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ADULT EDUCATION IN UKRAINE: FEATURES AND DEVELOPMENT PROSPECTS

Olena Shamanska,

*Associate Professor, Vinnytsya Mykhailo Kotsiubynskyi State Pedagogical University
(Vinnytsya, Ukraine)*

ORCID ID: 0000-0002-2677-8983

Shamans kalena@gmail.com

Abstract. The article considered the issues of forming factors of development and prospects of adult education in Ukraine. The peculiarities and the importance of adult education in our modern conditions of social development are substantiated. In particular, adult education should be considered as the important component of continuing education. The complex of problems connected with its functioning and has a specificity, which is caused by peculiarities of the composition of those who study, as well as the originality of tasks. There is no country in the world that would not be obliged to develop its own technological, social and economic development, cultural development. Nor is there a country that does not link its own future to its further development through the process of continuous education or education through the life. The author also identified the main factors of the development and prospects of adult education in Ukraine, among them: human resources; availability of objective need of systematic adoption of modern information systems and technologies; market needs; satisfaction of higher needs of individual adult person in the development of his/her personality; social and economic development of the country. The main tasks of improvement and development of the adult education system in Ukraine are: improvement of normative and legal support and change of branch legislation; study of the labor market; optimization of the structure of the adult education system according to actual needs of the market in regions, branches and the country as a whole; improvement of educational and methodical, informational and material-technical support of the general system of adult education; expansion of the scope of international cooperation in the field of adult education; formation and application of innovative methods of teaching and learning.

Key words: adult education, prospects of adult education in Ukraine, process of adult education, improvement and development of adult education system.

Introduction. The problem of ensuring international peace and security remains one of the most important for the world community in the 21st century. At the same time, the issues of effective functioning of the education system, including adult education, formation of educational network, financial autonomy of educational institutions are being presented in an existential plan, as education and culture are the nation's foundation. That is why now we clearly see and realize our unity and at the same time the aggravation of our problems that have been before. At the same time, during the war, and after its completion, the main task of the educational sector is and will be effective provision of education quality of all levels. According to this, modern processes of reforming the life of the Ukrainian society have created real preconditions for significant transformations in the economy, culture, education and science, which has significantly increased the requirements for modernization of the education system. Current changes and processes determine the assertion of such social and personal values as: «personality», «spirituality», «professionalism», «humanism», «tolerance». They are aimed at growth of erudition, intensification of person creative possibilities, its general culture, and also integral development of all segments of population.

Moreover, the end of the XX – beginning of the XXI century is characterized by orientation of adult person on provision of social and cultural development. The objectives of education throughout the life of the individual were discussed at many world and international scientific and practical con-

ferences on adult education. At the same time, scientists have come to the conclusion that education should be the main factor of the person activity, in particular, adult person, and acquire the character of continuity. According to this, there is a need to find new approaches to adult education.

Functioning of the system of education including adult education in the conditions of military condition is characterized by the processes of intensive search for new approaches to the process of education, innovative forms of educational process organization, application of effective pedagogical and information technologies. At the same time, current conditions of adult education in higher education require the ability to continuously improve their knowledge and self-acquisition of new ones. Under the appropriate conditions, the higher school should form an adult personality, which is taught as a personality, which is able to make decisions independently in the process of the relevant information and its further use in the professional sphere of activity.

In the context of the study, the interest of scientists who directly or indirectly address issues of adult education, among them: O. Anischenko, Yu. Brandibourg, With. Kovalenko, L. Klochko, N. Kolosova, L. Oluyanova, O. Toporkova, etc. The scientific works of foreign scientists deserve attention (P. Jarvis (R. Jarvis), V. Konoviy (W. Conaway), D. Davis (D. (Davies)), which analyze problems as formation of effective system of adult education, formation of effective and effective mechanisms of educational process improvement in system of adult education, as well as modern tendencies of development of adult education in the context of globalization changes. Taking into account sufficient number of scientific researches of different aspects of educational process organization in Ukraine, at present there is not enough complex and systematic analysis of formation and substantiation of development directions of adult education as the integral and important component of development of the national system of education.

The aim of the study. The purpose of the article is to carry out research and analysis of the main factors of development and prospects of adult education in Ukraine.

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 research shows that against the Russia's full-scale war against Ukraine, all spheres of society's life have undergone significant changes. The changes are also noticeable in the Ukrainian and world labor markets, since it is the Russian-Ukrainian war that is changing the previous paradigms and principles behind which the economy and labor market operate. After Ukraine's victory in this war, our country will need qualitatively new specialists, which will actualize in particular the demand for educational services in the field of informal adult education, which, at the expense of maximum flexibility and is able to satisfy various educational needs of citizens taking into account their individual opportunities, etc. It is aimed at promoting the development and improvement of human life and labor skills, social and cultural development (Anishchenko, 2020: 146).

