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INNOVATION MODEL OF ADULT EDUCATION DEVELOPMENT IN UKRAINE

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Abstract. The article is devoted to the problem of formation the innovation model of adult education development in Ukraine. The author determines that in order to form an integral, open and effective national system of adult education, which would fully cover the formal, informal and information components and would be aimed at satisfying the educational needs and potential needs of adults, there should be proposed to develop the innovation model of adult education development. The proposed the innovation model of adult education development should be consolidated on objective changes in the educational sphere, on achievements of science in the context of personal awareness of own life activity, and on fundamental differences between adult and underage person. The innovation model of adult education development should be aimed at overcoming the contradictions in general education system of Ukraine. The innovation model of adult education development is based on the combination and formation of the integral system of development, namely: regional development of adult education system, high-quality and modern educational services, transformation and expansion of adult education content, as well as development of international cooperation in adult education. Implementation of such organizational and innovative model allows to define qualitative ways of effective use of regional and national potential of educational space according to the needs of the market.

Key words: innovation model, adult education, modern society, general education system of Ukraine.

Introduction. Modern trends of social transformation and development require an independent, self-sufficient person, who has a high intelligence, will power, and is able to adapt effectively and flexibly in a dynamically changing public sphere. Including these conditions, the impact of educational practices on the social, cultural, economic and political development of the world society is rather increasing and gives it a system-based meaning. Thus, the issue of ensuring free access to education during life becomes the priority, and its solution is possible only if the system of adult education practice is significantly changed.

The increasing in the role of adult education in the development of modern society is conditioned by the general acceleration of social and cultural changes at both global and local levels. The fluidity and complexity of the processes of modern life in accordance with the general tendency of its increasing for each individual person objectively determine the necessity of formation of a personality capable of perception and realization of transformations, set up on realization of change of education as a natural norm and continuous increase of its competent-qualification level. The important factor contributing to the solution of this problem is the education of adults, whose functioning and development has its content and formal specificity, due to the peculiarities of the population who need training.

In order to form an integral, open and effective national system of adult education, which would fully cover the formal, informal and information components and would be aimed at satisfying the educational needs and potential needs of adults, we have proposed to develop the innovation model of adult education development.

Thus, a rather important scientific task is to develop the innovation model of adult education development in the context of global trends and changes. At the same time, the formation and development of the innovation model of adult education development as a component of effective life-long education is conditioned by the necessity of:

- improvement of socio-economic and spiritual conditions of development of ukrainian society;
- processes of effective formation and development of democratic, legal and social state, as well as development of civil society;
- integrity and full integration of Ukraine into the European Community;
- the necessity of modernization of education, as well as introduction of the National qualification framework, which is the means of improvement of general secondary system, professional-technical, higher, post-graduate education and training during the life.

The aim of the study. The main aim of the research was to discover the innovation model of adult education development in Ukraine and to analyze the main components of its formation.

Material and research methods. The complex of interrelated methods of research was used to solve the set tasks, such as: theoretical, scientific, analysis, synthesis, deduktion, abstraction, comparison, generalization, systematization, concretization and others.

The results of scientific research. The proposed the innovation model of adult education development should be consolidated on objective changes in the educational sphere, on achievements of science in the context of personal awareness of own life activity, and on fundamental differences between adult and underage person. At the same time, the proposed innovation model of adult education development should be aimed at overcoming the contradictions between:

1. Objective need of adult education development in the system of formal, informal and information education and informality of proper normative-legal, scientific-methodical, organizational support;

2. The importance to take into account the needs of the labor market, the requirements of employers, as well as the educational and cultural needs of adults, motivation, valuable orientation of adult personality regarding personal self-realization and absence of modern technologies of their professional training and retraining;

3. The employers' requirements to the level of professional competence of the employees themselves and the absence of the integral scientific-grounded system of organization of their professional retraining.

On the basis of the above mentioned we formed the innovation model of adult education development, which will give the opportunity to promote democratization of social development and economic transformation. This will ensure that society understands its own rights and responsibilities, forms the proper legal culture and civic self-awareness that can cover people of different ages, interests and educational needs, and can be implemented as a whole system in different forms, namely, formal, informal and information (Table 1).

