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TRENDS IN THE DEVELOPMENT OF ADULT EDUCATION (SECOND HALF OF XX – BEGINNING OF XXI CENTURY): EUROPEAN DIMENSION

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Nowadays, the attention of scholars and practitioners to the concept of lifelong learning is increasing. The Continuing Education Program includes key components of the knowledge society, so European countries seek to systematize the leading trends in adult education to deepen its transformation, seeking to enhance and adapt to new societal needs.

In order to determine the leading trends in the development of adult education in the second half of the XX – early XXI century, a scientifically grounded theoretical model was used, based on the idea that adult education during that period was a factor in the sustainable development of society and the improvement of quality of human life.

The tendencies of its development on the global level (pragmatization and paradigmization, actualization and openness, multivariate, diversification (diversity) and differentiation, stratification, individualization, informatization and virtualization, innovation and continuity of transactional transformation, regional transformation, regional competence are revealed. The tendency to effectively integrate the latest technologies into the adult education system; to deepen interstate cooperation in the field of education adults) and at the local level (the tendency for national self-identification of adult education in the context of metamodernism and globalization; focus on dynamics and change; reflection on updated values, content, goals and objectives of adult education in a changing world; expanding adult learning opportunities in its

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formal, non-formal and informal settings; which leads to the need for validation of non-formal and informal learning outcomes).

The prospects for further research include the analysis of trends in the development of adult education at the local level under the influence of the desire for national self-identification of adult education in the context of metamodernism and globalization.

Key words: *adult education, continuing education, trends in adult education development, national education system, European dimension, innovation, metamodernism, globalization, innovativeness.*

ТЕНДЕНЦІЇ РОЗВИТКУ ОСВІТИ ДОРΟΣЛИХ (ДРУГА ПОЛОВИНА ХХ – ПОЧАТОК ХХІ СТОЛІТТЯ): ЄВРОПЕЙСЬКИЙ ВИМІР

О. А. Дубасенюк, О. А. Самойленко

Нині посилюється увага науковців та практиків до концепції навчання впродовж усього життя. Програма неперервної освіти включає ключові компоненти суспільства знань, тому європейські країни прагнуть систематизувати провідні тенденції розвитку освіти дорослих, йдуть на глибокі її перетворення, намагаючись посилити та пристосувати до нових суспільних потреб.

З метою визначення провідних тенденцій розвитку освіти дорослих у другій половині ХХ – на початку ХХІ століття використано науково обґрунтовану теоретичну модель, в основу якої покладено ідею про те, що освіта дорослих у зазначений період виступає фактором сталого розвитку суспільства та поліпшення якості людського життя.

Виявлено домінування тенденцій її розвитку на глобальному рівні (прагматизація та парадигматизація, актуалізація і відкритість, багатоваріантність, диверсифікації (різноманіття) та диференціація, стратифікованість, індивідуалізація, інформатизація та віртуалізація, інноваційність та неперервність), регіональному рівні (трансформація освітніх підходів – від знаннєвого до компетентнісного; тенденція до ефективної інтеграції новітніх технологій у систему освіти дорослих; до поглиблення міждержавного співробітництва в галузі освіти дорослих) та локальному рівні (тенденція до національної самоідентифікації освіти дорослих в умовах метамодернізму та глобалізації; спрямованість на динаміку та зміни, осмислення оновлених цінностей, змісту, цілей та завдань освіти дорослих у мінливому світі; розширення можливостей освіти дорослих у її формальному, неформальному та інформальному вимірах, що призводить до потреби у валідації результатів неформальної та інформальної освіти).

До перспектив подальших досліджень відносимо аналіз тенденцій розвитку освіти дорослих на локальному рівні під впливом прагнення до національної само ідентифікації освіти дорослих в контексті мета модернізму та глобалізації.

Ключові слова: *освіта дорослих, неперервна освіта, тенденції розвитку освіти дорослих, національна освітня система, європейський вимір, інновації, метамодернізм, глобалізація, інновація.*

Introduction of the issue. In recent years there has been a growing focus of scholars and practitioners on the concept of lifelong learning, which is explained by several causes: an aging population and a simultaneous increase in life expectancy, increasing migration and the need for skilled workers. European Union (EU)

documents emphasize that "the emergence of a knowledge-based society requires more sophisticated means of transfer and use of knowledge and opportunities for lifelong learning" (Europe 2020. European Commission, 2010; Higher Education to 2030. Vol. 1. Demography. 2008). Lifelong learning is a key component of the Lisbon agenda –

a roadmap that was produced at the European Leaders Summit (March 2000) (European Council Presidency Conclusions, Lisbon, 2000).

