

Warsaw University of Humanities

**CONCEPTUAL PRINCIPLES OF REGIONAL
EDUCATIONAL POLICY**

Publishing office of Warsaw University of Humanities
2018

UDK 374.7(477.64)=111

C 74

Recommended for publication by the Academic Council of the Institute
of Pedagogical Education and Adult Education of the National
Academy of Pedagogical Sciences of Ukraine
(Minutes No. 13 dd. December 28, 2017)

The monograph is prepared in terms of the project
“Development of the Learning Region Concept as the Foundation for Effective
Regional Education Policy (on the example of Zaporizhzhya region)”

Readers:

N. Avshenyuk – Doctor of Science in Education, Head of Foreign Systems of Pedagogical and Adult Education Department, Institute of Pedagogical and Adult Education, National Academy of Pedagogical Sciences of Ukraine (Ukraine).

L. Sushentseva – Doctor of Science in Education, Professor of the Department of Pedagogy and Social Management, Lviv Polytechnic National University (Ukraine).

S. Babushko – Doctor of Science in Education, Associate Professor of the Department of Tourism of the National University of Physical Education and Sports of Ukraine (Ukraine).

C 74 Conceptual Principles of Regional Education Policy: monograph / under the general editorship of Serhii Pryima – Warsaw : Publishing office of Warsaw University of Humanities, 2018. – 201 p.

The monograph describes the conceptual foundations of regional educational policy, objectified in the theoretical description of the main approaches, principles, conditions to implement the lifelong learning concept as a factor of regional development. The basic prerequisites for the development of lifelong learning concept in the world and the socio-economic results of its implementation are analyzed. The peculiarities and specifics of lifelong learning, education of adults as a part of it in the conditions of regional development (national and foreign experience) are described. The psychological peculiarities of personality development in adulthood as well as professional development of personality at different stages of adolescence are characterized. The role of non-formal adults education as a factor of learning regions development as well as mechanisms of the city development and implementation of the concept is highlighted. The results of sociological research of cultural and educational needs of Zaporizhzhya region's residents and their level of satisfaction are interpreted.

ISBN 978-83-87301-22-4

© Publishing office of Warsaw
University of Humanities, 2018
© Section authors, 2018

CONTENT

INTRODUCTION	4
SECTION 1 Concept of Education Throughout Life as a Response to the Economic and Social Challenges of the Present	8
SECTION 2 Education of adults as an important component of life-long learning	25
SECTION 3 Education throughout life: domestic and foreign context.....	43
SECTION 4 Adult person as a subject of education throughout his/her life.....	55
SECTION 5 Adult Education as a Mechanism for Social Involvement	89
SECTION 6 Trends in the Development of Adult Education Systems in Ukraine .	108
SECTION 7 System of adult education in conditions of regional development: the experience of the past and challenges of the future	118
SECTION 8 Regional educational policy: from theory to practice	136
SECTION 9 A study on educational needs of adults (on the example of Zaporizhzhya a region residents).....	146
SECTION 10 International days of adult education in Zaporizhzhya region as a form of engagement in the life-long education in the region	157
GENERAL CONCLUSIONS	168
LIST OF REFERENCES.....	172
ANNEXES	193

INTRODUCTION

Adult education as a component of life-long learning is a determining factor in regional development, the competitiveness factor of individual territories and the state as a whole. Formation and use of competitive advantages of the region (city, region, country) contributes to accelerated growth in the economic and social spheres. At the same time, this aspect has not been adequately reflected in the theory and practice of legislative, organizational and managerial, scientific and methodological support of the regional educational policy in Ukraine. In particular, there are no interdisciplinary works, which outline the conceptual foundations for the development of regional educational policy, practical recommendations for the development and implementation of the concepts within the learning regions. The urgency of this problem is confirmed by the realities of the current socio-economic situation in the south-east of Ukraine, in particular, in Zaporizhzhya region. The whole economy of the south-eastern part of Ukraine, which was previously targeted at the eastern customer, needs to reorientate production, and, accordingly, retraining workers. The problem is aggravated by an increase in the number of temporary migrants from the East, who also need retraining and further adaptation to new living conditions. Due to the decline in production, in general in Ukraine and in Zaporizhzhya region, the situation in the labor market has become tense and unstable, unemployment is progressing, which has negative social consequences. According to the State Statistics Service of Ukraine, in the first half of 2017, there were 937.8 thousand unemployed persons registered in the country, and the average unemployment rate was 1730.1 thousand people. As of October 2017, 26,936 unemployed people are registered in Zaporizhzhya region, representing 2.5% of the working-age population. The situation and socio-demographic aspects of unemployment are complicated: more than 70% of the unemployed are women, 31% are youth. A separate and very important aspect of the problem is the fact that about 40% of the unemployed are citizens with higher education, whose number is replenished with each passing year at the expense of graduates of higher educational institutions who have not been able to orient themselves in the labor market situation and have remained without their first place of work.