Proposed innovation model of adult education development is based on the combination and formation of the integral system of development, namely: regional development of adult education system, high-quality and modern educational services, transformation and expansion of adult education content, as well as development of international cooperation in adult education. Implementation of such organizational and innovative model allows to define qualitative ways of effective use of regional and national potential of educational space according to the needs of the market.

The main goal of the proposed innovation model of adult education development should be the development of integral, open, effective national system of adult education that covers formal, informal and information components and should be directed to meet educational needs and potential needs of adult personality. Such an approach will facilitate the comprehensive development of adult personality, as well as its adaptation to the social, economic and cultural conditions of life, which are constantly changing.

The main task of forming an innovation model of adult education development in all its dimensions is manifested through the establishment of appropriate legislative regulation with the determined formation of principles and mechanisms of state support, the role of key actors, their rights

and obligations, as well as ways of coordination between different providers of educational services, as well as mechanisms of appropriate financing from the budget.

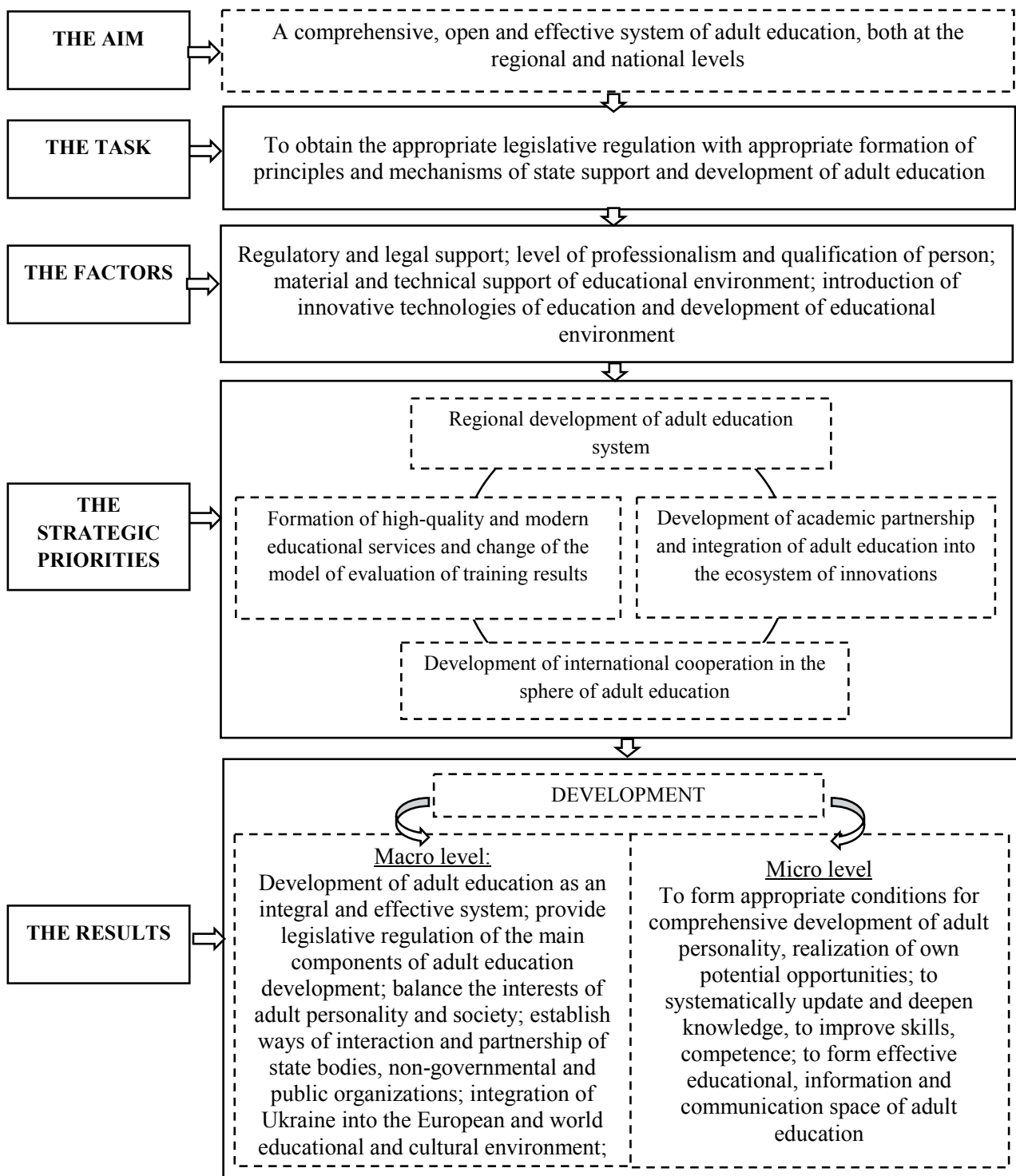


Table 1. Innovation model of adult education development

At the same time, the following principles should become important principles of the formation of the innovation model of adult education development, such as (Hillage, 2000: 15):

- recognition of the right to education as the priority and fundamental human rights at any age;

- orientation on human values and ideals of humanity;
- prompt and maximum provision of educational needs of society as a whole and individual citizen;
- systemacity in personal and professional development;
- accessibility and continuity of education;
- recognition of the results of the previous training; cooperation and partnership of state bodies, non-governmental and public organizations in ensuring the development of adult education;
- taking into account the peculiarities of cultural and educational needs of different categories of adult population;
- compliance with state requirements and educational standards.

The studies showed that changes in the general education system, including in adult education, occur under the influence of certain factors, that is, the relevant causes or the driving forces of a particular process. The main factors influencing the formation, formation and development of the adult education system include: regulatory and legal support, level of professionalism and qualification of scientific and pedagogical staff, material and technical support of the educational environment, introduction of innovation technologies of the educational environment development.

The important factor in the development of adult education is the formation and provision of legal support for adult education. This includes, first of all, the adoption of the Law of Ukraine of adult education and corresponding subordinate acts. The following components should also be mentioned:

- definition of guarantees of adult education development by means of separate special articles of the state budget of the country;
