



PEDAGOGIUM

WYŻSZA SZKOŁA NAUK SPOŁECZNYCH

ADULT EDUCATION IN THE PERSPECTIVE OF CHANGE: INNOVATIONS, TECHNOLOGIES, FORECASTS

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Preface

This publication is an effect of international cooperation between Pedagogium Wyższa Szkoła Nauk Społecznych in Warsaw, Ivan Ziaziun Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine and the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University in Ukraine.

We are very pleased to be able to present you the results of the work of Ukrainian researchers, assessed by four Reviewers with recognized academic achievements.

Introductory and substantive word, prepared by dr. inż. Krzysztof Zieliński, p.o. The Rector of Pedagogium Wyższa Szkoła Nauk Społecznych, is a good background for further considerations contained on the pages of this book.

Getting to know the state of considerations of representatives of pedagogy from an academic center is extremely valuable both in pedagogical work, as well as in scientific discourse. Therefore we hope that joint publications, in English, devoted to one specific topic, will become a tradition of our cooperation.

Dr Katarzyna Julia Kowalska
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Warsaw, December 2021

Introduction (Pedagogium Wyższa Szkoła Nauk Społecznych)

The Hamburg Declaration, presented in 1997 (CONFINTEA, 1997), defines adult education as a continuous formal/informal learning process, the subjects of which are mature people undertaking a given activity in order to: acquire knowledge, improve their professional qualifications and better understanding the world.

Contemporary reality, and first of all dynamic social and economic changes, place new requirements on individuals and communities. The process of technological changes initiated in the 20th century causes social changes, and thus a completely different - a new approach to educational issues. These phenomena make it necessary for society to adapt to dynamic changes. These changes concern the issue of education not only of young people, but also of adults. Therefore, educational investments are necessary to enable the free functioning of individuals in the surrounding reality.

According to the catalogue of new competences defined in 2018 by the European Commission, the society of the future must be prepared to understand and create information, have multilingual competences, competences in mathematics and in the field of natural sciences, technology and engineering. Society is also expected to acquire digital, personal, social and learning competences. Moreover, the public will acquire competences in the field of entrepreneurship as well as in the field of cultural awareness and expression. As we can see, the catalogue of requirements is very wide with which adults will probably have or have serious problems.

All initiatives aimed at educating adults are to provide elderly persons with access to modern technologies that allow them to fulfil civic tasks and counteract social exclusion. At the same time, adult education will result in social activation and fill the gaps in education.

In this context, two basic functions of adult education should be kept in mind. They include a substitute function – consisting in conveying such content to adults and shaping in them such skills, mental strength, dispositions, or character traits that were not acquired by them during the normal and compulsory school education. The second function is related to the constant supplementing and updating of knowledge and acquiring skills

of adults in the fields of politics, ideology, economy, various fields of science, art and technology. The indicated second function does not cover the school curriculum, but is definitely necessary to fulfill social and professional responsibilities. It should be emphasized that adult education means further improvement and shaping of the intellectual strength of learners, shaping intentional social attitudes of adults adequately to the existing and constantly changing needs of education and professional activity, social or family.

The presented monograph on adult education covers many aspects. First of all, it concerns the theoretical and methodological aspects of adult education. The discussed theories and philosophical directions as well as contemporary development trends in adult education constitute a very important contribution to further empirical research of the problem. The problems discussed in the monograph are extremely important directions of activities aimed at preventing social exclusion of "older adults" who, due to limited access or lack of access to modern technologies, may be excluded from information, new social and economic achievements, and consequently become ostracized.

The general conclusion resulting from the presented views is that the traditional adaptability of a society to changing social, economic and technical situations is no longer sufficient. Intentional educational interactions should be undertaken, especially directed at adults who cannot keep up with the changes taking place.

The theoretical and empirical approach to adult education is the multi-threaded and interdisciplinary nature of the discussion on the problem. At the same time, this issue should find more space in various scientific publications, and above all, it encourages us to initiate research on the problem.

Dr inż. Krzysztof R. Zieliński

p.o. Rector

Pedagogium Wyższa Szkoła Nauk Społecznych

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INTRODUCTION

Socio-economic changes in society in the late XX - early XXI century, combined with technological and socio-cultural transformations at both global and local levels, have become the leading determinants that have significantly influenced the definition of the role of adult education in modern society and outlined the vector of its further progress. The problem of development and functioning of adult education and training is now considered in the context of the world's popular general educational concept, defined as lifelong learning. Accordingly, there is a radical change in views on adult education. If in the middle of the XX century compensatory-adaptive function of adult education, aimed at eliminating the disadvantages and gaps of previously acquired knowledge, dominated, then at the beginning of the XXI century this function has taken on integral character (through technical and social transformations, strengthening of dynamics of processes and the phenomena of the world around). A new approach to adult education as a sphere of employment opportunities, change of professions, etc. began to be formed. The most important requirement was "learn to learn".

At present, various vector studies are needed. They show the scale of adult education and highlight the role it plays in modern society. In this sense, the monograph presented to readers is no exception. It is interdisciplinary in nature and is devoted to the study of the phenomenon of adult education in the context of transformations in science and education against the background of the transition to innovative development of Ukrainian and Polish societies.

In the monograph, the authors address many issues of adult education. In particular, theoretical and methodological approaches to lifelong learning, philosophical directions and theories as a methodological basis for adult education, world trends in the development of adult education and its importance in the knowledge society, the theoretical foundations of quality management of adult education, competence approach and features of adult learning, innovations as a means of improving the quality of education, innovation as a means of improving the quality of education, innovative approaches to education of specialists in public administration, methods of designing new technologies for adult education, professional roles and functions of andragogues

are analyzed, characterized and generalized.

The reviewed general scientific approaches testify to the multifactorial, multidimensional character of the phenomenon of adult education and indicate its interdisciplinary nature. Their integration allows us to comprehensively explore various aspects of the functioning of the adult education system, to identify its connection with society, culture, ideals and values of society, as well as to substantiate trends of its development.

The attempt to reveal the dialectic of adult education, identify and resolve its individual contradictions, find the connection of quantitative and qualitative changes, as well as study the stages of its progress allows, in our opinion, awareness of adult education as an important factor in development as the individual as society as a whole.

Larysa Lukianova

Section 1

THEORETICAL ASPECTS

ADULT EDUCATION: SOCIO-ECONOMIC FACTORS OF DEVELOPMENT IN INFORMATION-TECHNOLOGY SOCIETY

Substantiation of the problem relevance. Education, science, and human capital are at the core of knowledge society in the 21st century. Knowledge acts as the main force of current development pathways. It becomes critical to provide individuals with the latest educational opportunities. As noted by Kremen (2009), the most important products of human activity in this society include generation, operation and use of knowledge (p. 9)¹.

The knowledge society is a special level of development in which: a) knowledge affects both the material and spiritual life and is the main source of its further development; b) one strives for knowledge acquisition which influences the understanding of societal problems and technological solutions to them. It acts as an innovative society that adheres to the lifelong learning concept.

Yet in the 1960s, Lengrand claimed that "the future of education, if considered as a whole and regularly updated, depends on adult education" (p. 50)². Adult education is one of the important aspects influencing the life of society, all its structural elements. It serves as social control and stabilizes socio-cultural conditions. It becomes an important non-violent, humanistic, and democratic factor in the harmonization of interethnic and interstate relations. One must recognize the fundamental role of adult education in realizing democratic citizenship and strengthening democratic values at all levels (Declaration of the Final Conference, 1993)³. Horbunova (2013) argues that education uses permanent societal changes to transform an individual's life and must become lifelong under the conditions changing quite dramatically (p. 69)⁴.

In the 21st century, the social role of adult education increases in the current demographic situation, typical of European countries. Besides, the harmonious development of humankind is impossible without active participation in social processes, given the cultural, ethnic, and linguistic diversity.

Adult education leads to "freedom" of spirit, thoughts, actions, attitudes, choices.

¹V. Kremen (2009). *Filosofiiia liudynotsentryzmu u svitli natsionalnoi idei* [Anthropocentrism in the perspective of the national idea]. *Vyshcha osvita Ukrainy* [Higher Education of Ukraine], 1, 5–13.

² P. Lengrand, (1970). *Introductional'educationpermanente*. Paris: UNESCO.

³Declaration of the Final Conference, 1993

⁴L. Horbunova, (2013). *Teoriia transformatyvnoho navchannia: osvita dlia doroslykh v umovakh "plynnoisuchasnosti"* [The transformative learning theory: education for adults under "volatile" conditions of today]. *Filosofiiia osvity* [The Philosophy of Education], 2(13), 66–114.

Nowadays, economic, social, and political changes motivate citizens to know and understand more to participate and participate to create. Another important aspect in adult education development is the promotion of innovation along with the preservation of the national identity of countries and regions. Consequently, educational space becomes multicultural and socially oriented, as well as more open to international educational trends.

UNESCO's fourth Global Report on Adult Learning and Education states that "education is a fundamental human right, a precious public good and an indispensable tool in building peaceful, sustainable, and fairer societies". However, the global community faces complex educational challenges, such as "the rise of inequalities, demographic change and climate change". One needs to adapt to the dramatically changing world and enhance adults' skills "not to be left behind". This issue is central to UNESCO's global mandate, "as reflected in the Education 2030 Framework for Action for the Implementation of Sustainable Development Goal 4" (p. 5) ⁵. Adult learning and education should play a leading role in achieving this goal. According to the report, participation in adult learning and education has increased since 2015. At the same time, participation levels differ significantly, and progress in this area is somewhat uneven.

The increasing role of adult education is associated with social, scientific, and technical progress, the changing nature of work, an abundance of free time and its rational use. Adult education is a universally recognized value which the EU considers an important element of the social model of today's society. UNESCO's International Commission on Education for the 21st Century has formulated the postulates reflecting the core of this process. They involve learning to know, learning to do, learning to live together. Today, an educated person is considered ready for a dynamic life, able to solve complex cultural problems and realize one's role in society.

Adult education is a global process that takes place locally (education for the stakeholders). However, one can consider it through both phylogeny and ontogenesis. In this context, the general theory of adult education follows the integration of classical, postclassical, and innovative methodological approaches.

The mentioned integration lies in the following positions:

- the subjective reality, i.e., the development of general, professional and additional education based on philosophical-anthropological, phenomenological, hermeneutic, acmeological and praxiological approaches;
- objective reality, i.e., the study of modern society and educational reality as a determining

⁵UNESCO. (2019). 4th Global report on adult learning and education – Leave no one behind: Participation, equity and inclusion. URL: <https://uil.unesco.org/adult-education/global-report>

factor in adults' activities via anthroposocial, systemic, competence-based and pragmatic approaches;

- the existential (ontological) reality with spiritual interdependence of values, meanings, specified realities, as well as the interaction of adults with the modern world, culture, and nature in terms of ontological, evolutionary, contextual, culturological and synergetic approaches.

It is essential to develop the adult education system since overall educational attainment in society should exceed the level of its development, including social, industrial, and economic spheres. Prospects of adult education are seen in its main features. Adult education involves many students and demonstrates higher levels of mobility. The OECD expert group claims that most educational practices in formal education and beyond will be related to adults (over 600 million people), considering the demographic situation in developed countries by 2050.

Adult education, as an important component of lifelong learning, is flexible and dynamic. It quickly responds to all modern social requirements and personal needs of adults. Its positive impact can be shown by the following factors:

- 1) one's awareness of involvement in the world community with its cultural and professional characteristics;
- 2) dynamic processes and environmental phenomena one should perceive and accept;
- 3) expansion of information one should be able to process, transfer and use under new conditions;
- 4) growing subjective position in society, which requires one to be responsible for one's livelihood;
- 5) the increasing role of one's personality, interests, and communication skills.

However, one may ask why the issue of adult education has become so relevant now.

First, adult education addresses socio-economic and political challenges. Increasing the average length of adult education by just one year, in the long run, leads to the economic growth of 3.7% and an increase in per capita income of 6%.

Second, one can observe fundamental changes in motivational and axiological mechanisms of educational activities. This encourages one to be intellectually and spiritually independent within different cultural landmarks and changing educational trends.

Third, a complex social environment requires constant decision-making. Therefore, information awareness positively affects one's educational level and decisions.

Fourth, there appears to be a need to introduce new technologies because of scientific and technical progress. Nowadays, computer literacy is commonplace in professional and household activities, while a lack of Internet skills or the inability to send e-mail can seriously hinder a professional career.

Thus, adult education is an important factor in helping to meet the existing challenges. It is a key component of overall education and lifelong learning systems.

Educational indicators are rather important in economic terms as they allow one to determine the internal efficiency of the system. Social systems, such as education, can adapt to volatile external conditions and change their principles, which proves their viability.

Adult education institutionalization has taken place relatively recently. Its theory and practice rely on gnoseological, anthropological, and cultural theories. Weymann (1980) theorized about using some elements of basic sciences in adult education theories to disclose socio-economic and socio-cultural changes. In this regard, socialization of adult education practice corresponds to "scientific sociologization of its theory" (p. 20)⁶. Analyzing adult education, one can observe the impossibility to verify links between theory, practice, and everyday experience. However, they can be empirically illustrated, specified, and differentiated.

Siebert (2009) points out that theory, experience and educational practice prove the establishment of scientific facts. They can be visualized in logic diagrams and described using certain criteria (p. 23)⁷.

It is essential to illustrate some statistical data.

Certain benchmarks to be achieved by 2020, including in adult learning, have been set under a strategic framework for European cooperation in education and training (ET 2020). On average, at least 15% of adults aged 25 to 64 must participate in lifelong learning.

In 2019, the share of adults aged 25 to 64 in the EU who participated in lifelong learning was 10.8%, which is 0.7% higher than in 2014 (Eurostat Statistics Explained, nd)⁸. Eurostat carries out constant monitoring and analysis. Other EU institutions consider such results when making decisions, including in adult education. The official Eurostat website contains data on the level of EU citizens' participation in formal and non-formal education and training. The analysis of its dynamics shows that over the past ten years, the specified countries have seen both an increase and a slight decrease in the participation⁹ (see Figure 1).

⁶ A. Weymann (Hrsg.). (1980). *Handbuch für die Soziologie der Weiterbildung*. Darmstadt: Luchterhand.

⁷ H. Siebert (2009). Theorieansätze in der Erwachsenenbildung. In *MAGAZIN erwachsenenbildung.at. Das Fachmedium für Forschung, Praxis und Diskurs*, 7/8. Demand GmbH: Norderstedt.

⁸ Eurostat Statistics Explained. (nd). *Adult learning statistics*. URL: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics

⁹ Eurostat. (2020). *Participation rate in education and training (last 4 weeks) by type, sex, age and educational attainment level*. URL: https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_lfs_10&lang=en

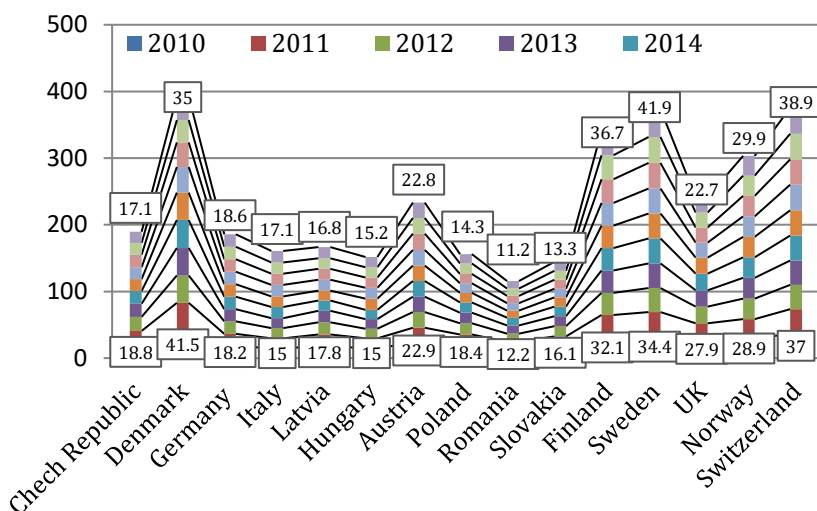


Fig. 1. Trends in levels of participation in formal and non-formal education and training among EU citizens by type, sex, age, educational attainment level between 2010 and 2019 (aged 15 to 64; %)

In 2019, Denmark, Finland, and Sweden were distinct from other EU member states since they significantly increased the share of adults who participated in lifelong learning from 25.3% to 34.3%. Estonia, the Netherlands, France, and Luxembourg were the only member states where participation rates already exceeded 15% in 2019. At the same time, Romania, Bulgaria, Croatia, Slovakia, and Greece reported adult learning rates of 4.0% or less.

Non-formal education has long been a leader in lifelong learning systems. However, this article concerns adults' participation in this educational sector. As evidenced by the Education at a Glance 2016 report, the level of participation in non-formal education among OECD members aged 25 to 64 ranges from 17% in Russia and Turkey to 64% in New Zealand, which has higher rates than traditional leaders (Denmark, Sweden, Finland). The average of the 30 countries surveyed can also be considered quite high since it was almost 50% (see Figure 2)¹⁰.

¹⁰OECD. (2016). *Education at a Glance 2016: OECD Indicators*. Paris: OECD Publishing. <https://doi.org/10.1787/033aaa9d-en>

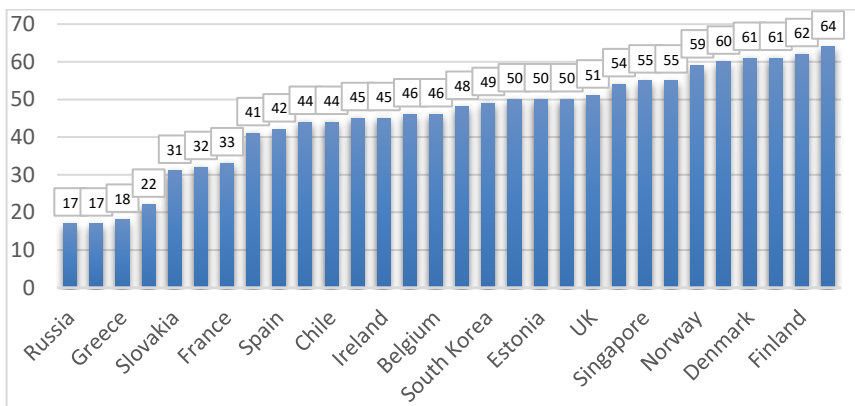
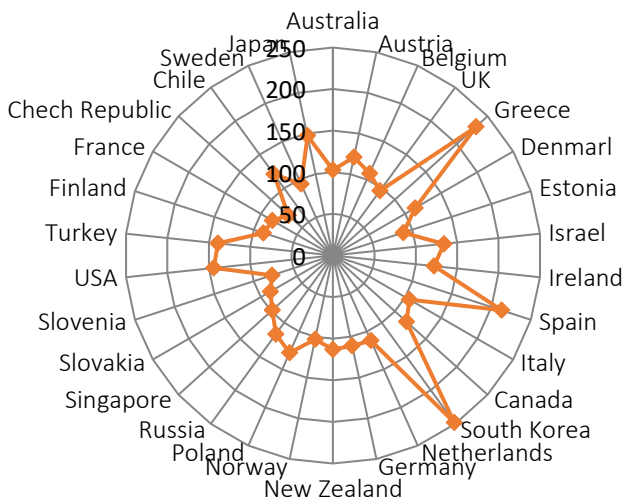


Fig. 2. Participation of the world population in non-formal education (aged 25 to 64, %)¹¹

It is natural for an individual to spend more and more time to acquire and deepen knowledge. The average number of time spent on non-formal education in OECD countries is 121 hours per year. At the same time, Figure 3 shows that such rates may vary (72 hours in the Czech Republic and 248 hours in South Korea) (OECD, 2016, p. 378)¹².



¹¹OECD. (2016). *Education at a Glance 2016: OECD Indicators*. Paris: OECD Publishing.
<https://doi.org/10.1787/033aaa9d-en>

¹²Ibid.

Fig. 3. The average number of hours spent on non-formal education

Below are the results of international expert surveys proving the positive impact of adult education on work productivity and employment. The UNESCO third Global Report on Adult Learning and Education shows that 49% of representatives of different countries prioritize professional education and training. In turn, 45% of them highlight the importance of non-formal education in the workplace, 43% – higher professional education and corporate training, 41% – self-education, 38% – current forms of professional development (UNESCO, 2016, p. 95)¹³.

Conclusions. Summarizing the above material, one should highlight the views of Gershunskii (2008). He believes that society is becoming more human-centred, while personality development acts as the main factor of progress and further development of the very society (p. 59)¹⁴. It is worth noting that society much depends on participation in lifelong learning.

In general, the results of such training can be represented at three levels (individual, organizational and societal).

At an individual level, positive changes lie in career growth and greater employment opportunities. Yet, the main advantages include increasing job satisfaction, improving health and well-being. An organizational level is associated with the increasing labour productivity, employees' growing adaptability to innovation and the improving socio-psychological climate in the team. A societal level is characterized by the growing economy, economic activity, and total work time.

Thus, the issue of free access to lifelong learning becomes a priority, while solutions to it require a critically different attitude towards its role. The state, government, and social structures must support the population's desire to learn and create opportunities for lifelong learning. This issue should not be a concern of the Ministry of Science and Education only. It requires fruitful cooperation between different ministries and departments, as well governmental and non-governmental organizations, unions, employers. It is due to such cooperation one can create favourable conditions for lifelong learning.

¹³UNESCO. (2016). *3rd global report on adult learning and education: the impact of adult learning and education on health and well-being, employment and the labour market, and social, civic and community life*. Hamburg: UNESCO.

¹⁴ Gershunskii, B. S. (2008). *Filosofia obrazovaniia dlia XXI veka (v poiskakh praktikoorientirov obrazovatelnykh kontseptsii)* [The philosophy of education for the 21st century (in search of practical guidelines for educational concepts)]. Moscow: Interdialekt.

RECOGNITION OF THE OUTCOMES OF NON-FORMAL AND INFORMAL ADULT LEARNING: TERMINOLOGY, RECOGNITION PROCEDURE

Introduction

Substantiation of the problem relevance. The need to recognize the outcomes of non-formal learning mainstreams many factors, among which the most important are demographic, social, economic, geographical, political factors etc. In the developed countries of the world, providing access to non-formal education, the issuance of national certificates confirming the outcomes of non-formal and informal learning are significant factors of the creation and development of the knowledge economy. Recognition of the outcomes of non-formal learning usually determines a positive social effect both for an individual and for the whole society, its macroeconomic development.

Basic concepts of the research. In order to clarify the conceptual and terminological apparatus of the scientific research, we give the definitions of the basic concepts. Non-formal learning in the shortened formulation is considered as a type of learning that involves self-organized acquisition of certain competencies, in particular during daily activities related to social, professional and/or other activities, family life, leisure time etc.; as well as individual cognitive activity of a person in the surrounding cultural and educational environment throughout the life¹⁵. Non-formal education is interpreted as a type of education that embodies the educational activities of students organized by the provider of educational services, which does not involve the award of state-recognized educational qualifications by level of education, but may be completed with gaining professional and/or partial educational qualifications¹⁶.

In our study, we consider outcomes of training as a description of the student's achievements and competencies, which are expected to represent what the applicant will know and understand, be able to demonstrate and do after completion of training. They are expressed in knowledge, skills, abilities, ways of thinking, attitudes, values, personal qualities acquired in

¹⁵ О.В. Аніщенко, С.М. Прийма. *Інформальна освіта*. Велика українська енциклопедія. 2020.URL: https://vue.gov.ua/Інформальна_освіта

¹⁶ О.В. Аніщенко, С.М. Прийма. *Неформальна освіта*. Велика українська енциклопедія. 2020.URL: https://vue.gov.ua/Неформальна_освіта

formal, non-formal and informal education, which can be identified, planned, evaluated and measured and which the student is able to demonstrate after completing the educational program (program training outcomes) or individual educational components¹⁷. We offer to specify the definition of validation of learning outcomes as one of the forms of recognition of learning outcomes, which provides for confirmation by the competent authority of the fact that learning outcomes obtained in formal, non-formal and informal education were evaluated according to certain criteria and meet the standard¹⁸.

The essence of recognizing the outcomes of non-formal and informal learning

As you know, the recognition of the outcomes of non-formal and informal learning can be carried out by both educational establishments and independent institutions. Various stakeholders seek to work together with national governments to develop mechanisms for recognizing non-formal and informal learning outcomes. Recognition of the outcomes of non-formal and informal learning should promote¹⁹: social involvement of citizens; providing expanded access to certification in the field of non-formal and informal adult learning; supporting the mobility of employees on the basis of increasing opportunities for employment, career growth, maintaining motivation to learn; expanding opportunities in the field of professional self-realization (for both employed and self-employed persons); meeting the needs of employers, supporting human resources development policy aimed at improving the skills level and strengthening the competitiveness of various adult categories, enterprises, organizations, etc.; ensuring the inclusiveness of society, etc.

First of all, we emphasize that the essence of recognizing the results of non-formal and informal learning is the official recognition of an individual's certain qualification within the formal qualifications system²⁰. Qualifications frameworks define a set of knowledge, skills and abilities, as well as their dynamic combination in the format of competencies for different education levels and areas of their application. According to B. Zhelezov, in addition to the qualification framework, an important condition for the effectiveness of recognition is to ensure

¹⁷ О.В. Аніщенко, С.М. Прийма. *Результати навчання*. Велика українська енциклопедія. 2020. URL: https://vue.gov.ua/Результати_навчання

¹⁸ О.В. Аніщенко, С.М. Прийма. *Валідація результатів навчання*. Велика українська енциклопедія. 2020. URL: https://vue.gov.ua/Валідація_результатів_навчання

¹⁹ Roadmap for implementing a system for validation of non-formal and informal learning in the former Yugoslav republic of Macedonia. 2015. URL: http://mrk.mk/wp-content/uploads/2015/05/VNFIL-Roadmap_angl-1.pdf

²⁰ Б.В. Железов. *Анализ политики стран – членов ОЭСР в области признания результатов неформального образования*. 2010. URL: https://iorj.hse.ru/data/2011/01/18/1208078998/Learning_Recognition.pdf

the quality of the recognition procedure itself, which can take various forms in different combinations (job observation, interviews, exams, tests, etc.). As stated in the Recommendations of the Council of Europe²¹, the recognition of learning outcomes (competences) obtained through non-formal and informal learning is necessary for citizens' access to lifelong learning and the labor market. The documents of the Council of Europe and the European Center for the Development of Vocational Education (CEDEFOP) emphasize that all stakeholders seek to promote a systematic approach to the recognition of the outcomes of non-formal and informal learning in order to enhance the visualization and value of outcomes obtained outside the formal education system.

We support the statement of the Council of Europe's Recommendations on Key Competences for Lifelong Learning²², that supporting the recognition of the learning outcomes, and in particular competences acquired in different contexts, will enable a person to recognize learning outcomes and obtain complete or partial qualification, if complete one is not possible. It can be based on existing arrangements for the recognition of the non-formal and informal learning, as well as the European Qualifications Framework, which provides a common (indicative) basis for comparing levels of qualifications, indicating the competencies needed to achieve them. At the same time, it is rather difficult to develop national procedures for recognition of the outcomes of non-formal and informal learning due to the lack of unified mechanisms for its recognition – identification, documentation, evaluation and certification of such learning for the purpose of their further use by stakeholders, in particular employers, trade unions, employment services, education services providers, government institutions that may participate in the process of qualification recognition.

Foreign experience in recognition of the outcomes of non-formal and informal learning

We will characterize in more details some aspects of foreign experience in recognition of the outcomes of non-formal and informal learning. It should be noted that the experience of recognition of the outcomes of non-formal and informal learning in European countries is of

²¹Council of the European Union. Council recommendation of 20 December 2012 on the validation of non-formal and informal learning. Official Journal of the European Union, C 398, 22.12.2012. URL: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF>.

²²Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.) ST/9009/2018/INIT OJ C 189, 4.6.2018, p. 1–13. URL: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en.

great practical interest. According to the Report of European Centre for the Development of Vocational Training (Cedefop) and the European Commission²³, 30 EU member states and Turkey have an efficient system for recognizing non-formal and informal learning outcomes, or at least developing it. Most EU countries have at least one viable system that allows a person to obtain a qualification through recognizing the results of non-formal or informal learning. We can emphasize that mechanisms for recognition of the outcomes of non-formal and informal learning are not implemented in all sectors of education. Such mechanisms are more effective in vocational and higher education. Verification and validation of the non-formal and informal learning outcomes through a national qualifications framework, as well as accounting credits is most common in higher education institutions.

We may consider that a number of European initiatives (namely, European Summit (2000, Lisbon), adoption of the Memorandum of Lifelong Learning (2000), European Commission Resolutions "Creating European Space for Lifelong Learning" (2001), Action Plan to 2025 of the Commission on Qualifications and mobility for the development of an open and accessible European labor market, "Proposals for a Decision of the European Parliament and of the Council of Europe on a Single Framework Concept to Maintain Transparency of Qualifications and Competences" (2003)²⁴, Directives of European Parliament and EU Council on the recognition of professional qualifications (2005), Action Plan on Adult Learning of the European Commission (2007), European Guidelines for the Recognition of the Outcomes of Non-Formal and Informal Learning by the European Commission and Cedefop (2009) (Cedefop), Recommendations of the Council of Europe on the Validation of Non-Formal and Informal Learning (2012)²⁵ etc.) maintain promoting progressive ideas on the feasibility and need to recognize the outcomes of the non-normal and informal learning.

As it is known, the purpose of validation is to obtain the confirmation of training or learning, which can potentially be "exchanged" for further training and/or employment. This requires the identification, documentation and evaluation of the relevant learning outcomes in order to use a coherent and transparent standard. According to the Council of Europe Recommendations, the validation of non-formal and informal learning outcomes involves four

²³Cedefop.European Commission.ICF.European inventory on validation of non-formal and informal learning – 2016 update.Synthesis report. Luxembourg: Publications Office. 2017. URL: https://www.cedefop.europa.eu/files/4153_en.pdf.

²⁴О. Василенко. *Визнання результатів неформального професійного навчання – пріоритетний напрям суспільно-економічного розвитку в умовах кризи ринку праці*. К. 2015. URL: <http://lib.iitta.gov.ua/11409/>

²⁵Council of the European Union (2012).Council recommendation of 20 December 2012 on the validation of non-formal and informal learning.Official Journal of the European Union, C 398, 22.12.2012. URL: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF>.

separate stages/phases: identification, documentation, evaluation and certification²⁶. The mentioned stages/phases are used in different combinations and relationships to reflect the purpose of each validation mechanism. The division of the process into stages makes it easy to adapt to specific conditions and to take into account different individual needs, variety of tasks during the check, etc.²⁷, which provides greater flexibility of the recognition procedure. In order to confirm the formal qualification, the reliability and credibility of the assessment phase are important. In other cases, such as volunteering work, more attention is paid to identification and documentation, rather than formal assessment and certification. At the same time, it can be expected that these four stages will be taken into account for the development of all validation mechanisms²⁸.

It should be emphasized that the validation process is aimed at confirming both professional and other competencies, including communicative, intercultural, civic, etc.

European guidelines for the recognition of non-formal and informal learning outcomes

In the context of the above said, there are of great significance the Recommendations²⁹, which substantiate the need to use appropriate mechanisms for recognizing the outcomes of non-formal and informal learning; the relevance of common European tools of transparency and recognition, possible support for the process of using transparency tools in EU countries, among them European Passport (Europass) and Youth Passport (Youthpass)³⁰, which provide the documentation of the learning outcomes. Thus, among the important tools of professional identification, the European Passport (consisting of five documents) has a crucial role. This document enables to summarize information on professional and other qualifications of citizens

²⁶ Roadmap for implementing a system for validation of non-formal and informal learning in the former Yugoslav republic of Macedonia. (2015). URL: http://mrk.mk/wp-content/uploads/2015/05/VNFIL-Roadmap_angl-1.pdf. C.14.

²⁷ С. Р. Бабушко. Європейський досвід підтвердження результатів неформальної освіти. *Концептуальні засади розвитку освіти дорослих: світовий досвід, українські реалії і перспективи*: зб. наук. пр.; за ред. Кременя В. Г., Ничкало Н. Г. К.: Знання, 2018, с. 495–501.

²⁸ Cedefop. European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; № 104. 2015. URL: https://www.cedefop.europa.eu/files/3073_en.pdf. P. 15.

²⁹ Cedefop European Commission. ICF. European inventory on validation of non-formal and informal learning – 2016 update. Synthesis report. Luxembourg: Publications Office. 2017. URL: https://www.cedefop.europa.eu/files/4153_en.pdf. P. 45.

³⁰ Рекомендації Ради про визнання неформального й інформального навчання {SWD(2012) 252, 253 остаточна редакція}. Комісія Європейського Союзу. COM (2012) 485 остаточна редакція. 2012/0234 (NLE). Брюссель, 5.9.2012 р. URL: http://ipq.org.ua/upload/files/files/06_Biblioteka/01_Normativna_baza/01_Viznzannya_neformalnogo_navchannya/01_Mignarodni_dokumenti/council_recommendations_20_dec_2012_ukr.pdf

and is an example of documentary visualization of previously acquired qualifications, and it provides for transparency of qualifications, openness of the labor markets within the EU and so on. In order to create the categorization of training documents that correspond to different competencies and qualifications, the European Commission has developed a multilingual classifier of European skills, abilities, qualifications and professions³¹, which helps to identify and classify skills, competencies, qualifications and professions relevant to the European labor market, education and professional training.

We can also stress that achievement of the progress in validation of the acquired competencies necessitates the separation of formative evaluation (plays an important role in many cases (management/administration, consulting, personnel management at enterprises, etc.) and the final one³². At the same time, it should be emphasized that the boundaries of formative and final evaluation are not always clear (in some cases the tools can be used for both purposes).

It is important to distinguish between methods that are aimed at obtaining evidence (tests and examinations, conversational methods, declarative methods, observations, modeling, evidence obtained from the work), as well as methods of documenting and presenting evidence (e.g., "living evidence", review, declarations and "Portfolios" of the third parties). Although this differentiation is not always clear (portfolio development can be considered as evidence of certain competencies by itself), it reflects the difference between methods that primarily aim to make individual competencies visible and those that visualize the evidence gathered. Analysis of the foreign experience in recognizing the outcomes of non-formal and informal learning³³ has allowed identifying the main methods of its implementation: testing, exams; discussions; declarative methods (based on candidates' self-assessment of professional and personal competencies); interviews; observation; situations modeling; portfolio of individual educational achievements, etc. Verification tools and methods should ensure the clarity of the procedure, its accuracy and the greater possible unambiguousness. These criteria are laid into the validation process and are crucial for forming confidence in it.

³¹ESCO. European Skills / Competences, Qualifications and Occupations. URL: <https://ec.europa.eu/esco/portal/home>

³²Cedefop. European Commission. ICF. European inventory on validation of non-formal and informal learning – 2016 update. Synthesis report. Luxembourg: Publications Office. 2017. URL: https://www.cedefop.europa.eu/files/4153_en.pdf. P. 45.

³³Н.О. Терьохіна. Валідація результатів неформальної освіти дорослих у США. *Вісник Глухівського національного педагогічного університету імені Олександра Довженка*. Серія: Педагогічні науки, 30, 2016, с. 57–63.

Conclusions

It could be summarized that recognition of non-formal and informal learning outcomes in Ukraine should become a constituent of lifelong learning policy and acquire legislation settlement that will contribute to positive changes in professional status through the life, career growth, social mobility of citizens, improving their well-being and quality of life quality in general. Taking into account the urgency of the raised issue, in order to ensure the recognition of non-formal and informal learning outcomes of different adult categories in Ukraine, it is advisable to: develop and implement a national strategy for recognition of non-formal and informal learning, as well as mechanisms for identifying, recognizing, evaluating and validating such learning outcomes (in particular, carried out under the programs of short-term educational courses, seminars, trainings, events on exchange of experience in Ukraine and abroad, initiated by institutes of civil society, international and other organizations); to expand the list of professions for which the recognition of professional qualifications obtained in non-formal and informal education can be carried out, etc.

DEVELOPMENT OF ADULT EDUCATION IN THE WORLD: CONTEMPORARY TRENDS

Introduction

During the last decades, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Nowadays learning is seen like something that takes place on an ongoing basis from daily interactions with others and with the world that is lifelong learning (LLL).

Traditional formal education systems appeared to be inadequate to effectively meet the needs of the individual and the society. The need to offer more and better education at all levels has shown the need to develop alternatives to learning. This called for adult education which starting from the basic need of the youth and adults, is concerned with the establishment of strategies that are compatible with reality³⁴. Adult education (AE) as a significant constituent of lifelong learning is considered as the foundation for sustainable social, economic and environmental development, and is becoming increasingly relevant in today's fast-changing world. Adult learners, citizens who acquire new knowledge, skills and attitudes are better equipped to adapt to changes in their environments.

The concept of adult education as a constituent of lifelong learning

Adult learning (AL) throughout life is as old as human history, so the concept can be found in many cultures, ancient civilizations and religions in the world. As a modern policy concept, AL was shaped in the second half of the 20th century and it is now being adapted, reinterpreted and applied in different countries and regions. In many countries it engages with different traditions and ways of learning supported by specific policies and strategies.

The concept of adult education has become of vital importance with the emergence of new technologies that change how we receive and gather information, collaborate with others, and communicate. Adult education is considered as the acquisition of formal qualifications or work and leisure skills later in life. It began to gain popularity in the late 1960s and early 1970s. Today adult education is seen as a concept of recurrent and lifelong learning. As education plays an important

³⁴B. Spencer. The purposes of adult education: a short introduction(2nd ed.). Toronto: Thompson Educational Pub., 2006, pp. 101–103.

role in development, AL programmes are important to provide adaptable learning opportunities and new skills and knowledge to a large percentage of people who are beyond the reach of formal education, especially in developing countries.

The commonly used definition of adult education as «a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values»³⁵. It includes any form of learning adults engage in beyond traditional schooling, that encompasses basic literacy to personal fulfillment as a lifelong learner. Thus, AE reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Adult learning is also considered as the «ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons»³⁶. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

There are some characteristics of adult education such as: relevance to the needs of disadvantaged groups, concern with specific categories of person, a focus on clearly defined purpose, flexibility in organization and methods³⁷. The researchers of adult learning G. Selman, M. Cooke, M. Selman, P. Dampier summarized the purposes of AE that may vary, but the general purposes are: vocational, social, recreational, and self-development³⁸.

According to research and practice, AE is beneficial in a number of ways. It encourages adults and young people to choose their own programmes and projects that are important because they offer them the flexibility and freedom to explore their emerging interests. AL has experiential learning activities that foster the development of skills and knowledge. This helps in building the confidence and abilities among the adults. It also helps in development of personal relationships not only among the youth but also among the adults.

Adult learning and education in the recent UNESCO's documents

³⁵S. Merriam, R. Brockett. *The Profession and Practice of Adult Education: An Introduction*. Jossey-Bass, 2007, p. 7.

³⁶Department of Education and Science. *Learning for Life: Paper on Adult Education*. Dublin: Stationery Office. UIL. 2000. URL : <https://files.eric.ed.gov/fulltext/ED471201.pdf>

³⁷Department of Educational Foundations and Management. *A Critical Assessment of the Role/Importance of Non-Formal Education to Human and National Development in Nigeria: Future Trends*. 2012. URL: http://www.revolvy.com/main/index.php?s=Non-formal%20education&item_type=topic

³⁸G. Selman, M. Cooke, M. Selman, P. Dampier. *The foundations of adult education in Canada* (2nd ed.). Toronto: Thompson Educational Publ.

As the educational challenges nowadays are complex and include the rise of inequalities, demographic and climate change, as well as the world is also changing drastically and quickly, there is an actual need to adapt and enhance adults' skills to not leave them behind. This challenge is a core of the UNESCO's documents.

In 2015 the United Nations' General Assembly adopted Resolution «*2030 Agenda for Sustainable Development*» and its 17 Sustainable Development Goals (SDGs) with the resounding message: «Leave no one behind». The Agenda enjoined Member States to «ensure inclusive and equitable quality education and promote lifelong learning opportunities for all» through Sustainable Development Goal 4³⁹. Thus, quality education and promotion of LLL opportunities for all are key global education goals in the 2030 Agenda.

Adult learning and education (ALE) has a crucial role to play in this, supporting the achievement of not only the SDG 4 but also a range of other goals, including those on climate change, poverty, health and wellbeing, gender equality, decent work and economic growth, and sustainable cities and communities. The message of this report is that, while this potential is widely recognized, ALE remains low on the agenda of most Member States – participation is patchy, progress inadequate and investment insufficient: «Unless we change direction, we will, quite simply, not meet the stretching targets of SDG 4. And if it is not achieved the goal on education, the other SDGs will be placed in jeopardy»⁴⁰.

The «*Education 2030. Incheon Declaration and Framework for Action*» was developed in 2015 by UNESCO, and set out a new vision for education for the next fifteen years⁴¹. Adult learning and education was viewed as one of the constituents of these global movements, aiming to meet the learning needs of all children, youth and adults, and as UNESCO's documents very clearly shows, to promote achieving SDGs.

In all mentioned UNESCO's documents the core purpose is to make ALE a key lever in empowering and enabling adults, as learners, workers, parents, and active citizens. It urged all governments and the international community to join efforts and take action to ensure that no one adult – no matter who they are, where they live or what challenges they face – is left behind. The UNESCO states that education is a fundamental human right, a precious public good and an indispensable tool in building peaceful, sustainable and fairer societies.

³⁹Third Global Report on Adult Learning and Education.Hamburg, 2016. UNESCO, UIL. URL: <https://reliefweb.int/sites/reliefweb.int/files/resources/grale-3.pdf>.

⁴⁰ Ibid. P.17.

⁴¹Education 2030.Incheon Declaration and Framework for Action. UNESCO, UIL. 2015. 85 p. URL: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action--2016en_2.pdf

Summarizing the development of AL and education in the world, the UNESCO has launched publication of «*Global Report on Adult Learning and Education*» (GRALE). The «Third Global Report on Adult Learning and Education» (2016) showed that ALE produces significant benefits across a range of policy areas⁴². Countries reported a positive impact on health and well-being, employment and the labour market, social, civic and community life. ALE led to improved health behaviours and attitudes, higher life expectancy and a reduction in lifestyle diseases, with a commensurate reduction in health care costs, the report found. It also highlighted the significant benefits of investment in adult education for individuals in the labour market, for employers and for the economy more generally. Also it showed how ALE increases social cohesion, integration and inclusion, boosts social capital and improves participation in social, civic and community activities. These benefits are significant but, as this report shows, they are unevenly distributed.

Nevertheless, the «Fourth Global Report on Adult Learning and Education» (2019) stated that the educational challenges the world faces are complex and drastic⁴³. So, the efforts of UNESCO organizations are aimed at some directions that need to be improved. They are giving everyone a fair chance; participation matters; a new vision of ALE, and three basic categories of adult learning.

UNESCO stresses a necessity of a new vision of adult learning and education that is reflected in the last decade organization's documents, in particular «*Recommendation on Adult Learning and Education*»⁴⁴. It is following.

Firstly, UNESCO Member States' decision to replace the 1976 «Recommendation on the Development of Adult Education» with the 2015 «Recommendation on Adult Learning and Education» (RALE) reflects a new vision of ALE and its importance in meeting contemporary educational, cultural, political, social and economic challenges. In many countries, the boundaries of youth and adulthood are shifting; it therefore proposes that «adult» denote all those who engage in ALE, even if they have not reached the legal age of maturity. In Latin America and the Caribbean youth and adult learning and education continues to be the most commonly used classification, rather than ALE. It is, therefore, not always advisable to make a sharp distinction between the education of youth and adult learning and education.

⁴²Third Global Report on Adult Learning and Education.Hamburg, 2016. UNESCO, UIL. URL: <https://reliefweb.int/sites/reliefweb.int/files/resources/grale-3.pdf>.

⁴³ Fourth Global Report on Adult Learning and Education: leave no one behind: participation, equity and inclusion. UNESCO, UIL. Hamburg, 2019, 200p.

⁴⁴Recommendation on Adult Learning and Education. UNESCO, UIL. 2015. Pp. 23-25. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000245119>

Secondly, RALE contains far-reaching suggestions for how the field should be defined, and groups adult learning and education into three core learning domains:

- 1) literacy and basic skills;
- 2) continuing education and professional development (vocational skills);
- 3) and liberal, popular and community education (active citizenship skills).

These three RALE learning fields will be referred to herein as «the RALE typology». RALE identifies key components of a national policy framework that are deemed necessary in order for ALE to more fully contribute to the revitalization of learning in private, community and economic life in ways that would equip people with the capabilities to take control of their destinies. To address participation, inclusion and equity, Member States are urged to combat discrimination, give special attention to the learning needs of vulnerable groups and to better address learners' needs and minimize barriers to participation. RALE, building on the 2009 Belém Framework for Action, specifically recommends that countries address the following areas of action: policy; governance; financing; participation; inclusion and equity; and quality.

Thirdly, RALE recognizes the value and relevance of information and communication technologies (ICTs) for ALE, which are seen as holding great potential for improving access by adults to a variety of learning opportunities, resulting in greater equity and inclusion. It notes that ICTs offer various innovative possibilities for realizing LLL, reducing the dependence on traditional formal structures of education and permitting individualized learning. Through mobile devices, electronic networking, social media and online courses, adult learners can access learning opportunities anytime and anywhere. Information and communication technologies also have considerable capacity for facilitating access to education for people with disabilities, permitting their fuller integration into society, as well as for other marginalized or disadvantaged groups⁴⁵.

Thus, a comparison of the UNESCO 1976 and 2015 Recommendations reveals the far-reaching changes that have occurred in the understanding of adult education. At the centre is a shift from a narrow preoccupation with AE to a much broader understanding of the field, in which learning has become as central to the discussion as education.

Thus it may be summarized that UNESCO as a world international organization has a crucial significance in promoting and developing adult learning and education through adopting a number of documents, concepts and reports, that define mainstream trends and development directions. The latest may be referred to the following: replacement the concept of Development

⁴⁵Recommendation on Adult Learning and Education. UNESCO, UIL. 2015. Pp. 23-25. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000245119>

of Adult Education with the Adult Learning and Education, widening by this way sphere of its implementation; defining three core learning domains in the field of ALE as: literacy and basic skills; continuing education and professional development (vocational skills); and liberal, popular and community education (active citizenship skills); confirming the paradigm of traditional distinction between three basic categories of learning activity: formal, non-formal and informal learning, noting that a distinction can be made between purposeful informal learning and incidental or random informal learning.

Key global trends in the adult learning and education development

Analysis of the UNESCO's documents has enabled to reveal the current global trends in the development of adult learning and education.

Promoting ALE and supporting achievement of the SDGs, UNESCO launched *the Global Network of Learning Cities* that is an international policy-oriented network of inspiration, know-how and best practice. The Network supports the achievement of particular goals «to make cities and human settlements inclusive, safe, resilient and sustainable». It supports and improves the practice of adult learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities.

A learning city is defined as a city that: effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and fosters a culture of learning throughout life ⁴⁶. In doing so, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development.

One of the leading trends in adult learning development is *recognition, validation and accreditation of non-formal and informal learning (RVA)*. It is of the utmost importance to use RVA for integration of outcomes of non-formal and informal learning into national, regional and global qualifications frameworks.

After developing and publishing *the «Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal learning»* in 2012, some states have

⁴⁶ J. Yang. An overview of building learning cities as a strategy for promoting lifelong learning. *Journal of Adult and Continuing Education*, 2012, 18(2), p. 97–113.

worked out mechanisms to recognize and validate non-formal and informal learning ⁴⁷. This strategy is a practice that makes visible and values the full range of competences (knowledge, skills and attitudes) that individuals have obtained through various means in different phases and contexts of their lives. RVA gives individuals an incentive to continue to learn, empowers them and enables them to become more active in the labour market and in society in general.

Literacy and basic skills are referred as another fundamental direction of ALE that strengthens national capacities to scale up quality, inclusive and gender-sensitive literacy programmes. Literacy contributes to the safeguarding not only of education as a human right, but also enables to exercise fundamental freedoms that make societies more equal and just.

The United Nations General Assembly resolution «*Literacy for life: Shaping future agendas*» reaffirms the above principles and continues to underline the importance of strengthening joint efforts among all stakeholders in the international community to advance the global literacy agenda⁴⁸. Literacy and Basic Skills activities focus on gender equality, developing countries and youth by following:

1. Promoting holistic, integrated, sector-wide and cross-sectoral approaches to literacy through advocacy, networking and partnership activities,
2. Facilitating policy dialogue with relevant actors in states and assisting them to integrate literacy and basic skills into national education policies and development strategies in order to support peace, social cohesion and sustainable development,
3. Conducting action-oriented and policy-driven research and disseminating the results in order to improve the quality and relevance of literacy policies and programmes,
4. Developing the capacities of literacy stakeholders in order to improve policies, programme design, management, monitoring and evaluation.

Conclusion

The mainstream of the current world education system, supported by UN and UNESCO is to promote lifelong learning and one of the constituents of this global movement, aiming to meet the learning needs of all children, youth and adults, is adult education and learning.

So, adult education can promote sustainable development, healthier societies, and more active citizenship, thus it helps tackle pressing economic, social and environmental challenges. AE is a modern learning alternative to a current formal education that serves diverse learners

⁴⁷UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning. UNESCO Institute for Lifelong Learning, 2012.

⁴⁸R. Yorozu. Lifelong learning in transformation: promising practices in Southeast Asia. UIL, 2018.p. 14.

with a variety of needs, and many adult education programmes successfully attract and retrain adult students. The purpose of adult education is typically related to personal growth and development as well as occupation and career preparedness. The larger scale goal of AE may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order. Adult education promotes sustainable development, healthier societies, and more active citizenship, thus it helps tackle pressing economic, social and environmental challenges. Adult learners who acquire new knowledge, skills and attitudes are better equipped to adapt to changes in their environments.

Among others the contemporary trends and development directions of adult education in the world are continuing education, learning cities, literacy and basic skills, non-formal education and its validation and recognition. The Global Network of Learning Cities as an international policy-oriented network provides inspiration, know-how, supports and improves the best practice of lifelong learning in the world's cities. Literacy and basic skills strategy as a foundation of LLL enables to exercise fundamental freedoms that make the society more equal and just.

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CHALLENGES AND OPPORTUNITIES OF NON-FORMAL ADULT EDUCATION IN CONTEXT OF SOCIO-CULTURAL MODERNIZATION OF SOCIETY

Introduction

The rapid growth of globalization is the most obvious sign of our time and the transition to a global economy is seen as a mega-trend of the 21st century which has dramatic implications for adult education. It is caused by the obsolescence of knowledge and inadequacy of competence, the vital need for adequate use and implementation of professional retraining, changes in the workforce, and the transition to the information society, scientific and technological progress, the emergence of new technologies and more. In this context, special importance is attributed to continuous learning that includes not only lifelong, but also lifewide learning, which expands the opportunities for adult education using formal, non-formal and informal education. Non-formal adult education is seen as an equal component of the adult education system, as a socio-cultural component that reflects the need of adults to receive a variety of educational services.

Non-formal adult education in the context of lifelong learning

The main factors in the intensive development of non-formal adult education are the social and economic changes taking place in society. Statistics show that in the developed world there is a trend of aging population. At the same time, adults at present have more free time due to the latest technologies. Therefore, the society needs to create an inclusive educational model that takes into account the needs of adults of different ages.

According to S. Merriam and R. Brockett it is the socio-cultural context, which combines three dimensions: demography, technology and globalization of the economy creates both the special interests of adults and educational opportunities provided to them ⁴⁹. The response of adult education to the socio-cultural context of modern society is the integration and

⁴⁹S. Merriam, R.G. Brockett, *The profession and practice of adult education: an introduction*. Jossey-Bass, San Francisco 2007, p. 25

interpenetration of formal and non-formal education, which is the basis for building a knowledge society.

The final resolution of the VI UNESCO International Conference on Adult Education emphasized that adult learning is the most important measure needed to meet the challenges we face. Adult education is a key component of a holistic lifelong learning system that encompasses formal, non-formal and informal learning ⁵⁰.

Non-formal education is usually seen as a process of personal and social transformation based on social and humanistic values. According to P. Jarvis, non-formal adult education should be considered as an educational process that is organized to meet the cognitive needs of a certain group of people outside the formal education system ⁵¹. Researchers distinguish several characteristics of non-formal education which determine its difference from formal education: taking into account the needs of people with disabilities, focusing on achieving real goals, flexibility in the organization and methods of teaching.

In our opinion, non-formal adult education should be considered as: a socially, politically and culturally determined phenomenon; socio-pedagogical, dynamic, open, variable, mobile system that adequately responds to the educational needs of adults and socio-cultural changes in society; specially organized activities that are not aimed at obtaining a diploma or a recognized certificate of education and take place outside the institutionalized context, aimed at achieving a freely chosen goal that takes into account the social aspect; process in which an adult has the opportunity for self-development based on their own capabilities by increasing the level of knowledge and skills⁵².

Non-formal adult education from historical perspective

Adult education as a formed phenomenon begins its development in the 18th century. However, the adult has always been involved in the process of cognition since ancient times, which was based on the idea of enlightenment as a way out of darkness. Through education, according to L. Zöllner, the interpretation of life's problems and understanding of life are achieved. This is more than the provision of information or the transfer of knowledge, because education involves not only the acquisition of knowledge (intellectual aspect), but also the active

⁵⁰ CONFITEA VI: *Belém framework for Action. Harnessing the power and potential of adult learning and education for a viable future (BFA)*. UNESCO Institute for Lifelong Learning, Hamburg 2009.

⁵¹ P. Jarvis, *International dictionary of adult and continuing education* (2nd ed.), Taylor & Francis, London 2007, p. 151

⁵² O. I. Ogienko, N. O. Teriokhina, *Neformalna osvita doroslykh u Spoluchenykh Shtatakh Ameryky: istoriia i suchasnist* [Non-formal adult education in the United States: history and modernity]. SNAU. Sumy, Ukraine

participation of everyone in this process (emotional aspect)⁵³. Enlightenment gives everyone the belief that he or she is able to act, to take responsibility in solving problems. Therefore, we consider enlightenment as a special form of adult education which is its essential system-forming element directly related to non-formal adult education.

At the beginning of the 19th century, the term “public education” used in the context of the neo-humanist conception was gaining more and more popularity. Public education covered education for the lower classes, including children, youth and adults. Its theoretical substantiation is given in the works of the prominent Danish philosopher, pedagogue, historian, poet Nikolai Frederik Severin Grundtvig (1783–1872) who argued that the school teaches nothing but being a human. Thus, the key task of the school is the formation of the understanding of how to be oneself and how to be a member of the community, creation of the conditions for self-development and self-education N.F.S. Grundtvig and his followers strongly insisted that adult education could not include vocational education. The first head of the Danish Folk High School, Christian Flor, noted in 1844 that the school does not provide knowledge for the future profession. “We want citizens to gain knowledge that will allow them to become responsible members of society”⁵⁴. In addition, the goal of public education is overcoming illiteracy and educating population.