The continuing education program includes key components of a knowledge-based society: promoting continuous and collaborative learning, enhancing the spiritual and economic potential of the individual, as well as stimulating public awareness and active citizenship in the European Community. Therefore, European countries, taking into account the leading trends in the development of adult education, are embarking on a deep transformation, trying to strengthen and adapt to the new social needs that will arise in adults at different stages of their lives.

Current state of the issue. As a result of a complex theoretical analysis of the tendencies in the development of adult education presented in the scientific pedagogical discourse (L. Lukyanova, O. Ogienko, A. Sbruieva, L. Shigaev, O. Shapochkin, O. Fursa etc.), a sufficient number of studies has been identified. However, a profound multidimensional generalization of the leading trends in adult education development in the second half of the XX – early XXI century is needed.

Research methods: terminological analysis to substantiate the conceptual and terminological apparatus of the research; systematization and comparison of normative, educational and methodological literature, which made it possible to find out the leading tendencies of the development of adult education in the second half of the XX – beginning of the XXI century.

Aim of research is to identify leading trends in the development of adult education in the second half of the XX – early XXI century in the context of European integration processes.

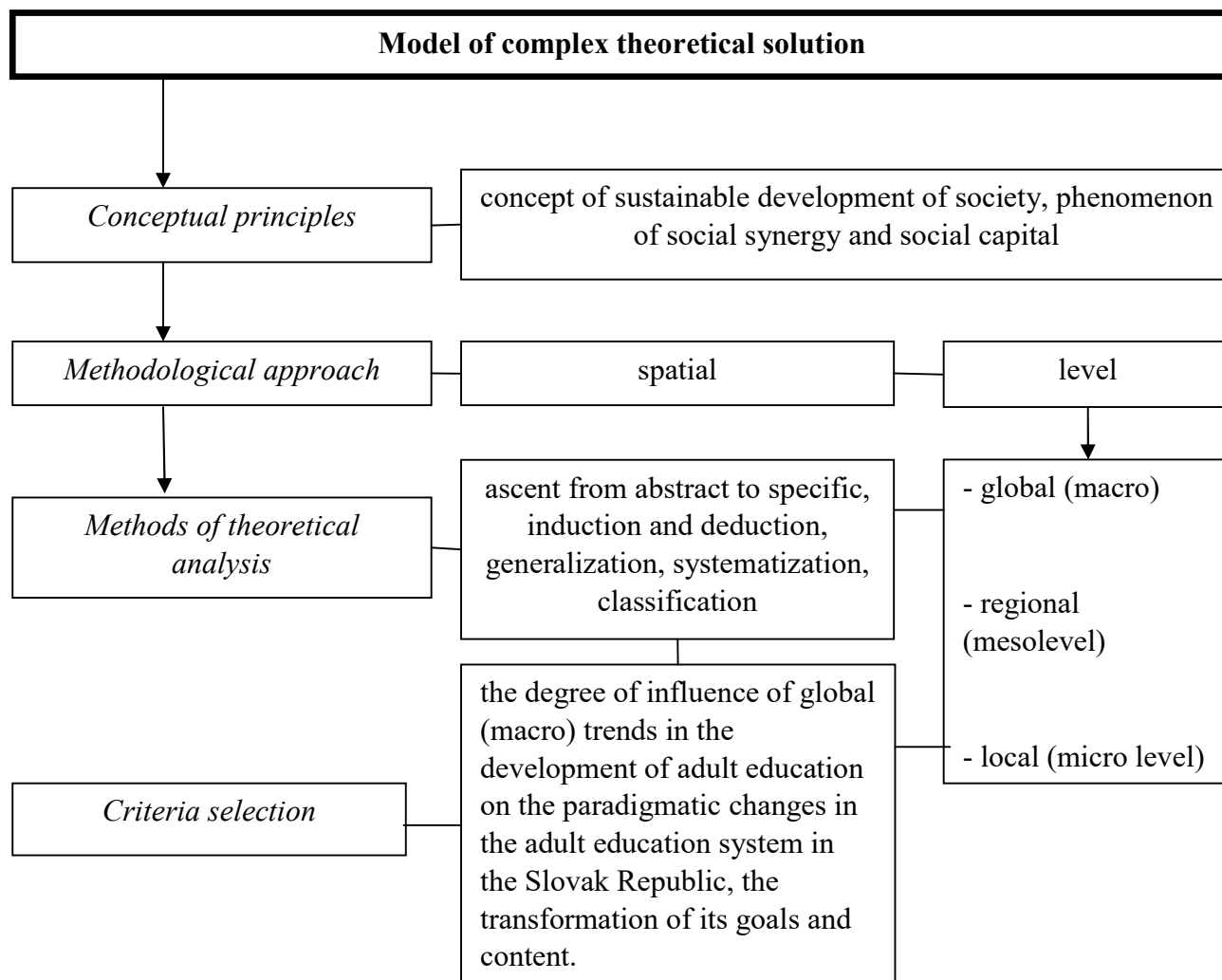
Results and discussion. In order to determine the leading trends in the

