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LIFELONG EDUCATION AS THE BASIS OF SUSTAINABLE DEVELOPMENT OF THE EUROPEAN SOCIETY

In the article, lifelong learning is the basis for the sustainable development of European society was presented. An analysis of the development of lifelong learning in European countries has been carried out. The genesis of lifelong learning and determinants were analyzed, the main stages of lifelong learning development were revealed. The article analyzes the trends in the development of education throughout life. It has been proven that lifelong learning systems in European countries cover a set of components. They are: theoretical and methodological basis, normative regulation, organization and management, development strategies, institutional structure, social and economic component, content and teaching technologies, quality assurance. Features of non-formal and informal education have been identified. Organizational and didactic foundations of education throughout life were analyzed. They are: the content of education, technological aspects, the use of information technology for organizing both formal and non-formal educational process, etc. The features of practical training in the system of lifelong education in European countries were analyzed. They are: compliance with socio-economic requirements and the labor market, a high level of material, technical and educational support of the educational process, organization based on partnership, a variety of practices depending on specialties. Common and different features in the development of lifelong education system have been revealed. It has been proved that the lifelong education system in Europe covers a set of interrelated components: theoretical and methodological, regulatory, managerial, socio-economic, institutional, strategic, target, organizational, content-technological, diagnostic-effective. It is a component of both common-European educational policy and national strategies implemented on the basis of a clear regulatory framework, has a defined organizational structure; aimed at the development of a holistic personality, the formation of professional competencies of students taking into account the needs of the modern labor market. The lifelong education system in Europe combines formal, non-formal and informal forms. The efficiency and quality of lifelong education in Europe is ensured by decentralization of the management system, autonomy of education institutions, diversification of training programs, the use of innovative teaching methods and technologies based on business training, etc.

Keywords: education, lifelong education, continuing education, system, European countries, sustainable society.

Боярська-Хоменко А. В. Освіта впродовж життя як основа сталого розвитку європейського суспільства. У статті представлено навчання впродовж життя – основа сталого розвитку європейського суспільства. Проведено аналіз розвитку навчання впродовж життя в європейських країнах. Проаналізовано генезис навчання протягом усього життя та його детермінанти, розкрито основні етапи розвитку навчання протягом життя. У статті проаналізовано тенденції розвитку освіти протягом усього життя. Доведено, що системи навчання впродовж життя в європейських країнах охоплюють набір компонентів. Це: теоретичні та методологічні основи, нормативне регулювання, організація та управління, стратегії розвитку, інституційна структура, соціально-економічна складова, зміст та технології навчання, забезпечення якості. Визначено особливості формальної та неформальної освіти. Проаналізовано організаційно-дидактичні основи освіти протягом усього життя, як-от: зміст освіти, технологічні аспекти, використання інформаційних технологій для організації як формального, так і неформального освітнього процесу тощо. Проаналізовано особливості практичного навчання в системі освіти протягом життя. Це: відповідність соціально-економічним вимогам та ринку праці, високий рівень матеріального, технічного та освітнього забезпечення навчального процесу, організація, заснована на партнерстві, різноманітна практика залежно від спеціальностей. Виявлено загальні та специфічні особливості розвитку системи освіти протягом усього життя. Доведено, що система освіти протягом життя у Європі охоплює сукупність взаємопов'язаних компонентів: теоретико-методологічний, регулятивний, управлінський, соціально-економічний, інституційний, стратегічний, цільовий, організаційний, змістовно-технологічний, діагностично-ефективний. Зазначені компоненти виступають складовою як загальноєвропейської освітньої політики, так і національних стратегій, що реалізуються на основі чіткої нормативної бази, мають визначену організаційну структуру; спрямовані на розвиток цілісної особистості, формування професійних компетентностей студентів з урахуванням потреб сучасного ринку праці. Система освіти протягом життя у Європі поєднує формальну, неформальну та інформальну форми. Ефективність та якість освіти впродовж життя в Європі забезпечується децентралізацією системи управління, автономією навчальних закладів, диверсифікацією навчальних програм, використанням інноваційних методів навчання та технологій, заснованих на бізнес-навчанні тощо.

Ключові слова: освіта, освіта протягом усього життя, неперервна освіта, система, європейські країни, стале суспільство.

Introduction. The level of education of the adult population is an important indicator of the socio-cultural development of any country. At the beginning of the third millennium, lifelong education has become an integral part of social life. The role and importance of education is constantly growing. One of the important tasks of modern education throughout life is the realization of the right of every person to take an active part in the life of society, regardless of social status, ethnic origin, age, gender. The changing needs of the labor market and progressive demographic changes determine lifelong education as the key to successful social coexistence of mankind and further progressive economic development of any state.

Modern conditions for the development of European society prove that over time knowledge loses its relevance and requires improvement. Numerous new professions, short-term work relationships and technical innovations increase the need for adults to meet labor market conditions, flexible response to the changing conditions of the modern economic space. Lifelong education has a significant existential impact on the development of society. It also requires an environment where access to qualified training is open to all.