The first thorough theoretical works on adult education appeared in the early 20th century. They equaled adult education with continuing education and emphasized the need to learn from life, create living conditions that allow learning throughout life regardless of age⁵⁵. At the same time, it was noted that adult education should not be accessible only to a limited number of people⁵⁶. It is an integral part of public life and therefore should be interpreted as a necessity for all and throughout the life. This approach to adult education remained relevant in the vast majority of Western countries, including the Scandinavian countries, until almost 1960s.

E. Lindeman considered adult education “a constructive force of social activity”⁵⁷ and the development of a democratic society. For him adult education was the basis for building democracy, an opportunity to get information to solve everyday problems. He saw the goal of adult education in revealing the human potential for democracy and insisted that true adult

⁵³ L. Zøllner, *Education and enlightenment*. University of Southern, Denmark Odense 2000

⁵⁴ N.L. Jensen, *A Grundtvig anthology. selections from the writing of N.F.S. Grundtvig (1783-1872)*. James Clarke & Co, Copenhagen 1984, p. 43.

⁵⁵ O.I. Ogienko, *Tendentsii rozvytku osvity doroslykh u skandinavskykh krainakh* [Trends in the development of adult education in the Scandinavian countries]. Ellada-S., Sumy, Ukraine 2008.

⁵⁶ I. Lytovchenko. *Role of adult learning theories in the development of corporate training in the USA*. Future Human Image, 3(6), 2016, p.72.

⁵⁷ E.C. Lindeman, *The meaning of adult education* (original work published 1926) (4 ed.). Oklahoma Research Center for Continuing Professional and Higher Education, Oklahoma 1989, p. 7.

education is social, not professional education. According to Lindeman, education is life, not just preparation for the unknown future, and thus it is infinite. Such education is called adult education not because it is limited to adult learning, but because life and maturity determine its boundaries.

B. Yeaxlee⁵⁸ considers adult education as mechanism to compensate for the shortcomings of the school education. He emphasizes that adult education should be the next step for young people who have completed the basic educational level and started earning a living. He substantiates the importance of non-formal education in the life of an adult, the need to create community centers for its implementation, as this will help adults to understand that all they need is education.

L. Bryson proposed a definition of adult education which was widely used in the scientific community in the first half of 20th century. According to Bryson, adult education includes all the actions of an adult for educational purposes which are carried out by adults outside of working life and lead to their intellectual development, necessary for business⁵⁹. He also emphasized that these actions take time and energy. As we can see, this is, in fact, the definition of non-formal adult education in its modern sense. This definition is based on three important conclusions: firstly, adult education is purposeful and organized, not casual; secondly, voluntariness is its distinctive feature, since each adult learns on his/her own initiative and personal motives; thirdly, it is supplementary to the main activity of an adult individual.

S. Merriam and R. Brockett notes that in the context of the rapid development of manufacturing, the growing number of enterprises, the need arose for adults to acquire professional knowledge, so the most common interpretation of "adult education" is a broad definition of this term. Adult education includes any educational activity of an adult including the types of formal and non-formal education that provides educational opportunities for adults to be used in business, industry, family, etc.⁶⁰

The term "non-formal education" has been used since 1968. Its appearance is associated with the crisis in education, when non-formal education was seen as a panacea for all problems in education as an ideal form of education which is better than formal education. However, there were completely opposite views, for example, that non-formal education is a "necessary

⁵⁸ B. Yeaxlee, *Lifelong Education. A sketch of the range and significance of the adult education movement*. Cassell and Company, London 1929, p.28.

⁵⁹ L. Bryson, *Adult education*. American Book, New York 1936, P.3.

⁶⁰ S Merriam, R. Brockett. *The profession and practice of adult education: an introduction*, Jossey-Bass San, Francisco 2007, p. 8.

evil in a crisis until formal education recovers”⁶¹. Yet non-formal education not only survived, but also received further development. One of the preconditions for this was the fact that non-formal adult education is able to reach a large number of people, using all the educational potential that exists outside the formal education system, and make learning cheaper and more accessible.

The role of non-formal adult education in building a democratic civil society

We agree with L. Lukyanova that it is appropriate to outline four vectors of its formation: socio-political (Scandinavian countries, Northern Europe which viewed non-formal education as a tool of socio-political development), cultural (the European Union where non-formal education is a tool of axiological development), political (the US which uses non-formal education as a tool for sustainable development) and economic (post-Soviet countries where non-formal education is a tool for economic development)⁶². The identified areas characterize the priorities of social change and the basic functions entrusted to non-formal education. Thus, non-formal adult education has evolved and began to be seen not as a supplement to formal adult education, but as an equal component (sometimes even dominant) of the adult education system.

In the European and world theory and practice of continuing adult education, the key principles are formulated, on the basis of which its development takes place. They determine the prospects for the development of adult education in general and non-formal adult education in particular. They are basic and universal: new basic knowledge and skills for everyone; increase of investment in human resources; innovative teaching and learning methods; new system of assessment of acquired education; development of counseling system; bringing education closer to an individual.

At the same time, there are changes in the concept of adult education. There is a transition from functional and professional training to personal development. This means that the modern mission of non-formal adult education is much broader and implies involving citizens in a full-scale multifaceted social life, not only in the labor market. The need to learn throughout life is increasingly playing a key role in restoring the stability, dynamic development of society, its civic, professional and domestic spheres. Adult education in all its dimensions – formal, non-

⁶¹ M.J. Pigozzi, *Education in Emergencies and for Reconstruction: a Developmental Approach*. UNICEF, New York, 1999, p. 19.

⁶² L.B. Lukyanova, Kontseptualni zasady formuvannya zakonodavstva u haluzi osvity doroslykh [Conceptual bases of formation of the legislation in the field of adult education]. In *Aktualni problemy profesiinoi oriantatsii ta profesiinoho navchannia v umovakh sotsialno-ekonomichnoi nestabilnosti: materialy VII Mizhnarodnoi naukovo-praktychnoi konferentsii*, IPK DSZU, Kyiv, Ukraine 2014, p. 53.

formal, informal – is aimed at self-development of an individual and, accordingly, should be supported at the government level. This approach, together with the guarantee of an individual's right to education at any age, should become the basic norm of legislative acts in the countries of the world.

It should be noted that non-formal adult education is a leading factor in the development of lifelong learning, building a democratic civil society. In this regard, the main requirements for non-formal adult education are: predictability – the focus on the dynamic changes of the socio-economic environment and the variable educational needs of the population; diversification, which provides a variety of educational services in accordance with the educational needs of an individual and the society; adaptability as the ability to flexibly reorient the content, forms and methods of training in accordance with the requirements of the labor market and individual needs of an individual; accessibility as an important condition of the state guarantee for the education of citizens.

The necessary conditions for the realization of opportunities for non-formal adult education are effectiveness of policy, management and funding, participation, inclusiveness, equality and quality⁶³. International organizations and governments link the prospects for the development of non-formal adult education with the development of special strategies and national programs aimed to develop mechanisms for recognizing the results of non-formal and informal adult learning. Within the Recognition of Non-formal and Informal Learning Project, the recognition of results is considered as a process that leads to the achievement of benefits and advantages of economic, social, psychological and educational nature⁶⁴.

An important direction in the development of non-formal adult education is the training of specialists in the field of adult education. M. Knowles wrote that the primary task of the world pedagogical community is training competent professionals in the field of adult education who are able to use their knowledge in a constantly changing environment, to engage in continuous self-improvement and self-education throughout life⁶⁵.

The realities of today allow us to consider non-formal adult education, on the one hand, as a means of meeting the educational needs of adults, their self-improvement and self-development, and on the other hand, as an effective mechanism for building a civil democratic

⁶³ *CONFITEA VI: Belém framework for Action. Harnessing the power and potential of adult learning and education for a viable future (BFA)*, UNESCO Institute for Lifelong Learning, Hamburg 2009.

⁶⁴ *Recognition of non-formal and informal learning*, OECD 2015. <http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm>

⁶⁵ M.S. Knowles, *The modern practice of adult education: from pedagogy to andragogy*. Associated Press Follett Publishing Company, Chicago 1980, p. 112.

society which helps to form socially active citizens that are mobile in the professional and personal contexts in the swift changes in the social environment⁶⁶.

The problem of citizenship is given much attention in the United States and European countries. But while in the United States they more commonly use the term "active citizenship" emphasizing the active participation of citizens in building a democratic society, in Europe the most preferred concept is "democratic citizenship" which focuses attention on the importance of democratic values. Thus, these terms are complementary and close in their essence, emphasize the importance of solidarity, mutual understanding of cultural diversity, building a civil democratic society, which makes them an important dimension of educational policy.

Education for democratic citizenship, as defined in the Charter of the Council of Europe, means educational, training, informational and practical activities aimed at providing learners with knowledge, skills and understanding, as well as the formation of patterns of behavior and values for exercising and protecting democratic rights and responsibilities as members of society, appreciating diversity and playing an active role in democratic life in order to maintain and protect democracy and the rule of law.

Scandinavian folk high schools are the place where the formation of democratic citizenship is successful. Their main purpose, along with creating conditions for self-development and self-realization of an adult individual, is to ensure their adaptation and inclusion in active life, to help find their place in life, to make a citizen a conscious participant of social processes aimed at building a democratic civil society⁶⁷. Non-formal adult education for active citizenship takes place through learning about democracy, learning communities, learning through service to society.

The organization of non-formal adult education as education for active citizenship, according to American researchers, is a complex and responsible process that involves careful planning, democratic decision-making and active participation of learners in the learning process. The main principles of non-formal adult education for active citizenship are voluntariness, initiative, mutual respect and understanding, readiness for change and collective action in the community ⁶⁸.

Conclusions

⁶⁶ M. Milana, *Adult Education for Democratic Citizenship: A review of the research literature in 9 European countries*. Synthesis report. Danish School of Education, University of Aarhus, Aarhus 2007.

⁶⁷ O.I. Ogienko, *Neformalna osvita doroslykh v umovakh hlobalizatsii ta intehratsii: vyklyky ta mozhlyvosti* [Non-formal adult education in the context of globalization and integration: challenges and opportunities]. In V.H. Kremen & N.H. Nychkalo (Eds.), *Kontseptualni zasady rozvytku osvity doroslykh: svitovyi dosvid, ukrainski realii i perspektyvy: zbirnyk naukovykh statei*, Znannia Ukrainy Kyiv 2018, p. 85.

⁶⁸ J.M. Heydt, *Education for democratic citizenship: word and actions*. Council of Europe 2001, p.17.

Thus, the rapid development of non-formal adult education is an important trend today. We believe that non-formal adult education can be an effective tool in full or partial addressing the challenges currently facing the world, namely, social inequality, migration, demographic processes, unemployment, the spread of digital technologies in all areas of human activity, climate change. Non-formal education is characterized by innovation and dynamism, can adequately respond to modern demands and needs of the state, society, adults. It is based on modern values and methodology, has the potential to improve the quality of life of individuals and society as a whole.

The structures of non-formal adult education are characterized by a high degree of flexibility and diversity of forms, the ability to cover all socio-professional and age groups. Flexibility is manifested in a much larger choice of programs, dates and places of classes, their individualization, focus on the specific needs and interests of each student. At the same time, the transition to the total institutionalization of non-formal adult education and the desire to subordinate it to systemic imperatives is quite dangerous. The view of non-formal adult education as a lucrative service that is successfully sold on the world market significantly narrows and limits its social and cultural tasks.

Non-formal adult education has great social and pedagogical potential for the formation of democratic citizenship, as it can help solve the problems of the local community, and through it to influence democratic changes in society. The formation of democratic citizenship harmoniously combines and develops the following components: personal development; ability and need for active participation in community affairs; ability to defend civic position, cooperate with other people; development of active citizenship, its transfer to the level of habitual model of behavior. At the same time, non-formal adult education can be a mechanism that will ensure harmony in society and help establish trust between citizens and the government.

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THEORETICAL AND METHODOLOGICAL APPROACHES TO THE STUDY OF THE PROBLEM OF ADULT EDUCATION

*The future of education and its ability to renew depends
on the development of adult education*

Paul Lengran

Introduction

Highly educated citizens are an important component of the socio-economic development and well-being of any country. The Memorandum of Lifelong Learning, adopted at the Council of Europe's Lisbon Summit (2000), proclaimed continuing education as the main political agenda of a knowledge-based society; social unity and employment.

An integral part of continuing education is adult education, which ensures the professional and personal development of the adult population, their active participation in social, cultural, and political life. According to world statistics, the total number of learning adults exceeds the total number of children and youth covered by educational institutions. This is primarily due to the volume of information and the improvement of technical means for its transmission and conversion. Therefore, knowledge acquired by high school graduates is no longer sufficient for effective professional activity.

The growing importance of adult education is becoming a given fact. However, in different countries, it is implemented differently, considering the specific conditions and specifics of the relevant legislation. As for Ukraine, negative demographic trends, changes in the labor market, unemployment, and functional illiteracy require education policymakers to review the strategic directions to improve the quality of adult education, general education, training, and retraining.

Adult education has become essential during the last decades of the twentieth century and the early twenty-first century. Its theoretical basis is provided by a relatively new science of andragogy, which highlights the conditions of adult education, the responsibility of social partners (state, society, family, employers) for the quality of general and vocational education, education, and enlightenment of citizens. The critical task of andragogy is searching for a new model of adult learning, the development of theoretical concepts, modern technologies of adult learning, and others.

Scientific interest in the problems of the theory of adult education is provoked by the work of local scientists, in particular A. Verbytsky, S. Vershlovsky, M. Gromkova, S. Vershlovsky, I. Kolesnikova, T. Lomteva, L. Lukyanova, A. Mitina, N. Nychkalo, V. Oliynyk, V. Podobeda, N. Protasova, L. Sigaeva and others. Recognized foreign scientists in the field of andragogy are M. Knowles, M. Knox, D. Kidd, F. Peggeler, P. Jarvis, P. Lengran, R. Smith, E. Thorndike, T. Alexander, H. Radnytska, L. Turos, Y. Poltuzhysky and others. In particular, adult learning as a social process is considered by J. Lave, E. Wenger, K. Gergen. The definition of adult education through the use of the status of adult students, as well as the creation of conditions for the intensification of learning, was proposed by S. Merry and R. Brockett. The analysis of the dynamics of theories of adult learning was carried out by E. Holton, R. Swanson, J. Draper.

General scientific approaches to the study of problems of adult education

The phenomenon of adult education is considered by scientists as a socio-pedagogical, socio-economic, and socio-cultural phenomenon, as well as a process and a complex holistic system. Therefore, for the understanding and study of the mechanisms of development and functioning of adult education, the choice of general scientific approaches becomes important. The term "approach" is widely used as a category of scientific methodology. As O. Kukuyev notes, the "approach" is defined as a methodological tool, the methodological basis of the study, the methodological basis for solving a problem.⁶⁹

R. Yunatskevich offers an appropriate set of general scientific approaches, namely: systemic, comprehensive, holistic, personal, activity, personality-activity, content, formal, logical, moral, qualitative, quantitative, historical, phenomenological, essential, and individual. Other researchers, in particular, O. Kukuyev and O. Ogienko, distinguish synergetic, civilizational, paradigmatic, axiological, acmeological, culturological, sociological, and andragogical approaches. Let's consider some of these approaches in more detail.

In particular, the system approach is a methodological orientation of the study and provides an opportunity to get to the heart of the mechanism of functioning of adult education (which differs in the presence of multilevel and multidimensional subsystems with numerous external and internal links); to make a clear picture of the interaction of its components. And also to learn about adult education in the perspective of development, to reveal its features like an open system that interacts with the external environment, characterized by the presence of

⁶⁹Современные подходы в образовании / ред. А. Кукуев, В. Шевченко. Изд. ИПО ПИ ЮФУ. Ростов-на-Дону, 2010.

a set of interrelated actions and functions necessary for the educational process. Thus, this approach contributes to the systematic study of all parameters of adult education (theoretical foundations, history of system development and analysis of problems, concepts, models of education, etc.).

An integrated approach involves combining formal, non-formal, and informal segments of education into complex complexes of adult education, upbringing, and development. The personal-activity approach is important. No psychological phenomenon, in particular the process, state, or property of an adult as an individual, can be properly understood without taking into account his personal specifics, interests, and needs. The consciousness and activity of an adult are not opposed to each other, but not identical, but form a unity; The psyche can be correctly understood and explained if it is considered as a product of development and the result of adult activity. And the results of learning (knowledge, skills, worldview, personal development) are revealed at the end of such activities.

The semantic approach accordingly requires addressing the content of the phenomena and processes of adult education (which are being studied), clarifying the set of their elements and interactions between them; use of facts, observational data, experience, and derivation of theoretical judgments. The formal approach involves the identification in the learning process of adults relatively independent structures (rules, operations, methods, forms), through which their content is revealed. The logical approach means the consideration of each phenomenon, the process of adult education from the point of view of the laws of logic, i.e., from the point of view of the science of laws and forms of reflection in thinking of the development of the objective world. The moral approach contributes to the ethical evaluation of the performance of adults in the process of lifelong learning in the context of preventing harm to everyone and society.

Qualitative and quantitative approaches. The qualitative approach aims to identify a set of features, properties, and characteristics of the process of adult education, while the quantitative - to identify the characteristics of various phenomena of adult education at certain levels of development or intensity of their present properties, measured in quantities and numbers. The phenomenological approach is used to describe the observed, usually variable characteristics of the process of adult education. Furthermore, the essence serves to identify the internal, deep stable sides, mechanisms, and driving forces of education and training of adults.

A single approach involves the study of individual phenomena, processes of adult education. While the general approach is aimed at finding connections, patterns, typological features of phenomena and processes of adult education.⁷⁰

According to O. Ogienko, synergetic approach considers adult education as an open, complex, non-equilibrium system formed from many subsystems of different levels, structures, and content, which operates in a turbulent, unpredictable context, capable of self-organization for optimal development of internal factors. Man is given the role of a creative subject, which invents ways to optimally influence himself and, at the same time, the education system.

In particular, O. Ogienko presents the use of a synergetic approach at the integrative-regulatory and deterministic levels: metalevel, which is a synergistic interaction of the adult education system with the environment; macro-meso-, micro-levels, revealing internal integrative connections of subsystem character. According to the author, this is especially important in solving such a systemic and synergistic approach as the logic and coordination of intra-system connections of elements of higher and lower levels and the establishment between them not only direct (influence of higher on the characteristics of lower) but also an inverse (subordination) interaction of lower and higher-order elements) of mutual connections."⁷¹

O. Ogienko also proves the importance of the acmeological approach, which "should be considered as a basic generalizing concept of acmeology, which accumulates a set of principles, methods, techniques, means of organizing and constructing theoretical and practical activities focused on forecasting quality results in adult education, high productivity and professional maturity ". At the same time, the acmeological approach makes it possible to clarify the subjective and objective factors that contribute to reaching the peaks of professionalism. The level includes the level and quality of education a person has received and the subjective - his ability, competence. The features of the acmeological approach include: focus on "acme" - improvement at all stages of human life; development of consciousness and activity of groups, the conviction in the possibility of mass improvement; optimistic view of man and his future, expressed in anthropological acmeism, the use of acmeological design of higher achievements of individuals and groups. O. Ogienko notes that due to the acmeological patterns of

⁷⁰ Р. Юнацкевич. Теория образования взрослых: становление, проблемы, задачи. Монография. Изд. ИОВ ПАНИ. СПб., 2009. С. 8.

⁷¹ О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / За ред. Н. Ничкало. Вид. Еллада. Суми, 2008. С. 65.

development and self-realization of an adult, it is possible to determine the features of his learning.⁷²

O. Kukuyev emphasizes that the construction of the theory of adult education requires an andragogical approach focused on synergetic methodology. However, it draws attention to the fact that in some studies (A. Glazyrina, S. Filina, L. Linevych, S. Zmeyova) andragogical approach is considered only in creating optimal conditions for the implementation of the educational process of adults. Instead, in none of them, this approach is considered as a methodological category of pedagogy. And notes that the andragogical approach should be used in the context of the paradigm of humane pedagogy, the highest value of which is the human person.⁷³

The civilizational approach can serve as one way to reveal the essence, perspectives, and strategies of adult education development. An essential mechanism in the civilizational approach is the traditions that ensure the formation, transmission, and functioning of the phenomenon of culture. It is through them that the past connects with the present. G. Kornetov highlighted the traditions of pedagogical civilizations, namely: culturally conditioned stereotypes that determine the nature of pedagogical influence as social action; ratios, priorities in the education of intellectual-cognitive, motivational-value and moral-practical spheres; tendencies of the dominant orientation of socialization mechanisms based on reproductive reproduction or on free creativity; stereotypes of statement and the decision of a problem of parity of personal and public.⁷⁴

The essence of the paradigmatic approach is seen in the combination of value orientations, theoretical ideas, methods, and means of scientific activity. This approach allows the disclosure of general and specific historical forms of education, determining the genesis of many pedagogical phenomena and processes, identifying trends and conceptualization of pedagogical knowledge, choosing the form of formulation, and solving educational problems. At the same time, the methodological space in this area is a kind of rhizomorphic structure, in which different directions and approaches to the paradigmatic understanding of the phenomenon of education intersect. However, they all consider the purpose of education, the core values, the type of relationship between learners and learners, and the results of the education process.

⁷² О. Орієнко. Акмеологічний підхід у контексті освіти дорослих. URL: http://lib.iitta.gov.ua/6043/1/Орієнко_О.І._пед._майстер._І._Зязюна.pdf

⁷³ А. Кукуев. Андрагогический подход в педагогике. Изд.: ИПО ПИ ЮФУ. Ростов-на-Дону, 2009. С. 11.

⁷⁴ Г. Корнетов. Цивилизованный подход к изучению всемирного историко-педагогического процесса. Изд. ИТПИМИО. Москва, 1994. С. 86.

The application of civilizational and paradigmatic approaches in the study of the theory and problems of adult education presupposes the use of axiological and culturological approaches. In particular, the axiological approach allows identifying the influence of social ideals on the purpose, content, and other aspects of adult education. Conclusions about values as higher principles, on the basis of which understanding is provided both in small social groups and in society as a whole, have become relevant. Geopolitical, social, historical, and cultural factors of the development of citizenship and patriotism are revealed as well as ideas about the values associated with the survival of man and humanity as a whole, and values focused on human self-realization. In comparison, the culturological approach is explained by a certain relationship and interaction of culture, human experience and education.

This makes it possible to consider adult education as a cultural process carried out in a culturally appropriate environment, all components of which are filled with human meanings and serve man, provide an opportunity to realize cultural self-development and self-determination in the world of cultural values.

The application of the sociological approach in the study makes it possible to identify social functions and contradictions, the place and role of adult education in the system of social relations and processes, in the dynamics and transformation of society.⁷⁵

Philosophical trends and theories as a methodological basis for adult education

The results of basic research in the field of adult education are generalizing concepts that summarize the theoretical and practical achievements of adult pedagogy or offer models for the development of pedagogical systems of adult education on a prognostic basis. The concepts themselves are usually based on leading philosophical trends and theories that allow to reveal the dialectic of adult education, identify and resolve its contradictions, identify the relationship between quantitative and qualitative changes, explore stages of progress, and consider adult education as an important factor in personality development and society. Such fundamental philosophical trends and theories include liberalism, pragmatism, behaviorism, progressivism, technocracy, radicalism, constructivism, humanism and others.

Liberalism

Central to liberal philosophy is the individual, his rights, and his freedoms. The leading idea of liberalism is to provide access to education for all people, regardless of their level of

⁷⁵ О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / За ред. Н. Ничкало. Вид. Еллада. Суми, 2008. С. 71.

well-being and social status. Education plays an important role in acquiring skills and knowledge that shape the political and civic activity and competence of individuals, their social experience and economic growth. Proponents of liberalism N. Butler, K. Gole, J. Newman, J. Russell, and others believed that an educated society should ensure higher living standards of its citizens, as well as social stability and balance. Therefore, the goal of adult education should be to train intelligent, cultural, informed, and spiritually enriched citizens. According to them, adult learning should be based on the cultivation of intelligence, mastery of factual knowledge, systematic learning and the formation of analytical thinking skills.

In liberal adult education, it is believed that:

1. The most important is the development of intellectual abilities in a broad sense (mental, moral and spiritual);
2. Human knowledge and development are more important than information;
3. The content of adult education should meet their needs, and education should become continuing.

Liberal adult education pays great attention to theoretical thinking, puts philosophy, religion, and the humanities above the natural sciences. In the philosophy of liberalism, the teacher is an expert who occupies a leading place in the educational process. Elias and S. Merriam note: "As long as a person is engaged in the search for truth, the development of their moral qualities, the pursuit of spiritual and religious views, the beautiful in life and nature, the liberal tradition in education will be a powerful force."⁷⁶

Pragmatism

The philosophy of pragmatism is a philosophy of success and personal gain. Proponents of the philosophy of pragmatism E. Lindeman, D. Fischer, and others believe that the purpose of education is the development of society through the personal growth of each citizen. The founders of pragmatic pedagogy J. Dewey, W. James, and Charles Pierce argue that the path to success lies through education, and human life, its growth (social and professional steps) due to a set of innate instincts inherited from parents. In particular, J. Dewey attaches special importance to the role of public education, able to protect society from any social upheaval. J. Dewey's theory traces the origins of the popularity of education, especially higher education.

Pragmatism develops empirical epistemology (as opposed to idealism and rationalism), appeals to experience, and interprets it through human experience. Pragmatists emphasize the

⁷⁶ J. Elias, S. Merriam. Philosophical Foundations of Adult Education. Krieger Publishing Company. Malabar, 2004. P. 42.

incompleteness, the randomness of human experience, and its consequences. Education for them is an experimental process; a method by which problem situations that arise during human interaction with the world are solved. During its existence, pragmatic pedagogy has undergone significant changes. In the 1970s, due to the focus on socialization and adaptation of the younger generation, it received its second life in the form of neo-pragmatic pedagogy. Its representatives are P. Goodman, L. Kremin, D. Swift, W. Feinberg, and others. turned to the ideas of J. Dewey and developed the basic provisions of pragmatic pedagogy, taking into account the requirements of modernity.⁷⁷

M. Berube, T. Brameld, F. Newman, G. Shane, and others argued that the education system could be the main means of social change and the development of society. According to them, the purpose of training is to teach people not only the ability to survive but also to adapt to the environment and influence it.

Behaviorism

Behavioral direction is based on the idea that a person can be formed according to a predetermined desired pattern. For behaviorists, behavior is a set of observed and fixed responses to environmental stimuli. The set of stimulus-response relationships is observable and descriptive. Hence, the behavior of an adult in the learning process can be seen as the ability to solve problems through trial and error until he achieves the desired success. Such a reaction can be automated with repeated repetition. Thus, behaviorism ignores the subjective world of man, making it exclusively the object and result of external influences.

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Since behaviorism is fundamentally aimed at individual and social survival, the emphasis is on the formation of skills and abilities how to learn. The teacher must create an optimal environment for the formation of behavior that ensures survival. He manages the learning process and directs learning. Behavioral concepts view education on the basis of standards.

⁷⁷Теоретико-методологічні засади розвитку освіти.
<http://book.net/index.php?p=achapter&bid=18982&chapter=1>

Students are active and able to demonstrate behaviors that can be learned and measured. Important features in behaviorism are accountability and punctuality - the rules that teachers and students must follow for successful learning. The strength of behaviorism is the establishment of clearly defined goals and the choice of material that works for such goals and objectives. Vocational training and teacher certificates are behavioral practices.⁷⁸

Progressivism

Progressivism considers adult education from an empirical point of view. Based on the human experience as the basis of the learning process, it substantiates the feasibility of providing practical knowledge and skills, increasing human social responsibility, which allows not only to adapt in society but provides knowledge and skills for creative action to improve society. Like behaviorism, progressivism seeks to ensure that the goal of education is individual and social. However, the goal of progressive education is to improve rather than survive through student emancipation.⁷⁹

According to progressive doctrine, the teacher is not a "sage" as in the liberal tradition. Instead, he becomes a "guide" who helps the adult (as a student) to organize, stimulate, implement and evaluate the learning process. Priority is given to experimental and problem-based approaches to learning.

Progressives are unanimous in their views on adult learning, free from the authority of the textbook, memorization, and memorization. Instead, they point to its practical orientation based on the life experience of students. The modern way of development of the progressive pedagogical school is a way of its transformation into doctrine in which the ideas borrowed from pedagogical, philosophical, anthropological, psychological, and sociological concepts are combined.⁸⁰

Technocracy

Among the latest trends in the philosophy of adult education is known technocratic, the development of which is associated with the influence of the scientific and technological revolution, modern production and philosophical and sociological theories of "technotronic society" (Z. Brzezinski), "post-industrial society" (D. Bell), " new industrial society "(J. Galbraith)," scientific society "(P. Drucker), etc.

⁷⁸ ЯІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. Суми, 2015. С. 147.

⁷⁹Ibidem.

⁸⁰ J. Elias, S. Merriam. Philosophical Foundations of Adult Education. Krieger Publishing Company. Malabar, 2004. P. 68.

Representatives of technocracy, in particular R. Hutchins, argue that the society of the future is based on knowledge, in which education plays a key role. Such positions are defended by V. Garman, who believes that in the future the world will be ruled by the scientific and technical elite, which has received thorough scientific training in colleges and universities. The influence of technocracy was manifested in the strengthening of the teaching of natural sciences and mathematics as the main way of training the scientific and technological elite, as well as in solving the problem of accessibility to higher education. Various members of the American pedagogical community believe that technocratic educators underestimate the role of the social, psychological, and emotional components in defining modern education and overly believe in the progress of science that will improve human life. And that technocratic pedagogy considers science and technology in isolation from social relations, making higher education primarily a requirement for quality training of competent future employees with a significant amount of intellectual skills and abilities.

Radicalism

The radical trend is based on Marxist ideas about the need to carry out radical revolutionary measures in various social spheres for development. The philosophy of radicalism emphasizes the social role of adult education and identifies socio-political and economic changes that require critical thinking and personal participation. Proponents of the radical philosophy of adult education are P. Freire, I. Ilyich, J. Mezirow, J. Holt, G. Giroud, P. McLaren, and others.

In particular, P. Freire defines the purpose of education - to free a person from any humiliation. He sees the ontological mission of man in being a subject, in abandoning the so-called "culture of silence." It also proves the need to involve the general public in the adult education system, which contributes to the radical transformation of society. According to him, the concept of "problem statement" is promising, according to which education provides an opportunity for teachers and students to become subjects of the educational process. According to P. Freire, the main goal of adult learning is to create conditions for the development of critical thinking, which will give a person the strength and energy to force him to act and radically change the situation in society.⁸¹

The representative of this direction of the philosophy of education I. Ilyich in the book "Deschooling Society" presents the concept of man in the system of open education. The essence of his idea is as follows: 1) denial of the monopoly of educational institutions on

⁸¹ P. Freire. Pedagogy of the Oppressed. Herder and Herder. New York, 1970. P. 32.

education, their deinstitutionalization through the ability to preserve and replicate stereotypes, myths, ideological stereotypes and support inequality in education; 2) diversification of education through the creation of a kind of network for knowledge exchange, 3) rejection of Homo Faber as an educational ideal, which is focused on the active transformation of the environment. According to I. Ilyich, the educational ideal should be a person who recognizes the autonomy and importance of individual freedom in interpersonal communication, builds relationships with people and nature on the basis of mutual respect, creativity, ethical self-worth.⁸²

Another representative of radical change in education, J. Mezirow, enriched the theory of adult education with the concept of "perspective", which is of particular importance to the subject of the educational process. Perspective is a field of individual characteristics within which a person realizes himself as a person. The limits of perspective are determined by the social roles of man. According to him, the learning process is not so much about gaining new knowledge or skills, but about expanding the boundaries of perspective and understanding of reality. Mezirow pointed out that in the process of learning a new interpretation of previous experience appears, which opens opportunities for entering public life in a new capacity.

Constructivism

The works of C. Adelman, J. Dewey, J. Piaget, and A. Schutz are devoted to the ideas of constructivism as a philosophical trend. An essential characteristic of constructivist didactics is the activity approach based on the activity of the learner. Technologies developed within the framework of constructivism are related to many developmental concepts and technologies, in particular, such as project-based learning, the concept of human self-realization, and others. From the standpoint of constructivism, each person throughout life constructs his own understanding of the surrounding reality. That is why each person is unique in his vision of the world, beliefs, worldview, and values. Hence, the key ideas of constructivism are theoretical and conceptual relativism, the importance of context, critical thinking, and so-called transformational learning.

Its main representatives in the theory of adult education - J. Mezirow, S. Brookfield, and J. Habermas, whose concepts are based on the following provisions: - knowledge cannot be transferred to the learner, but only appropriate conditions can be created for their independent acquisition; - motivating learning through the involvement of learners in the search, research

⁸² Філософія освіти: навч. пос. / за ред. В. Андрущенко, І. Передборської. Вид. НПУ імені М. П. Драгоманова, Київ, 2009. С. 51-52.

and solution of problems directly related to the real situation; - designing the content and methods of teaching in accordance with the needs of learners; - creating conditions for the implementation of an individual approach to solving the problem, the development of critical thinking in those who learn by clashing opposing views, the disclosure of contradictions during the discussion; - concepts, theories, algorithms, and laws are considered as abstractions that a person creates in the process of studying the real world. According to these abstractions, learning is derived from the actual study of the surrounding reality. That is why constructivism presupposes the learner's focus on "living" rather than artificial learning, on working with the original rather than its derivatives, thus encouraging learners to study independently, formulate hypotheses, and discover laws; - the teacher acts only as a consultant, organizer, and coordinator of research, educational and cognitive activities of adults who are full participants in the learning process and share responsibility for the results of the process and learning.⁸³

Humanism

Humanistic philosophy (founders A. Maslow and K. Rogers) considers the adult as an active subject of the educational process, which contributes to its development and improvement. Human development is presented as the development of innate tendencies to self-actualization. Independence is considered a natural property of an adult. It helps to justify self-government, self-organization as the most acceptable method of learning in adulthood. According to scientists (A. Maslow, M. Knowles, K. Rogers), the purpose of adult education is to develop their personal potential. Among the main provisions of humanistic philosophy, which substantiates the possibilities and prerequisites for adult learning, are the following: from birth, a person is a positive being; individuals are free and autonomous so that they can make their own decisions; each individual is unique with unlimited potential for their development; individuals strive for full self-actualization; people feel responsible for themselves and others. Adult education is seen as an incomplete process that is not subject to rigid planning and due to human needs at different stages of his life.⁸⁴

The humanistic philosophy of adult education follows some basic principles, namely: human nature is a natural good; behavior is influenced by will and autonomy; individuality and opportunity are boundless and must be nurtured; the concept of self presupposes self-

⁸³ О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / О. Огієнко / За ред. Н. Нічкало. Суми, 2008. С. 60.

⁸⁴ В. Витярис. Теоретико-методологические подходы к исследованию проблемы образования взрослых. URL: <http://cyberleninka.ru/article/n/teoretiko-metodologicheskie-podhody-k-issledovaniyu-problemy-obrazovaniya-vzroslykh>

realization; behavior is explained by the perception of the world; individuals are responsible for humanity.

The foundations of humanistic education consist of the following components: the concept of self; that the adult defines himself in terms of the accumulation of a unique set of life experiences; that an adult's willingness to learn is related to developmental challenges unique to this stage of life; that adults are motivated to apply the acquired knowledge immediately.⁸⁵

According to the humanistic approach, the teacher helps in learning but does not manage the learning of students. Teachers and students are partners. Concepts that define humanistic philosophy include experimental learning, individuality, self-control, and self-actualization. Within the humanistic idea, the success of the process of adult learning depends on the determination and ability to mobilize their own efforts for systematic hard work on themselves, overcoming difficulties in climbing to their own creative individuality. The role of knowledge is of great personal importance because knowledge contributes to the development of the inner world of man, his feelings, emotions, help to understand his inner world. Adhering to this opinion, humanists put forward the concept of the relevance of the content of education as a criterion for the selection of educational material.

The psychological basis of humanistic pedagogy is the well-known theory of needs by A. Maslow, which presents a kind of classification of needs. According to the author, everyone is born with a certain set of needs. After satisfying lower needs, their place is taken by higher ones. A conscious need usually becomes a motive for activity. Many motives are in the subconscious, instincts. After "bringing" them to the level of consciousness, they help to solve the problems of preservation of the individual and his progress. Needs of a higher-order strongly correlate with a sense of personal autonomy and the desire for self-realization than the needs of a lower level. This fact confirms the main thesis of A. Maslow's theory. V. Vityaris notes that one of the leading tasks of education is to enrich the motivation of adults.⁸⁶

In addition, to develop a correct understanding and practical organization of the learning process of adults, andragogy theorists also turn to Gestalt psychology, cognitive and activity theories. In general, the evolution of the ideas of the philosophical and psychological sciences has led to the realization of the leading role in the learning process of the learner. This served

⁸⁵ ІІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. Вид. Університетська книга. Суми, 2015. С. 147.

⁸⁶ В. Витярис. Теоретико-методологические подходы к исследованию проблемы образования взрослых. URL: <http://cyberleninka.ru/article/n/teoretiko-metodologicheskie-podhody-k-issledovaniyu-problemy-obrazovaniya-vzroslykh>

as an essential basis for scientists to develop the concept of andragogical approach to the organization of the educational process.

Over the past three decades, a new direction in the philosophy of adult education, the main purpose of which is to analyze and justify personal and social cognitive-communicative transformation - the philosophy of transformative adult education, which sees the prospect of education in the transition to a new way of civilization – informationalism.⁸⁷

Adult education concept

It is known that concepts (from the Latin conception - view) are created in order to determine the direction of many subsequent judgments about their subjects in a certain main way and to set special, special conceptual directions of activity for many projects and people.⁸⁸

The concept of "survival education", which appeared in the early 1970s in the United States, became especially popular. The main representatives of this concept were R. Amara, J. Jones, D. Kaufman, D. Mann, F. Newman, M. Skriven, who believed that the main purpose of education is to learn to survive in conflicts and conflicts. They identified two ways to develop education within survival. The first - special training and education programs that include social and personal issues. Proponents of this path ignore the challenges of comprehensive and, especially, mental development, arguing that knowledge of social and personal issues is more important than cognitive development of abilities.

Instead, proponents of the second approach viewed *"survival education"* as involving students in community life. The idea of learning through communities has gained wide resonance and crystallized into an independent concept of community education. In the American pedagogical literature, this concept corresponds to different names: *"learning through participation"*, *"learning through acting"*. The main purpose of such training is to promote mutual understanding between community members, to solve existing problems or difficult situations in the community. The peculiarity of such training is the voluntary consent to participate, the frequency of changing roles in the group. M. Knowles called the community learning laboratories that help students and groups solve their problems better and more successfully, that is, a natural environment for implementing adult programs.

⁸⁷ ЖІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. – Суми: Університетська книга, 2015. –С. 149.

⁸⁸ А. Теслинов, В. Безлепкин, В. Петров. Обоснование Российской концепции непрерывного образования взрослых: монография. Изд. МИМЛИНК. Москва, 2014. С. 6.

The main thing that distinguishes children's learning from adult learning is the presence of experience in the latter and its use in education. It is the experience that gives a person maturity, and at the same time, creates problems that adults seek to solve in the learning process. The learning process is a means to solve one's own difficulties in real life - this is the perception of an adult student. Based on this position, abroad developed empirical theories of study (M. Knowles, E. Husserl, A. Knox, D. Kolb, R. Fry, P. Jarvis, D. Sean, etc.).

In particular, M. Knowles, in his study on the organization of adult learning, made assumptions about the characteristics of adult students, namely:

1. *Self-esteem.* Adults are more independent (than children) and capable of self-control and responsibility. It is best to make learning unobtrusive by providing guidance and support to students. At the same time, they should be able to discover new information on their own and apply it according to their own educational needs.

2. *Experience of adult students.* As adults, they have a wealth of experience and memory to build on. Adult learning is more focused than children's learning. Hence, it is important to use their specific experience to show how the learning material relates to the student.

3. *Willingness to learn.* Adults will be more interested in studying material focused on specific tasks related to professional and social development.

4. *Focus on learning.* Adults look at learning differently: they are more focused on the urgent need for knowledge than on their longer-term application. Their educational needs are focused on specific tasks rather than on the subject as a whole. For example, a child learns algebra, and an adult can study the scope of a certain type of equation to solve a specific financial problem. Real-life examples are designed specifically for students or the organization in which they work best.

5. *Motivation to learn.* While most children have an external motivation to learn (teachers, parents), most adults have their own motivation and attitude to the result.

M. Knowles also identified a set of principles important for the successful organization of adult learning, in particular:

- it is necessary to reveal to adult students the prospects of individual development and self-improvement;
- help them realize their own interests and expectations from learning;
- to establish a connection between life problems and learning opportunities (new job, the birth of a child et al.);

- address students as individuals with a large baggage of life experience; • encourage an atmosphere of trust and mutual assistance in the study group;
- the teacher must take an equal position with students in discovering new knowledge;
- to support active interest and motivation to study in every possible way; • be able to work at the level at which the students are;
- help to combine new knowledge with existing practical experience of students;
- to form the habit of controlling one's own development in the educational process.
- for the effectiveness of training modules, students must be able to apply knowledge in professional activities or in life;
- didactic material should focus on clear and specific tasks and not on a specific generalized topic.⁸⁹

According to the logic of M. Knowles, these principles are consistently implemented at the following stages of the educational process: creating conditions conducive to learning; working out the mechanism of interaction with listeners (in all directions); determination of priorities and objects of study; determining what life experience each student has; development of the most optimal (from the point of view of all participants of the process) methods and forms of training; analysis of the mastered material and setting new tasks. Thus, the most important requirement M. Knowles considers the recognition of an adult student as an autonomous and responsible subject of the educational process, whose opinion is as important as the teacher of the institution.

In the context of research on the phenomenon of adult education, the problem of intellectual and moral development of the individual, his ability to learn at any age is relevant. Analysis of methods of testing intelligence is contained in the works of K. Cheyet and S. Willis. M. Commens, F. Richards, and K. Armon point out the important cognitive abilities at a later stage of adulthood, which go far beyond formal-operational ones. Classification of learning abilities that develop only in adulthood are contained in the works of S. Brookfield.⁹⁰

The stages of J. Piaget's cognitive development became the basis for adult learning models developed by W. Perry, M. Belenki, B. Klinshi, N. Goldberger, and J. Tarul. The modern theoretical basis of research in adult education are the ideas and provisions of the concept of continuing education, which has become one of the main components of humanistic pedagogy,

⁸⁹ М. Ноулз. Современная практика образования взрослых. Андрагогика против педагогики. Изд. Педагогика. Москва, 1970. 236 с.

⁹⁰ Стадії когнітивного розвитку Ж. Піаже стали основою для моделей навчання дорослих, які розроблено В. Перрі, М. Беленкі, Б. Клінши, Н. Голдбергером, Дж. Тарулом.

as it indicates the need to create optimal conditions for continuing education, which should lead to a high level of general and professional development. The philosophical and pedagogical idea of continuing education involves goal setting as a set of several semantic components. First is the individual's prolonged purposeful assimilation of socio-cultural experience using all parts of the educational system. Second is compliance with the principles of organization of the current education system, an educational policy aimed at creating conditions for human learning throughout his life. The third is ensuring the logical connection and continuity of different levels of education. Particular emphasis in adult education is placed on professional development, retraining in the process of changing professions, adaptation to changing social conditions, i.e., processes that take place outside of basic education.⁹¹

The concept of continuing education is an idea that enlivens the entire educational process and requires the comprehensive and balanced development of society as a whole. It is a commandment of a new way of life, in which work and study are intertwined. It is a way of its intellectualization. Continuing education also means the actual and necessary connection of education and upbringing with the country's political, economic, and social system. In light of this concept, learning and life are closely intertwined, enriching each other. Education, like work, is becoming a means of human existence in the XXI century.

Theoretical research on the organization and international interaction of continuing adult education is led by various international institutions, including the UNESCO Institute for Education (Hamburg) and the International Institute for Educational Planning (Paris). A significant contribution to the spread of adult education in the world is made with the assistance of the International Institute of Education (USA), the Swiss Organization for Adult Education, the International Pedagogical Center in France, the National Institute of Adult Education in Great Britain, the International Institute for Pedagogical Research in Hamburg and others.

Conclusions

The considered general scientific approaches testify to the multifactorial, multidimensional phenomenon of adult education and indicate its interdisciplinary nature. Their integration allows to comprehensively explore various aspects of the functioning of the adult education system, to identify its connection with society, culture, ideals, and values of society, as well as to justify trends in its development. The study of the influence of progressive philosophical trends and theories on the development of adult education allows us to say that modern adult education is

⁹¹ Лук'янова Л. Концептуальні положення освіти дорослих. URL: http://www.rusnauka.com/7_NND_2009/Pedagogica/43099.doc.htm

based on a set of ideas that can significantly change its main goals and objectives in accordance with the social requirements of a modern democratic society.

Despite the different theoretical views of scientists, adult education is mainly seen as a lifelong process whose task is to create conditions to meet the educational needs of citizens, their opportunities for professional development and self-realization, increase the efficiency and effectiveness of their lives. The search for new theoretical concepts is considered a key issue for the further development of the adult education system.

ADULT LEARNING THEORIES IN PROFESSIONAL HIGHER EDUCATION

Introduction

Widening participation of adults in professional higher education is becoming vital in European countries to overcome current economic challenges and respond to the demand for new skills and sustainable development in increasingly digitalized world economy. According to OECD statistics, Germany, Italy, Spain, Poland, the United Kingdom, France, and the Netherlands are among the top ten European countries in terms of the number of adult students entering HEIs⁹².

Adult students are non-traditional students who have three groups of characteristics, including a) social – status, involvement in the social life of society, which is determined by professional, economic, political, and other interests; b) socio-psychological – beliefs, attitudes, habits, social experience; and c) psychological – formed mental mechanisms of perception, attention, memory, thinking, as well as autonomy, personal responsibility, motivation and reflection. So they need andragogical approach in organizing their learning in HEI, which should take into account main ideas of adult learning theories, such as self-directed learning, transformative learning, and experiential learning theories.

Self-directed learning

It should be noted that the concept of self-directed learning is defined differently by researchers. Thus, M. Knowles defined it as a process in which adult students take the initiative in diagnosing learning needs, developing learning goals, identifying human and material resources for learning, selecting and applying appropriate strategies, and evaluating learning outcomes with the help of others (teachers) or without it⁹³. This definition can be represented as a linear model of self-directed learning by M. Knowles: diagnosing needs → goal formulation → resource definition → choice of strategies → evaluation of results.

⁹²OECD.Stat. Enrolment by age (2010 – 2018).(2019). URL: <https://stats.oecd.org/index.aspx?queryid=79474#>

⁹³M., Knowles. Self-directed learning: A guide for learners and teachers. Prentice Hall, Englewood Cliffs, 1975, p. 18.

In an alternative definition by R. Brockett and R. Hiemstra, self-directed learning is a combination of procedural and personal elements, where an adult is primarily responsible for learning⁹⁴.

The first linear types of self-directed adult learning, proposed by A. Tough and M. Knowles, have an instructive nature. Later models of self-directed learning are more interactive and multicomponent, because they take into account the personal characteristics of adults, the context in which learning takes place, external factors (circumstances), as well as the mode of learning.

J. Spear and D. Moker have carried out research on self-directed learning in the light of K. Lewin's Field Theory. The research by J. Spear and D. Mocker has shown that adult's learning is determined by the circumstances more than adult's determination or inner focus⁹⁵. They have introduced the concept of circumstances organization, which questions the linear nature of self-directed learning, and at the same time emphasizes the importance of external factors (or external motives) which affect adult's decision-making on learning and its design. This makes it possible to influence adult's learning through the creation of certain circumstances.

In contrast, the main component of the model of self-directed learning by R. Brockett and R. Hiemstra (PRO Model) is adult's personal responsibility. The authors of the PRO Model claim that adults are able to take personal responsibility for their own learning. By the definition, personal responsibility in the context of learning is the ability or willingness of people to take control of their own learning, which determines their potential for self-control⁹⁶.

In the PRO Model, self-directed learning is considered in two planes: learning process (external characteristics) and a learner (internal characteristics). The theory determines a teacher-student interaction, where a student takes primary responsibility for planning, implementation, and self-assessment of his learning. The teacher oversees the process. The "student's self-direction" component contains adult student's characteristics that enable personal responsibility for his learning. The integration of external and internal characteristics contributes to the formation of the component of "self-direction in learning". The components are located inside the circle in which the training takes place. It is referred to as "social context factors". The presence of a component of the social context in the Pro Model indicates that

⁹⁴ R., Brockett, & R., Hiemstra. Self-direction in adult learning: Perspectives on theory, research, and practice. Routledge, New York, 1991, p. 24.

⁹⁵G., Spear & D., Mocker. The organizing circumstance: Environmental determinants in self-directed learning. *Adult Education Quarterly*, 35(1), SAGE Publications, USA, 1984, pp. 1–10.

⁹⁶ R., Brockett, & R., Hiemstra. Self-direction in adult learning: Perspectives on theory, research, and practice. Routledge, New York, 1991, p. 26.

learning takes place to a greater extent in the social environment and emphasizes its role in the formation of responsibility.

Further development of the theory of self-directed learning has been found in the four-dimensional scheme of self-directed learning by Ph. Candy, who considers learning as adult's multiple activities. The author considers self-directed learning in two planes: as a goal and as a process. In the case of the goal, self-direction is a personal attribute (personal autonomy), willingness, and ability to conduct their own learning (self-direction). In the case of the process, self-direction is a way of learning organization in a formal environment (self-control) and a personal desire for learning in a natural (informal) social environment (self-didactics)⁹⁷.

At the same time, J. Grow observed self-control variability in adult learners, so he developed his phase-model of self-directed learning⁹⁸. In J. Grow's theory, adults move linearly from the first step to the fourth, and the teacher chooses strategies that correspond to the level of adult student's self-direction.

In the late 1990s, Canadian researcher D. Garrison developed a theory of self-directed learning⁹⁹, which includes aspects of self-direction, self-control (cognitive reactions) and motivational factors explaining the process of self-directed learning. According to D. Garrison, motivation has a pervasive effect on self-directed learning. It affects both the decision to learn (input motivation) and the effort required to maintain determination in learning (task orientation). It also influences the cognitive and metacognitive processes of adult students (self-control) and the amount of responsibility they take on to design their learning.

Analysis of the presented models of self-directed adult learning provides grounds for determining its essential characteristics:

- adult students take responsibility for various decisions related to learning activities;
- self-direction is seen as a continuum, or characteristic that exists to some extent in each person and learning situation;
- self-directed learning can take place in different learning environments;
- self-directed adult students are able to transfer knowledge and skills from one situation to another;

⁹⁷ P., Candy. Self-direction for lifelong learning: a comprehensive guide to theory and practice. Jossey-Bass Publishers, San Francisco, 1991, p. 23.

⁹⁸ G., Grow. Teaching learners to be self-directed. *Adult education quarterly*, 41 (3), SAGE Publications, USA, 1991, pp.125–149.

⁹⁹D., Garrison. Self-Directed Learning: Toward a Comprehensive Model. *Adult Education Quarterly*, 48(1), SAGE Publications, USA, 1997, pp. 18-33.

– self-directed learning can include various activities and resources, such as independent reading, participation in research groups, internships, electronic communication, reflective activities in writing, etc.

Transformative learning

The founder of transformative learning is considered to be J. Mezirow, who reveals the relationship between the process of transformation of mental experience and adult development during learning. According to J. Mezirow, adult learning increases an adult's knowledge and helps to reinterpret the experience, which influences the adult's future behavior and opens opportunities for new roles in a society¹⁰⁰. Thus, learning is understanding of adult's experience, making changes in his beliefs and attitudes. The process and result of transformative learning is personal development¹⁰¹.

The well-known ten-step process of transformation of adult's thoughts and attitudes by J. Mezirow¹⁰² is initiated by a dilemma that disorients, becomes a personal crisis. This crisis makes an adult to analyze and critically understand the assumptions and beliefs that guided him in the past, but they no longer seem acceptable to him. This conclusion makes the adult to find new ways to deal with the dilemma, often with the help of others. At this point, the adult gets new understanding, new perspectives in communication with others. J. Mezirow's theory is based on the idea of ideal conditions for this dialogue or discourse of the German philosopher J. Habermas (a discourse aimed at a more delicate, respectful, non-dominant, and non-destructive communication)¹⁰³. As a result, a new, transformed thought is formed, which is more meaningful, flexible and integrative than the previous one.

Thus, the whole cycle can be divided into three parts. Possessing his own experience, the adult first feels alienated from the generally accepted social roles, then there is a reframing – the restructuring of adult's vision of reality and his place in it. As a result, the stage of conventional solidarity begins, which is reintegration into society with a new vision of the surrounding reality¹⁰⁴.

¹⁰⁰ J., Mezirow. Transformative dimensions of adult learning. Jossey-Bass, San Francisco, 1991.

¹⁰¹ J., Mezirow. How critical reflection triggers transformative learning. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. Jossey-bass, San Francisco, 1990, p. 14.

¹⁰² J., Mezirow. Perspective transformation. *Adult education Quarterly*, 28(2). SAGE Publications, USA, 1978, pp. 100 – 109.

¹⁰³ J., Mezirow. Transformation theory of adult learning. In M. R. Welton (Ed.), *In defense of the lifeworld*. State University of New York Press, New York, 1995, p. 54.

¹⁰⁴ Ibid

Due to the fact that an adult goes through these significant stages of perspective transformation in the learning process, he gradually acquires personal maturity. Perspective transformation can take place in two dimensions. Each dimension is associated with a change in meaningful schemes. On the one hand, it can occur painlessly due to the accumulation or combination of transformations in the established meaningful schemes. On the other hand, perspective transformation can also be epoch-making and painful while changing meaningful perspectives, or sets of meaningful schemes, as this dimension includes a comprehensive and critical reassessment of oneself¹⁰⁵.

In transformative learning, J. Mezirow distinguishes four types. The first one serves as a detailed review of the existing point of view – an adult can further seek evidence to support, expand its range or intensity. The second one involves the formation of a new point of view. The third one changes the point of view. The fourth one transforms the habits of mental activity¹⁰⁶.

Transformative learning occurs using the following teaching methods: group projects, role-playing games, cases, modeling, concept maps, biographical stories, etc. The key idea of choosing a method or form of learning is to help the adult to actively engage the concept in the context of his life and to critically assess new knowledge¹⁰⁷. These methods should encourage critical thinking and develop experience in discourse.

A teacher in transformative learning acts as a facilitator and moderator. The facilitator encourages students to maintain order, justice, respect, responsibility, promote equal cooperation, provide equal opportunities for students' participation.

Essential characteristics of transformative adult learning can be presented as follows:

- transformative learning is considered a communicative theory of adult learning;
- adult experience is the starting point and basis for transformative learning¹⁰⁸.

Experience is seen as a social construct, so it can be deconstructed and transformed;

- critical reflection is considered characteristic of transformative adult learning;
- rational research is the main environment through which transformation occurs¹⁰⁹

¹⁰⁵ J., Mezirow. Transformation theory of adult learning. In M. R. Welton (Ed.), In defense of the lifeworld. State University of New York Press, New York, 1995, p. 54.

¹⁰⁶ J., Mezirow. Learning as transformation: Critical perspectives on a theory in progress. Jossey-Bass, San Francisco, 2000, p. 43.