The conceptual foundations for the development of regional educational policy in recent years have become the subject of increased attention from the side of both international institutions and individual scholars and practitioners. In particular, Organization for Economic Cooperation and Development (OECD), based on an analysis of European experience, formulated its own vision and understanding of the learning regions. The monograph "Cities and Regions in the New Learning Economy OECD " [23] discloses the economic benefits of regions in the process of transforming

industrial economies into information and knowledge economy. In its turn, the European Centre for the Development of Vocational Training, CEDEFOP, pays considerable attention to the regions that are learning in the context of assessing the role of educational institutions in terms of raising personal motivation among students and in terms of increasing the competitiveness of the region [159].

A number of European projects, in particular, PENR3L (Pascal European Network of Regions of LifeLong Learning), LONGLEARN PALLACE, LILLIPUT, INDICATORS, TELS (Towards a European Learning Society), LILARA (Learning in Local and Regional Authorities), aimed at the development of regional educational policy. The result of the studies carried out in the framework of these projects was so-called "Limerick Declaration" [152], which accumulates experience in implementing the ideas of educated communities, lists the main principles, conditions and practical tools for creating cities and regions of study.

The theoretical substantiation of the conceptual foundations of the learning cities and regions is devoted to the work of N. Longworth [78] and K. Morgan [92]. E. Nayman's publication [98] is devoted to the genesis of the regional concept that is taught in modern Western science and political practice. The emergence of the "learning region" concept is considered at the level of regional policy, empirical research and academic reflection. S. Laboda [70] in his work has analyzed the European experience of creating cities and regions of study. The monograph [151] presents contemporary research on the theory and practice of interaction between all subjects of the educational regional policy of Europe, the United States and South Africa in the context to implement the concept of learning cities and regions. L. Ovsienko's research [115] is devoted to the theoretical substantiation of the region role being studied in shaping the strategy of prosperity and social unity through the development of the human potential of all citizens.

In world practice, similar studies were carried out and their effectiveness was proved. In particular, the collections of materials of the International Forum "Study Region" (January 31-February 1, 2014, Vitebsk, Republic of Belarus) [107] provides an overview of world experience in implementing the concept of the region being studied; the concept and results of learning the educational needs of the inhabitants of Vitebsk and Minsk regions, theoretical studies of the conceptual foundations regarding implementation of the ideas in the region being studied; presentation of the results of focused interviews and surveys of residents in the respective territories; recommendations for introduction of the conceptual foundations of the learning region for the Republic of Belarus.

Consequently, existing socio-economic conditions, theoretical substantiation, development and experimental verification of the conceptual foundations of the regional educational policy in Ukraine, oriented towards the creation of a competitive

and knowledgeable potential of Zaporizhzhya region as a learning region, is an actual and timely scientific and practical task, the main results of which are presented in the monograph "Conceptual Principles of Regional Educational Policy".

The first section ***"Concept of education throughout life as a response to the economic and social challenges of the present"*** (authors – Y. Petrushenko, H. Konowaluk-Nikitin and A. Vorontsova) is devoted to the analysis of the basic preconditions that have contributed to the development of the education concept throughout life in the world as well as the main socio-economic implications to implement the indicated concept. The attention is paid to the main indicators which allow to determine the degree of this concept distribution.

The second section ***"Education of adults as an important component of life-long learning"*** (authors – O. Anishchenko and P. Rozwadowski) justifies the relevance of adult education development in Ukraine, analysis of the conceptual and terminological apparatus of the research was made, achievements and miscalculations were substantiated in the development of adult education in Ukraine as a component of education throughout the life as well as promising directions for the development of adult education in Ukraine, in particular in the context of regional educational policy.

