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IMPLEMENTATION OF UKRAINIAN ADULT EDUCATION INTO EUROPEAN EDUCATIONAL SYSTEM: BASIC TENDENCIES

Contemporary education in Ukraine needs optimizing its implementation into European educational system in a logical and consistent way. It is dictated by new challenges of Ukrainian social development and gradual changes in the world educational systems. All basic aspects of the process should be taken into account in order to optimize Ukrainian educational policy and law in the field of lifelong education and adult education in particular.

Modern Ukrainian education is on a tipping point of its development. The modernization and integration into European standards is coming to the fore. This requires solving a number of complex tasks, which need not only significant material resources, but also a clear conceptualization and theoretical reflection. In general, the foundation for solving these problems has been formed, but one should take into account the four most important aspects of the modernization process: political, pedagogical, psychological, socio-cultural and legal. It is also necessary to step up participation in the European discourse on the development of life-long education as a priority task for the development of contemporary society.

At present, European discourse in education, shaped by the interaction of politicians, scholars and practitioners (representing both national governments and institutions of the European Union and transnational political and research structures of the European Union) at the transnational level, has formulated new goals and objectives for development education throughout life. These goals and objectives are dictated by the general laws of world development, such as globalization, the spread of information and communication technologies, and their consequences at the same time.

The most important factors hindering cultural development and globalization are the internal logic in the development of national education systems, due to their entry into the European system of education. Under this condition, the question of preserving cultural identity arises, since there is a danger of its loss in the situation of authentic educational systems implementation to the European one, caused by the general political, economic and social goals of a united Europe. Therefore, the modernization of education in Ukraine should take place within the framework of a cultural model that involves the merger of systems not by borrowing models of development, but as a result of the development of general discourse on education.

The concept of lifelong learning, formed within the framework of European discourse, is not a product of theoretical reflection, but the regularity of the social development of Europe and of the world as a whole, which it reflects. This concept is evolutionary because it does not require any radical changes in education systems, but is based on a qualitative rethinking of the accumulated experience and models that are being used.

Thus, the new paradigm of education implies synergy in all sectors of education, science, politics and law. The key strategies of education systems in the European Union countries, on the basis of which it became possible to build a new paradigm of education, are: state responsibility for the formation of education throughout life.

One of the central provisions in the concept of life-long education is the education of adults, since it ensures the professional and personal self-realization of individuals throughout their working life, in connection with which its form and content are redefined, and the value of informal and spontaneous learning is recognized, and also arises the need to develop a methodology for official recognition of such education. In this context, as well as under the influence of the changing nature of labor and its organization, there is a reorientation of the system to the formation of new basic skills and the focus of the focus on such hypothetical categories as competences and employment opportunities, as a measure of the quality of education. In general, the implementation of the concept of lifelong

learning involves solving key task groups or priorities based on the experience gained in the education system of the European Union and requires its theoretical rethinking based on the new challenges of a knowledge-based society.

The main tendencies in the development of education policy in general and in particular in the education of adults are common to many European countries, among which Ukraine is no exception, as its state policy in the field of education is aimed at integration into the European and world educational spaces. The use of the experience of the European Union educational policy in adult education is that we have before us a vivid example of the phased development of adult education through the adoption of state documents and the use of state levers of influence on the main tendencies in the development of lifelong education and adult education as one of its important components. They are:

- 1) increase of investments in education;
- 2) development of pedagogical and scientific innovations;
- 4) improvement of the evaluation system;
- 5) adaptation of education to the age-old features of adult students;
- 6) approaching the place of study to the consumer;
- 7) legislative confirmation of the right to study in non-working time;
- 8) optimization the quantity of students in a group;
- 9) individual approach of developing educational programs;
- 10) imposition of the principle of differentiation in a curriculum.

The practical implementation of key priorities in Ukraine requires solving a number of fundamental problems of the pedagogical, political, informational, legal and resource nature, as well as concrete tasks to strengthen the role of the state in implementing a new paradigm of education. These tasks should be solved with constant scientific support, backed by political decisions, the organization of which can be facilitated by the experience of organizing scientific research in the field of adult education in the countries of the European Union.

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