¹⁰⁷ J., Mezirow (Eds.). Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. Jossey-Bass, San Francisco, 1990.

¹⁰⁸ J., Mezirow. Transformation theory of adult learning. In M. R. Welton (Ed.), In defense of the lifeworld. State University of New York Press, New York, 1995, p. 47.

¹⁰⁹ J., Mezirow. Transformative dimensions of adult learning. Jossey-Bass, San Francisco, 1991, p. 77.

- critical reflection, awareness of beliefs, and participation in scientific research become important elements in determining learning needs, setting learning goals, developing materials and methods, assessing the progress of adult students using methods such as portfolio;
- transformative learning reflects the process and outcome of adult development¹¹⁰;
- training materials in transformative learning reflect real-life experience of adults and are designed to facilitate their participation in discussions in small groups to determine causes, study evidence that encourages reflective thinking;
- adult learning is about discovering and creatively finding ways to solve problems;
- transformative learning is characterized by a horizontal type of student-teacher relationship built on mutual trust, which creates a safe educational atmosphere for communication and facilitates the transformation process, etc.¹¹¹.

Experiential learning

It should be noted that the transformation of adult experience has become the basis for the theory of experiential learning, but not at the mental level, as in transformative learning, but in practice. From the point of view of this theory, learning is defined as the process by which knowledge is formed through the transformation of experience, i.e. knowledge – is the result of a combination of understanding and transformation of experience¹¹². However, the understanding of experience is a process of accepting information, and the transformation of experience is the interpretation of information and action based on this information. The theory of experiential learning is a dynamic view of learning that is based on the learning cycle, driven by the dual dialectic of "action / reflection" and "experience / abstraction."

British scientist P. Burnard, characterizing experiential learning, identifies several of its main attributes, in particular:

1. Action: the student is not a passive vessel, but an active participant; involved in physical movement, not just sitting.
2. Reflection: learning occurs only after the reaction to the action.

¹¹⁰ J., Mezirow. Transformative dimensions of adult learning. Jossey-Bass, San Francisco, 1991, p. 152.

¹¹¹ J., Mezirow (Eds.). Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. Jossey-Bass, San Francisco, 1990.

¹¹² D., Kolb. Experiential Learning: Experience as a Source of Learning and Development. Prentice-Hall, Upper Saddle River, NJ, 1984, p. 41.

3. Phenomenological attribute: objects or situations are described without assignment of values or interpretations; the student must determine for himself what is happening; the teacher's point of view should not be automatically imposed.

4. Subjective human experience: view of the world from the point of view of the student, instead of the teacher.

5. Human experience as a source of learning: experiential learning is an attempt to use human experience in the learning process¹¹³.

D. Kolb designed a cycle of experiential adult learning, in which the experience of an adult is a key element. D. Kolb considers the cycle of experiential learning as a central principle of his theory, in which direct or concrete experience is the basis for observation and reflection. Observation and reflection are assimilated and transformed into abstract concepts providing a new meaning to actions, which, in turn, leads to new experiences. D. Kolb depicts the process of experiential learning as an idealized learning cycle or spiral, where a student goes through all the stages - the implementation of a practical task, reflection, thinking, and action¹¹⁴.

D. Baud has suggested two important assumptions about experiential learning. The first one – learning is always based on previous experience and this experience should be taken into account. Therefore, it is necessary to create links between new and existing experiences so that students can analyze and understand new experiences¹¹⁵. The second one – experiential learning is active, it engages students in interaction. Interaction and intervention are called the learning environment by D. Baud, i.e. the social, psychological, and material environment in which a student studies¹¹⁶.

The American researcher of experiential learning Ch. Itin has developed a "Diamond Model" of experiential learning, which illustrates teacher-student relationships. This model clearly shows the cycle of student's experiential learning and the process of teacher's experiential learning. The model recognizes the role of the teacher as a mediator who learns with students. Thus, through relationships, students and educators influence each other in the process of constructing knowledge¹¹⁷.

¹¹³ P., Burnard. Teaching interpersonal skills: A handbook of experiential learning for health professionals. Chapman & Hall, London, 1989, p. 14.

¹¹⁴ Indiana University.(2006). *Experiential learning notations on Indiana University official transcripts*. URL:<http://registrar.iupui.edu/experiential-learning.html>.

¹¹⁵ D., Boud. Conceptualising learning from experience: developing a model for facilitation. *The 35th Adult Education Research Conference Proceedings, Knoxville, 20–22 May, 1994*. University of Tennessee, Knoxville, p. 3.

¹¹⁶ Ibid, p. 4.

¹¹⁷ Ch., Itin. Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st century. *Journal of Experiential Learning*, 22(2). SAGE Publications, USA, 1999, p. 93.

Ch. Itin's theory of experiential learning focuses on the learning process, specific experience, learning environment, and subject matter. All elements of the model are interacting¹¹⁸. The author of the model believes that the transaction between the student and the elements of the model can be better understood through three types of relationships, in particular: 1) the student to himself; 2) the student to the learning environment; and 3) the student to the teacher.

Analysis of theories of experiential adult learning shows that they are based on the transformation and interpretation of the experience gained by students during practical work. In this case, the teacher plays the role of facilitator or coach, not a translator of reality or a provider of truth. Experiential education equips students with the competencies they need to succeed in the real world and creates a unique opportunity to prepare students for professional careers.

Conclusions

The most common theories of adult learning in higher education are theories of self-directed learning which reveals the internal and external aspects of independent cognitive activity of adults, transformative learning which reveals the cognitive process of adult learning, as it considers learning as an understanding of adult experience, changes in their beliefs and views important for personality of the future specialist; experiential learning which considers the transformation of experience at the practical level, which is especially relevant for professional higher education programs. Each of them makes a great contribution to the overall picture of andragogical knowledge about adult learning, allows understanding the nature of adult learning in higher education and allows to choose the best forms, methods and tools.

¹¹⁸Ibid, p. 94.

PROGNOSTIC POTENTIAL OF INTERNATIONAL ORGANIZATIONS' RESEARCH FOR ADULT EDUCATION DEVELOPMENT

Introduction

The study of adult education in the context of global mega-trends has two main objectives. First, it is necessary to better prepare adult education for the changes taking place in the economic, social and technological spheres. Education must be renewed in order to fulfill its mission of promoting the development of the individual as a person, a citizen and a professional. In a complex and changing world, this may require reorganization of the formal and non-formal educational environment and rethinking of adult education content. Second, it is important to better understand how adult education influences changes in the personal and professional lives of different segments of the population by developing skills and competencies needed. It is a powerful tool for overcoming inequalities in society that can help combat the growing fragmentation and polarization, empower citizens who can take responsibility for their own lives and build democratic institutions. The world has accumulated considerable meaningful experience in the development of the theory and practice of adult education, which is disseminated and implemented through the activities of international organizations on a global scale, including UNESCO. This international organization generates ideas and builds educational policies that are based on reliable statistics and the results of global empirical research.

In these circumstances, the particular scientific interest is study of adult education trends in the interaction of man, society and the state, as well as identifying positive and negative features of foreign experience that must be considered in outlining national strategic priorities and developing legislation to ensure adult education in Ukraine. The predicted consequences need careful analysis, as in many cases there is not enough empirical and theoretical research base for the successful implementation of the developed measures. However, in the author opinion, it is better to use good lessons from the foreign experience than to look for profitable ways to develop adult education in Ukraine through the systematic trials and errors. After all, according to the analysis of factual material, different countries of the world have common directions of adult education reforming in the context of globalization and integration; in particular to develop a common strategy for adult education and its gradual optimization, increase attractiveness, expand the market for educational services.

The paper is based on an integrated analysis of key UNESCO documents, Global Reports on Adult Learning and Education (2009, 2013, 2016, 2019), that outlines the impact of evidence-based research in supporting the development of educational policy in adult learning in the global educational environment. On the basis of meta-theoretical analysis of fundamental studies on critical pedagogy (J. Habermas, T. McCarthy, P. McLaren), and the use of a method of integrated analysis (R. Torraco) of scientific, educational and methodical literature on certain topics were reviewed, studied, analyzed critically and synthesized literature to generate new conceptual ideas and perspectives of a research issue¹¹⁹. It was noted that critical theory in the wider sense does not mean a specific "theory or holistic research program, but involves a variety of (theoretical) discourses", different "in origin, content, direction". Such discourses are usually called psychoanalysis, poststructuralism, feminism, multiculturalism, the study of racism, ethnocentrism, colonialism, and so on. Critical theory asserts "as the most effective means of the ideological mechanisms involved in the production of knowledge on the "reverse side of education"¹²⁰. McLaren considered that, according to the critical theory, formal education in modern society trains students for two main roles: dominance or subordination in the existing social structure¹²¹. The main interest of critical pedagogy theorists (A. Gramsci, P. D. Kellner) is creating conditions for overcoming such stereotypes and shaping a society based on just social relations. They believe that a person can transform both himself and social institutions by creating various alternative structures (including alternative educational institutions)¹²². The author convinced that the outlined principles of critical pedagogy in the second half of the XX century became the basis for the creation and establishment of formal and non-formal adult education in UNESCO political and strategic discourses.

UNESCO Approach to Shaping Adult Education Policy through Research

UNESCO is one of the few international organizations to promote democratic adult education programs despite the globally recognized economic feasibility of lifelong learning for adults at the beginning of the XXI century. In the global education environment, UNESCO is the only international organization where the global educational community participates, in contrast to the OECD and the World Bank, which unites mainly industrialized countries and covers much narrower range of educational issues. Since 1945 UNESCO's activities in the field of lifelong

¹¹⁹Torraco. Writing integrative literature reviews: Guidelines and examples. Human Resources Development Review, 2005. № 4. p. 356.

¹²⁰В. Фурс. Социальная философия в непопулярном изложении. ЕГУ: Вильнюс, 2006.

¹²¹И. Фрумин. Вызов критической педагогики. Вопросы философии, 1998. № 12. С. 57– 68.

¹²²D. Kellner. Toward a Critical Theory of Education. Journal Democracy & Nature, 2003. № 9 (1). pp. 51–64.

learning have been aimed at shaping a new international order, affirming the main role of education in the development of personality and strengthening its social ties.

The starting point in the history of UNESCO's international educational policy on adult education is considered to be an adoption of the "Recommendations on the Development of Adult Education" (hereinafter – the Recommendations) at the UN General Conference on Education, Science and Culture in Nairobi in 1976¹²³. It was in this document that the concept of "adult education" was substantiated on a global scale, the key guidelines of its formation were formulated and the basic principles of development were defined. Today, these are widely quoted classic statements that are used by scholars and practitioners in the adult learning and form the theoretical basis of this field of education. A study of this document shows that an adult education is becoming an integral part of the education system of the twentieth century in accordance with the principles of lifelong learning. The Recommendations emphasize, in particular, the responsibility of countries consider the importance of adult education as a special optimizing component of the entire education system and its promotion as an element of socio-cultural and economic development. The study shows that in the second half of the 1980's and mid 1990's researchers and managers of adult education studied complex methodological issues. In the course of general theoretical research of the problem, conceptual frameworks were revealed; the scope of socio-economic, political, organizational, and administrative context of its implementation was studied.

Modern strategies of global development are based on the principles of comprehensive development of human potential where the role of education is constantly growing and becoming dominant. At the beginning of the XXI century determinants of society are the conditions that mainstream the development of adult education, in particular the rethinking of its basic guidelines, because our time is characterized by extremely active processes of obsolescence and, accordingly, the renewal of knowledge. Such contexts are: adoption of international legal acts on adult education; perspective of global, regional and local educational environment; building a positive image of adult education; prioritizing humanistic education by the pedagogical community; development of the concept of balanced educational policy; development of democratic educational programs.

These processes stimulate the acquisition of new knowledge and competencies to ensure effective social and professional development of a person throughout life. To solve the issues of the society adult education should provide opportunities that will allow a person: to learn to

¹²³UNESCO.Recommendation on the development of adult education. UNESCO: Nairobi, 1976.

know, that is, to provide the expertise for understanding what is happening in the world; learn to make the necessary changes in the environment; learn modern way to participate in all spheres of life and collaborate with other people; after all, just learning to live in a diversified, fast-paced, multitasking world. From this point of view, adult education is considered a leading factor in ensuring national security in the context of globalization, "the key to the XXI century"¹²⁴.

UNESCO, as a leading United Nations education organization, helps countries to conceptualize and implement the task of education systems modernization at all levels, including adult education in the formal, non-formal and informal education. At the international level in order to assist all countries participation in international joint activities to ensure quality lifelong learning for their citizens, UNESCO disseminates experience in education planning and management; generates ideas and builds educational policy based on reliable statistics and the results of empirical research; formulates the need and promotes activities to ensure adult education of an inclusivity and innovation by implementing a coherent educational policy and an agreed action plan. Analytical processing of information, theoretical research, and determination of strategic plans of international educational policy is carried out by UNESCO within the specially created institutions, including the International Institute for Educational Planning and the Institute for Lifelong Learning. Leading analysts of these institutions (C. A. Torres, K. Medel-Anonuevo, R. Desjardins) agree that all UNESCO member countries face two very important challenges in the development of adult education, namely: 1) development of critical importance of research and scientific knowledge of adult education and 2) the development of effective management and governance of adult education, which are inextricably linked¹²⁵.

In our opinion, the study of the phenomenon of interdependence of research and building of effective educational policy, which in academic circles of foreign countries is called "evidence-based policy research" by C. Medel-Anonuevo, C. A. Torres, R. Desjardins; "evidence-informed policy research" by T. Burns, T. Schuller. In particular, T. Burns and T. Schuller, based on the statement of the representative of critical pedagogy P. Freire about the continuity of policy and education, interpret the term "evidence-based research of educational policy" as "honest and

¹²⁴International Conference on Adult Education. Fifth international conference on adult education, Hamburg, Germany, July 14–18, 1997: Final report. UNESCO: Paris, 1997.

¹²⁵ C. Medel-Anonuevo, C. A. Torres, R. Desjardins. CONFINTEA VI follow-up: the challenges of moving from rhetoric to action. *International Review of Education*, 2011. № 57 (1–2). pp. 1–8.

open use of current research results for policy making and conscious opt¹²⁶. They argue that this approach differs from traditional research that seeks to make "informed" decisions, while the latter are mostly focused on developing theoretical approaches and testing hypotheses.

However, comprehending the cited definition, we consider it is necessary to note that both types of research are important for the formation of educational policy, because basic research fills new scientific knowledge with practice-oriented intelligence, expands their methodological tools and deepens terminological field, verifies the reliability of statistics as a rule, makes it impossible to dissociate the empirical-analytical components of research from the normative-creative ones.

According to the analysis of UNESCO's analytical, statistical, reference and recommendation documents, this organization has always combined both presented types of research, providing leadership in promoting new approaches to understanding and elaborating various aspects of adult education. After all, at the national level of any country, politicians and officials are usually reluctant to conduct special research in the formation of educational policy, if they do not provide them with political dividends¹²⁷. However, according to the vast majority of scientists, the current state of research in the education system, not only in the field of adult education, is characterized by a lack of critical analytical developments, which negatively affects its quality. Under these circumstances, the growing influence of civil society institutions and various social movements on the delineation of new directions in the educational policy of adult education and their practical implementation cannot be ignored.

On promoting the role of civil society as well as the definition of clear objectives for adult education is discussed in the UNESCO Recommendations on Adult Learning and Education (2015), as well as in the Third Global Report on Adult Learning and Education (2016) of the UNESCO Institute for Lifelong Learning. These comprehensive complementary documents are intended to assist the international community in developing and implementing a long-term policy of cooperation between governmental and non-governmental institutions, as well as civil society to:

- ensure that adult education programs meet the needs of different categories of adults (this process is active in 68% of UNESCO member-states);

¹²⁶ T. Burns, T. Schuller. Evidence-informed policy in education: New opportunities and challenges. In R. Desjardins, K. Rubenson (Eds.). Research of vs research for education policy: In an era of transnational education policy-making. VDM Verlag: Saarbrücken, 2009. pp. 58–73.

¹²⁷ C. Medel-Anonuevo, C. A. Torres, R. Desjardins. CONFINTÉA VI follow-up: the challenges of moving from rhetoric to action. *International Review of Education*, 2011. № 57 (1–2). pp. 1–8.

- adoption of new strategies for the development of adult education (70% of countries);
- literacy and basic skills learning (85% of countries);
- establishing a legal framework for the recognition, certification and accreditation of non-formal and informal learning programs (71% of countries);
- an increase in adult education programs funding (57% of countries);
- development of training and retraining programs for teachers and instructors for adult education (81% of countries)¹²⁸.

The second, no less important, challenge is the development of effective governance in adult education. According to the UNESCO Fourth Global Report on Adult Education and Training (2019) progress in adult education policy-making and management in 152 respondent countries is encouraging, but insufficient, as some countries continue to lag behind. For example, two-thirds of the countries reports significant progress in this area since 2015, with 44 countries (almost 30%) not providing any data on changes in adult learning and post-employment policies in 2015 includes 17 countries located in the Asia-Pacific region (47% of this region). The most important problem in these countries is the lack of development and implementation of new legislation, which increases the risks of not receiving multiple benefits from adult learning and education at both the state and public levels. It is noted that five countries (3%) reported regression in the development of adult education policies since 2015. We find disappointing the situation around the recognition, validation and accreditation of non-formal and informal learning, as 66% of countries reported the lowest level of educational policy development. At the same time, three-quarters of countries reported significant improvements in the management of adult education and training. Management structures that help implement different policy strategies have significantly strengthened the use of effective coordination and reliance on strong and honest partnerships between different stakeholders in the adult education¹²⁹.

As can be seen from the processed national and global reports, UNESCO has challenged to moderate the stakeholders (government agencies, NGOs, adult staff, adult students) activities in the development of adult education at various stages of this process. However, this case is not the sole responsibility of UNESCO. All stakeholders should be responsible for

¹²⁸UIL. The Third Global Report on Adult Learning and Education (GRALE III). UNESCO Institute for Lifelong Learning: Hamburg, 2016.

¹²⁹UIL. 4 Global Report on Adult Learning and Education: Leave no One Behind: Participation, Equity and Inclusion. UNESCO Institute for Lifelong Learning: Hamburg, 2019.

developing and maintaining effective governance to achieve goals at all levels, from global to local (global to regional, sub-regional to national, subnational to local), and local to global.

One of the most important challenges UNESCO faces today in adult education is effective structures shaping that promote democratic governance (or bottom-up governance), while ensuring the coherence of views for effective communication of all stakeholders and the mobilization of financial and human resources to attain common goals. Experts point to the lack of a global understanding of the concept of lifelong learning formulated by UNESCO, as it seems remote from local realities and therefore requires prior coordination and conscious understanding. This points to the urgent need to strengthen UNESCO's efforts to develop complementary mechanisms for disseminating and discussing the policy concepts by coherent understanding and can be shaped through systematic dialogue and international exchange of diverse national reports. At a minimum, this includes:

- strengthening data collection capabilities (qualitative and quantitative);
- creation of networks and platforms for consultations between key stakeholders on the forefront of joint discussions at the international level;
- providing expert advice based on the study of synthesized research results and reports of international discussions¹³⁰.

In our opinion, the key challenge for establishing effective governance in the field of adult learning and education for the near future is the promotion, support and development of these tools and instruments.

Conclusions

Understanding the impact of mega-trends on the content of adult education is a means of expanding our horizons and information base in education policy decision-making. In responding to the challenges of population growth and aging, inequality, climate change and resource scarcity, we need to focus on sustainable societal processes and identifying the needs of future generations. The author believes that the generalized foreign experience of adult education development will make us aware of the need to create the system of adult education in Ukraine on the basis of harmonization of national traditions and world heritage rooted in the principles of democracy and humanism.

It is found that the development of adult education is necessary due to the dynamics of social, scientific and technological improvement; changes in the content and nature of work and

¹³⁰C.A. Torres. From Hamburg to Belem: the limits of technocratic thinking in adult learning education. *International Journal of Lifelong Education*, 2015. № 34 (1).pp. 22–31.

social activities of people; increased free time and opportunities for its effective use; labor market demands, the main requirements of which are to increase the competence and skills of the professional. Adult involvement in lifelong learning not only encourages meeting own needs, but also ensures self-fulfillment to a free choice of a place, time and a pathway of improvement.

It is proved that since the second half of the XX century up to now UNESCO has played a key role in shaping and disseminating the concept of lifelong learning in education policy. The concept, in essence, involves the restructuring of the existing education system and use of educational perspectives of adults externally the traditional education system in order to influence the development of different social groups and individual development of each person. The world has accumulated considerable meaningful experience in the development of the theory and practice of adult education, which is accumulated, disseminated and implemented through the activities of international organizations on a global scale, including UNESCO. This international organization generates ideas and builds educational policies that are based on reliable statistics and the results of global empirical research.

Section 2.

MODERNITY: INNOVATIONS, TECHNOLOGIES

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PROFESSIONAL SELF-IMPROVEMENT OF A TEACHER OF A HIGHER EDUCATION INSTITUTION IN THE CONTEXT OF EUROPEAN INTEGRATION PROCESSES

Introduction

In the context of modern global challenges, European integration processes and national realities, the need to rethink the content, goals and strengthen the requirements for professional activity of the academic staff of higher education institutions is becoming urgent. Ukraine's entry into the European Higher Education space, which has been taking place in recent years, determines the study and implementation of EU standards for the organization of the educational process in higher education. An analysis of the European educational policy and university practice shows that ensuring the quality of teaching is one of the priorities for implementing the Bologna Process.

In particular, the Paris communique (2018) notes the importance of ensuring «high-quality education and promotion in academic careers», a modern and innovative level of teaching and continuous professional development of research and teaching staff, etc.»¹³¹

The issue of improving the quality of teaching was also on the agenda of the conference of Ministers of higher education of the European Higher Education Area «Embrace the challenge, create new opportunities and cancel differences» (Rome, Italy, 2020).¹³² Annex III to the Rome ministerial communique adopted «Recommendations for national/governmental support/action for the enhancement of Higher Education Learning and Teaching in the EHEA».¹³³

¹³¹Paris communique. Paris, May 25, 2018. Translation with the support of the EU Project «National Erasmus+ office in Ukraine». 2018. 48 p. (in Ukrainian)

¹³²ROME MINISTERIAL COMMUNIQUÉ, 19 November 2020/English version with translation into Ukrainian language. Translation with the support of the EU Project «National Erasmus+ office in Ukraine»
URL: https://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf

¹³³Rome communique, November 19, 2020 Appendix III. Recommendations for national authorities on the development of teaching and teaching in higher education in the EPVO. URL: <https://erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/materialy-here-team/1904-dokumenty-yevropeiskoho-prostoru-vyshchoi-osvity-yepvo.html>

This document defines among the goals of educational policy in the EU countries «promoting continuous improvement of teaching by supporting higher education institutions in strengthening the continuous professional development of teachers cross-border exchange of successful practices».

It is important to note that it is also recommended to strengthen the capacity of higher education institutions and systems to improve learning and teaching, in particular by: including the issue of improving learning and teaching in National Higher Education Strategies and approaches.¹³⁴

Features of the activity of teachers of higher educational institutions

The appeal to the Ukrainian normative legal field and the scientific fund of the XX-XXI centuries allows us to state an insufficient level of development of the problem of teaching activities of scientific and pedagogical workers, its goals, specifics, etc. At the same time, we note that in recent years there have already been positive trends in this direction. In particular, on the one hand, a legislative framework is being formed that regulates the professional functions and competencies of teachers of higher educational institutions. Thus, the law of Ukraine «On Higher Education»¹³⁵ states that the activities of scientific and pedagogical workers are complex and multifunctional, the tasks of which are both conducting scientific research and organizing educational and methodological work at a high professional level. Similarly to the professional standard, the group of professions «Teachers of higher educational institutions»¹³⁶ declared the need to carry out activities in various areas. Thus, among the general and professional competencies, labor functions of a teacher of a higher education institution, the need to carry out both scientific (D, E, ZH) and methodological (A, E) activities, providing teaching (B, C), directing creative and research work of students (E), organizational aspects (E) is determined.

On the other hand, domestic scientific research was initiated (I. Drach, I. Bekh, N. Butenko, A. Vasilyuk, O. Volobuyeva, S. Kalashnikova, V. Kremen, A. Kuzminsky, N. Lazarenko, M. Larionova, V. Lugovoy, L. Lukyanova, Yu. Skiba, O. Yaroshenko, etc.), the subject of which is determined by the features, content and tasks of the Higher School teacher's activity.

¹³⁴ The same

¹³⁵ The Law of Ukraine «On higher education». Information of the Verkhovna Rada (VVR), 2014, N. 37-38. URL <https://zakon.rada.gov.ua/laws/show/1556-18#Text>.

¹³⁶ Professional standard for the group of professions «Teachers of higher educational institutions» .Order N. 610 of the Ministry of economic development, trade and agriculture dated 23.03.2021. URL <https://mon.gov.ua/ua/news/zatverdzheno-standart-na-grupu-profesij-vikladachi-zakladiv-vishoyi-osviti>.

First, Ukrainian scientists conduct research on the study and implementation of foreign experience in improving the training of a higher school teacher. According to N. Lazarenko, the current requirement of Ukrainian universities is to study and analyze European integration processes in the education system in order to «identify the most important trends in the development of education in the EU countries, concepts and models of Teacher Education Development; find out the specifics, characteristics of the functioning of pedagogical universities in the context of European integration, etc.»¹³⁷ A. Vasilyuk¹³⁸ gives a positive assessment of European integration in improving the higher education system of Ukraine. In her opinion, such processes are an impetus for reforming national education systems, overcoming inertia and conservatism. In addition, they open up new opportunities and prospects for the development of science as a whole. It is a balanced, well-founded integration that can become an impetus for personal and professional self-realization of scientists and young people, and so on.

In the context of studying world and European approaches, the works of foreign scientists are of interest (B. Birman, L. Desimone, A. Porter, M. Garet, J. Scheerens, I. Heller, R. Daehler, N. Wong, C. Wolhuter, R. Wootten, M. Shinohara, V. Spink, W. Miratrix, etc.), which presents various aspects of the activity of research and teaching staff, its features, content, directions, tasks, etc. Researchers from different countries analyze the role of teachers in society as a whole and the specifics of teacher training, taking into account the requirements of the XXI century (C. Wolhuter¹³⁹, Greece); they study the problem of the effective teacher in the 21st century (Spink B.¹⁴⁰, Australia); gives a detailed description of the innovative teacher (R. Wootten¹⁴¹, USA).

On the other hand, the Russian scientific discourse devoted to studying the specifics of the professional activity of a higher school teacher is gradually being formed. Scientists point to the social functions of the activity of scientific and pedagogical workers as a whole as the intellectual elite of the state at the present stage of its development. According to O. Volobuyeva¹⁴², it is necessary to take into account «that a teacher of the XXI century is not

¹³⁷ Lazarenko N. I. Professional training of teachers in pedagogical universities of Ukraine in the conditions of European integration: monograph. Vinnytsia: Druk LLC, 2019. 389 P.

¹³⁸ Vasilyuk A. Etiology and conditions of educational reforms. Comparative pedagogical Studies: 2009. № 1. pp. 104-108.

¹³⁹ Wolhuter C. C. Teacher Education to Meet Twenty-First Century Society. Teacher Education in Modern Era: Trends and Issues. University of Crete. Ministry of Education, Lifelong Learning and Religious Affairs. Pedagogical Institute. March 2011. 308 p

¹⁴⁰ Spink B. The need to become modern knowledge workers in 21st century teaching and learning environments. URL <http://thinkspace.csu.edu.au/becspink/inf530-digital-essay>

¹⁴¹ Wootten R. 7 Characteristics of an Innovative Educator. Retrieved May 28, 2014. URL.: <http://fromhttp://teachamazing.com/7-characteristics-of-an-innovative-educator>

¹⁴² Volobuyeva O. F. Professional activity of a modern teacher of higher education: challenges and priorities. Collection of scientific papers of the National Academy of the state border service of Ukraine. Ser.: pedagogical and psychological sciences. 2014. № 4. pp. 392-406.

only a profession, the essence of which is to translate knowledge, but also a high mission of creating a person». The researcher identifies the dominant characteristics of such a teacher, among which she notes «high professionalism, innovative style of scientific and pedagogical thinking; readiness to create new values and make creative decisions». According to the scientist's conclusions, it is a professionally competent teacher of a higher school of the third millennium who will be able to optimize the educational process, introduce modern educational information technologies; form those parameters of the socially adapted personality of the future specialist, thanks to which the individual will be able to constantly develop himself and which modern society needs. According to O. Volobuyeva, this will make it possible to organize the educational process in a high-quality way, in which it is possible to provide students with a high level of their competencies, mobility, and create the most favorable conditions for their personal development.

Rethinking the mission of a teacher of Western military district employees is also due to the fact that every year the social order of society for a specific specialist changes, and the requirements for the professional training system increase. According to N. Butenko¹⁴³, the revision of the content and functions of the activity of a teacher of higher education institutions is influenced by the requirements for the level of general cultural and special training of graduates of higher educational institutions. They are constantly growing under the influence of changes in general education paradigms that record the transition from mass-reproductive forms and methods of teaching to individual-creative ones; training of future specialists for professional, competent entry into the labor market with well-established needs for continuous professional self-education and self-development.

Scientists note a significant difference in the activities of teachers of institutions of general secondary and higher education. In particular, I. Drach¹⁴⁴ focuses on the peculiarities of the organization of the educational process in higher education, the main of which he considers the professional orientation of training in higher education institutions, the unity of theoretical and practical training of students, a significant share of independent work of higher education applicants, their involvement in scientific research.

Researchers identify factors that influence the choice of concept, forms and methods of teaching. In particular, it is noted that in the process of organizing the educational process of

¹⁴³Butenko N. Competence of a modern teacher of higher education in the context of the implementation of its mission. Bulletin of Lviv. UN-Tu Ser. PED. 2009. issue 25. Part 1. pp. 31-39.

¹⁴⁴ Drach I. I. Functions of professional activity of a high school teacher in the context of modernization of Education. Scientific Bulletin of the Kremenets regional humanitarian and Pedagogical Institute named after Taras Shevchenko. Ser.: Pedagogy. 2014. № 3. pp. 49-56.

higher education institutions, it is necessary to take into account the specific features of higher education recipients. Back at the beginning of the XXI century, B. Ananyev¹⁴⁵ identified two periods of student age-standard (17-22 years) and non – standard (from 23 years and beyond).

Now there is an expansion of the age limits of applicants for higher education, which is due to the introduction of continuing education throughout life, ensuring the availability of education for different age groups of the population, the implementation of the possibility of obtaining a second education, retraining in various forms of education: full-time, part-time (in particular, full-time-distance), external. L. Lukyanova¹⁴⁶ in her works uses the term «adult student» and lists the categories of such applicants for education, among which a powerful group consists of students of all forms of education.

In accordance with this, the specifics of higher education are adult education and a combination of two models of education: pedagogical (up to 18 years) and andragogical (from 18 to 25-30 years or more). The researcher reveals the essence of the andragogical model, according to which the student plays a leading role in the organization of the learning process, together with the teacher participates in determining all the parameters of the educational process parameters (goals, content, forms, methods and means of teaching). S. Sysoeva¹⁴⁷ names objective factors of subjectivity of applicants for higher education: personality formation, independent economic, legal, social and psychological state, extensive life experience, the presence of serious problems to solve which should be studied, orientation to the immediate use of knowledge and skills acquired in the learning process.

So, the professional activity of research and teaching staff is complex and multifaceted, has its own specifics. An associate professor, on the one hand, is a scientist who researches and actively develops topical issues in accordance with the scope of his research interests. On the other hand, as a teacher, he should be ready to carry out training in accordance with the new requirements of quality assurance of higher education, competence-based and student-centered approaches, an andragogical model, when his functions are rethought and he becomes a consultant, an expert.

¹⁴⁵Ananyev B. G. Man as a subject of knowledge. St. Petersburg.: Peter, 2001. 288 P.

¹⁴⁶ Lukyanova, L. B. Fundamental principles of the andragogical learning model: optimal conditions of use. Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, problems. Kiev-Vinnitsia: LLC firm «Glider», 2010. 23, 119-124.

¹⁴⁷ Sysoeva S. A. Interactive technologies of adult education : textbook-method. manual. NAPN of Ukraine, Institute of pedagogical education and adult education. Moscow: EKMO publishing house, 2011. 320 P.

According to this, among the areas of improvement of higher education in Ukraine in the context of European integration, it is significant to increase the level of teaching skills of research and teaching staff, ensuring the continuity of their professional self-improvement.

Professional self-improvement of a teacher of higher school

The study of the practice of training future specialists in Ukrainian universities gives grounds to state the existence of a number of shortcomings in the methodological component of the professional competence of research and teaching staff. Among the teachers of higher education institutions themselves, there is a stereotype regarding the understanding of the conditions and factors of successful organization of the educational process in higher education institutions. Professors / associate professors, primarily of technical, natural, physical, mathematical, and legal areas, believe that sufficient conditions for teaching students are their fundamental training and their successful research activities as scientists. Some argue that the university should be primarily a scientific institution where experimental research is conducted. Accordingly, they focus their professional activity primarily on research activities and deepening their knowledge of the disciplines they teach. They believe that the main task of a high school teacher is to conduct experiments and research, and involve students in such activities. Given this, some academic staff do not consider it necessary to improve their teaching skills.

The results of the survey of subjects of the educational process in higher education institutions allowed A. Kuzminsky¹⁴⁸ to state that «among high school teachers, it is quite common to believe that the quality of their work is mainly determined by the level of professional knowledge». The scientist identified several typical shortcomings in the work of teachers: in some cases, the basic principles of teaching are not fully implemented, inappropriate methods and ineffective communication tactics are chosen, and so on. The researcher confirms such conclusions with the answers of students who noted that often «the teacher knows, but does not know how to explain», «flaunts his knowledge», «tells so that you do not have time to understand», «does not like when you ask questions» and so on. Applicants for Higher Education indicated a negative emotional background, insufficient organization, and so on as disadvantages of conducting classroom classes. Taking into account the data obtained, A. Kuzminsky summarizes that the quality of conducting a training session in higher education institutions is ensured not only by the professional knowledge and skills of the teacher, but also

¹⁴⁸Kuzminsky A. I. Pedagogical skill of a high school teacher and its impact on the quality of training. Pedagogical science: history, theory, practice, development trends. 2010. Issue 2 URL :http://intellect-invest.org.ua/ukr/pedagog_editionsemagazinepedagogicalsciencevypuskin2_2010_st_12/

by the level of his psychological and pedagogical training, personal characteristics of the teacher, and the level of his general culture.

In accordance with this, the subject of research of Ukrainian scientists was ways and methods of improving the methodological skills of scientific and pedagogical workers. The need for continuous general and professional development of a new type of teacher, which is characterized by the need for constant self-education and readiness for professional development and self-improvement, is justified by O. Volobuyeva¹⁴⁹. According to the researcher, improving the competence of research and teaching staff, their constant hard work on their professional and personal improvement will contribute to the introduction of innovations in the education system of Ukraine.

In the course of a sociological survey conducted by the Ministry of education and science of Ukraine in 2014, it was revealed that some teachers are focused on research activities and, accordingly, an insufficient level of methodological skill. To overcome the identified shortcomings, a «strategy for reforming higher education in Ukraine until 2020»¹⁵⁰ was developed, one of the priority tasks of which is the formation of a new generation of academic staff and their professional development.

The development of the «strategy for the development of higher education in Ukraine for 2021-3031»¹⁵¹ continued to improve higher education in general, scientific and teaching activities of the academic staff of universities. The document notes among the problems the deterioration of Personnel Support, a decrease in the prestige of teaching activities, a large educational load of research and teaching staff, which leaves little time for professional development; formalism in the approach to the organization of educational and scientific activities of the Western Military District, systemic shortcomings in the certification process of scientific and pedagogical personnel, etc. The «strategic goal 5.development of the personnel potential of Western military districts», which is specified in the «operational goal 5.2. providing opportunities and stimulating personal professional development of teachers», is aimed at overcoming these shortcomings. It is implemented by solving a number of tasks, including «providing opportunities for advanced training of teachers (internships) at leading enterprises

¹⁴⁹ Volobuyeva O. F. Professional activity of a modern teacher of higher education: challenges and priorities. Collection of scientific papers of the National Academy of the state border service of Ukraine. Ser.: pedagogical and psychological sciences. 2014. № 4. pp. 392-406.

¹⁵⁰Strategy for reforming higher education in Ukraine until 2020. URL:https://osvita.ua/doc/files/news/438/43883/HE_Reforms_Strategy_11_11_2014.pdf

¹⁵¹Strategy for the development of higher education in Ukraine for 2021-3031.Ministry of education and science of Ukraine.Kiev, 2020.71 P.URL:<file:///C:/Users/Liza/Desktop/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>.

and organizations to improve professionalism, normalize financial support». According to this, among the expected results are «the creation of a system of motivation of teachers for scientific research, self-education, advanced training, the creation of innovative developments, the introduction of new methods and approaches in teaching».

The requirement for continuous professional self-improvement of research and teaching staff is clearly defined in the professional standard for the group of professions «teachers of higher educational institutions»¹⁵². The document states that teachers should systematically improve their skills, the content and forms of which «should be aimed at the formation of professional competencies defined by this standard, as well as the individual plan of professional development of the teacher. This is the focus of L 06. ability to professional and personal development, L 08. ability to apply best practices in professional activities.

So, the European integration context of university education, modern requirements for the training of competitive specialists, the specifics of the organization of the educational process at the University, the revision of the age limits of students and the introduction of andragogical model of training provide for the need to constantly improve the professional competence of the teacher, its scientific-theoretical, methodological and psychological components. At the present stage of development of the education system of Ukraine, teachers have sufficient opportunities to improve methodological competence and continuous professional self-improvement, which are created in the conditions of formal, non-formal and informal education.

Directions for improving the methodological skills of teachers

Generalization of the experience of teachers of the Department of primary education of the Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University in preparing future primary school teachers to work in the NUS environment shows that they systematically work to improve both the scientific level and methodological competence. Professional self-improvement of professors, associate professors of the Department of primary education is aimed at studying and introducing innovative methods and technologies for training competitive primary school teachers of the new Ukrainian School, increasing the subjectivity and development of creative abilities of higher education applicants.

¹⁵² Professional standard for the group of professions «Teachers of higher educational institutions» .Order N. 610 of the Ministry of economic development, trade and agriculture dated 23.03.2021. URL<https://mon.gov.ua/ua/news/zatverdzheno-standart-na-grupu-profesij-vikladachi-zakladiv-vishoyi-osviti>.

Ensuring the quality of the organization of the educational process is carried out systematically, taking into account European requirements, in accordance with the research topic of the Department of primary education «improving the quality of training of future primary school teachers in the context of European integration» (State Registration number: 0121u108285). Its implementation provides for conducting scientific research in the field of training future primary school teachers, studying ways to introduce the best European experience in teaching compulsory and selective disciplines, improving the forms of organizing classroom and extracurricular work, activating research and independent work of students. To this end, professors and associate professors of the Department of primary education cooperate with scientists from partner institutions of the EU countries: Poland (Pedagogium. Higher School of Social Sciences, Warsaw; old Polish School of Higher Education, Kielce; Humanitas University, Sosnowiec; Various forms of interaction with foreign higher education institutions contribute to the improvement of teaching skills: joint training of future teachers in the program «double diploma», exchange of teaching experience, guest lectures, joint scientific forums, teacher internships, preparation of joint publications, etc.

An important area of professional improvement of scientific and pedagogical workers is their participation in international projects, the study of modern European practices for training applicants for higher education. In the context of European integration and improving the quality of training of higher education applicants, teachers of the Department of Primary Education (A. Demchenko, A. Zhovnich, N. Kazmirchuk, I. Stakhova) have developed and will implement during 2020-2023 the project of the EU program Erasmus + Jean Monnet module (620252-EPP-1-2020-1-RU-EPPJMO-MODULE620252-EPP-1-2020-1-RU-EPPJMO)¹⁵³. The project is based on teaching an optional course «EU experience of soft skills development of preschool and primary school age children by theatrical activities in teacher training». The aim of the course is to provide theoretical and practical training of future teachers of preschool institutions and primary school teachers to use theatrical activities in the development of soft skills of various categories of children, meaningful organization of their leisure activities, taking into account the experience of Western European pedagogical concepts. Members of the project group in the process of studying the optional course conduct European studios, using advanced foreign methods, introduce students to the EU experience in using theatrical activities as a means of developing soft skills of children; reveal theoretical and methodological aspects of organizing theatrical activities in social and educational work on the basis of an inclusive approach; acquire the ability

¹⁵³sThEUs (project 620252-EPP-1-2020-1-UA-EPPJMO-MODULE) Erasmus+ JeanMonne. URL: <https://www.facebook.com/groups/754951105361978>.

to introduce various types of theatricalization in educational institutions. Conducting practical classes creates opportunities for higher education applicants to develop the skills of directing and artistic and musical design of theatrical performances, etc.

Webinars, trainings, and workshops of various levels are important forms of improving teaching skills in non-formal education. In particular, during the training within the framework of the international project «development of a culture of democracy in teacher education in Norway, Ukraine and Palestine» (CPEA-LT-2017/10037), teachers of the Department of Primary Education (A. Demchenko, G. Kit, A. Khilya) got acquainted with the methodology of «philosophical dialogue» (G. Helskog¹⁵⁴, Norway). It is a system of exercises aimed at solving controversial pedagogical issues and situations, analyzing controversial opinions on the education and upbringing of children, and introducing innovations in education. At the end of the training, teachers developed and actively use philosophical exercises during lectures and practical tasks, which significantly increased their professionalism and the quality of training of higher education applicants.

An important role for the professional growth of research and teaching staff is played by informal education, the basis of which is the self-organized acquisition of professional competencies in the preparation and implementation of teaching and scientific activities. In the course of systematic self-education, teachers of the Department of primary education are looking for a new format for conducting lectures, practical, laboratory classes and tests. When working with students, the following innovative forms of conducting them are widely used: round tables, defense of creative projects, quests, trainings, pedagogical auctions, pedagogical workshops, etc. Thanks to the systematic improvement of professional skills, interactive, problem-based teaching methods, Business games, case studies, etc. are widely used in the scientific and methodological arsenal of teachers of the Department of primary education.

In the context of systematic professional growth, importance is attached to improving lecturing skills in accordance with the European requirements for organizing the educational process in universities. According to N. Lazarenko¹⁵⁵, a modern lecture should be aimed not so much at transferring the use of knowledge, but at forming the need for continuous independent mastering of them. In the context of Ukraine's entry into the European educational space, it

¹⁵⁴Helskog, Guro Hansen. *Philosophising the Dialogos Way toward Wisdom in Education. Between Critical Thinking and Spiritual Contemplation*. London: Routledge Publishing Ltd. 2019. 272 p.

¹⁵⁵Lazarenko N. I. formation of a teacher's lecturer skills in the conditions of entering the European educational space. *Zbornik prispevkov z medzinarodnej Presovevedeckej konferencie konanej dria 18. Maja 2018 na Katadre andragogiky, Fakulta humanitnych a prirodych vied Presovskej university v Presove*. P150-161. URL: [http:// www.pulib.sk/web/kniznica/elpub/dokument/Lukasova3](http://www.pulib.sk/web/kniznica/elpub/dokument/Lukasova3).

acquires a motivational character, contributing to the development of an independent and creative approach to knowledge during the entire active life of a person. This, in turn, requires the high school teacher to develop new competencies that ensure the successful implementation of the motivational function of the lecture.

In order to improve the methodology of conducting practical classes, the experience of teachers of the Department of primary education¹⁵⁶ was summarized, an algorithm for conducting them was developed and tested in the system of training future teachers, which includes stages, types and methods of work¹⁵⁷. Innovative interactive methods include the business game, which is used during practical classes. It is also differentiated as a group exercise, during which students are tasked with finding a common solution to a pedagogical situation / problem in simulated / artificially created conditions. Business games are used in the study of a number of pedagogical and methodological disciplines at all levels of higher education and all courses in the system of training future primary school teachers: a) bachelor's degree – «Introduction to the specialty with the basics of pedagogy», «Didactics» (1st year), «Theory and methodology of education», «History of pedagogy» (2nd year), «Fundamentals of scientific and pedagogical research» (3rd year), «Pedagogical skills» (3rd year), B) master's degree – «Workshop on the development of creative thinking of a teacher» (1st year), «Comparative pedagogy» (2nd Year), etc. for example, the following business games were developed and organized: pedagogical Council in an educational institution «Gifted child age: can it be detected?», creative casting «Today is a creative student, tomorrow – a master of the «factory of creative personalities»»; «Pedagogical trial of a non-creative teacher «Destroyer of creativity»; interview to fill a vacancy for a teacher in an innovative educational institution for gifted children; forecast of «Pedagogical weather» in educational institutions for gifted children, etc.

The use of ICT significantly increases the level of teaching skills, and accordingly the effectiveness of the organization of the educational process and the quality of training of higher education applicants, especially in the context of distance / mixed learning. ICT should be implemented at all cycles / stages of training applicants for higher education, which creates new opportunities for both students and research and teaching staff of higher education institutions. Informatization changes the idea of what should be the interaction of participants in the

¹⁵⁶ Demchenko A. P. Practicum on the history of pedagogy : an educational and methodical manual for teachers of the history of pedagogy, to help students of pedagogical universities in self-study of theoretical foundations, preparation for seminars and practical classes. Moscow: Slovo publishing house, 2012. 432 P

¹⁵⁷Demchenko O. P. Organization of quasi-professional activity of future educators of gifted children in practical classes in pedagogical disciplines. Innovative pedagogy. 2019. Issue 14. Vol. 1. Pp. 42-48.

educational process, the structure of the educational environment, and the educational space of higher education as a whole.

Teachers of the Department of primary education¹⁵⁸ systematically use the multimedia whiteboard as one of the modern educational tools. This is a universal technical means of visual communication training, which combines the characteristics of a regular whiteboard and the latest computer technologies. Preparing for a lesson using multimedia resources requires the teacher to know how to work with a computer and a multimedia whiteboard, spend a significant part of their free time, and take into account the specifics of training future teachers. Lectures were developed in the SmartNotebook 11 environment with the aim of high-quality use of multimedia and interactive features of SmartBoard. In the teaching process, the SmartLab (Lesson Activity Builder) application is used, with which students create a number of interactive tasks for students; their own methodological developments for lessons, and also uses Animaker, Renderforest, Superua, Multator, etc. programs to create animated films online.

In the course of training future primary school teachers, ICTs are used during lectures in all pedagogical disciplines. In particular, a visualization / multimedia lecture is practiced. During this type of lecture, appropriate software tools are used (PowerPoint, Google presentations, Prezi, etc.). A lecture on pedagogical disciplines using an electronic presentation is conducted according to the following algorithm: problem statement in the form of a heuristic question, Rebus, provocation; viewing «slides-riddles»; making assumptions, proving / refuting them during a discussion / performing a philosophical exercise; presenting «slides / guesses» and performing a reflexive exercise; announcing the topic, problem, plan, key concepts of the lecture; revealing the main issues of the lecture according to the plan; summing up the results.

One of the directions of improving the effectiveness of teaching is the use of film didactics as an innovative educational technology, which is based on viewing and analyzing a wide range of video products in order to solve educational and developmental tasks related to the preparation of future teachers for professional activities¹⁵⁹. Thanks to its use, students are provided with a variety of information about various aspects of giftedness, which can be scientific, popular science, artistic, methodological, or practical in nature. Film didactics can be

¹⁵⁸Imber V. I. Educational cooperative learning between the teacher and the students using Smart board tools. Information technologies and learning tools. 2018. V. 64. Issue 2. Pp. 119-127.

¹⁵⁹Demchenko O. P. Use of ICT in the conditions of distance learning of future educators of gifted children. Distance education in Ukraine: innovative, regulatory, pedagogical aspects : sat. scientific works of materials and all-Ukrainian scientific and practical conference, June 16, 2020, Kyiv, National Aviation University / scientific ed. by N. P. Muranov. MOSCOW: NAUPUBL., 2020, PP. 33-35.

effective at various stages of the organization of the educational process: in classroom classes, in professionally oriented extracurricular work, pedagogical practice, etc.).

Consequently, in the process of developing the European Higher Education Area, fundamentally new requirements are being set for teachers. Therefore, among the promising directions of spreading European integration processes in the higher education system, the need to improve the methodological skills of research and teaching staff is defended. The issue of the quality of teaching in higher education institutions should be a policy strategy of every civilized state, a priority area of activity of all universities. It is also a challenge for every research and teaching staff who strives to be effective, competitive and successful. The organization of the educational process in higher education should be based on constant movement, experimentation and creativity. Therefore, each teacher should carry out training throughout their professional activities in order to improve their professional competence. Reforming a modern higher school, it is necessary to make changes to the methodology of conducting lectures and practical classes, to diversify extracurricular and research work of students. Training of applicants for higher education in all specialties, in particular primary school teachers, is necessary on the basis of creativity and innovation. Hence, the ability of a higher school teacher to organize educational work with the solution of creative problems, the manifestation of initiative, independence is a new professional guideline in his work.

**Kateryna Kruty,
Oksana Holiuk,
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INFORMAL EDUCATION OF THE FUTURE TEACHERS AS A MEANING-FORMING FACTOR OF PROFESSIONAL DEVELOPMENT

Introduction

The importance of adult education in the modern world is emphasized by the creation of international and national centers for adult education in every country in the world. It is well known that adult education is a necessary condition for sustainable innovation development, economic and social growth. Adult education as the metasystem and the process of forming and maintaining social activity is an invariant part of all social and state systems.¹⁶⁰ Lifelong education includes all types of learning: formal, non-formal and informal learning at all ages: from preschool, school age, adolescents, adults to the elderly. If the concepts of "formal" and "non-formal" education are more or less established in modern scientific circulation (they are used to analyze practice), then "informal" education is a conditional term that primarily captures the fact that a person seeks constant communication with various sources of information. This type of education is often called "life education", meaning the number and unpredictability of meetings with sources of new human knowledge and opportunities to understand already available in their new perspective and context.¹⁶¹

Thus, the National Education Glossary provides the following definition of *informal education* – "education that is not externally organized, i.e. not institutionalized, self-organized education (self-education)": for example, self-listening to individual lectures or reading books and magazines, watching TV programs, etc. ¹⁶²

In the normative documents of the European Union in the light of the idea of lifelong learning, informal education acquires considerable importance; this education is a natural

¹⁶⁰ С.Вершловский. Непрерывное образование как фактор социализации. Общество «Знание» России, 2001. URL: http://www.znanie.org/jornal/n1_01/nepreriv_obraz.html

¹⁶¹ Національний освітній глосарій: вища освіта / 2-е вид., перероб. і доп. / авт.-уклад. : В. Захарченко та ін.; за ред. В. Кременя. Київ : ТОВ «Видавничий дім «Плеяди», 2014. 100 с.

¹⁶² Національний освітній глосарій: вища освіта / 2-е вид., перероб. і доп. / авт.-уклад. : В. Захарченко та ін.; за ред. В. Кременя. Київ : ТОВ «Видавничий дім «Плеяди», 2014. Р.26.

addition to everyday life. Unlike formal and non-formal, informal education does not always clearly trace the purpose of learning; the individual may not realize that he or she has acquired certain knowledge or skills.¹⁶³¹⁶⁴

The term “informal” is used to denote the informal education of adults, i.e. the prefix *in-* is used in its second meaning: without educational institutions, without diploma or certificate, without structure, curriculum and so on. Some foreign researchers prefer the terms “spontaneous” (involuntary, unforced) or “experiential” (empirical, the one that is the result of experience) to denote informal adult education. Analysis of English-language sources on informal education (one can find the name non-formal) gives grounds to record a methodological collision: informal education means any social activity of a person that expands consciousness, experience, allows to improve additional competencies, etc., i.e. what is appropriated spontaneously, uncontrolled.¹⁶⁵

The definition of “informal education” is enshrined in the European Union’s Memorandum of Continuing Education and other regulations,¹⁶⁶ the main content is translated as “everyday, in the flow of life”, which means spontaneous education, not carried out by structured and licensed programs. The key principles of informal education are “learning should happen everywhere” and “learning - based on experience, learning through experience”. Thus, *informal education covers such forms of learning that are purposeful, organized and carefully planned, but not institutionalized*. Unlike non-formal education and training, it is not structured by program objectives or duration and usually does not lead to certification. So, in the American education system, the issue of certification of the results of informal education by adults is discussed, i.e. the recognition by the society of real, and not only documented, academic and professional qualifications.¹⁶⁷ It is increasingly clear that adults prefer this type of education. Thus, P. Coombs, defining this type of education as a natural and basic source of knowledge, in 1974 developed a system for assessing the knowledge obtained in this way.¹⁶⁸

¹⁶³ European Communities: A Memorandum on Lifelong Learning, issued in 2000. URL : <https://uil.unesco.org/document/european-communities-memorandum-lifelong-learning-issued-2000>

¹⁶⁴ S. Hite, M. Bray. UNESCO’s International Institute for Educational Planning. International Encyclopedia of Education (Third Edition). 2010. 688-693 p. <https://doi.org/10.1016/B978-0-08-044894-7.01732-2>.

¹⁶⁵ Recommendation on Adult Learning and Education. 2015. URL : <https://unesdoc.unesco.org/ark:/48223/pf0000245179>

¹⁶⁶ Commission on Education for the Twenty-first Century. Paris: UNESCO Publishing. European Commission (2001). Communication: Making a European Area of Lifelong Learning a Reality /online/. Retrieved on 16 September 2013. URL : <https://unesdoc.unesco.org/ark:/48223/pf0000102622.nameddest=102619>

¹⁶⁷ Н. Бідюк. Професійне навчання безробітних у США: теорія і практика : монографія / за ред. Н. Нічкало. Хмельницький :ХмЦНТЕІ, 2009. 542 с.

¹⁶⁸ P. Coombs. The world crisis in education: the view from the eighties. N. Y. : Oxford University Press, 1985. 266 p.

Functions and specifics of types of education

We name the *functions of informal education*, which outline the need for this type of education for the comprehensive development of a personality (S.H. Vershlovskiy et al.)¹⁶⁹: *extensive* - the accumulation, acquisition of new knowledge; *methodological* - overcoming professional narrowness, completing the picture of the universe; *self-development* - improving the personal picture of the world, one's own consciousness, creative qualities; *indicative* - defining oneself in culture and one's place in society; *communicative* - establishing links between sciences, professions, classes, nationalities, religions, age; *compensatory* - overcoming the shortcomings of previously acquired education, the elimination of "white spots" in education; *psychotherapeutic* - preservation of the fullness of life, the sense of belonging to the broad intellectual movement of mankind; *therapeutic* - beneficial effect on the health of people, their well-being; *rejuvenation* - overcoming the inertia of one's own thinking, preventing stagnation in the social position; *gerontological* - maintaining connections with the world and thanks to them - the viability of the organism.

Analyzed functions and types of education for the sake of laconic brevity are presented in Table 1 with the description of the specifics of these types; this will help a more comprehensive understanding of informal education in the system with other related formats.

