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MODERN SYSTEM OF ADULT EDUCATION IN UKRAINE: CHALLENGES AND OPPORTUNITIES

The article considers the issue of adult education in Ukraine as a component of continuing education and lifelong learning. Global trends in adult education, in particular the use of new technologies, have been analyzed. The main problems of modern adult education have been identified and the nearest prospects have been outlined.

Key words: education, adult education, continuing education, education system.

У статті розглянуто питання освіти дорослих в Україні як складової безперервної освіти, освіти впродовж життя. Проаналізовано глобальні тенденції в сфері освіти дорослих, зокрема використання нових технологій. Визначені основні проблеми сучасної освіти дорослих та окреслені найближчі перспективи.

Ключові слова: освіта, освіта дорослих, безперервна освіта, система освіти.

В статье рассмотрены вопросы образования взрослых в Украине в качестве составляющих компонентов непрерывного образования в течение всей жизни. Проанализированы глобальные тенденции в сфере образования взрослых, в частности использование новых технологий. Определены основные проблемы современного образования взрослых и обозначены ближайшие перспективы.

Ключевые слова: образование, образование взрослых, непрерывное образование, система образования.

The current education system in Ukraine is undergoing reforms and restructuring. We need an education system that can provide timely preparation for global challenges and meet modern requirements. The education system must take into account different worldviews, alternative knowledge systems and use new opportunities in science and technology, including developments in neuroscience and digital technology. The reformation of the education system and organization of teaching activities become especially relevant in this context.

We need education that will accompany a person throughout life. Such education activates the person's productive activity at any age, provides him with a reserve of vital strength, and contributes to a better arrangement in life, the achievement of material, social and spiritual well-being. Such education is the key to a new life, it helps to solve life and professional problems, improve personal, family, professional and public life.

A component of continuing education is adult education, which is qualitatively different from

other areas of education in content, forms, technologies, methodology, and teaching methods. It primarily refers to the field of formal education, which is clearly structured and provides an adult student with a relevant document upon completion of training, as well as combines informal and non-formal education. Adult education can significantly change lives and open new opportunities: learning in the formal and informal education system; personal cultural fulfilment; involvement in a healthy lifestyle, and improving employment opportunities [7].

The need for adult education today is determined by the dynamics of social and scientific-technical progress, changes in the content and nature of work and social activities of people, increasing free time and opportunities for its rational use. The address to adult education in our and foreign countries is caused by the demands of the labor market, where the main requirements for a specialist are competence and professionalism. This has made many adults aware of the need for training, retraining or mastering a new profession.

Analysis of recent research and publications, which address this issue in today's world, has shows that adult education is one of the main tools for successfully meeting the challenges facing both Europe and Ukraine. Problems of adult education and ways to solve them are studied by such foreign scientists as T. Alexander, R.H. Dave, W. Draves, M. Fisher, T. Fenwick, D. Goodman and others. Adult education in different countries of the world was studied by such scientists as S. Sysoeva, S. Vershlovsky, S. Zmeyov, O. Leshchinsky, N. Bidyuk, R. Belanova, S. Vladislavlev, S. Babushko, V. Davydova, T. Desyatov and others. Some aspects of adult education in modern Ukrainian education were investigated by L. Lukyanova, V. Andrushchenko, L. Sigaeva, E. Priyma, L. Shinkarenko, O. Martirosyan and others.

In Ukraine, as in many developed countries, much attention is paid to solving scientific and practical problems of adult education, various educational programs and educational complexes are developed and successfully implemented, andragogues are trained to master the latest methods of adult education and development, scientific and practical conferences and methodological seminars devoted to the problem of adult education are held, etc. However, the problem of challenges in adult education remains insufficiently studied; their analysis and characterization will help to understand and transform challenges into opportunities and resources that will provide the necessary conditions for their successful overcoming.

