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Edukacja - Technika - Informatyka nr 1(11), 157-162

2015

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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A key challenge for reforming of the national education system, which follows from the chosen by Ukrainian society and enshrined in the Association Agreement course to European integration, is to accelerate the processes in Ukrainian education system which move it in the direction of entering into European educational space, where the use of the scientific potential of society and the training of highly qualified teaching staff are becoming increasingly important. Unprecedented amount of knowledge and information, frantic their growth rates and complexity devalue the simple acquiring of facts, mastering of frozen algorithms and study of established theories. As a result, it becomes impossible to rely on the traditional way of teaching. Quickly developing information society requires constant updating of knowledge throughout life, that is reflected in the modern concept of lifelong education.

On the other hand, at the present stage the Ukrainian society is experiencing one of the most dramatic moments in its history, and therefore it also raises relevant specific demands to the reform of national education, related to overcoming the economic crisis and the elimination of shortcomings in the development of national identity awareness. It should be noted that to implement the comprehensive national education reform towards the European standard the educational system challenged Ukrainian educators to develop an adult education almost from zero line. According to expert estimates of the National Institute for Strategic Studies „adult education is in its infancy now. There are rare stochastic events, but any system practically absent” [Karpenko 2010].

However, at the same time it is noted that continuous education is focused on the three objectives. Institutions performing two of them were present in the educational system of Ukraine for a long time – professional development (formation of highly qualified personnel) and rehabilitation (social adaptation), but they have not acquired the reputation of an effective modern education institutions in the previous days of their existence. The third objective of lifelong education is suggested to „accommodate different individual educational needs of citizens, such as language training, obtaining psychological, cultural and other knowledge, communication skills, special abilities, etc.” [Karpenko 2010]. This

objective has not been under systematic focus on either by the authorities or by society yet, and therefore, it requires special attention of educators.

The purpose of the article is to study the current state of lifelong learning in Western Europe and Ukraine to seek the possibility of introducing models of adult education with regard to the best European experience and creative use of Ukrainian pedagogical heritage.

Formation of the concept of lifelong learning occurred at the end of the 20th century, and the completion of its formation can be attributed to the publication by the European Commission the Lifelong Learning Programme in 2006. Over the years the problems of the theory and practice of adult education, lifelong learning, continuous education engaged M. Knowles, R. Dawei, E. Lindeman; trends of adult education also studied by T. Desiatov, M. Matyushkina, N. Nychkalo; and A. Rogers, P. Coombs A. Vasilenko (issues of non-formal adult education). The issues of forming new culture of personality have paid attention by researchers Kulyutkin Yu, I. Anosov, I. Zyazyun, S. Sysoiev, L. Sihayeva, L. Lukyanova, A. Martirosyan. Scientists E. Ogarev, B. Onushkin, S. Zmyeyev, S. Sobolev saw continuous education as a system that ensures the development of a person. The experience of Western Europe and the world in the field of adult education studied by I. Zhernoklyeyev (about Nordic Europe), A. Chebotarev (about Italy), S. Kovalenko, A. Toporkov (about UK). Also, Ukrainian scientists paid close attention to the issue of European Adult Education outside the EU: T.Kuchay, I. Gryshchenko, A. Galagan, G. Mikaberidze – adult education in Japan, L. Knodel – in Israel. So, thanks to their efforts the theoretical frameworks of lifelong education were substantiated and the analysis of experience of functioning of national systems of adult education in developed countries took place.

