

BASIC CHARACTERISTICS OF LIFELONG LEARNING FRAMEWORK

Анотація

У статті розглядаються основні характеристики розвитку андрагогіки з наукової та практичної точки зору. Надається детальна інформація щодо побудови системи безперервного навчання дорослих. Окреслено завдання науки про навчання дорослих у світлі тенденцій сучасного суспільства та її роль у втіленні професійних та соціальних прагнень дорослої людини.

Ключові слова

Безперервне навчання, основні характеристики, система, навчальна діяльність, практичне застосування.

Summary

The article deals with the basic characteristics of the development of andragogy from a scientific and practical point of view. Detailed information as for the framework of adult lifelong learning is presented. The task of the science of lifelong learning in the framework of the trends of modern society and its role in the implementation of professional and social aspirations of an adult are shown.

Key words

Lifelong learning, basic characteristics, framework, learning activities, practical implications.

Lifelong learning (LLL) means entering university and further education college, publicly funded provision made by a local authority or in community settings. Within universities it has also been known as Continuing Education.

Lifelong learning in Europe has its own history and tradition. The focal point is on conveying democratic competence. In addition to information about the framework of the state and society, this also includes the qualification for personal engagement on behalf of the state and society. LLL can be implemented for leisure, skills, re-training, qualification, and progression. The common features of lifelong learners (LL learners) are: **a)** LL learners often like to be given some control over the course plan. **b)** They often lack confidence in their ability to learn. **c)** LL learners usually prefer non-competitive educational situations. **d)** They like examples, samples and resources. **e)** LL learners may learn at different speeds. **f)** They often need to ask questions and discuss freely. **g)** LL learners need to see that they are making progress and achieving something. **h)** They appreciate reassurance, positive reinforcement, and helpful feedback. **i)** LL learners may be of different ages and older ones may suffer from a number of physical disabilities, particularly in relation to hearing and sight. **j)** LL learners may be tired from their ordinary work.

We should also outline some of the common characteristics of LL learners and draw attention to the practical implications for teaching of these characteristics. Hence, there is a list of some basic features peculiar to many but not all LL learners.

1) Training initiative. LL learners come to education with intentions and needs. Some of these are specific, some more general, sometimes related to the subject matter of the course, sometimes not, and sometimes unknown even to themselves. **2) Purpose - motivated.** Many LL learners have specific aims which they try to achieve. They take advantage to participating in learning activities that help them to attain their goals. **3) Need for Community.** Many self-directed LL learners prefer a learning community with whom they can interact and discuss questions and issues.

4) Practical knowledge and experiences. Learning is something that happens to us all the time, yet we are seldom aware of it. If you are aware that you are learning or preparing to learn, you will learn better. **5) Self-esteem.** Adults are eager to gain competence in workplace skills as it boosts confidence and improves mastery. **6) Learning by experience.** Many adult learners take advantage to learning by not only listening to lectures but also doing some activity. **7) Knowledge is Wealth.** In their life-time from childhood to adulthood, people store a unique accumulation of experiences and knowledge. **8) Emotional Barriers.** Through experience, adults may feel anxiety of a subject, have fear about a subject or be angry about forced changes in job responsibilities or policies. **9) Focusing on the Results.** Adults are oriented on results. They have certain expectations for what they can get out of learning process and will undoubtedly drop out of voluntary learning if the purposes they are willing to attain aren't met. **10) Outer commitments and responsibilities.** They also have other responsibilities and pressures outside the learning situation. **11) Potential physical limitations.** Depending on their physical condition and age, adult learners may acquire a number of psychomotor skills more slowly than younger students and have more problems when reading small fonts and seeing small images or pictures on the computer screen. **12) Big Images and Pictures.** Adult learners need the big picture or image view of what they're learning. They want to know how the small parts fit into the larger landscape. **13) Self-Responsibility.** Adult learners often feel responsible for their own success or failure when learning. Adults already have their own learning styles or set patterns of learning (which may be difficult to change). **14) Self-direction of Adult Learners.** As a rule, adults typically give a preference to a sense of control and autonomy. They prefer options and choice in their learning environment. If given proper primary support, even if adults feel anxiety from self-direction, they may learn to appreciate this approach.

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Відомості про автора

Бересток Ольга Володимирівна, старший викладач кафедри іноземних мов Сумського національного аграрного університету; тел. 0955555018; berestok.o@gmail.com; сертифікат: ТАК; про конференцію дізналась з запрошення до участі, отриманого по email; потребую отримувати запрошення від оргкомітету про наступні наукові конференції на свою електронну адресу