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### ИНОСТРАННЫЕ ЯЗЫКИ НА РЫНКЕ ДОПОЛНИТЕЛЬНОГО ЯЗЫКОВОГО ОБРАЗОВАНИЯ

*Аннотация.* В России рынок образовательных услуг в целом, перенасыщен предложением и является высококонкурентным. В то же время рынок перспективен и динамично развивается даже в условиях кризиса. Ведь необходимость изучения иностранного языка осознают все. В данной статье приводится современное состояние рынка образовательных услуг по иностранным языкам в Казани, что позволяет получить информацию о предложениях на рынке коммерческих услуг по иностранным языкам, особенностях, преимуществах и недостатках курсов и образовательных программ. Таким образом, анализ предложений на рынке, характер спроса, анализируется представление о развитии рынка дополнительного языкового образования в целом. Владея достаточной информацией, касающейся состояния рынка коммерческих услуг по обучению иностранным языкам дает нам возможность сравнивать ассортимент стоимости предложений и корректировать деятельность с учетом тенденций рынка и запросов потребителя.

*Ключевые слова:* языковое образование, дополнительное образование, формирование компетенций, иностранные языки, образовательная инфраструктура.

*Annotation.* In Russia, the educational market as a whole is oversaturated with supply and is highly competitive. At the same time, the market is promising and dynamically developing even in a crisis. After all, everyone is aware of the need to learn a foreign language. This article presents the current state of the market for educational services in foreign languages in Kazan, which makes it possible to obtain information about offers in the market for commercial services in foreign languages, features, advantages and disadvantages of courses and educational programs. Acquiring the sufficient information regarding the market state for the commercial services for teaching foreign languages, we can compare the range of value propositions and adjust activities taking into account market trends and consumer demands.

*Keywords:* language education, lifelong education, the competences formation, foreign languages, educational infrastructure.

**Introduction.** Learning foreign languages contributes to the cultural functioning and helps to bring up a socially active, humanistically-oriented person with intercultural interaction skills. The external environment of the educational services market is represented by the political, economic, and socio-cultural environment, which affects the success and effectiveness of the implementation of continuing education programs. Political and economic events taking place in the country also have a significant impact on marketing decisions in the field of educational services. It is the economic environment that determines the level of consumer ability of the population cause not only quantitative but also structural changes in the demand for lifelong educational services.

The Federal Law on Lifelong Education defines lifelong education as “a purposeful process of education and training through the implementation of additional educational programs, the provision of lifelong educational services and the implementation of educational and informational activities outside the main educational programs in the interests of the individual, society, state” [7, 8]. Teaching a foreign language in the context of lifelong education in the field of culture is aimed at “the formation of foreign language communicative competence, that is, the ability and readiness to carry out foreign language interpersonal and intercultural communication with native speakers” [8].

For example, when the economic situation has stabilised, enterprises begin to reach the level of international cooperation, and the need for learning foreign languages increases. For example, the demographic situation plays an important role, namely: due to the reduction in the number of young generations as the primary consumer of educational services, the market for primary and additional education is significantly “undermined”.

The demand for additional educational services is interrelated with the level of culture, i.e. the consumer consciously directs a large share of the cost of meeting their educational needs, which increases according to the growth of the cultural level. In Russia, education is included in the group of priority values, and it is this fact that explains the continued high demand for the services of educational institutions, including paid ones, even during the economic crisis.

**Main material.** In modern Russian society, additional education is considered as the main component of the educational space, organically combining education, training and personal development.

Additional language education is defined as the process of the development of foreign language communication skills aimed at the cultural, creative, intellectual, moral, patriotic development of the personality [6]. Thus, additional education for various categories of people and with its established mechanism of social equalization of opportunities for personalized education gradually becomes the core of the system of continuous education, the zone of the nearest prospective development [3].

The most offered in the market of paid further educational services of Kazan is the language of international communication - English. Additional educational services are also offered in German, French, Spanish, Italian. However, the demand for other languages is increasing, so there are offers in both Chinese and Japanese.

Under the further education (adult education, continuing education, lifelong learning, lifelong education) refers to the process of personal development of skills throughout life. Consequently, additional training varies from courses to professional retraining, involving a diploma. The inclusion of further education in the modern socio-cultural process allows developing promising educational programs and determining the social order at a specific stage of its historical development [4]. Thus, a system of continuous foreign language education was formed, which has existed for more than 20 years and can be characterised as follows:

1. the result of the social needs of society.
2. a type of additional professional education in which a foreign language acts as a profession.
3. chain of continuous foreign language education, where the leading provisions are continuity and continuity.

