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## THE ROLE OF PASSIONARISM IN ENGAGING WITH THIRD-AGED STUDENTS

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*The article presents an overview of theoretical and practical insights into teaching foreign languages to third-aged students. This research highlights that in today's world, regular global changes necessitate constant adaptation for survival. Therefore, it is crucial to update continuously one's knowledge throughout life. The article updates the issue of continuing lifelong education at any age, even using simplified learning formats. The authors of the article set a goal to explore the meaning of passionarism in working with older people and solve such a problem as identifying the effectiveness of teaching a foreign language and stimulating the creative endeavors of students of the silver age by determining the level of involvement of the teacher himself in the educational process. It is well known that the third-age students are reserved and shy, which often impedes their ability to articulate thoughts openly and erects linguistic barriers during certain activities. According to the authors, the selection of material when working with adult students is important, since it is necessary to consider their different educational abilities. In this article, the authors have described the analysis and results of surveys conducted among teachers teaching foreign languages to older people. The survey results showed that the activity, engagement and commitment of teachers have a positive effect on the learning process in inclusive groups of third-age students. The authors concluded that passionate teacher, through their foreign language teaching, encourage elderly students to become more proactive, thereby instilling in them a newfound sense of purpose.*

**Key words:** students of silver age, lifelong learning, non-formal education, passionate personality, teaching foreign languages.

### РОЛЬ ПАССИОНАРИЗМА В РАБОТЕ СО СТУДЕНТАМИ ТРЕТЬЕГО ПОКОЛЕНИЯ

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*В статье представлен обзор теоретических и практических знаний о преподавании иностранных языков студентам третьего возраста. В этом исследовании подчеркивается, что в наше время происходят регулярные глобальные изменения в мире, требующие адаптации для выживания в нем. Для этого необходимо постоянно пополнять свои знания в течение всей жизни. В статье актуализируется вопрос продолжения непрерывного образования в любом возрасте, даже с использованием упрощенных форматов обучения. Авторы статьи ставят целью исследовать значение пассионарности в работе с пожилыми людьми и решают такую задачу, как выявление эффективности преподавания иностранного языка и стимулирование творческих начинаний студентов серебряного возраста через определение уровня вовлеченности в учебный процесс самого преподавателя. Общеизвестно, что студенты третьего возраста, как правило, сдержаны и застенчивы, что зачастую мешают им открыто выражать свои мысли, а также создает языковой барьер при выполнении отдельных видов деятельности. По мнению авторов, важное значение имеет отбор материала в работе со взрослыми студентами, поскольку необходимо учитывать их разные образовательные способности. В данной статье авторы описывают анализ и результаты опросов, проведенных среди педагогов, работающих на курсах по преподаванию иностранных языков пожилым людям. Результаты опросов показали, что активность, вовлеченность и самоотверженность преподавателя положительно влияют на процесс обучения в инклюзивных группах со студентами серебряного возраста. Авторы пришли к выводу, что увлеченные преподаватели, обучая иностранным языкам пожилых студентов, побуждают их быть более активными, тем самым помогая последним найти новый смысл жизни и достигать новые цели.*

**Ключевые слова:** студенты серебряного возраста, обучение в течение всей жизни, неформальное образование, пассионарная личность, преподавание иностранных языков.