Table 1. Specifics of Types of Education

Type of education	Non-formal education	Lifelong learning	Adult education	Informal education
Peculiarities	mastering the skills and abilities necessary for a socially and economically active citizen of the country, outside of formal education	obtaining the necessary knowledge and life skills throughout life (educational programs for retirees, women "35+", etc.)	purposeful process of adult learning and its features; totality of formats of formal and non-formal education	conscious (purposeful), controlled and unperceived (spontaneous, accidental), uncontrolled self-education

¹⁶⁹ С.Вершловский. Непрерывное образование как фактор социализации. Общество «Знание» России.
URL : http://www.znanie.org/jornal/n1_01/nepreriv_obraz.html

Informal education is difficult to analyze, both empirically and statistically. From the point of view of awareness, *researchers divide all its types into two global categories*: conscious (purposeful), controlled self-education and unperceived (spontaneous, accidental), uncontrolled self-education. According to H.V. Okereshko, conscious informal education includes independent search for answers to troubling questions, search for solutions to emerging problems, including the problems in professional activities; acquisition of new knowledge through modern information technologies (in the case of conscious search); reading, visiting cultural institutions, educational institutions (museums, exhibitions, libraries, etc.); performance of one or another work under the guidance of a competent specialist.¹⁷⁰ The author attributes to unconscious self-education such informal education, which occurs spontaneously and significantly, noticeably affects the personal and professional development of the pedagogue outside his or her reflection (casual conversation, including in formal institutions during breaks, impressions from the trip, from cultural events, from reading the book), can serve as an impetus for rethinking yourself and the world, for some important discovery, for changes.

It is difficult to clearly distinguish between conscious and unperceived education, and some types of information education can be spontaneous or, conversely, conscious acts of human life, however, these are different areas of human education, and in the case of conscious self-education it is possible to control this area of life of a person and use it consciously for self-development.¹⁷¹ Our content analysis gives grounds to assert the ramifications, inconsistencies, and sometimes even the opposite in defining the definition of informal education - from individual activity or its outcome, to self-study and amateur education.

Thus, informal education is not necessarily purposeful, it is spontaneous, implemented through: the individual's own activity in the environment, communication, reading, visiting cultural institutions, travel, media, and so on. It can refer to various forms of alternative education, such as: self-study, youth work, participation in youth movements, volunteer movement, media, museums, libraries, zoos, etc. Informal education is an unorganized, not always conscious and purposeful process that lasts throughout a person's life.

Informal education of the future pedagogues

¹⁷⁰ А. Окерешко. Виды формального образования как смыслообразующие факторы личностно-профессионального развития учителя. *Человекиобразование*. 2015. № 1(42). С. 74-78.

¹⁷¹ *ibid*.

Informal education of the future pedagogues is interpreted as an individual cognitive activity that accompanies their daily lives and is not necessarily purposeful, turning the educational potential of society into effective factors in the development of personality.

Such education is sometimes called the universities of life, or the place where students study independently. *Types of informal education of students of pedagogical institutions of higher education are not systematized*, but we can distinguish the main ones: spontaneous or conscious self-education in the form of independent search for answers to questions or ways to solve practically significant problems (volunteering); peer learning in the course of performing certain tasks (discussion in groups, in pairs, etc.); acquisition of new knowledge with the help of information technology (independent development to perform a practical task); performance of certain work under the guidance of a competent specialist (pedagogical practice); development of communication skills and formation of worldview in the process of interpersonal communication of students (for example, ZOOM - session halls).

The results of informal adult education are not documented and, of course, do not receive official recognition from other institutions of society.

Informal education of students can be generated by three motives: the presence of a stable or one-time personal interest in a particular problem; the emergence of a situation that encourages the search for answers, respectively, learning; coincidence. Informal education can later become a lifestyle of an adult who seeks to maximize their potential, both professional and personal.

Thus, informal education of a student is the development of skills and abilities that help in the search for its identity - by profession, age and culture and requires not so much educational activities in the external environment, as constant internal education, changes under the influence of acquired knowledge. It is not structured or organized. "Learning through experience" - is both learning based on experience and learning through experience; that is, by extrapolation and application of learning elements.¹⁷²

In our opinion, informal education of the future pedagogue can be obtained in the process of quasi-professional activity. *Quasi-professional activity of a student* is a form of organization of educational and cognitive activity of students in contextual education, which includes signs of the future professional activity. Its essence is that with the help of information (during practical classes, extracurricular work in professional disciplines, in scientific circles, etc.) the

¹⁷²Recognition and validation of non-formal and informal learning for VET teachers and trainers in the EU Member States / Cedefop.Luxembourg : Office for Official Publications of the European Communities, 2007. 78 p.

conditions, content and dynamics of the future in the profession are modeled. Any meeting place, scientific library can be a place of education of the future pedagogue, if they develop the personality or create conditions for self-development. If *the main unit of quasi-professional activity of the future pedagogues is to offer an educational situation* as a form of joint or individual activity of a teacher and a student, it will take place in a specific period of time, which is often not provided by the curriculum. *Informal education has its own peculiarities*, namely: this or that event, this or that situation in a person's life can be an educational situation only if it is constructive, meaningful, affects something inside a person, generates interest, emotional reaction and motivates a person to rethinking reality and one's "I", one's place and purpose in the world, that is, carries a certain meaning and generates a certain result.¹⁷³

In our opinion, informal education is one of the most effective channels for connecting the boundless educational potential of society and the student's personality, in particular, to the system of continuing education.

The motive for informal education of the future pedagogue can be: chance; the presence of a stable or fleeting personal interest in something; search for answers in the changed life or professional situation that requires additional education; ambitions; search for the own lifestyle or identity with the profession, age, culture, values; striving for perfection. Thus, informal education, like no other, requires each individual to constantly work on themselves (internal education).

The peculiarity of the educational situation in the quasi-professional activity of students will be *the appearance of the educational result (product) in the course of specially organized interaction in different variants*: "teacher-student", "student-student", "student-students", "student-community". Such an educational result (product) can be both tangible (essay, report, scheme, drawing, homemade thing, collage, exhibit for exhibition, etc.) and intangible (new knowledge, image, idea, attitude, experience). Focus on the end result determines the technology of creating educational situations. Let's name them.

1. *Educational situation of inter-subjective interaction*, which is focused on the acquisition by the future pedagogues of experience of value-semantic communication in the educational process and in everyday life (scientific work, volunteering, work in children's centers for children with disabilities, etc.).

¹⁷³ А. Окерешко. Виды формального образования как смыслообразующие факторы личностно-профессионального развития учителя. Человек и образование. 2015. № 1(42). С. 74-78.

2. *Educational situation of creative self-realization*, aimed at creating internal collision, the emergence of the impulse to independent education, self-awareness in the new system of relations (participation in amateur art, various creative teams, etc.).

3. *The situation of experiencing a new experience, discovering new meanings* (visiting theaters, philharmonics, concerts, trips and acquaintance with another, new culture).

4. *Educational reflexive situation* - revision of old semantic assessments, activation of meanings generates activities that cause internal tension (analysis of the experience of specialists, participation in reflective trainings, etc.).

Informal education of the future pedagogue, or education in the form of independent learning (otherwise - individual learning), is characterized by a greater degree of autonomy, independence of learners from external actions (both adverse and favorable), as well as the flexibility of learning (time, place, forms and methods, content of education). Individual learning is most appropriate in cases where the learner shows interest and responsibility in learning, when the curriculum is not so complex. Successful informal education of students requires the provision of many conditions: the availability of sufficient sources and means of learning, skills of organizing the learning activities of students, qualified assistance in learning by teachers or professionals in educational institutions and more. Various courses, interest groups, active participation in public associations in order to enrich knowledge - belong to informal education. It should be noted that these types of knowledge acquisition are interconnected and in their pure form do not exist.

Peculiarities of informal education of the future pedagogues

Informal education of the future pedagogues occurs when teachers or mentors during the pedagogical practice of students in educational institutions take responsibility for support in more spontaneous and random situations where the educational process does not seek to be intentionally organized. Informal education, as it turned out, can take place in any context outside the established programs of the higher education institution (various forms of mentoring and organization of independent work). From September 1, 2021 in Ukraine to the List of qualification categories and pedagogical titles new pedagogical titles "Teacher-expert", "Teacher-innovator", "Teacher-mentor" are introduced).

We can highlight *the key features of informal education of the future pedagogues*: the unforeseen development of their own experience as a result of learning (as a random by-product that may or may not be recognized consciously); solving certain professional problems (used for self-study and self-development); self-planned activities on the development of professional

experience (occurs on the own initiative, including through the use of the media, establishing business relationships with a mentor, tutor, participation in conferences, consulting, use of social networking services); various constructs that promote self-education (in order to improve professional skills, competencies); planning obtaining the educational level (often associated with career plans, or certification); combining less organized experience with structured opportunities (can contribute to the development of this experience); developed programs of mentoring or training at the place of pedagogical practice; current courses, webinars, trainings, workshops, etc., organized by the educational institution (self-study with or without the help of digital technologies).

As a type of activity, informal education of the future pedagogues has the following features: it is a systematic educational activity with minimal organization of the educational process in the complete absence of teachers and (possibly) outside the institution of higher education; it is an activity related to communication in the broadest sense, aimed at obtaining any new knowledge (not necessarily scientific or appropriately approved programs of higher, general or additional education), skills and systematized information; the student independently decides to what extent to combine own preferences with requirements and possibilities of educational space, long-term interests with situational, internal and external factors. Thus, *informal education of future pedagogues* appears as a solution (or choice) at the individual level of the main contradictions (collisions) of education.

In our opinion, to the functions of informal education already defined by researchers, one more should be added, namely: *the function of socialization*, which is latent for some time. With this function we associate the activities of the future pedagogue, aimed at the transmission of knowledge, skills, information, culture acquired in the process of informal education, the ability of the learner in the future to become a tutor, consultant, coach or facilitator for others.

Conclusions

Informal education of the future pedagogues has its own structure, which should be comprehensively researched, and also has significant potential for personal and professional development of students. There are no clear boundaries between formal, non-formal and informal education. Formal and non-formal education is already found in the educational process of schools, colleges and universities.

Thus, the process of professional training with the involvement of informal education involves: creating conditions for the future pedagogues to seek self-identity, i.e. the implementation of educational activities in the external environment through the developed

mentoring programs or training at the place of pedagogical practice; scientific-methodical and information support (development of databases of educational programs; resource centers, centers of independent certification of qualifications, scientific-methodical centers); construction of new content and forms of education (online seminars, video conferences, competitions of professional skills, pedagogical festivals, panoramas of pedagogical ideas, master classes, socially significant events, etc.); innovative environment for professional development of the future pedagogues and activation to the creation of the objects of intellectual property; reaching by the future pedagogue of the level where knowledge, pedagogical experience, self-education and self-development are combined.

The professional formation of the future pedagogue's personality during learning in higher education institution is determined by the attitude to learning and is designed to become the most important value that would dominate as a meaning-forming factor, contribute to professional motivation, interests and social expectations of students. The informal path of education will always depend on the choice of the individual and his or her activity, but the quality and duration, of course, depend on the content of formal and non-formal education. Informal education of the future pedagogues will be valuable and effective in terms of systematic integration with formal and non-formal education. The effectiveness of this education is determined by the extent to which it encourages and motivates future pedagogues to follow the path of development, self-realization, improvement, appeal to other forms and types of education.

PRAXEOLOGICAL CHARACTERISTICS OF PROFESSIONAL ACTIVITY

Introduction

Integration world processes determine the search for effective ways to improve national education systems and the higher education quality, modernize the content of training, its organization in accordance with the requirements of the labor market and the challenges of a modern dynamic society. The optimization of professional training, including teachers, is one of the important factors of the educational process improving. Its basis is the formation of teachers' readiness to perform productive pedagogical activities. It includes a praxeological component based on a praxeological approach to professional training.

Taking into account education, it is also required by state educational standards ¹⁷⁴, which are based on a system-effective approach. It is also required by the Professional Standard of Teachers ¹⁷⁵, which provides for the performance of mandatory professional functions and actions. That is why, there is a growing research interest to new approach in theoretical pedagogy and educational practice, i.e., praxeological one. The praxeological approach is understood as a system of conceptual provisions and technological components emphasizing such characteristics as quality, efficiency, expediency, effectiveness and manufacturability.

Analysis of recent research and publications

Praxeology emerged in the early twentieth century as a general methodology for considering ways and methods of activity (mental) taking into account their effectiveness and efficiency. If the subject has the techniques, methods, means of activity, he has the opportunity to use them effectively¹⁷⁶. In the 21st century praxeological ideas are reflected in the applied sciences and humanities, including pedagogy. These are ergonomics, Ludwig von Bertalanffy's general systems theory, A. Gastev's scientific management, and Yu. Babanskyi's teaching

¹⁷⁴On some issues of state standards of complete general secondary education (2020). [Electronic resource] Kyiv, URL: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/derzhavni-standarti>.

¹⁷⁵ On approval of the professional standard for the professions «Primary school teacher of general secondary education», «Teacher of general secondary education», «Primary education teacher (with a diploma of a junior specialist)», (2020). № 2736 dated 23.12.2020. URL: https://osvita.ua/legislation/Ser_osv/78704/

¹⁷⁶ Malykhin A. A. (2014). The essence and principles of the praxeological approach in methodical preparation of the future teacher of technologies. Scientific notes of Ternopil National Pedagogical University. V. Hnatyuk. Ser. Pedagogy. Ternopil. № 3. Pp. 72-77.

optimization¹⁷⁷. The complexity of pedagogical work and the inevitability of increasing the degree of its meaningfulness actualize the application of praxeological methodology in pedagogy.

The praxeological approach was researched by I. Kolesnykova and E. Tytov, they considered certain aspects of the praxeological approach application in solving problems of professional training, i.e., praxeological foundations of pedagogical activity; the role and place of praxeology in solving problems of improving the quality of higher education; opportunities to use the ideas of praxeology in the organization of research activities of students; features of application of the praxeological approach for formation of ability of the future expert to professional and pedagogical self-estimation; praxeological approach application to improving the specialists training in the system of continuing education¹⁷⁸. The scientist O. Utochkina emphasized the peculiarities of applying the praxeological approach to the formation of the future teacher's ability to professional and pedagogical self-assessment. In their research, N. Korobov and V. Sharko pointed to the range of possibilities of the praxeological approach to improving the methodological physics teachers training. Polish researchers (Cz. Banach, K. Denek, R. Ziółkowski, J. Pielachowski, W. Strykowski, J. Strykowska) emphasize the importance of forming praxeological competencies preparing future teachers for effective professional activity.

The purpose of the work is to reveal the essence of praxeological pedagogical activity of teachers.

Research methods

A number of scientific research methods were used to study the issue of praxeological characteristics of pedagogical activity. The main research methods are historical (partially) one, used to reflect the issue of praxeological approach in the process of pedagogical activity; and inductive-deductive method, which allows from the individual, in particular the concepts of praxeology, to the general, i.e., the implementation of tasks and functions of the praxeological approach. The logical method made it possible to divide the scientific research material into semantic fragments. Analysis helped to determine the main praxeological aspects of the teacher's professional activity. The spiral method reflects the gradual development of the

¹⁷⁷Romanyshyna O. Ya.(2016). Praxeological orientation of formation of professional identity of future teachers. *Young Scientist*, № 10 (37). Pp. 282–285

¹⁷⁸Kolesnikova I.A Titova E. V. (2005).Pedagogical praxeology.textbook manual for students. higher ped. textbook routine. Moscow: Publishing Center «Academy». 256 p.

analyzed issue, as well as generalizations of the problem. The empirical method made it possible to test the importance of the praxeological approach in the teacher professional growth.

Presentation of the main research material. The information society makes new demands on the modern teacher as an organizer of intellectual space, a specialist capable of teaching the subject at a high professional level, solving complex pedagogical problems, interacting constructively at all levels and meeting the educational challenges of today. Given this, the quality of professional activity of teachers is important, which is why the implementation of praxeological approach in the professional activities of teachers provides rational and optimal activities of the subjects of the educational process, guarantees the achievement of learning goals, promotes professionalism.

Statement of the main research material

The information society demands a new teacher, an organizer of intellectual space, a specialist capable of teaching the subjects at a high professional level, solving complex pedagogical problems, interacting at all levels and meeting modern educational challenges. Thus, the teachers' professional activity is of great importance. The implementation of praxeological approach in the teachers' professional activities provides rational and optimal activities of the educational process subjects, guarantees the achievement of teaching goals, and promotes professionalism.

Pedagogical praxeology, combining the cognitive and instrumental level of professional activity, researches the rational basis for conscious finding and self-realization within the profession. The praxeological approach is connected with activity improvement and focused on its maximum expediency, it began to be formed in the second half of the 20th century. Its basis is formed by such categories as quality, norms, goals, actions and procedures, results and products, activity corrections. Nowadays, the approach is used in project activities, management, and economics. The possibilities of this approach allow to determine the rational norms of activity and to offer recommendations for optimization of actions¹⁷⁹.

The Polish philosopher Tadeusz Kotarbiński is the founder of general praxeology, he identified its main tasks. Considering the pedagogical context, they can be formulated as:

- development and substantiation of norms;
- study of the teacher professionalism formation;

¹⁷⁹Lyubogor O. V. Praxeological approach to the analysis of the effectiveness of pedagogical activity URL.: <http://www.emissia.org/offline/2010/1436.htm>

- analytical description of the professional action elements¹⁸⁰.

In teaching activity, the norm is more associated with directives (normative documents), it is not often used. This concept is much more common in its exclusively creative characteristics, namely in the need for skilful improvisation of the teacher's work.

The second task of praxeology involves the research of the pedagogical activity evolution, the growth of its achievements, both in the historical aspect (stages of the pedagogical skills formation as a professional phenomenon) and individually (the skills development of a particular teacher).

The third task of pedagogical praxeology involves the identification and presentation of various forms and its elements. Examples are different types of professional cooperation. For example, on the one hand, the linear sequence of alternating actions of unrelated tutors, on the other hand, the coordinated activities of the teaching staff.

Pedagogical praxeology studies educational practice, and accompanies the teacher in his professional activity. It is designed to teach the specialist to be the creator of his own successful activity, to support him in his transforming into a subject of professional activity and overcoming the prescription (performing, reproductive) type of professional behaviour. Praxeology is universal to pedagogical activities, you can learn to optimize their activities, be able to integrate their efforts with the efforts of colleagues, learn to define the boundaries of professional activity, ensure the teaching success.

The teacher professional pedagogical activity must be effective, based on available resources achieving the highest productivity. According to I. Kolesnykova, teacher activity quality signs are significant manifestations of activity characterizing the uniqueness and indicating the conformity of a particular way of life in the profession (paradigm), professional norms (standards) and educational needs of society¹⁸¹. Thus, it is problematic to determine the effectiveness of pedagogical activities, which indicates the ratio of productivity of resource use in achieving a certain pedagogical goal.

Taking into account scientific research analysis, we can identify conditional groups characterizing the praxeological aspects of teacher's professional activity (Fig. 1).

¹⁸⁰Kotarbinsky, T. (1975). A treatise on good work: Persian Polish. Ekonomika, 217: URL: <https://7promeniv.com.ua/images/MetodologichniPidhody/Tadeusz%20Kotarbinski.rar>

¹⁸¹Kolesnikova I.A Titova E. V. (2005). Pedagogical praxeology. textbook manual for students. higher ped. textbook routine. Moscow: Publishing Center «Academy». 256 p.

The first group consists of concepts revealing the perfect performance. If we know what performance should be, we can purposefully carry it out, striving to be responsible for their actions and meet the specified exemplary characteristics. Such characteristics include:

quality (quality of pedagogical performance, quality of teacher or staff performance, quality of the pedagogical process organization);

success (success of pedagogical performance, pedagogical success);

productivity (productivity of pedagogical performance, productivity of the teacher, product of pedagogical performance, productivity of the teacher work);

effectiveness (effectiveness of pedagogical performance, results of pedagogical performance and its specific types);

efficiency (efficiency of pedagogical performance, effective action, pedagogical effect).

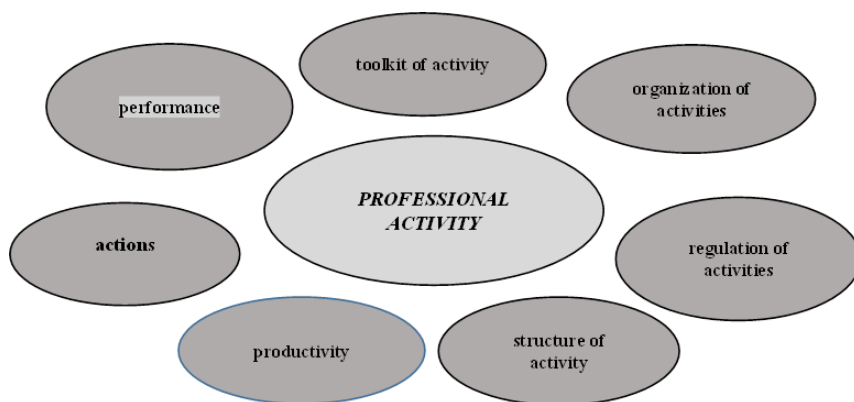


Fig. 1. Praxeological aspects of professional teacher activity

The concept of pedagogical activity quality has got the main meaning, it is revealed and concretized through a system of such concepts as qualification, competence, culture, skill, style, and professionalism.

The second group includes the so-called instrumental concepts (toolkit of activity) reflecting ways to identify these characteristics, in particular the assessment and self-assessment of pedagogical activities. They also include characteristics related to the specification of the ways this assessment to be carried out, i.e., pedagogical reflection, pedagogical analysis, and pedagogical control.

The third group of praxeological characteristics indicates the properties of certain actions observed under the proper organization of pedagogical activities. They include:

- *expediency* (compliance with the goal);
- *purposefulness* (consistency in achieving the goal);
- *projects* (indicates the project of actions, their focus on the future, the ability to produce with their necessary future);
- *constructiveness* (the educational potential of actions, the ability to construct intermediate and final results of certain elements);
- *focus* (regulation of professional actions by a system of restrictions);
- *technological effectiveness* (objectively determined ability to produce planned changes by their actions);
- *methodology* (reasonable orderliness of activity);
- *tools* (equipment with the necessary means);
- *practicality* (usefulness, ability to positively influence practice);
- *awareness* (awareness of their own actions).

Methods of pedagogical activity regulation should be included to a separate group. They are regularity, law, principle, rule, approach, program, and plan. Being general scientific and interdisciplinary concepts, they concretely concretize pedagogical reality, acquiring praxeological function (indicate ways of productive activity). It can be attributed to such concepts as didactic principles, principles of education, personality-oriented approach, educational modernization program, educational work plan etc.

The next group of concepts used by pedagogical praxeology allows you to analyze and evaluate the teacher activities in terms of its structure completeness. It includes pedagogical goals, objectives, methods, tools, forms, results in their praxeological interpretation.

The last group involves the research of issues helping to study and describe the teacher performance in the educational process, i.e., pedagogical (educational) situation, pedagogical interaction, pedagogical function, professional and pedagogical position.

The praxeological structure of pedagogical activity consists of pedagogical goals and professional tasks; professional actions and procedures aimed at solving problems, and obtaining positive actions. The subject's practical relationship with reality is always constructive, characterized as ideal and correct. Praxeological characteristics of pedagogical activity allow to correlate to what extent the actions of the teacher correspond to the ideal activity. The ideal activity acts as a model of a possible and appropriate future.

Analysing the indicators for ideal pedagogical activity selection, we should take into account the pedagogical reality multifaceted consideration determined by the methodological

basis for describing these characteristics¹⁸², for example, in terms of teacher personality (axiological approach); norms of pedagogical process implementation, objects of pedagogical work (system approach); types and structures of pedagogical activity (activity approach), etc. Nowadays, the description of the training planned result is based mainly on the competency approach. This approach does not contradict the praxeological approach. The essential aspects of both approaches are organically represented in the cultural-praxeological concept of training specialists in the humanities (N. Oliynyk)¹⁸³.

Taking into account the ideas of the cultural and praxeological concept, we have identified groups of praxeological characteristics of pedagogical activity, they are indicators of the pedagogical activity effectiveness. They are selected on the basis of pedagogical activity aspects (Table 1).

Table 1. Characteristics of praxeological pedagogical activity

Effective aspect	
Group	Contents
<i>ideal performance</i>	quality, success, productivity, efficiency, effectiveness
<i>performance</i>	approach, regularity, law, principle, rule, program, plan
<i>quality of activity</i>	literacy, education, readiness, qualification, competence, culture, skill
<i>success of the activity</i>	expediency, purposefulness, projective, constructiveness, rationing, methodological, instrumentality, practicality, meaningfulness, ethics, reliability, validity
Procedural aspect	
<i>structure of activity</i>	purpose, tasks, methods, means, forms, results
<i>types of rational pedagogical activity</i>	educational and searching, model and design, managerial and communicative, evaluative and orientational
<i>organizational and procedural aspects of pedagogical activity</i>	strategy of pedagogical activity, prescription model, algorithm of organization of training (education), technique, pedagogical technology
<i>professional performance of a teacher</i>	pedagogical situation, pedagogical interaction, pedagogical decision, pedagogical diagnosis, pedagogical style, pedagogical abilities
<i>tools and methods</i>	pedagogical technique, pedagogical analysis and self-analysis, assessment and self-assessment, pedagogical examination, reflection, control, testing, computer diagnostics

¹⁸²Malykhin A. A. (2014). The essence and principles of the praxeological approach in methodical preparation of the future teacher of technologies. Scientific notes of Ternopil National Pedagogical University. V. Hnatyuk. Ser. Pedagogy. Ternopil. № 3. Pp. 72-77.

¹⁸³Oliynyk N. A. (2017). Praxeological approach to professional training of future specialists in the agricultural sector. Collection of scientific works. Kherson State University. Pedagogical Sciences, Issue. 79 (3). 176-181. URL: http://nbuv.gov.ua/UJRN/znppn_2017_79%283%29_36.

These groups belong to the categorical apparatus of pedagogical praxeology, they determine pedagogical sciences development not claiming final completion. It should be noted that there is a formation and refinement of the conceptual and terminological apparatus of pedagogical praxeology, it systematizes and uses existing interpretations of pedagogical concepts¹⁸⁴.

Thus, these indicators serve as a guide for determining the criteria for pedagogical activities effectiveness assessment. These praxeological characteristics of pedagogical activity are normative indicators; they should be taken into account developing the both pedagogical disciplines and pedagogical practices in general pedagogical training.

It is possible to carry out development of diagnostic tools considering selected groups of pedagogical activity praxeological characteristics. It should be developed within concepts certain group (in terms of one characteristic). For example, diagnostic tools are based on indicators selected taking into account the concept of activity, it will reflect the methods used by the teacher to regulate his activity taking into account the laws, following principles, rules; using the approaches, programs specified in the plan of activities. As general scientific concepts, they concretely concretize the researched activity of the teacher. For example, the teacher executes the rule that the training should be organised considering the system of pedagogical diagnostics. This rule specifies a way of diagnostic activity productive realization.

The diagnostic programs should be developed taking into account the praxeological characteristics of practical activities presented in one group of indicators. This allows you to standardize the measurement tool, while ensuring the validity and reliability of the procedure.

Taking into account available statistics on the praxeological components of the teachers' professional activity [9, p. 283], we conducted an empirical study (2020), its results are presented below. Teachers of Vinnytsia schools answered the questions of the questionnaire (59 respondents).

The results of the school teachers' answers to the question of assessing the extent to which their pedagogical professional activity in activities is related to the concepts listed below (mark with numbers starting with 1, their social significance for you, 1 is the highest significance) are presented in Figure 2.

The analysis of the diagram allows to note significant concepts for teachers' pedagogical activity, i.e., work (1st rank position), rationalism of actions (2nd rank position), diligence (3rd

¹⁸⁴Mayboroda V. K. (2018). Problems of development of praxeological skills of future competent specialists of higher education of Ukraine. Higher education in Ukraine. № 4. Pp. 31–36.

rank position), self-control (4th rank position), material security (5th rank position), freedom (6th rank position); the least popular are the concepts of creativity (the lowest position in the ranking system); followed by responsibility for results, education, self-confidence, knowledge, and initiative.

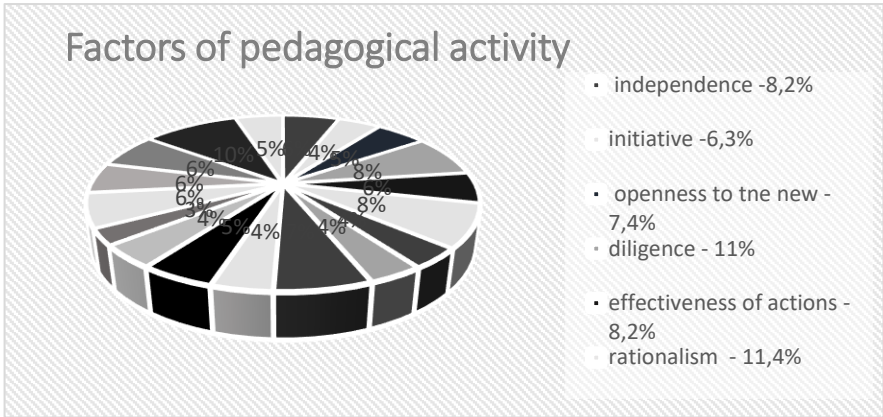


Fig. 2. The results of teachers’ answers to the first question of the questionnaire on praxeological aspects of professional activity

Regarding the main ways to improve the quality of their pedagogical activities, teachers make the following sample.

According to diagrams (Fig. 3), Vinnytsia teachers are convinced that training courses are the most effective ways to improve their pedagogical activities, the reflection on pedagogical activities occupy the second position, 3rd position is taken by results correction, self-education and advance planning occupy the 4th and 5th rank positions.

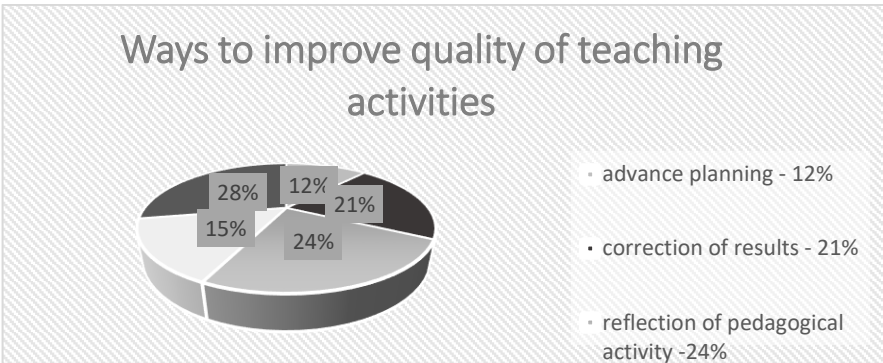


Fig. 3. The most effective ways to improve the teaching quality

The diagram (Fig. 4) presents the results of respondents' answers to the question: What criteria can be used to assess the effectiveness of pedagogical activities? (mark with numbers starting with 1, their social significance for you, 1 is the highest significance). According to the diagram data (Fig. 4), which is in the 1st place in both groups, the criterion of time spent to obtain the result; on the 2nd and 3rd - respectively, resource consumption time to achieve the result and compliance with the results of the proposed requirements. Accordingly, we can conclude that teachers choose the most important praxeological criteria for assessing the effectiveness of pedagogical activities.

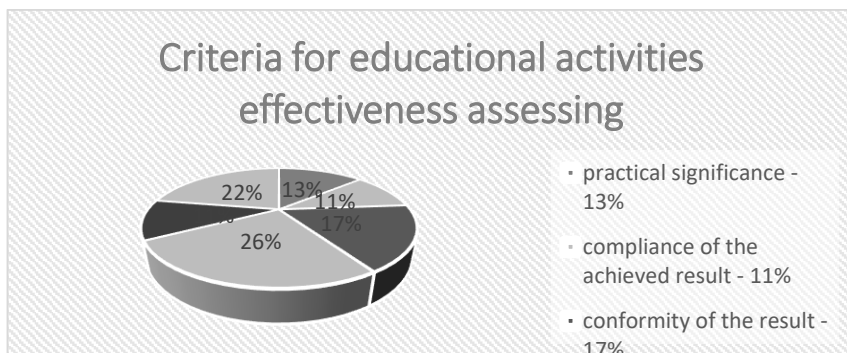


Fig. 4 Criteria for pedagogical activities effectiveness assessing

The question of criteria that can be used in assessing the rationality of pedagogical activities was one of the questions. The results are presented in Fig. 5.

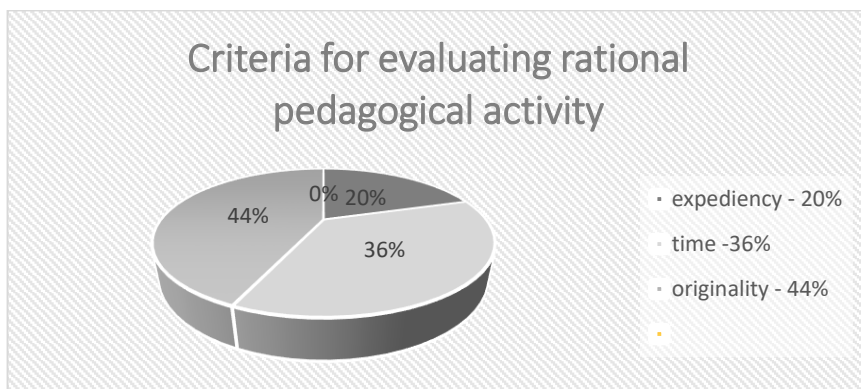


Fig. 5.Criteria for evaluating rational pedagogical activity

The criterion of techniques and methods originality was ranked first by Vinnytsia teachers, the criterion work time, intensity of professional activity was in the second position. Taking into account the survey results, we can conclude that a necessary condition for understanding the measures of compliance of personal characteristics with social, moral and professional norms is the professional self-awareness of the teacher, important components of which are reflection and self-esteem.

The development of human abilities for reflection, self-improvement, self-education and activity-regulatory attitude to oneself is facilitated by the praxeological approach¹⁸⁵. It confirms the relevance of praxeological methodology in the implementation of professional standards, the importance of praxeological culture and relevant competence, as a part of the holistic professional competence of teachers.

Research conclusions

The ability to build praxeological programs for the transformation of professional behavior, professional position, joint activities increase the competitiveness of the teacher in contradictory and changing social conditions. Possessing praxeological knowledge, the teacher gets the opportunity to transform any complex situation, comes to understand that even the professional mistakes that each of us inevitably makes, can be turned into a starting point for success.

However, it should be noted that the definition of the praxeological basis of the teacher's activity has not been researched yet. The solving of this problem requires discussion both by scholars and practitioners to develop a new methodology for pedagogical activities of the teacher.

¹⁸⁵ Oliinyk N. A. (2017). Praxeological approach to professional training of future specialists in the agricultural sector. Collection of scientific works. Kherson State University. Pedagogical Sciences, Issue. 79 (3). 176-181.

*Svitlana Strilets,
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TRAINING AS A FORM OF TEACHERS' PROFESSIONAL QUALIFICATIONS IMPROVEMENT IN THE SYSTEM OF CONTINUING EDUCATION

Introduction

The improvement of qualifications is the basis for the development of continuing quality education. Declarative statements on reforming the practice of teachers' qualifications improvement have been actively proclaimed since the early 2000s. However, only with the adoption of the Law of Ukraine "On Education" # 2145-VIII of 05.09.2017, which entered into force on 28.09.2017, as well as with the transformations of general secondary education in Ukraine, reflected in the document "New Ukrainian School", specific changes began in the established, but outdated forms and methods of postgraduate pedagogical education.

The successful introduction of new mechanisms for the improvement of qualifications has been supported by a number of legal acts: On some organizational issues regarding the training of teachers to work in the New Ukrainian School (2018), On approval of the Standard educational program on organizing and training of teachers by the postgraduate educational institutions (2018). In addition, the Cabinet of Ministers of Ukraine adopted resolution # 800 "Which approved the order, the procedure, the types, the forms, the scope, the conditions, the payment mechanism, the qualifications improvement recognition procedure", which approved the order, procedure, types, forms, amount, conditions, payment mechanism, qualifications improvement recognition procedure.

Therefore, in the latest period of the reform there is an urgent need to create the alternative qualifications improvement curricula and programs for the in-service ones in the institutes of postgraduate pedagogical education. Making conceptual changes in the content of curricula and programs necessitates the creation of new organizational mechanisms and the use of modern organizational forms in the practice of teachers' qualifications improvement, taking into account the domestic and foreign experience.

Training as a form of teachers' qualifications improvement

One of such modern forms, which in recent years is actively used in the system of continuing education, is training.

Until recently, training sessions as a form of work were more common in psychological practice and were defined as a set of methods for the development of the ability to learn or gain the experience in any complex activity, including communication¹⁸⁶.

Modern scientific researches describe various fields of the use of training and the purpose of its implementation: to increase the motivation of self-improvement (L. Ann, D. Johnson, N. Pylypenko), to develop the future teachers' communication skills (I. Ziazun, L. Kondrashova, O. Semenova), to develop the skills of teachers' democratic communication in the system of the qualifications improvement (S. Strilets)¹⁸⁷, to develop the reflexive abilities (O. Demchenko, T. Koval, Yu. Lyamar, I. Turchyna)¹⁸⁸, etc.

During the training there is a purposeful and structured interaction of its participants in order to acquire new knowledge, develop skills, gain the experience of social interaction. The participants of the training reproduce or discuss a specific situation that may arise in their professional work. As a result, there is a formation or rethinking of their own position on a particular issue. The participants of the training learn, first of all, due to their active work and learn a lot from each other. Through synergies the group helps each participant to become on graduation more competent than at the beginning¹⁸⁹.

That is why the format of the trainings was chosen (taking into account the teachers' requests) for the Innovative teacher training courses "Superheroes" (preschool and primary education) and "Superheroes 2.0", which took place in October 2019 and January 2020 on the basis of the Faculty of Preschool and Primary Education and Arts at T. H. Shevchenko National University "Chernihiv Colehium".

The courses were organized with the assistance of the Rectorate of T. H. Shevchenko National University "Chernihiv Colehium" and the support of the international project "The democracy culture development in pedagogical education in Ukraine, Norway and Palestine" (CPEA-LT-2017/10037). The course was organized by the Department of Preschool and Primary

¹⁸⁶Матвійчук О.С. Психокорекційний тренінг як засіб профілактики девіантної поведінки підлітків. *Практична психологія та соціальна робота*. 1998. № 1. С. 20-23.

¹⁸⁷Стрілець С.І. Інноваційні форми підвищення кваліфікації: реалії та перспективи. *Вісник Національного університету «Чернігівський колегіум» ім. Т.Г. Шевченка*. 2019. Вип. 4 (160). URL : <https://visnyk.chnpu.edu.ua/19-4-160-8/>.

¹⁸⁸Demchenko Olena, Koval Tatiana, Vatso Mykhailo, Lyamar Yulia, Turchyna Iryna. Развитие рефлексивного компонента готовности будущих педагогов к работе с одаренными детьми во время тренинговых занятий. *Society. Integration. Education: Proceedings of the International Scientific Conference*. Volume I, May 22 th-23th. 2020. P. 119-132.

¹⁸⁹Ідеї. Натхнення. Рішення. Посібник для тренерів неформальної освіти. Київ, 2015. URL : https://www.sii.org.ua/wp-content/uploads/2016/07/Trainers_Handbook.pdf.

Education, headed by the Head of the Chair, Doctor of Pedagogical Sciences, Professor S. Strilets.

The purpose of the courses was to improve the teachers' skills in an innovative format, acquaintance with the educational trends from Ukrainian, Norwegian, Czech scientists, coaches, the opportunity of networking, acquaintance, inspiration, receiving state certificates by the teachers. The target audience was primary school teachers of the NUS (26 participants) and educators of preschool institutions (9 participants). The term of study was based on the accumulative system, so it provided for 3 modules – Module I – (3 days) October 2019, Module II – distant, Module III – (3 days) January 2020 (issuance of the Certificates).

The participants of the project "The democracy culture development in pedagogical education in Ukraine, Norway and Palestine" presented the topics of the trainings, which were conducted within the courses and were diverse and relevant. The following trainings aroused considerable interest among the primary school teachers – the participants of the courses: "Democratic principles of the innovative technical and multimedia means use of teaching Mathematics" – Professor S. Strilets, V. Kotok; "Mathematics as a tool for the development of democracy", "Digital tools in the work of a modern teacher" – Associate Professor N. Striletska; "7 life hacks for the development of children's critical thinking" – Associate Professor I. Turchyna; "Prevention of the professional burnout: stress management techniques" – Associate Professor Yu. Nosko; "Bullying in the classroom: what to do? Ways to overcome" – Associate Professor O. Kysla; "Primary schoolchildren's ecological competence formation (general ecological problems of mankind)", "Ecological projects: global challenges of mankind" – associate professor V. Koval; "Development of democracy in communication in education", "Writing a scientific article – it's not scary: what, where and how? Secrets, stages, support" – Associate Professor Yu. Lymar; "Implementation of the ideas of democracy in Mathematics" – senior lecturer T. Zaporozhchenko; "Techniques of creativity in the primary school teachers' work", "Training activity principles" – Associate Professor M. Konovalchuk.

The elaboration of the training topics was based on the analysis of modern approaches in teacher training for the New Ukrainian School teachers' requests, the need to introduce the European democratic practices in the educational process of primary school and the system of continuing education.

When planning the content and structure of the trainings for primary school teachers, the need for the structural components of the training described by A. Katsero was taken into

account, namely: the purpose and tasks; the principles of group work; the forms of organization; the role and functions of the coach; methodological means and ways¹⁹⁰.

Thus, the content of the trainings (ideas, problems, questions, situations), proposed by the lecturers for the analysis and discussion during the joint work, is designed in such a way as to maximize the achievement of the goal.

The developed logical sequence of the stages of the trainings promoted thorough consideration of the declared topics, the account of the sequence of the situations, states, stages of the group development, the peculiarities of the training participants' interaction, their influence on each other, the account of the feedback.

It should be noted that the scientific and methodological literature describes a large number of methods, but we consider it appropriate to follow the recommendations of the coaching team "Other Education", which identified the methods without which training is impossible, namely: presentation, individual work, brainstorming, reflection and physical exercises (moving exercises or energizers). In addition, they selected the support methods that help optimize trainings and increase the effectiveness of their results, but are not compulsory. For example, role-playing games, which cover a wide range of topics, can be different in duration and allow to model real situations of the professional work in the field of education. Business games are methods of modeling the situations of joint decision-making in conflict situations. Usually these tasks are the author's ones and are developed by the trainers depending on the purpose of training and the set tasks, and also on the needs of the target audience¹⁹¹.

L. Liubchak also emphasizes the importance of organizing quasi-activities, the use of interactive teaching methods, which, in her opinion, promotes the active interaction and communication of all participants of the educational process, development of the motives and the ability for self-improvement, personal and professional experience¹⁹².

Among the methods used during the trainings, dialogic and group ones prevailed. In particular, explanations, dialogue, discussions, discussion of situations, role-playing games, creative tasks, "Brainstorming", "World Café", "Balloon", "Icebreaker", "Fair" and others.

¹⁹⁰Кацера А. Засоби психологічного тренінгу. *Підручник для директора. Посібник з управлінської компетентності*. Липень-серпень. 2010. С. 42-46.

¹⁹¹Ідеї. Натхнення. Рішення. Посібник для тренерів неформальної освіти. Київ, 2015. URL : https://www.sii.org.ua/wp-content/uploads/2016/07/Trainers_Handbook.pdf.

¹⁹²Любчак Л.В. Використання технології тренінгу в формуванні комунікативної компетентності майбутніх учителів початкових класів. *Сучасні інформаційні технології та інноваційні методики навчання в підготовці фахівців: методологія, теорія, досвід, проблеми* : зб. наук. пр. Вип. 47. Київ-Вінниця, 2017. С.70-75.

In addition, lecturers Yu. Lyamar and I. Turchyna used a philosophical dialogue during the trainings, the methodology of which is described in the works of Guro Helskog¹⁹³ and presented by her to the lecturers of the Ukrainian higher educational institutions within the international project "The democracy culture development in pedagogical education in Ukraine, Norway and Palestine". Working out the training classes using a philosophical dialogue, we relied on the works of Yu. Lyamar, O. Demchenko, I. Turchyna concerning its adaptation in the field of pedagogy, according to which the issues formulated for the discussion should not be purely philosophical, but philosophical and pedagogical¹⁹⁴, because any question about education and training, about pedagogical facts has a philosophical basis, the answer to it requires the search for the fundamental reasons, appropriate argumentation and grounding.

The use of dialogic and group teaching methods during the trainings for teachers contributed to their better mastering of the training content, the development of the participants' personal and professional qualities. And the use of G. Helskog's philosophical dialogue – the teachers' democratic values formation and their democratic communication skills development.

The peculiarities of the use of training as a form of teachers' professional qualifications improvement

On the example of the training "Development of democracy in communication in education", conducted by Yu. Lyamar within the refresher courses for primary school teachers, we will analyze the possibilities of training as a form of teachers' professional qualifications improvement. The training was attended by 26 primary school teachers from Chernihiv, Slavutych, Chernihiv and Kyiv regions.

Consider the general structure of the training, its individual components and analyze its effectiveness.

The target group of the training: primary school teachers.

The purpose: on the basis of deepening and generalization of knowledge of the theoretical principles of democracy to form the primary school teachers' ability to realize democracy in communication with young learners, parents, colleagues.

The training duration: 4 hours.

¹⁹³Helskog, Guro Hansen. Philosophising the Dialogos Way toward Wisdom in Education. Between Critical Thinking and Spiritual Contemplation. London: Routledge Publishing Ltd. 2019. 272 p.

¹⁹⁴Лимар Ю., Демченко О., Турчина І. Використання філософського діалогу у формуванні навичок демократичного спілкування майбутніх педагогів. *Інноваційна педагогіка* : зб. наук. праць. Вип. 16. Т. 1. Одеса, 2019. С. 110-114.

After the presentation of the training topic and the trainer, the participants got acquainted.

The *"River of expectations"* task was used to identify the teachers' **expectations** from the training (the participants received stickers, wrote their expectations from the training on them and glued them "on one bank of the river"). Among the most common expectations were: "I expect a good mood, new impressions, new acquaintances", "I expect new interesting information", "I want to deepen my knowledge about democracy in general and democracy in education in particular", "I want to gain new experience", "I want learn democratic communication", etc.

The stages of the training

Nº	The name of the stage	Time (min.)
1	Introduction	18
2	The group work	
	2.1. What is democracy? What are its advantages, disadvantages, difficulties of implementation? (according to Edward de Bono's "Six Hats method")	30
	<i>The moving exercise "The hand on the pulse"</i>	2
	2.2. The dialogic task "Democracy in communication in education"	30
	<i>The moving exercise "Pass the gift"</i>	10
	2.3. Discussion of situations	
	2.3.1. "Implementation of democracy in communication with pupils"	30
	2.3.2. "Implementation of democracy in communication with the pupils' parents"	30
	2.3.3. "Implementation of democracy in communication with colleagues (teachers or the principal (deputy principal) of the school)"	30
	<i>The moving exercise "Touch..."</i>	5
	2.4. Use of Guro Helskog's dialogic tasks in the work with primary school pupils	40
3	The general reflection	10

4	The feedback from the training participants	5
Total		240

After that the participants discussed and voted on **the rules of the training**.

The group work began with clarifying the question **"What is democracy? What are its advantages, disadvantages, difficulties of implementation?"** by Edward de Bono's "Six Hats method". To do this, the teachers were united into 6 pairs (based on the calculation from 1 to 6). Each pair chose "blindly" one "hat" from the "Six Hats" cards by Edward de Bono.

The participants of each pair analyzed the concept of "democracy" according to the color of the hat (10 min.):

1) "White Hat" ("a scientist"): providing factual information about the object ("What do we know about it?");

2) "Yellow Hat" ("an optimist"): determining the benefits of the object ("What are the benefits? What are the advantages?");

3) "Black Hat" ("a critic"): identification of the risks, warnings ("What can happen wrong? What are the disadvantages?");

4) "Red hat" ("an artist"): awareness of the emotions that arise when using the object ("What feelings does it evoke?");

5) "Green Hat" ("a creative person"): creative expansion of the potential of the object ("What are the alternatives in its application?");

6) "Blue Hat" ("a manager"): management of the research process of the object, collection and publicizing the information prepared by other "Hats".

After all participants discussed this concept from different points of view, a reflexive conversation was held, during which it was found out that carrying out of this task allowed the participants to analyze the advantages, opportunities, disadvantages of democracy.

Democracy in communication in education was discussed during **the dialogic task** based on Guro Helskog's task G 6¹⁹⁵:

1. What is "democracy in communication in education"?
2. The participants gave the examples from their own lives when they carried out the communication in education on the basis of democracy.
3. They discussed this issue using all the examples given.
4. The participants gave their own answers to the questions in one sentence, individually.

¹⁹⁵Helskog, Guro Hansen. Philosophising the Dialogos Way toward Wisdom in Education. Between Critical Thinking and Spiritual Contemplation. London: Routledge Publishing Ltd. 2019. 272 p.

5. The participants compared the answers in subgroups, formulating a general thesis and / or agreeing with one of the suggested proposals.

6. The participants wrote the suggestions on the flipchart paper.

7. The participants compared the proposals or left them as they are.

At the end, the participants wrote *the reflective notes*, answering the questions:

1) What have you learnt today about democracy in communication in education through this task?

2) What methods have you mastered that you will need to implement democracy in communication in education?

Discussion of the situation "Implementation of democracy in communication with pupils" took place during the group work.

The participants were united into groups of 4.

Give the example of the situation that happened directly to you or that you witnessed, in which you were democratic with your pupil (pupils). How did it influence them, you, your further communication with the pupils?

All participants took turns giving their examples in the group. The group members chose the best situation to present in the general group.

The "Surprise" technique was used to select the speaker: the one whose Birthday was before everyone else's in the group answers.

The selected participant presented the situation in the general group. All participants could ask him questions.

The representatives of all groups presented the situation in the same way.

The participants were proposed to think over the questions: "What do these situations have in common?", "What is different in these situations?". They wrote the answers on the piece of paper, divided in half, on the flipchart.

Discussion of the situation "Implementation of democracy in communication with the pupils' parents" took place during the pair work.

The participants were paired.

Give the example of the situation that happened directly to you or that you witnessed, in which you were democratic with your pupils' parents. How did it influence them and your further communication with them?

Each pair shared their example with the general group.

The participants recorded these examples on the flipchart.

All participants voted for one situation.

The situation chosen by the majority of the participants was discussed in the general group.

Discussion of the situation "Implementation of democracy in communication with colleagues (teachers or the principal (deputy principal) of the school)" took place in the following way.

Each participant was given the task.

Give the example of the situation that happened directly to you or that you witnessed, in which your colleagues (teachers, school principal (deputy principal) or another school administration representative) were democratic to you. How did it influence you and your further communication with this person?

Each participant, if desired, gave the example of the situation, the brief name of which was written on the flipchart. By voting, the participants chose the situation to discuss in the general group.

After that there was *the reflexive conversation* – the participants answered the questions: "Do I want to be a democratic teacher, colleague?", "What can I do for it?".

The use of Guro Helskog's dialogic tasks in the work with primary school pupils were taught while working in groups. The participants were united into 4 groups, each group chose one dialogic task from the proposed ones. Then they worked on the text describing the sequence of dialogic tasks D 1, G 2, G 6, I 6. The participants of each group worked out the dialogic task for primary school pupils. It should be noted that they took into account the content of the educational material, primary school pupils' age characteristics. Then, in turn, the representative of each group announced the name of the worked out task to the general group and recorded it on the flipchart. By voting, they decided which task to work on. The participants of the group, on the topic of which the majority of the participants voted, conducted the task worked out by them with the general group (other teachers played the role of primary school pupils).

This was followed by *the reflective conversation* – the participants answered the questions: "What is the purpose of using dialogic tasks in working with young learners?", "What should be considered when planning and doing dialogic tasks with young learners?".

During the training, after doing several tasks, the participants performed the moving exercises. For example, "The hand on the pulse", "Pass the gift", "Touch ..." and others. It gave them the opportunity to rest, relax, communicate with other participants, adjust to further work.

At the end of the training there was **the general reflection**.

1. The participants viewed the sheets of paper posted on the walls, on which they wrote during the training.

2. The participants gave the written answers to the questions: "What new have you learnt today?", "What methods have you mastered that you will need for your work with children, parents, colleagues?".

Among the most common answers to the first question were: "I have learnt more about democratic communication", "I have learnt that democracy in general and democracy in communication / education does not always have positive consequences", "philosophical dialogue / discussion of various issues based on the situations from the participants' experience", "the peculiarities of conducting the training", etc.

Answering the second question, among the methods they mastered during the training, the teachers pointed out the following: "the methods of implementation of the democratic principles of communication in practice", "the methods of organizing the democratic communication between teachers and pupils, parents, colleagues", "the ways to establish the democratic communication between young learners", "different ways of joining pupils into groups", "organizing the discussions of life situations with the help of philosophical tasks", etc.

3. Each participant found his own sticker glued to the Whatman with the "River of expectations". If his expectations from this training came true, he reglued the sticker on the other "bank of the river", if did not – left in the same. All participants of the training moved their stickers to another bank of the river, which testifies to the justification of their expectations from the training.

The participants could put their remarks and wishes for the trainer about the training into the *"Box of remarks and wishes"*.

Based on the analysis of the teachers' reflective notes, observation of their work during the training, we can claim that the use of the forms described above and methods in the system of continuing education promotes the development of the democratic communication skills, analytical and critical thinking skills; communication skills; the ability to express one's own opinion, to argue it; the ability to avoid conflict situations or solve them constructively.

At the same time, there were some **difficulties** in using the training format: during the discussion the culture of dialogic communication was sometimes violated, the participants did not listen to each other's opinion to the end, interrupted each other; some participants found it difficult to find argued answers to the questions, to convince the audience of the correctness of their position, to recollect the successful examples of life situations.

During the final meeting of the participants and organizers of the refresher courses, the participants emphasized the effectiveness of their conducting in the format of trainings. Because, in their opinion, it is a "modern, interesting and effective form of work" that promotes "deeper mastering of the content of the material", "practical skills formation", "development of the professional qualifications", "general emotional inspiration", "establishing the contacts between the participants", "development of the desire for the professional self-improvement.

Conclusions

1. The use of trainings in the system of continuing education ensures the involvement of all participants in different types of work: individual, small groups, frontal. It creates the opportunities for them to interact with each other, actively communicate, exchange the views, discuss situations, update their practical experience.

2. The observation of the teachers' work and the analysis of the results of doing the reflexive tasks by them testify that the use of trainings during the refresher courses helps to increase the motivation for the content of the training topic and the teachers' activity in the process of work on it; develop the ability to creatively use the psychological and pedagogical knowledge; develop the ability to analyze the pedagogical tasks and situations related to the pupils' development and education, to look for the alternative ways to solve them; develop the critical thinking; develop the democratic communication skills; and, consequently, improve the teachers' professional qualifications.

