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## **INTEGRATIVE ASPECTS OF DEVELOPING LIFELONG LEARNING SYSTEM**

The article highlights some aspects of implementing a lifelong learning system. The scientific fundamentals of training new generation personnel in two directions are revealed: using foreign experience, adapting it to realities of our country; applying own historical experience taking into account modern tendencies. The author concludes that continuing education should be aimed at adult education through the use of scientifically organized and theoretically explained system of adult education.

*Keywords:* continuing education, forms and methods of learning, traditional and integrative learning, system of professional development.

**Research relevance.** The future of Ukraine, fulfilling priorities and national interests of our country in foreign policy and foreign trade, strengthening positions and authority in the international arena, widening the geography of business relations and ensuring national security depend on understanding and skills of experts to navigate in the rapidly changing world, abilities to analyze and predict changes, high civic responsibility for the state, society and each citizen in decision-making.

A. Kharkivska notes that the purpose of training new generation of experts "should be primarily dependent on the general task of education, upbringing and personal development, due to current and future social needs, a shift to a new information society" [6, p. 172].

The new educational paradigm corresponds to a continuous model of education. Its feature is the concept of Lifelong Learning (LLL). In the National Doctrine of Education Development in Ukraine in the XXI Century, it is stated that introducing continuity of education will lead to socio-economic, technological and socio-cultural changes in our society.

To succeed in life one must constantly update and deepen knowledge, otherwise finding a professional niche will be challenging due to peculiarities of today's world: increased intellectualization and dynamism of labour, growth of scientific knowledge in the world, rapid renewal of techniques and technologies. They force experts to retrain all the time. Economic conditions have become one of the reasons for the growing popularity of lifelong learning both in getting the first higher education and retraining. Social processes have identified not only trends among people studying in different areas and using different forms, but also changes in motivation to get education due to the labor market variability.

**Main material.** Until recently with a slow development of social production and society in general, the education acquired in general and vocational schools has been valuable during lifetime. However, since the mid-1950s, the time of scientific and technological revolution, informatization, computerization, introduction of new technologies, etc., vocational education has not fully satisfied the training of specialists to maintain professional and personal characteristics necessary to develop a rapidly changing society.

Due to the rapid acceleration of knowledge recovery process, researchers began to use the concept "period of half-decay of specialist's professional competence," its duration is constantly decreasing (in the 1940s it was 10-12 years, in the 1960s - about 8 years, in the 1980s - 4-5 years, etc.) [1, p.181]. Thus, the development and distribution of continuing education concept has become an essential attribute. The essence of this concept is a need for continuous improvement and development during lifetime.

Therefore, integrating higher and postgraduate professional education into European and world educational structures, provided that the achievements and traditions of the national school are preserved, is one of the principles of developing educational policy in Ukraine.

Such convergence involves modernization and reform of the higher education system, the main purpose of which is to build a potential sufficient to train a qualified specialist of the appropriate level and profile, competitive in the labor market, with an arsenal of information and communication technologies at world standards, capable of continuous professional development, mobility, fully demonstrates innovative and creative activity [2, p. 5 – 6].

The basis for the theoretical and, consequently, practical development of the continuing education concept was the study of R. Dave, which identified the features of continuing education, including: education across the lifespan, understanding the educational system as a whole, which includes preschool, general, consecutive, repeated, parallel education, which combines and integrates all its levels and forms; introducing into the education system, except educational institutions and retraining centers, formal, non-formal and non-institutional forms of education, etc. [3].

The leading role in the formation of the idea of continuing education belongs to UNESCO, the United Nations Educational, Scientific and Cultural Organization. The concept of continuing education was first introduced at the UNESCO Forum (1965) by P. Lengrand. His interpretation of continuing education embodies a humanistic idea: it puts at the center of all educational principles a person who needs to create conditions to fully develop learning abilities throughout life.

The structure of continuing education should be developed so that everyone can choose a learning environment, educational trajectory, work and country to improve knowledge, skills and competencies for optimal implementation. When there is a

developed system of continuing education, one wishes to compete and implement new technologies, which are the main achievements of Europe's strategic goals.

Continuing education in Ukraine is not always possible. The reasons are a low level of professional mobility, low information culture, lack of access to new information sources, unwillingness to acquire new knowledge due to lack of material and moral incentives, lack of free time and so on.

The introduction of innovative technologies, including distance learning will stimulate getting high-quality continuing education in our country.

Introducing the system of continuing education is impossible without studying and solving the following issues: theoretical and methodological support of continuity and perspectives of education under conditions of continuity, sequence of educational standards and system of evaluating educational results during continuing education, personal development in the process of professional activity, new technologies in adult education, methodological and methodical principles of introducing distance technologies in continuing education, quality categories, etc. According to the National Doctrine of Education Development in Ukraine in the 21st century, lifelong learning is realized due to the following factors: optimizing the system of retraining and advanced training, creating integrated curricula and plans, introducing and developing distance education, forming needs and abilities for self-education.

