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ADULT EDUCATION IN UKRAINE

Аннотация: в работе рассматривается сущность понятия “обучение взрослых”, а также его роль в системе высшего образования Украины. Подчеркиваются умения, компетентности и способности, которые могут развиваться в системе непрерывного образования взрослых, и перспектива дальнейшего обучения взрослых в Украине в условиях современности.

Ключевые слова: образование взрослых, требования, социально-культурный опыт, образовательные программы.

Annotation: The article deals with the nature of the notion “adult learning” and its role in the system of higher education in Ukraine. The skills, competencies and abilities developed in the system of the unremitting adult education as well as the perspective of the further adult education in Ukraine in the contemporary circumstances are underlined.

Keywords: adult education, requirements, socio-cultural experience, educational programs

In order to be considered a marketable and efficient employee in this rapidly accelerating world, many individuals wish to continue their education far into adulthood. In a continent like Europe, adult education is considered a vital aspect of adult life as it aids in employability, active citizenship, social inclusion, and personal development. As continuing education easily seems to be a broad task to take on, study in Ukraine offers it services to make studying and continuing education something that is accessible for all, even the most disadvantaged of demographics. study in Ukraine offers courses across a variety of fields and specializations. They also host a wealth of different institutions and universities of Ukraine for which to

study at. The most notable courses available here pertain to fields of industry, pharmacy, management, science, engineering and technicians.

Students will find an encouraging atmosphere in which to stage any questions or concerns throughout their time with study in Ukraine. Whether questions are raised in the context of a classroom, or with the privacy of just your instructor, students will gain a supportive entrust from both their peers and instructors, which proves to produce a positive learning environment [1].

Adult learning has long been the focus of attention among educators all over the world. Now that progress in science and technology is in pace, issues concerning adult education have come to the force in the Ukrainian system of education, too, both in practice and in theoretical research.

But adult education has not become a complex structure in the system of Ukrainian lifelong education yet. The creation of such a system is a goal for the Ukrainian Ministry of Education. It is a pleasure to say that theoretical foundations for adult education have been successfully developed by the specialized ministry department. Speaking about functional existence, though, present adult education exists in the shape of separate schools, both formal and non-formal, not covered by any general conception of adult learning.

The Chinese proverb wisely recommends, 'When planning the program for a year, sow rye. When planning the program for a decade, plant a tree. When planning for the whole life, bring up and educate people' [2].

The rapid development of technology, increased competition and consumer demand lead to the need for lifelong learning, "...from early childhood to old age - and in different contexts: formal (at educational institutions), informally at work place informally in social life" [3].

Quick and unstoppable development of new technologies requires constant mobilization of forces and opportunities for learning and acquiring more and more skills. Knowledge is currently the center of activity and development of individuals and society in general. It is personal capital, special means to achieve success in life.

Constant, continuous education promotes a deeper understanding of events and processes that prevent unemployment, humiliation and discrimination.

Adult education as a part of lifelong learning system has long been under study of many foreign and domestic scientists. We used to search for the ways of its developing anywhere. We used to think that the answers to all our questions in this sphere could be found in European countries, American continent, somewhere in highly-developed societies.

To our mind, it is high time to draw the attention to the Ukrainian experience in teaching adults. The country has rich traditions in the sphere, so we should study them thoroughly to decide on which of them to count in reforming the lifelong learning system.

At this stage, requirements for adult education sharply increase to meet the spiritual and educational needs of people engaged in independent professional activity. The value of adult education today is also increased by economic restructuring and the consequent necessity of re-training a significant number of people of working age, and the active involvement of citizens in social and political life in a democratic society.

Taking into consideration the interests and age characteristics of adults in each country its own system of adult education is being developed, the system of specialized agencies of general and vocational education, cultural, educational, entertainment facilities, etc. At present it is the organic component of the education system of the country, which purpose is to promote the comprehensive development of the individual during adult life. In this sense, adult education is a social institution that generates process of transformation of existing society, socio-cultural experience of all its members and consequently, it provides enriching of individual potential.

Ukrainian pedagogical science pays significant attention to the development of adult education. Yet it should be noted that this issue is still at the stage of formation. In the late XX – early XXI APS of Ukraine made an important step for further development of the system of adult education. The ‘Main Directions of Educational

and Psychological Research in Ukraine", approved by APS of Ukraine, has designated units and the approximate directions of the subjects and research problems of andragogy. In 2007, Institute of Pedagogy and Psychology of Professional Education was transformed into the Institute of Teacher Education and Adult Education of APS of Ukraine. In its structure the department of andragogy was formed.