Vasyl Haluziak,

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DIALOGICAL APPROACH TO TEACHERS' PROFESSIONAL TRAINING

Introduction

Recently, more and more researchers are paying attention to the developmental potential of dialogue as a means of improving the training and stimulating the personal and professional development of teachers. In philosophical (M. Bakhtin, B. Bibler, M. Buber, M. Kagan) and psychological research (G. Ball, A. Brushlinsky, V. Zinchenko, S. Rubinstein, V. Slobodchikov) substantiated understanding of pedagogical communication as a dialogue, which emphasizes the position of cooperation, co-creation, partnership, exchange of personal experience of the subjects of pedagogical interaction.

The paradigm of dialogue is a "humanistic alternative to authoritarian and manipulative approaches in micro- and macrosocial relations"¹⁹⁶. According to G. Ball, it is time to shift the "pole" of pedagogical interaction from monologue to dialogue, to ensure variability and dialogic content, forms and methods of teaching. Dialogic reorientation of education corresponds to the growing role of dialogue in the modern world, when claims to monopoly possession of the Truth in science, politics or other spheres of social life are less substantiated¹⁹⁷. The right of the individual to choose between different worldviews and lifestyles is increasingly recognized. At the same time, competing approaches are increasingly perceived as not so much contradictory as complementary and enriching each other in the process of dialogic interaction.

At the same time, the developmental opportunities for dialogue in teacher training are far from being fully utilized. The introduction of a dialogical approach in educational practice in general and the professional training of teachers, in particular, is greatly complicated by the ambiguity of interpretations of the phenomenon of dialogue. The concept of dialogue is understood by the authors in different ways: as a form of communication, as a type of

¹⁹⁶ Г.О. Балл, Парадигма діалогу і проблема прилучення до наукової культури, [в:] *Професійна освіта: педагогіка і психологія: Польсько-український щорічник*, Видавництво Вищої педагогічної школи в Ченстохові, Ченстохова 1999, с. 336.

¹⁹⁷ Г.А. Балл, Психология в рაციогуманистической перспективе: Избранные работы, Основа, Київ 2006, с. 79.

interpersonal relations, as a universal form of human existence, as a principle of relationship, as a way to solve cognitive or practical problems, as a mechanism of culture.

Dialogue as a philosophical, psychological and pedagogical phenomenon

The view on the dialogue as a special kind of communication, different from the monologue, was formed in philosophy in the early twentieth century. (S. Kierkegaard, W. Dilthey, S. Frank, P. Florensky, M. Scheler, etc.). M. Buber and M. Bakhtin made a decisive contribution to the understanding of the unique nature of human dialogue and the dialogical nature of the individual. M. Buber in his works "The Problem of Man", "You I and", "Dialogue" criticized the traditional understanding of a man as an isolated individual, the object of detached analysis, similar to other objects of scientific knowledge. According to M. Buber, the essence of a person is revealed only in his dialogical attitude to another person, which is described as the attitude "I – You", in contrast to the monologue attitude "I – It"¹⁹⁸. In the attitude of "I – It" to the objects of cognition and activity, I manifest itself as an individual and realizes itself as a subject, in the relation of "I – You" – manifests itself as a person and realizes itself as a subjectiveness. Dialogue, according to M. Buber, is not limited to interpersonal communication – it is a basic relationship characterized by "mutual orientation of internal action", addressing each other and openness to interaction.

A significant contribution to the development of views on dialogue as a special mode of human relations was made by M. Bakhtin, in whose works the concept of dialogue is key¹⁹⁹. Arguing that "dialogical relations are a universal phenomenon that permeates all relations of human life", M. Bakhtin described various aspects of dialogue from the standpoint of philosophy, literary criticism, and culturology. Interpersonal dialogue is characterized primarily by the special nature of the relationship between interlocutors, which can not be reduced to purely logical, linguistic or psychological. Dialogue presupposes a certain level of personal maturity of its subjects, when "there are integral positions, integral personalities." Interpersonal dialogue is closely related to internal dialogue, because establishing a dialogic interaction with others can only be a person who understands and accepts himself, his multifaceted, often contradictory inner world. Unlike the monologue, which is based on the denial of equality and equality, the essential characteristic of dialogue is equality – the mutual attitude of interlocutors to each other as sovereign, full-fledged "I" with its inner world and its own position, who have equal rights to

¹⁹⁸ М. Бубер, Два образа веры, Республика, Москва 1995, 464 с.

¹⁹⁹ М. Бахтин, Проблемы творчества поэтики Достоевского, Next, Киев 1994, 508 с.

truth and self-determination. The dialogic position presupposes the independence of the interaction subjects, internal freedom, incompleteness and openness to change.

M. Buber and M. Bakhtin substantiated a new view of man and his life, questioning the primacy of the self-sufficient personality and showing its fundamental incompleteness, inherent in man's need for dialogue with others. There was a shift of attention from the individual to people's relationships, to their communication; from the boundaries of the individual "I" to the space "between".

The views of M. Buber and M. Bakhtin on the essence of a dialogue had a significant impact on all humanities in the second half of the twentieth century. Existential and humanistic psychology (L. Binswanger, M. Friedman, K. Rogers, J. Byudzhenal, S. Jurard, etc.), in which the construction of relations on the principle of dialogue on the basis of equality became a fruitful sphere of theoretical and practical development of the problems of dialogue and respect for the original personality in all its manifestations is seen as the basis of adequate understanding of another person, helping him to solve psychological problems, stimulating his personal development. The dialogical approach is also actively developing in modern pedagogy within the framework of several areas of pedagogical theory and practice: "School of Intercultural Dialogue" (V. Bibler, S. Kurganov, I. Solomadin, A. Akhutin, etc.); antinomic pedagogy (R. Winkel, I. Schlomerkemper); German school of "Dialogic education" (I. Dabish); American Society for Dialogic Pedagogy (E. Matusov); international program "Philosophy for Children" (M. Lipman); British program "Think together" (R. Wegerif); international project named after P. Freire "Critical Pedagogy" and others. The ideology of the dialogic approach involves the establishment of partnerships between participants in the pedagogical process, characterized not only by freedom and mutual respect, but also content, stimulating the development of personal maturity of the subjects of interaction.

American researcher E. Matusov distinguishes two areas of dialogic pedagogy: instrumental and ontological²⁰⁰. In the instrumental dialogue is seen as an effective means of learning: a special way of organized verbal communication between participants in educational interaction. Instrumental dialogue is aimed at the implementation of various educational tasks that go beyond the dialogue itself: the acquisition of specific knowledge, the formation of communication skills, the development of critical thinking and more. In the ontological direction, dialogue is understood in a broad, often metaphorical sense. Here the participant of dialogic interaction can be not only another person, but also an abstract, imaginary subject, for example,

²⁰⁰ E. Matusov, *Journey into Dialogic Pedagogy*, Nova Science Publishers, New York 2009, p. 5.

a work of art, nature, people, culture, "alter ego", etc.²⁰¹. In the ontological direction of dialogic pedagogy, the main purpose of education is seen in the development of dialogical personality, that is able to live in dialogue with the world, people around him and himself. The main qualities of such person are: a sense of inner connection with the world, sensitivity to dialogical situations, a high level of rational thinking and reflection, willingness to change, question their position, acknowledge their ignorance or weakness and seek help, accept help, ability to individual action, developed sense of , etc.

T. Topolska²⁰², having analyzed a significant array of scientific publications on the issue of dialogue, identified six main ways to understand it: 1) dialogue as a form of speech interaction; 2) dialogue as a common mental process; 3) dialogue as a joint activity of interlocutors, aimed at overcoming contradictions between them; 4) dialogue as communication at the level of real motives of activity; 5) dialogue as communication based on the personal nature of the relationship; 6) dialogue as an existential event, Meeting.

In our opinion, the second, third and fourth approaches are singled out by T. Topolska to understand the essence of dialogue, despite their inherent nuances, can be combined into one category, because they have in common the emphasis on dialogical understanding of the subject, about which the interlocutors express different views, but sincerely seek to understand each other's positions and get closer to solving the problem. Common to these approaches is an instrumental understanding of dialogue as a means of solving personally significant problems. At the same time, of course, the importance of mutual respect, empathy, trust, tolerance, equality of interlocutors is emphasized, but such relations are considered primarily as a necessary prerequisite for productive understanding of different positions and solving a common problem. Such a concept of dialogue can be conditionally described as a "joint advancement to the truth." G. Ball revealed its essence most fully and comprehensively²⁰³. He considers the main conditions of dialogue as a joint advancement to the truth: the interlocutors to have different views, positions on the subject of discussion; perception of contradictory positions as complementary; respect for the opponent and his excellent point of view; sincere interest of interlocutors in achieving the truth, willingness to change their minds if it is convincingly proven wrong.

²⁰¹ Е. Ермолаева, Проблема развития способностей к диалогу: метафорическим собеседником [в:] *Problems of Education in the 21-st Century* v.33/2011, Scientia Educologica, Siauliai, p. 135.

²⁰² Т.А. Топольская, О понятии „диалог“ в психологических исследованиях общения и консультативной практике. Часть 1, „Консультативная психология и психотерапия“ №4/2011, с. 69-90.

²⁰³ Г.А. Балл, Психология в рации гуманистической перспективе: Избранные работы, Основа, Київ 2006, 408 с.

In general, we can say that there are four qualitatively unique approaches to understand the essence of dialogue as a psychological phenomenon:

1. Dialogue as a form of two-ways speech interaction of subjects, in the process of which the essence of the message is revealed and specified, information is enriched and developed.

2. Dialogue as a joint promotion of the truth in the process of discussing controversial issues, solving personally significant problems; such dialogue is manifested in the ways of understanding and interaction of different views, positions, finding ways to resolve contradictions, enriching on this basis the picture of the world of the subjects of communication.

3. Dialogue as a communication based on the personal, subject-subjectal nature of the relationship between interlocutors: mutual respect, trust, empathy, friendliness, equality of positions, emotional openness, invaluable acceptance of each other. Such relationships are superior to utilitarian subject-object relationships both in terms of the quality of communication and the promotion of personal development of partners, and in terms of the effectiveness of communication. The main attributes of interpersonal dialogue are the freedom of partners, their mutually recognized equality and depth of personal contact, characterized by mutual understanding, empathy, mutual trust, self-disclosure. Due to these features, the dialogue provides a quality of interpersonal relationships that allows each participant to fully express themselves as individuality.

4. Dialogue as an existential event, spiritual contact between interlocutors, in the process of which the meanings of existence are generated and developed, the integrity of the individual is achieved, the fullness of his life is ensured.

Obviously, these approaches to understand the essence of dialogue are closely interrelated and partially intersect, but each of them focuses on a certain aspect of this complex multifaceted phenomenon: in the first approach – on the linguistic form of dialogue, in the second – on its content (subject), in the third – on the attitude of its subjects to each other, in the fourth – on the spiritual dimension of dialogue as a way to achieve the fullness of human existence. In our opinion, all the considered aspects of dialogue play an important role in the professional training of teachers.

Dialogue as a form of two-ways speech interaction between teacher and students is manifested primarily in problematic, interactive teaching methods (heuristic conversation, discussion), which provide a subjective position of students in the learning process, enhance their cognitive activity, promote communicative competence.

Dialogue as a joint promotion of truth in the process of discussing controversial issues is important in the context of developing dialectical professional thinking of students, clarifying

and deepening their understanding of ambivalent, internally contradictory pedagogical phenomena, processes and positions, unambiguous assessment of which is impossible: heredity – environment, formation – self-development, freedom – coercion, education – self-education, socialization – individualization, personality – team, formal education – material education, reproductive education – problem-based learning, etc.²⁰⁴ Dialogization of the pedagogical process involves the transition from a monologue to a dialogical strategy of interaction between teachers and students. In a monologue strategy, the teacher acts as if only he is a full-fledged subject and bearer of truth. In contrast, the dialogue strategy is based on the recognition of the subjective fullness and fundamental equality of interacting partners and in this sense is abstracted from possible differences in the social status of teachers and students. Due to the comprehension in the process of dialogue of different pedagogical views, alternative concepts and positions, students develop dialectical thinking, form their own professional position, there is a new way of seeing pedagogical reality and integration of pedagogical contradictions²⁰⁵. Acquaintance of students with competing pedagogical approaches, alternative concepts sets a certain space of internal dialogue and professional self-determination. The organization of such a dialogue promotes deeper understanding, emotional experience, reflection on value and semantic contradictions and problems of pedagogical activity. The process of personal and professional development due to this becomes variable, conditions are created for students to develop individual approaches to solve pedagogical problems, the formation of individual style of teaching, the formation of a professional position²⁰⁶.

Dialogue as a communication based on the personal, subject-subjectal nature of the relationship between teacher and students, creates favorable opportunities for the development of personal maturity of teachers, the formation of professionally important qualities, departure from ambiguity, stereotypes in teaching, implementation of the principle of personalization of pedagogical interaction. Dialogic communication has psychologically attractive features associated with interest in the personality of the partner, mutual openness, freedom of expression, mutual desire for truth. It is worth to notice that dialogue can be fruitful if its topic affects the life attitudes of students, their personal meanings and interests.

²⁰⁴ В. М. Галузяк, *Характеристики зрілого педагогічного мислення*, „Наукові записки Вінницького державного педагогічного університету імені М.Коцюбинського. Серія: Педагогіка і психологія” вип. 51/2017, с. 43-50.

²⁰⁵ В. М. Галузяк, *Діалектичне мислення як критерій особистісно-професійної зрілості педагога*, „Наукові записки Вінницького державного педагогічного університету імені М.Коцюбинського. Серія: Педагогіка і психологія” вип. 52/2017, с. 48-56.

²⁰⁶ В. М. Галузяк, *Педагогічна підтримка розвитку особистісної зрілості майбутніх учителів*, [в:] *Особистісно-професійний розвиток майбутнього вчителя*, Нілан, Вінниця 2014, с. 56.

Dialogue as an existential event, spiritual contact between teachers and students can also play an important role in the professional development of teachers. Emotionally intense moments of communication between students and authoritative teachers, which evoke feelings of respect, sympathy and trust, can leave a deep mark in their consciousness and self-awareness, contribute to inner harmony, influence personal and professional self-determination, professional meaning and develop their own philosophy of life.

Reorientation of target settings of training on personal development of students, formation of their creative individuality naturally leads to dialogue as means of creation of didactic and psychological conditions of activation of personal and professional formation of teachers.

Dialogic teaching methods

Dialogic teaching methods from a procedural point of view can be divided into three groups: methods based on the internal dialogue of the subject; methods based on interpersonal dialogue (communication between two subjects); methods based on polylogy (communication of many subjects). All these methods have significant development potential and at the same time are characterized by certain features. Methods based on internal and interpersonal dialogue (polylogue), involve the demonstration of the teacher in the process of communicating the theoretical material positions developed during the scientific solution of pedagogical problems. These methods are fundamentally similar to the method of problem statement. Students first mentally follow the logic of the material, understanding the stages of solving holistic problems, then participate in the implementation of individual stages of solving the problem posed by the teacher, which is characteristic of the heuristic method, and then carry out cognitive activities independently, updating existing knowledge, planning their actions and eventually producing their own point of view on the subject of study.

Methods based on the internal dialogue of the subject include verbal methods that develop analytical thinking, reflection, culture of personal expression in the text: writing an essay, problem lecture, answer to the author, written research of scientific or artistic pedagogical text, film and more. The analysis of features of the texts created by students allows to define individual specificity of their thinking, features of perception and understanding of pedagogical problems, the maintenance of cultural and professional senses. In the process of internal dialogue there is a gradual transition of students from understanding pedagogical concepts to the formation of personal meanings. In this process, we can distinguish several stages: 1) the actualization of the semantic structures of "I" during the entry of the subject into the

pedagogical problem; 2) exhaustion of these meanings in the course of approbation of various stereotypes of personal experience and patterns of activity; 3) rethinking the situation and himself in it; 4) realization of the acquired new meaning through reorganization of personal experience and effective overcoming of contradictions during the decision of this or that pedagogical problem²⁰⁷.

It should be noted that the ability to internal dialogue is formed in students only in the presence of experience of active participation in various forms of interpersonal dialogue²⁰⁸. Therefore, methods based on internal dialogue should be complemented by methods of interpersonal dialogue and polylogue.

A dialogic problem lecture can be a very effective method of teaching based on internal dialogue. It allows students to form the experience of communication with the teacher as an equal interlocutor before using polylogical methods. The thematic content of such a lecture is based on a problem question or task that reflects a particular pedagogical problem, and is revealed by the teacher's coverage of ways to solve it. Since the dialogically constructed problem lecture reproduces the methods of research activities in the field of pedagogy, educational material is presented as a contradictory development of scientific knowledge, as a struggle of opinions, positions, scientific schools or individual scientists in the history of science, as their dialogue.

The difference between a dialogically constructed lecture and a regular problem lecture is the emotional component of the dialogue, which encourages students not only to active cognitive activity, but also to personally assess the pedagogical problems under consideration. The teacher's task is not only to transfer information, but also to acquaint students with the objective contradictions of the development of pedagogical knowledge and ways to solve pedagogical problems, as well as to reveal their own views on the issue. The overall effect of a problem lecture is determined by its content, the way of organizing joint activities and the means of communication used by the teacher to "broadcast" his personal position to students.

Dialogically oriented lectures can take different forms depending on the didactic tasks of the teacher. This can be, in particular, a lecture-conference during which students ask the teacher in writing questions on the topic of the lesson. At the end of the lecture the teacher answers the questions. The content and form of the questions asked by students serve as an

²⁰⁷ И.Н. Семенов, С.Ю. Степанов, *Рефлексия в организации творческого мышления и саморазвитии личности*, „Вопросы психологии“ №2/1983, с. 39-42.

²⁰⁸ А.А. Вербицкий, *Активное обучение в высшей школе: контекстный подход*, Высшая школа, Москва 1991, с. 96.

indicator for the teacher of the level of their understanding of pedagogical problems and the degree of personal involvement in professional and pedagogical issues. From depersonalized informing, the lecture turns into a dialogical process addressed to each student.

Dialogic teaching methods based on internal dialogue can also include students' completion of written assignments on various topics. An essay (essay) can be narrative or descriptive, depending on the subject of analysis. Texts are written by students individually, but with a focus on other readers, on the situation of educational discussion of their content. Created texts usually have a deep personal meaning, expressing the attitudes of students, the results of their understanding of complex pedagogical problems. The internal choice of the position reflected in the text obliges students to be responsible for what is written and at the same time is a criterion of their personal and professional maturity. The shortcomings of the position presented in the text become the subject of reflection at the stage of reflection. Then, in the process of unfolding the thematic content, the student's position expressed in the text becomes the subject of group discussion or game modeling.

The second group of dialogic teaching methods includes methods based on interpersonal dialogue, which involve the activity of different actors – not only a teacher and a student, but also two teachers, two students: heuristic conversation, binary lecture, pair work of students and others. The use of such methods requires a clear definition of their tasks and a place in the learning process. Such methods should not be considered universal, as their effectiveness largely depends on the basic level of knowledge and the formation of professional positions and attitudes of students.

An effective dialogic method of teaching is a heuristic conversation, which significantly activates the cognitive activity of students, stimulates their search activity and develops creative potential. The teacher here does not report ready-made knowledge and conclusions, but by thoughtfully asking leading questions (which do not contain a direct answer) helps students on the basis of existing knowledge and personal life experience to reach certain conclusions and formulations. Heuristic conversation maximally activates students' thinking, helps to diagnose the knowledge they have acquired, promotes the formation of their personal attitude to pedagogical problems.

In the context of forming the professional position of students, a lecture by two teachers is a very effective method of teaching based on interpersonal dialogue. In such a lecture in the student audience can simulate real professional situations, from different positions to discuss current pedagogical issues in the dialogue of two experts (representatives of different scientific schools, alternative pedagogical approaches, theorists and practitioners, supporters and

opponents of certain pedagogical concepts, etc.). At the same time, teachers during the dialogue should demonstrate the culture of pedagogical communication and joint search, involve students in communication, give them the opportunity to ask questions, express their positions, express their own attitude to what is happening.

A separate group of dialogical methods includes teaching methods based on polylogue: discussions, debates, symposia, "brainstorming", business games, dramatization. They promote the development of students' analytical thinking, oral culture, form the ability of pedagogically appropriate self-presentation and defense of their own position, enhance personal and professional self-determination, ensure the development of professionally important qualities, stimulate further self-development of students²⁰⁹.

One of the effective polylogical methods is an educational discussion, which models live communication in professional activities and provides the development of professional position of students in the process of group discussion of problematic issues of pedagogical theory and practice. In discussion communication, students critically evaluate the theoretical provisions of pedagogy, learn to use them as a means of regulating professional activities, develop and adjust their own professional and worldwide views. For discussion, it is advisable to choose pedagogical problems that do not have an unambiguous solution, on which different, often contradictory, views are expressed. Forms of discussion can be different (free discussion, talk show, debate, symposium, "brainstorming") depending on the specific audience, its interests, needs, professional maturity, as well as the tasks set by the teacher. This can be, in particular, a step-by-step discussion or a method of "maze", progressive discussion, discussion-competition, "clinic technique", "relay technique", etc.²¹⁰

Polylogical teaching methods also include role-playing and creative games aimed at developing students' ability to accept and effectively perform various social roles (teacher, subject group leader, class teacher, school principal, head teacher, etc.), learning productive cooperation, participation in the development collective positions. Games allow to model real activity of teachers in specially created pedagogical situations. This is especially related to the *business game*, which mimics the substantive and social content of professional activities, thereby contributing to the formation of the communicative-activity aspect of the professional position of students. Students acquire the skills of constructive social interaction, competent

²⁰⁹D.W. Johnson & F. Johnson. *Joining to-gether: Group theory and group skills* (10th ed.), Allyn & Bacon, Boston 2009.

²¹⁰Г.К. Селевко, *Дискуссия как эффективный метод познания, „Школьные технологии“* №5/2004, с.106-114.

behavior, and internalize professional values. Professionally oriented game allows to see the professional situation as a whole, clearly represents the components of pedagogical activity and the conditions of its functioning, and provides psychologically comfortable personal involvement of students in the learning process. In the game process, the dialogic structure of role communication expands the range of motives for students' learning activities (external and internal, social and professional, effective and procedural, achievement and self-affirmation), forms their willingness to work in a team and jointly find solutions. Due to this, group game interaction is an effective means of learning new, emotionally rich knowledge that has value as a collective product of the creative efforts of each participant in the game.

Conclusion

Teaching methods that are used in pedagogical institutions of higher education can be represented as a kind of continuum, on one pole of which a monologue (traditional information lecture), in the middle – different options for interaction between teacher and students (debate, discussion, business game, etc.), and on the opposite pole – dialogue (polylogue), which unfolds at the level of professional meanings. The choice of one or another method of teaching depends on the characteristics of the educational material, the ability of students to constructive dialogue and the readiness of the teacher for creative dialogical educational interaction. It should be noted that the essence of dialogic learning is not to absolutize dialogue as a form of communication, but to take into account the specific combination of monologue and different types of dialogue to organize effective interaction of the subjects of the pedagogical process. The monological way of presenting knowledge at the first stages of mastering the content of the subject is not only possible but also desirable, because it is the monologue that allows for a limited time to convey a relatively large amount of information that does not require evidence: a system of basic definitions, concepts and facts.

Thus, the student's dialogue with other subjects of the educational space – the teacher, peers, authors of educational and artistic texts, scientists, theorists and practitioners, and others takes place in almost every teaching method. Having entered into a dialogue with the author of pedagogical knowledge (in the manual, pedagogical work, essay), with the teacher, classmates (in discussions, debates, conversations), students face the need to express their position, to inform others about themselves as a subject of professional activity, reveal their professional priorities and values. At the same time, they get an idea of the attitude to pedagogical problems of other subjects of interaction, taking turns taking an active position, listening to different points of view on pedagogical problems, forming their own position.

Educational dialogue as a key element of personality-oriented learning, which organically combined independent semantic search activities of students with the acquisition of normative professional knowledge, activates personal and professional self-determination of teachers, promotes their subjectivity, professional identity and formation of professional values.

CONCEPTUAL IDEAS OF ANDRAGOGS' TRAINING AT JAPANESE AND SOUTH KOREAN ENTERPRISES

Introduction

One of the important tasks of a modern enterprise is to find ways to increase productivity and it directly depends on the development of human resources of the company. Business owners are constantly looking for ways to develop employees' skills to the requirements that are set before them, much attention is paid to their professional growth. The problem of andragogs' training, who provide mentoring or supervision, their role and importance for the professional development of the company's staff, their adaptation to the requirements of the enterprises has become relevant and significant in this context.

It should be borne in mind that the process of in-house training has been in the center of scholars' attention for a long time. It takes place in a specific environment, which is determined by the needs of certain industry, management and logistics of the enterprise ²¹¹. Therefore, the planning of educational activities in such conditions is like a social negotiation to determine goals at the individual and organizational levels, in the "socio-political and ethical dimensions." P. Willyard, G. Conti²¹² believe that planning of the in-house training should be seen as a social activity in which educators determine personal and corporate interests, and the role of educators and human development departments in the process of curriculum development and discussion is very important.

Some aspects of supervision are analyzed in the works Ukrainian and foreign researchers. Many Asian scholars (Di Yan, TairaKoji & LevineSolomon, Takashi Kawakita, Shigemi Yahata and others) have considered role and functions of coaching at enterprises. However, the issue of Asian experience in training qualified and experienced teaching personnel for companies called andragogs has not been studied enough yet and led us to the choice of the topic of this article.

Conceptual ideas of corporate training

²¹¹Elgstrom, O. & Riis, U. (1992). Framed negotiations and negotiated frames. *Scandinavian journal of educational research*, 36 (2), 99 – 120.

²¹²Willyard, P. & Conti, G. (2001). Learning strategies: a key to training effectiveness. In O. A. Aliaga (Eds). *Human resource development* (pp. 325 – 331). Baton Rouge, LA: AHRD.

Topicality of the issue stipulates the necessity to explore conceptual approaches to the andragogs' training. To fulfill this task it is important to study ideas, concepts and principles, which find their reflection in the pedagogical activity of enterprises. Modern labour force must be well educated and prepared to implement diversified production tasks and support competitiveness of the company at the sales market. Therefore continuous development of personnel turns into a corporate necessity. The analyzed materials testify that continuity in corporate training is provided on condition of turning the company into "learning organization" that is closely connected to the concept of "knowledge society". Such approach means that training is a basic element for an enterprise, for accumulation and transmission of the complex corporate knowledge, skills and experience to all employees. And in this context andragogs' training, who have this knowledge and skills and who can deliver them to others, has gained strategic importance for any company.

Together with it we should admit that corporate culture was recognized as one of the most influential and stable forces operating in the company. And one of the reasons for considering Asian management ideal is the informal and friendly relationship between employees at all levels of the company's hierarchy, based on similar interests and mutual trust²¹³. And our research allows us to make a conclusion that it is its main difference from Western-type management. The main principles of efficient company's activity are based on recognition of the common responsibility of all workers for product quality, promotion of progress and the general "improvement of society", commitment to the long-term development of world culture.

A characteristic feature of Japanese management is that managers more often use their own experience, ideas, skills in working with staff than formal strategies and techniques of management. At the same time, such an individual approach is combined with concern for the company's employees as its main asset and the main factor to increase productivity²¹⁴, the general consensus in decision-making, respect for senior employees for their knowledge and contribution to the work for the company²¹⁵. The main feature of Asian management lies in the focus on the person who settles problems and generates ideas, as well as the simultaneous development in him of the sense of "a team" and "community" while working together for the

²¹³Adhikari, D. (2005). *National Factors and Employment Relations in Japan*. Tokyo, Japan: Japan Institute of Labour Policy and Training March 28, 2005. – P. 87.

²¹⁴ Paul, G. (1983). *Theory Z School: beyond effectiveness*. Columbus, OH.: National middle school association. Report of the Second Regional Seminar on Industrial Relations in the ASEAN Region (2010). Japan, Bangkok: ILO Regional Office for Asia and the Pacific. = P. 6.

²¹⁵Adhikari, D. (2005). *National Factors and Employment Relations in Japan*. Tokyo, Japan: Japan Institute of Labour Policy and Training March 28, 2005. – P.88.

benefit of the enterprise. As employees of the firm are the most important asset, the policy of human capital development is aimed at the development of employees' commitment and long-term orientation in decision-making. The main goal of Asian management is to focus on the human dimension, i.e. the education of special human relationships in the company for better management of human resources²¹⁶.

Different approaches to the mentors' role and responsibilities

In our research we paid attention to the fact that there are different manners of mentoring at the workplace in Asian and European countries. For example, in France, as in most European countries, a graduate from an educational establishment is considered a qualified specialist, fully prepared for work, with the necessary skills and qualifications. He integrates into the established distribution of professional tasks that have a conceptual nature and consist of solving empirical problems. The control function over the novice's activity is performed by an engineer.

In Japan the initial period of work for each graduate is a period of professional development through on-the-job training. At Japanese companies, traditionally, newly employed workers learn all the details under the guidance of an appointed instructor. Thus, new employees acquire knowledge and skills by copying the style of the instructor's work. During the initial period, his "professionalism" is being formed, because it is believed that practical training begins from the moment of employment, so the period of transition from study to work is so important²¹⁷.

At Japanese enterprises supervisors, especially in the period of a novice's adaptation at working place, play the role of "problem absorber, trouble-shooter", while in American companies, the leaders of working groups play only partially this role. A Japanese worker who acts as an instructor is motivated to pass on his skills to new employees because his ability to teach others is assessed and noted in his records on skills development. As a result the senior staff perform their professional duties and teaching functions. With time the instructor's responsibility for training gradually decreases with the process of acquiring necessary skills by beginners²¹⁸. In some European countries, such as Spain, small and medium enterprises provide

²¹⁶Adhikari, D. (2005). *National Factors and Employment Relations in Japan*. Tokyo, Japan: Japan Institute of Labour Policy and Training March 28, 2005. – P. 93.

²¹⁷Lanciano, C. & Nohara, H. (1993). The socialization of engineers and the development of their skills: a comparison of France and Japan. *Training and employment: French dimensions*, 13, P. 4.

²¹⁸Mudiyansele, S. (2005). *Human Resource Development Systems for Customer Care Services Management in Telecommunications Companies: A Comparative Analysis of Sri Lanka and Japan*. Tokyo, Japan: Japan Institute for Labour Policy and Training. P. 25-26.

permanent tutoring, which is carried out by a supervisor or mentor, and non-formal training, which is conducted by other employees in their free time²¹⁹. In most enterprises in Taiwan, experienced workers perform these teaching duties, but without sufficient enthusiasm, as they do not get the necessary financial incentives²²⁰.

According to the results of comparative studies in Japanese companies mentors have a greater impact on the career development of managers than in the British ones, acting on the principle "sink or swim" which contrasts sharply with the Japanese approach. The Japanese mentor constantly encourages and supports the novice in his professional growth, which significantly reduces the beginner's psychological stress²²¹. The mentor is responsible for training and adaptation of the new employee in the company. The mentor performs the following tasks: explains the technology of work; introduces the document management system in the company; explains the principles of software operation (if the company uses any special software designed for internal use); advises the employee on current issues; clearly identifies sources of information.

This method of teaching, accepted by a coach, or "sensei" (a term widely used in Japan), who can lead, observe, provide support and provide feedback is characteristic for companies with strong corporate culture. Performing the role of a sensei by an experienced employee is considered an integral and important component of corporate culture²²². The supervisor is responsible for the coaching process, without which the professional development of the workers entrusted to him is impossible. The educational function of the supervisor is aimed at facilitating the process of mastering new knowledge, as well as informing, explaining, helping to find the right solution if a trainee seeks help, advice, counseling, offering new techniques and technologies, i.e. to increase the level of his professionalism.

In addition, according to Japanese in-house training practitioners, the supervisor's responsibilities include creating a special environment and a supportive atmosphere for a supervisee to acquire the necessary skills and knowledge while performing daily professional

²¹⁹Lanciano, C. & Nohara, H. (1993). The socialization of engineers and the development of their skills: a comparison of France and Japan. *Training and employment: French dimensions*, 13, P. 3.

²²⁰Yi-Hsuan Lee, Lin J., Paprock, K., Lynham, S. & Li, J. (2004). A Review of HRD Research in Three Areas of East Asia: Mainland China, Taiwan, and Japan. *International Journal of Training and Development*, 5(3), P. 459.

²²¹Mudiyansele, S. (2005). Human Resource Development Systems for Customer Care Services Management in Telecommunications Companies: A Comparative Analysis of Sri Lanka and Japan. Tokyo, Japan: Japan Institute for Labour Policy and Training.- P. 26.

²²²Miller, L. (2012). Action Learning: Key to Developing an Effective Continuous Improvement Culture. *Industry Week*, Retrieved from <http://www.industryweek.com/education-training/action-learning-key-developing-effective-continuous-improvement-culture?page=1>

duties. It is important for supervisors to have a prognostic vision of the prospects of professional development of their trainees over the next 3-5 years ²²³.

It is important that the training of a new employee provides an opportunity for mentors to improve their own professional competencies as well, while training others. Such a system of education received the name "System of brothers and sisters" or "System of the elders"²²⁴. Although senior and junior workers can perform the same tasks and work together dealing with new processes and technologies, a senior employee receives a higher financial reward. In addition, the senior employee is the first to be promoted, partly because he performs the task better, and partly because he performs the functions of a teacher²²⁵.

In addition to mentoring, on-the-job training in both countries (Japan and South Korea) uses coaching, which unlike mentoring helps improve the professionalism of more experienced employees. Coaching is characterized by preventing the imposition of methods on others, minimizing instructions, listening to the opinions of others, increasing the degree of internal self-control. It is believed that coaching skills include the ability to observe personal relationships between people and organize these relationships in a systematic interaction²²⁶. To make coaching more effective, some companies are designing special manuals for managers and supervisors on on-the-job training. In addition, during the discussion and preparation of individual Career Development Programs, a supervisor and his subordinates independently determine individual goals in trainee's professional development, which is fixed in his training plans. Discussions between the mentor and the employee of the individual professional development plan are carried out once or twice a year. Since each employee has a personal assessment in the sphere of their professional activities, the success of the mentor in the management of subordinates and the development of their potential is one of the important criteria²²⁷.

Exploring the functions of a coach at Toyota company, scientists paid attention to the extraordinary interaction between the coach and his subordinate. During the transition from one task to another, the coach encourages his trainee to look for possible ways to improve the

²²³ Yahata, Sh. (1994). In-House Training and On-the-job training. Human resources management, 33. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1994/vol33-05/06.htm>

²²⁴ Yahata, Sh. (1994). In-House Training and On-the-job training. Human resources management, 33. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1994/vol33-05/06.htm>

²²⁵ Taira, K. & Solomon, L. (1996). *Educational and labour force skills in postwar Japan*. Washington, DC.: Office of educational research and improvement. - P. 38.

²²⁶ Report of the Second Regional Seminar on Industrial Relations in the ASEAN Region (2010). Japan, Bangkok: ILO Regional Office for Asia and the Pacific. - P. 40.

²²⁷ Kawakita, T. (1996). Japanese In-House Job Training and Development. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1996/vol35-04/06.htm>

company's activities. At each stage of his professional development, the coach supports his tutee, focusing on important things at the company, and promotes reflection, encouraging to thing in a holistic way²²⁸.

The process of andragogs' selection for training

The selection of andragogs for their professional training is a very important process in Japan. Teaching is carried out by experienced managers and specialists from the company's departments or personnel management department, who got higher education degree and professional experience in the specialty for at least 4 - 5 years, those who have performed tasks related to staff training for a certain period of time. Also experienced workers who have been trained in external seminars can be chosen for mentor activity as well²²⁹. Besides, the duties of a coach can be performed only by an employee who is respected in the team²³⁰. In South Korea a supervisor is usually an employee with 20 or more years of practical work experience, his average age is about 44 years²³¹.

At Asian companies on-the-job training is provided by mentors, who are a role model for newly hired employees in a certain area of professional activity. Though personalities and functions of mentors may be different, Japanese researchers described it as: "In the world of work, mentors teach job secrets, provide coaching, and serve as role models. An important role of mentors in Japanese companies is to promote the career of their subordinates by recommending them to influential people in the company"²³². This type of on-the-job training requires special training and the character of a mentor.

An effective form of training in Japanese companies is rotation, which is widely used to train both newly hired and workers with work experience. Japanese researcher K. Taira notes that due to the specific knowledge and skills the team leader has considerable autonomy in the distribution of tasks between team members. While working in a team warm personal

²²⁸Miller, L. (2012). Action Learning: Key to Developing an Effective Continuous Improvement Culture. *Industry Week*, Retrieved from <http://www.industryweek.com/education-training/action-learning-key-developing-effective-continuous-improvement-culture?page=1>

²²⁹Kawakita, T. (1996). Japanese In-House Job Training and Development. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1996/vol35-04/06.htm>

²³⁰Report of the Second Regional Seminar on Industrial Relations in the ASEAN Region (2010). Japan, Bangkok: ILO Regional Office for Asia and the Pacific.

²³¹Sookon Kim (1998). *Labor economics and industrial relations in Korea*. Seoul, Korea: Korea development institute.- P. 18.

²³²Kawakita, T. (1996). Japanese In-House Job Training and Development. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1996/vol35-04/06.htm>

relationships are established, there is an active participation of all team members in the common business, which has a positive effect on the results of professional activity²³³.

If we characterize the composition of the teaching staff of Japanese enterprises, in 2017-2016 66.8% (53.4% in 2016) of regular employees were trained by the head of the department and 33.2% (46.6% in 2016) by the head of the linear department. For irregular employees, 55.2% (43.5% in 2016) of companies entrusted training to the head of the department and 44.8% (56.5% in 2016) to the head of the linear department Summary of Results of the Fiscal 2018²³⁴. Thus, the percentage of companies that preferred to train regular and irregular employees with the help of the head of the department increased. Nevertheless, there is a spread of training of regular and irregular employees by the head of the linear unit, as of 2010 such training accounted for 36.8% of regular and 47.8% of irregular employees²³⁵.

In Japanese companies, it is believed that only linear managers can be directly responsible for the training of employees because they know everything about the work performed by their subordinates, and can realistically assess their qualifications and competence. Linear managers consider the training of subordinates as one of the most important tasks, which is carried out by stimulating, delegating authority, development of competencies. When a senior employee retires, the junior employee continues to perform his training functions. This type of "current" training means that all team members are employed and learn new skills under the guidance of senior staff²³⁶.

Regarding the shortcomings and difficulties in mentoring and supervision, Japanese researchers mention the heavy workload of managers, which prevents them from paying enough attention to the training of their subordinates, lack of understanding of the importance of on-the-job training by middle managers (47.2% of companies) that negatively affects this process, and that was named by 31.9% of mentors²³⁷. In addition, the lack of staff responsible for the training as well as the lack of special andragogical education was considered crucial factors with negative consequences. In general, companies employed almost 17.3% of workers responsible for training and professional development in the beginning of this century, which was only 0.5% of the average number of 3,340.6 regular employees. The majority of full-time

²³³Taira, K. & Solomon, L. (1996). *Educational and labour force skills in postwar Japan*. Washington, DC.: Office of educational research and improvement. – P. 38.

²³⁴*Human Resources Report 2018* (2019). Germany: Deutsche Bank. – P. 22.

²³⁵*Human Resources Report 2018* (2019). Germany: Deutsche Bank. – P. 21-22.

²³⁶Taira, K. & Solomon, L. (1996). *Educational and labour force skills in postwar Japan*. Washington, DC.: Office of educational research and improvement. – P. 38.

²³⁷Kawakita, T. (1996). Japanese In-House Job Training and Development. Retrieved from <http://www.jil.go.jp/jil/bulletin/year/1996/vol35-04/06.htm>

employees responsible for training did not have academic pedagogical education, and 46.1% of them did not intend to receive it. 43.6% of corporations considered such a small number of andragogs a serious obstacle for the further employees' development²³⁸.

Forms of andragogs' training

Training of supervisors for enterprises in Japan and South Korea can be carried out through formal training with the aim of obtaining special licenses. The history of teacher training for corporations in Japan dates back to the 1930's²³⁹.

The Institute of Vocational Training, opened in 1961 by the Law on Vocational Training, is responsible for developing necessary programs for andragogs. Thus, supervisors for in-house training are prepared in accordance with the accredited programs "Training within the industry for supervisors" (Yahata, 1994). Instructors receive licenses after successful passing the test, which allows them to conduct formal instruction on professional skills at enterprises or in state training centers. Employees who have received licenses to carry out pedagogical activities may continue their work in their occupation. Obtaining a license is also possible on the basis of practical experience, and not only through preparatory courses and qualifying exams. Majority of supervisors received licenses in such sectors of the economy as design, auto mechanics, etc.²⁴⁰.

In South Korea training of andragogs is carried out by the Polytechnic University (VET through one's lifetime: new approaches and implementation, 2002, p. 246). The university offers diversified training programs: long-term courses for high school graduates (長期課程); master's courses (研究課程) for applicants with basic or advanced specialized skills and knowledge and the ability to conduct research; applied research courses (応用研究課程) for those who have basic or advanced specialized skills and knowledge; refreshing courses (研修課程) for vocational training instructors.

A characteristic feature of in-house training at South Korean companies is the widespread use of distance learning. The success of distance learning is ensured by the possibility to master skills of independent work, computer literacy, time planning, setting clear goals. Therefore, for the development of studying in cyberspace it is necessary to help learners acquire skills of

²³⁸Ibid.

²³⁹Taira, K. & Solomon, L. (1996). *Educational and labour force skills in postwar Japan*. Washington, DC.: Office of educational research and improvement. – P. 50.

²⁴⁰Taira, K. & Solomon, L. (1996). *Educational and labour force skills in postwar Japan*. Washington, DC.: Office of educational research and improvement. – P. 50 - 51.

independent work, teaching skills, necessary in the transition of the andragogs' role from the usual "knowledge translator" to "promoter of self-directed learning"²⁴¹.

In South Korea andragogs for e-learning can be divided according to the roles they perform into: content specialists, design instructors, content producers and educational managers. Some experienced specialists, usually university professors, can develop the content of education. Specialists in design instruction (content organization) develop methods to intensify the process of learning the necessary knowledge in the most effective way. The designers work on the teaching material properly in order learners could master it, and managers act as assistants in the educational environment answering questions and monitoring the learning process²⁴². But in the context of cyber universities, one professor can take on all four roles. The professor enriches the learning content by interacting with the learners through a bulletin board (a service on a computer network that allows the users to leave a message that can be read by others and download the program and information to the user's own computer), etc. If the professors have acquired sufficient knowledge and skills to perform these four roles, their work is highly effective, though it may threaten physical and moral exhausting.

Training of cyber andragogs is designed to educate professionals to effectively perform all these four roles. Therefore, cyber pedagogical institutes train primarily instructors and managers in the following areas: - basic technical education on the Internet; - modern training in educational technologies; - skills of interaction and work with learners in cyberspace; - basics of management²⁴³.

In addition, since 2000 the Ministry of Education and Human Resources Development of South Korea has been supporting the opening of training courses for the elderly in continuing education at universities. The support includes social benefits for workers who want to work in the field of adult education, free continuing education for teachers and volunteers in order to strengthen their specialization in areas such as teaching methods, educational planning etc.

Conclusions

Thus, the characteristic features of the management of Japanese corporations differ significantly from the European and American style of management. Most of the characteristics, such as lifelong employment, continuous professional development, commitment to the work

²⁴¹*Adult Learning in Korea: Review and Agenda for the future* (2003). Seoul, Korea: Korean Educational Development institute.-P. 81.

²⁴²*Ibid.*, P. 82.

²⁴³*Adult Learning in Korea: Review and Agenda for the future* (2003). Seoul, Korea: Korean Educational Development institute. – P. 82.

group, collective responsibility, friendly relationships based on trust, family and corporate ties have no analogues in the world. An important feature of Japanese human resource management is the definition of long-term prospects and the direction of personal development for their implementation. It is considered necessary to encourage all employees to continuous education and comprehensive development of abilities throughout the economically active life. The process of professionalization takes place through the acquisition of a wide range of professional skills, thanks to which Japanese workers are multifunctional, which makes it easy to reorganize or modernize production if necessary. However, under the influence of modern trends, there is a revision of traditional management techniques, which sometimes hindered the development of the enterprise.

At Japan and South Korea enterprises andragogs plays an important role in the process of acquiring and activating the necessary knowledge and skills of the company's staff. In Japanese companies, mentors and supervisors contribute to the mobilization of internal capabilities and potential of employees, continuous improvement of employees' professionalism and skills, improvement of their competitiveness, development of their competence, promotion of innovations in the production process. Establishing a special relationship between a mentor and trainee companies provides high performance, creates an atmosphere that stimulates creativity that generates new ideas. We can make a conclusion that andragogs' training, on the one hand, is an integral part of corporate culture, and on the other hand, forms a solid foundation for it, manifested in support, cooperation and partnership at the enterprises.

SEMANTIZATION OF THE PROCESS OF VALIDATION OF THE RESULTS OF NON-FORMAL AND INFORMAL ADULT EDUCATION

Introduction

Lifelong learning is a key factor in personal and professional development of human. Validation of the results achieved in the process of non-formal and informal learning (knowledge, skills, competencies, etc.) with use of open educational resources is necessary for access to the labor market and lifelong learning. Systematic approach to recognition of non-formal and informal learning outcomes obtained outside formal learning systems promotes the intensification of both vertical mobility of citizens in education and labor markets, and horizontal mobility from one professional trajectory to another through the mechanism of official recognition of partial qualifications. This recognition has to take into account all outcomes obtained in the system of formal, non-formal and informal learning²⁴⁴.

Higher education institutions, as a rule, use validation to provide benefits for parts of the curriculum. However, some of these processes are oriented on recognition of the results of previous formal education and poorly prepared for learning received outside formal institutions. The recognition procedure includes the following mandatory steps: submission of an educational declaration and other documents that directly or indirectly certify this information; creation of committee that determines the possibility of recognition, forms and terms of attestation for recognition of learning outcomes acquired in non-formal and informal education; attestation of these learning outcomes recognition.

Development of information technologies (IT) shows a general trend caused by growth of data volumes: transition from the processing and storage of data to the processing and storage of knowledge with more complex structure. This trend causes complication of entities represented in the labor market to describe their proposals / requirements through a variety of informal and intangible characteristics (e.g. social skills, leadership skills) described by different

²⁴⁴ С.М. Прийма, О.В. Строкань, Д.В. Лубко, Ю.О. Литвин, Н. І. Білик. Розробка інформаційної системи семантичної ідентифікації і документування результатів неформального й інформального навчання. Проблеми програмування. 2020. 2-3. 11-21

natural languages (NL) terms. Therefore we need in background domain knowledge to formalize, analyze and match information about learning outcomes and vacancies on semantic level. Such approach allows to achieve semantic compatibility of open educational resources and their integration with results of non-formal and informal learning from different sources.

Validation of learning outcomes

Validation of learning outcomes is one of the forms of recognition of learning outcomes that involves confirmation by the competent authority of the fact that learning outcomes obtained by a person (in formal, non-formal and informal education) are evaluated according to certain criteria and meet the requirements of the standard²⁴⁵. Validation allows the recognition of learning outcomes obtained outside the institutions of formal learning in terms of both formal and non-formal, informal education. In 2004, the Council of the EU adopted pan-European principles for the recognition of non-formal and informal learning outcomes based on a holistic approach to assessing all human competences . The implementation of national standards of learning outcomes based on competencies is facilitated by the National Qualifications Frameworks by interrelationship of qualifications, facilitate knowledge transfer and learning availability. Validation of the results obtained in the process of non-formal and informal learning is necessary for access to the labor market and lifelong learning.

The tools developed for semantic identification and documentation of non-formal and informal learning outcomes have to be dynamic, take into account changes in the open world around them and ensure the retrieval of information from the Web information resources (IRs). The use of ontologies provides knowledge transfer to new information systems (ISs), automated export of information from semantically marked IRs and building a common terminological framework for interaction between different resources ISs.

Semantization as a direction of information technology development

Today, the semantization is one of the basic directions of IT related to development of intelligent applications in various fields. Semantics processes the meanings of symbols, concepts, functions and behaviors, as well as their relations that can be logically inferred as a set of predefined entities and/or known concepts. Different researchers working in the fields of linguistics, philosophy, psychology and information technology are united only by single

²⁴⁵ О. В. Аніщенко, С. М. Прийма. *Валідація результатів навчання*. Велика українська енциклопедія. 2020. https://vue.gov.ua/Валідація_результатів_навчання

common goal – the description of the meaning of knowledge and therefore they use completely different methods and models²⁴⁶.

Semantics allows defining formally the relations between terms and their meanings that usually depend on the context where these terms are used, i.e. on other terms used with them, and on the structure of the relations between these terms. One of the common used variants of such formalization is based on the ontological representation of knowledge. Regarding semantic applications, ontology is used as a formal, explicit specification of conceptualization of terms at a certain level of detail²⁴⁷. The main advantage of semantic applications is the separation of knowledge and means of their processing. Ontology-based determining the semantics of IR or its elements identifies meaningful relations between the information in the IR and terms of ontology²⁴⁸. Semantics of the same information depends on ontology that formalizes the user's view of the world. Therefore selection of pertinent domain ontology is an important element of semantic IT ²⁴⁹.

Semantic IT can be described through combination of three main components²⁵⁰:

- 1) ontologies;
- 2) semantic IRs;
- 3) models of information objects (IOs).

IOs can be represented by NL-entities, multimedia IOs, structured and semi-structured IOs. Some of the structured IOs are generated by analysis of NL entities, which are considered as unstructured data, but other ones have their own formalized structure (e.g., metadata) defined by their authors or publishers. IOs are connected with IRs. One IO can be a part of some IR, entire IR or group of IRs. In this study, we distinguish the following types of IRs:

- semantic IRs – resources with elements of semantic markup (into their content and/or metadata) that clearly connects IRs or their fragments with domain concepts;
- non-semantic IRs – resources with information that is not explicitly related to domain concepts (but such relations can be determined by various means of analysis).

²⁴⁶The Scope of Semantics

²⁴⁷T. R. Gruber: A translation approach to portable ontologies. Knowledge Acquisition. Band 5, no. 2. Academic Press. 1993. 199-220

²⁴⁸W. Bartussek, H. Bense, T. Hoppe, B. G. Humm, A. Reibold, U. Schade, M. Siegel, P. Walsh. Introduction to semantic applications. In Semantic Applications. 2018. 1-12

²⁴⁹T. Hoppe, B. G. Humm, A. Reibold. Semantic Applications - Methodology, Technology, Corporate Use. SpringerVerlag, Berlin. 2018. 1-12

²⁵⁰В.И. Городецкий, О.Н. Тушканова. Семантические технологии для семантических приложений. Часть 1. Базовые компоненты семантических технологий. Искусственный интеллект и принятие решений. 4. 2018. 61-71

Semantic Web technologies

One of the most well-known sematization projects is the Semantic Web²⁵¹ developed by Tim Bernes-Lee that provides a large number of standards and tools for representation and processing information at the knowledge level. The main idea of this project is to transform the Web into global knowledge base. For these purposes the Semantic Web provides standards, languages and tools for representation and processing of information on the semantic level.

The Semantic Web proposes tools for managing a large amount of information and services that make the Web resources more usefu and supports such functions²⁵² as indexing and search of information, description of the structure and semantics of markup elements, development and maintenance of metadata and annotations, etc. It is a powerful instrument for improving the efficiency of distributed and shared access to information and its use by applications²⁵³. Adoption of the Semantic Web technologies for applied tasks of learning outcomes validation needs in analysis of domain knowledge delt with education and labour markets and problem-specific methods that allow the processing of this information in applications²⁵⁴.

The main components of the Semantic Web are: ontologies²⁵⁵; Web services²⁵⁶; software agents²⁵⁷.

Ontologies are used for representation of knowledge about various aspects of world that can be applied for user needs. Web services represent meaning of applied software in interoperable form, and intelligent agents can call these services to achieve goals and wishes of users.

The Semantic Web provides such open standards that allow to formalize the semantics of IRs and software tools for their search and processing: RDF is metadata description language²⁵⁸; OWL is ontology representation language²⁵⁹; SPARQL²⁶⁰ is query language for RDF and OWL; SWRL is a rule definition language.

²⁵¹Semantic Web

²⁵²M. Sabou, M. d'Aquin, M. Motta. Exploring the semantic web as background knowledge for ontology matching. *Journal on Data Semantics*. 2008

²⁵³J. Rogushina, S. Pryima. Use of ontologies and the Semantic Web for qualifications framework transparency. *Eastern-European Journal of Enterprise Technologies*. Vol. 1/2 (85). 2017. 25-30.

²⁵⁴J. Rogushina, S. Pryima, O. Strokan. Use of semantic technologies in the process of recognizing the outcomes of non-formal and informal learning. *UkrPROG-2018*. 2018. 226-235.

²⁵⁵L. Obrst, W. Ceusters, I. Mani, S. Ray, B. Smith. The evaluation of ontologies Semantic Web. Springer US. 2007. 139–158

²⁵⁶R. Studer, S. Grimm, A. Abecker. Semantic web services. Springer. 2007.

²⁵⁷Hendler J. Agents and the semantic web. *IEEE Intelligent systems*. Vol. 16(2). 2001. 30-37

²⁵⁸Resource Description Framework. Model and Syntax Specification. W3C Proposed Recommendation. 1999.

²⁵⁹OWL Web Ontology Language. Overview. W3C Recommendation: W3C. 2009.

²⁶⁰SPARQL Query Language for RDF. W3C Recommendation 2008.

Now OWL and its dialects (OWL-DL, OWL Lite) are considered the most appropriate language for the Semantic Web. OWL ontologies can be reused by intelligent software agent and various applications of the Semantic Web. RDF is designed to ensure metadata compatibility through common semantics, structure and syntax. It defines general architecture of metadata used by semantic application. Representation of SPARQL endpoints is a recommended practice for the Web data publishing. SPARQL provides to query mandatory and optional graph templates with conjunctions and disjunctions.

Ontologies are used by semantic applications for formal modeling of system structure, i.e. it defines the relation between domain objects and subjects. For example, domain ontology can be used to describe learning outcomes in this domain if fragments of employee resume are linked with ontology concepts by relations that are also formalized by means of this ontology²⁶¹.

Analysis of main features of the Semantic Web technologies and its components shows expediency of their use for development of tools for semantic identification and documentation of non-formal and informal learning outcomes:

- personal software agents are used for personalization of interaction with users;
- semantic Web-services supports such functions as registration and job search; registration and resume search; comparison of vacancies and resumes at the semantic level; search for educational service providers; comparison of training courses and programs with professions;
- computer ontologies are used to determine the relations between professions, jobs, knowledge, skills, competencies and qualifications, between terms and concepts, etc., as well as between their characteristics.

The Semantic Web applications

In some research works an application is called semantic if user communicates with the program through queries containing NL concepts and relations, and user and software interfaces are built so that the transformations of source data, tasks, intermediate and final results from NL to formalized representation suitable for machining are performed automatically.

Another approach to developing Web-based applications combines the term "semantic application" with the concept of "Semantic Web application". Requirements for Semantic Web applications are formulated in the framework of the "Semantic Web Challenge"²⁶² project aimed

²⁶¹S. Pryima, J. Rogushina. Development of methods for support of qualification frameworks transparency based on semantic technologies. Information Technologies and Learning Tools. 2017. Vol. 59(3). 201–210.