The new educational paradigm in Ukraine was formed gradually during the development of the most important directions in higher school reform. Its main elements are outlined in the guidelines of the Ministry of Education and Science of Ukraine and in the Memorandum of the UNESCO International Symposium Fundamental (Science and Humanities) University Education, 1994). Referring to these documents, the new educational paradigm as a priority of higher education focuses on interests of individuals, adequate to current trends in social development.

The 14th General Conference of UNESCO defined continuing education as “unlimited either in time in terms of study or in space in terms of methods of

teaching; it brings together all activities and resources in the field of education and aims to achieve the harmonious development of potential abilities of the individual and the progress of changes in society.”

At present, it is almost impossible to acquire lifelong knowledge in a higher educational institution. Adult education is relevant. In Europe it is called lifelong learning. Now it is becoming popular in our country, so the experience of other countries, which turned to the path of market relations, is useful for Ukrainians.

Thus, the primary task at the current stage of modernizing higher education is forming a system of continuing education. Reforming education in Ukraine is considered in the context of socio-economic changes both within our country and abroad. An important condition for building such a system is the complementarity of general and postgraduate education.

To improve the quality of educational services, a system of lifelong education has been established which helps to optimize the professional and qualification structure of the workforce and increase competitiveness level.

The task of higher education as a social institution is to promote professional self-realization of individuals, teaching professionally oriented interaction with the natural and social environment” [4, p. 70 – 71].

Researchers who study adult education note influence of the population category on the educational process, cultural and ethnic characteristics of adult learners, a need for humanization and an informal approach to learning.

One of the main requirements for adult education is a close connection with experience and considering the needs of each student. It is also necessary to take into account the selective attitude of adults to the value of the acquired knowledge, practical orientation, an ability to fully and quickly help solve real problems. Hence, adult education should be as much individualized as possible. It should contribute to the realization of each person, rehabilitation, strengthening faith in abilities, improving social status.

Taking into account high value of education, students are focused on postgraduate studies. Recent trends in labor market competitiveness have shown that prestige of higher education, including continuing education, in Ukraine will increase as a stimulus to find highly-paid qualified jobs in Europe. As a result, young people will have additional incentives to get a degree. (In addition, while studying at higher education institutions of Europe with mobility programs, Ukrainian students will be able to get acquainted with the real living and working conditions in the West, which will prevent mistakes when deciding to look for work abroad).

One of higher education priorities in Ukraine, lifelong learning contains all phases (from preschool to postgraduate) and covers the full range of formal and non-formal learning. The transition from an industrial to an information society leads to rapid changes in society and much information involve the timely acquisition of knowledge adequate to the requirements of nowadays, which is possible only with continuing education. Lifelong learning thus becomes a principle of the education system to take out of the social crisis as a whole.

At the same time, the process of integrating national education into European education is not unambiguous and painless, and the above principles will help solve a number of significant issues. Thus, continuing education faces many problems as it involves acquiring personal knowledge, developing skills and abilities during lifetime.

One of the conditions for continuing education is credit module. On the one hand, it is one of the factors of optimizing the educational process, a tool for implementing student and teacher mobility, and on the other hand, it is a way for the national education system to join with the common European space. In addition, credit module technology of knowledge control is an incentive for students and teachers to work systematically during the semester, academic year and during the whole process of lifelong learning. It enables establishing a clear individual trajectory of higher education, taking into account all types of student work and academic achievements while studying at different universities. Thus, it can be possible to interrupt and then continue training, taking into account the

accumulated credits. It should be noted that such a system has a more objective assessment system of student achievements, which to some extent makes it impossible for teachers to be subjective. Finally, as a cumulative system, the credit system will lead to effective work within the lifelong learning concept, creating a unique opportunity for self-development, self-improvement and realization in the professional field.

The state policy on continuing education is carried out taking into account world trends in the development of lifelong learning, socio-economic, technological and socio-cultural changes.

Education continuity is implemented as follows: ensuring the consistency of the content and coordination of educational activities at different levels of education, which continue the previous ones and provide training for possible transition to next levels; forming a need and ability for self-education; optimizing the retraining system of employees and qualification improvement, updating the postgraduate education system on the basis of the corresponding state standards; creating integrated curricula and programs; forming and developing educational materials of level-after-level training of specialists; introducing and developing distance education; organizing training in accordance with needs of individuals and labor market based on vocational and higher education institutions, postgraduate institutions, as well as introducing other forms of education; providing communication between general secondary, vocational, higher and postgraduate education [5].

Thus, further improvements in the structure and continuity of higher professional education in Ukraine have been closely linked to integrating Ukrainian higher education into the integrated European educational space.

**Conclusions.** With a developed system of continuing education, qualified personnel aim at competing and introducing new technologies. The system of national education in Ukraine has considerable experience of lifelong learning, but new opportunities and new perspectives open up in the European educational space. As a

result, European countries, including Ukraine, will have a knowledge society and will be able to compete for leadership.

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