Moreover, the process of effective stabilization of the labor market in the post-war period is an extremely important task, given the emergence of different groups of population affected by armed conflict, including internally displaced persons, including children and women, people with disabilities and former combatants. The specific needs of these groups should be taken into account when planning and implementing sustainable reintegration processes, including training and employment processes. At the same time, the development of the effective system of labor market management, taking into account the issue of education, as well as the development of special and professional skills should be an important component (Pyshchulina, 2022).

In the modern conditions of social development, continuous education provides the basis for comprehensive development of the individual, as well as the inferior component of growth of its creative and professional potential. At the same time, continuous education is the integral part of the individ-

ual life and the condition of individual constant development. The concept of continuous education is highlighted as the important social and pedagogical principle, which reflects the modern tendency of formation of education as the integral system. Such system is aimed at the development of the individual and contains the conditions of social development. That is why we are talking about modern and innovative view of education and approach to understanding its importance in the modern life of the individual.

The analysis showed that the level of education of the working adult population is the indicator of the high standard of living in the country. At the same time, the issue of adult education development is constantly gaining relevance, in many countries national strategies and state development programs are being formulated and implemented. In particular, successful countries have realized the need to develop adult education (Great Britain, USA, Canada, France, Germany and others). Not only the state, but also local communities, employers and businessmen should invest financial resources in adult education. In different countries, a system of measures is used to ensure the closer education to the student using networks of educational and consulting points, creation of educational centers in educational institutions, institutions of higher education, libraries, hubs, centers, in the workplace, as well as applying various information systems and technologies.

It should also be noted that the specific feature of adult education is that this process should be carried out taking into account age, social-psychological, national and other peculiarities. This is the focus of modern pedagogical science – andragohica as the branch of pedagogical science, which investigates problems of education and education of adult person throughout the life. In the broad sense of andragohipko should be understood as a science of personal self-realization of a person throughout the life. Andragohica helps to reveal the personality with age, helps to find their place in life and also to realize their hidden abilities (Ohienko, 2009: 254).

There are the features of adult education, such as:

1. In contrast to traditional pedagogy, the important position of the teacher is that in the course of adult personality training the teacher performs the function of assisting adult student in the identification, systematization, formalization of personal experience of the latter, correction and replenishment of his knowledge. Usually, the adult person wants to study if he sees the need for training and the opportunity to apply these results to improve his professional activity. At the same time, adult people strive to take the active part in the process and bring their own experience and vital values to educational situations, and also try to associate educational situations with their goals and objectives. That is, in education of adults the teacher's task is to organize the educational process so that adult students become co-authors of their own learning process.

2. In the process of education adults should change priorities of the methods of education themselves. For example, instead of lecture, andragogik provides mainly practical lessons, application of situational tasks and case-technologies, often experimental. In addition, approaches to obtaining the most theoretical knowledge are being changed. At the same time, disciplines that contain integrated material in several related fields of knowledge, such as «object management», are of primary importance. Currently, active methods of adult education are quite popular, among which are: presentations, seminars, business and role games, business trainings, workshops, case-technologies, discussions in team work, modeling and execution of projects, exercises, etc. This provides for a certain variation in the forms of adult education, the application of various forms of group work organization, and the use of dynamic changes in different types of activity.

3. In order to achieve the aims of the andragohic effectively, it is necessary to divide adults by different age categories. In particular, social science defines three age categories, namely: up to 25 years, from 25 to 45 years, more than 45 years. Studies have shown that adults are learning new knowledge and skills of the individual, so they need to individualize their studies, improve their self-esteem and feel of their own dignity. That is why it is for each category of adult person to establish the appropri-

ate goals, approaches, methods, terms, pace of training, and determine the interaction of employees belonging to different categories.

4. Moreover, most adults in the course of study need help. Often this is connected with their lack of readiness to change, there are also psychological reasons, among which are: anxiety of own authority; fear of being incompetent in the eyes of others, as well as inconsistency of own image of a professional and role of a student. At the same time, the adult personality accumulates a significant stock of life, social and professional experience that forms his worldview, through which the adult personality carries out the evaluation of any information that comes.

5. In the present situation the complexity of the process of education of adult person is revealed also in the fact that it has tried on itself influence of classical pedagogical paradigm with all inherent drawbacks of it, namely: dogmatic type of training, lecture form of lessons, separation of theory from life, predominance of technocratic thinking, orientation on mastering of ready knowledge and others.

At the same time, we have identified the main tasks of improving and developing the adult education system in Ukraine, such as: forming and ensuring effective interaction and a single course for a wide range of stakeholders, namely: Ministries, local authorities, educational institutions, organizations and others; improvement of the regulatory and legal base and change of branch legislation; formation of complex marketing researches of the needs of economic branches in specialists, as well as study of labor markets; optimization of the structure of the adult education system according to the real needs of the market in regions, branches and the country as a whole; improvement of educational-methodical, informational and material-technical support of the general system of adult education taking into account modern educational trends; expansion of the scope of international cooperation in the field of adult education; formation of a well-developed system of independent assessment and certification of knowledge obtained through informal and information education; formation and application of innovative methods of teaching and training, review, adjustment and adaptation of educational plans of specialities; development of mentoring and counseling as forms of adult education.