The third section ***"Education throughout life: domestic and foreign context"*** (authors – P. Bouyanov and A. Kriz) is devoted to highlighting the main features of adult education as well as approaches to life-long learning in the leading countries of the world, the peculiarities of the functioning and development of adult education in a modern society.

The fourth section ***"Adult person as a subject of education throughout his/her life"*** (author – A. Ignatowicz and L. Lisina) describes the psychological characteristics of the individual development in adulthood and the peculiarities of the professional individual development at different stages of adolescence, analysis of the andragogical model of adult education, essence of the integrative approach to the formation of an individual in adulthood, content and forms of organization of the educational process in the system of continuous education on the basis of the principles of andragogy.

The fifth section ***"Adult education as a mechanism for social involvement"*** (authors – E. Brodacka-Adamowicz and K. Kuchyna) is devoted to the analysis of the peculiarities and specifics of adult education as one of the mechanisms of social involvement (on the example of adults with disabilities), the interpretation of the essence of the social exclusion / inclusion phenomenon.

The content of the sixth section ***"Trends in the development of adult education systems in Ukraine"*** (authors – V. Molodychenko, V. Nechyporenko, S. Nikitin and S. Pryima) visualizes the identification of trends in the formation and development

of adult education in Ukraine, identification of regularities in the trends of formation and development of adult education with the dynamics of social development, substantiates the dependence of the formation and development of adult education from the cultural and educational demands of society.

The seventh section ***"System of adult education in conditions of regional development: the experience of the past and challenges of the future"*** (authors – J. Bogucki and L. Lukianova) contains a brief history of adult education development and the peculiarities of its legislative provision, description of adult education target groups as well as the role of informal education of adults as a factor contributing to the development of the learning regions. The role of non-governmental organizations in the development of adult education is highlighted.

The eighth section ***"Regional educational policy: from theory to practice"*** (authors – S. Pryima and N. Ivanova) is devoted to the presentation of the results regarding definitions analysis of the concept "learning city / region", main characteristics of the city / region being studied and the substantiation of indicators for achieving the characteristics of the new social status region, characterization of the "minimalist" and "maximalist" concept of education development throughout the life at the regional level, analysis of the mechanisms to implement the concept of learning city / region.

The ninth section ***"A study on educational needs of adults (on the example of Zaporizhzhya region residents)"*** (authors – S. Pryima, A. Orlov, O. Anishchenko, E. Pozdnyakova-Kirbyateva) describes the analysis results for the sociological research carried out by the staff of the Scientific-methodical Adult Education Center and the Center for Sociological Research at the Bogdan Khmelnytsky Melitopol State Pedagogical University, aimed at identifying the level of demand for the population of the region for educational services, determining the assessment of educational services quality by the population, rationale of promising areas to develop educational space in Zaporizhzhya region.

The tenth section ***"International days of adult education in Zaporizhzhya Region as a form of engagement in the education throughout the life in the region"*** (authors – O. Anishchenko and U. Tylus) describes the analysis of the International Days of Adult Education in Zaporizhzhya region as an action to promote the formation of an understanding the value of education throughout Ukrainian life in Ukrainian society, personal and professional self-development of a person, the position of Zaporizhzhya region as a learning region in the context of developing an innovative regional educational policy.

SECTION 1

CONCEPT OF EDUCATION THROUGHOUT LIFE AS A RESPONSE TO THE ECONOMIC AND SOCIAL CHALLENGES OF THE PRESENT

Statement of the problem in general and its relation to important scientific or practical tasks. In the era of the existence and development of a new type of society, post-industrial or informational, factors such as information and knowledge are becoming increasingly important. Scientists even distinguish the knowledge economy as a separate model of the economy, which promotes not only economic growth but also social development.

Education is one of the main areas in which the formation and accumulation of these resources takes place. Knowledge is accumulated in the form of human capital, which interacts and transforms into other forms, primarily information, social, and financial capital.

In addition, the ability to effectively use this resource throughout life is an important and necessary skill of every modern person. In fact, this is a requirement of the present, in the era of global change and the rapid development of information technology, the adult is simply obliged to constantly update and improve their knowledge and skills, adjust to modern requirements and quickly adapt to changes.