development of adult education in the second half of the XX – early XXI century, a scientifically grounded theoretical model was developed (Pic. 1).

The theoretical analysis of the trends of adult education development is based on the idea that adult education in the second half of XX – early XXI century is a factor in the sustainable development of society and the improvement of quality of human life.

Sustainable development is a multilevel concept. According to S. Doroguntsov, his individual level is based on the fact that any social changes are caused by the activity of an individual. Therefore, radical changes in the individual consciousness of each person regarding the possible consequences of their personal activities are needed. Every global problem of mankind necessarily has its "individual dimension" [7: 17].

In order to systematically identify trends in adult education in Slovakia in the second half of the XX – early XXI centuries, we have used a spatial approach to the analysis of social phenomena. The outlined approach became part of the scientific circulation of the humanities in the regional economy, where it is used "for the study and analysis of the process space" [10: 17]. That is, to analyze processes of any space can be as a set of successive changes or actions aimed at achieving the result. In our case, in a spatial approach, adult education is seen as a space of interconnections, a set of actions, processes that are characterized by the properties of continuity of interdependence, subordination. With this approach to addressing adult education trends, there is an opportunity to analyze the relationship between global and country-specific trends; the area of social development of the territory, the formation and reproduction of human capital.



Picture 1. Model of research on trends in adult education development in Slovakia (second half of XX – beginning of XXI century)

In this connection, it is logical to consider the phenomena of social synergy and social capital (P. Bourdieu), through which the social aspect of adult education in Slovakia can be more fully revealed.

As a conceptual nucleus of theoretical construction of social reality, the phenomenon of social synergy was defined by the American sociologist L.F. Ward [9: 80]. Synergy (from Greek *συνεργία* – (Greek. *Σύν*) together; (Greek. *Εργον*) acting, action) is a cumulative effect, which is that when two or more factors interact, their action significantly outweighs the effect of each one component in the form of a simple sum of them. In society, social

synergy is produced which causes the effect of social interaction – it is the actions of social subjects in a certain period of time, interested in the socially beneficial and mutually beneficial result of their actions. Based on this, in 1983, P. Bourdieu, in his article "Forms of Capital," introduces the concept of "social capital" to the scientific discourse, which reflects the connections between people that arise in the process of their social interaction. Social interaction provides the individual with access to the resources of the group, which, in turn, leads to an increase in this resource. There is an accumulation of social capital [6: 154].

According to the theories of social capital (P. Bourdieu, J. Coleman, R. Patnema) it has a binary nature: on the one hand, it is considered as an individual human resource (microresource), which ensures its entry into the social space. On the other hand, social capital is considered as an element of the whole society as a whole (macro-resource), which ensures the effective functioning in the society of social groups, norms, traditions, etc. Binary social capital is also reflected in its interaction with education, since it influences the choice of motives for education and is the main resource for ensuring further social and human relations, its belonging to a particular social group and social strata, etc.

Modern education should be aimed at self-development of an individual, acquisition of a set of personal competences, and above all competences of self-education, independent search and analysis of information. With each new level of education the social capital of the person should grow, which allows not only to acquire new competencies, but also to expand social ties, to form the qualities of social responsibility and civic activity [10: 40]. In this approach, adult education is a significant factor in the formation of social capital in society.

Based on everything mentioned above, the following dominant factors are the basis for determining the trends of adult education development in Slovakia (second half of XX – beginning of XXI century):

1. Adult education can be viewed across the globe, at the region or state level.

2. In today's context, it is an open, continuous developmental system characterized by specific trends.

3. Since the second half of the twentieth century, the adult education system in European countries has been

undergoing a phase of profound transformation.