As mentioned above, in Ukrainian educational space it has not paid attention to the system of adult education development towards meeting spiritual needs and personal cultural interests which are not directly related to professional activities. However, this area can significantly affect the formation of an active civic position of population and its maintaining throughout life, promote psychological balance of the personality, extend the worldview and general education of people, help to fill the leisure time with spiritual meaning, it can give people the opportunity to learn or improve their knowledge and skills in their favorite business or crafts, which can later become the second specialty. In the past, the Soviet and post-Soviet times, elements of adult education in Ukraine existed mainly in the system of clubs (or palaces) of culture for workers of different industries and covered stage genres (singing, dance, theater) and crafts (including tailoring). But in the last decade so-called „club activity” almost disappeared and new, modern forms of adult leisure education have been appear intensely, activities of which are spontaneous in terms of system approach to education in the society. Given the financial basis of their organization, these new forms of

adult education operate under commercial service sector or NGOs (by volunteers). Typically the state is not the founder of these activities and more – almost does not effect and does not regulate their activities (except legal and criminal necessity). The most common among people today is dancing, gyms (mostly commercial), modern and authentic applied crafts (often carried out at the expense of the organizers or volunteer enthusiasm). It should be noted the tendency to increasing the number of irregular activities, such as workshops, seminars, training during folk and contemporary art festivals, holidays and vacations. Also, it is noted an increase in the number of attempts to transfer Western experience in Ukraine, especially in the field of work with new for the Ukrainian society kinds of groups, requiring adaptation in society (refugees, disabled after war persons, demobilized from military service ones). The organization of such activities is carried out often with the involvement of Western experts or local young people who received such education abroad and occurs mostly on a volunteer basis.

It is assumed that the state will gradually regain a management role in the field of lifelong education, because in considerable extend here the social and cultural attitudes of citizens, the mood of society are forming. For this is necessary to intensify efforts for accelerating the development of a systematic approach, one of the key points of which is the question of determining courses and their content, program and methodologies. This implies a large amount of preparatory work. Therefore, to accelerate the implementation of lifelong education in Ukraine in modern Western meaning is appropriate, together with Western development of lifelong learning, to use creatively the existing Ukrainian experience, such as the experience of extracurricular education system in Ukraine. The system of institutions of extracurricular education in Ukraine is a state, well developed, covering all regions of Ukraine. It is the successor of the Soviet system of pioneers' clubs, and today its basic unit is house (or center) of children and youth art development. Classes in the Houses for children and youth are conducted exclusively by programs and methodologies, which are specifically developed for extracurricular education of children and approved for use by special commissions. This system of extracurricular education for children has always been under the control and regulation of the state and is now an unique positive heritage of the Soviet era where not only managed to keep the old teachers with high specific education and skills but also to educate a new generation of extracurricular education professionals.

However, it should be noted that unlike the creative use of programs of extracurricular education courses for adult education, the problem of methodological foundation for adult education cannot be solved by resources of extracurricular education. For adult education is important to consider the characteristics of an adult, including his life experience, which should be used in training as component of the content. For example, British researchers suggest various adults'

characteristics that must be considered in the study, the main ones are: the presence of adults own motivation to learn; determination of the learning process of professional, social, domestic and temporary factors; there are some educational stereotypes because from previous educational experience which may promote or hinder the new study [Kovalenko 2005: 54–59].

Therefore, summing up, it is proposed to use the existing experience of Western countries lifelong education and for creating of educational models in adult education (courses) to take as a base already developed and improved courses (program and content of education) of the national system of extracurricular education for children, which will be improved according to the teaching methods for adult students.

From the analysis of continuous education in other countries, beneficial for Ukraine could be the experience of Japan in the implementation of the concept of lifelong learning as the main driving force of social progress, and the Japanese idea of parental interference into children's education [Kuchai 2014]. It should be mentioned Italian experience in adapting of existing adult education system to change of tasks due to the significant increase of the flow of immigrants from Africa [Chebotarova 2014]. Also, the experience of continuous education in Israel, which considers work with immigrants and specific expertise with training of demobilized military, whose education was interrupted by military service, may be useful [Knodel 2014]. But first of all it is appropriate to explore the experience of the Nordic countries which have achieved the highest percentage of citizens in age 25–65 years old involved in various forms of lifelong learning – from 19% in Norway, 22% in Finland, 24% in Denmark, 29% Iceland up to 32% in Sweden. In comparison with the lowest indicators in Bulgaria and Romania, less than 2% and the EU average – 9% [Karpenko 2010].