All this becomes of particular importance in the context of promoting the concept of sustainable development in the world. Sustainable development is an organizing principle of global development which shall ensure the well-being of both people and the planet [111]. It should be noted that this concept is developing and constantly changing.

The most recent officially recognized document that contains the basic principles and key beliefs of the world community is the 2030 Agenda for Sustainable Development. This document identifies 17 global sustainable development goals (hereinafter referred to as CDG), among which we will single out the fourth one: to ensure comprehensive and equal quality education and to encourage learning opportunities throughout the life for everyone [111]. That is, this clause relates directly to the educational sphere and the concept of lifelong learning. In addition, it should be noted that education is closely interconnected with other CDGs as learning or raising awareness about a particular issue of sustainable development is often encountered among the tasks.

Education has long been recognized as a critically important factor in addressing sustainable development and welfare issues [146]. All this and many other reasons lead to increased attention to the education of adults as a component of education throughout the life.

Analysis of recent research and publications on this issue, allocation of previously unsolved parts of the general problem. Some aspects of adult education throughout the life are highlighted in the scientific work of foreign and domestic scholars, among which N. Abramova [1], O. Oleynikov, A. Muravev, N. Aksonova[111], G. Telegin [146].

Studies of international organizations such as the European Council, UNESCO, OECD, non-governmental organizations, etc. are of particular importance in the study of this issue. Thus, let's highlight the Global Reports on adult education developed by UNESCO Institute for Lifelong Learning [40, 136, 154], the World Reports on Education UNESCO [149, 150], OECD View on Education [30, 31], etc.

The relationship between education throughout life and changes in the labor market has been confirmed in the works of many foreign scholars [62, 111, 146].

However, in our opinion, the issue of the education concept distribution throughout life and its expression in the form of a certain indicator is highlighted insufficiently.

Formulating the goals and objectives of the study. The purpose of this section is to determine the optimal indicator that would allow to analyze the peculiarities of education concept formation throughout the life in Ukraine and take into account the influence of socio-economic factors.

To achieve this goal, the authors were given the following tasks:

- study the main preconditions that contributed to the formation and development of the concept of education throughout the life in the world;
- consider the significance of this concept in the context of the goals of sustainable development;
- analyze the main economic consequences of the education concept formation for the rest of life;
- focus on the main indicators that can show the degree of dissemination of this concept in the world, and which are related to economic performance;
- propose its own integrated indicator characterizing the extension of the concept throughout the life in the regions of Ukraine.

Presentation of the main research material. Accelerating the pace of development of modern society and its gradual modernization leads to the fact that people need to constantly update their knowledge, acquire new ones and be able to use them efficiently. In fact, the educational component is one of the drivers of social development and the need for lifelong learning is a requirement of our time.

The concept of lifelong education as a new system education strategy appeared in the 60s and 70s of the last century, and has become widespread thanks to the joint

efforts of UNESCO, European organizations (in particular, the Council of Europe), the Organization for Economic Co-operation and Development (OECD), etc.

Distribution of the concept was preceded by many reasons, which we have summarized and suggest to consider below (Figure 1).

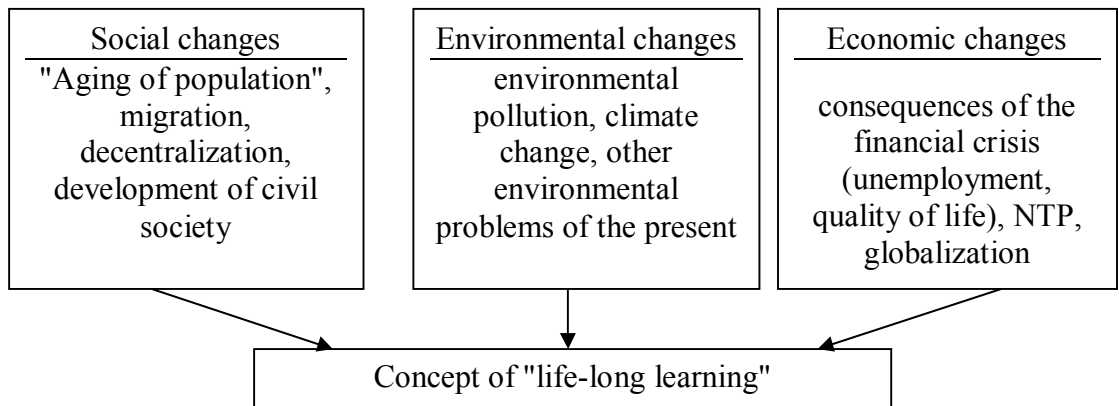


Figure 1. The main factors contributing to the concept of "life-long learning"

Source: compiled by authors.