²⁶²Semantic Web Challenge.

to use Semantic Web technologies to build Web-oriented applications that integrate, connect and logically process the information needed by the user.

The Semantic Web application has to correspond to the following minimum requirements:

1. Data meaning plays a key role in its functioning:

- meaning should be represented using formal definitions;
- data should be processed in non-trivial way to obtain useful information;
- semantic information processing should play a central role in achieving results that cannot be obtained with alternative technologies at the same level or at all.

2. IRs used in the application have different owners (ie there is no possibility to control its change); are heterogeneous (syntactically, structurally and semantically) and contain real-world data (not toy examples).

3. Search for information is carried out in the real information space of the Web.

All these applications perceive the open world, i.e. take into account that obtained information is never complete. It is also assumed that applications use languages developed in the Semantic Web - RDF, RDF Schema or OWL, although this is not a prerequisite. In addition, the Semantic Web Challenge indicates some other desirable properties, such as accurate transformations of information that demonstrate the advantages of semantic technologies or evaluating the obtained results; scalability of application are (by data volumes and by number of distributed components); use of context information to organize the rating of results, support of different NL, etc.

Ontological knowledge sources for validation of non-formal learning outcomes

As a rule, modern ISs are dynamic, intelligent and are focused on the use and transformation of domain knowledge acquired from open information environment such as the Web IRs.

In order to support the process of validation of learning outcomes in both formal and non-formal and informal learning, the European Commission develops a multilingual classifier of European skills, abilities, qualifications and professions ESCO²⁶³ (European Skills, Competences, Qualifications and Occupations). The main ESCO elements are professions, skills and qualifications. ESCO can be used as a dictionary to describe, define and classify occupations, skills and qualifications related to the labor, education and training market in the EU. Now ESCO contains descriptions of 2942 occupations and 13,485 skills related to these occupations,

²⁶³ESCO.

translated into 27 languages. ESCO classifier joins the labor markets of the EU member states and allows jobseekers and employers to communicate more effectively with definitions of skills, training and work in all European languages.

ESCO allows users to determine what knowledge and skills are usually required to work in a particular profession; what knowledge, skills and other competencies are acquired as a result of a specific qualification; what qualifications are required by employers from job seekers in a certain profession. Thus, ESCO is a source of information on competencies relevant to the labor market in the international dimension, both for the development of higher education standards and for the review of educational programs in higher education, given that professional standards are currently lacking in many professions.

The practice of ESCO classifier use shows its effectiveness in a number of international projects and initiatives. For example, ESCO classifier is used by the European Employment Services (EURES)²⁶⁴ to provide employers and workers with information on job search across Europe in order to facilitate the movement of workers within EU and the development of the European employment market.

ESCO ontological model can be used to develop ISs for validation of non-formal and informal learning outcomes intended to create a passport of acquired competencies, search for vacancies and compare competencies with vacancy requirements. These ISs satisfy for requirements of the Semantic Web Challenge and provide such functions:

- availability of personified interaction with IS for potential employers and job seekers based on personal intelligent agents;
- support of registration of vacancies and resumes with their semantization provided by links of NL texts with ESCO ontology terms;
- comparison of resumes and vacancies at the semantic level with use of semantic similarity of domain terms from ESCO ontology structure;
- personified search of educational services to provide qualification that consider formalized validation of learning outcomes of formal, informal and non-formal level;
- comparison of training courses and programs with professions on base of the sets of their atomic competencies defined by semantic markup of the Web resources by ESCO ontology terms;
- ensuring the semantic relations between professions, knowledge, skills, competencies and qualifications formalized on base of classes and relations of ESCO ontology.

²⁶⁴EURES.

Conclusion

Use of background knowledge about professions, competencies, learning courses, etc. from the Web open sources ensures actuality of results. Analysis of the development of modern ITs based on knowledge shows the feasibility of using the Semantic Web initiative in the development of applied IS for validation of the onformal and non-formal learning outcomes that can to combine the market of educational services with the labor market. Conformity of developed IS with requirements to the Semantic Web application provides more flexibles, intelligent and personified IS that is oriented on processing into the open information space and use of interoperable ontological knowledge.

Section 3

PERSPECTIVES, FORECASTS

***Volodymyr Shakhov,
Vladyslav Shakhov***

THE MODEL OF THE FUTURE PSYCHOLOGIST'S PROFESSIONAL DEVELOPMENT AT THE UNIVERSITY

Nowadays, the problem of student – psychologist's personal development and the formation of their readiness for future professional activities is leading in the theory and practice of higher education. It is in the process of studying at an institution of higher education that the initial "development" of the profession takes place, and the life and outlook position of the individual is determined. At the same time, one of the main problems is the construction of such a system of educational process, which would take into account the features and regularities not only of the student's personal development, but also his professional development as a specialist. Therefore, it is necessary to determine the structural components of professional development of a psychologist in order to create conditions for improving their effectiveness.

In our opinion, for the study of such a complex process as the professional development of a psychologist, having a complex structure, content and qualitative characteristics, it is absolutely necessary within the framework of targeted development programs that envisage specific conditions for the implementation of professional functions, to create a model for the professional development of a psychologist.

But before doing this, it is necessary to dwell in more detail on the analysis of the provisions that should provide a methodological basis for the model of professional development of a psychologist.

In the study of the professional development features of a psychologist it has been determined; the authors of the present research came to the following conclusions:

1. Professional development of a psychologist is characterized by non-linearity, the ability to self-organization.
2. The condition of professional development of a psychologist is a set of personal qualities.
3. The professional development of a psychologist manifests itself in the inseparability of internal and external factors, in the interaction of which it is effective.

4. The professional development of a psychologist is a dynamic, procedural system, in which certain stages are singled out²⁶⁵.

Thus, under the professional development of a psychologist, we will understand the dynamic, non-linear, multilevel process, in which there are qualitative changes in the personality of the psychologist, due to internal and external factors.

In the course of the study, we came to the conclusion that it is necessary to find a link that will provide a transition from abstract analysis of the category of professional development of a psychologist in a university to the consideration of real concrete parties. This is a prerequisite for the development of an optimal model and technology for the professional development of a psychologist in a higher school, that is, the development of a strategy and tactics for the optimal movement of a psychologist to professional readiness and professional development.

Appealing to the research method – is modeling due to the need to consider the professional development of a psychologist as a holistic phenomenon. Using this method, we investigate the professional development of a psychologist through a model, which in turn allows us to consider individual quality, sides and properties of this process.

When developing the model of professional development of a psychologist, we take into consideration the following methodological and psychological positions.

First, the simulation of the professional development of a psychologist cannot be considered outside of the educational and professional activities, without taking into account the relationship and interaction of personality and activity. Because the activity of a psychologist should not be carried out without the development of professionally necessary qualities of a person, which are reflected in professional activities, assessed, compensated, adapted and developed from the standpoint of activity.

Second, the model of professional development of a psychologist, which adequately reflects the activities of a psychologist, should serve as a benchmark for solving a complex of issues of training, selection, placement of personnel; increasing the efficiency of training, retraining and using psychologists.

Thirdly, the model of professional development does not reflect all the characteristics of personality and activity, but only the main basic components, serving as a benchmark in the study of the dynamics of professional and personal development of a psychologist at different stages of his formation.

²⁶⁵Т. Корень, *Професійний розвиток особистості: категоріальне визначення* [В:] Актуальні проблеми психології, ТОВ «Фірма «Ілон», Миколаїв 2008 с.86

Fourthly, modeling the professional development of a psychologist makes it possible to develop on its basis a model of psychological support. Then the components embodied in the model of professional development of the psychologist will serve the goals of psychological support of the psychologist. Thus, the model creates a structural and normative basis for the development of psychological support for the professional development of a Psychology student.

One of the conditions for effective professional development of a psychologist in an institution of higher education is the student's awareness of his personal tasks in the system of vocational education, the requirements of the chosen profession for his personal qualities, the necessary knowledge, skills, abilities, etc. The basis of the professional development of a psychologist, from a substantive point of view, in our opinion, is the professional self-awareness of a psychologist. Because, precisely basing on professional self-awareness, professionally important qualities, and professional thinking that provide the formation of psychological readiness for professional activity develop.

Professional self-awareness of the psychologist is the process and result of the psychologist's awareness of the educational-professional sphere, the purposeful regulation on this basis of his behavior, activities and relationships.

As for the formation of any other structure of personality, for professional self-consciousness, there are their sensitive periods. One of the first significant periods is the study at the university. At this time, the future psychologist assimilates the categorical-conceptual apparatus of his science and acquires the necessary knowledge and skills that allow the student to realize their belonging to the professional community, but their effective use in professional activities is impossible without the formation of professional self-consciousness.

Not sufficiently taken into account personal qualities, the ability to distinguish and awareness of their "I" (as a professional among them), the presence of an adequate form of future professional activity, awareness of the requirements put forward by the profession to the personality of a professional, the ability to self-analysis, self-actualization, self-development, self-design at the stage studying at university. In this regard, our research interest is the structure and content of professional student consciousness not only as a factor in the formation of psychological readiness for professional activity, but also as a criterion for the effectiveness of the professional development of a psychologist, because depending on the level of development of self-awareness will depend on its further development.

We distinguish the following functional and structural components of professional psychologist self-awareness: cognitive, realized in self-knowledge; motivational, realized in self-actualization; emotional, realized in self-understanding; operational, realized in self-regulation.

We consider each of these components in more detail in order to develop them further on by future psychologists.

The cognitive component of self-knowledge is the basis of psychologists' self-consciousness. In the process of self-knowledge, turning the mental activity into research itself, the psychologist deliberately evaluates his actions and himself as a whole. The identification of the features of the process of self-knowledge should reveal the mechanism of obtaining and developing a psychologist of knowledge about oneself. In the process of self-knowledge, individual situational images are formed into concepts that reflect the essence of a psychologist, in which the degree of his social value is expressed. And the correlation of knowledge about oneself with social requirements and norms gives them the opportunity to determine their place in the system of social relations. In the process of interaction with the outside world, a psychologist, acting as an active subject, knows the world, and at the same time, learns about himself. If anything, a phenomenon can be known through the relationship with other things or phenomena, through the process of identifying their numerous interconnections, then the self-knowledge of a psychologist can be carried out only through its relationship to other people, because of the various forms of its connection, "I " with "others". Certain ways of self-perception lead to the formation of the image of "I" and, accordingly, "I am a professional"²⁶⁶.

The process of self-understanding is conditioned by a change in the perceptions of oneself, with the help of the formation of problems, tasks and their solution, the correlation of new knowledge with a certain system of values, the formation of vital, professional tasks and tasks to determine their capabilities.

The content of the motivational-target component is realized through self-actualization. According to C. Rogers self-actualization involves realization of personal potential and improvement of a psychologist, as a professional and as a person. An important aspect of self-actualization is taking responsibility for their actions. Self-actualization is a constant process of developing their potential in order to achieve creative maturity. Professional self-actualization acts as an operational analogue of personality maturity. A high level of self-actualization contributes to the achievement of creative maturity of the individual. Self-actualization is a process of constant development and practical realization of its capabilities (A. Maslow, C. Rogers, F. Perlz, E. Shostrom, L. Gozman).

²⁶⁶ И. Чеснокова, *Проблема самосознания в психологии*, Наука, Москва 1977, с.24

Self-actualization involves the process of self-determination. Psychology students need to determine independently their professional development²⁶⁷. At all stages of training, the professional self-determination of a psychologist is carried out through the process of self-analysis of behavior, psychological properties of a person, conscious statement of issues of professional development, career growth in future professional activities, etc.²⁶⁸

The use of methods of self-regulation involves active volitional participation and, consequently, is a condition for the formation of a strong, responsible person.

In the study of psychological activity of a psychologist, two forms of regulation can be distinguished: inductive and performing (S. Rubinstein). The inductive reaction of the psychologist is associated with the formation of professional aspirations, the choice of orientation, activity; Performing - with the assurance of the correspondence of activity to objective conditions.

We accept developing the ideas of S. Rubinstein who distinguished three levels of development of self-regulation, representing the ratio of external (requirements to the performance of activities) and internal (the properties of the individual). If in the first stage the psychologist reconciles its peculiarities with the norms of activity, the second - improves the quality of activity by optimizing their capabilities, then on the third level the psychologist as the subject of activity produces an optimal strategy and tactics, showing the creative nature of his activity. At this level, the psychologist may go beyond the scope of activities, increasing the degree of difficulty, implementing such forms of personal regulation, such as initiative, responsibility, and so on. So this is the psychological mechanism of "individual style of activity" in professional activity (K. Abulkhanova). Consequently, the ability to self-regulation must be developed at the stage of professional training, for the further effective formation of the style of individual activity.

Following S. Rubinstein, we distinguish two ways of the psychologist's relation to the world, which speaks about the degree of development of his self-regulation and the degree of transformation into the subject of his own life: included and reflexive. "Included" psychologist is dependent, passive in relation to life, to professional activity. "Reflexive" - shows an active, active attitude to life and professional activity. Moreover, it is precisely in the second way that the attitude of the psychologist to the world corresponds to a higher level of development. In this case, the true dialectic of a psychologist is formed and the circumstances of his life are

²⁶⁷ А. Фонарев, *Психологические особенности личностного становления профессионала*, Изд-во Московского психолого-социального института, Москва 2005 с. 374

²⁶⁸ С. Фукуяма, *Теоретические основы профессиональной ориентации*, Изд-во МГУ, Москва., 1989 с. 139

determined not by external factors, but by internal goals and intentions, he begins to be determined not so much by the past as by the future.

When analyzing the functional components of the professional self-consciousness of a psychologist, it should be noted that they are interdependent, and their allocation can be taken only conditionally. These components are implemented in two plans. In the objective, where their indicator is professional skills and in the subjective, where their manifestation is the I-Concept. On the professional skills as an integral entity are influenced by external factors (vocational training, society, its requirements, morality, etc.) and internal (self-actualization, self-knowledge, self-regulation, self-understanding) factors, which results in the changing of the I-Concept. Conversely, the change in the I-Concept affects the level of professionalism.

The professional development of a psychologist is an individual peculiar, unique process, but it is possible to identify qualitative features and patterns that are reflected in certain stadium characteristics. In the study of professional development during vocational training, there are several areas of research. Representatives of one of the directions pay attention to the study of mechanisms for the formation of skills (N. Bernstein, S. Gellershtein, E. Guryanova, K. Platonova and others [Fonar`ov 2005, p.78]. The work of representatives of another direction is connected with the formation and development of PVA (V. Chebeshev, Y. Shpigel and others). The third area of research in the field of vocational training is associated with the formation of professional knowledge. These are the works of P. Halperin on the formation of the orientational basis of action, O. Konopkin, associated with the formation of a figurative and conceptual model, D. Oshanin on the formation of operational image and V. Shadrikov on the development of information basis of activity, and others.

Leading concepts in this concept are: normatively approved way of activity, psychological system of activity, information basis of activity. Representatives of this direction were studied the patterns of formation of professional motives, the structure of the FPI, goal-setting, decision-making and structure of professional knowledge²⁶⁹.

But, in our opinion, the formation of knowledge, skills, skills, motivation, FDI, etc. is not enough for the effective inclusion of a psychologist in professional activities. After all, the analysis of professional development periodization of personality has shown that at the stage of professional training the main neoplasms should be psychological readiness for professional activity. In our opinion, the necessary conditions for reaching a student-psychologist readiness

²⁶⁹ А. Фонарев, *Психологические особенности личностного становления профессионала*, Изд-во Московского психолого-социального института, Москва 2005 с. 347

for professional activity are the successful passing of the stages of professional training and a constructive solution to crises.

The stage of professional training of a psychologist begins at the moment of entering the university and takes place within 5-6 years. This stage is complicated by its psychological structure and multifactorial process of active interaction of the student-psychologist and the educational-professional environment, whose goal is to achieve such relationships that would ensure the professional and personal development of the future psychologist.

This stage covers several stages: adaptation, intensification, identification. In determining the stages, crises and their characteristics, we relied on our study conducted during 2006-2010 among Psychology students. The sample consists of 450 full-time and part-time students and 100 practicing psychologists.

At the adaptation stage to the conditions and content of teaching and professional process, freshmen learn new social role, establishing relationships with each other and teachers. In the process of educational and professional activity in the university there is a contradiction between the experience of school work and the new requirements for training in this institution. The depth of this contradiction is individual and depends both on inner personal factors: motivation career choices, attitudes to learning, personal activity level and so on, and from objective factors that determine the nature of teaching and professional activities, such as "university spirit", "Group orientation", peculiarities of forms and methods of teaching, educational practice and so on.

Possible forms of manifestation of this contradiction is the inconsistency individual perceptions of themselves as the ideal of teaching the subject, based on regulatory requirements and logic of the learning process in a particular institution contribute to the emergence of crisis professional choice.

It is evidenced by the results of research, through which we identified the motives for choosing a profession of psychologist. So, the main motives are interest in psychology (42%); the desire to know others (22%), it should be noted that among them, 7% of students note the desire to acquire the skills of manipulative methods of influence; the desire to know oneself (22%) and the desire to help others (14%)

Motives, which are the prime reasons for choosing a profession, change during the course of study. When choosing a profession, as can be seen from the results of the study, the main motive is the interest in professional activity. However, these reasons do not correlate with psychological content of learning in the university, leading to non-adaptation because students assume that it will be interesting not aware of the need to acquire not only knowledge and skills

but also self-development, to engage groups of professional identity, improve or shape professionally important qualities.

If a freshman is aware of what knowledge, skills, abilities and professionally important qualities needed for the psychologist, then there arises the problem of forming motives profession.

Also, the level of adaptability is influenced by the awareness and awareness of their future profession. Thus, according to our research, most of the freshmen do not have a clear understanding of their future profession (62%), 23% have no idea about future activities, and only 15% have a clear idea of the future activity.

Psychology students do not always choose a specialty in order to receive a profession of a psychologist and mastering a profession, sometimes reasons for such a choice are motives: "the lack of mathematical disciplines", "necessary diploma", "to hire", "forced parents", "friends went and I'm not worse" and so on. These motives indicate a neutral or negative attitude to the chosen profession. Certainly, such indicators testify to the lack of adaptability to educational and professional activities.

The results of the first-year students' answers make it possible to conclude that most of the junior students are satisfied with their choice (85%), (5% are dissatisfied, 10% have not yet been determined) and, thus, one can rely on their successful adaptation at higher educational institutions.

Among the obstacles in the training on the specialty "Psychology", and therefore on adaptability, the following factors are influenced by students: the inability to plan their time, that is, the lack of self-organization (50%), laziness (35%), inability to work with literature (10%) , it is not interesting to present the material to the teachers (12%).

The professional adaptation of a student-psychologist is a two-way process. On the one hand, the process and the result of adaptation affects the further formation of it as a specialist, and on the other hand, the nature of the adaptation process is largely regulated and directed by the individual, depending on the personality characteristics, properties and professional qualities of the student. On the one hand, the state of health of a student-psychologist, his confidence in his own strength, the level of satisfaction with education, his status among teachers and other students depends on the success of the training, and, consequently, the motivation of educational and professional activities. On the other hand, the psycho-physiological, psychological health of the future psychologist, and hence the possibility of effective training, readiness for professional activity and, consequently, the success of

professional activity, depends on how the process of adaptation takes place and what is its result - the character and level of adaptability.

The passage of the first stage and a constructive solution to the crisis of professional choice is important in the process of professional development of the psychologist, since this particular stage determines the importance of proper orientation and professionalization for the development of educational and cognitive activity. Early professionalization is an incentive for the development of cognitive motivation, promotes the formation of professional interest, and serves as the basis for the formation of a professionally trained creative person. Professional interest has a great incentive effect: it forces the student actively to seek to acquire knowledge, to seek ways and means of self-acquisition of knowledge.

The psychological criterion for the successful passage of this stage is the adaptation to the educational and professional environment, emotional stability, low level of personal anxiety, personal self-determination and the development of a new style of life that contribute to self-education, self-organization, motivation for learning, cognitive openness, and readiness for new knowledge.

A destructive exit from the crisis is emotional instability, high level of personal anxiety, cognitive closure, and non-readiness to accept knowledge, which leads to a maladaptation of a student-psychologist to an educational and professional environment.

At the second stage of professional training - intensification, there is the development of general and special abilities of students, intelligence, emotional and volitional regulation, responsibility for their formation, independence. Leading activity is scientific-cognitive.

It is at this stage that there is a sharp dissatisfaction with vocational education and professional training, which testifies to the crisis of educational and professional expectations (disappointment), in 70% it occurs on the third year. This can be traced in the definition of the student's dynamics as the attitude towards studying at universities and directly related to the profession of a psychologist.

The content of the crisis of educational and professional expectations in the student's age is also the sharpening of the contradictions that underlie the dynamics of professional development. This is, in particular, the contradiction between the student's need for professional self-determination (paradigm, for specialization, etc.) and the lack of necessary professional knowledge, skills and abilities to meet it. So, according to the results of the study of third-year students, 80% of students can not be identified with the direction of their activities.

In the student environment there is also an objective contradiction between the perceptions of the person about the chosen profession (education, conditions, payment of work,

etc.) and its real essence. The degree of expressiveness depends on how adequately these data are. This contradiction is connected with the specifics of the youth's life and professional perspectives, which is based on a high level of aspirations, no compromise in choosing goals, their idealization.

The constructive way out of the crisis shows: personal and intellectual development; social identity, optimistic social position, reflexivity, criticality and flexibility of thinking, adequate level of self-esteem, positive internal motivation for educational and professional activity, self-improvement, ability to volitional action to overcome the defects of my own Self. All these issues help the student psychologist to determine in a psychological paradigm, promotes self-design, self-assertion.

At the final stage of the professional training - the stage of identification - the formation of a professional identity, readiness for the future professional activity of the psychologist becomes important.

Professional identity is the result of processes of professional self-determination, which manifests itself in the awareness of itself as a representative of a particular profession and professional community²⁷⁰.

System-forming components of proficiency are: 1) paradigmatic self-determination in theoretical concepts; 2) instrumental self-determination, which involves the free possession of methods; 3) situational self-determination, which reflects the preferences of working with a certain category of clients and a certain type of problems.

The psychological criterion for the success of this stage is the identification of the future profession of a psychologist, professional identity, professional self-determination, independence of judgments, the ability to self-presentation, adequate self-esteem, indicating the readiness of a Psychology student to professional activity. Since readiness is a complex, systemic phenomenon, we determine that for the student's psychologist to be successful, all components must be present: motivational (a set of motives, adequate to the goals and objectives of the activity, motivation of professional activity, motivation for development), content-operational (a set of necessary knowledge, skills and abilities of practical solution of professional tasks), reflexive (reflexivity, reflexive preparation, self-knowledge, self-design, self-management). Since it is the integration of these contributing to the success of future professional activities and the further development of a psychologist.

²⁷⁰ Шнейдер Л.Б., *Профессиональная идентичность: теория, эксперимент, тренинг: учебное пособие*, МОДЭК, Воронеж 2004

For the future psychologist it is necessary to be able to use their crisis (crises of educational and professional development) and direct it in a constructive way. In our view, the formation of such a skill is for a Psychology student to be an integral and important result of studying at an institution of higher education.

Conclusions. Studying at an institution of higher education implies that the student himself must decide on overcoming or not overcoming the next crisis, as well as finding new problems for himself, accompanied by the setting of new tasks. The analysis of psychological peculiarities of the professional development of a psychologist makes it possible to conclude that each stage and crisis has its own psychological specificity. The determinants of the crisis are due to the logic of professional development of a psychologist. The restructuring that occurs in the process of experiencing crises, the structure of the subject of activity determines the strategy of their overcoming. Thus, the psychologist, who is in a crisis situation, needs psychological support, which will facilitate a constructive solution to the crisis.

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THE ROLE OF EDUCATION IN THE PROCESS OF OVERCOMING PERSONAL ALIENATION OF ELDERLY PEOPLE

Introduction

The problem of ensuring the harmony of life at each age requires the fulfillment of a number of conditions, in particular, the creative nature of lifestyle, tolerance for change, the ability to notice and perceive the hidden possibilities of life situations. Particular attention should be paid to the harmony of life in old age. At this age, life becomes special due to the reduction of physical, emotional and psychological resources to ensure the above harmony. Given this, everyone can experience negative psycho-emotional states up to and including personal alienation.

The emergence of personal alienation in the elderly in the vast majority of situations is caused by retirement and an increase the number of not busy time, limited and quality of interpersonal relationships, changes in social and employment status, reduced adaptive potential of the individual and others.

The peculiarity of the life of an elderly person is that the assimilation of socio-cultural experience loses its former significance, ie education and active social life become less and less interesting. This trend has a negative impact on the quality of social life of the elderly, accompanied by a lack of harmony in life, lack of desire to find something new and interesting in their own lives and can lead to negative behavior in society: aggression, avoidance, conformism, personal alienation, etc. An important condition for overcoming these conditions and personal alienation, especially in old age, and active life in this age period is education and inclusion in educational processes.

Analysis of previous research

The problem of personal alienation was considered by representatives of various scientific fields: demographic (M. Bidnyi, B. Uralis etc.), philosophical (F. Hegel, L. Feuerbach, A. Camus, J.-P. Sartre, P. Bourdieu, N. Berdiaiev V. Soloviov, S. Bulhakov, etc.), historical (M. Block, L. Fevre, F. Brodel, etc.), anthropological (M. Moss, K. Levi-Strauss, K. Hirts and others), political science (M. Simen, P. Rayton, etc.), theological (P. Florensky, John Paul II, authors of the materials of the Councils of the Catholic Church), economic (A. Smith, J. Mill,

K. Marx, etc.), sociological (E. Durheim, M. Weber, R. Aron, P. Sorokin, etc.) and psychological (Z. Freud, E. Fromm, V. Frankl, etc.).

Problems of adult education were in the field of view of domestic and foreign scientists (O. Ohienko V. Onushkyn, S. Sysoieva, N. Toskyna, I. Ziaziun, Yu. Marshavin, H. Hanselmann, J. Polturzycki, etc.). The most thorough research on this topic was done by E. Lindeman, M. Knowles, S. Zmeiev, N. Nychkalo, L. Lukianova, L. Sihaieva and others. Psychological features of non-formal education are revealed in research on personality psychology (B. Ananiev, L. Antsyferova, B. Lomov, S. Rubinshtein, etc.), and developmental psychology (H. Ball, L. Buieva, N. Hnatko, Yu. Karandashov etc.).

Personal alienation of elderly people

Due to social, psychological and physiological age changes, under conditions of reduced adaptability, when it is difficult to adapt to new conditions, the elderly, often unnoticed, begin to limit their activity, gradually losing connections and subjectivity. This leads to personal alienation.

The general narrowing of the sphere of interests of the individual in old age is facilitated by a decrease in adaptability to change, as a consequence - reduced vitality, reduced initiative and desire for action. Negative and passive attitudes towards life in the elderly can be caused by two groups of tumors. The first group is maladaptive (insufficient level of sensory development, despotism, insensitivity, specialization in only one narrow field of activity, bigotry, dispersal of their forces in a large number of classes). The second group is pernicious tendencies (alienation from the world, compulsive actions (stereotypical actions that are repeated and have the character of protective rituals), habits of inhibiting one's own behavior, inertia, predominance of strategies of refusal to solve urgent tasks, use of opportunities, lack of concern for new generation, contempt for the world).

An elderly person loses his physical capabilities, which determines his worldview as such, where he is less important, significant and necessary. In old age, one's own sex life changes, one does not have the desire, strength, and often the ability to travel, and the elderly focus on the idea of the nearness and inevitability of death.

Personal alienation is a specific attitude of an elderly person to the reality created by him. This idea is especially relevant today, when almost every elderly person can be said to live in his own reality, in his social situation of life, where he is surrounded by his own and specific problems, from which he tries to escape and separate with the help of all known and available ways.

Personal alienation of the elderly is interpreted as a complex process of gradual destruction (reduction) of socio-psychological contacts between the individual and the surrounding society, accompanied by increased anxiety and loneliness, social distance, low self-esteem and propensity for self-blame, internal problems, interpersonal problems, intrapersonal conflict between the awareness of their isolation, distrust, the expectation of a negative attitude towards themselves by other people and the need for support, protection, social support.

The social component of personal alienation deserves special attention. The level of personal alienation depends on life satisfaction, for example, a high level of life satisfaction and good social status will be less likely to contribute to personal alienation. A high assessment of life satisfaction along with low social status will contribute more to the deepening of personal alienation than a low level of life satisfaction and high social status²⁷¹. That is, the social significance of social status is almost a fundamental factor that contributes to the development of personal alienation. The origin of the problem of personal alienation, especially for the elderly, is related to the limitations imposed by the conditionally formed structure of society, ie the norms and standards of society that must be observed by the elderly.

Experiencing personal alienation, an elderly person independently distances himself from society, from his social roles and treats society as something hostile that can only harm. Self-alienation leads to the neurotic loss of one's own self - depersonalization or to the loss of a sense of the reality of the world - derealization, which confirms the idea that personal alienation refers to a negative psycho-emotional state.

Thus, the alienation of the elderly is a process that leads to a gradual deepening of self and departure from the affairs of the outside world that accompany the natural aging process. It is possible to hinder this process and slow it down by actively involving the elderly in society. One of the most effective and safe ways to increase the social activity of the elderly is education and their involvement in educational activities.

In old age, according to M. Yermolaeva, a person is faced with a choice between social and individual life. It is this choice that determines the strategy of further adaptation to old age, and, accordingly, the structure of emotional experiences at this age. Investigating this problem, M. Yermolaeva names two strategies of adaptation in old age: preserving oneself as an

²⁷¹В. Подорожний Соціально-психологічні особливості особистісного відчуження людей похилого віку : дис. канд. (док. філос.) псих. наук: 053 Психологія / Подорожний Вадим Григорович – Вінниця, 2021. – 246 с.

individual and preserving oneself as a person. Both strategies determine the fact and nature of personal change at this age²⁷².

In situations of adaptation to new changed living conditions in the elderly, protective mechanisms are activated (O. Krasnova)²⁷³: there is a high level of positivity of personal and social identity; there is a compensation of negative social identity by attributing to oneself positive personal qualities while ignoring unfavorable data about oneself; there is a new phenomenon of incorporation - the closure of the interests of the aging person on the problems of a narrow social space.

All the above psychological features of the elderly, in fact, determine the specifics of the educational process of the elderly. Elderly people have a number of psychological difficulties and problems related to social characteristics, which include: change in the social situation of development, loss of significant social ties, change in the employment situation, etc. All this leaves its mark on the individual and his interaction with society. This could have less of an impact on the mental health of older people if it were not exacerbated by the health problems that can so often affect older people. All this makes the educational process of the elderly more special, which requires a special approach and organization, but in turn plays a huge role in the positive course of old age.

Psychological features of education of the elderly

B. Heislip and A. Cooper, studying the subjective and objective intellectual changes in the elderly, showed that the sense of control over their own life situation, which arises in the learning process, can help minimize the negative effects and experiences associated with aging. Education and self-improvement measures affect the ability to maintain vigor in the face of ill health, loss, negative stereotypes of old age and possible discrimination. B. Heislip and A. Cooper argue that the impact of purposefully designed curricula, and daily mental activity, are stimuli that help strengthen and develop their life potential. K. Tam, in turn, identified a number of reasons for teaching the elderly, he included: spiritual and personal growth, the pleasure of learning something new, and the current connection and understanding of what is

²⁷²М. Ермолаева Методы психологической регуляции эмоциональных переживаний в старости /М. Ермолаева// Психология старости и старения: хрестоматия: учеб. пособие для студ. психол. фак. вншш. учеб. заведений / Сост. О.Краснова, А.Лидерс. — М.: Издательский центр «Академия», 2003.-С. 164-172.

²⁷³О. Краснова Исследование идентификации пожилых людей с помощью методики М. Куна «Кто Я?» /О. Краснова// Психология зрелости и старения: Ежеквартальный научно- практический журнал. - 1997 — Осень — С. 68-84.

happening in society and in the world²⁷⁴. According to the provisions of the European Union, lifelong learning is one of the main elements of the social model of a full-fledged society. The main postulates of continuing education, formulated by the International Commission of UNESCO, were: to learn to know, to learn to do, to learn to live; special terminology was also introduced, which reflected different degrees of organization of educational services: formal, non-formal and informal education²⁷⁵. In European discussions on adult education, it is customary to use various terms: «lifelong learning», «lifewide learning», ie one that includes all forms of education: formal with a certificate or diploma, informal, which carried out at seminars, conferences, and informal, ie self-education through communication, media use, reading, etc.).

Non-formal education, given its specifics and organization of the process is an accessible and effective tool in the process of overcoming personal alienation. Non-formal education for the elderly is characterized by:

- social nature of leadership;
- variability of programs and terms of training;
- a combination of forms of scientific and applied knowledge;
- voluntary nature of training;
- systematic training;
- purposeful activity of students;
- focus on meeting the educational needs of individual social and professional groups;
- creating a comfortable educational environment for adult communication;
- the possibility of psychological protection in terms of social change.

It is this methodological approach that will ensure the productivity of the educational process among the elderly, because education in old age has its own specifics associated with the aging process.

In addition, the organization of various forms of joint educational activities based on communication and interaction of adults is becoming increasingly important. Situation analysis, group discussions, business games, involve active participation of adults in the collective discussion of problems, in playing various roles, in joint analysis and understanding of the results²⁷⁶. Joint activities allow adults not only to share certain information, but also to more

²⁷⁴ G. Boulton-Lewis, L. Buys, J. Lovie-Kitchin Learning and active aging. *Educational Gerontology*, 32 (4). 2006. R. 271–282.

²⁷⁵ Модельный закон «Об образовании взрослых» [Электронный ресурс] – Режим доступа: 05.11.2007: <<http://www.pravoby.info/megdoc/part3/megd3174.htm>>.

²⁷⁶В. Кремень Освіта і наука України: шляхи модернізації. Факти, роздуми, перспективи. К.: Грамота, 2003. 214 с.

adequately assess the strengths and weaknesses of others. A person's reflexive attitude to his own experience, his awareness and reassessment due to others, is a necessary condition for this experience²⁷⁷.

Empirical research of the role of education in the process of overcoming personal alienation of elderly people

Based on the above considerations, we decided to empirically determine the role of education in overcoming the personal alienation of the elderly.

In the process of empirical research, we selected a sample of elderly people experiencing personal alienation, from which 67 subjects were selected who experience negative psycho-emotional states as a result of experiencing personal alienation. The next stage of the empirical study was the factorization of the original data in order to identify the structure of personal alienation of the elderly. The initial empirical fact for the factorization of data were social and psychological factors of personal alienation of the elderly, which allowed to state the presence or absence of personal alienation²⁷⁸.

Factorization by the method of Principal Components followed by varimax rotation with normalization of the Kaiser (Varimax normalized) matrix of social and psychological factors, allowed to obtain a factor model of characteristics (integral personal factors) of personal alienation of the elderly.

Three factors were identified:

– The first factor, explained 24.2% of the variance of traits, with the largest factor weight. This factor includes the following social and psychological factors: «Emotional comfort» (0.766); «Diffuse loneliness» (0.734); «Anxiety» (0.686); «Result of life» (0.626); «Scale of subjective well-being» (0.575); «Scale of loneliness» (0.507). Summarizing the social and psychological factors included in the first factor, we can identify a common feature - they all characterized the emotional sphere of the individual. Thus, summarizing the factors that were included in the first factor, we interpreted it as an «emotional component of personal alienation».

²⁷⁷О. Паламарчук, В. Подорожний Творча діяльність як засіб подолання особистісного відчуження людьми похилого віку. Теорія і практика сучасної психології: зб. наук.пр. / Класич. приват. ун-т. Запоріжжя, 2020. № 1. С. 88–92.

²⁷⁸В. Подорожний Соціально-психологічна структура особистісного відчуження людей похилого віку. Габітус: наук. журн. / Причорноморський науково дослідний інститут економіки та інновацій, 2020. № 19. С. 271–277.

– The second factor, explaining 21.3% of the variance of traits, had the following composition: «Life goals» (0.770); «Interest in life» (0.751); «Alienated loneliness» (0.674); «General mood background» (0.498). Summarizing the content of psychological factors included in the second factor, we found that most of them, to some extent, characterize the awareness and understanding of their own life results, states and positions. Thus, summarizing the psychological factors that were included in the second factor, we interpreted it as a «cognitive component of personal alienation».

– The third factor explained the 15.8% variance of the traits. The content of this factor was determined by: «Methods of subjective feelings of loneliness» (0.712); «Consistency in achieving goals» (0.710); «Sociability» (0.634); «Adaptability» (-0.454). Taking into account the generalizations made during the semantic interpretation of social and psychological factors, which were included in the third factor, we interpreted it as a «behavioral component of personal alienation».

The selected components characterize the specifics and features of personal alienation of the elderly. Since one of the highlighted components was the cognitive component, influencing the social and psychological factors of personal alienation that were part of it by involving the elderly in educational processes and improving it - we would help to overcome personal alienation. To test this hypothesis, we developed and implemented a training program "Overcoming personal alienation in the elderly." The training program was aimed at reducing the level of negative psycho-emotional experiences; development of psychological qualities necessary to overcome personal alienation and increase social activity of the elderly. An important component of this training program was the inclusion of the elderly in the educational process through mini-lectures, debates and discussions of troubling and pressing social issues.

As a result of the implementation of the training program there were quantitative changes in the indicators of personal alienation of the experimental group. In the structure of the cognitive component, which included: alienated loneliness and whole life, there were statistically significant changes:

– Indicators of alienated loneliness decreased from an elevated level (11.26) to an average level (8.81), which indicates a decrease in the level of alienated loneliness in the elderly and will be characterized by: awareness that they can be listened to, understood and accepted; overcoming the belief in one's own uselessness and disinterest; increasing interest in life.

– Values on the scale «Life Goals» increased from 21.23 to 23.52, from which it can be concluded that as a result of the introduction and implementation of the training program for

the elderly increased future orientation, training participants began to set their own life goals and plan them achievement.

Conclusions

An alienated elderly person is characterized by a feeling of helplessness, a feeling that his own destiny is out of control and depends on external forces; a sense of the futility of existence and the impossibility of achieving the desired result, even the results of any activity. As a result, in the process of personal alienation, a person begins to limit their social and psychological activity and level their capabilities, which is negatively experienced by the individual on a deeply emotional level. The presence of personal alienation in the elderly may indicate that they experience isolation from the social environment, when they, given their physiological, social and psychological characteristics, stay away from active social and societal processes. The role of learning and education in old age is to maintain and develop cognitive function, increase psychological resources and improve social functioning, in addition, education has been recognized as one of the factors of active life, which is an important component of successful aging. Age features of the life situation, physiological and psychological health, a positive picture of aging and lifelong learning are the important psychological factors that in the long run ensure a successful old age.

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PSYCHOLOGICAL SUPPORT OF EDUCATION OF THE ELDERLY

In a specific demographic situation, when the socio-political environment in many European countries is complex, there is an increased attention to the problems of the elderly in society. More and more often, the full harmonious development of the individual becomes impossible without potency and the ability to participate in social processes actively, and since adaptation is much more complicated in the conditions of constantly growing cultural and civilization diversity, the importance of adult education is especially relevant. Adult education is the practice of teaching and educating adults, acquiring new skills, skills and knowledge associated with new employment or changing the type of activity.

A social indicator that increases attention to the elderly is an increase in the expectancy of life. The current demographic situation, characterized by a significant increase in the share of the elderly and elderly population, is also inherent in Ukraine. In this regard, the need to ensure a decent life at different age stages becomes especially relevant. The global acceleration of social development and the increase in life expectancy have significantly influenced the awareness of the role of adult education in modern society. It has become obvious and recognized that for a successful and high-quality life, it becomes necessary to study during it. In the national millennium development goals adopted by Ukraine in 2000 in accordance with the global Millennium development Goals proclaimed by the UN, one of the first goals is to provide quality education throughout life. The European Commission has combined various educational and training initiatives into a single lifelong learning program «Lifelong Learning Programme». This program replaces the professional and distance learning programs that existed before 2006. Lifelong learning aims to increase investment in people and their knowledge by acquiring new skills for people, including digital literacy and expanding opportunities for innovative, more flexible forms of learning. The goal is also to provide people of all ages with equal and open access to quality education. Lifelong learning covers all types of adult learning, which can include: targeted learning, formal or informal, in order to expand knowledge, improve skills and competence. The Council of Europe has approved lifelong learning as one of the main components of the European social model. Such training is not

limited only to the field of education; it also acts as an important argument in the areas of employment and social security, economic growth and competitiveness²⁷⁹.

The main tasks of the adult education system include: meeting the needs of the individual in intellectual, cultural and spiritual development through continuous education; formation of persons who study, civic position, ability to work and life in the conditions of modern civilization, its democratic development; preservation and increasing of moral, cultural and scientific values of society; dissemination of knowledge among the population; raising its cultural and educational level.

Education of the elderly has a number of functions:

- Adaptive — adaptation to the new requirements of life in a dynamically changing society;
- Compensating — reproduction of educational opportunities that were previously absent or lost;
- Developing - enriching the activity capabilities of a person and his spiritual world;
- Analytical — research and analysis of factors influencing the need of citizens in continuous education;
- Transformative - changes in the educational and educational qualification level of a person during life, as well as the intellectual and cultural level of society;
- Predictive - scientific prediction of the development of an individual and society;
- Communicative — transfer of social experience from generation to generation;
- Motivative - stimulation of educational needs of a person.

Currently, one of the most common opportunities to get an education for the elderly is studying at third-age universities, whose activities contribute to the weakening of social differentiation in society, providing a person of respectable age with new opportunities for self-realization. Universities of the third age are innovative projects aimed at the implementation and practical realization of the principle of lifelong learning. In Ukraine, they were created in some large cities, for example: Kyiv, Lviv, Vinnytsia, etc. At the same time, in addition to universities of the third age, educational institutions of gerontological education can also represent academies, public schools, discussion clubs, project groups, courses, consulting institutions, creative workshops, technical, sports, health, rehabilitation, computer and other centers, lectures, specialized institutes of advanced training, retraining for the elderly, etc.

²⁷⁹Zeer Э.Ф. Психологическая профессия / Э.Ф. Зеер. – Екатеринбург: Деловая книга, 2003. – 336 с.

Such educational programs can be implemented by higher and secondary educational institutions, urban and rural schools, public organizations, cultural and educational institutions, charitable foundations, etc.

One of the main goals of adult education is to transform the inner world of an adult and takes place in several stages:

- taking responsibility for a person's own actions, the result of which is unknown in advance;
- feelings about the implementation of various options for the future, one's own belonging to the construction of the image of the desired result, the ability to realize what was conceived;
- realization of opportunities opened in a certain activity;
- making a responsible decision on the termination of actions;
- a conscious assessment of the result as a personal growth, achieved through one's own activity.

The transformation of the inner world of an adult is also related to a number of categories²⁸⁰:

- a category of needs determined by the level of spirituality, humanity, and reasonableness (it is influenced by socio-cultural conditions and internal norms, as well as interests of activity, purpose, and needs);
- a category of abilities determined by natural inclinations (it is influenced by socio-cultural conditions and internal norms, as well as interests, activity, goals, and needs);
- a category of internal norms related to awareness, the rules of one's own actions (depending on the state of needs, the level of development of abilities).

The development of these categories involves: humanity (creating conditions for the growth of needs and abilities), integrity (ensuring learning and development), effectiveness (activity and training).

Adaptation is important when adults are included in educational processes. First of all, this is a psychological adaptation based on the restructuring of the stereotype of mental actions of an individual in the process of choosing a strategy and methods of work. Psychological adaptation is aimed at achieving the predicted learning result. In order for psychological

²⁸⁰ Ivanova L. S. Filosofsko-psykholohichniy aspekt fenomenu «vidchuzhennia» liudyny v sotsialno-ekonomichnykh strukturakh / L. S. Ivanova // Problemy suchasnoi psykholohii. - 2013. - № 2. – p. 30.

adaptation to be successful, the elderly should learn how to manage their emotional and psychological state.²⁸¹

Another important feature of non-formal adult education is self-development and creativity, as they develop the ability to look at things and situations outside the box. The development of creative potential is necessary to improve the quality of social, cultural and professional life of an individual.

Creative approach can be implemented in a variety of exercises and tasks. In this regard, psychological training is particularly relevant, since the definition of psychological training states that it is a form of active training in behavioral skills. To maximize the effectiveness of exercises and tasks, the trainer needs to maintain positive motivation regarding the actions performed, monitor the awareness of the actions performed, and ensure that the exercises are heterogeneous. Also, the organization of various forms of common educational activities based on communication and interaction of adults becomes increasingly important. Situation analysis, group discussions, business games involve active participation of adults in collective discussion of problems, in playing various roles, in common analysis and understanding of results.²⁸² Common activities allow adults not only to exchange certain information, but also to more adequately assess their strengths and weaknesses from the perspective of others. The reflexive attitude of a person to their own experience, their awareness and reassessment due to others, is a necessary condition for this experience. At the same time, personal alienation can be an urgent problem that will contribute its specifics to the educational process of the elderly.

Personal alienation of the elderly has its own characteristics, when retiring, a person faces a number of specific problems, one of the main problems of the elderly is to reduce social impact, feel their own uselessness and have a significant amount of free time. Personal alienation of an elderly person can partly be considered as depersonalization, especially in modern society, because in many areas of public life we can observe depersonalization, which is traumatic for the elderly, because as a result of changes in their social situation of life, they can lose significant personal and social roles and statuses. In this context, the emotional and personal aspect of the concept of alienation is particularly significant: a characteristic of the relationship between a person and society, a reflection of a sense of powerlessness, absurdity, meaninglessness of reality and existence itself, loneliness and mutual alienation with other people, a sense of loss of identity²⁸³.

²⁸¹Zeer Э.Ф. *Psykholohyia professyi* / Э.Ф. Зеер. – Ekaterynburh: Delovaia knyha, 2003. p. 131.

²⁸²Zeer Э.Ф. *Psykholohyia professyi* / Э.Ф. Зеер. – Ekaterynburh: Delovaia knyha, 2003. – p. 52-60.

²⁸³Rowe, J.D. & Kahn, R.L. (1997). Successful ageing. *The Gerontologist* 37. – 433–440 p.

The term "personal alienation" in Psychology can be found quite often. Such an aspect of alienation as "powerlessness" is attributed to the feeling of a person's inability to influence his social environment. Experiencing the "loss of meaning" the elderly feels that to achieve important goals the unattainable means are needed for it. When people feel separated from the dominant values in society, "isolation" arises. And "self-withdrawal" indicates the inability to engage in activities that would bring psychological satisfaction²⁸⁴. Alienation can mean that individuals of modern post-industrial society have a sense of detachment from the social environment and dissatisfaction with it; a sense of moral decline in society; feelings of powerlessness in the face of social institutions; impersonality, dehumanized large, bureaucratic social organizations, etc.²⁸⁵. The above-mentioned aspects of alienation cause a significant psychological burden, which can be reduced due to the involvement of the elderly in the educational process, and under the conditions of proper psychological support of this process, it is possible to overcome this phenomenon.

In particular, the concept of "successful aging" is gaining popularity in western Europe. It determines how the aging process should proceed in the best possible way, in order to avoid the development of psychological problems. This concept began to be developed in the middle of the twentieth century, but was popularized in the work of J. Rowe and R. Kahn in 1987. The authors defined the concept of "successful aging" as a combination of factors that should accompany aging: low probability of illness or disability; high opportunities for learning and physical activity; active inclusion in society.²⁸⁶ That is, providing, and subsequently implementing significant learning opportunities will help to overcome personal alienation. According to the abovementioned, one of the main factors of successful aging, and, accordingly, overcoming personal alienation, is active inclusion in society and education. Active social role and social contacts reduce the likelihood of negative emotional states that accompany the process of personal alienation in the elderly, and the inclusion in the life of society, which will be realized through learning and the educational process, reduces the likelihood of occurrence and strengthening of problems that develop in a state of alienation. It is possible to implement the concept of "successful aging" through the creation of new social groups, with new structural connections within them; because of the active inclusion of the elderly in the social structure of society; and by reducing the amount of "unproductive" free time through studying, regular

²⁸⁴ Kalnoi Y.Y. Otchuzhdenye: ystoky y sovremennost / Y.Y. Kalnoi. – Symferopol: Tavriya, 1990. – 192 s.

²⁸⁵ Ivanova L. S. Filosofsko-psykholohichniy aspekt fenomenu «vidchuzhennia» liudyny v sotsialno-ekonomichnykh strukturakh / L. S. Ivanova // Problemy suchasnoi psykholohii. - 2013. - № 2. – 65-69 s.

²⁸⁶ Rowe, J.D. & Kahn, R.L. (1997). Successful ageing. *The Gerontologist* 37. – 433–440 p.

meetings and maintaining active social connections, especially with people of the younger age group.²⁸⁷

Taking into account the above-mentioned features of education of the elderly and the specifics of the problem of personal alienation, psychological support of such an educational process acquires particular relevance. The term "support" in practical psychology began to be used almost from the very beginning of the functioning of psychological service in the education system. Although the term "support" is firmly established in the professional life of practical psychologists and teachers, and is used both conceptually and in relation to practical activities to solve specific problems, today there is still no consensus of experts in the definition of this concept. In addition, there is no unique approach in the scientific and methodological literature in determining the goals and objectives of psychological support, its content.

Many researchers note that the support involves the maintenance of natural reactions, processes and personality states, which is especially relevant for the elderly, taking into account their age-related physiological and psychological characteristics. Moreover, successfully organized social and psychological support, in their opinion, opens up the prospects of personal growth, helps to enter the "development zone", which is not yet available (O. Oukhov).

According to E. Zeer, each choice situation generates a multiplicity of solutions mediated by various conditions.²⁸⁸ Support can be interpreted as assistance to the subject in forming a possible immediate field of development, in which he is responsible for the action. An important position of this approach is the reliance on the internal potential of a person.

O. Kazakova argues that support is a complex process of interaction between the maintainer and the accompanying one, the result of which is a decision and action that leads to progress in the development of the maintainer.²⁸⁹

Thus, psychological support according O. Kazakova is a complex method based on the unity of four functions:

- diagnostics of the essence of the problem that has occurred;
- information about the essence of the problem and ways to solve it;
- consultation at the stage of decision-making and planning a problem solution;
- primary care at the stage of solving the problem.²⁹⁰

²⁸⁷ Chernysh N. Sotsiologhiia. Kurs lektzii. / N. Chernyshenko // Kurs lektzii – Lviv: Kalvariia, 2003.

²⁸⁸ Zeer Э.Ф. Психологичья профессия / Э.Ф. Зеер. – Екатеринбург: Деловая книга, 2003. – 336 с.

²⁸⁹ Kazakova E.Y. Tolerantnost – put k razvityiu / Kazakova E.Y. – SPb: Yzd-vo Yutas, 2007. – 24-36 s.

²⁹⁰ Kazakova E.Y. Tolerantnost – put k razvityiu / Kazakova E.Y. – SPb: Yzd-vo Yutas, 2007. – 24-36 s.

Having decided on the interpretation of the concept of support, it is necessary to determine the main tasks that will be implemented in the process of this psychological support. The tasks of a practical psychologist when accompanying the education of elderly people can be rephrased as follows:

1. Creating conditions for the formation of motivation for self-development and self-development.
2. Creation of psychological and pedagogical conditions for the full realization of personal, individual and physical potential on the basis of monitoring mental development.
3. Ensuring an individual approach to each person on the basis of its psychological and pedagogical characteristics.
4. Formation of motivation for a healthy lifestyle.
5. Promotion of retraining and possible choice of profession in accordance with their abilities, psychophysiological data and the needs of society.

In the process of supporting and fulfilling the tasks, the psychologist is obliged to keep to the following principles of psychological support: scientific, humanization, sensitivity, individual approach, active approach, systematicity, cooperation.

Psychological support is a many-sided process and in order to ensure its maximum effectiveness, it should be carried out with all participants in the educational process. For example, with teachers, or educators or masters who will conduct classes, psychological support will be directed to:

- improving psychological culture through consultations, training seminars, trainings.
- encouraging continuous professional and scientific growth and self-improvement.

Consequently, the psychological support of the educational process of the elderly who experiences personal alienation will have a specific character, because, in addition to the usual particularities of this process, the psychologist will deal with problems caused by personal alienation.

The task of a psychologist who provides psychological support is to create the necessary conditions for an adequate understanding of the elderly of his life situation, his specifics, the tasks set for him, possible behavioral options, the search for resources to self-realization, overcoming certain difficulties.

Psychological support of the educational process of the elderly will consist in the fact, that the psychologist, or specialist, who will conduct classes should:

- listen to human needs, help them understand and accept themselves in new conditions and under a new status.

- find out the level of knowledge, skills, and abilities.
- provide psychological and pedagogical counseling the educational activities of the elderly.
- take into consideration the age and psychological characteristics when applying an individual approach and tutorial.

Thus, psychological support of the educational process of the elderly is extremely important. Its importance lies in the fact that it will contribute to the development of psychological properties of the individual that will facilitate the adaptation of a person in old age and will contribute to keeping intellectual and personal characteristics up for a longer period. Education, at its finest, is one of those factors that can ensure the realization of the personal and social potential of the elderly. A pensioner who leads an active and productive social life has a much lower chance of experiencing a state of personal alienation, and the mental and emotional qualities developed by him in the process of such a life remain at a high level of development much longer.

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ADULT EDUCATION AS A PRIORITY OF THE PEDAGOGICAL UNIVERSITY HUB

Introduction

The XXI century has formed numerous new challenges for a person and has put them in front of the need for constant professional development, updating of knowledge, improvement of key and professional competencies. The relationship between the development of a professional and a person has become more pronounced, and the need to develop a system of lifelong learning, and thus adult education, has become more socially important. Different aspects of the specified problem undergo cardinal changes:

- at the personal level: the need for self-development, satisfaction of personal needs and professional realization, positive motivation for inclusion in general educational processes;
- at the level of activity of the organization, institution, enterprise, etc.: employers' interest not only in the performance of official duties, but mostly - in mobility, creativity, skills of rapid acquisition of new knowledge, critical thinking, leadership skills, ability to work in a team and take on self-responsibility, organize work both online and offline;
- at the level of activity of the education system: expansion of the range of educational services, improvement of educational activity forms, their practical and personal orientation;
- at the public level: the education system cannot be considered in isolation from social changes and challenges of society, it must respond flexibly to them and ensure the quality of the educational process.

Adult education is becoming a social indicator of the state policy on the development of human potential, one of the ways to achieve socio-economic well-being, a tool for promoting the ideas of the information society based on knowledge²⁹¹.

Analysis of research and publications

²⁹¹ Аніщенко О., Лук'янова Л., Прийма С. Неформальна освіта дорослих – освітній тренд ХХІ століття. [Електронний ресурс]. – Режим доступу: <https://lib.iitta.gov.ua/710422/1/Anishchenko.%20Lukianova,%20Pryima%20%20Non-formal%20education%20of%20adults.pdf> (дата звернення: 08.01.2021). – Назва з екрана.

