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ADULT EDUCATION IN UKRAINE: PRECONDITIONS OF FORMATION, PROSPECTS OF DEVELOPMENT

Abstract. Socio-economic changes in the late 20th century and at the beginning of the 21st century, technological and socio-cultural transformations at global and local levels had a significant impact on determining the role of adult education for modern Ukrainian society and outline its further development vector. The need for mass professional retraining of adults to ensure socio-economic reforms, as well as the formation of Ukraine's civil society, is prompted by the development of an adult continuous education flexible system to respond to the whole society's challenges and the demands of its specific layers. The author states that Ukraine has a rich historical experience of adult education (from weekend schools, re-education schools, part-time universities, universities for workers and peasants to the creation of research institutions in the system of the National Academy of Educational Sciences, engaged in research and theoretical analysis of andragogy and departments of andragogy at higher education institutions). Contemporary landscape of adult education in the country has been analyzed. According to the author, the situation is ambiguous and characterized by both positive (awareness of the role of adult education) and negative (reduction of terms of study, commercialization of many adult education pathways, funding cutbacks) features. However, positive changes prevail: branching of goals and education fields; diversification of educational services, development of adult education flexible structures that can meet modern requirements. The system of adult education in Ukraine has been analyzed. According to structural features, it has formal and informal components. The emphasis is placed on the role of non-formal education. The author concludes that adult education in Ukraine is gaining more importance in modern society.

Key words: adult education, lifelong education, adult education, non-formal education, civil society.

ОСВІТА ДОРΟΣЛИХ В УКРАЇНІ: ПЕРЕДУМОВИ СТАНОВЛЕННЯ, ПЕРСПЕКТИВИ РОЗВИТКУ

Анотація. Соціально-економічні зміни кінця XX – початку XXI ст., технологічні та соціокультурні трансформації на глобальному і на локальному рівнях суттєво вплинули на визначення ролі освіти дорослих у сучасному українському соціумі та окреслюють вектор її подальшого розвитку. Необхідність масової професійної перепідготовки дорослих для забезпечення соціально-економічних реформ, а також формування громадянського суспільства в Україні спонукають розвиток гнучкої системи неперервної освіти дорослих, здатної реагувати на сучасні виклики усього суспільства і запити конкретних верств населення. Доведено, що Україна має багатий історичний досвід освіти дорослих (від недільних шкіл, шкіл повторного навчання, вечірніх, робітничих та селянських університетів до створення науково-дослідних установ в системі Національної академії педагогічних наук, що займаються науково-теоретичним аналізом андрагогіки і кафедр андрагогіки у ЗВО). Проаналізовано сучасну ситуацію у сфері освіти дорослих в Україні, яка, на думку автора, є неоднозначною, з притаманними як позитивними (усвідомлення ролі освіти дорослих), так і негативними рисами (скорочення термінів навчання, комерціалізація багатьох напрямів освіти дорослих, скорочення фінансування). Позитивні зміни переважають: відбувається розгалуження цілей і напрямів освіти; урізноманітнюються освітні послуги, створюються більш гнучкі структури освіти дорослих, здатні відповідати сучасним вимогам. Схарактеризовано систему освіти дорослих в Україні, яка за структурними ознаками має формальну і неформальну складові. Проаналізовано особливості розвитку неформальної освіти. Автор робить загальний висновок, що освіта дорослих в Україні набуває дедалі більшого розвитку і вагомості у сучасному соціумі.

Ключові слова: освіта дорослих, освіта впродовж життя, система освіти дорослих, неформальна освіта, громадянське суспільство.

Introduction. Socio-economic changes that took place in the society of the end of XX - the beginning of the XXI century, combined with technological and socio-cultural transfor-

mations both at the global and local levels became the leading determinants that significantly influenced the role of adult education in the modern Ukrainian society. The need for

timely and widespread professional retraining of adults, including specialists in a wide range of specializations, to ensure socio-economic reforms, as well as the formation of civil society in Ukraine, encourage the development of a flexible adult lifelong education system that responds to the modern challenges of the entire society. It should be added that ensuring the accessibility and continuity of lifelong learning is recognized as one of the priority directions of the state educational policy outlined by the National Strategy for the Education Development in Ukraine until 2021, which intensified the creation processes of the Ukrainian adult education model (National Development Strategy, 2013).

The aim of the study is to carry out the general analysis and main conditions of modern adult education system in Ukraine.

Theoretical framework and research methods. In recent years, scientific intelligence on the scientific-theoretical and scientific-methodological foundations of adult learning has become relevant. In particular, the theoretical and methodological foundations of adult education in the system of continuous education has been studied by O. Anishchenko, S. Arkhipova, N. Nychkalo, S. Pryima, etc.; andragogical principles of postgraduate professional education has been substantiated by L. Nabok, V. Oliinyk, N. Protasova, V. Putsov, etc; features and technologies of adult learning has been considered by A. Dubaseniuk, A. Verbytskyi; andragogical comparative studies has been carried out by S. Babushko, O. Banit, V. Davydova, T. Desiatov, O. Ohienko, A. Zbruieva, etc.), historical and pedagogical studies on adult education has been considered by L. Vovk, Z. Hipters, V. Kovalchuk, L. Tymchuk, etc.

