

Theme 2.4. Implementation of the lifelong learning system and its features

One of the leading trends in the development of modern education is lifelong learning. The system of generation and transfer of knowledge has changed dramatically in recent decades, and their volume has increased many times over. Today, on average, about 5% of theoretical and 20% of professional knowledge is updated annually. This state of affairs requires the development of a lifelong education system, where basic education should be supplemented periodically by supplementary education programs and organized not as a final, completed, but only as a foundation, supplemented by other programs.

The European Commission has brought together various educational and training initiatives into a single Lifelong Learning Program.

This Program replaces the vocational and distance learning programs that existed before 2006. The Council of Europe has endorsed lifelong learning as one of the main components of the European social model. Such training is not limited to the field of education; it is also a critical factor in employment and social security, economic growth and competitiveness.

The state of development of lifelong learning is constantly the focus of various European institutions.

The percentage of people between 25 and 64 years of age involved in various forms of lifelong learning is 9.7% within the European Union. Companies are paying a lot of attention to the training of their workers in EU countries.

The percentage of all enterprises providing training for their employees ranges from 21% in Greece to 90% in the UK and is 60% in the EU average.

Positive dynamics are observed in most countries that have joined the European Union in recent years.

Initial vocational training within enterprises is most advanced in Germany, the United Kingdom, Austria, Denmark, the Netherlands, Italy and France - about 50% of workers.

Also significant is the correlation between previous education levels and the level of participation in adult learning between the ages of 25 and 64, indicating greater opportunities and a greater propensity to continue education for people with higher prior education.

For purposes that are set and implemented in the system of continuing education, it can be divided into three components:

The first component of the continuing education system - supplementary vocational education - contributes to the formation of a professional basis for the staffing potential of today's high-tech economy. Consumers of services of this part of the system of continuous education are socially adapted part of the population, which receives education consistently at all its levels.

The second component of the lifelong learning system provides diverse populations with the opportunity to adapt to changing living conditions. This subsystem provides education aimed at the adaptation and rehabilitation of social and professional groups that are not able to adapt themselves to the rapidly changing social environment. In addition, this subsystem involves citizens who do not have access to a formal vocational education system for various reasons, which poses a threat to their desocialization.

The third component of the adult education system is to meet the diverse individual educational needs of citizens, such as language training, obtaining psychological, cultural and other knowledge, communication skills, special skills, etc.

Against this background, a new perspective on the role and importance of lifelong learning is needed to meet today's educational needs. Non-formal education, although it may be planned from above, but actually arises and is implemented only in response to a specific educational request from the bottom. At the same time, students' activity is supported "from the inside" by realizing their actual interests and needs.

Lifelong learning should be defined as a full-fledged educational field with due attention to quality control and quality assurance and recognition of various forms of education.

The main components of a lifelong education system are:

1. Identify models for the assessment and recognition of prior learning.
2. Linking national models to the recognition of prior learning with the European Qualifications Framework, increasing comparability and transparency.
3. Creation of criteria and mechanisms for recognition and approval of non-formal education.
4. Identification of basic skills and key competences. Reducing significant differences with EU countries in this area.
5. Training of personnel for the lifelong learning system in the following areas of activity:
 - teaching;
 - management;
 - scientific and analytical support;
 - use of the latest technologies;
 - curriculum planning;
 - support (technical, administrative, organizational).

Life-long learning takes on a major position in world educational processes - it is dictated by the basic trends of modern human development.

Introduction of elements of open education

One of the promising ways of solving the responsible task of updating the national educational system is to introduce elements of open education, which has

considerable potential for ensuring adequate development of the national educational and scientific system in the context of global socio-economic trends.

The concept of "open education" encompasses various types of educational activities, in which knowledge, ideas and meaningful components of the methodology and organization of the educational process are freely disseminated and used with the help of information and communication technologies.

It should be emphasized that open education, despite its close connection with information and communication technologies, is not limited to informatization of education itself.

The intensification of the introduction of open education in the early 2000s in many countries has been one of the defining trends in the development of higher education and adult education.

This is evidenced both by objective changes in educational institutions and the educational process, and by increasing attention to open education by governments and international institutions, educational and scientific institutions, charitable foundations, non-governmental organizations, intergovernmental and intergovernmental institutions, including the European Union. and the United Nations.

Large-scale initiatives for the implementation of elements of open education are now being implemented in dozens of countries, including leaders in contemporary education, such as the United States and the United Kingdom, and those seeking to bridge the gap in the educational and scientific fields as quickly as possible, in particular Vietnam and others. ..

Given that an acceptable level of education accessibility has been achieved today in Ukraine, the most relevant for Ukraine are the elements of open education related to the effective use of information and communication technologies in the educational process and educational management.

Particularly significant is the positive potential of introducing open education in higher education and adult education, although there is also a significant positive potential for high school. In secondary education, open education approaches and tools are primarily capable of contributing effectively to improving the provision of modern teaching materials and establishing new effective mechanisms for exchanging experiences between educators.

With regard to adult education (lifelong learning), the realization of the potential of open education can be the key to building a new modern industry in Ukraine that can play a major role in improving the social climate and quality of workforce and in creating a large number of new jobs.

Taking into account the peculiarities of the current stage of socio-economic development of Ukraine and the educational system, the most promising for our country are the following areas of implementation of elements of open education:

- Open education technologies, namely e-publishing technologies, can help overcome the lack of quality educational materials that many secondary and higher education institutions are suffering from. These are a variety of textbooks and manuals, tutorials for students and teachers, students and teachers in digital formats. These digital formats and electronic publications make it much cheaper and more accessible and easier to use;
- technologies for electronic publishing, digital content sharing and teamwork make it possible to significantly improve the quality of teaching by providing an effective exchange of experience and a variety of educational materials between teachers;
- The latest content sharing tools and multimedia content collaboration tools can be used effectively in distance education and lifelong learning. Telecommunication technologies that allow not only to tell, but also to show, to model a specific situation, capable to bring significant positive results already in the short term;

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- The use of modern tools for monitoring learning achievements and educational activities in combination with educational content sharing technologies are able to provide a much higher level of transparency of the education system: what and how it is taught and studied, what materials and methods are used, what is the quality of work of teachers and teachers.

In other words, the educational system, through these elements of open education, can become more transparent to society and, on the other, an indicator of the quality of teaching.