Lifelong learning is a system of educational practice that considers a person's learning activities as an integral and natural component of his life at any age. It presupposes the need to constantly add new steps to the educational ladder, designed for all periods of adult life, it is a holistic process that ensures the progressive development of the creative potential of the individual, comprehensive enrichment of his spiritual world.

The purpose of lifelong learning can be defined as the holistic development of the individual throughout life, increasing his professional and social adaptation in a rapidly changing modern society; development of its abilities and possibilities, where the central position of

the idea is occupied by the person himself, his personality, desires and aspirations of constant development [1, p. 7].

The concept of 'adult education' is defined as "the whole set of organized educational processes, regardless of the content, level and methods, formal or otherwise, continuing or supplementing the education received in schools and universities, as well as practical training through which people, considered by society as adults, develop their abilities, enrich knowledge, improve technical and professional skills or gain new orientation and change their views and behavior from the double perspective of comprehensive personal development and participation in balanced and independent social, economic and cultural development" [2].

Responsibility for life, politics and the economy today rests upon adults. The international community believes that adult education is the key to the 21st century. As part of the system of continuing education, adult education is carried out in order to adapt citizens to the constant changes taking place in society and the economy. European and Ukrainian adult education is undergoing constant transformations, the aim of which is to solve problems that arise both in the educational systems themselves and in the course of integration processes. This involves not only training and education, but also educating a new type of person with a creative and dynamic attitude towards culture, which will focus on exploring the world around them and using new approaches for greater justice, social equality and global solidarity. Education should teach people cultural literacy based on respect, equality and dignity, helping to bring together the social, economic and environmental aspects of sustainable development [4].

Today we are solving new tasks in the Ukrainian education: entering the European educational space, joining the Bologna process, and so on. At the same time, education should not be correlated with the level of production we have today, but with what we would like to have, given the globalization changes that the world community is experiencing.

The new social transformation is forced to pose and solve such problems that did not arise before. It is not only the 'invisible hand' of market

relations, but also the 'invisible hand' of society, morality, culture that determine not only market but also other types of self-regulation, cultivating and socializing a person not only within his family, relatives, neighbors, professional team, but society as a whole, which can no longer be replaced by the economy or reduced to it.

The desire to ensure the sustainable development of our state requires from us the ability to solve problems and overcome contradictions of both general and local nature, as well as to see prospects. The development of various innovative technologies in all spheres of life opens new opportunities for exchanges, cooperation and solidarity. At the same time, we are witnessing the growth of cultural and religious intolerance, military aggression by Russia. These and other problems force educators to focus on solving and overcoming them.

At the present stage, the field of education is on the way to solving strategic problems that determine its development in the future. Globalization, society's demand for individualization and continuity of education, qualitative improvement of technology and efficiency of educational institutions in the world should be noted among the main problems. In this series in the first place are, of course, the processes of globalization, which include the higher education system that leads, above all, to increased competition between universities both within the country and in the global market of educational services [5].

Global trends in education include the world-wide access to Internet resources, the growth of distance learning, and the transfer of education to cyberspace. For example, the audience of Coursera company, one of the leaders in the market of mass online education, founded in 2012, has exceeded 15 million people for three years of the site's existence. 350 thousand people attend Russian-language courses developed by approximately 10 partner universities, and more than 100 universities around the world work with this company [6].

Another challenge to the domestic higher education system is the growing demand of society and the economy for continuity and individualization of education, which means the development of various tools to enable the

inclusion of different groups in the process of lifelong learning while taking into account the needs of specific consumers of educational services, which requires diversification and modular organization of educational programs. One way to best address the needs of adult learners is to analyze and process data by universities on the benefits received by graduates.

This method has long been used and has proven itself in the consumer business sector. There are also challenges associated with the development of continuing vocational education. Currently, the share of the population employed in advanced training and retraining programs is about one-fifth, which is obviously insufficient. It should be noted that businesses have a real need for employees to receive additional professional education. There is a shortage of specialists with technical, managerial, economic competencies, as well as competencies related to the knowledge of information technology. Thus, one of the requirements of the time is corporate training.