In the article has been used the complex approach to the choice of methods of scientific understanding, first of all theoretical: study, generalization, systematization of scientific and pedagogical, andragogical literature on the topic of research to clarify the state of elaboration of the problem, ordering the material and providing the logic of its systematic conditionality, finding out the historical bases of adult education.

Results. Since the second half of the twentieth century changes in social development have been characterized by socio-cultural changes and transformations of socio-economic system. The rapid increase in information plays an important role in such changes. The rapid growth of information is due to changes in the information field of society, which leads to a mismatch between the pace of civilization development and the traditional education system. These mismatches can be eliminated if there is a continuous educational activity. Awareness of the transformations that have taken place in adult education in Ukraine is impossible without its retrospective review.

It should be noted that our country has a huge historical experience. In general, in the history of the formation and development of adult education in Ukraine, researchers have identified several periods. For example, from the middle of the XIX century adult education took place in Sunday schools, re-education schools, reading rooms; held public lectures for the people etc. In general, there has been a quantitative growth and a qualitative expansion of the range of adult education network activities (Tymchuk, 2015).

At the beginning of the 21st century, has been increased the importance of adult education as an integral part of lifelong learning. Its development is related to social, psychological, pedagogical, scientific and technical, economic, technological factors of the world economy. In this context, became logical creation the Department of Andragogy at the Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine (2007); creation of the Concept of Adult Education Development (2011); inclusion into the Law "On Education" Article 18 "Adult Education" (2017); research launching on education problems of different categories of adults. This all contributed to the formation of the Andragogical Scientific School, as well as the inclusion the profession "Andragog" into the State Classifier of Professions (2019). In the institutions of higher education of Ukraine has been opened the first departments, which have engaged in scientific-theoretical analysis of andragogics and substantiation of optimal and

effective technological principles of adult education. The content of specialists training in pedagogical specialties includes the discipline "Basis of Andragogy".

At the same time, characterizing the transformational changes that reflect the real state of adult education in Ukraine in the modern period, it is necessary to pay attention to the presence of contradictory factors. It should be noted that in Ukraine adult education as a component of lifelong learning had not a proper place and had not receive adequate recognition. The realization of the adult education mission is much broader and involves engaging citizens in a full-fledged multi-faceted social life and not only in the labor market, is only rooted in Ukrainian society. This fact can be explained by the fact that adult education in Ukraine is considered narrowed as education in order to ensure only economic growth and increase the population's chances for employment. The systemic crisis caused by dramatic changes in socio-economic relations, an active world market economy course, has changed the situation in the field of adult education. These changes are considered by scientists to be ambiguous and have both a positive (awareness of the role of adult education in the world community) and a negative manifestation (shortening of training periods, commercialization of many areas of adult education, reduction of funding).

However, in our opinion, nowadays there is a positive change in adult education. First, become important the branching of goals and directions of education (among already known and established goals – social, adaptive, informative), such goals as the stability restoration, society dynamic development, individual self-development, development of civic position, professional and household fields. Among the new areas of adult education that are only expanding in our country, but are already well known in European countries, the education of the elderly, professional training for people with disabilities, education of people temporarily deprived of their liberty). Secondly, it is a diversification of educational services provided by adult companies, corporate training, short-term courses and seminars, on-the-job training, as well as widespread private educa-

tion (for example, foreign language training, car driving, etc.). Third, the transformation of existing adult education structures into more flexible ones that can meet modern requirements (for example, the creation of multifunctional Adult Education Centers on the basis of education; interest groups integration into Universities of third-year; modification of advanced training courses, etc.). A characteristic feature of modern adult education is not only the participation of the study subject in the choice of educational direction, but also participation in the selection and structuring of the content of learning, its forms, technologies, and pace of learning, active use of modern information technologies.

In Ukraine, there are all forms of adult education that are structurally representative of two components:

1) Formal education – a structured system of education and training that covers general secondary education, vocational, basic and complete higher education, postgraduate education (postgraduate, doctoral, advanced training, retraining);

2) Non-formal education – professionally oriented education, a set of training programs and educational courses aimed at personal development; planned educational activity whose purpose is to broaden the range of skills and competences beyond formal education.

Taking into account the strengthening role of non-formal education in the Ukrainian society, we have analyzed in detail precisely this component of the lifelong education system. The modern field of non-formal education is branched, represented by different subjects who have different goals and who use different approaches to achieve them and has guided by different principles. Non-formal education institutions have not been recognized as formal educational institutions for a long time, and their programs are usually not funded at the state level and are not considered as an element of the structure of modern Ukrainian education. It is difficult to find statistical information on non-formal adult education in Ukraine, and sociological and marketing research is a source of information.

