

Hrashchenko Iryna,
Ph.D., Associate Professor
National Aviation University, Ukraine, Kyiv
Krasniuk Svitlana

Kiev National University of Technology and Design, Ukraine, Kyiv

FEATURES OF THE ADULT EDUCATION TECHNOLOGIES IN THE COUNTRIES OF THE EUROPEAN UNION

Abstract. *The article considers the peculiarities of the of adult education technologies in the countries of the European Union. The peculiarities of the adult education system in the countries of the European Union are considered and analyzed. The authors outline the general features and trends of adult education in European countries. Particular attention is paid to the reasons for the emergence of the need for education throughout life and the difficulties in implementing the main ways of obtaining formal and informal education. The specificity of the development and peculiarities of the current state of adult education in the European Union countries is grounded. The importance of adult education as the basic notion of education throughout life is highlighted.*

Key words: *adult education, adult learning, formal education, informal education, andragogy, lifelong learning, lifelong education.*

Анотація. *У статті розглянуто особливості технологізації освіти дорослих у країнах Євросоюзу. Розглядається та аналізується особливості системи освіти дорослих у країнах Європейського Союзу. Автори окреслюють загальні риси й тенденції розвитку навчання дорослого населення у європейських країнах. Особлива увага приділяється причинам виникнення необхідності освіти упродовж життя та труднощам на шляху до реалізації основних шляхів отримання формальної та неформальної освіти. Обґрунтовано специфіку розвитку та особливості сучасного стану освіти дорослих в країнах Євросоюзу. Висвітлено значення освіти дорослих як основоположного поняття освіти впродовж життя.*

Ключові слова: *освіта дорослих, навчання дорослих, навчання упродовж життя, освіта впродовж життя, формальна освіта, неформальна освіта, андрагогіка.*

INTRODUCTION

The importance of adult learning in Ukraine is constantly increasing. This is due to socio-economic, cultural, technological progress. However, the readiness of society for global transformations is largely determined by the degree of development of the adult education system, its focus on the development of personality, creative abilities, professional and social competence. At the same time, the transition to the information society, the expansion of human activities, and the "crisis of competence" have led to qualitative changes in the adult education system: the transition from the concept of lifelong education to the concept of education throughout life, the search for new approaches, new technologies, new educational systems.

In Ukraine, the urgency of this issue is due to: the need for training personnel of enterprises, institutions, organizations, including directly in production; the need for vocational training, retraining and upgrading of the unemployed; the specifics of training adults with disabilities, adults serving sentences in places of deprivation of liberty; peculiarities of adaptation of adults in conditions of other linguocultural environment.

The problem of adult education is the subject of study of well-known

Ukrainian scholars. Continuing education is considered by I. Zyazyun, N. Nychkalo, V. Semichenko, S. Sysoev, L. Sigaeva, M. Soldatenko. The formation of independence is dedicated to the research of I. Zyazyun, V. Kozakov, L. Sigaeva. Intellectual and professional development of personality are studied by S. Sysoev, O. Romanovsky; the quality and technology of education - N. Borisov, S. Goncharenko, E. Luzik, N. Nychkalo; personally oriented approach - I. Bekh, V. Rybalka, V. Semichenko, S. Sysoev, A. Pekhota, M. Chobitko and others.

The current technological world, which is constantly complicated, requires a modern person of functional literacy, that is, the ability to effectively perform professional and social functions. The social significance of adult education is also increasing typical for European countries due to the demographic situation - a decrease in the birth rate and an increase in working age. In addition, Europeans live in a complex socio-political environment where full-fledged development of the individual becomes impossible without the skills of active participation in social processes and adaptation to cultural, ethical and linguistic diversity [1]. Therefore, European countries are pushing for deep transformation and renewal of this sector, trying to strengthen it and adapt it to the new educational needs of citizens of all ages. Stressing the value of man as "a major European asset and, as a consequence, a central element of any political activity of the European community," European Summit documents conclude that educational systems must adapt to the new realities of the twenty-first century and "continuing education should become the main political program of civil society , social cohesion and employment. "[2] The sixth UNESCO International Conferences on Adult Education (CONFINTEA) in Denmark (1949), Canada (1960), Japan (1972), France (1985), Germany (1997) and Brazil (2009) testify to the development of adult education.

At the UN World Summit on the Information Society in 2003, particular emphasis was placed on the fact that information and communication technologies (ICTs) can become a powerful tool for boosting productivity, economic growth, creating new jobs and expanding employment opportunities also improving the quality of life for all. They can also contribute to the dialogue between people, countries and civilizations.