We believe that examining trends in adult education by going from abstract to concrete will give a holistic view of trends in adult education in Slovakia during the period under study.

Accordingly, the criterion for identifying trends in the development of adult education in the reviewed country was the degree of influence of global (macro) trends in the development of adult education on paradigmatic changes in the adult education system in the Slovak Republic, the transformation of its goals and content.

In this context, we identify 10 trends in the development of adult education at the global (planetary) level, in particular:

1. Pragmatization. The transition to a market economy in the second half of the twentieth century intensified the pragmatic consciousness and behavior of people. This quality is a decisive and important factor in shaping the welfare policy of citizens of European countries. Pragmatism as a quality of personality is characterized by determination, commitment, creative enthusiasm, ingenuity and constructivism. Integrally, the pragmatic factors outlined allow the adult to successfully adapt to new socio-economic conditions. Pragmatization has helped to revise the approaches of educational institutions to adult education, activating the need for creativity, creative professionals capable of solving non-standard industrial situations. There is the need to update system of adult education.

2. Updating adult education means bringing its scientific content into line with the dynamic structure of modern knowledge. In this regard, "education must not only provide up-to-date knowledge from various fields, reflecting new discoveries, new information emerging in the world, but also reflecting the changes that are

taking place in society, determining its future" [2, with. 6]. The question arises about the adequacy of the adult education system with the energy-information realities of modern society, which leads to the paradigmization of adult education.

3. Paradigmatization is associated with the transition from the reproductive to the creative system of adult education, the fundamental provisions of which are:

- competition of education systems of different countries – the basis of the progress of society;
- openness – the society need "open" (publicly accessible), not leveled / unified adult education;
- the adult education system is a major dampener of the global crisis, both for the world as a whole and for individual countries in particular [4].

4. Openness of adult education is revealed both at the level of its accessibility to all applicants, regardless of their age, physical condition, place of residence, citizenship, etc., and at the level of choice of any form of study, the most convenient and acceptable at the moment, resulting in multivariate and stratified adult education.

5. Multivariation is the creation of a level playing field for successful adult learning. Stratification is the organization of a step-by-step educational process that provides the opportunity to reach, at each stage, an educational level that is appropriate to the capabilities and interests of the adult. Each level is a period that has its own goals, learning periods and characteristics.

Multiple variance and stratification are the result of the individualization, differentiation and diversification of adult education.

6. Individualization – taking into account and developing the individual characteristics of adult learners in the learning process is due to the

differentiation of curricula, forms, methods and techniques of learning. The choice of means, methods and content of education is determined by the adult learner in cooperation with the teacher / andragogue. This leads to the diversification of educational institutions and management bodies, educational programs and ways of their assimilation. There is a development of a multi-level system of adult education that provides more mobility in the pace of study, choice of professional activity; shapes the ability and desire of adults to learn new specialties and professions. Therefore, given the current needs of society, adult education increasingly gravitates to informatization, virtualization and innovation.

7. Informatization is usually associated with computerization and development of technical training tools. This is an extremely important moment in the development of a new adult education system as an online education, including MOOC (Massive Open Online Courses). Most modern educational institutions, NGOs, associations, and adult education centers present their educational programs on a variety of online resources, which also affects the adult learning methodology, including the practice of "reverse learning": the lecture of the student is viewed online by everyone at their own pace, and the audience is already prepared for the practical training.

Virtualization of adult education is the use of social media and educational games for the purpose of learning educational material. The modern education system is increasingly using video blogs, Facebook, YouTube for educational purposes, providing adults with the necessary practical skills and competencies. A separate issue is the gamification of education – learning through online games, which creates favorable conditions for increasing the

motivation to learn, the level of personal aspirations.

Informatization and virtualization of adult education leads to the emergence of a new trend – innovation.

8. The innovativeness of adult education is the ability to integrate advanced scientific development into the educational process, which creates favorable conditions for the training of professionals able to further innovate in the course of their professional activity and increase their competitiveness in the labor market.

9. Continuity is a process of long-lasting, whole-hearted self-study, self-development and self-improvement of a person in the changing conditions of modern society.

In general, the outlined trends are projections of continuity of education throughout life.

As a result of the complex manifestation of outlined tendencies, adult education in the beginning of the 21st century became a factor of sustainable development of society and its social stability. This principle was proclaimed at the Copenhagen Heads of Government Meeting on 6-12 March 1995, under which an action program was adopted that recommended that UN member states take steps to create sustainable social and economic development, both nationally and at the international level, conditions conducive to the social development of countries, poverty reduction, expansion of productive employment, and promotion of social integration. The ultimate goal of social stability is to improve the quality of life of citizens, one of the factors in ensuring adult education [8: 137].