Various linguistic or language centres, as well as higher education institutions, offer additional educational programs. In this article, we will consider what services in foreign languages are offered in addition to higher education institutions, as a rule, these are language courses. Often, such language courses are organized at travel agencies; goal, which provides the necessary minimum of knowledge for survival abroad.

Language centres offer to learn any language: from the elementary to the advanced level. All language courses promise an individual (personal) approach, a friendly atmosphere, good technical equipment for the audience, convenient class time, the

minimum number of students in a group, advanced teaching methods, certified teachers who know all the techniques and technologies and are fluent in English. Upon completion of training, all courses end with the issuance of a certificate or other document (not accredited and not a state sample), but nevertheless, the sites and “all possible” social networks have extremely positive feedback from listeners, which boils down to the fact that only on these courses and nowhere else can you learn a foreign language quickly, effortlessly and effectively.

The target audience for language courses is diverse since foreign languages are a priority for general education and child development. There are many popular additional educational programs for children of different school age; because in the conditions, it is quite difficult to provide an individual approach since teachers are not able to give everyone proper attention. We will designate the factors that attract students to language courses and what is important for them in such language programs:

- teaching in pairs, when, for example, one teacher teaches vocabulary and grammar more, and the other removes barriers and teaches not to be afraid to speak;
- communication on courses exclusively in a foreign language;
- fluency in a foreign language and vocabulary of a teacher;
- the opportunity to engage in a pair of your choice;
- the opportunity to choose the time of classes in the case of an individualized form of study;
- study in joy, pleasure from communication;
- the opportunity to attend a free class and assess the comfort of the audience and the atmosphere during the class;
- the opportunity to continue to study abroad.

With all the positive points: none of the students mentions the lifelong educational programs in foreign languages offered by higher educational institutions of Kazan. Nevertheless, Kazan universities have a certain range of services in foreign languages and foreign language training is available in each of them. In the further education of non-linguistic universities, foreign languages are represented in different volumes: as additional qualification programs for students or as professional retraining programs for teachers. In general, language courses are not a priority for educational activities of universities.

In recent years, the process of changing the content, increasing the availability and quality of additional education has been intensively implemented through the introduction of new educational projects and areas, development of a new regulatory framework, further programs of a new generation aimed at developing innovation activities related to information technology and the Internet is being carried out -resources. Information technologies as a means of teaching foreign languages, their classification, as well as the principles of teaching, taking into account the use of information technologies, are considered in their works by S. A. Bezborodova [1, p. 6–10].

**Conclusions.** N. V. Shestak and S. Yu. Astanina distinguish the following principles of training in the system of supplementary education: the principle of the student’s joint activities with group mates and the teacher in training and in the learning process, the principle of transferring the existing positive life experience, practical knowledge and skills of the student as a learning base and a source of formalization of new knowledge, the principle of an individual approach to learning based on personal needs, taking into account the socio-psychological characteristics of the person incipit of the student and others [9, c. 30–32].

– Intercultural, communicative and interpersonal orientation: According to Professor N. N. Sergeeva, the structure of foreign language communicative competence includes “knowledge - lexicon (thesaurus), the rules of combining words and grammatical design of the sentence, text frames; skills of generating and understanding the utterance and text in foreign language communication; value-semantic relationship as the significance of the conditions and subject of the statement and understanding of the received message, determining the involvement of a person in foreign language communication; arbitrary emotional-volitional regulation of speech activity in accordance with the conditions of foreign language communication based on its reflection; readiness to engage in foreign communication adequately in any of his situations” [5, p. 149–150].

– The novelty of the pedagogical process: the creation of a motivational sphere through the introduction of innovative moments. “Innovation is a product of deliberate, purposeful, scientifically based activity, including planning, specific stages of implementation, and effective completion in educational practice” [2, p. 209].

– The relationship of the creative, thinking-motivational component in teaching foreign languages in terms of additional education. “Creativity is a key part of development that enriches it as a person and as a representative of society” [10, p. 4].

– Qualitative selection of language material in the process of learning in terms of additional education is aimed at high-quality teaching of the subject and aimed at the development of the motivational sphere, taking into account their age, individual, intellectual capabilities.

– Orientation to advance, focused on mastering a large amount of language material, where there is an in-depth study of certain topics, grammatical material, lexical units.

Currently, the system of continuous foreign language education operates on the basis of the Institute of Continuing Education (INO), which represents the structure in which foreign language educational programs are in demand in the market, the best certified teachers work, and a corresponding educational infrastructure has been created that allows you to accept a large number of students. As a rule, educational centres are characterized by a high level of educational services provided and specialize in providing academic services in various fields. In addition to educational activities, the institute is actively engaged in advertising, vocational guidance among schoolchildren and applicants, teacher training, educational work through bringing them to separate objects of additional education and organizing project activities, etc.

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