Each of these components will be analyzed in more detail. Considering social factors, first of all, it is required to analyze changes in the demographic structure of the population. In the majority of economically developed countries, and especially in European countries, today the phenomenon of "population aging" is widespread. This phenomenon is caused by many factors, including reduction of birth rate, increase of life expectancy, migratory movements of the population, etc. All this contributes to reducing the number of young people in the workforce and the emergence of a large number of adults who are not adequately provided with educational services. Thus, the number of adults who have a desire to study and be active members of the community, including work, is increasing.

The current situation with migrants in the labor market is rather negative in many countries. Most often they work on the least paid and complex work, regardless of their level of qualification and education. In addition, there is an urgent need for the cultural and linguistic integration of such population segments into society, which will contribute to the formation of new active citizens.

Recently, the trend of decentralization in the world has spread, that is, the ability to solve problems, including social ones, on the ground. However, at least a general financial literacy and an active civic position are required here.

The ecological component is an important part of the concept of sustainable development at the level of not only countries, but also regions, communities, etc. Ecological problems are an urgent problem of humanity, but their decision depends on the consciousness of each citizen. An active life position is inextricably linked

with indifference to the environment, the creation of "environmentally friendly" enterprises and cities in general.

Equally important are the economic factors that have significantly influenced the formation of a new concept of education. First of all, this is due to the deep economic crisis of most of the world's countries and the emergence of this imbalance in the labor market. The main negative consequence is the increase in unemployment, especially among young people, and as a result of inequality of the population, a decline in living standards.

Another economic precondition is the rapid development of scientific and technological progress as a result of the transition of society from post-industrial to informational one. Increasing the impact of digital technology is not only on the professional, but on the personal life of each person. This leads to changes in the labor market, some professions become obsolete and unnecessary, while others, on the contrary, need additional knowledge and skills, including computer and information technology. Moreover, the possession of a computer is no longer a condition of competitiveness in the labor market, which also contributes to the need for additional training.

Currently, globalization is becoming more and more influential in the world. All spheres of human activity are gradually transferred to a global, that is, world level. Significantly developing economic, trade and cultural ties with other countries, increasing international labor migration and creating a global labor market, etc.

All these and many other reasons contributed to the revision of the existing concept of education at that time and the transition to a new one – life-long education.

As noted above, providing people with lifelong education is one of the global CDGs adopted by the UN General Assembly. Thus, their dissemination and implementation are supported at the international community level, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its separate unit. The significance of education throughout life is also confirmed by its influence on other CDGs. The main points of the life-long education impact or the individual components of the sustainable development concept are provided below:

– *Planet:*

- 1) education is the most effective means of reducing birth rates;
- 2) education in the field of ecology can increase the spread of "green knowledge";
- 3) education is crucial for ensuring preparedness for the consequences of natural disasters;

– *Prosperity:*

- 1) education can help increase labor productivity in agriculture;

- 2) education can provide skills for green innovation;
- 3) education reduces poverty;
- *People*:
 - 1) education reduces gender inequality;
 - 2) education improves health and reduces fertility;
- *Place*:
 - 1) education contributes to reducing inequalities in cities by providing people with the life skills they need to work;
 - 2) education reduces the level of crime in cities;
 - 3) education improves the well-being of cities and makes them green;
- *Peace*:
 - 1) education can contribute to constructive participation in the political life of society;
 - 2) education helps people to access justice systems [146].

The European community, namely the non-governmental organization – European Association for the Education of Adults (EAEA) has a slightly different view of the implications of lifelong learning concept, which cooperates with many other organizations on informational and organizational support for promoting the concept of adult education and lifelong learning. It was with their support that the year 2017 was proclaimed as the year of adult education in Europe and the official publication – The Manifest of Adult Learning in the 21st Century (hereafter referred to as the Manifesto) – Figure 2.

