

# CONCEPT OF LIFELONG LEARNING: CORRECTION OF THE PARADIGM IN THE CONTEXT OF EUROPEANIZATION OF EDUCATION IN UKRAINE

I.A. Podolskaya

The place of education in society is largely determined by the role in the social development played by knowledge of people, their experience, abilities, skills, opportunities for the development of professional and personal qualities.

The state of education in Ukraine is complex and contradictory. On the one hand, it has become one of the most important activity areas of the country's population; great achievements in this field underlie great social and scientific-technological transformations in Ukraine. On the other hand, the expansion of education area and change in its status are accompanied by the growing problems in this area, which indicate the crisis in education. And finally, in the last decades, in the search for ways to overcome the crisis of education in Ukraine, radical changes in this area take place and a new educational system is being formed. In this connection, the problem of correction of the modern educational paradigm, pointing at conceptual rethinking of the education functions with a glance at challenges of our time, becomes particularly relevant.

One of the main trends in modern social development is Europeanization, which directs toward understanding of education as a European response to the challenges of globalization and internationalization. Europeanization of education is understood as “implementation of the national education systems integration into the common European educational space, on the basis of self-reflection of the national education system, which is based on the national identity and distinctiveness, and includes European consciousness as a component. Europeanization as a process of sociocultural educational modernization — is a source of ideas, meanings, intentions, initiatives, projects for national educational systems, including educational systems of the CIS countries “[1, p. 65].

The discourse of Europeanization, in terms of finding approaches to the study of the realities of humanitarian policies in education presupposes the acceleration of the introduction of European standards in

the system of higher education without losing the best traditions of Ukrainian higher education. In general, in Ukraine the steps are made to ensure accelerated, advanced innovation development of education, as well as the conditions for self-affirmation and self-realization throughout life are created. The system of conceptual ideas and views on the strategy and main directions of education development is being determined by the National strategy for development of education in Ukraine for 2012-2021. However, theoretical and methodological problems of legal relations in the sphere of education, psycho-pedagogical issues and motivation for compliance with legislation at executive and personal levels by each subject of legal relations, are in need of careful study and appropriate decision-making.

The main goals, meanings, orientations, approaches to the education system with a glance at the specific needs of the individual and society are reflected in the paradigms upon which the basic models of education are produced.

1. *Cognitive paradigm* (“Knowledge-based”, imperative, traditional) puts accumulation of knowledge, skills and abilities (KSA), which reflect the social order, as the goal of education; the learner is seen mainly as an object that should be filled with knowledge; personality aspects of learning are reduced to the formation of cognitive motivation and cognitive abilities; teaching material is seen as didactic interpreted scientific knowledge; the whole organization of the educational process is aimed at reflection of state of scientific knowledge and ways of its development in the curricula and textbooks.

2. *Personality-oriented paradigm* focuses on the integration of various didactic concepts: developmental teaching, problem-based learning, programmed learning, optimization of training, etc.; good tooling backup of practice-oriented systems, their definiteness and integrity; each learner has his a vector of development which is being built from student to teacher.

3. *Functionalist paradigm* focuses on the understanding of education as a sociocultural technology for creation of specific personality competencies associated with the ability to acquire knowledge and to use it creatively; clear professional orientation — preparation of the individual for work

4. *Culturological paradigm* aims at the understanding of education as a culture-developmental environment in which cultural patterns and norms of life, anticipating the current state of society, are reconstructed; the basic principle of education in the context of culture is

the principle of creativity; creating an atmosphere of collaboration and co-creation; the attitude to education as a cultural process.

5. *Non-institutional paradigm of education* focuses on its organization out of social institutions, particularly educational institutions. This includes education “in the open air”, in parallel schools (radio, television, press, that systematically prepare special educational and training programs), with the help of the Internet, “open universities”, distance learning, etc.

Relying on these paradigms and using their methodological potential, we propose to rethink the vectors of the education philosophy, which acts as a kind of “link” between the general philosophy and the development of the initial settings, goals and values of education.

We believe that identification of essence and basic principles of continuing education operation is the strategic direction of modernization of education in Ukraine. In justification of the lifelong education concept the enormous methodological role is played by understanding of the development of an individual as human potential accumulation, the formation of values-sense system of the regulation of professional activity and life activity in general, rise of subjectivity level as the ability to turn one’s life into the object of practical conversion.