### ҮШІНШІ БУЫН СТУДЕНТТЕРІМЕН ЖҰМЫС ЖАСАУДАҒЫ ПАССИОНАРИЗМНІҢ РӨЛІ

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Мақалада егде жастағы студенттерге шет тілдерін оқыту бойынша теориялық және практикалық білімдер шолу жасалынды. Бұл зерттеу біздің заманымызда әлемде өмір сүру үшін бейімделуді қажет ететін тұрақты жаһандық өзгерістер болып жатқан көрсетеді. Ол үшін өмір бойы өз біліміңізді үнемі толықтырып отыру қажет екенін және сәйкесінше кез келген жаста, оқытудың жеңілдетілген форматта да болсада тіпті өмір бойы білім беруді жалғастыруды өзекті ететінін атап көрсетілді. Мақала авторлары егде жастағы адамдармен жұмыс істеудегі құмарлықтың мәнін ашып, шет тілін оқытудың тиімділігін анықтау арқылы күміс жастағы студенттердің шығармашылық талпыныстарын ынталандыру сияқты мәселені шешуді мақсат етіп қойған. Егде жастағы студенттер әдетте тұйық және ұялшақ болады, бұл олардың өз ойын ашық айтуға жиі кедергі келтіреді, сонымен қатар белгілі бір іс-әрекет түрлерін орындау кезінде тілдік кедергі жасайды. Авторлар шет тілдерінен сабақ беретін ынталы ұстаздар кәрия студенттерін белсенділікке шақырады, сол арқылы өмірдің жаңа мәнін табуға көмектеседі деген қорытындыға келді. Бұл мақала авторлар егде жастағы адамдарға шет тілдерін оқыту курстарында жұмыс істейтін мұғалімдер арасында жүргізілген сауалнамалардың талдауы мен нәтижелерін сипаттайды. Оқу қабілеті әртүрлі ересек студенттермен жұмыс жасауда материалдарды тандауда маңызды рөл анықталды. Күміс жастағы студенттер инклюзивті топтарда мұғалімнің жан-жақты жұмыс істеуінің оң әсері анықталды.

**Түйінді сөздер:** егде жастағы студенттер, өмір бойы оқу, бейресми білім, ынталы тұлға, шет тілдерін оқыту.

**Introduction.** Everyone knows that in the modern world, knowledge of a foreign language is the norm for active and purposeful people. Along with good professional skills, fluency in a foreign language will allow a specialist to get a decent job and build a successful career. We do not mention other advantages of foreign language proficiency. It is very important to learn and know how to develop a desire and passion for learning a foreign language. As Ctibor Határ and Soňa Grofčíková stated 'education of seniors has become the topic of the day, acquiring popularity, but also an important element of building of knowledge-based society.' [1, p. 110]

In this article we raise the question of the education of people over 50 years old who continue learning to improve their skills and master new knowledge to keep up with the times. Here the purpose of the research is to identify the role of pedagogical passionarity in teaching the third-aged-students who can feel themselves unnecessary and less useful in society but who still wish new challenges to change their life for better. Because the aspiration of teachers to work, to create and to live is decisive in motivating students of silver age to get enthusiastic learning foreign languages. To achieve the goal, the following tasks were fulfilled: 1) we conducted a survey to defined the level of the passinarity of teachers themselves and 2) analyzed the received results.

At the beginning of our article, we would like to once again clarify the concepts of "third-generation-students", "older students" and "students of silver age". We are not talking about ordinary students studying in formal education like schools, colleges and universities, but *informal* or *non-formal education*. [2] These notions were introduced by Peter Jarvis in his book "Adult education and lifelong learning". [2] Therefore, in this article we also use these terms to refer to this category of students.

In general, the problem of teaching third-aged-students is given great importance. [3] For example, in Poland there exists a lifelong learning programme providing non-professional education called the University of Third Age (U3A) that is intended for senior citizens qualified for an old-age pension or disability pension. On the basis of the gathered experience the Polish University published the book called "Around of seniors' memories. The biographical research on the educational paths of european seniors", where the problems of inclusion of older people in the educational process were discussed.

In the article "Lifelong learning against civilization" it is said that older people can slow down the formation of information society due to their social marginality and digital exclusion because of their outdated knowledge. At present the term *learning* dominates over *education* because lifestyle is constantly changing with the appearance of more and more new technologies and needs to keep up with time. And the process of learning must stretch during all lifespan. Of course, education reacts to the social changes and needs of people living in a particular time but it requires scientific knowledge whereas learning provides common knowledge for everyday life. Thus, education must equip all individuals for their development. [4, p. 9], [5].