- formation and development of financial support mechanisms of the most distant social groups from the system of education;
- ensuring access to educational services for all adult citizens of the country, regardless of the level and orientation of the previously received education, available financial resources, place of residence, age and health status.

Equally important is the formation of the appropriate level of professionalism and qualification of the pedagogical staff. In this context the important component is the preparation of scientific and pedagogical staff for adult education, who will have not only the skills to use various innovation technologies, but will also possess methodological methods of their application for effective process of organization of the educational environment for adults. This will enable the preparation of adult students to the level of modern world standards taking into account all existing and potential challenges and prospects of Ukraine's development in the 21st century. This should include the systematic retraining and upgrading of the scientific and pedagogical staff in accordance with the new requirements of the educational market and the provision of high-quality educational services.

At the same time, material and technical support of the educational environment should be considered as a complex of educational, material and technical means, including creation of modern classrooms for active teaching, scientific laboratories, workshops, creative spaces, digital platforms, interfaces and means of communication, experimental shops intended for providing effective and qualitative educational process according to educational-professional programs, educational plans, modern technologies and methods of modern educational process, as well as for realization of scientific and research work of the educational service recipients.

Moreover, the main task is to provide high-quality lectures, seminar, laboratory, practical lessons, educational practice at high scientific, methodical and technical level according to the current educational programs of the respective disciplines. The main goal of efficient and rational use of educational offices and laboratories is to provide professional and practical skills and competencies in accordance with the requirements of the state and branch standards of education.

The introduction of innovation technologies of education and development of educational environment is aimed at the stage-by-stage introduction of various types of pedagogical innovations. Such

implementation facilitates changes in the traditional pedagogical process, overcoming the consequences of destructive processes in the education system, and also bringing educational institutions to a competitive level.

Generally, innovation teaching technologies are such that the educational process itself is not information, but acts as an activity in which adults gain relevant experience in solving certain problems and practical situations (Lukianova, 2014: 116). In the process of studying not only knowledge, but also the appropriate type of thinking, as well as communication features are transferred. In particular, the participants of adult education rethink their vital values and transition to get the new knowledge, understanding, appropriate attitudes of consciousness and behavior. The process of knowledge is carried out in the mode of continuous change of different types of activity.