The priority of lifelong education as one of the most important aspects of sustainable development of society is confirmed by European regulations. They are: European Parliament resolution on adult learning: it is never too late to learn (2008), Council Resolution on a renewed European agenda for adult learning (2011.), Council Recommendation on the validation of non-formal and informal learning (2012), Council recommendation on Upskilling Pathways: New Opportunities for Adults (2016), Decision (EU) of the European Parliament and of the Council on a common framework for the provision of better services for skills and qualifications (2018). These documents emphasize the importance of lifelong education, note the relevance of pedagogical searches in this area, define the vector of development of issues of lifelong education in European countries.

The Ukrainian state actively reforming the education system is on the way to entry a single European educational space . Studying the experience of European countries in organizing lifelong education contributes to the formation and development of the continuous education system in Ukraine. The main aspects of educational strategies in European countries are: ensuring the availability of quality education, increasing the level of efficiency of the educational process, establishing a mechanism for monitoring the quality of education, etc.

Studying the experience of organizing lifelong education in European countries is important for Ukraine. Now Ukraine is on the path of modernization and decentralization of the education management system. Active changes are taking place in the forms of organizational, legal and financial support for the

activities of state and local authorities, heads of professional (vocational) adult education institutions, etc.

The analysis of scientific sources shows that in European pedagogical thought the problem of lifelong education is considered in different directions. They are: development of the concept of lifelong education (W. Adamski, P. Alheit, M. Baethge, O. Bertrand, H. Bremer, J. Elias, H. Griesse, P. Grootgins, A. Józefowicz, J. Knoll, A. Matlakiewicz, S. Nolda, E. Nuissl, H. Solarczyk-Szwec); didactic aspects of adult learning (T. Aleksander, D. Barwińska, H. Siebert); features of the functioning of formal, non-formal and informal learning (A. Dragon, K. Dragounová, M. Fakin, M. Govekar-Okoliš, L. Halberštát, K. Serafin, J. Veteška); professional training of teachers (J. Draper, E. Hajduk, K. Harney, J. Kalnický, E. Rosenstock-Huessy, N. Sacaliuc, M. Wachowski).

Aim and task. *The aim* of the article is to identify the theoretical and didactic features of the organization of lifelong learning in European countries as a basis for sustainable development of society.

Research methods. Theoretical methods are analysis, generalization, systematization, induction and comparison. They have become the basis for working with science literature, regulatory documents, pedagogical facts, educational and methodological support. The comparative method was used to compare European and Ukrainian approaches to organizing lifelong education. Systemic-structural and structural-functional methods were used to identify the structural, substantive, procedural features of lifelong education for adults in European countries. The structural-logical method was used to determine the prospects for the development of education throughout life. Empirical methods are observation, interviews with education seekers and teachers.

Research results. We analyzed the historical and socio-cultural determinants of the development of lifelong education in Europe, outlined its genesis and identified five historical stages, taking into account political, economic and socio-cultural changes; features of state policy in the field of adult education; the level of development of psychological and pedagogical science; interaction of theory and practice of education of adults; formation of a global and European regulatory framework. They are:

- 1800–1918 – the stage of initiating the idea of lifelong education;
- 1919–1945 – the stage of revival of lifelong education and the opening of the first institutions for adults;
- 1946–1988 – stage of active development of lifelong education;
- 1989–2009 – is a stage of innovative progression of education in the context of the concept of lifelong education;

- 2009-present – a stage of parallel development of formal, non-formal and informal education.

It has been established that the theoretical and methodological base of lifelong education in Europe is based on the principles of humanism, pragmatism, constructivism, advanced development, anthropocentrism; the concept of socialization, development of intellectual and human resources; principles (continuity of education, pedagogy, subsidiarity, pluralism, differentiation, election, the relationship between work and vocational training, “flexibility”, the integrity of vocational education, interdisciplinary integration, universal availability and voluntariness, learning from historical, dogmatic and statistical points of view); scientific approaches (competence, interdisciplinary, integrative, cultural, functional, contextual, criterial, technological, advanced).

The content of continuing education education is aimed at the following activities of adult learners that form professional competencies, namely, educational, cognitive, creative, project, research, applied.

During our research, we identified general trends in the development of lifelong education in European countries. They are: decentralization of the management system; individualization of education; the decline in the role and importance of formal educational institutions; development of the idea of inclusive education in the system of lifelong education; interdisciplinary training based on modern technologies; introduction of a policy of humanization of continuing education; the use of interactive and innovative methods of teaching adults, borrowing forms and methods of teaching in business education.

Together with the general trends, we found excellent ones. They are: in the countries of Central and Western Europe, the procedure for certification and recognition of non-formal and informal education is defined, it is compatible at the national and European levels; educational institutions in Eastern Europe, in contrast to Central European ones, almost do not train andragogy teachers; in the countries of Eastern Europe, there is a rather low level of coherence between formal education and the requirements of the modern labor market, this is manifested in the insufficient orientation of training to practice; educational institutions in Eastern Europe involve fewer stakeholders in the formation of the content and definition of the forms of education, etc.