In the article "Aging in information society – needs for reconstruction of memories and bonds" the author states that Western societies experience problems with elderly citizens because they are associated with conservatism and stagnation that leads to increase of marginalization. And it is clear that in the modern

era of high technologies even young people struggle to survive and for older people it becomes harder and harder to use, for example, new gadgets. All these causes the loss of communication between two generations. [4, p. 15]

Analysis of the above articles shows that the topic of teaching the third-aged-students is relevant since society is aging rapidly. The knowledge they acquired in their youth under the “one life – one education” is no longer viable. Modern society requires its citizens to constantly update their knowledge and obtain new competencies that will help older people integrate into modern technological space. This also includes knowledge of foreign languages, at least within the framework of basic skills and abilities for their use in everyday life.

Many elderly students struggle to learn foreign languages or simply progress too slowly. One of the key factors determining these people is that their motivation for language learning is low. The lack of motivation to learn a foreign language can be explained by fear and embarrassment in front of a young teacher. Most likely, in this case, high expectations are placed on a committed teacher who could help elderly students overcome their psychological barriers. We believe, in the process of learning a foreign language, they encounter a lot of difficulties and this slows them down or stops them. Many people do not realize that getting to their goal is easier and faster if they have a passion for learning a language. [6]

At the same time, experience of conducting language courses demonstrates that people of the third generation have a desire to learn foreign languages, because their life experience suggests that learning a foreign language can offer huge development opportunities that update the professional competence of a specialist, including his ability to quickly and effectively respond to changing circumstances of professional activity. [7]

Besides, the learning of foreign languages not only opens up new facets of the culture of different countries, but also provides great opportunities for mastering new aspects of the vision of the world, modern models of cognition. When mastering foreign language communication, the elderly student is constantly immersed into the practice of active response. All this has an enormous impact on the formation of intellectual passionarity of students in the process of learning foreign languages.

The idea of passionarity is not new, it is researched in various fields of knowledge such as psychology, pedagogics, sociology and so on. In the idea of passionarity of L.N. Gumilyov, much attention is paid to the influence of passions on the lives of people who have increased energy and a special mentality. Most of the energy in our lives comes from our emotions and feelings, not from our intellect. [8] This idea of Gumilyov is central to our research, since in the process of teaching a foreign language we will primarily rely on our own emotional intelligence, infecting students with our energy.

First of all, let us consider the term *passionarity* in general and what kind of people deserve to be passionaries. “Passionarity,” Gumilyov wrote, “is an irresistible inner desire (often unconscious) for activities aimed at achieving a goal. This goal seems to be more valuable to the passionate individual than even his own life, and even more so the lives of his fellow tribesmen and contemporaries.” [8]

Passionaries are individuals with an innate ability to absorb more energy from the environment than is required for personal and species self-preservation, and to give out this energy in the form of purposeful work to change the environment. Moreover, mental and intellectual activity requires energy in the same way as physical activity, only this energy is in a different form and it is more difficult to register and measure.

Passionarity initially includes not only positive, but also negative traits of a person. This word derives from the Latin word “passio” that means “passion”, which is precisely the driving force of a passionate individual. Passionarity manifests itself in various character traits.

It can be:

- pride,
- vanity,
- greed,
- lust for power,
- jealousy.

L.N. Gumilov wrote “The passionarity of an individual can be combined with any abilities: high, medium, small, it does not depend on external influences, being a feature of the psyche of this person; it has no relation to ethics, equally easily generating feats and crimes, creativity and destruction, good and evil, excluding only inaction and indifference.” [8]

The concept of passionarity was introduced by L.N. Gumilyov to track the process of development of the ethnic group. It means that the increasing number of passionate individuals in an ethnic group leads to its stable viability. Therefore, passionarity is a biological phenomenon, which influences social life. If we consider this theory from this point of view, passionarity as a key quality can be developed under definite conditions to provoke an individual to be active in social life and be helpful in society. I. Zimina defines several types of passionarity: ethnographic, social, psychological, biological and pedagogical. Each passionarity in its turn, especially the last one, can be considered from a purely pedagogical point of view. [9] Torbeyeveva also suggests using the term *pedagogical passionarity* as a behavior characteristic of an individual. [10] The role of teachers is great and undoubtedly because on the base of knowledge they bring

this society thrives. Teachers who devote themselves to their work, ignite other people with their enthusiasm letting them continue to light up the hearts of surroundings. Continuing this idea, S.K. Moldabekova and others in their work “Leadership as an indicator of success in professional activity” argue that “the formation of a leader is always an issue related to the self-realization of the individual, his self-affirmation and the determination of his life position, At the same time the development of the personality of the leader himself largely defines the development of the group as a whole and on its separate individuals”. [2, p. 187]

Thus, passionarity of elderly person is expressed in the ability to manage emotions and when energy is applied in a socio-positive direction.