Moreover, the scientific and pedagogical staff of modern institutions of higher education faced the task of introducing such forms and methods of education, which would aim to activate the creative potential of adult personality and stimulate to reveal potential.

The analysis of educational practice showed that exactly innovative learning technologies stimulate new knowledge and will reveal and develop the intellectual potential of the adult person. Among the innovative forms of education, we believe, the use of training technologies, case of technologies, and also immersive technologies deserve special attention.

Training technologies have rather significant advantages over other forms of training and require not only knowledge, but also ability to apply their knowledge in practical activities, especially, which is constantly changing. In particular, training forms are considered to be the creation of a system of professional trainings, which are conducted alongside traditional forms of professional training. The global changes taking place in society require significant changes in the overall adult education system, which can be ensured through intensive short-term training sessions aimed at creating, developing and systematization of certain skills necessary for the performance of specific personal, educational or professional tasks, in conjunction with the strengthening of personal motivation for improvement of work.

The analysis shows that in practical activities of higher education institutions in adult education the following types of training are gaining the greatest spread, among which are:

- training of partner communication, which gives an opportunity to build trust to others, unity, ability to work effectively in a team or collective.
- training of sense, which gives an opportunity to develop the ability to predict the feelings, opinions and behavior of another person, and also to understand themselves.
- training of creativity, which gives an opportunity to develop skills creatively and creatively think, which envisage the use of different exercises.

One of the rather effective innovative technologies is the application of case-studies in adult education, which should be considered as a method of rather active problem and situational analysis, based on study by solving specific tasks and relevant situations, i.e. case-solving. Moreover, the main purpose of the application of the «case-study» method is joint efforts of the group of adult pupils to analyze the defined situation in a rather detailed and systematic way, namely «case», which occurs in a specific situation. As well as to develop appropriate practical solutions, to finish the process, to estimate the proposed algorithms and to make the appropriate choice of the best and effective solution in the context of the problem.

The analysis showed that the case study method is characterized by such features as:

- orientation to receive not the only, but many truths and orientation in their problematic field;
- the emphasis of the training process is shifted not to mastering the ready knowledge, but to their production, as well as to co-creation of the adult person and the teacher;
- the result of application of the method is not only the process of obtaining knowledge, as well as obtaining skills of professional activity.

At the same time, the main technology of the method is that according to certain rules the model of a specific situation, which occurred in real life, is developed and the complex of knowledge and practical skills that an adult student should receive is revealed. At the same time, the advantage of the method is not only to obtain knowledge and to develop practical skills, but also to develop a system of values of adult students, professional positions, life-saving settings and a kind of professional vision.

Immersive technologies can potentially become an important tool in education and can reverse adult learning. One of the conditions for effective introduction of new technologies in adult education is the training of teachers themselves. The application of the technology of the complete reality in adult education contributes to the effective mastering of material, long-term preservation in memory, increased motivation, interaction and cooperation, and at the same time inspire participants of the educational process, which makes the process of adult learning more conscious and effective (Hryhorieva, 2006: 297).

At present we have defined the main strategic priorities of adult education development, such as: Regional development of adult education system; formation of high-quality educational services and change of model of assessment of learning results; development of academic partnership and integration of adult education into the ecosystem of innovations; development of international cooperation in the field of adult education.

Regional development of adult education system provides for effective formation of general strategy of adult education regional development. According to this, it is expedient to develop an effective strategy of regional development of adult education taking into account social, economic, demographic, national, cultural and other factors, as well as relevant features of regions.

The formation of high-quality and modern educational services and change of model of assessment of adult students results with priority on formation of skills of solution of complex practical tasks and practical situations, as well as ability to think systematically, critically and creatively.

Development of academic partnership and integration of adult education into the ecosystem of innovations, which includes such components as:

1. Establishment of higher education centers, hubs and innovation ecosystems in the structure of the institution.
2. Creating opportunities for adult students to use university facilities, including conference rooms, working places, offices, laboratory equipment, online resources, etc., by clear, transparent and easy-to-administer procedures.
3. Formation and construction of management processes on the principles of flexible lens: The initiative is encouraged and rewarded,
4. Formation of social responsibility, organizational and administrative culture, which will act as a high level of tolerance for mistakes.