In the twenty-first century, the concept of lifelong learning is, in fact, the only concept that can adequately respond to the challenges of a constantly changing world. This is due to the fact that the emphasis on humanistic essence of education enables to include assimilation of socio-cultural experience, development of abilities, personal and professionally important qualities of student into a broader goal — to help the man in self-development, self-determination and self-realization. The main principle of this paradigm is the development of the individual as a subject of activity and communication throughout life by means of comprehensive education, individualized in time, by the pace and direction, which gives everyone the right and opportunity to choose their own educational path. Activity-based approach is prevailing at such approaches to the study of education. It is precisely the understanding of education as a factor of production development — an active, capable, knowledgeable person, a competent professional — that determines the direction of modern theories of higher education, the choice of approaches and design of its substantial and procedural characteristics.

The subject of continuing education is an educational institution that should constantly evolve towards ideology realization of the

continuing education, based on the principle of “life-long learning”. Kharkov University of Humanities “People’s Ukrainian Academy” (hereafter KhUH “PUA”) is exactly that kind of subject, in which for more than 20 years has been conducted an experiment in the development and implementation of the original model of continuous education into educational practice in the Kharkov region and Ukraine in the whole of. Thanks to the conceptualisation of continuing education and practical implementation of the ideas, developed by PUA’s team led by V.I. Astakhova, this university is a kind of “pioneer” of continuing education and can fulfill the prime mission of the educational paradigm correction with a glance at the present-day challenges of our time. The university established itself as a multifunctional model, which finds its expression in the career-oriented, research, cultural, and compensatory activity of its structures with the leading educational function (continuing professional education for the purpose of personality development).

Continuing education as the leading trend of the modern educational system involves problem-solving of continuity, not only between school and university, but also, takes into the account the task of professional training improvement of students — between the university and future production activity of the students. In KhUH “PUA”, according to integrated programs, operates Children School of Early Development, secondary school specialized in studies of economics and law, university training and postgraduate education. Being the principle of the educational systems operation, lifelong learning focuses not so much on the transfer of information, as on consolidation of the mechanisms of its targeted search, the ability to transform the educational information into the solution of practical problems. Such structures of KhUH “PUA”, as the center of Russian culture, the center of scientific and humanitarian information, Laboratory of Career Planning, Laboratory of Higher Education Problems, Laboratory of united cultural and educational environment, etc.

Experience of implementing the concept of lifelong education in the Kharkiv University of Humanities “People’s Ukrainian Academy” makes it possible to draw a conclusion that continuing education, that is the creation of appropriate conditions for self-improvement and self-affirmation of each person throughout life, is the determining factor of renovation of all educational systems in the modern era. The conceptual rethinking of the modern education objectives, the emergence of a new paradigm of the educational process, the develop-

ment of innovative technologies for the use of Ukraine's educational potential, will undoubtedly contribute to improvement of education quality and sustainable development of Ukraine in the context of its Europeanization.

### **Bibliography**

1. Аветисян, П.С. Европеизация образования как инновационный фактор формирования единого образовательного пространства СНГ [Электронный ресурс] / П.С. Аветисян. — Режим доступа: [http://www.rau.am/downloads/Vestnik2\\_07/avetisyan.pdf](http://www.rau.am/downloads/Vestnik2_07/avetisyan.pdf).
2. Астахова, Е.В. Гуманитаризация образования в условиях дегуманизации общества: противоречия, требующие осмысления / Е.В. Астахова // Вчені зап. Харк. гуманітар. ун-ту «Нар. укр. акад.». — Х., 2011. — Т. 17. — С. 23—30.
3. Выпускник вуза в современном социокультурном пространстве: монография / под общ. ред. Е.А. Подольской; [авт. кол.: Е.А. Подольская и др.] // [Электронный ресурс] — Режим доступа: <http://dspace.nua.kharkov.ua:8080/jspui/handle/123456789/29>.
4. Непрерывное образование как принцип функционирования современных образовательных систем (первый опыт становления и развития в Украине): монография / Нар. укр. акад.; под общ. ред. В.И. Астаховой. — Харьков : Изд-во НУА, 2011.

*Translated from Russian by M.N. Nepachatykh*