**Materials and methods.** And now let us have a look at examples of how passionarity contributes to the successful acquisition of a foreign language in the process of learning it. Expressing yourself is a big challenge for older people and causes an internal struggle with something unnatural. It will take some time before you can overcome your psychological barriers and express yourself as easily in a foreign language as in your native language, or almost as in your native language. As mentioned above, a foreign language teacher can be a “bridge” for overcoming internal barriers and unlocking the inner potential of an older student. In order to determine the teachers’ readiness and level of passion, we conducted a survey among foreign language teachers who work on courses within the framework of the “Silver University” project. [11] In total, thirty teachers mostly aged from 30 to 55 (29 teachers of English and 1 teacher of Italian) participated in these questionnaires. Normally our respondents work(ed) in groups comprising 1-5 and/or 10-15 elderly people. For this purpose, the research tools were two questionnaires:

- the Grit Self-Assessment Questionnaire (E.P. Ilyin, E.K. Feshchenko) consists of 18 situations to evaluate their typical reaction to them. The respondents have to choose ‘Yes’ or ‘No’ depending on their agreement or disagreement with the statements.

- the Depression Questionnaire (A.T. Beck) includes 21 topics (e.g. current feelings, health condition, future expectation, night dreaming, self-estimation, appetite, workability, teamwork and the like) with four variants of answer where for the first variant 0 point, the second – 1 point, the third – 2 points and for the fourth – 3 points are given. Respondents have to choose only one variant. The questionnaire is designed in such a way that the answer options in all questions reflect a scale of depression from zero to its high degree.

**Results and discussion.** The results of the questionnaires are summarized in Tables 1 and 2 below.

Table 1. – The Grit Self-Assessment Questionnaire (E.P. Ilyin, E.K. Feshchenko)

№	Situations	Answer	
		YES	NO
1	If necessary, I complete even boring, monotonous work to the end.	100%	0%
2	I usually work as long as I feel like it.	67%	33%
3	I like to solve difficult problems, puzzles, everything that is called a “difficult nut to crack”.	47%	53%
4	Even if not everything works out at work, I try to continue what I started.	100%	0%
5	I tried to plan my day many times, but I couldn’t accomplish what I planned.	40%	60%
6	If possible, I avoid difficult work.	47%	53%
7	If something doesn’t work out for me, I do it again and again.	93%	7%
8	Having established a daily routine, I carefully follow it, even when I don’t feel like it.	47%	53%
9	When faced with difficulties, I often begin to doubt whether it is worth continuing the work I started.	35%	65%
10	If someone doesn’t allow me to do what I want, I still try to fulfill my plans.	100%	0%
11	When things don’t go well, I am impatient and ready to tell everything to hell.	27%	73%
12	When I play chess or another game, I resist until the last possible opportunity.	80%	20%
13	In an argument, I most often do not try to convince others.	60%	40%
14	I always try to complete the task assigned to me, despite the difficulties that arise.	100%	0%
15	I always defend my opinion if I am sure that I am right.	95%	5%
16	When solving a difficult problem, I try to figure it out myself, rather than relying on the help of others.	97%	3%
17	In an argument, I usually shy away from the pressure of my opponent.	20%	80%
18	When I am sure that I am on the right path, I can work as much as I want to prove that I am right, even if I am interfered with.	100%	0%
Total		70%	30%

The average for all respondents together is 70%. This suggests that teachers who teach a foreign language are very persistent and stubborn in their intention, which means they have strong-willed qualities. At the same time, the questionnaire revealed the weaknesses of the respondents; most of them chose negative answer to questions such as “Usually I work as long as I feel like it”, “I like to solve difficult problems

and puzzles”, “Once I set a daily routine, I stick to it carefully, even when I don’t feel like it” and “In an argument, I most often do not try to convince others”.