Research shows that international cooperation in adult education is currently a powerful tool for the development of the world adult education system and would provide for the effective use of such forms of international cooperation in adult education under the Ministry of Education and Science of Ukraine as: European integration in the educational space, including adult education, cooperation with development partners (British Council; US Peace Campus; multilateral Donor Foundation for the Stabilization and Sustainable Development of Ukraine (Denmark, Finland, France, Germany, Italy, Japan, Netherlands, Norway, Poland, Sweden, Switzerland, the United Kingdom, the United States and the European Union, the largest donor)); Goethe-Institut; NATO Science for Peace and Security Program; European Education Foundation; Council of Europe; UNESCO and others.

Such international cooperation has the following objectives:

- Formation and achievement of such level of adult education that meets the needs of the modern international environment.
- Building of integrity of the level of national educational systems.

– Training of qualified and professional personnel for the national economy.

In the end, the implementation of the basic provisions of the innovative model of adult education development will provide the opportunity for sustainable development of adult education both at the national and regional levels, among them:

– develop adult education as the integral and effective system that would guarantee and protect the rights of every citizen of the country to continuous education throughout their life;

– provide legislative regulation of the main components of adult education development;

– coordinated education of adults concerning the mastering of common human values and ideals of humanity;

– balance the interests of the adult person and society, and to make adult education sufficiently accessible to all segments of the population;

– improve the relationship between the educational services market and the labor market. At the same time, to achieve conformity of volumes, directions and quality of education and training during life to the needs of the customers of services according to the tasks of the national qualification framework;

– form appropriate conditions for the comprehensive development of adult personality, realization of own potential opportunities. It will promote both its adaptation to dynamic socio-economic changes and social protection of adult personality;

– systematically update and deepen knowledge, improve skills, competencies acquired by the person before entering the sphere of paid work, provided by the system of institutions and educational programs aimed at acquiring new competencies and their further development;

– form conditions for organization of adult education and educational activity and further integration of Ukraine into the world educational and cultural environment;

– establish ways of interaction and partnership of state bodies, non-governmental and public organizations. In particular, the Ministry of Education and Science, the Ministry of Social Policy, Confederation of Employers of Ukraine and others;

– determine the status of pedagogical staff, who carries out education of adults;

– form an effective educational, informational and communication space of adult education with further development of educational and educational-methodical manuals on electronic and paper media, creation of web-pages, educational bulletins and other;

– development of international cooperation in adult education in international educational programs.

The developed innovative model of adult education development should serve as an integral and important guide for the state as a whole in its policy-making in all directions and spheres of adult education development in the context of general educational policy formation. In our opinion, the development of the proposed organizational and innovation model and its effective implementation should be an important task for the state and its authorities, taking into account all the challenges and challenges that Ukraine faces today.

The main provisions of the innovative model of adult education development are formed on the basis of current components of adult education development in conditions of globalization and existing threats, opportunities for global processes at the state and regional level. In other words, the developed organizational and innovation model should reflect the current features in the adult education system to the fullest extent and should form preconditions for both strengthening and developing advantages and reducing the adverse impact of threats and potential risks.

Conclusion. Systematic measures are being implemented to modernize the network of institutions of higher education. The labor remuneration system makes it possible to keep the best scientific and pedagogical workers, but at the same time it does not attract young people to the realization of pedagogical and scientific activity. The number of scientific and pedagogical personnel able to carry out

scientific research at the world level remains insufficient. Some institutions of higher education carry out innovative activities and promote the development of start-ups, but this does not include investment and financial support.

However, an innovative model of adult education development in Ukraine should be developed as an integral and important guide for the state as a whole in its policy-making in all directions and areas of adult education development in the context of national education policy-making. In our opinion, the development of the proposed organizational and innovation model and its effective implementation should be an important task for the state and its authorities, taking into account all the changes and challenges that currently present the global space for Ukraine.

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