An important challenge to the Ukrainian system of adult education is a qualitative increase in manufacturability and effective functioning, which is expressed in a significant optimization of existing educational processes and management system, increasing transparency, introduction of new educational and management technologies, improving their efficiency. These problems become especially relevant within the higher school of Ukraine, where strong bureaucratization of processes is combined with their inflexibility and lack of dynamism.

The most specific and common in Ukraine are the following:

- demographic, associated with a decrease in the number of university entrants in the last 10 years by about 50%;
- reduction of the general educational level of school graduates with the simultaneous outflow of the most prepared entrants from the regions to leading universities and abroad;
- building a renewed network of universities, reorganizing higher education institutions through liquidation, merger or affiliation.

These problems require changes in the management model and development strategy of higher education institutions in Ukraine. If uni-

versities, as a rule, used to implement a strategy of extensive growth, which allowed them to save on the scale of innovation, now the transition to intensive development is more obvious. Strong universities need a large concentration of managerial, pedagogical, organizational and financial efforts to overcome the reorganization processes mentioned above. All these reforms are aimed at the effective implementation of the following four functions: ensuring the socio-cultural development of society; conducting research, both fundamental and applied; developing entrepreneurship and commercialization of innovations as a platform for modernization projects; staffing in industry, services, and the public sector of economy and systems of state and municipal government.

Currently, the importance of adult education both in human development and in the development of the education system and society as a whole is widely recognized. In many countries, adult education is becoming the subject of public policy. At the same time, in our country adult education does not yet occupy a prominent place in the education system, there are intentions of some politicians and educators to join postgraduate education institutions to specialized universities, which, in our opinion, may destroy the unique system with many years of experience in training and retraining of adults. After all, in the conditions of rapid socio-economic changes and the complication of public life, the institutions that provide adult education face new important tasks: reduction of unemployment; rational professional orientation of fired specialists; professional training of ATO soldiers demobilized from the armed forces; vocational training and social integration of internally displaced persons and migrants; active prevention of events in labor markets; social, professional and personal development of an adult.

Another well-known problem of education is the separation of acquired knowledge from real practice. Today, the amount of assimilated information is not so important as the ability to understand it, find it, choose the main point, systematize it, use it to solve life's problems. In the process of learning adults:

- gain knowledge about human resources, harmonious human development, types of think-

ing, mechanisms of self-organization, and human self-development;

- perform practical work that develops the ability to correctly define and achieve the goal, build harmonious relationships with people, maintain their health, maintain psycho-emotional stability;

- participate in discussions, discuss current issues of better living, family economy, raising children; master methods of harmonization and maintenance of physical, intellectual and spiritual health, master ways to relieve physical, mental and psycho-emotional stress.

The technology of teaching is such that the educational process itself is not information, but an activity in the process of which adults gain experience in solving problems. In the process of learning, not only knowledge is transferred, but also the type of thinking, communication and actions. Participants reconsider their life ideas and come to new knowledge, concepts, attitudes and behavior. The process of cognition itself is carried out in a mode of continuous change of different activities.

As a result of education, adults receive:

- development of activity, independence, creativity;

- increase in labor mobility, business entrepreneurship;

- prospects for improving material well-being and a healthy lifestyle;

- reduction in the number of offences, lower conflict in local areas;

- expansion of entrepreneurship sphere.

The real success of adults suggests that education is a social technology to change thinking, communication, action, which contributes to human self-determination in a changing world and improving their individual qualities, expands the chances of adults to use their abilities, knowledge and skills in the labor market, stimulates education, creativity and entrepreneurship. Education does not allow adults to simply passively adapt to socio-economic changes, but activates their personal transformational activities.

The final result of training is the involvement of adults in social project planning. Active participation of people in social projects is a proof that adult education allows them to successfully solve life problems, teaches people the ability to work with the problem: to realize, prevent and solve.