In Europe, in every European country there is a group of educational institutions that implements remote technology. An illustrative example in this sense is the example of the National University of distance education (UNED) in Spain. Established in 1988 for the purpose of organizing correspondence higher education for adults, it is one of the subdivisions of the Ministry of Education and is directly subordinate to the Secretary of State for Higher Education. In its structure there is a system of advanced training, in particular, teachers of secondary schools. It includes 58 training centers in the country and 9 abroad (Bonn, Brussels, Geneva, London, Paris). Common to all these universities is that all teaching tasks are performed outside of the university on the basis of special developments with the teacher's advice. The process of passing exams is carried out directly at the university. In many higher educational institutions, Distance Educations are carried out by sending educational materials directly to educational institutions, where they are subsequently used in classes, but also address cycles of lectures and occupations that allow

students to pass exams and get the corresponding diploma, certificates, etc., at the end of the course.

Over the past decade, the leading place in Europe among the new institutional forms has taken the model of the university consortium, when several universities in the country join forces to create curricula for distance learning. Education is conducted on the basis of its own programs of educational institutions, but on the general for all technology, and software and technological support are engaged in cooperative government, university and commercial structures. [3]

Modern education should include such characteristics as continuity, fundamentalism, integrity. The implementation of the new "life-long learning" paradigm proposed by UNESCO, the development of information technology, the formation of a global informational and pedagogical space imply a continuous change in the content of education technology.

The analysis of regulatory provision of adult education in EU countries, in particular in Germany, Great Britain, France, as well as in Ukraine, shows the introduction of joint comparative and pedagogical projects in this area. Analysis of the main directions of the EU Programs beginning of the XXI century ("Socrates", "Comenius", "Erasmus", "Lingva", etc.) testifies the effective international cooperation, scientific exchanges, internships, joint educational projects of the EU and "third countries." In the education of adults at the EU level effective works the program "Grundtvig". [4]

According to Eurostat statistics, more than a third of the EU population aged 25-64 takes part in formal and informal education and training. In this case, young people, regardless of sex, are more active: more than 80% participate in non-formal education and training; about 6% - in formal education and trainings. Formal education is longer in duration than informal or training. Employers and educational institutes of non-formal education are the largest providers of informal education and training. Together, they occupy more than half of the informal activity. [5]

Institutions of non-formal education include adult education institutions, professional institutes, community centers, pedagogical universities - folk schools in Scandinavia, Germany, Austria, Switzerland, and private companies (linguistic). Other providers include commercial institutions, where only 5% of the total time is spent on training and training. [6]

According to many researchers, in the advancing age of the educated society, the regions themselves will be a key element of a new era of global change based on the economy of knowledges. The movement of communities and places learning has several decades. Under the term "educational place" the authors understand the city in which the population learns all his life, the city in which various educational activities are conducted, the concepts of social and economic development are developed and implemented on the basis of the idea of education throughout life.

The leader in the development of the idea of educational cities is Japan. In this country for many years, the doctrine of the "learning community" develops as an official, state. The movement of cities, whose population is a lifetime study, began here from the small town of Kekegava. In order for people not to go to the capital, the authorities of this settlement began to attract citizens to further formal and informal

education, attend various cultural events and encourage various types of commercial activity. In 1971, Kekegava declared itself a "learning city for a lifetime". According to this concept, lifelong learning is interpreted as cultivating new relationships, an attempt to make life less focused on work. Based on this interpretation, non-formal education in Kekegava is organized on three levels: city, district and subregional.

At the city level, conditions are created for learning in such areas as local history, gardening, singing, and others. Other types of training are supported at the rayon level (16 of them) through the creation of interest clubs. And 140 subregions are responsible for organizing sports and cultural and educational activities, training ceremonies or crafts. In addition, there are many life-long training centers run by private non-profit organizations. As a result of this policy, citizens of Kekegava perceive lifelong learning as a culture, as a relation to life and as a process of participation in community affairs. There are many educational cities in Japan today[7].

The movement of the communities of studying and educational places was particularly intensified at the turn of the century, when many countries included in it. For example, in Australia, educational places are united into an association that develops and implements original concepts of socio-economic development based on the idea of lifelong education.