Coverage of current issues of adult education in Ukraine is reflected in the works of scientists. Thus, V. Andrushchenko, O. Banit, O. Vasilenko, S. Goncharenko, S. Zakrevska, G. Kostyuk, V. Kremen, L. Lukyanova, N. Nychkalo, O. Ogienko, V. Oliynyk, O. Paraschuk, S. Priyma, S. Sysoeva, T. Sorochan, G. Usatenko and others. cover theoretical and applied aspects of adult education, directions and features of lifelong education, international experience on these issues, etc. However, the importance of integrating formal and non-formal education needs more detailed coverage, and the activities of the educational hub as a structural unit of higher education institution in the context of adult education are still almost unexplored.

Therefore, the article aims is to identify promising areas of the educational hub of the Pedagogical University for the implementation of adult education.

Presentation of the main material

The functioning of the education system of Ukraine is regulated by such legislative documents as: the Constitution of Ukraine, the Law of Ukraine "On Education", the Law of Ukraine "On Higher Education" and others. Resolution of the Cabinet of Ministers of Ukraine 96896 of November 3, 1993 "On the State National Program" Education "(Ukraine of the XXI century)" defines one of the principles of implementation as "continuity of education, which opens the possibility for constant deepening of general education and professional training, achieving integrity and continuity in teaching and education; transforming education into a lifelong process"²⁹².

According to Article 8 of the Law of Ukraine "On Education", "a person exercises his right to lifelong learning through formal, non-formal and informal education. Formal education is obtained through educational programs in accordance with the statutory levels of education, fields of knowledge, specialties (professions) and provides for the achievement of educational standards defined by educational standards of learning the appropriate level of education and qualifications recognized by the state"²⁹³.

We consider it appropriate to emphasize the relationship between the concepts of "non-formal education", "adult education" and "self-education".

²⁹² Постанова Кабінету Міністрів України від 3 листопада 1993 року № 896 «Про Державну національну програму "Освіта" (Україна XXI століття)» [Електронний ресурс]. – Режим доступу: <http://zakon1.rada.gov.ua/laws/show/896-93-п> (дата звернення: 15.03.2021). – Назва з екрана.

²⁹³ Закон України «Про освіту» від 23.05.1991 № 1060-XII, поточна редакція від 01.01.2015 [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/1060-12> (дата звернення: 15.03.2021). – Назва з екрана.

The informal level of education organization, by the right definition of N. Pavlyk, reflects the whole flow of information that is not systematized or purposeful, but has a mass or selective impact on media services consumers; characterized by selectivity, situationality, spontaneity²⁹⁴. Our experience in organizing educational activities suggests that the forms and activities of non-formal education are intended to become the basis for self-educational activities, a tool for its implementation.

In the field of view of this publication – the adult people. In Ukraine, a person reaches the age of 18. Therefore, if we talk about formal education, it is, first of all, training in vocational or higher education institutions.

However, the close relationship between types of education is emphasized in the legislation. Thus, Article 3 of the Law of Ukraine "On Higher Education" states that the first principle on which the state policy in the field of higher education is based is "promoting sustainable development of society by preparing competitive human capital and creating conditions for lifelong learning"²⁹⁵.

Formal education lays the foundations for further self-development, designed to create motivation for self-improvement. But Y. Shustak is right, noting that "the new requirements challenge the education system, as it is a rather conservative phenomenon and requires significant effort to implement changes and reorganization"²⁹⁶.

Despite the undeniable positive changes in formal education, non-formal education is of great importance, which is more characterized by such features as variability, dynamism of change, flexibility to respond to public demands and take into account the individual needs of students. So, do students need activities that are classified as non-formal education at the same time as receiving formal education? Doesn't there be some contradiction here? Can a higher education institution be a subject of non-formal education services at the same time? Does the concept of "adult education" not apply to the student audience?

First of all, let's look at the relationship between the concepts of "non-formal education" and "adult education". Both of them are complex, changing modern living conditions of society and the functioning of the education system make adjustments to their definition. According to

²⁹⁴ Павлик Н. Неформальна освіта у системі освіти України. / Н. П. Павлик // Освітнологічний дискурс. – 2016. – № 2. – С. 27-37.

²⁹⁵ Закон України «Про вищу освіту» від 01.07.2014 № 1556-VII, поточна редакція від 01.01.2015 [Електронний ресурс]. – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/1556-18> (дата звернення: 15.03.2021). – Назва з екрана.

²⁹⁶ Шустак Ю. Неформальна освіта дорослих у нормативно-правовому полі України. // Наукові записки Бердянського державного педагогічного університету. – Серія : Педагогічні науки. – Вип. 2. – Бердянськ : БДПУ, 2016. – С. 233-239.

S. Ovcharenko, in Ukraine the existence of non-formal education covers the following areas: extracurricular education; postgraduate education and adult education; civic education (diverse activities of public organizations); school and student self-government (due to the possibility of acquiring managerial, organizational, communicative and other skills); educational initiatives aimed at the development of additional skills (computer and language courses, interest groups, etc.), universities of the third age that provide educational services to the elderly people²⁹⁷. As we can see, these components cover a wide variety of age groups (both children and adults), while the majority refers to the adult population, including students and young people. Thus, the first conclusion is that the concepts of "non-formal education" and "adult education" are not absolutely identical, given the age of the participants in the educational process.

Researchers emphasize a number of features of non-formal education as adult education and note that non-formal education has emerged as a kind of response to the growing information boom. Lack of rapid educational response can lead to degradation of the individual and society as a whole. In view of the above, the main functions inherent in non-formal education are educational, enlightening, cultural, developmental and social.

Non-formal education is able to quickly form high intellectual capital, which plays a key role in economy of a new type, in general, is a factor in innovative transformations in society. It is also designed to promote democratization, civic activism and leadership; solving the problem of leisure; opportunities to respond quickly to the needs of the labor market and services; increasing the motivation of participants in the educational process; a combination of freedom and responsibility; opportunities to independently choose the time, place and duration of training.

These are diverse, flexible in organization and forms of educational events, systems of activities focused on the specific needs and interests of students. Venues for such events can also be different: interest clubs, houses of culture, libraries, leisure centers, youth and educational centers, creative spaces and studios, art galleries, public associations and unions, etc. They can be created both in educational institutions and in municipalities, in territorial communities, in public organizations, etc., be in various forms of ownership, work on a voluntary basis or on a commercial basis. Activities can be organized in the form of thematic courses, training sessions, master classes, workshops, etc.

²⁹⁷ Овчаренко С. Неформальна освіта – необхідний елемент сучасної освітньої системи [Електронний ресурс]. – Режим доступу: http://www.dialog.lviv.ua/files/champions_final_conference.pdf. (дата звернення: 18.04.2021). – Назва з екрана.

The main content of non-formal education can be considered as the formation of a democratically oriented citizen, capable of exercising their rights and freedoms, social dialogue, responsible for their actions, with a critical attitude to the surrounding reality and the desire to transform it. The education system as a whole is a social institution that implements the process of socialization of people by specific methods. This is a public value. And non-formal education expands the possibilities of its functioning as an open system.

We agree with the opinion of S. Zakrevska that the history of non-formal adult education (including youth) in Ukraine has its roots in Soviet times, in group and extracurricular activities. However, the accumulated experience of such work is not only positive, sometimes too ideological and formal. Modern youth needs new forms and content of work.

In the 2000s, innovative structural formations that create a new, creative educational and social spaces – hubs – became widespread both abroad and in Ukraine. In September 2020, the Center "Educational Hub" NotBox" – a structural unit of Vinnytsia Mikhailo Kotsiubynskyi State Pedagogical University began its work. The Regulations on the educational hub declares that it is a center of practical work with young people and target audiences of different ages, it promotes lifelong learning, integration of formal and non-formal education, diversification of forms and methods of the educational process²⁹⁸. The events held for the student community on the basis of the hub take place through internal and external partnerships: their organizers are both hub staff and research, teaching and pedagogical staff of the university, invited experts, representatives of public organizations, secondary schools and more.

Substantiating the expediency of combining formal and non-formal education in higher education, we note that the hub creates organizational and technical opportunities for students to communicate with teachers in the form of conversation, debate, creative laboratory meeting or subject group, workshop or hackathon, etc.

It is important that the main features of non-formal education are: voluntary participation, accessibility for all people, absence of evaluation system, diversity and flexibility in methods and approaches, integrativeness, creative and democratic atmosphere; equality and activity of subjects of educational process, construction of educational process on the basis of their interests and needs, mutual exchange of experience and perception of group as a source of knowledge.

²⁹⁸ Положення про центр «Освітній хаб "NotBox" Вінницького державного педагогічного університету імені Михайла Коцюбинського» [Електронний ресурс]. – Режим доступу: <http://www.vspu.edu.ua/content/position/p118.pdf> (дата звернення: 12.03.2021). – Назва з екрана.

O. Paraschuk notes that over the last decade has emerged a new generation of teachers, trainers, coaches who have the knowledge, experience and skills of innovative approaches to the educational process, which, in turn, may conflict with traditional educational methods²⁹⁹. Organizing the hub as a space of free choice and tolerance is a way to understanding, synergy of the basic educational process and informal interaction. It is under this condition that non-formal adult education becomes a laboratory of new technologies for formal education.

S. Zakrevska, characterizing new models of education that create conditions for a continuous process of learning and cognition, notes that "the phenomenon of education expands the scope of its existence: the boundaries between learning and leisure become less clear, there are new combinations of work and study, free time is invested in learning languages or getting to know other countries and cultures"³⁰⁰. This thesis is confirmed in the value-motivational and behavioral components of the younger generation. After all, young people are usually extremely concise in choosing the field of activity and explaining the level of their academic achievements: it was interesting or not; see the feasibility and practical significance of a particular activity or perceive it as an unnecessary burden. The ability of non-formal education to respond flexibly and to take into account the needs of students as much as possible is undoubtedly a significant advantage.

The system of roles typical for the formal education is not suitable for non-formal education: teacher – student. Status and role meanings are too strong in the these terms. In contrast to such clear definitions, non-formal education operates with softer and, in some sense, less unambiguous concepts. Instead of the words "pupil" or "student", the term "participant" is used – one who participates in the educational process. It means that you can participate in different roles, regardless of status. The participant can be a student, teacher, independent expert, researcher in different circumstances. The teacher in the process of non-formal education becomes a coach, moderator or facilitator. Importantly, the roles of participant and trainer in the learning process are symmetrical, there is no established hierarchy. So this provides more active interaction, exchange of information and overall involvement in activities.

²⁹⁹ Парашук О. Неформальное образование в Украине / О. Парашук // Неформальное образование для региональных демократических трансформаций. Исследование под общей ред. Д. Карпиевича и Г. Усатенко. – К., 2012. – С. 87-94.

³⁰⁰ Закревська С. Неформальна освіта дорослих в Україні та в країнах Європейського союзу: феномен, історія, значення // Освіта дорослих: теорія, досвід, перспективи. [Електронний ресурс]. – Режим доступу: [http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?I21DBN=LINK&P21DBN=UJRN&Z21ID=&S21REF=10&S21CNR=20&S21STN=1&S21FMT=ASP_meta&C21COM=S&2_S21P03=FILE=&2_S21STR=OD_2011_3\(1\)_39](http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?I21DBN=LINK&P21DBN=UJRN&Z21ID=&S21REF=10&S21CNR=20&S21STN=1&S21FMT=ASP_meta&C21COM=S&2_S21P03=FILE=&2_S21STR=OD_2011_3(1)_39) (дата звернення: 01.03.2021). – Назва з екрана.

The role of the coach is not to transfer knowledge, but to create and maintain conditions that contribute to the most optimal learning process.

Thus, the hub as a space of non-formal education offers students a wide range of educational, artistic, social activities. Given the need to comply with quarantine restrictions in 2020-2021, a significant part of them was carried out online. In general, it should be noted that the development of information technology, Internet communications significantly increases the level of access to education and promotes the development of non-formal education. At the same time, the organization of events in a remote format clearly demonstrated the problem of inertia, social passivity of a large part of student youth, which confirms the importance of further systematic work of the hub with the youth target audience.

An important feature of non-formal education of young people is the lack of unified, standardized requirements for measuring learning outcomes. That is, evaluation of participation in the form of points in certain disciplines is not provided. At the same time, in modern conditions, such a type of participation awarding as certification has proved itself positively. The formation of own portfolios, which are accompanied by certificates of participants in certain activities, is intended to be a significant addition to resumes or cover letters during employment and is already a powerful motivating factor for student participation in non-formal education. The issue of creating electronic personal accounts of all participants on the hub platform is relevant and needs to be implemented in the near future.

Thus, non-formal education, introduced by the educational hub of the university, not only does not contradict formal education, but becomes its logical continuation and addition, forming in the younger generation the inner need for constant updating of knowledge and self-development.

The mission of the Hub is seen in the effective interaction and cohesion of generations for learning and development. Therefore, the target audience of the Hub is wide and, in addition to the participants of educational relations of the Pedagogical University (research and teaching staff, student community), includes other segments, such as: teachers of general secondary, extracurricular, preschool, vocational education, culture and art education, students of educational institutions, the public of Vinnytsia and Podillia region.

In this regard, it will be appropriate to recall that the structure of education in Ukraine includes postgraduate education and training. Based on Article 10 of the Law of Ukraine "On Education", which defines the components and levels of education, we can say that postgraduate education is a component of adult education.

Today the concept of "adult education" has no definition in Ukrainian law. Postgraduate education in Art. 60 of the Law of Ukraine "On Higher Education" is defined as "specialized improvement of education and training of a person by deepening, expanding and updating his knowledge, skills and abilities on the basis of previously acquired higher education (specialty) or vocational education (profession) and practical experience".

The definition of the term "informal vocational training" is found in the Law of Ukraine "On Professional Development of Employees": Article 1 defines this concept as "the acquisition by employees of professional knowledge, skills and abilities, not regulated by place of acquisition, duration and form of training"³⁰¹. The informal level of organization of the education system in this law is characterized as "innovative, additional, public", individualized, needs-oriented, carried out on a voluntary basis and includes educational activities of a non-institutional nature.

It is now widely believed that the lack of a quality system of adult education in Ukraine, namely an effective system of professional development, prevents the rapid response to changes in the labor market. We do not share such categoricalness, because numerous opportunities are created in modern conditions for advanced training, in particular of research and teaching staff. Thus, according to Article 18 of the Law of Ukraine "On Education", "a person has the right to freely choose an educational institution, organization, other subject of educational activity, types, forms, educational program within adult education". Accordingly, the Resolution of the Cabinet of Ministers of Ukraine of August 21, 2019 №800 "Some issues of professional development of research and teaching staff" (as amended), stipulates that representatives of the education sector can improve skills in various forms, types and independently choose specific forms, types, directions and subjects of providing educational services for advanced training³⁰².

Despite a clear legal justification, the reality demonstrates the difficulty of solving this problem. L. Lukianova emphasizes that the state is "losing and devaluing human capital due to migration processes, inefficiency and inconsistency of training, lack of skills and competencies of a certain part of the population needed in terms of innovative economic development.

³⁰¹ Закон України «Про професійний розвиток працівників» від 12.01.2012 № 4312-VI, поточна редакція від 01.01.2013 [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/4312-17> (дата звернення: 20.03.2021). – Назва з екрана.

³⁰² Постанова Кабінету Міністрів України від 21 серпня 2019 року №800 «Деякі питання підвищення кваліфікації педагогічних і науково-педагогічних працівників» [Електронний ресурс]. – Режим доступу: <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text> (дата звернення: 03.02.2021). – Назва з екрана.

The consequence of this paradox is the devaluation of human capital against the background of excess highly skilled labor, which generally deepens the space for inequalities caused by the unemployment of educated people"³⁰³.

According to statistics, 60% of Ukrainians cannot find a job in their specialty. The imbalance of supply and demand in the labor market has led to an increase in structural unemployment and external labor migration. Realities in the labor market of Ukraine show that the largest share of the unemployed is observed among people with higher education – 41%, and vocational education – 38% of Ukrainians, and only every fifth unemployed person has only general secondary education. Let us emphasize that the relatively high formal level of education of workers is combined with their unpreparedness for the requirements of the labor market and the lack of knowledge and skills that employers need. Thus, a significant part of the working population does not have the skills to react quickly to changes in the labor market. Note that this problem concerns not only Ukraine. Surveys conducted in the EU show that 35% of workers in Western, 49% of Central and more than 60% of Eastern countries in the European Union do not work in the acquired specialties³⁰⁴.

Based on the above, it is necessary to distinguish two polar in their characteristics groups of subjects of adult education:

1) representatives of social and professional risk groups for desocialization and social maladaptation because of the inability to find work due to a number of subjective and objective reasons;

2) persons with developed individual cognitive needs, due to their own ideas and attitudes towards personal self-realization, who seek to obtain additional professional and general training, focusing on specific practical skills.

We fully agree with the opinion of scientists that postgraduate education should be considered not only as a system of professional development of employees, but above all as a form of adult education. The need for its flexibility and mobility was emphasized above. In the context of adult education, the activities of the educational hub are not just about participation in professional development activities. It is also a variety of educational, artistic, social events,

³⁰³ Лук'янова Л. Освіта впродовж життя в умовах інформаційно-технологічного суспільства // Освіта дорослих: теорія, досвід, перспективи. 2019. Вип. 1 (15) [Електронний ресурс]. – Режим доступу: <http://www.adult-education-journal.com.ua/index.php/aej/article/view/87/51> (дата звернення: 04.03.2021). – Назва з екрана.

³⁰⁴ Онуфрик М. Професії майбутнього: як зміниться ринок праці найближчим часом // ІСЕД, 2017. [Електронний ресурс]. – Режим доступу: <https://iser.org.ua/analitika/analiz-derzhavnoyi-politiki/profesiyi-maibutnogo-iak-zminitsia-naiblizhchim-chasom-rinok-pratsi> (дата звернення: 30.03.2021). – Назва з екрана.

participation in grant activities and more. First of all, educational activities are focused on a certain contingent of participants – the target group – a group of people with relatively common socio-demographic traits (age, gender, a certain life situation) or professional characteristics. However, participation in most events involves an open form of registration. As a result, groups of participants may be heterogeneous. These are people with different social status, with different views, positions and levels of knowledge, different experiences, etc. This is not only a complexity, but also an indisputable advantage of non-formal education, because the educational process organized in this way is aimed at mutually enriching the experience of participants, the organization of multilateral communication. This training promotes advanced development, strengthening the unity of vocational training with self-educational activities and personal development.

New approaches to non-formal adult education are also implemented through participation in city, regional and international grant programs, cooperation with civil society institutions. After all, special attention is paid to non-formal education by public organizations. This is evidenced by the growth of the network of non-governmental organizations that generate educational initiatives for adults. An example of this is the creation in 2021 of the Center Adult Education of the city territorial community of Vinnytsia. The project is implemented by the NGO "Center Podillia-Society" in partnership with Vinnytsia City Council with the support of DVV International in Ukraine and with the assistance of the Federal Ministry of Economic Cooperation and Development of Germany. The long-term cooperation between the VSPU and the mentioned NGO received another vector of cooperation: the educational hub "NotBox" became a platform for events of the Adult Education Center.

The world's leading universities and providers of adult education services today offer a wide range of educational courses that can be mastered online. The creation of distance learning courses requires significant preparatory work, and such activities are already underway. At the same time, one-off events in remote or mixed formats became widespread during the year.

It is worth to notice that online learning creates an opportunity to attract everyone, regardless of territorial affiliation. This has a positive organizational and social significance, as it allows you to improve your professional and key competencies in a more flexible schedule, without spending extra time and money on the road, settlement, stay in another city and more. Two important aspects that arise in the context of distance education are, on the one hand, the creation of quality educational content, on the other - media literacy of educational service providers, the competent use of information resources.

In the context of the development of the adult education system in Ukraine, the constant expansion and formation of a competitive range of providers of non-formal adult education, the organization of adult education in the hub, we understand as a holistic process that provides personal development of participants and various competencies (we are talking about the student audience and representatives of professional communities). The practice of creating adult education centers on the basis of higher education institutions and youth centers in the structure of universities, which also build the direction of adult education, confirms that this idea is viable, supported by proper scientific background and practical experience.

Undoubtedly, the issue of confirmation and recognition of the results of non-formal education is important both for the participants of the events and for the educational institutions. And if the practical result is the use of acquired human competencies, the certificate of advanced training issued on the basis of certification training on the basis of the educational hub is an official document, because Vinnytsia Mikhailo Kotsiubynskyi State Pedagogical University has licenses for educational activities in the field of certification training.

The relationship between the non-formal and informal levels of adult education is obvious. First, the recipient of non-formal education services is guided by the choice of types and topics based on their own self-educational needs, and non-formal education in this case becomes a component and tool for self-educational activities. Secondly, there is an indisputable organizing and systematizing influence on the personality of non-formal education, the ability to organize, analyze and realize the chaotic, contradictory knowledge that fills the modern information space, and which (sometimes indirectly and unconsciously) form relevant knowledge of the individual.

The spread of educational services in the field of non-formal education causes a de facto two-way process: the use of formal education achievements and experience of non-formal education and at the same time the use of non-formal education scientific-theoretical and positive practical experience of formal education, its modern highly qualified personnel. The mechanisms of integration of formal and non-formal education needs careful study, but we emphasize that at the local level, in the format of the educational hub of the university, this relationship and interaction is real, and provided targeted organization of systematic work – effective.

Conclusions

Summing up, we note that the relevance of adult education in the modern world is beyond doubt. In changing the concept of "education for life" to the idea of "lifelong learning", adult education is becoming crucial. Ensuring the availability and continuity of lifelong learning is

recognized as one of the priorities of state educational policy in Ukraine. At the same time, the legislation of Ukraine on adult education needs to be further improved.

Development of the direction "adult education" is one of the priority areas of the educational hub.

Prospects for further work in the field of research are to study the positive foreign experience of hubs and adapt them to the conditions and needs of modern Ukrainian reality, testing their own adult education programs, creating electronic platform software, constantly updating its educational content.

*Olga Banit,
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ORGANIZATION OF EDUCATIONAL AND EXTRACURRICULAR ACTIVITIES IN THIRD AGE UNIVERSITIES OF UKRAINE AND THE REPUBLIC OF POLAND

Unfortunately, the current economic and social situation in Ukraine does not facilitate, but only complicates the lives of the elderly. Retirement is one of the most critical moments in their lives. It entails significant changes in living conditions and lifestyle. Most of these changes are negative: reduced material security, deteriorating health, loneliness, loss of family and friends, lack of understanding on the part of the environment, depression, etc. According to a study by the World Health Organization, Ukrainians suffer from depression much more often than people in the European Union, especially people of retirement age. And the incidence of depression in our country continues to grow³⁰⁵. According to experts from the Oxford Center for Cognitive Therapy, an effective means of preventing these problems is education and training³⁰⁶. In this regard, the need to maintain an active life of the elderly through education and training - one of the current problems.

Education is considered an effective tool for the progress of society and increase its intellectual potential, and the involvement of the elderly in educational activities has become one of the strategic directions of public policy in developed countries. Properly organized education of the elderly should serve as a means of social protection and psychological stability, as well as a way of integration into the communicative and cultural space. It should be considered as an active activity aimed at self-realization of the individual³⁰⁷.

In Ukraine, the special importance of education for the elderly is due to the transition from the concept of "lifelong learning" to the concept of "lifelong learning", which is a characteristic feature of the education system in the information society. social change, to overcome the problems of loneliness, "redundancy" and social isolation. Among a number of

³⁰⁵ Депресія. Значення терміну, статистика, симптоми. URL: <http://amnu.gov.ua/depresiya-znachennya-terminu-statystyka-symptomy/> (2020).

³⁰⁶ Вестбрук Д. Подолати депресію. Львів: Видавництво УКУ: Свічадо, 2014. 94 с.

³⁰⁷ Каркач А.В. Університет третього віку: соціокультурні детермінанти споживання освітніх послуг літніми людьми. Соціальні технології: актуальні проблеми теорії та практики, 2016, 71, с. 80.

institutions dealing with the education of the elderly, the most popular are the universities of the third age.

The analysis of literature sources shows the growing interest of domestic and foreign scientists in the organization of educational activities of the elderly in universities of the third age. Significant achievements in the field of providing educational services through the universities of the third age have European countries. A. Bogutska, V. Polishchuk, A. Khaletska and others studied the activities of educational institutions for the elderly in these countries. The UTV network has been actively developing in the last few decades in the Republic of Poland. This progress is covered in the works of Polish theorists (I. Blaschak, V. Zhebinska, A. Kzhanka-Tekvinska, R. Konechna-Vozna, A. Martsinkevich), V. Oleszko-Kurzyna, P. Pasherbyak, L. Torrus, O. Chernyavska, L. Schmidt etc.) and Ukrainian (M. Gavran, O. Puga, O. Mikhalchuk, L. Lukianova, S. Fedorenko etc.).

Every year in Ukraine the number of scientific publications devoted to the problems of formation, organization and improvement of educational activities of UTV (A. Gakman, A. Karkach, A. Gorbovy, O. Stepanyuk, A. Kukhareno, I. Kurilo, S. Aksonova, N. Chagrak, V. Uhryniuk, G. Hrytchuk (and others). At the same time, the educational and extracurricular activities of UTV in Ukraine and the Republic of Poland need a comprehensive comparative analysis.

The education of the elderly at the present stage of development of Ukrainian society has acquired special significance, its important role is to resocialize the elderly: changes in the value-normative system of activities and a radically new perception of reality. The content and state of education of the elderly depend not only on socio-political, socio-economic, but also to a large extent on socio-cultural determination. Indicators of the social effect of active learning activities of people of retirement age can be considered a situation where they, using the acquired knowledge, will be able to increase social adaptation, connect with the world, be active participants in electronic activities, find help in solving any problems, and will find the opportunity to work and earn extra income to maintain a decent standard of living.

UTVs have been operating in the Republic of Poland for a long time. The first UTV was established in Warsaw in 1975 as part of the Center for Postgraduate Medical Training and was one of the first in Europe. The founder was Halina Schwartz, professor of medicine, gerontologist, in 1970-1971 vice-rector of the Academy of Physical Education in Warsaw. In the following years, she initiated the creation of universities of the third age throughout the country: in 1976 in Wroclaw, in 1977 in Opole, in 1978 in Szczecin, in 1980 in Lublin, Poznan, Gdansk,

and later in Lodz and other large cities³⁰⁸. Over the past few years in the Republic of Poland there is an accelerated development of UTV. According to the National Federation of Associations of Universities of the Third Age of the Republic of Poland at the end of 2012 there were 424 universities. The Senate of the Republic of Poland has declared 2012 the year of universities of the third age.

In Ukraine, universities of the third age began to be actively created at the beginning of the XXI century. In particular, in 2008 this issue was raised at a round table initiated by the Ministry of Labor and Social Policy of Ukraine, UN Population Fund within the project UKR1P41A "Support to the Madrid International Plan of Action on Aging in Ukraine" on "Universities of the third age: older generation in the modern information environment ". The participants of the round table emphasized that the universities of the third age, which have existed for more than four decades in Europe, have become one of the tools for activating the role of the elderly in society. Since then, massive work has begun on the implementation of the Madrid International Plan of Action on Aging, which sets out a strategy for action to transform aging from a threat to society's development into its driving force. The result was the creation in 2015 of more than 300 UTV at the territorial centers of social services, which trained more than 25 thousand elderly students³⁰⁹. Currently, UTV are active in many cities: Kovel (since 2005), Kremenchug (with 2009), Kyiv (since 2009), Pryluky (since 2009), Kharkiv (since 2009), Kramatorsk (since 2009), Vinnytsia (since 2010), Dnipropetrovsk (since 2011), Lviv (since 2011), Sumy (since 2013), Poltava (since 2018), Khmelnytsky (2018) and etc.

One of the key features of UTV is the special support of the elderly through special guidance, counseling and training. At the same time, each UTV has its own forms of such educational support, ie its own models of teaching the elderly. Despite some differences between these models, what they have in common is that they cover educational and extracurricular activities.

Educational activities usually include a structured curriculum, regular attendance at special training events, the opportunity to listen to a series of lectures and more. The main directions of educational activity: humanitarian, scientific and technical, research and experimental. Extracurricular activities can be structured in the following areas: artistic and aesthetic, tourist and local lore, ecological and naturalistic, health, physical culture and sports, patriotic and others.

³⁰⁸ H. Szeloch. Na naukę nigdy nie jest za późno. Nowe Życie, 2011, (445)9, s. 11-12.

³⁰⁹ A. Gorbovy, A. Khaletskaya, O. Stepaniuk, A. Kukharensko, D. Spulber. The concept of activity of educational centers of the "third age" in Ukraine: methodical manual. Kyiv-Lutsk, 2017, p. 30.

Analysis of the curricula of Ukrainian UTVs (20 UTVs were selected for the study) provides an opportunity to build a rating of the most popular courses. The first step of the rating is occupied by the courses that are available in all 20 FTAs. These are: computer courses; foreign languages (mostly English), a healthy lifestyle. Mastering computer literacy is extremely important for Ukrainian retirees today. Computer, smartphone, Internet is becoming an integral attribute of their lives, which gives the opportunity to communicate with relatives and friends who live far away, make new acquaintances, be aware of events in the world, country, city, be users of electronic libraries, online stores, pay for utilities without standing in line at banks, etc. Learning foreign languages allows older people to use the global network to solve the problem of lonely old age, which in recent years has become really widespread, because it is loneliness older people complain even more often than illness or insufficient pension. Training courses that have health-preserving potential and are designed taking into account the age characteristics of the elderly, provide for the introduction of such educational, cultural-adaptive, rehabilitation components that allow students not only to improve certain knowledge and skills, but also to develop creative abilities with their further adaptation. to the conditions of today, to increase social and creative activity. In particular, these are: "Learning to live well", "Healthy lifestyle", "Healthy eating", "Food hygiene", "Express methods for determining the quality and safety of food", "Major contaminants of raw materials and food", "Art- therapy "and others.

In addition to the above, students of the University of the Third Age are offered a wide range of interesting useful and practical topics to study. They are on the second step of the ranking, which is the most numerous. These are a number of courses in the following thematic areas:

- different types and directions of art: decorative painting, applications, embroidery, pottery, weaving; there is a course "Phenomenon of Culture", etc.;
- financial literacy "Drawing up a frugal family budget", "Planning investment life taking into account the available opportunities", "Learn to make money on your dreams", "Participation in the public budget. How to read the city budget ", etc.;
- psychology, communication and interpersonal relationships: "Gerontopsychology", "Conflict Management", "Stress Management", etc.;
- historical local lore: "Ethnography and folklore", "A new look at the works of Poltava artists", etc.;
- public life: "condominiums from creation to organization of work", etc.;
- professional: "Fundamentals of photography", courses for accountants, etc.;
- jurisprudence: "Legal knowledge", etc.;

- horticulture and gardening: "Agrolandscape", etc.

On the third step of the rating are the original courses that operate in individual UTV. These are "Language etiquette", "Etiquette in clothing, individual style", "The art of making floral ornaments from foamiran", "How not to be influenced by advertising on the minds of consumers", "Pros and cons of international integration", "Instructions for the use of human homo sapiens", "Smart age 55+", "Papermaking", "Viticulture and Needlework", "Time Management, or how to have time", "Hospitality in the house. Table setting", "Color solutions of interiors", "Cutting, tailoring and repair of clothes", etc.

The analysis of the training programs of Polish UTVs (10 UTVs were selected for the study) made it possible to generalize their courses and compare them with the results of domestic ones. First, in the UTV of the Republic of Poland, in contrast to the Ukrainian ones, the first step of the rating is occupied by mathematical and natural sciences, philosophy, literature and history, economics and entrepreneurship. However, when developing UTV curricula, the main emphasis is on the fact that they must meet the needs, demands and capabilities of students, and ways must be developed that will allow each student to choose their level. They do not set general university standards or comparisons with any standards of higher education institutions.

Secondly, a significant share of Polish UTVs are courses aimed at ensuring a healthy lifestyle, activation and improvement of memory and physical condition. That is why more than 90% of all UTVs offer classes in medicine and health, and another 62% - in psychology. No less important is the desire of the elderly to master foreign language competencies. To meet this need, language courses are mostly held at UTV, offering the study of English (83% UTV) and German (55%). One of the functional features of UTV, which arose in accordance with the growing need for computer literacy, is the active involvement of participants of all ages to master information literacy, gaining practical experience with computers and the Internet. According to statistics, 330 UTVs offer computer courses (which is 73% of the total)³¹⁰.

Traditional forms of education are lectures, discussions, seminars with a large number of participants; reading and discussion; demonstration of skills, activities at scientific sites, archeological or historical monuments, museums, art galleries, archives and other institutions and establishments. The study of subjects of social, psychological and physiological areas in a particular university of the third age is different. Students are invited to join research projects to deepen their knowledge and develop skills in certain areas of knowledge that have developed

³¹⁰ Uniwersytety Trzeciego Wieku w roku akademickim 2014/2015. Główny Urząd Statystyczny. Warszawa: ZWS, 2016. s 22-23.

in the region (eg, archeology, natural history, population history and social structure, history of climatic and geological phenomena). Each student is expected, if possible, to have his or her own research project and analysis (description) of the results obtained. Thus, educational activity occupies a large share of the total activity of UTV both in Ukraine and in Poland.

Extracurricular activities are an important part of UTV. It is aimed at developing the talents and abilities of students, meeting their interests, spiritual needs and needs for self-development. Extracurricular activities take place in extracurricular and extracurricular activities. In both Polish and Ukrainian UTV extracurricular activities are carried out in the following areas:

- artistic and aesthetic – provides the development of creative abilities, talents and acquisition of practical skills by students, mastering knowledge in the field of national and world culture and art;

- tourist and local lore – is aimed at involving students in active activities to study the history of the native land and environment, world civilization, geographical, ethnographic, historical objects and phenomena of social life, mastering practical skills in tourism and local lore;

- ecological and naturalistic – involves students mastering knowledge about the environment, the formation of ecological culture of the individual, gaining knowledge and experience in solving environmental problems, involvement in practical environmental work and other biological areas, the formation of knowledge and skills in agriculture: floriculture, forestry, horticulture, mushroom growing, beekeeping;

- scientific and technical – provides students with technical and technological skills, expanding the scientific worldview, preparation for active research, mastery of modern equipment and technology;

- research-experimental – promotes the involvement of students in research, experimental, design and inventive work in various fields of science, technology, culture and art, as well as creating conditions for creative self-improvement and identification, development and support of talents and talents;

- physical culture and sports – provides development of physical abilities of listeners, necessary conditions for high-grade improvement, hardening, meaningful rest and leisure, occupations by physical culture and sports, preparation of a sports reserve for national teams of Ukraine, acquisition of skills of a healthy way of life;

- patriotic – provides an appropriate level of preparation of students for the development of patriotic feelings and civic responsibility;

- health – provides the necessary conditions for meaningful recreation and provides students with knowledge of a healthy lifestyle, the organization of their recovery, acquisition and consolidation of skills, strengthening personal health, the formation of a hygienic culture of the individual;

- humanitarian – provides the development of abilities, talents, practical skills of students, mastering the knowledge of the basics of the sciences of the socio-humanitarian cycle³¹¹.

Among these areas in Ukrainian UTV a special place belongs to art, because it is most conducive to creative self-realization of the individual. The use of art (music, dance, art, poetry, drama, choreography (there are even "Classical ballroom dances"), choral singing, etc.) is aimed at developing practical skills of understanding works of art of different types, genres and styles; development on this basis of artistic and creative skills, aesthetic taste, creative approaches to any business. Thanks to extracurricular activities, students were able not only to feel like students in lectures, but also to visit exhibitions, museums, art galleries, to create bright holidays on their own. UTV listeners join various contests and competitions across the country: take part in international summer sports seniors, festivals and conferences, join flash mobs. In particular, about 300 students of the University of the Third Age in Dnipro set an all-Ukrainian dance record and held the first beauty contest in the history of the city among women of elegant age. (<https://utvdnipro.dp.ua/ru/>). Also among the forms of implementation of this direction are the celebration of professional holidays, talks and information hours, participation of students in thematic tournaments, organization of "Creativity Fairs" and "Open Days", preparation of thematic evenings, concerts, various events; organization of work of curators; creation of a volunteer detachment, etc. An important component of the development of this area is the meetings of students with leading figures of government, culture, social protection, during which there is a creative dialogue.

To improve and maintain the health of listeners, UTV has active longevity clubs, which offer classes in: physical therapy (exercise), Nordic walking, yoga, dance aerobics, training on simulators, basics of medicine and a healthy lifestyle. Exercise therapy is currently the most popular direction among the elderly. It is an effective and affordable method of restoring and improving health. After each exercise session, aromatherapy is used as a means to relax and relieve tension, which in turn stimulates the body's defenses and strengthens its resistance to any pathogenic factors. Dance aerobics promotes the development of coordination skills, strengthening the cardiovascular and respiratory systems, improving psycho-emotional state.

³¹¹A. Gorbovy, A. Khaletska, O. Stepaniuk, A. Kukharenskyi, D. Spulber. The concept of activity of educational centers of the "third age" in Ukraine: methodical manual. Kyiv-Lutsk, 2017, p. 63-64.

In yoga classes, students strengthen their health and rejuvenate the body. The exercises there are simple, easy to remember and do not require much physical effort. Classes in the basics of medicine and a healthy lifestyle are aimed at deepening knowledge, maintaining one's own health and respect for oneself and the environment. The basic principle of such crafts is that the disease is easier to prevent than to cure.

Polish UTVs have slightly different priorities. For example, students of the University of Plock of the third age have the opportunity to engage in needlework, gymnastics, fine arts, in a literary studio³¹². The University of Gniezno of the Third Age offers its students a wide range of services in tourism, physical therapy, occupational therapy, cooking, as well as literary studios³¹³. At the University of the Third Age, which operates at the University of Opole, in extracurricular activities, students have the opportunity to engage in needlework, dance, theater and choral singing. The close connection with the Philharmonic, the theater and the modern gallery allows the older generation to feel needed and to establish communication with the younger generation. Gymnastics and swimming classes are very popular. Opole University of the Third Age also organizes rehabilitation and tourist trips for its students, the main purpose of which is to improve the physical and mental condition of students. The university is currently implementing a program called "How to Add Years to Life" and health workshops combined with a holiday in Orava in hot springs³¹⁴.

It should be noted that in Polish practice, extracurricular activities are facilitated by associations, public organizations, regional communities, foundations and corporations. In Ukraine, extracurricular activities are carried out mainly through volunteering. Clubs of motorists, local historians, tourists, ethnographers, folklorists, physical training and other directions), Small academy of arts (folk crafts), Small academy of sciences, Centers of art creativity, art and aesthetic creativity, Center of ecological and naturalistic creativity, Center are involved in this process. scientific and technical creativity, the Bureau of Tourism, Local History, Sports and Excursions. Students, teachers, doctors, social workers, representatives of public and state organizations are involved in conducting educational classes, organizing trips, excursions, sports and recreation, group work.

The volunteer movement as a voluntary charitable aid, based on the emotional and personal attitude to the person who needs support, is popularized among the listeners of UTV.

³¹²Stowarzyszenie Uniwersytetu Trzeciego Wieku w Płocku im. Janiny Czaplickiej. URL: <http://sutwplock.pl/>. (2021).

³¹³ Gnieźnieński Uniwersytet Trzeciego Wieku. URL: <https://gutw.edupage.org/>. (2021).

³¹⁴Stowarzyszenie Uniwersytetu Trzeciego Wieku w Opolu. URL: <http://www.seniorwopolu.pl/stowarzyszenie-uniwersytetu-trzeciego-wieku-w-opolu> (2021).

The organization of the volunteer movement is one of the forms of extracurricular activities that are implemented in extracurricular time and is designed to carry out educational work with students, form their social responsibility, develop cultural competences, creative approach to work, apply in practice the knowledge, skills³¹⁵.

Thus, the universities of the third age are educational centers for further personal development of the elderly, their social integration, socialization and adaptation, fill their lives with meaning and meet intellectual needs. Educational and extracurricular activities at UTV create opportunities for students to spend their free time actively, expand knowledge, update skills necessary for active life in the modern world, establish and maintain social contacts and interpersonal communication, involve students in socially useful activities, social work, volunteer, helping others, representing their interests to local authorities and at the governmental level.

When designing the technology of teaching training courses in UTV, the leading role is played not by the teacher, but by the listener. The key function of the teacher is to assist students in identifying, systematizing, formalizing the personal experience of the latter and replenishing their knowledge. An important condition for the effective organization of the learning process in UTV is the creation of a favorable psychological atmosphere: mutual respect of participants in the learning process, friendly relations between them, mutual assistance and cooperation. The learning process is based on the principles of voluntariness, classes are held without exams, tests and tests, attendance and success – on a voluntary basis.

³¹⁵A. Gorbovy, A. Khaletskaya, O. Stepaniuk, A. Kukhareenko, D. Spulber. The concept of activity of educational centers of the "third age" in Ukraine: methodical manual. Kyiv–Lutsk, 2017, p 64.

*Iryna Baranovska,
Natalia Mozgalova*

OPTIMIZATION OF THE PROCESS OF DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF TEACHERS OF ART DISCIPLINES ON THE BASIS OF INTERDISCIPLINARY ARTISTIC AND PEDAGOGICAL COMMUNICATION

Introduction

The new paradigm of art education is aimed at developing the creative and emotional nature of human. Awareness of the complexity and importance of this task by a teacher of art disciplines directs the creative specialist to self-development and self-improvement not only of his professional (hard skills), but also flexible (non-specialized, not related to a specific subject area) skills. These flexible skills are also called «soft skills» in scientific circles, because they help the teacher to establish interpersonal, artistic and pedagogical interaction, correctly define educational tasks, create a comfortable emotional climate for artistic and creative communication and cooperation. The balance of hard and soft skills is important in the work of an art teacher.

The modern young generation was born in the age of digital technology, in a society where the pace of life is increasing every year. Requirements to the teacher also grow. To satisfy the need for original and interesting knowledge to students, teachers, in particular art disciplines, need to be in constant search of invariants of professional growth and creative self-realization.

Emotional intelligence is an important ability of a teacher of art disciplines

The teaching profession is full of tense situations of various levels (interpersonal conflicts, feelings of pressure, overexertion, fatigue), which are associated with the possibility of increased emotional response and often lead to «professional burnout» (G. Craig), in other words - work stress. It is the teacher's job to make informed decisions, to keep his or her emotions out of control, to overcome outbursts of anger, despair, irritation, and to offer students examples of ethical behavior based on emotional stability. However, external restraint of emotions, on the other hand, increases emotional stress and negatively affects health, often

causing various psychosomatic illnesses. If negative emotional states are repeated often, it leads to the consolidation of negative personal qualities of the teacher (irritability, anxiety, pessimism) and negatively affects the effectiveness of teaching, relationships with students and colleagues. Emotional resilience, emotional openness and sincerity are important qualities of a modern teacher.

The pedagogical profession should be attributed to a category within which life and creative paths are maximally synthesized, combined in the process of personal self-knowledge and self-creation. The creative way, according to T. Tytarenko, is the way of constant modifications of the personal world, the purpose of which is self-development.³¹⁶ In the process of such growth, the individual first perfectly designs the steps of self-development, and then sensually and practically embodies their ideas. Designing professional positions most organically takes place in the creative process. Pedagogical creativity becomes a mechanism of transformation of personal meanings of the relation to the world which have entered an internal mental state, into concrete external reactions. This mechanism provides the teacher with creative productivity of the reflective plan, gives birth to new pedagogical technology. However, it is important for the teacher not only to understand and regulate their emotions, it is necessary to feel and understand the emotions and feelings of other subjects of communication, ie to have a developed emotional intelligence.

The question of the relationship between emotions and intelligence (mind) has been given attention since ancient times. Ancient philosophers noticed that emotions seem to color, enliven the process of cognition, give life not only color and taste, but become the driving force of development. B. Spinoza argued that emotions «increase or decrease the body's ability to act».³¹⁷

Today, science has confirmed the fact that emotions precede thought. According to scientists, when emotions rise, they change the way our brain works, that is, they affect our cognitive abilities, activity in decision-making and even restrain or accelerate the processes of interpersonal communication and interaction. Many works of foreign and native scientists are devoted to the study of the genesis and evolution of the relationship between emotions and intellect.

Thus, W. Wundt, P. Jeanne studied the role and place of emotions in the processes of cognition, L. Antsyferova, G. Yuan, G. Gardner, K. Izard, O. Leontiev, D. Liucin, J. Mayer,

³¹⁶ Титаренко Т. Сучасна психологія особистості, 2013. 238 с

³¹⁷ Дильтей В. Наброски к критике исторического разума. Вопросы философии. 1988. № 4. С. 135 – 152.

P. Salovey with clarified the functional synergy of emotions and intelligence in communication and regulation of activities, I. Andreieva, D. Goleman, E. Rybalko, V. Petrushyn studied empathy, understanding and understanding of one's own emotions. Thus, the basis of scientific understanding of the definition of «emotional intelligence» is the interaction, relationship, complementarity, correlation, interaction of emotions and intelligence, which forms a holistic phenomenon, which is characterized by a synergistic effect, ie the effect of complicity.

The term «emotional intelligence» is relatively new. It was proposed by researchers Peter Salovey and John Mayer in an article in *Emotional Intelligence* published in 1990 in the journal «Imagination, Cognition, and Personality». Scientists have considered emotional intelligence as the ability to perceive and realize their own and others' feelings and emotions, to distinguish them, to use this information to organize the process of activity.³¹⁸

The great attention of scientists to this complex integrated concept is connected in some way with the sphere of business and production. It has long been believed that a smart and successful person is one who uses his intellectual abilities and knowledge. However, modern realities show that this is not enough for success and career growth. According to the American psychologist D. Goleman, author of the book «Emotional Intelligence», much more important than IQ is emotional intelligence, because all the diversity and uniqueness of the human personality can not be reduced to IQ, because emotions determine the activity of all mental processes (thinking, memory). attention, imagination, speech, etc.. They make life rich and full, enrich the sensory experience, help to understand, interact, cooperate, respond quickly to various situations and actions. There is no doubt that events and life situations that are caused or associated with emotions remain in the memory for a long time.

A characteristic feature of the human brain, according to D. Goleman, is its biological ability to recognize other people's emotions, because there are «neural radars that respond instantly to insincerity or untruth». Non-verbal means (facial expressions, gestures, postures, tempo of speech and timbre of voice) on a subconscious level carry and communicate much more information than words. It is for this reason that there is a feeling of «something wrong», ie «consciousness does not yet see cause for concern, but the almond-shaped body of our brain is already raising the alarm» - so figuratively explains and analyzes this active process of the brain D. Goleman.

Well-known expert on interpersonal communication A. Pease claims that words convey only 7% of information, while sound - 38%, and through facial expressions, gestures and poses

³¹⁸ Salovey P., J.D. Mayer. *Emotional intelligence. Imagination, Cognition, and Personality*. 1990. Vol. 9. P. 185–211

- 55%.³¹⁹According to G. Sahach: «We perceive a person, alive and dynamic, in all the great combination of verbal and nonverbal means».³²⁰

Working fruitfully on the study of the essence of the concept of «emotional intelligence» D. Goleman identifies five of its main elements³²¹(Figure 1).

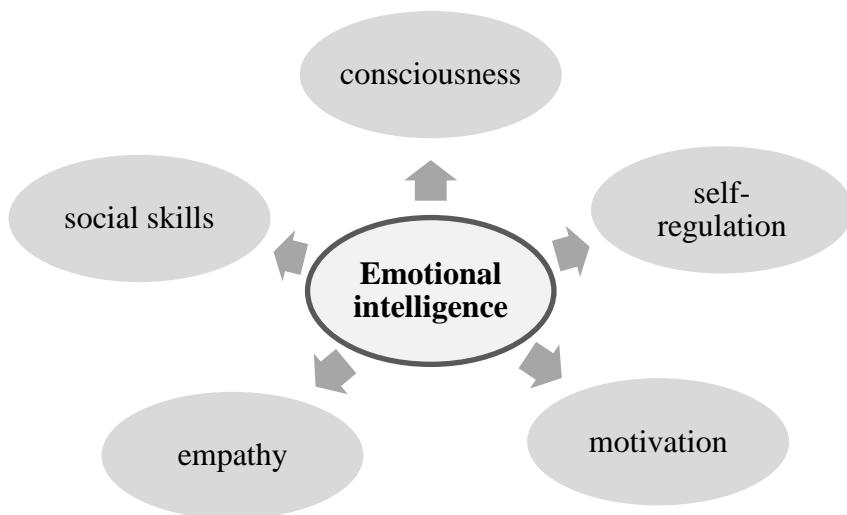


Fig.1. The structure of emotional intelligence according to D. Goleman

According to the scientist, a person with a developed emotional intelligence is able to:

- understand their own emotions and their emotional reactions to events;
- manage your emotions;
- motivate yourself;
- recognize other people's emotions;
- manage other people's emotions.

The defining criterion for the development of human emotional intelligence, the scientist considers the ability of a person to respond to their own emotions. High emotional intelligence

³¹⁹ Пиз А. Язык телодвижений. Как читать мысли других по их жестам. Санкт-Петербург, 2000. 185 с.

³²⁰ Сагач Г.М. Ділова риторика: мистецтво риторичної комунікації. Київ, 2003. 255 с. с.192.

³²¹ Гоулман Д. Эмоциональное лидерство: Искусство управления людьми на основе эмоционального интеллекта. Москва: Альпина Бизнес Букс, 2005. 65 с.

is a powerful harbinger of success, as it allows you to think creatively to better apply professional skills and abilities.

A distinctive feature of the activity of a teacher of art disciplines is its communicative nature. Art-pedagogical and art-educational communication in art lessons takes place on the basis of interaction with musical information, interdisciplinary knowledge, communication of participants in the educational process through works of art in the process of perception, verbal-performing interpretation, disclosure and transmission of artistic images encoded in symbolic language. arts. The art lesson in synergetic interaction combines pedagogical (educational) and artistic aspects based on the integration of emotional and intellectual thinking and creative cooperation of its subjects. According to the young researcher Y Gao, in the art lesson there is an artistic communication of its participants with art, artistic emotions embedded in musical language, with the emotions of others, their own inner world, which gives the formed «field» of emotional color. Such an emotional field seems to be «embedded» in the artistic environment, and is a reflexive-regulatory substructure of the created artistic environment».³²²

The ability to understand and teach an interesting symbolic language of art, in particular music, saturates with vivid emotions the artistic communication of the teacher with other subjects of the educational process. The synergy of emotions and intellect in the artistic and pedagogical projection, according to Y Gao, creates «a specific psychosomatic system of personal understanding of the artistic and figurative content of a work of musical art, which optimizes the process of artistic and pedagogical communication».³²³ This feature of the teacher of art disciplines indicates the importance and relevance of research on the development of emotional intelligence. «The aesthetic tone of a teacher's word is the subtlest key not only to emotional memory, but also to the mysterious depths of the brain» taught V. Sukhomlynskyi, an experienced teacher.³²⁴

Methodical aspects of optimization of the process of emotional intelligence development on the basis of interdisciplinary artistic and pedagogical communication

³²² Гао, Юань Роль емоційного інтелекту в фаховій діяльності вчителя музичного мистецтва. Наукові записки Центральноукраїнського державного педагогічного університету імені Володимира Винниченка. Серія: Педагогічні науки. 170, 2018. Р. 234-238

³²³ Гао, Юань. Науковий вісник Миколаївського національного університету імені В. О. Сухомлинського. Серія: Педагогічні науки, 1(64), 2019. Р. 282-288.

³²⁴ Сухомлинський, В.О. Вибрані твори (Т. 1-5), (Т. 3, с. 214)., 1997. Київ: Радянська школа.

In art education, the trend of interdisciplinary learning has been growing recently. Interdisciplinarity of different forms of artistic and pedagogical communication becomes a prerequisite for the formation of participants in the educational process skills of systematic analysis of language of works of different arts, interpretation of text or images, gradual understanding of semantics and gaining the ability to perform and interpret artistic image, arranging information. Interdisciplinary artistic and pedagogical communication allows to activate the synergy of two ways of perception and comprehension (emotional and intellectual) of the artistic world of the heroes of works of art. On the basis of interdisciplinary communication it is possible to integrate the content of different disciplines as a resource for the formation of a thesaurus of emotional concepts.³²⁵ Interdisciplinary knowledge and experience deepen the depth of understanding of emotions, give birth to the ability to systematize and store in the mind certain emotional information in various manifestations, to use it during the artistic and performing interpretation of works of art. It should be noted that the emotional concept implies the presence of certain vital and artistic emotions characteristic, characteristic of them features (verbal, nonverbal, intonation, sensory, pictorial), through which we are able to identify, understand, decipher, represent, regulate. Formed, on the basis of interdisciplinary artistic and pedagogical communication, the base of emotional concepts allows a holistic understanding and comprehension, deep awareness and interpretation of artistic emotions embodied by the artist in the work.

Thus, we present methodological advice on optimizing the process of development of emotional intelligence of teachers of art disciplines, which is based on the implemented in the form of a set of trainings.

We consider trainings using psychodrama techniques (according to D. Kipper), such as: self-presentation, role performance, dialogue, monologue, duplication, side remarks, role exchange, to be relevant for optimizing the process of development of emotional intelligence of teachers of art disciplines on the basis of interdisciplinary artistic and pedagogical communication, mirror and empty chair. As part of the training, respondents master a set of theatrical exercises («Environment», «Space Road», «Look into the future», «If I were...», «Emotional response», are involved in games such as «Slideshow», «Being a work of art»). To some extent, these techniques are in tune with the theatrical principles of K. Stanislavskyi, as

³²⁵ Реброва О.Є. Міждисциплінарні та синтезуючі методичні засади стимулювання художньо-ментального досвіду майбутніх учителів музики та хореографії Наука і освіта. Журнал науково-практичний. Психологія і педагогіка. 2015. № 2/ CXXXI. С. 101• 106.

they allow you to learn to liberate, act in the proposed circumstances, reincarnate, sincerely convey and express thoughts, emotions, feelings.³²⁶

Trainings aimed at improving the skills of establishing interdisciplinary artistic and pedagogical communication in art lessons will be useful for teachers. We consider the principle of conceptualization of emotional information and a set of appropriate teaching methods to be mastered by the participants as the basic basis of the training. The ability to present, reveal, present information that carries a musical (artistic) work, with the help of various visual forms (graphic, plastic-motor and others) significantly improves the awareness and verbalization of artistic emotions and content.³²⁷ We consider the method of visualization of emotional information to be an effective method of establishing artistic and pedagogical communication in art lessons. The method aims at the use of traditional and innovative visual technologies, including the compilation of an intelligence map of a musical work, collage, associative bush, scrapbooking, etc. This method initiates the creative activity of participants in the educational process, as it inspires cognitive analysis of the content of the work, emotional identification of semantic information.

The method of expressive etudes is recognized as no less effective. We believe that this teaching method is closely related to theater pedagogy. It was actively developed and implemented in the rehearsal process by K. Stanislavsky¹¹. Theatrical sketches are exercises for the development and improvement of acting techniques, based on improvisation based on various actions. The term «expression» is interpreted as the expression of emotions, experiences, feelings. In modern pedagogy, an important component of the professional competence of a teacher of art disciplines is the expressiveness and degree of its expediency in the lesson. This method is aimed at increasing verbal, nonverbal, musical-performing expression, it determines the development of the ability to facilitate the emotional states of others.