Table 2. – The Depression Questionnaire (A.T. Beck)

№	Question: Choose one of the answers	Variants			
		A	B	C	D
1	1. I feel goog. 2. I feel bad. 3. I feel sad all the time and I can't help it. 4. I'm so bored and sad that I can't stand it anymore.	100%	0%	0%	0%
2	1. The future doesn't scare me. 2. I'm afraid of the future. 3. Nothing makes me happy. 4. My future is hopeless.	82%	9%	9%	0%
3	1. I have been mostly lucky in my life. 2. I had more failures than anyone else. 3. I have achieved nothing in my life. 4. I was a complete failure – as a parent, partner, child, worker – everywhere.	91%	9%	0%	0%
4	1. I can't say that I'm dissatisfied. 2. As a rule, I get bored. 3. No matter what I do, nothing makes me happy. 4. I am not satisfied with absolutely everything.	100%	0%	0%	0%
5	1. I don't feel like I offended anyone. 2. I may have offended someone without meaning to, but I know nothing about it. 3. I feel like I bring only misfortune to everyone. 4. I am a bad person, I have offended other people too often.	36%	64%	0%	0%
6	1. I am pleased with myself. 2. Sometimes I feel unbearable. 3. Sometimes I experience an inferiority complex. 4. I am a completely worthless person.	64%	18%	18%	0%
7	1. I don't have the impression that I have done something that deserves punishment. 2. I feel that I am being punished or will be punished for something that I was guilty of. 3. I know that I desearve punishment. 4. I want life to punish me.	82%	9%	9%	0%
8	1. I have never been disappointed in myself. 2. I have been disappointed in myself many times. 3. I don't love myself. 4. I hate myself.	82%	18%	0%	0%
9	1. I am noworse than others. 2. Sometimes I make mistakes. 3. It's just terrible how unlucky I am. 4. I sow only misfortune around me.	34%	64%	0%	0%
10	1. I love myself and do not offend myself. 2. Sometimes I feel like taking a decisive step, but I don't dare. 3. It would be better not to live at all. 4. I'm thinking about suicide.	82%	18%	0%	0%
11	1. I have no reason to cry. 2. It happens that I cry. 3. I cry all the time now, so I can't even stop crying. 4. I used to cry, but now somehow it doesn't work out, even when I want to.	57%	34%	9%	0%
12	1. I am calm. 2. I get irritated easily. 3. I am in constant tension, like a steam boiler ready to explode. 4. I don't care about anything now, what used to irritate me now seems not to concern me.	55%	45%	0%	0%

Continuation of table 2

13	1. Making a decision does not give me any particular problems. 2. Sometimes I put off decisions until later. 3. Making a decision is problematic for me. 4. I never decide anything.	64%	27%	9%	0%
14	1. I don't feel like I look bad or worse than before. 2. I'm worried that I don't look good. 3. I look bad. 4. I'm ugly, I just have a repulsive appearance.	82%	18%	0%	0%
15	1. Committing an act is not a problem for me. 2. I have to force myself to take my important step in life. 3. To decide on anything I have to work a lot on myself. 4. I am not able to implement anything at all.	73%	18%	9%	0%
16	1. I sleep peacefully and get a good night's sleep. 2. In the morning I wake up more tired than I was before I fell asleep. 3. I wake up early and feel sleepy. 4. Sometimes I suffer from insomnia, sometimes I wake up several times a night, in total I sleep no more than five hours a day.	82%	0%	18%	0%
17	1. I have retained my previous performance. 2. I get tired quickly. 3. I feel tired even if I do almost nothing. 4. I'm so tired that I can't do anything.	46%	54%	0%	0%
18	1. My appetite is the same as it has always been. 2. I lost my appetite. 3. My appetite is much worse than before. 4. I have no appetite at all.	100%	0%	0%	0%
19	1. Being in public is just as pleasant for me as before. 2. I have to force myself to meet people. 3. I have no desire to be in society. 4. I don't go anywhere, people don't interest me, I don't care about anything extraneous at all.	91%	9%	0%	0%
20	1. My erotic and sexual interests have remained at the same level. 2. Sex no longer interests me as much as before. 3. Now I could easily do without sex. 4. Sex doesn't interest me at all, I've completely lost my attraction to it.	85%	15%	0%	0%
21	1. I feel quite healthy and take care of my health in the same way as before. 2. Something constantly hurts me. 3. My health is serious, I think about it all the time. 4. My physical health is terrible, the pain just torments me.	82%	9%	9%	0%
Total		74%	21%	5%	0%