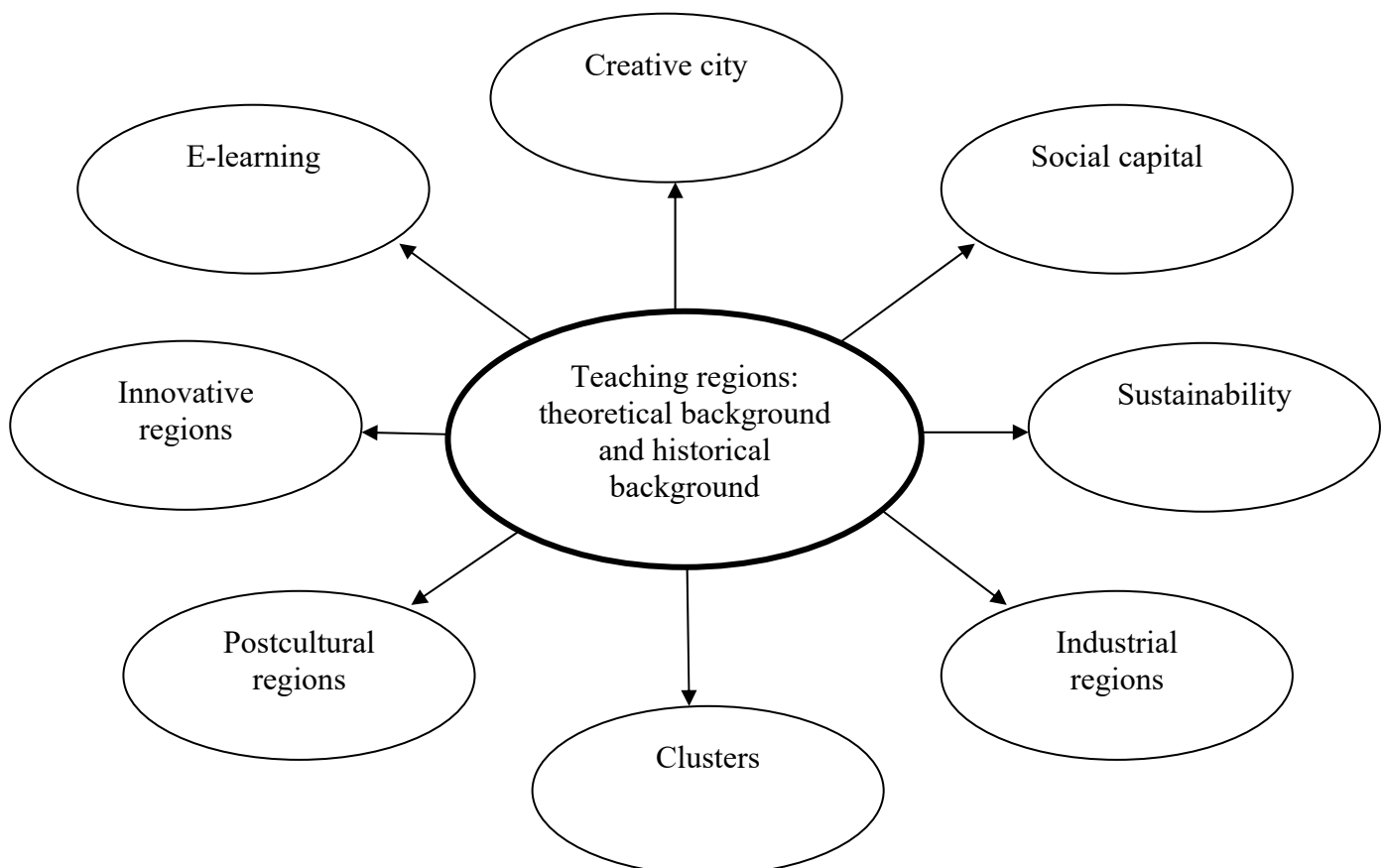


Fig. 1. Models of educational cities and regions

The World Bank supports the initiative of this country. Recently, members of the association established communication through the Internet, which facilitates the exchange of ideas, experiences, and the improvement of cooperation of all those interested in the development of lifelong learning of individuals and parties and

prompts new communities to creative development. Educated in Australia, the network of educational places is an international legal entity.

Studying cities (places) and regions are particularly active in European countries. Lifelong learning is an important part of the policy of building an active civil society and social integration undertaken by the European Union. The main strategic goal of this international organization is the radical transformation of the European economy and the development of human capital associated with it. Educational cities and regions of learning are a widespread concept of European education policy. It is implemented, depending on the peculiarities of a particular country and a specific territorial entity. Experience in this field have Austria, Belgium, Great Britain, Hungary, Greece, Germany, Denmark, Italy, Spain, Ireland, Cyprus, Lithuania, Netherlands, Norway, Poland, Portugal, Slovenia, Romania, Finland, Switzerland and other countries. Models of educational cities and regions (see Fig. 1) are very diverse and depend on the realized concept [8].

In some cases, the first place is the rise of the cultural level and the development of a citizen's position of people, in others - the study of information and communication technologies, in the third - the promotion of economic growth in the region. There are also other options. However, whatever it may be, they all contribute to the socio-economic development of the territories and have a beneficial effect on people.