Search for Ukraine's own model of the national policy on adult education, development and implementation of the Concept of adult education, effective activities of various institutions in the field require understanding of existing problems in the context of pan-European paradigm. Currently, is a necessity for analysis of international legal documents; creating and strengthening of our own regulations implementing the strategic objectives of an effective national system of adult education; systematic and detailed analysis of the theoretical principles and practices of adult education in the developed countries of the world; identification of trends of modern methodology in adult education and development of criteria for adaptation of world practice of adult education into the national experience.

But we shouldn't forget about the peculiarities of our existing traditions in adult educations for they are to be the basis of the further development in the branch.

Taking into consideration that Ukraine has long been under pressure of Russia, its ruling traces are also noticeable in Ukrainian system of education, too.

It should be mentioned that the adult population was quite actively educated in the former USSR; say, in 1989 about 70 million people (42.7% of the 164 million of active population) took part in various forms of adult education [4].

But historical background of this educational phenomenon is far more serious. It started at the middle of the 19th century. The first Sunday schools for adults were founded in Ukraine, being the part of Russian empire, in 1859. The demand was great, so that such schools met with wide public acceptance and their number grew rapidly. There were 200 of them on the territory of Russian Empire in 1860, 300 in 1862 and 1,656 in 1905, with 89,000 students [5, 6].

Other kinds of educational institutions emerged, concerned mainly with providing education for adults: reading rooms, reading circles, evening schools and people's universities. Their objective was to spread literacy, culture and advanced social ideas among the population.

Schools for adults delivered education at various levels. The majority limited their activity to creating literacy, but some extended their offer to partial or complete programs of secondary education, sometimes even up to the level of higher education. All schools for adults were characterized by the democracy and the flexibility of curricula.

Konstantin Ushynsky formulated a number of fundamental principles in the education of adults. Most of them are still important today. Among them are:

- the connection of adult learning with the student's work; practical objectives in learning; the use of adults' life experience; the importance of visual aids; the importance of recognizing individual learner's needs; the developing lifelong character of adult education.

At the beginning of the 20th century, adult education was actively developed in Ukraine. Distinguished scientists created and selected training programs for adults being completely different from those for children. Special teaching aids were developed and adopted.

In Ukraine, the concept of adult education is interpreted as a continuous process of education throughout life based on the need to acquire new knowledge and skills. Since learning is a social process, a person is trained for three main reasons: for self-improvement; for the sake of competitiveness in the labor market (employment, better salaries, career opportunities, employer requirements, acquiring new skills); for the more successful social life (compassion, tolerance, decision making, protection of nature – those issues require collective solutions and people want to be involved, to express their own opinion).

Continuous education provides lifelong learning, improves skills in accordance with the requirements of the labor market and people's own needs. It combines formal and informal educations, develops both new and innate abilities.

The following benefits of lifelong education are distinguished: flexibility; diversity; availability in time and place of study.

It provides a continuous process of improving both the individual and society, ensures the requests of economic development of the state and civil society development.

Having investigated the variety of issues in the field of adult education, it was concluded that adult learning is the relatively neglected area of research. It is important to characterize briefly the object of the investigation. First comes the short characteristics of the adult learners. On a global scale, adult learners are those, who have passed adolescence, including professional and graduate school students, plus those who are early in their careers and the elderly. Investigators have tried to identify attributes that are unique to adult learners, and also some have questioned the results of this effort, others believe that such adult learner characteristics do exist.

Four such characteristics are:

- 1) prior knowledge and experience;
- 2) self-directed learners;
- 3) critical reflection;
- 4) experiential learners.

Speaking about the principles of adult learning, it is worth pointing out that most adult educators have at least a degree, but a majority of them have never had any classes or training in adult education. Much attention should be given to the principles of adult learning, because they are intended to give new teachers a foundation about adult learning theory.

The concepts of transformational, self-directed and participatory learning must be mentioned. The research in this field focuses on the works of such adult education theorists as Malcolm Knowles, Jack Mezirow and Stephen Brookfield.

Another important topic is the Model of Strategic Learning, a framework that was developed by Weinstein (1994). The goal of the model is to help adult educators to obtain the skills which will help pre-prepared learners to maximize their learning experiences and understand the importance of becoming lifelong learners. The

concepts of skill will and self-regulation are discussed. It should be stressed that adult learning theories are based on the belief that adults have had different experiences than children and adolescents and that these differences are relevant to creating ideal learning environments for adults. But while age is certainly a factor, that can affect learning, motivation, prior knowledge, the learning context and the influence of situational and social conditions are others.