The lifelong education system in European countries consists of interrelated structural components. They are: theoretical and methodological basis, normative regulation, organization and management, development strategies, institutional structure, social and economic component, content and teaching technologies, quality assurance. The lifelong education systems of European countries have successfully combined European educational policy and national development

strategies. These strategies are being implemented through effective regulatory frameworks.

It has been established that lifelong education has a certain organizational structure (target groups of students; parallelism of adult learning with self-education and professional self-realization; continuous improvement of educational programs and learning technologies; relationship with independent professional organizations, public associations, stakeholders, availability of qualified teaching staff; diversification of educational, methodological, technological and information support). It is aimed at the formation of professional competencies of applicants for education, taking into account the needs of the modern labor market and attracting adult Europeans to lifelong education.

Lifelong education in Europe involves learning in both formal and non-formal and informal ways. Non-formal education consists of continuing education, retraining, internships etc. Non-formal vocational education is of a leading nature, it involves mastering linguistic, digital, vocational competencies, etc. Non-formal education involves the use of organized and structured teaching methods and tools. But upon completion of training, it does not provide an opportunity to obtain an official diploma or professional qualification, but is accompanied only by confirmation of a certain professional competence. Informal education is an individual cognitive activity and is realized through gaining personal experience or borrowing professional experience of colleagues, mastering production skills, reading professional and popular science literature, etc.

The high efficiency and quality of life-long education in European countries is ensured by organizational and didactic principles. They are: decentralization of the management system; autonomy of educational institutions; the use of interdisciplinary, dual, combined, joint training programs; the formation of the content of education, taking into account the requirements of the labor market, active cooperation with employers and stakeholders; adherence to didactic and specific principles of organizing training; focus on the advanced development of the learning process; the use of innovative teaching methods and technologies; high level of information and technological support; an effective toolkit for assessing, recognizing and certifying the results of educational achievements of adult learners (Europass portfolio, testing, internships, etc.) effective practical training, etc.

Practical training in the lifelong education system is characterized by certain features that ensure its effectiveness. They are: improvement of practical training and retraining programs in accordance with socio-economic and labor market requirements; involving adult learners in shaping the content of practical training; a high level of material, technical and educational support of the educational

process; a combination of formal, non-formal and informal learning; organization based on partnership. The subjects of practical training and retraining are students, andragogy teachers, local governments, independent associations and societies, employers, and employment agencies. The forms of organization of practice are: master classes, practical training in the workplace; artistic and creative works; mentoring; analysis of real situations of professional activity; internship; work with partners; project activities; scientific research in enterprises and the like. Among the features of practical training, the following should be identified: a high ratio of practical training to theoretical; a variety of types of practice in accordance with specialties (industrial, artistic, translation, pedagogical, scientific, etc.); mastering knowledge, skills and abilities in the field of professional activity and mastering additional competencies (digital, linguistic, entrepreneurial, social, etc.).

Discussion. We agree with European researchers who have developed the basics of the concept of lifelong learning (W. Adamski, P. Alheit, M. Baethge, O. Bertrand, H. Bremer, J. Elias, H. Griesse, P. Grootgins, A. Józefowicz, J. Knoll, A. Matlakiewicz, S. Nolda, E. Nuissl, H. Solarczyk-Szwec). However, it should be noted that continuing education is the basis for sustainable development of society and contributes to the development of each individual. Note that the didactic aspects of continuing education, developed by T. Aleksander, D. Barwińska, H. Siebert covers a set of interrelated components: theoretical and methodological, regulatory, managerial, socio-economic, institutional, strategic, target, organizational, content -technological, diagnostic and effective. We agree with that. Formal and non-formal adult learning contributes to the continuous professional and personal development of each person, emphasizing A. Dragon, K. Dragounová, M. Fakin, M. Govekar-Okoliš, L. Halberštát, K. Serafin, J. Veteška. Along with qi, we consider it expedient to emphasize that the sustainable development of society will be promoted by professional training and retraining of teachers, organization of internships, advanced training courses, etc.

Conclusion. In the article the ostend current trends in the development of lifelong education in the studied countries (decentralization of the management system; individualization of adult vocational education; reduction of the role and importance of formal vocational education institutions; development of the idea of inclusive education in the adult vocational education system; humanization of adult vocational education, the use of interactive and innovative methods of adult education, borrowing forms and methods of teaching professional business technologies and some others), which actualize the social need for effective training and retraining, necessitate it modernization of in the context of the modern labour market, have been analyzed. Common and different features in the development of lifelong education system have been revealed. It has been proved that the lifelong education system in Europe covers a set of interrelated

components: theoretical and methodological, regulatory, managerial, socio-economic, institutional, strategic, target, organizational, content-technological, diagnostic-effective. It is a component of both common-European educational policy and national strategies implemented on the basis of a clear regulatory framework, has a defined organizational structure; aimed at the development of a holistic personality, the formation of professional competencies of students taking into account the needs of the modern labor market. The lifelong education system in Europe combines formal, non-formal and informal forms. The efficiency and quality of lifelong education in Europe is ensured by decentralization of the management system, autonomy of education institutions, diversification of training programs, the use of innovative teaching methods and technologies based on business training, etc.

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