For example, in Germany, the movement of regions that are studying ("educational regions") has developed very rapidly. If in 2001 it involved only 3 participants, then in 2002 they already had 54. And now this movement is supported by 91 cities and municipality. Under the special program, the German government provides support to 70 educational regions located in different lands. In the first year of work (planning phase), they all receive an incentive to specify their ideas and proposals. If the concept of training offered by them is convincing, the implementation phase lasts for up to four years, during which the regions must constantly increase their own share of financing. Then state support is stopped.

According to a close model, the movement of educational cities in Austria is developing. There, according to 2009, 13.8 per cent of people aged 25 to 65 years old either participated in educational activities or attended higher education courses during the last four weeks before the survey. This is higher than the average for the European Union. The Austrians pay particular attention to rural areas, which, at the initiative of the Ministry of the Environment, are included in the European Union's rural development program for 2007-2013. A total of 423 million Euro is allocated from the EU, European Agricultural Fund, federal and local governments. [9]

An example of an educational region in France is Poitiers. The development of new communication technologies, multimedia attracted to this mainly rural district of 70 firms. The "Futuroscope" technology park, which combines scientific research, education and leisure, became the center of gravity of highly skilled labor. To date, there are 1.5 thousand jobs created and 12 thousand - around. Also, the technology park is a major tourist attraction attracting visitors from all over the world.

Projects of the Greek Ministry of Education's Adult Education Secretariat promote lifelong learning through the acquisition of multi-skills and improved

literacy. These are programs such as "second chance" schools, Greek for immigrants, leisure management, local history studies, women entrepreneurs, etc.

PENR3L and PASCAL are a permanent European network of educational regions - a strategic alliance for development and international research in the field of management of regions for the development of social capital and educational regions. In 2008, these organizations with united forces held a conference in the Irish city of Limerick and adopted an important document that accumulates the experience of educational regions - the Limerick Declaration. The movement of educational regions covers more and more new territories.

An interesting concept of the development of the first educational city is in India - Udaipur, whose history is more than a millennium. It was based on the assertion that "tomorrow's projects will not come only from Washington, London or Paris ... They will be local, coordinated with actual local needs." In China, in all its peculiarities, the world experience is also taken into account and the model of the city as student is also used. A plan of action is now in place in Shanghai, similar to the London plan (Corporation of London, 2004), according to which the image of the city is raised in seven aspects: to preserve public order and provide personal safety for citizens, build a clean city, protect the environment, support civilization of citizens, appreciate integrity, promote the development of scientific knowledge, encourage friendship.

Since 2009 the forum of higher education schools of Ukraine and Russia, is held, which has been merged into a network contract "educational region". As foreign and domestic experience shows, the most important part of the construction of educational cities is the joint actions of local authorities, educational institutions, cultural organizations and employers. Interesting is the experience of European cooperation in the study of adult education weeks for 2005-2006 years, which involves the exchange of experience between five countries - Slovenia, Germany, Romania, Bulgaria and Spain. Such local cooperation is an important tool that greatly influences the expansion of adult education development methods in Ukraine. Successful is the implementation of telecommunication projects - educational and cognitive activities of partners on the basis of computer telecommunications. Various types of projects are offered: research, literary-creative, informational, etc. The active use of computer educational systems in the usual and multimedia variants, electronic libraries, computer networks, computer global Internet are foreseen. Conferences, disputes on various current issues are held. These methods contribute to strengthening the confidence of adults in themselves and individual autonomy, the observance of their basic rights and the increase in the efficiency of their work. [10]

Modern education should include such characteristics as continuity, fundamentalism, integrity. The implementation of the new lifelong learning paradigm proposed by UNESCO, the development of information technologies, the formation of global informational and pedagogical space implies a constant change in the content and technology of education.

A peculiar view of each city or region being studied, active network interaction between them, and most importantly - the development of human potential makes their programs very attractive, and therefore the movement is rapidly gaining

strength. So we can state that the educational regions are the future of adult education.

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Edemova Diana

Borys Grinchenko Kyiv University (Ukraine, Kyiv)

THE PERSONALITY'S LEADERSHIP QUALITIES AND THEIR ESSENTIAL CHARACTERISTICS

Едемова Д.С.

Київський університет ім. Бориса Грінченка (Україна, Київ)

ЛІДЕРСЬКІ ЯКОСТІ ОСОБИСТОСТІ ТА ЇХ СУТНІСНІ ХАРАКТЕРИСТИКИ

The author describes the criteria, indicators and levels in forming leadership qualities of personality

Key words: *leader, leadership, leadership qualities, personality, indicators of leadership qualities formation.*