At the V International Conference on Adult Education (1997), education is recognized as the "key to the 21st century" and one of the unique means of ensuring the sustainable development of society, it is also identified as the "number one problem"

at the G8 International Meetings (Cologne Charter), Cologne, 1999, Education in a Changing World (Final Paper of the G8 Meeting of Ministers of Education, Tokyo, 2000); participants: the Sofia Conference on Adult Education (Sofia, 2002), the International Conference of Studying Cities (Beijing, 2013), the International Adult Education Council (Montreal, 2015), the European Association for Adult Education (Brussels, 2016).

10. Nowadays, in European countries there is a permanent and intense **process of improving national education systems**, taking into account the leading world trends and national educational traditions. The modernization of educational structures, processes and technologies is aimed at improving the quality of learning, developing a coherent system of fundamental knowledge, skills of independent creative thinking. Under these conditions, the need to rethink the role of adult education in shaping a sustainable, socially-oriented society, able to create conditions for access to education, to professional and personal realization, to become a competitive specialist in the global labor market is increasing. Therefore, the tendency towards national self-identification of adult education in the conditions of metamodernism and globalization is increasing, which is reflected in the organic combination of adult education with the history and educational traditions of a particular country, preservation and enrichment of national values of the people.

The analysis of the tendency towards national self-identification of adult education in the conditions of metamodernism and globalization leads us to consider a set of trends in the development of adult education at the regional (meso) level, among which the leading are:

1. The tendency for cultural transformation in education. The

determining factor for solving the global problems of the 21st century is the establishment of interaction between cultures (world dialogue of cultures), the intensive development of intercultural communications, which is carried out in all spheres of human life [5]. The future of adult education is its formation as a cultural and educational system. The main principle of adult education is the principle of intercultural dialogue, respect for the historical memory and national dignity of nations and peoples, the individual as a key way of transforming social values in general.

2. The transformation of social value orientations leads to a change in educational approaches – from knowledge to competence, with an emphasis on forming a competitive specialist in the labor market. Educating adults with real practical skills will help them in their employment, allow them to improve their professional qualifications and to be retrained in the most favorable conditions.

3. The tendency to change educational approaches is the tendency to acquire knowledge with new approaches to solve current problems in a changing, global world that creates a cumulative effect in adult education. That is, the accumulation and enhancement of the knowledge, skills that in the future will cause an "explosive reaction" in the professional self-realization of an adult, will lead to an increase in its competitiveness in the labor market.

4. For this purpose educational ecosystems must be flexible enough to adopt new teaching methods. Accordingly, there is a tendency to effectively integrate the latest technologies into the adult education system. The consequence is the need to systematically update the goals, content and technologies of adult education; in adjusting curricula to the

achievements of scientific, technical and social progress and the requirements of world standards of education.

5. Outline determines the tendency to deepen interstate cooperation in the field of adult education. The activity of this process depends on the potential of the national education system and on ensuring a level playing field for partnerships between states and individual participants in academic cooperation.

Identified trends in the development of adult education at the regional (meso) level contribute to the emergence of specific trends at the local (micro) level – the level of a particular country, due to their own goals and features of the adult education system, the nature of implementation and new social requirements for the level of training of professionals.

Against this background, adult education at the local level becomes a multicultural, socially oriented phenomenon; open to the formation of an international educational environment; national by nature of culture and supranational by nature of knowledge.

Conclusions and research perspectives. Consideration of trends in adult education in the second half of the XX – early XXI century made it possible to conclude that the trends of its development at the following levels: global (pragmatization and paradigmization, actualization and openness, multivariation, diversification (diversity) and differentiation, stratification, virtualization, innovation and continuity), regional (transformation of educational approaches – from knowledge to competence; tendency towards effective integration of advanced technologies in the adult education system; to deepening inter-state cooperation in the field of adult education) and local (tendency towards national self-

identification of adult education in the conditions of metamodernism and globalization; focus on dynamics and changes, understanding of updated values, content, goals and objectives of adult education) expanding adult learning opportunities in its formal, non-formal and informal dimensions, leading to the need to validate non-formal and informal learning outcomes worlds).

The prospects for further research include the analysis of trends in the development of adult education at the local level under the influence of the desire for national self-identification of adult education in the context of metamodernism and globalization.

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