As we can see from the above table 74% of the respondents chose the first variant of answer as a pointer of psychologically stable people, 21% struggle with some current issues and only 5% have some slight depression. The most replies that showed the respondents' self-doubt and gap were "Maybe I offended someone without wanting it, but I know nothing about it", "Sometimes I make mistakes" and "I get tired quickly".

Teacher's passionarity is a quality that characterizes the teacher's personality as actively, energetically and persistently striving to implement pedagogical ideas, regardless of possible obstacles, as well as, in exceptional cases, the instinct of self-preservation. For a more systematic understanding of the teacher's passionarity, it is also worth considering the essence and nature of the phenomenon of passion induction. This mechanism takes place in the interaction of the passionate personality with the environment, in particular, less passionate personalities. A passionate person induces people around him with his energy, that is, a passionate teacher can influence the activity of a sub-passionate student by his example. In this respect, the teacher's speech plays an important role. Since we are studying adult groups that consist of different backgrounds and experiences, there are students here with a wide range of educational abilities that need to be considered. [12] A passionate foreign language teacher carefully prepares for classes, selects the necessary vocabulary on the topic of the lesson, during the lesson pays attention to the use of

various forms of expressions, proverbs, idioms, clichés, synonyms, etc. in his speech, knowing that his speech is "contagious", that students will copy them. 60% of the survey participants agreed with this opinion, 15% found it difficult to answer, and only 25% disagreed about the "contagious" speech of a foreign language teacher.

It is important to note that L.N. Gumilyov is convinced that passionarity has an extremely important property: it is contagious. But he also notes that the effect of passion induction is temporary. In the absence of this passionate teacher, the impulse fades away, and the student may lose the state of acquired passionarity and he may return to the previous state. This means that the teacher's speech, which is rich in grammatical and lexical phenomena, is not enough to develop passionarity in teaching a foreign language. However, passionate teachers, as a rule, are very creative individuals, using this quality, they will come up with or even more automatically, without realizing it, will do everything to move the student's level of foreign language proficiency from the dead end. There is reason to believe that the introduction of the student to the state of passionarity will serve as a basis for the formation of motivation to stay in it and make this state habitual, or, in other words, to make it a passion, thus, the teacher gives the student an energy impulse. Under the influence of such an impulse, the student retains or actualizes passionarity.

One of the main tasks of pedagogical science is the search for ways to increase the activity of the subpersonal personality, the so-called energy-deficient personality.

Energy deficiency is expressed in a decrease in human activity: physical, intellectual, and emotional. This manifest itself as laziness, apathy (loss of interest in activities), lethargy, lack of initiative, shyness. For example, one of the areas of pedagogical work is working with shy students: increasing their activity, emancipation of emotions and freedom of thought. The only problem is that the shy student is rarely recognized as problematic. He is disciplined and does not interfere with other students in their studies. The shy student rarely raises his hand to answer. He doesn't break the rules of conduct. Thus, he is not praised or scolded. It is rarely noticed. Its natural potential energy remains unclaimed. And the teacher can ignite this energy. [10]

Teacher himself must develop his skills and constantly improve knowledge to be an example for students to follow. Teacher as a leader must be a versatile person to motivate the surrounding people to some actions. "Leader is always a competitive person, ready for self-education, self-development and self-improvement". [13, p. 191]