At the same time, one cannot ignore the fact that at the present stage of the knowledge society development, the need for non-formal education is increasing. One of the factors that actively influence the spread of non-formal education in Ukraine is the formation of a new type of order, new requirements for learning outcomes, education, and personal development. For our society, which is in a transitional crisis, the system of civil and socio-political education of adults, whose development takes place in the system of non-formal education, is of particular importance.

Nowadays, the attitude towards this educational trend in Ukraine is changing in a positive way, both on the part of ordinary citizens, as well as representatives of state and public organizations. The monopoly of formal educational structures is no longer so powerful, and without non-formal education, it will be incomplete, unable to guarantee the quality of educational resources. This can be explained by changes in the labor market, which imply constant updating of professional competences through changes in professional activity.

Advanced training. In Ukraine, there are 17 ministries and 70 committees and services of state power, which have educational institutions for training managers and specialists in a specific field. Postgraduate education in Ukraine is funded from the state budget. These funds are used for training and retraining of graduates. However, these funds are not enough to provide at least five years of systematic training for workers in different sectors of the economy. The current system of retraining and advanced training covers 5-10% of the employed. The costs of employers for professional training to one worker are quite low and on average make up less than 0.2% of the payroll. The low cost for professional training of personnel in production is also caused by the reduction in the number of employees of the structural units for the organization of vocational training, the lack of proper interest of the heads of organizations in the personnel training (Voliarska, 2015).

Unfortunately, nowadays, there are no systematic proposals for the implementation of educational programs to improve the skills of different categories of adults in view of their

professional and personal, cultural and educational needs, capacity, age. Therefore, the professional advanced training system, in particular as an area of additional non-formal educational needs for the population, needs to be created almost anew, which is an important and urgent task. It is a complex of multidisciplinary goals: creation of a proper educational and material base; curriculum development; specific literature for adult learning and education; pedagogical staff training and systematic professional development; organization a wide international cooperation.

Updating the third age education development in Ukraine is caused by an increase of elderly people, and therefore the need to develop a new philosophy of aging and a strategy to ensure a successful old age in the life cycle of each individual (Sahun, 2011, p. 2). Estimates suggest that in most European countries and Ukraine too, the total number of economically active population in the long term will tend to reduce (European Union, 2012).

Nowadays, Third-age universities as innovative projects aimed at the practical implementation of lifelong learning, operate in a lot of cities in Ukraine, including one of the first universities (2005) has been opened in Kovel (Ukraine). Numerous of Third-age universities are open in other cities of Ukraine.

Provision of various educational services for citizens in third-age universities is aimed to promoting their comprehensive development, adaptation to modern conditions; acquisition of self-help skills; implementation of healthy lifestyle principles; acquisition and development of new technologies, first of all ICT; potential and opportunities of volunteer work; improving the quality of older people life through access to modern technologies; the formation of practical skills.

The educational mission of the Adult Education Centers implements the right to education, opportunities for lifelong learning, equal opportunities. The success of the centers in Europe is an inextricably linked to the promotion of democracy. The activities of modern Adult Education Centers being established in Ukraine are aimed at providing citizens for sufficiently broad offers in the field of additional education – from vocational-oriented to

cultural programs, political and leisure courses, and cover three main aspects of adult education: renewed education – renewed education and updating of the acquired knowledge (general and professional education); development and consolidation of skills and competences (media and language skills, communication skills, learning ability, social skills); overcoming personal challenges, professional and social situations.

Traditionally, educational activities at the Centers are focused on a specific contingent of students – a target group of people with relatively common socio-demographic traits (age, gender, certain life situation). This orientation is central into working with the target group.

Conclusions. Adult education in Ukraine is gaining importance in today's society. Leading trends are lifelong learning, dissemination, diversity of content, forms and methods, established structures transformation and adult education providers. In the context of structural restructuring of the economy and the active transition of Ukraine to market condi-

tions, it becomes important to form the readiness of population to adapt prolonged changes. Revival of national socio-cultural traditions, enriched with experience of world development. All this will lead to the society formation in the richness and diversity of social structures, global tendencies for life-long education. Therefore, without creating a full-fledged adult education system that takes into account the Ukrainian specificity of social, moral, regional, cultural, psychological experience, it is not possible to develop plans for restructuring society, economy, culture, and to develop a common strategy for the country's development. The biggest problems in adult education that require immediate resolution are the implementation of an appropriate set of regulatory and legal measures. Important is the question of developing criteria for needs, planning, monitoring, reporting, and studying the international experience of adult education; defining mechanisms for the recognition and certification of non-formal and informal adult education.

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