What can adult education look like in the near future? The simplest answer is that it will be the driver of a new society with a new knowledge-based economy. Education will introduce new values into society. These values include: academic freedom, self-government; organization of project teams on the principles of self-organization; dynamism of rapid generation and development of new knowledge and competencies; ability to concentrate intellectual and financial resources on key growth points.

Adult education will move to cyberspace and create the latest 'real' education system. It will not be a reflection of the infrastructure of education in the real world, as it will develop itself in the space of unlimited educational resources. However, it is still necessary to create core elements that will ensure mobility and confidence in this system.

Education is a trust-based good, so the mechanisms for all stakeholders to recognize educational documents (diplomas, accreditation and other certificates) are absolutely necessary. These are mechanisms for assessing the quality and validation of programs, the reputation of professors, teachers and their proposed programs and courses, transparent procedures for checking compliance with standards, what is called building a system of signals and filters. Such mechanisms should cross the system when moving from one level to another, when interacting with the labor market, as employers must be confident in the qualifications of applicants. Adult education will work in the symbolic market of brands, so without the creation of new brands and active rebranding, the virtual education system will remain only an addition to the real world [6. p. 65].

The most important and limited resource in adult education of the future will be time. The challenges of modern society require the development of creative potential and creative abilities as a prerequisite for a successful professional career. In addition to modern knowledge, universal management skills are important – the ability to work within a project approach, create a team, be a leader, search and analyze information that will be much more mobile in the labor market, move from one area to another.

Education will help a person to manage himself, and this will become a key competence. Self-management (development of independence and responsibility) means mastering the basic universal skills: regulatory, communicative, cognitive, as well as methods of activity used both in the educational process and in solving real life and professional problems.

Today we live in an information society. This is a society of many growing resources, including educational, the technologies of which have changed significantly, have become more complex. We suffer from information overload, from the inability to control the flood of information, analyze quickly, and draw conclusions. Many employers complain that graduates have enough professional knowledge, but they do not know how to make decisions and take responsibility even in a standard situation, to say nothing of a non-standard one. In the future, the typical teaching methods for adult education will be those that focus on activity principles, on the actualization of the future in the present, on what is commonly called action-education and action-research. To do this, adult education institutions must have results-based management technologies and have the freedom to obtain and use resources. This does not abolish the principles of transparent budgeting and public control, but on the contrary – it forces to use these mechanisms as effectively as possible.

In the future, the key organizers of adult education will be the following educational institutions, which will simultaneously implement the following types of processes: development of educational technologies that ensure the integration of design and research objectives into the educational process; development of projects related to the development of various technologies; use of interactive and training forms of education; conducting research of fundamental and applied nature. An effective combination of all these processes in the creation and restoration of educational programs will ensure their competitiveness and the competitiveness of educational institutions that provide adult education.

Conclusions. Adult education must meet the needs of a person in understanding the meaning of life, his place in society, his human and civic duty. The priority tasks of adult educa-

tion in today's conditions are the formation of a culture of social and environmental thinking, understanding the problems of global interdependence, the formation of new values and ideas of true citizenship in an increasingly globally interdependent and complex world. Adult education should involve adult students in active reflection on the problems of creating the necessary conditions for sustainable economic development, social justice, environmental stability, improving the quality of life, achieving and maintaining a secure stable peace, respect for the diversity of world cultures and peoples.

Modern adult education needs educational programs that would stimulate intelligence, civic consciousness and a high culture of per-

sonal moral self-awareness. The adult education system is the most important of the social resources. Adults learning in this system acquire new competencies through which they can adapt to changes in society. The lower the share of adults who integrate into continuing education, the lower the share of spiritual production, the weaker the adaptive capacity of society as a whole. Adult education is a key component of a holistic and comprehensive system of lifelong learning and education, it ensures the organization of the educational process and the acquisition of higher education, postgraduate education, taking into account their vocations, interests and abilities. It is the most important area that is able to respond to the challenges facing society.

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