On the issue of providing training content of courses for adult education, since the idea of continuous education in general and the idea of education for fun in leisure time in particular is a new and unusual for Ukrainian society, it has been assumed by author that above all things courses should include knowledge and skills which are in the greatest demand of society. Today the Ukrainian society is experiencing a great increase of national idea. The reappearance to national historical roots is one of the ways for surviving of people, especially in times of war danger. Therefore extension of centers of popularization inherited crafts for children and adults becomes particularly important in modern Ukrainian society. To illustrate the thesis above, a course of design of Ukrainian women's folk shirt has been prepared by the author and performed: in 2014 – at the industrial complex in the town Bucha (Kyiv region) for employees of the office state sphere; in 2015 – at the House of Children and Youth Holosiyvski district of Kyiv for parents of pupils of Exemplary fashion design studio for children „Industriya mody”. Basing on the several modules of the author's own training program for extracurricular educational institutions [Khodorivska 2012], and

considering the aforementioned methodological specifics of adult education, a short 4 months course has been chosen, which was carried out by project method and had the aim to produce a certain product – Ukrainian folk shirt by the own sketch with the completion of all phases of the project from schematic drawings, through the study knowledge for the project design and technical performing with its artistic finishing, up to the end-product. The course contains the necessary basic elements of artistic and technological education, which in general are set out in the author's program and recommendations to it [Khodorivska 2014], ie information on Ukrainian folk costumes including shirts, kinds of their designs and decorations, symbols of Ukrainian folk art; basic knowledge of artistic composition and chromatics, design of clothes and sewing. The course consisted of theoretical knowledge and practical skills and performed through lectures, workshops, consultations and excursions.

Both courses have been successfully completed, the intensity of them in 4 times exceeded the intensity of teaching children on the same program, the most desirable schedule of classes for adults has been adjusted – once a week for 4–5 hours (as opposed to child norm, that does not exceed 6 hours per week divided into 2 or 3 sessions). It is planned to continue the development of courses for adults, bearing in mind not continuation of this course, but the creation of similar course-projects in design based on inherited crafts: weaving, knitting, Petrykivska painting of fabrics, felting and more. It is appropriate to develop a two-part structure of the course: artistic part of the course concerning of inherited folk culture and basic artistic knowledge remains the invariant, and another, variable part of the course changes – the object of design and study of craft for the project implementation (for instance, making of traditional Ukrainian belt-„kraika” using tapestry weaving).

Conclusions

1. Using the system of extracurricular education of Ukraine, which by its characteristics is a nonformal [Vasylenko 2014: 174], but already has become usual for the population, helps to overcome outlined [Karpenko 2010] problem of superficial attitude towards nonformal education in society.

2. The introduction of short courses for adults brings up the habit and the need to study in leisure time, gradually promotes the formation of worldview people to the concept of continuous education throughout the life as a life principle.

3. Planning courses for adults on the basis of extracurricular education programs for children, it is necessary to account that training process of adults is in 3–4 times more intense and, therefore, quick than with children. That is course of extracurricular education designed for 2 years of studying with children may be performed by a group of adults in six months, but with some single, specific object and for another scheduled sessions (one long session per week).

4. It can be recommended to use in the continuous education not only programs and content ensuring of courses, but also existing staff of extracurricular education who are fluent in the subject and can quickly and efficiently adapt to the needs of adult education.

5. Organization of sessions with adults-parents of pupils on the basis of institutions of extracurricular education for children contributes to improving relations and mutual understanding between children and parents, parents and teachers, and also draws attention of parents to the problems of upbringing and quality of education of the younger generation.

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Abstract

The paper examines the development of foreign systems of adult education and current state of this branch in Ukraine. It was assumed that in a process of implementation the lifelong education in Ukraine, together with exploring the Western concept of Lifelong Learning, it could be beneficial to use the experience of Ukrainian extracurricular education for children in part of forming the content for adult courses. In the addition to the above, the practical example of this thesis was discussed.

Keywords: continuous education, educational system, lifelong learning, adult education, extracurricular education, inherited crafts, educational program.