It is necessary to compare the basic points of pedagogy and andragogy. Andragogy, initially defined as “the art and science of helping adults learn”, has taken on a broader meaning since Knowles’ first edition. The term currently defines an alternative to pedagogy and refers to learner-focused education for people of all ages.

Moreover, most principles of learning derived from studies of children and adolescents also can be applied to adults. And many research findings from cognitive psychology and social learning studies done with adolescents are undoubtedly relevant to the creation of learning experiences for adults. Still, the work of adult learning theorists, notably Malcolm Knowles, Cross and Carl Rogers, makes a convincing case that those who design adult learning environments should consider both general principles of learning that apply to learners of any age and those factors said to be unique or especially applicable to adult learners.

As it was previously mentioned, andragogy is based on four crucial assumptions about the characteristics of adult learners that are different from the assumptions about children learners. The investigation provides an overview of Knowles’ theory of andragogy which is explained as an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect.

To appeal morally-cognitively to adult inmates in at least a somewhat democratic context and in study of their membership in the human community, is to entail the principles of andragogy (the learning of adults, as opposed to pedagogy, the teaching of children), as elaborated by Malcolm Knowles (Knowles,1970, 1973,

1975, 1986). Among the methods of andragogy, “contracting “and “peer tutors” are especially effective with inmates (Knowles,1970, 1973, 1975, 1986). Perhaps more than in any other professional educational guide, prison educators, whose students are very adult, have taken Knowles’s instruction on adult learning to heart.

The major concern is the distinguishing of some general perspectives on learning that apply to both adolescents and adults, describing certain factors that apply to adult learners in particular, and exploring factors that motivate adult learners. Speaking about adult motivation factors, one should point out, that various factors may motivate adult learners. Personal advancement, self-esteem, professional development and pleasure are adult motivators. Well-designed materials that consider these motivating factors are likely to be popular. But social factors, such as making new friends, establishing new relationships and improving one’s ability to serve society, also can be strong motivators. Learning for the sake of learning and developing a sense of self-efficiency are other motivators for many adults. A search for stimulation and relief from existing routines of home or work may motivate some learners.

Although dozens of theories that purport to do the instruction to some degree have been proposed, when classified according to an underlying psychology, most appear to be grounded in either a behaviorist, cognitive or social development perspective:

- Curriculum development and lesson planning (general);
- Observe and work with the experienced teacher \ mentor;
- Professional development options;
- Theory of how adults learn;
- Overview of adult education- funding streams, policies and procedures, program collaborations, current trends;
- Information on teaching special populations (English as a Second Language, culturally different, learning disabled);
- Strategies to foster interaction with other teachers and service providers.

The worth of learning theory rests in its capacity to represent the learning process and to give direction to research that, through its findings, can guide the design of instruction.

Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three groups including institutional, situational and dispositional. [1]

Some of these barriers include the lack of time balancing career and family demands, finances and transportation. As well, things such as confidence, interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care can be barriers in learning. [2] Distance and/or online learning can address some problems with adult education that cause these barriers. [3]

In March 2009⁶ a group of researchers of the Institute of Teacher Education and Adult Learning in APS (Team Leader L. Lukyanova) presented a draft of conceptual positions of adult education in Ukraine. In the concept, the basic categories of adult education are specified, the meaning of ‘adult education,’ ‘adult student,’ ‘adult learning activities,’ ‘adult learning technologies’ are defined.

The concept was developed in accordance with the decisions of the Fifth International Conference of Adult Education (Hamburg, Germany, 14-18 July, 1997), the International Council for Adult Education (Damascus, Syria, 22-26 September, 2000), Intergovernmental program of the Concept of common educational space of the Commonwealth of Independent States (November 29, 2001), Sofia Conference of Adult Education (Bulgaria, November 9, 2002), the concept of adults in the countries of the Commonwealth of Independent States (Moscow, Russia, May 25, 2006) and subject to the provisions of the Model law ‘On Adult Education’ (December 7, 2002) [7].

Analysis of future specialists training in Ukraine and requirements of the modern labor market shows that currently there are some differences between the result of

training and the requirements of employers. The last require professionals, competent not only in their professional activities, but also capable of self-education, personal development, social interaction in multinational information society. The main qualities of modern professional are the ability to solve complex social and industrial problems, professional versatility. So the institutions must stop to train for economic problems that have lost or are losing their value.

The modern economy demands regular supplement of knowledge and skills from specialists in the professional development. The researchers note that in order to achieve social success, modern person has to change the scope of professional activities at least four times. For those working in the same industry for a long time, it is necessary to update and improve their skills at least once every three years.

