOI: 10.1002/9781119098713.ch6.
- Wieland, C. (2015). Germany's dual vocational-training system: Possibilities for and limitations to transferability. *Local Economy* 30(5). DOI: 10.1177/0269094215589318.
- Zilic, Z. & Karajica, B. (2012). Training for inter-disciplinary multi-sensor system design at all levels. DOI: 10.1109/IEDEC.2012.6186913. Conference: *Interdisciplinary Engineering Design Education Conference (IEDEC), 2012 2nd*.