

Continuing education: its stages, functions, principles and components

Continuous education is a collection of means, methods and forms of gaining, deepening and broadening of general education, professional competence, culture, education, civic and moral maturity. Sometimes the term "education throughout life" is used in literature [1].

The purpose of continuous education is the formation and development of personality in the periods of its physical and socio-psychological maturation, prosperity and stabilization of vital forces and abilities, as well as during aging of the organism, when the task of compensating lost forces and opportunities is put to the fore. It is designed to raise the level of general knowledge and expand the opportunities for citizens to participate in the cultural, social and political activities of the country, as well as to enhance the position of a person in professional activities.

The process of formation of a person in the system of continuous education consists of two main stages:

1. basic education - preparatory education and upbringing, which chronologically precedes the activities of the individual in the professional field;
2. post-graduate (post-graduate) education - further education and upbringing combined with practical activities in the field of social production.

Consequently, continuous education is a process consisting of basic and further education, envisaging, at the second stage, a sequential alternation of training in a system of specially created educational institutions with professional activity.

Due to its content and unlimited time, continuous vocational education has the ability to perform important functions, namely:

1. socio-cultural, developing (satisfaction and development of spiritual requests of the person, creation of conditions for its constant creative growth);

2. general, compensating (elimination of deficiencies in basic education, its addition to new information, which appears in the conditions of the information and technological revolution);
3. adaptive (flexible professional training, retraining and advanced training with the purpose of updating professional experience, obtaining another specialty in conditions of constant changes in production, development of telecommunication and radio communications, computer access to information databases, etc.);
4. economic (satisfaction of the needs of the state, regions, various industries, agriculture and services in the competitive specialists, prepared for the introduction of the latest technologies, techniques, etc.).

N. Wulfson notes that in each country, the process of developing the theory and practice of continuing education has its own specific features. At the same time, there are general principles:

1. Flexibility and variability of the education system. The presence of diverse and simultaneously interconnected areas of education that respond to the interests and capabilities of different groups of the population, taking into account age, gender, ethnicity, social status. Respect for the unique individuality of each person and creation of favorable conditions for its self-realization and self-improvement, disclosure of all its potential opportunities.

2. Improvement of the organization and activities of the general education system. The degree of continuity and accessibility of all stages of general education - from pre-school education to the completion of full secondary school. Development of an effective system of educational and professional orientation within the general education school.

3. Rebuilding Professional Education Systems. Harmonization of the activities of professional educational institutions with broad interests of production. Creation of a multi-level system of vocational education, which includes both basic training in stationary educational institutions, and a variety of form and purpose courses for those who work. This will enable to increase the professional competence of the entire active

population and move to a socially oriented and humanistic system of vocational education.

4. Satisfy the unprofessional needs of people. Obtaining of certain scientific popular science, in-depth acquaintance with masterpieces of literature and art, education in the field of health, family and marriage, involvement in sports, etc.

5. The development of so-called education for the third age, which should help the elderly to maintain their physical health and intellectual ability as long as possible. An important practical embodiment of this trend was the creation in some countries of universities for people of the third age.

6. Increasingly, the use of the latest technological tools, which greatly expands the opportunities for learning and diverse information at all stages of human life [2]. The ideas of self-education, self-education, self-education, self-education are dominated by the concept of continuing education, which includes the following components: personality of subject of study, management of the learning process (algorithms for information, its processing, control, self-regulation), system of modules in constructing the structure of providing educational process, goal-formation (the structure of goals and means of their achievement in the organization of the educational process), satisfaction of pragmatic interests and needs of students, students, listeners, ensuring conditions of achievement, goals that were planned, differentiated approach to subjects of study, departure from unified plans, training programs, increasing the role of self-education, self-regulation, self-control, self-correction, prolongation of the process of self-development, self-realization, self-personality [3], [4].

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