The need to optimize the adult education system is due to the importance of improving the policy, regulatory support, funding for this sector as well as the contents, methods and forms of organization of postgraduate education, training, identifying the theoretical and methodological foundations of psychological and pedagogical patterns of effective teaching, developing psychological teacher recommendations, etc.

Implementation of the tasks mentioned above is difficult to imagine without realizing of the country traditions in the related sphere, though. We should be aware of who we are and what our history is about. Only doing so, we can properly develop the system of our Ukrainian adult education in accordance with the best world traditions.

Want to get on? Whatever a person wants to do job-wise, having the right qualifications can give a real head start. If an adult missed out on getting qualifications at school, why not go back to college? It's never too late to learn new skills. People who go back to college later in life often find that they're more focused and determined than they were first time around, and tend to have a clearer idea of that they want to study. Options include courses related to:

business (including administration and law, and computer skills)

construction (including plumbing and carpentry)

sciences (including physics and psychology)

health and care (including childcare and counselling)

services (including retail, hairdressing and catering)

media (including website design)

All sorts of people are doing all sorts of courses with the Adult Learning Grant – but there are some conditions needed to meet in order to qualify. Whether a person qualify for ALG (the Adult Learning Grant) depends on: his/her age, where he/she lives and where he/she studies, what type of course he/she's doing, his/her income and whether he/she's getting certain types of benefit.

To get ALG, a person needs to: be 19 or over (though he/she can apply one month before his/her 19th birthday); be living and studying in England, and meet the residency criteria.

To apply for ALG, he/she needs: a bank account which accepts electronic payments through the BACS system, a copy of birth certificate, driving license or current passport, evidence of total taxable income and taxable benefits for the previous tax year – and that of partner, if he/she lives with them.

Getting training at work. Learning at work is a great way to fit learning into life, and could help improve career prospects. An employer may already provide learning opportunities.

Developing new skills at work. An adult person may be able to get free basic skills training, additional skills to improve the performance at work, or even a qualification that could help open up doors to higher education. Some employers run 'mentoring' schemes to help in getting on at work.

What's in it for an employer. Many employers are happy to support their workers' learning: having a skilled workforce can help boost productivity, there are training schemes which can be designed to suit the needs of employers and their workers, any employer may get help with the costs.

Training opportunities.

Train to Gain. This new service is aimed at helping adults and young people in England to get the best possible training in the workplace. It offers businesses: free

and impartial advice on their training needs, help in finding the right training - at a time and place which suits them and their employees, in some cases, help sourcing funding, help reviewing progress in developing the skills of their workforce.

Learning through Work Scheme.

Learning Through Work lets any person study a university-level course without taking time off work. An adult can work towards an undergraduate or postgraduate qualification, or just do one or two modules of a course - depending on what suits better. The scheme is run by direct learning and a number of partner universities and colleges. If a student takes part, his tutor will work with him to make sure what he learns is relevant to his job. He'll plan what areas to cover together, and where possible he'll get credit for projects he works on as part of his job. He may also be able to get credit for work he's already done. It may be worth talking to employers to see if they can support while learners on the scheme - financially or otherwise. And if they want to get more involved, employers can use the scheme to set up a program that meets their specific needs.

When surveying adult education programs in Japan, Nojima (2010) found that classes focusing on hobbies and very specific recreational activities were by far the most popular. The author noted that more time, money and resources needed to be in place so participants would be able to take advantage of these types of activities. Withnall (2006) explored the influences on later life learning in various parts in the U.K. Results were similar in that later in life education afforded these older adults opportunities to socialize.

Apprenticeships. If an adult got a good idea of where he wants to go with the career and likes the idea of earning while learning, an Apprenticeship could be for him. It guarantees top quality training, but lets him develop skills and gain qualifications on the job. An Apprenticeship gives the chance to work towards a qualification while earning. Many employers choose to provide training through an Apprenticeship program - they are designed by businesses within a particular sector, with that sector's training needs in mind.

Investors in People status. If employers have Investors in People status, it means that they are committed to improving the organization's performance by developing its staff. As part of this they assess learning needs within the organization, and make plans to meet them.

Understanding what motivates adult learners and what their barriers are, can assist in enrolling more adult learners. When adult learners clearly know the benefits of their continuing education, such as getting promotions or better job performance, they are more likely to be motivated to attend. [4] When teachers are aware of the student's characteristics, they can develop lessons that address both the strengths and the needs of each student.[5] Adults that are motivated have confidence and positive self-esteem are more likely to develop into lifelong learners.[6]

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