Moreover, it is observed that the adult education system is an important branch of education capable of solving urgent tasks of social, economic and political development. At the same time, in Ukraine this education sector requires conceptual improvement taking into account the peculiarities, as well as legislative provision and financial support at the state level. On the basis of the research we have identified the main factors of development and prospects of adult education in Ukraine, as well as the needs of the adult population in education. Among the factors mentioned are those concerning human resources, aging of knowledge, demographic situation, informatization of education, personal and professional development of citizens, etc. We characterize them in more detail. Close relationship between human resources, educational services market, labor market. Thus, education, new knowledge and corresponding competences allow to increase the value of the person in the labor market. This allows adult people to realize the need to increase their knowledge in order to realize their self-realization and increase their competitiveness.

In view of the intensity of globalization processes and the informatization of society, there is an accelerated process of moral depricing, aging of knowledge, as well as skills of specialists. At the same time, a highly qualified specialist becomes unsuitable for further work. Taking into account this transfer, systematic increase of professional competence, participation in the system of additional education and retraining, specialists of all age categories periodically need. This enables to eliminate the educational distance from representatives of different generations and to promote the competitiveness of the respective enterprises in the market.

Currently, in most developed countries, about 18% of the population is older than 60 years. At the same time, this indicator will increase to 30% by 2030. Given the global trend toward aging, the country's population is encouraged by older people to live more actively, work, and engage in social life. At the same time, different types of educational activity expand spheres of social activity,

promote innovation by new specialties, educational programs, allow to feel at a new stage of life their usefulness, help to establish new friendly relationships, create conditions for realization of the need to share experience.

The research shows that not every adult person has the opportunity to realize his potential, desire and possibilities. A large part is revealed gradually, accumulating knowledge, experience, skills and skills throughout its life. Moreover, adult education becomes a component of the planning of the second half of life, where adult personality has an opportunity to be realized in those activities which for some reason were not previously available.

Availability of objective necessity of systematic introduction of new information systems and technologies. Technical development puts an adult personality before the need to get rid of outdated experience for the sake of getting new. Both the experience of life and professional is often an obstacle to professional growth if it does not meet modern requirements.

Satisfaction of higher needs of individual adult person in the development of his personality. That is, training adults for self-improvement and self-realization in the professional sphere of activity.

In examining the processes of adult education development in Ukraine, attention should be paid to improving the forms of organization of adult education. In particular, the application of individual and group forms of education of adult pupils is quite effective. Thus, the organization of group forms of activity should be carried out by means of various innovative methods, including seminars, trainings, workshops, business and role games, selection of practical situations, cases. At the same time, it is expedient to use certain methods, which have proved themselves well in such cases, in order to effectively solve specific tasks. Quite often and widely used method of "brain attack", search of non-standard solutions, different video views and video-trainings, educational computer programs. At the same time, work in pairs and group forms of education, firstly, contribute to creation of a more favorable environment and, secondly, provide an active feedback between adult participants of the educational process, as they provide the opportunity for the student to transfer their knowledge and skills of the teacher-assistant to others.

The problem of self-development of personality, especially conscious of its forms, attracted attention even from antiquity, but the subject of more detailed analysis it became mainly in the second half of the 20th century. Self-development should be seen as a conscious and personally-managed process, which results in improvement of physical, mental and moral potential of a person, as well as revealing of its individuality. At the same time, the process of self-development has no limits, as it does not have limits and perfection of the person (Melnyk, 2016: 314).

We are impressed by the following N. According To the results Of the research In. Andreeva that "having achieved a certain level of culture, a person seems to launch a flywheel of self-interest, as a result of which begins more and more actively, and, most importantly, more effectively to work out self-knowledge, it is self-actualized, that is, actualizes those problems which it seems most interesting, perspective and personally significant. At the same time, it manages itself more effectively and strives for creative self-realization in any kind of activity" (Melnyk, 2016: 117).

Conclusions. Thus, the results of the study suggest that at present, adult education is, on the one hand, a logical continuation of the educational process, ensuring its continuity, and on the other, it is an integral structural component in the general system of education of Ukraine. At the same time, the prospects of adult education development in Ukraine are connected with effective and consistent implementation of the state policy on creation of appropriate socio-economic conditions for effective activity of different public formations, centers of adult education, third-age universities, etc. It is important to develop effective legal support for education of different categories of adults, as well as to form motivation of adults to education during life, integration of all interested parties and public institutions on the basis of mutual cooperation with the purpose of development of education for different categories of adults.

This will further enable sustainable and consistent socio-economic and social development, improvement and self-actualization of every adult person, formation of personal flexibility and ability to acquire new knowledge. It is also useful to draw considerable attention to international experience in the selection and implementation of educational innovations successfully implemented in many European countries, namely modernization of the content of national educational programs in terms of their focus on the needs of individual consumer groups, as well as the combination of different forms of adult education. At the same time, the following scientific issues will be topical in the future: international experience of adult education development; introduction of modern technologies of professional development of relevant categories of adults, namely: Internally displaced persons, unemployed, military servants, who suffered during hostilities, etc.

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