We consider it effective for the development of emotional intelligence to learn methods based on the hermeneutic approach in training sessions. The term «hermeneutics» comes from the greek «germēneutikē» and translates as «explanation», «interpretation». It is believed that the emergence of the concept of «hermeneutics» is associated with the name of the herald of the gods in ancient Greek mythology - Hermes. In the scientific sense, «hermeneutics» is

³²⁶ Система Станіславського в педагогічних концепціях URL: <https://ru.osvita.ua/school/method/1087/>

³²⁷ Барановська І.Г., Мозгальова Н.Г. Художньо-комунікативний контент підготовки майбутніх учителів мистецьких дисциплін. Наукові записки [Кіровоградського державного педагогічного університету імені Володимира Винниченка]. Серія; Педагогічні науки, 2019. Вип. 155. С. 20-24

defined as «the art of interpretation, translation of mostly ancient literary texts», «... discovery under the text, disguised for some reason semantic content». ³²⁸The concept of musical (artistic) hermeneutics is based on G. Gadamer's idea of the absurdity of the existence of a single correct performance or interpretation of a musical (artistic) work.³²⁹ Performing art is a multifaceted creative process that saturates the work not only with unique authorial content, but also with the performer's interpretive ideas. That is why in art pedagogy works of art are considered as a means of cognition and artistic understanding of reality. Works of art have a specific language, so the key methodological procedure in musical hermeneutics is the productive understanding of textual information, which is interpreted and explain in accordance with the tasks, considerations set by the interpreter (performer), his interpretive ideas and performance skills. Ideas of F. Schleiermacher became relevant for the selection of methodological tools for trainings for teachers of art disciplines (to understand the content of a musical work, its textual analysis must be supplemented by psychological, as the author's artistic and figurative content of the work must be felt and empathized)³³⁰, according to thoughts of V. Dilthey, the text must be understood through the prism of the performer's life experience, ie understood by the subject on the basis of the scientific picture of the world.³³¹

We consider the hermeneutic position on the pluralism of interpretations, ie the variability of understanding and interpretation of artistic texts to be methodically balanced in the work of a teacher of art disciplines.³³² The teacher of art disciplines, performing a work of art, complements the version of the artist through his own thinking and creative search. The uniqueness of reading a work of art by a teacher lies in the interpretation of the artistic image as the embodiment of a set of specific artistic, psychological and emotional, socio-cultural, personal meanings. Interpretation is the basis of interdisciplinary artistic and pedagogical communication in art lessons, which provides an invisible connection between the artist, the work of art, the audience and the performer. This is a deep immersion of an art teacher in the artistic author's idea.

In other words, interpretation is an intellectual activity of thinking (musical, artistic) organized by the intellect, which is aimed at revealing the symbolic, expressive and semantic

³²⁸ Цалін С.Д. Логічний словник довідник: 4-те вид, випр і доп. Харків: Факт, 2006. 354 с.

³²⁹ Гадамер Г. Истина и метод: Основы философской герменевтики. Москва: Прогресс, 1988. 704 с.

³³⁰ Шлейермахер Ф. Герменевтика. Санкт-Петербург : Европейский Дом. 2004. 242 с.

³³¹ Дильтей В. Наброски к критике исторического разума. Вопросы философии. 1988. № 4. С. 135 – 152.

³³² Щолокова, О.П., Мозгальова Н.Г., Барановська І.Г. Інтерпретація музичних творів – методичний аспект. Науковий вісник Південноукраїнського національного педагогічного університету імені К. Д. Ушинського, 2019.. Вип 3 (128). С. 151 -158

language of art, rethinking artistic information, own thoughts, experiences, and on this basis - identifying the author's state of mind. characters and content of the work of art.

Mastering during training such methods as: hermeneutic and explicative analysis, hermeneutic circle, genre interpretation, artistic connotation, role masks, personification, on the one hand, deepen the interpretive activity of teachers, strengthen their ability to intellectual analysis of emotional and semantic musical) works. For example, by giving the elements of musical language subjective emotional evaluations (creating an emotional portrait of a piece of music). On the other hand, it will stimulate the affective perception of musical language through the actualization of interdisciplinary knowledge and experience. As examples of application of these methods in practice there are creative tasks for the art teacher: to make a monologue on behalf of the character; create an interesting, intriguing story about the life and adventures of the hero; prepare a conversation-reflection on the hero's attitude to other characters, compare different versions of performing interpretations (for example, preludes and waltzes by F. Chopin performed by V. Ashkenazi, A. Corto, M. Pletnev or music by K. Debussy performed by G. Neuhaus, S. Richter and modern pianists D. Bashkin and D. Mykytyn, etc.).³³³ Execution of these tasks required from teachers actualization of interdisciplinary knowledge, development of skills of application in the image of the hero of work, on the basis of the imaginary analysis of his personality, improvement of skills of executive thinking, individuality of executive manner,

During the trainings, teachers improve their skills to work in a team. To this aim, we offer work in mini groups to create interactive projects, audio and video libraries of musical works, virtual art galleries, etc.

Trainings in mastering computer technologies and technologies of virtual communication in the professional field will become relevant for teachers of art disciplines.

Conclusions

The profession of a teacher of art disciplines orients specialists to constant professional growth, self-development, self-improvement and creative self-realization. The effectiveness of the educational process is determined by the ability of teachers of art disciplines to establish artistic and pedagogical communication based on interdisciplinary knowledge related to different arts, their emotional and intellectual understanding and creative cooperation.

³³³ Щолокова, О.П., Мозгальова Н.Г., Барановська І.Г. Інтерпретація музичних творів – методичний аспект. Науковий вісник Південноукраїнського національного педагогічного університету імені К. Д. Ушинського, 2019.. Вип 3 (128). С. 151 -158

The emotional intelligence of a modern teacher of art disciplines is an indicator of his professional competence, the basis of skill. The main elements associated with the optimization of the process of development of emotional intelligence (according to D. Goleman) are self-awareness (understanding of their emotions, emotional reactions to any event), self-regulation (management of their emotions), motivation (self-motivation), empathy (recognition and understanding other people's emotions), social skills (ability to manage other people's emotions).

The ideas of interdisciplinary interaction, application of trainings with the use of psychodrama techniques and theatrical principles of K. Stanislavskyi, methods of visualization of emotional information and expressive etudes, hermeneutic and explicative analysis, hermeneutic circle, genre interpretation, personal interpretation, personification, genre interpretation are recognized as effective methodological tools, computer technologies, application of various forms of creative cooperation: from work in mini groups to presentation of creative developments at lessons. The presented methodical proposals will allow to deepen the interpretive activity of teachers, to strengthen their ability to intellectual analysis of the emotional and semantic content of artistic (musical) works, will promote their creative self-realization and professional growth.

***Galina Kit,
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TRAINING LEVELS OF THE PRE-SERVICE ELEMENTARY TEACHERS: UKRAINIAN EXPERIENCE

The dynamic changes in Europe and globally (globalization of cultural processes, computerization of all spheres of life, intensification of migration processes, etc.) and Ukraine's aspiration for integration into the European Union necessitate the much-needed transformations in the educational system of Ukraine.³³⁴

The process of profound shift in the educational system of Ukraine from its closed post-Soviet mode of functioning to development within the global competitive space is long overdue. The aim of education is comprehensive development of an individual as a unique personality and highest value of society, evolution of person's talents, intellectual, creative and physical skills, as well as the competencies needed for successful self-fulfillment. Education shapes human capital, it is a foundation for successful socialization of an individual, for economic well-being, it secures gradual development of society solidified with common values and culture. Education is a vital component in raising responsible citizens, securing sustainable development of Ukraine in the future, and in realization of its European choice. Significant changes that elementary education is undergoing (adoption of the Concept of the New Ukrainian School, implementation of new State Standards of Primary General Education, curricula and textbooks) set the new requirements for the activity of the elementary-school teacher. A teacher, ready to master new innovative processes, to learn about the agents of educational activity, to search for the new effective ways for development of junior pupils, is able to adequately react to changes. Thus, the problem of training the pre-service elementary teachers becomes a matter of urgency.

"The Concept of the Development of Education in Ukraine, 2015–2025" makes emphasis on equal access to quality education for all the citizens that would eventually contribute to upward social mobility. At the same time, also mentioned is the necessity to reform the system of training and retraining of educators.³³⁵

³³⁴Н. Лазаренко. *Тенденції професійної підготовки вчителів у педагогічних університетах України в умовах євроінтеграції*. Автореферат докт.дисерт. Вінниця, 2020. 41 с.

³³⁵А. Василюк. *Обриси нової української школи і сучасна місія вчителів*. Гуманітарний простір науки: досвід та перспективи. Переяслав-Хмельницький, 2018. Вип. 19. С. 99-104.

The aim of the Concept of Development of Pedagogical Education is improving the system of pedagogical education in order to create a solid foundation for training the teachers of a new generation; to form conditions for involvement of other professionals in educational activity; to create conditions for establishment and development of alternative up-to-date models of the continuous professional and personal progress of teachers, who would become a key agents in implementation of the Concept of Realization of the State Policy in the Field of Reforming General Secondary Education "New Ukrainian School" for the period up to 2029.³³⁶

Olena Demchenko suggests³³⁷ and it seems to be a reliable approach that at the current stage of reforming the system of higher pedagogical education, in the context of the processes of European integration, a rapid response is needed in order to meet the needs of society. Such response may be achieved by making significant changes to the content, forms, and methods of training of undergraduate students, by implementation of student-centered learning that is based on the idea of competitiveness and on chances to secure the first employment in the labor market, as well as on increasing the employers' demand for such professionals.

Under the Law of Ukraine "On Higher Education" of 2014, the education of the pre-service elementary-school teachers involves progressive professional training performed in several stages in the teacher-training institutions of higher education. Levels of such training are the following: elementary (short cycle), first (BA), and second (MA), with each of them being viewed separately as an independent complete cycle.

According to modern European and global trends, the Law of Ukraine "On Education" lists multiple variants of learning: formal, non-formal, informal, as well as its different forms: institutional (full-time (daytime and evening classes), part-time, distance, network); individual (external, home schooling, pedagogical patronage, workplace learning (at the production site)); dual. Contemporary school requires a new teacher who would be a change agent. Modern teacher is a coach, facilitator, tutor, and effective moderator of the individual educational trajectory of a child. Therefore, the core and process of pre-service teachers' training undergoes significant changes.

In 2019–20 school year, the Ministry of Education and Science of Ukraine maintained its strategic course aimed at reforming all spheres of education. Implementation of funding the institutions of higher education according to their performance became an important change to

³³⁶ Про затвердження Концепції розвитку педагогічної освіти : наказ Міністерства освіти і науки України від 16 липня 2018 р. № 776 URL: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-konceptsiyi-rozvitku-pedagogichnoyi-osviti> (дата звернення: 11.01.21).

³³⁷ О. Демченко. *Підготовка майбутніх творчих педагогів обдарованих дітей у контексті євроінтеграції*. Молодий вчений. № 5.2 (69.2) . 2019. С. 47-52.

the realm of higher education. Namely, internationally ranked institutions with more employed graduates and more international grants would receive more financial support.

One of the significant aspects of state policy planning in education is analysis of relevance of the number of pre-service teachers to the needs of the labor market. To assess the level of employment of the graduates of various teaching specializations by the education institutions and to determine the number of pedagogical graduates in 2016–19, the state research institution Institute of Educational Analytics, under the resolution of the Ministry of Education and Science of Ukraine No. 1430 of November 15, 2019, conducted a research “Monitoring of the effectiveness of teachers’ training and their employment”.³³⁸

Human resource policies remain pivotal for high-quality education, as the quality of educational system is defined primarily by the effectiveness of its teachers. Statistical observations for the preceding six years reveal the general trends in education to be decrease in the number of teachers and “aging” of the teaching staff. Overall, the share of subject teachers of the institutions of general secondary education who are over 55 years old makes 28.0 percent, while the share of teachers under 50 gradually decreases, as well as the number of elementary teachers under 30 in the past tree years. Only 18.2 percent of those who graduated from the higher-education institutions under the specialties of the 01 “Education/Pedagogy” branch of knowledge eventually work at schools. This means that if 83,784 professionals graduated in 2016–19 (in average, 28,000 teachers per year), only 5,000 of them found employment in schools. Given the need to substitute 76,400 retiring teachers, this process may take a decade and a half.

This presents a serious challenge to the educational system of Ukraine and requires reconsidering the motivation of the young teaching staff for working in schools, as well as their state-funded training.

In the period between November 2019 and January 30, 2020, the Directorate of the Higher Education and Adult Education under the Resolution of the Ministry of Education and Science of Ukraine No. 1430 of November 15, 2019 conducted a monitoring study. Its aim was to determine the effectiveness of teachers’ training, to evaluate the number of currently employed teachers who graduated with junior specialist degree, specialist degree, bachelor’s, and master’s degrees during 2016–19, and to determine if their current occupation corresponds

³³⁸Наказ Міністерства освіти і науки України від 15.11.2019 р. № 1430 про дослідження „Моніторинг ефективності підготовки педагогічних працівників та їх працевлаштування” URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2020/metod-zbirka-osvita-ta-covid-2020.pdf> (дата звернення: 05.01.21).

to the field in which they had graduated. According to their educational qualification, among the former graduates during the period: 6.6 percent earned an associate degree, 31.8 percent earned a bachelor's degree, 30.0 percent earned a specialist's degree, and 31.6 percent obtained a master's degree.

It should be noted that during the period significant fluctuations in the rate of the pedagogical graduates who were employed by educational institutions may be observed. Between 2016 and 2018, there was a considerable yearly increase (by 1.77 times), while in 2019 it decreased down to 40.0 percent comparing to the previous year. One of the underlying reasons of such situation is lower professional employment of the graduates due to lower occupational prestige of teaching profession and general trend of outflow of educated professionals from the country.

In addition, the data allow to come to an important conclusion: the majority of specialized education institutions train teaching staff that would meet the needs of the regional labor market, namely of the regions where these institutions are located. At the same time, there exists a number of higher-educational institutions (Berdyansk State Pedagogical University, Bogdan Khmelnytsky Melitopol State Pedagogical University, Pavo Tychyna Uman State Pedagogical University, Kamianets-Podilskyi National Ivan Ohienko University, etc.) that train teachers for other regions as well, thus, fulfilling the needs of several regional labor markets, and, in some cases (National Pedagogical Dragomanov University), train professionals who are recognized nationally. The share of the graduates employed in a region in which they studied, is 71.6 percent.

It should be mentioned that the most graduates found employment in the general secondary-education institutions and in pre-school education (63.4 and 30.0 percent accordingly). Small number of education graduates worked in non-formal education, vocational training, and professional pre-higher education in almost equal proportions varying between 2.0 and 2.5 percent for each of these sectors respectively. Among the specialties of the 01 "Education/Pedagogy" branch of knowledge, predictably, the employment leaders are 013 "Primary education" and 012 "Pre-school education", with 87.8 percent of employed graduates.

Analysis of this data allows to conclude:

- There is a tendency for dynamic decrease of teaching staff among the graduates of the higher education institutions. For instance, in 2019 this number dropped by 14.6 percent comparing to 2017.
- As for the academic degrees, the decrease is most evident among bachelor's degree recipients (down 30.4 percent).

• Both the overall yearly number of teaching graduates in 2017–19 and the number of graduates in regard to academic degrees/levels were lower (by 7.0–18.0 percent) than the anticipated demand in teachers in the national labor market.

According to the results of the monitoring study, recipients of the bachelor's degree in the specialties of 01 "Education/Pedagogy" branch of knowledge in 2019–20 academic year were mainly trained in universities. These institutions demonstrate the greatest potential for training teachers. Comparing to the 2018–19 academic year, universities expanded the teachers training coverage in pedagogical specialties (up 16.7 percent), while colleges and institutes/academies had such coverage reduced by 28.2 and 8.9 percent respectively.

The number of education institutions of Ukraine that provided training in the specializations of the 01 "Education/Pedagogy" branch of knowledge in 2019–20

Specialties of the branch of knowledge 01 "Education/Pedagogy"	Type of higher education institution		
	College	Academy (institutes)	University
012 Preschool education	9	5	36
013 Primary education	7	7	39

The results of the abovementioned monitoring study show that the topical issues requiring urgent solution by the Ministry of Education and Science of Ukraine and other stakeholders (parents, students, employers, education institutions) are the following:

– only one in five graduates of an institution is employed in the field in which he or she had graduated,

– the high deficit of teaching staff is a major problem that may be linked to the low appeal of such vacancies, as the wages are relatively low comparing to the regional average; outflow of teachers to other occupations or regions without maintaining their professional profile; overall decrease of occupational prestige, i.e. among the youth, preschool and school teachers.

In June 2019, the Law of Ukraine "On Professional Pre-Higher Education"³³⁹ came into force that was aimed at addressing the following objectives:

1. Expanding the potential of the institutions of professional pre-higher education as the component of the educational system of Ukraine.

³³⁹ Закон «Про фахову передвищу освіту» від 06.06.2019 р. URL: <https://zakon.rada.gov.ua/laws/show/2745-19> (дата звернення: 13.12.20).

2. Practice-based education of staff and financial autonomy.
3. Maintaining the cooperation with the system of higher education.
4. Focus on the economy of certain region.
5. Establishment of developmental programs of professional pre-higher education.
6. Variety of educational trajectories, when a professional junior bachelor's degree allows an individual to pursue further education in various fields.
7. Development of the new forms of learning (distance, network, dual learning, external, in-service) enabling a better focus on the full-time students is a promising niche for the professional pre-higher education.

Main principles and contents of the Law "On Professional Pre-Higher Education". The level of professional pre-higher education corresponds to the fifth level of the National Qualifications Framework and implies ability of a person to independently perform typical special purpose manufacturing or learning tasks in a certain field of professional activity or in the course of study. The latter suggests using principles and methods of relevant disciplines, responsibility for ones' own performance and supervising others in certain situations.

At the educational and professional level of professional junior bachelor, students are trained only under the educational and professional programs or their branches of knowledge and specializations of higher education. The amount of educational and professional program of professional junior bachelor on the basis of specialized secondary education makes 120–180 credits of the European credit transfer and accumulation system (ECTS) and on the basis of basic secondary education—up to 240 credits.

A precondition for access to professional pre-higher education is basic secondary education, complete general secondary education, technical and vocational education, or higher education.

The Ministry of Economic Development, Trade and Agriculture of Ukraine on December 23, 2020 adopted a Professional Standard for the professions "Elementary-school teacher of the general secondary education institution", "Teacher of a general secondary education institution", and "Primary education teacher (junior specialist degree)".³⁴⁰

The professional standard exemplifies a modern approach to defining the list and description of general and professional competencies of a teacher. The document specifies

³⁴⁰ Про затвердження професійного стандарту за професіями „Вчитель початкових класів закладу загальної середньої освіти”, „Вчитель з початкової освіти (з дипломом молодший спеціаліст)” від 23.12.2020, № 2736. URL: https://nus.org.ua/wp-content/uploads/2020/12/Nakaz_2736.pdf (дата звернення: 11.01.21).

general (civic, social, cultural, leadership, and entrepreneur) and professional competencies of a teacher.

The list of professional competencies includes: language and communication, subject knowledge and methodology, information and digital, psychological, emotional and ethical, pedagogical partnership, inclusion, health protection, design, prognostic, organizational, evaluation and analysis, innovative, reflective, lifelong learning.

The document provides a description for the professional competencies of a teacher according to the degrees: specialist, second category specialist, first category specialist, highest category specialist.

The Professional Standard clearly defines the documents that prove professional and educational qualification of a teacher and how these documents correspond to the levels of the National Qualifications Network. In particular, for the profession "Elementary-school teacher of the general secondary education institution" such certifying documents are: diploma of the professional junior bachelor (in case of pursuing complete higher education) (fifth level); diploma of the junior bachelor (junior specialist) (fifth level); bachelor's diploma (sixth level); master's degree diploma (seventh level). For the profession "Primary education teacher (junior specialist degree)" it is a diploma of a junior bachelor (junior specialist) (fifth level).

The Professional Standard explicitly defines that basic professional training of the pre-service elementary teachers may be performed at the following levels:

- specialized pre-higher education,
- initial level (short cycle) of higher education,
- first level of higher education (bachelor's degree),
- second level of higher education (master's degree).

Individuals with no prior educational experience employed as teachers should complete a pedagogical internship (at the workplace) during the first year of their employment.

Analysis of the Professional Standard "Elementary-school teacher of the general secondary education institution" showed an interconnection between the educational level listed in the diploma and the workplace functions and typical teachers' jobs.

It was established that each educational level implies a professional to be able to perform certain functional duties, which become more complicated with each new level of higher education. For instance, educational and professional degree of professional junior bachelor is acquired on the basis of complete general secondary education (9 grades) and implies readiness to plan and perform teaching; to maintain and support learning and children's development in the educational environment and in the family; to create educational environment.

Thus, professional junior bachelors should have relevant skills to organize and perform educational process in the primary school. Their training should be focused on mastering specialized knowledge, skills, and experience of their practical implementation. The components of the educational and profession program of professional pre-higher level of education should train pre-service elementary teachers to perform the mentioned functions. The diploma of professional junior bachelor qualifies them only for the position of elementary school teacher of the institution of general secondary education. The bachelors who graduated from the institutions of the first level of higher education (on the basis of 11 grades or professional junior bachelor's degree), except for the previously listed functions, should also be able to engage in reflection and professional self-development; to conduct pedagogical studies; to provide methodological help to the colleagues regarding teaching, development, training, and socialization of elementary students of the institution of general secondary education; to summarize their pedagogical experience and present it to the teachers' community. Thus, at the first level of higher education, the pre-service elementary teachers should learn not only to organize and perform educational process but also to perfect their professional activity and to help colleagues. Bachelor's diploma provides grounds for a higher position: of a first category elementary teacher of the institution of general secondary education. However, a bachelor cannot be a guidance counselor.

The masters who graduated from the institutions of the second level of higher education (on the basis of bachelor's degree) should be able to perform functions of a professional junior bachelor and bachelor, as well as evaluate performance of the elementary teachers of the institutions of general secondary education. Therefore, at the second master's level of higher education, the content of the components of educational and professional program should imply further training for performing functional duties, set by the Professional Standard "Elementary-school teacher of the general secondary education institution", and provide development of the mental operations of the highest level (analysis, synthesis, and assessment). Master's diploma allows employment as the highest category elementary teacher of the institution of general secondary education. Performing each functional duty suggests that the teacher has well-developed professional competencies which are explicitly specified in the Professional Standard "Elementary-school teacher of the general secondary education institution".³⁴¹

³⁴¹О.Шквир, Г.Дудчак, Н.Казакова. Ступенева підготовка майбутніх учителів початкових класів у контексті професійного стандарту „Вчитель початкових класів закладу загальної середньої освіти” Молодь і ринок №1 (187) 2021 р. С.44-49. URL: <http://mir.dspu.edu.ua/> (дата звернення: 17.04.21).

State policy in the realm of education and science plays a defining role for securing development of human capital and deriving economic benefit in the form of sustainable growth and competitive economy, future prosperity and quality of life. Reaching these goals requires coordinated political initiatives, effective managing decisions and long-term investment.

Evidently, at the present time Ukrainian education does not meet the needs of an individual and society, the needs of economy, and the global trends. Thus, the systemic transformation of the field is underway in order to provide the new quality of education at all levels: from the preschool education and up to the higher education and education of adults.

In science, the reform is aimed at reversing isolation and stagnation in the field of research, at forming a demand for a quality training of researchers and quality research works in fundamental and applied sciences, at reducing the gap between theoretical studies and their implementation, at integrating education and science of Ukraine in the educational and research environment of the European Union.

At present, the priority areas of the reform are:

- accessible and quality education,
- New Ukrainian School,
- modern professional education,
- quality higher education and development of education of adults,
- development of science and innovations.

The aim of reforming Ukrainian education is transforming it into an innovative environment, where students would develop key competencies, needed by contemporary individual for successful living and where researchers would be provided with possibilities and resources for conducting their studies, which would directly impact socio-economic and innovative development of the state.

The content of professional (vocational), professional pre-higher and higher education should be constantly modified to meet the needs of the labor market. The issues of mobility, competitiveness, and level of employees' qualification become particularly relevant.

The aim of the reform in higher education is to secure competitiveness of the graduates of higher education institutions on the labor market, the up-to-date knowledge of the graduates who share the values of free democratic society, their skills to solve complex tasks, to create quality and innovative intellectual products. Currently, the requirements for the content of higher education have been updated—the system of standards of higher education was formed

that complies with the National Qualifications Framework; 98 bachelor's standards of higher education were adopted, as well as 45 of master's level.

The Standard of Higher Education of Ukraine was adopted and enforced by the resolution of the Ministry of Education and Science of Ukraine No. 357 of March 23, 2021.³⁴²

The Standard provides general characteristic for: level of higher education (the first (bachelor's) level, degree (bachelor's), branch of knowledge (01 "Education/Pedagogy"), specialty (013 "Primary education"); forms of education (full-time (daytime, evening classes), part-time, distance, dual); academic qualification (BA in primary education) (with the specialization if there is one), professional qualification — elementary-school teacher of the institution of general secondary education, description of the subject field.

The object of study and activity is the educational process in the primary school.

Aims of education: development of the skills to solve complex specialized problems of primary education.

Theoretical content of the subject field: theoretical and practical foundation of teaching, learning, and development of elementary students in the educational environment of the primary school.

Methods, techniques, and technologies: general methods of science, psychological and pedagogical methods; educational methods; traditional and innovatory technologies of the primary education.

Instruments and equipment: training and methodological tools, general and learning equipment for the primary school classrooms; multimedia equipment, modern universal and specialized information resources and software; library resources and technologies, including electronic ones.

The Standard establishes the academic rights of the graduates: further education on the second (master's) level of higher education or/and additional qualification within the system of education of adults. Also listed are the requirements for the level of education of individuals who are eligible to enroll at the specialized programs and learning performance. For instance, those with complete general secondary education or who graduated as professional junior bachelor, junior bachelor (junior specialist) are eligible to earn a bachelor's degree.

³⁴²Стандарт вищої освіти України за спеціальністю «Початкова освіта» для першого (бакалаврського) рівня вищої освіти : наказ Міністерства освіти і науки від 23 березня 2021 року, № 357. URL: https://osvita.ua/legislation/Vishya_osvita/81966/ (дата звернення: 12.04.21).

External independent testing (EIT) and entrance examination (if there is no EIT for the discipline) or creative examination at the educational institution are a requirement for admission of junior bachelors, professional junior bachelors or junior specialists.

The Standard defines the amount of ECTS credits for a bachelor's degree, including the amount of credits for the bachelor in 013 "Primary education" on the basis of complete secondary education—240 credits of ECTS.

Educational institution may transfer a maximum of 120 credits of ECTS received during the previous training for junior bachelor (junior specialist) in 013 "Primary education".

Institution of higher education may transfer a maximum of 60 ECTS credits for non-major disciplines received during the previous training for professional junior bachelor and junior bachelor (junior specialist).

No less than 65 percent of the curriculum should address the development of general and specialized (professional) competencies, which are defined in the Standard of higher education; minimal amount of professional practice makes 15 percent of the curriculum.

The Standard also focuses on the normative content of training of higher education students, formulated in terms of performance and forms of assessment of first-level students (bachelors). Such assessment examination is aimed at evaluating relevance of the graduates' learning performance to the curriculum.

The standards are based in the competence-based approach and share the philosophy (principles and values) of the European Higher Education Area, stipulated in the Paris Communiqué and in the international project of the European Commission "Tuning Educational Structures in Europe" (TUNING).

Analysis of the new Standard shows that the amount of practical training rose to 48 credits. The final semester of many higher education institutions is on-the-job internship at school. Curriculum should be integrated and innovative. The Standard links the general, special, and professional competencies to the school assignments, to the employer's frequent requirements that the graduates should meet.

Competencies of the graduate with a bachelor's degree include three sectors:

1) Integral competency, i.e.: Ability to solve complex specialized tasks of primary education, with an understanding of responsibility for teacher's actions.

2) General competencies, including:

1. Ability to exercise their rights and duties as a member of society, to acknowledge the values of civil (free and democratic) society and the need for sustainable development, the rule of law, human and civil rights of the citizens in Ukraine.

2. Ability to preserve and multiply moral, cultural, scientific values and achievements of society on the basis of: understanding the history and laws of development of the discipline; understanding the position of discipline in the system of natural sciences and humanities and in the development of society and technologies; to use various kinds and forms of physical activities for healthy active lifestyle.

3. Ability to assess and ensure quality of work performance.

4. Teamworking.

5. Ability to identify, set, and solve problems.

6. Ability to find, process, and analyze information from different sources,

7. Ability for socially conscious and responsible behavior.

8. Ability to act on the basis of ethical considerations (motives).

3) Specialized (professional) competencies include:

1. Good command of the official language, as well as the foreign ones, both spoken and written.

2. Ability to navigate information space; to use open data, information, communication, and digital technologies; to integrate them into professional activity.

3. Ability to integrate and implement subject knowledge as a core of the educational branches of the State Standard of Primary Education: language and literature, mathematics, natural sciences, technology, information, social and health, civil and historical, art, physical culture.

4. Ability to control one's own emotional state, to build constructive partnership with other agents of education, to influence motivation to study in the primary school students and to organize their learning activities.

5. Ability to design learning, mentoring, and development of students.

6. Ability to organize education process in primary school taking into account the age and individual traits of junior students, to develop their critical thinking and form value orientations.

7. Ability to model the content according to the expected results of learning, to choose the best forms, methods, technologies, and means of development of key and subject field competencies of primary-school students while studying the sections of the State Standard of Primary Education: language and literature, mathematics, natural sciences, technology, information, social and health, civil and historical, art, physical culture.

8. Ability to collect, interpret, and apply data in the field of primary education using the research methods of formulating judgments that address social, scientific, and ethical aspects.

9. Ability to assess primary students' performance according to the competency-based approach.

10. Ability to teach in inclusive environment that includes different categories of students with special educational needs.

11. Ability to promote preventive measures aimed at preserving life and health of primary school students, provide first aid, prevent and counter bullying and various manifestations of violence.

12. Ability to deliver information, ideas, problems, solutions, and personal experience to the public, to argue their point based on partnership in primary education.

The competencies listed in the Standard, in general, are integrated. The third specialized competency—ability to integrate and implement subject knowledge—is a fundamental, basic one. Developers of the Standard mention that at first they planned to formulate one fundamental and one methodological professional competence for each educational branch. However, as the State Standard of Primary Education has nine educational branches (language and literature, mathematics, natural sciences, technology, information, social and health, civil and historical, art, physical culture), in the case of separate fundamental disciplines for each branch, it would make 0.5 or 1 credit for each discipline that would further complicate planning. Thus, the developers of the Standard concluded that the third specialized competency should be formulated not as the academic knowledge in language, mathematics, natural sciences, etc., but as ability to translate this knowledge while teaching the disciplines of primary school; hence, fundamental basic knowledge undergoes methodological transformation.

The science component is not intended for the bachelor's level in the National Qualifications Framework of Ukraine. Educational institutions should autonomously decide, whether the graduate research work is required to qualify as bachelor.

The standard of the second (master's) level of higher education is still in draft form, though it may nevertheless be analyzed in regard to maintaining the stages of education.

The master's standard delineates educational and professional program and educational and research programs that require different competencies.

The Standard stipulates general competency, i.e. ability to conduct research—meaning that graduate research work is mandatory.

The admission requirement for the master's program is completed bachelor's degree ("specialist") in 013 "Primary education" or completed bachelor's or master's degree ("specialist") in other fields.

The Standard specifies the number of ECTS credits needed to earn a master's degree:

- for the educational and professional program it is 90–120 ECTS credits,
- for the education and research program it is 120 ECTS credits, with no less than 30 percent for research component.

A minimum of 35 percent of educational program should be aimed at developing general and specialized (professional competencies) under the specialization, as defined in the Standard of Higher Education.

For the educational and research programs, the Standard established a minimum of 21 ECTS credits for the research practice.

For the educational and professional programs, the Standard established a minimum of 15 ECTS credits for the research practice.

Institution of higher education may transfer ECTS credits earned during the previous studies for the master's (specialist) or other specialization. The maximum amount of ECTS credits to be transferred is stipulated in the Standard of Higher education and may not exceed 25 percent of the overall curriculum.

The Standard for the second (master's) level of higher education lists six general competencies:

1. Ability for abstract thinking, analysis, and synthesis.
2. Ability to generate new ideas (creativity).
3. Ability to conduct research at the appropriate level.
4. Ability to take the initiative and entrepreneurship.
5. Self-reliance at work.

In addition of educational and research program:

6. Ability to work in international context.

Also, there are 10 specialized (professional) competencies:

1. Ability to comprehend conceptual foundations, goals, objectives, and principles of operation of the educational system, to acknowledge and cherish interconnection of people and systems in a globalized world.

2. Good command of academic Ukrainian and foreign languages (spoken and written), ability to use various communication strategies, to form integrated community of students.

3. Ability to apply innovative technologies in teaching educational branches of primary school in standard, non-standard, and ambiguous situations.

4. Ability to engage in pedagogical partnership (mentoring, supervision, intervision, etc.), to organize activities in an inclusive class.

5. Ability to organize and manage work processes in primary education that are complex, unpredictable, and require new strategic approaches, cooperation with various social institutions and categories of professions, as well as the use of information, communication technologies and digital services.

6. Ability to model, design, and implement research and experimental activity in the system of primary education within broad multidisciplinary contexts, in new or unfamiliar environment, in the situation of deficient or limited information.

7. Ability to shape one's own professional image, to self-present the results of professional activity, to manage one's own life and career.

In addition of educational and research program:

8. Ability to develop, implement, and control the effectiveness of research and innovation projects in the field of primary education.

9. Ability to implement theoretical and practical foundations of pedagogy and methods of primary education in the educational process of the institutions of professional pre-higher and higher pedagogical education.

10. Ability to critically reflect on the issues in the field and in the intersection of the spheres of knowledge, to conduct pedagogical analysis and evaluate the performance of teams and groups.

On the second (master's) level of higher education students are required to do a graduate research work. Master's general competencies would be supplementary to the programmatic results in specialized competencies.

Analysis of the experience of organization of staged training of the primary-school teachers in the institutions of higher education of Ukraine allows to come to a conclusion that there function several models of such training.

The first model functions in professional pedagogical college. Students seeking a professional junior bachelor's degree are enrolled with the basic and complete general secondary education for 3 years and 10 months and 1 year 10 months of studies respectively. Graduates earn a professional qualification of "Elementary-school teacher of the institution of general secondary education" and an additional specialization.

The second model functions on the basis of pedagogical college, which is an independent institution of higher education. Students seeking bachelor's degree are enrolled with the basic and complete general secondary education for 3 years and 10 months and 1 year and 10 months of studies respectively. Graduates earn a qualification of "Elementary-school teacher of the institution of general secondary education" and an additional specialization. Training within the

first (bachelor's) level of higher education may be awarded a qualification of "junior specialist" and "professional junior bachelor", with the course duration being 1 year and 10 months. Graduates earn a professional qualification of "Elementary-school teacher of the institution of general secondary education with an additional specialization".

The third model functions in a pedagogical college that is a structural unit of an institute or university. While doubling the second model, it yet has one significant feature: graduates pursue further studies in the university under the program of second (master's) level of higher education, with the term of studies being 1 year and 4 months. Graduates earn a qualification "Master's Degree in Primary Education. Teacher of pedagogics and techniques of primary educations. Elementary-school teacher", as well as additional specialization, pursued at the first (bachelor's) level of higher education.

The forth model functions in universities and academies. Admission is open to those who have obtained: complete general secondary education (the duration of studies is 3 years and 10 months, qualification earned is "Elementary-school teacher of the institution of general secondary education with an additional specialization"; a degree of "junior specialist" or "junior professional specialist" (in that case the term of studies is reduced, often it is 2 years, and in some higher education institutions it is 3 years). According to this model, the institution of higher education trains master's on the basis of bachelor's degree, the term of studies is 1 year and 4 months and the qualification earned is "Master in primary education. Teacher of pedagogics and techniques of primary education. Elementary-school teacher" with an additional specialization.

Having analyzed the Unified State Electronic Database on Education as of March, 2021, it may be stated that:

- 48 institutions of professional pre-higher education award the qualification of professional junior bachelors,
- 65 institutions of higher education award the bachelor's degree,
- 38 institutions of higher education award master's degree.³⁴³

Such vast network of institutions requires a mechanism of harmonization of their activities to be developed. In addition, certain principles of organization of staged educational process should be reasoned and maintained. This becomes yet more topical under the circumstances of the autonomous rights of the higher education institutions to adopt their own educational and

³⁴³ Єдина державна електронна база з питань освіти. URL: <https://ystup.edbo.gov.ua/offers/?qualification=2&education-base=620&speciality=013> (дата звернення: 10.01.2021).

professional curriculum. The procedure of transferring the credits under a staged training of teachers with the reduced period of studies remains a topical issue.

According to the Law of Ukraine "On Higher Education", the institutions of higher education have equal rights that constitute the core of their autonomy and self-management, including the right to develop and implement educational (research) programs in the framework of licensed qualification. Education program is a unified set of educational components (academic disciplines, individual studies, practices, tests, etc.) aimed at achieving the performance intended by the program that grants the right to obtain academic and professional qualification. Educational program may have a single specialization within it or not.³⁴⁴

Institutions of higher education independently develop and adopt educational programs. The same title of specialization in different institutions does not mean that their educational programs and curricula would be identical, only if it is not provided by law.

The structure of the educational and professional program of the bachelor's level of higher education includes:

1. Bachelor's program profile in specialty 013 "Elementary education":

- 1.1. General information.

- 1.2. Aim of the educational program.

- 1.3. Outline of the educational program.

- 1.4. Eligibility of the graduates to employment and pursuing further education.

- 1.5. Teaching and assessment.

- 1.6. Programmatic competencies that include competencies stipulated by the Standard of Higher Education; competencies set by the university; competencies with regard to the features of certain educational program and additional competencies from the TUNING list of general competences or unique ones.

- 1.7. Program results (stipulated by the Standard of Higher Education or unique ones).

- 1.8. Resources for implementation of the educational program.

- 1.9. Academic mobility.

2. The list of components of educational program and its logic.

- 2.1. Mandatory components.

- 2.2. Selected components.

3. Form of assessment of undergraduate students.

³⁴⁴ Закон України Про вищу освіту (Відомості Верховної Ради (ВВР), 2014, № 37-38, ст.2004). URL: <https://zakon.rada.gov.ua/rada/show/1556-18#n78> (дата звернення: 12.03.2021).

4. Matrix or relevance to program competences to the components of educational program.

5. Matrix of securing the program learning outcomes with the according components of educational program.

Institution of higher education develops a curriculum based on a respective educational program under each specialization, where the list and number of academic disciplines are listed in ECTS credits and the sequence of learning of disciplines, forms of classes and their number, timeline for education process, forms of mid-term and final assessment are described.³⁴⁵

Thus, training of pedagogical staff should address social demand, articulated in the professional standards and standards of higher education, to encompass tendencies in education and recommendations of influential international organizations for teachers' training. At present, one of the objectives of an institution of higher education is, using the standard of higher education, to develop educational and professional programs that would be competitive at the labor market among other institutions training elementary-school teachers. However, in the circumstances of institutions' autonomy in adopting their educational and professional programs, ever topical is development of a mechanism of harmonization of their activities, of reasoning and maintaining certain principles of organization of sequential levels of education.

³⁴⁵ Лист МОН Щодо надання роз'яснень стосовно освітніх програм (05.06.2018 № 1/9-377). URL: <https://zakon.rada.gov.ua/rada/show/v-377729-18#Text> (дата звернення: 12.03.2021).

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MODERN APPROACHES TO FORMATION OF A PRIMARY SCHOOL TEACHER'S CREATIVE PERSONALITY AS A PREREQUISITE FOR CREATIVE DEVELOPMENT OF CHILDREN

Introduction

At the present stage of socio-economic development of Ukraine, the formation of a comprehensively developed, socially active personality, capable of increasing the material and spiritual treasures of society, acquires special significance. This is reflected in the laws of Ukraine "On Education" and "On General Secondary Education". The concept of the New Ukrainian School (NUS) is imbued with clear and constructive tasks aimed at the development of a creative personality. The document recognizes the talent of each child and seeks to create the necessary conditions for its development. The program "Basic guidelines for the education of secondary schools students in grades 1-11 in Ukraine" draws attention to the comprehensive development of each individual as the greatest social value³⁴⁶.

The decisive factor in timely detection and effective development of a student's creative personality is a creative personality of a teacher. B. Ananiev, Y. Babansky, G. Ball, I. Bekh, D. Bogoyavlenskaya, V. Zagvyazynsky, I. Zyazyun, N. Kichuk, V. Klymenko, N. Kuzmina, V. Molyako, O. Moroz, M. Potashnyk, O. Savchenko, S. Sysoeva, V. Slastyonin and others repeatedly emphasized this. "If future teachers do not form a creative attitude to pedagogical work," writes R. Surovtseva, "even a carefully thought-out and developed education reform will not be implemented. It is not appeals and ministerial instructions that should solve the problem of restructuring the school system, but teachers who think and work creatively³⁴⁷." In the process of modernization and reform of the education system, the improvement of the training of future teachers, their professional skills and creative activity becomes crucial.

Qualities of the teacher's creative personality

³⁴⁶ Law of Ukraine "On Education" (Vidomosti Verkhovnoi Rady (VVR), 2017, № 38-39, 15 p.

³⁴⁷ R. Surovtseva, Development of individual style of activity as a condition of innovative training of future teachers, Higher education of Ukraine Vol. 3, 2003, p. 82-84.

Domestic and foreign science has accumulated some experience in developing the basic theoretical prerequisites for the formation of the teacher's creative personality. The following are the important primary qualities of the teacher's creative personality that are singled out by the scientists:

- desire for self-realization. One of the highest needs of an individual, which is manifested in realization of his/her own creative forces and abilities, in constant growth and enrichment of his/her own inner capabilities, in improving his/her professional activities, in focusing on the universal values;

- passion for work as vocation. High interest in work that a person is engaged in, identification with his/her work, deep satisfaction with work and constant willingness to improve it;

- authenticity of personality. Sincere and frank attitude to him-/herself and others, unwillingness to hide behind conditional masks, to hide his/her directions, thoughts and beliefs, his/her own individual characteristics;

- independence of judgment. The ability of an individual to express his/her own judgments without adapting to the opinions of others; complete independence in assessments;

- self-confidence. Assessment of his/her strengths and capabilities is adequate to experience: the choice of goals and objectives that a person is able to solve with high quality, the absence of unwarranted anxiety in the selection and implementation of goals;

- individuality and flexibility. The ability to set goals independently, as well as their change depending on the conditions of activity, in particular to lead others, to be original and impartial in solving problems that arise;

- criticality and a high degree of reflection. Constant attention to the adequacy of his/her own actions and deeds, intolerance of shortcomings and ill-considered decisions, the ability to learn from mistakes, constant analysis and understanding of his/her own activities.

- In addition, scientists emphasize that the creative personality has certain characteristics. Thus, among the specific features of the creative personality's character, the scientists distinguish the following:

- determination, courage, which is needed to develop the habit of thinking independently, to doubt the conventional, to trust an intuition;

- the ability to question the validity or completeness of the results achieved by the others and the ability to propose his/her own effective solutions;

- willingness to make risky decisions, based on considered and thoughtful steps;

- inner looseness, which is expressed in self-confidence, self-esteem;

- the desire to know the object's structure, to know the obvious in more detail, more broadly, from a different point of view;
- the desire to follow a non-standard path in the problem-solving process;
- the desire to organize, logically connect, systematize the existing knowledge and ideas. At the same time, tolerance for temporary disorder and absurdity, which are necessarily present in the process of creative activity;
- purposefulness, persistence in achieving the goal, great strength of will, which helps to overcome the difficulties that arise during the creative process;
- being demanding of him-/herself and the results of his/her work, which improves the quality of creative results;
- high adaptability to complex, uncertain situations;
- prudence in decision-making;
- sense of humor, which speaks of the looseness of thinking, ease of association.

Thus, a creative teacher is a person who is characterized by a high level of pedagogical creativity (creative features of personality and additionally formed motives, personal qualities, abilities that contribute to successful creative pedagogical activity), the appropriate level of knowledge of the subject, acquired psychological and pedagogical knowledge, skills and abilities that, under favorable conditions, provide for his/her effective pedagogical activity on developing creative potential of students.

The system of creative abilities formation of the future primary school teacher

Higher education institutions are designed primarily to ensure development of creative potential of future professionals, to form in them self-improvement and self-realization skills, to develop activeness, the ability to make independent choices, non-standard and most effective approach to the tasks related to development of the school students' creative potential.

Necessary and sufficient creative potential of the primary school teacher is of fundamental importance - the teacher who stands at the very beginning of the creative personality's formation of the school student³⁴⁸. After all, it is the primary school age that is defined by psychologists and educators as "the period of the lower age limit of the creative field", i.e. the initial period in formation of a person's creative personality. For primary school students, creative activity becomes a natural and necessary form of learning the material world, it reveals the reserves of the individual, new ways of self-improvement. Therefore, the problem of

³⁴⁸ O. Savchenko, Improving the professional training of future primary school teachers, Primary School Vol. 7, 2001, p. 1-5.

developing the creative abilities of future specialists in primary education becomes especially relevant.

One of the main tasks of higher education today is to create an educational and learning environment that promotes the development of creative thinking of future teachers who are able to make non-standard and, most importantly, effective decisions in the rapid information and technological development of society. After all, the characteristics of a creative teacher, according to T. Sidorenko, are determined by the ability to notice and formulate alternatives, to question the obvious, the ability to get to the heart of the problem, to see the end result of the solution³⁴⁹. Therefore, it is necessary to form such important qualities of the teacher's creative personality as a sense of the new, critical thinking, a tendency to creative doubt, intuition, non-standard thinking, information "hunger" and self-criticism during the university training.

The main conditions for effective work with students are high level of professional competence of higher education professors, the level of their intellectual training, including innovative culture, the ability to produce and implement promising ideas, student incentive system, development of pedagogical tools to prepare students to work with school pupils.

The effectiveness of future teachers university professional training for the formation of creative abilities of junior schoolchildren significantly depends on the organizational forms of initial work, the search for which should be carried out by reducing the share of reproductive activities. In the conditions of personality-oriented learning the functions, content and directions of activity of the student and the teacher change. The center of gravity is transferred from extensive, descriptive, informational and explanatory forms and methods of teaching to intensive, individual, "immersion" of students in the environment of creative, exploratory, research cognitive activity³⁵⁰. By intensive (more commonly known in pedagogy - *active*) forms and methods, we mean those that mobilize not memory but thinking in the learning process; that help to move away from stereotypes, look for independent, original answers and solutions of the problems; those that include fragments of search, comparison of different facts in order to more clearly define own point of view, to develop beliefs, to consolidate knowledge.

The activity of a higher pedagogical institution teacher should be purposefully aimed at improving the content, forms, methods, techniques and teaching aids in order to stimulate the activity and independence of students in the process of knowledge acquisition. If a student directs his/her activity to only take material from the textbook "in the finished form" with

³⁴⁹ T. Sidorenko, Creativity in the activity of a teacher, Native school Vol. 5, 2001, p. 55-57.

³⁵⁰ Preparation of a future teacher for the introduction of pedagogical technologies: a textbook / ed. I. Zyzayun, O. Piechota. Kyiv: A. C. K. Publishing House, 2003, p. 11-13.

instructions to read and memorize, then such a student, of course, does not show creative abilities³⁵¹. The teaching methods should be dominated by independent work, exploratory and research approaches to the acquisition of knowledge, skills and abilities. Classes should have the appropriate content, focused on the novelty of information and a variety of types of search, analytical, developmental, creative activities. To do this, in-depth study, systematization, structuring of educational material should be practiced; active forms and methods of teaching, in particular, such as lecture-dialogue, group discussion, press conference, business game, "round table", etc. should be used. Such forms of work facilitate use of the each student's potential.

For example, in the process of studying the discipline "Pedagogical technologies in primary school" students get acquainted with various pedagogical technologies, features of their use in primary school. Within this course, students can perform the following creative tasks:

- propose 4-5 topics of educational projects for primary school students, develop stages of its implementation (discipline and lesson topic);
- analyze the positive and negative aspects of level differentiation technologies and differentiation according to the interests of children;
- develop differentiated tasks for the lesson (discipline and lesson topic - chosen by the student);
- create a social media post about an alternative school (group work / individual task);
- invent a motto (or slogan) of a certain technology (work in groups);
- prepare a report of a Waldorf school teacher (M. Montessori school, Summerhill, etc.) that will be presented during the parent meeting / pedagogical council (group work / individual task);
- write a creative work "Ensuring the quality of students' knowledge in the technologies of free education", etc.

A problem-based learning, in which knowledge acquisition is carried out in the process of practical problem solving, in our opinion, is a component of fundamental importance in the system of forming students' creative abilities. Its solving requires students not just to memorize the sum of the facts, but to research, consider the problem in relation to other facts, using different methods and techniques of processing the material. It is important to widely introduce problem-based lectures, during which the students' cognition process approaches research activities. In cooperation with the teacher, students "discover" new knowledge, understand the

³⁵¹ N. Kichuk, Formation of the teacher's creative personality. K., 1991, 96 p.

theoretical foundations of the future profession. Problem tasks of different levels of complexity, which should be offered to students to solve during the practical classes, facilitate formation of the specialists who are to independently and creatively solve modern problems. Such tasks are aimed at the maximum excitation of mental activity of students, allow to analyze questions comprehensively, to comprehend material deeply. For example, when learning the Ukrainian language, it is advisable to offer linguistic riddles, language jokes, finding "extra" elements, problem situations, etc. Such tasks are useful for the future teacher, as they teach him/her to compose similar tasks for primary school students and thus intensify their mental activity. Resolving problem-solving tasks requires from the student not only knowledge of the material at the reproductive level and independent work with additional linguistic literature, but also intelligence. At the same time, problem tasks contribute to the formation of students' creative abilities: productive thinking, imagination, cognitive motivation, intellectual emotions, etc.

Inclusion of problematic situations, that stimulate students' active attitude to the content of the learned material and search for non-standard ways of work, into lectures, practical and laboratory classes, develops in future teachers the ability to be critical of the trivial, teaches them to discuss, develop their own position.

For the same purpose, dialogic forms of communication in the "teacher-student" interface should be more widely used in the classroom. Topics of such communication can be:

- pedagogical creativity, its features, components;
- science and art in the pedagogical work of teachers;
- role of the best examples of pedagogical activity in the professional development of primary school teachers;
- creativity of the teacher in solving psychological and pedagogical problems;
- use of pedagogical technologies as creativity of the teacher.

A modern teacher must be able to successfully structure the elements of educational material, be able to integrate various subject knowledge, make the most of video and computer technology, visual illustration, animation, etc. All this obliges the teacher of pedagogical higher education institution work in a creative mode - to use in the professional activity optimal methods, organizational forms and means of preparation of future teachers. In addition to the above, the formation of creative abilities of students encourages the teacher to select professionally relevant material that reflects the basic elements of both linguistic (mathematical, natural, artistic) and psychological and pedagogical, methodological training of future teachers.

One of the leading means of forming creative abilities is independent work, which should be objectively present in all types of educational activities of students and permeate the entire

system of education in pedagogical higher education institution. Independent educational and cognitive activity is the type of learning that most fully reflects the general features of creative activity. This relationship between independent educational and cognitive activities and creative abilities is determined by the fact that the motives, goals and independent actions of the student during the educational process are formed at a fairly stable level, and then transformed into certain personal and qualitative characteristics. This dependence is directly proportional – the more developed the independent educational and cognitive activity, the higher the level of formation of creative abilities.

Thus, within the discipline "Introduction to the specialty" students can be offered tasks for independent work that require creative approach to their implementation. E.g.:

- develop a project of a webpage for a teacher, invent its name;
- develop the School of the Future project;
- create a card index of statements about the teacher;
- create a dictionary of humane pedagogy (statements of a humane teacher);
- select additional literature on the topic "Pedagogical communication";
- create a forum to explore the attitude of young people to the teaching profession;
- make your own pedagogical credo;
- create a collection of aphorisms and statements of prominent people about education, the influence of educator on a pupil;
- write a letter to a future student;
- create a program of creative self-improvement of a teacher;
- develop ten tips for parents on primary school children development;
- describe the main ways of forming students' interest in knowledge, stimulating initiative and creative activity of students;
- create a "Modern ideal teacher" Power Point slide deck and post it on the university website;
- write a pedagogical essay on a free topic, using the statements of famous teachers.

Systematic use of information computer technologies in the educational process, which contributes to the diversification of tools for the development of creative abilities of future teachers, is an important factor in the development of the creative personality of the future primary school teacher.

Active introduction of information computer technologies in the educational process of higher education has a positive effect on all its components: purpose, content, methods, organizational forms and tools of higher education, which allows to solve complex and urgent

problems of pedagogy to ensure the development of intellectual, innovative, creative potential, analytical thinking and independence of future primary school teachers. While performing educational, upbringing and research functions, information computer technologies can be used both at the stage of preparation for classes, the creation of educational and methodological support, and during the educational process and in extracurricular activities.

The use of information computer technologies in the educational process of higher education changes the ratio of traditional and innovative methods, forms, teaching aids, the whole methodological apparatus. Thus, during the study of the discipline "Modern information technologies in education and science" future teachers get acquainted with Internet resources and software that allow to diversify the educational process and reveal the creative potential of each student. In particular:

- use of augmented reality constructor (AR) for the development of didactic materials (creation of materials using Blippar, ROAR, Arvizer, etc.);
- PowToon scribing presentation designer;
- setting up a YouTube channel with further publication of videos;
- creating a promotional video for future training;
- designing a lesson in the Intech IWB environment.

Gradual, systematic and comprehensive use of information computer technologies in higher education contributes to the formation of future primary school teachers' inner desire to "take an innovative position", readiness for creative pursuits, new approaches, introduction of new ideas, methods, technologies in educational practice, which generally forms motivational and value attitude to innovative professional and pedagogical activities.

It is necessary to involve students in scientific activities to develop creative qualities. It is clear that not every student is equally capable of scientific work. However, we must teach all students to solve research problems, to help gain at least basic experience in conducting research in the chosen specialty. Scientific research and independent solving of at least simple scientific problems develop in students a creative approach to future professional activity.

Conclusions

Thus, the improvement of the pedagogical education system should be aimed at forming a specialist focused on personal and professional self-development, ready to work creatively in modern educational institutions of various types and qualitatively improve the educational process, introduce personality-oriented pedagogical technologies. Higher education should be in line with the requirements of life, should form the ability to use the acquired knowledge and experience to acquire new knowledge and solve practical problems, because the consideration

of the learning process today has shifted the emphasis from the Gnostic approach to activity. The main value is the activity that is being learnt, its content and functions. The value of knowledge, especially for a teacher, is not diminished, but it must become a "tool", which, in turn, requires taking into consideration competence, initiative, creativity, self-regulation and uniqueness of mental abilities while assessing its effectiveness. Therefore, priority is given to the content and methods of teaching, which form the ability to learn independently, think critically, demonstrate the ability to self-knowledge and self-realization of the individual in various creative activities.

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