What is the expression of this energy impulse? The teacher gives motivation to the student, suggests techniques, methods, ways of mastering the skills of foreign speech, thus educates the student a conscious approach to learning a foreign language, helps to set goals and priorities, indicates the right direction to achieve the goal. It is important for the teacher to select tasks aimed at showing creativity and resourcefulness, as well as applying the knowledge gained by students in real life. A particularly important role is played by independent work of students, here students acquire the skill of constant independent work on themselves, to develop. Tasks such as watching a video in English and looking for answers to specific questions, using songs in class and discussing the main idea of this song, composing dialogues and polylogues and presenting them during class, using different tasks with survey elements on online platforms increase students' interest in learning a foreign language.

Another quality of a passionate foreign language teacher is innovation – the ability of the teacher to create an idea to provide the student with a comfortable learning of a foreign language. To this end, the teacher is looking for new effective ways of learning. The driving force in this case is the desire of the teacher to change, transform the learning process. Thus, it is a contribution to science and to society. Such a teacher on an unconscious level can sacrifice his personal time and even health. In most cases people are led by instinct of self-preservation, but if passionate personality is ready to sacrifice himself in the name of great idea. [14]

The history of the creation of Universities of Third Age in their modern form began in the last century in the 1960s. Since then, this so called social and educational project has become popular and spread throughout the world. However, it must be acknowledged that precise pedagogical approaches and strategies in teaching a foreign language to elderly people have not been defined yet. [15] Mostly separate scientific articles give recommendations how teach foreign languages to senior students. For example, O.V. Yurtaikina (2012) recommends to use such communicative strategy and tactics as special press for elderly people. Kamil Błaszyński (2014) speaks about the biographical context in teaching students of the University of the Third Age. T.G. Bekisheva in the article "E-learning as a Model of Lifelong education for Older Adults" (2016) suggests gamification in online education, where students can be awarded with pennants, a challenge banner, badges, the honor to be accepted into an organization of party. And so on. Such situation stimulates us to continue research in this direction to determine at least the most common strategies applied nowadays.

An important role in the motivation of the third-aged-students is also played by the behavior of the teacher during the student's speech. The teacher should not interrupt the student when he speaks a foreign language. It is necessary to allow the student to speak out despite mistakes in speech, to react, to show the student that he is understood. The understanding and friendly attitude of the teacher gives the student self-



confidence, joy and motivation. But this does not mean that mistakes in the student's speech can be ignored. When evaluating and commenting on a student's oral speech, you first need to highlight the positive aspects of his answer, and then advise how to improve your speech, giving examples from his own speech. [16]

It is extremely important for the teacher to be objective in the assessment, since too strict or too loyal approach to the assessment will lead, respectively, to a loss of motivation or to an overestimation of their capabilities. Hence, there are subpassional personalities, prone to apathy, laziness and shyness. An intellectually flexible teacher discusses the assessment criteria with students before giving a specific task, explains how to perform it, and then justifies his assessment to the student.

**Conclusion.** So, we have seen that in the development of passionarity in teaching a foreign language and learning it, the personal qualities of the teacher play a huge role.

The influence of the process of teaching foreign languages on the intellectual passion of elderly students largely depends on how the material will be selected, what pedagogical and psychoanalytic approaches will be used by teachers in the learning process.

Educational material can become the subject of developing cognitive activity of students only if it is included in the context of developing educational tasks. There is need in activation of subpassionate students suffering from lack of energy, exactly working with shy, lazy, pessimistic and anxious people.

Optimal conditions for the development of intellectual passionarity of students can be created only as a result of considering the psychological mechanisms of mental activity, stimulating the internal cognitive motives of teaching, and providing a creative developing educational environment. Tasks should be developed with the aim of enriching the main components of older students' intelligence, optimal inclusion of students in the creative process in order to develop a creative personality.

Thus, an important goal of technologies for the development of intellectual passionarity is to create conditions for identifying problems and difficulties of third-aged-students, studying cognitive needs and interests, updating the individual mental experience of students, reflecting on their own cognitive activity.

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