As we can see from these two approaches, most of these effects are social in nature, as adult education contributes to the formation of active citizenship and active lifestyles, creates new values and views in them, stimulates the creation of a sense of social unity, equality and justice, etc. In addition, the emphasis should be on the ecological nature of the consequences associated with the trends of ecologization of the world, the dissemination of "green knowledge" and the creation of "green" cities, etc.

There are also economic consequences, on which we will dwell a little more in detail. Thus, one of the main and most obvious economic effects is the changes in the labor market. This correlation was confirmed by numerous studies that indicated the dependence of the employment level and personal income on the number of years of education, level of education, system and quality of education, level of education of parents, etc.

Let us dwell in more detail on the study of the UNESCO institute for lifelong learning which highlighted the separate levels of the relationship between education and the labor market (Table 1).

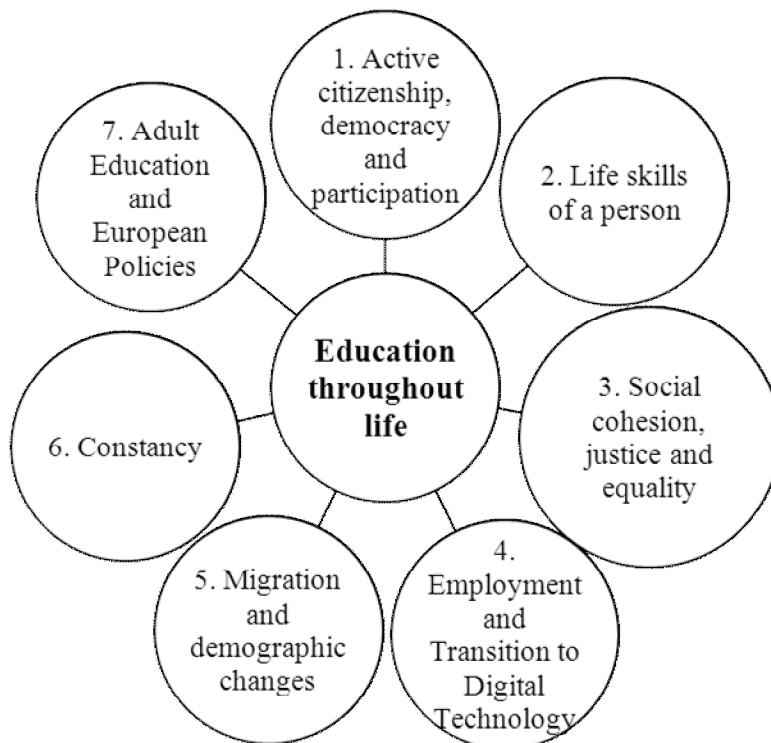


Figure 2. Main areas of influence of adult education according to the Manifest
 Source: compiled by authors on a base [153].

Table 1.

The relationship between the concept of education throughout life and the labor market at different levels

Level Result	Micro level	Mezo level	Macro level
Overall result	Increase in revenues	Increase in labor productivity	
Labor market	<ul style="list-style-type: none"> – increase of the number of the labor pool; – improved access to the labor market; – emergence of the possibility of changing the profession and type of activity; – increased opportunities to improve classification and career advancement 	<ul style="list-style-type: none"> – increasing the satisfaction of employees by their work; – stable workforce and increased employee loyalty; – greater opportunity to adapt innovation. 	<ul style="list-style-type: none"> – raising the level of economic activity and business development; – increase in the number of people in the labor market who want and can work throughout their lives, and thus improve the functioning of the labor market system; – increase in tax revenues

Level Result	Micro level	Mezo level	Macro level
Economic system as a whole	<ul style="list-style-type: none"> – satisfaction with work; – better health and well-being at the individual level. 		<ul style="list-style-type: none"> – better health and well-being at the community level as a whole; – positive impact on social cohesion.

Source: compiled by authors on a base [1].

It should be noted that the macro level is the level of an individual who is able to meet personal, social, political and cultural needs and to develop working capacity and productivity from the life-long learning.

The mezo level is the business entities (enterprises, organizations, etc.) that act as employers and will receive not only more satisfied life and dedicated workers, but also a stable and positive-minded working environment.

The macro level includes the level of society and the economy as a whole, which also has several advantages presented in the table above.

However, studies show that these benefits should not be expected too quickly and take as an entitlement. They depend on a lot of internal and external factors.

In our opinion, a clear example of the relationship between lifelong learning and economic and social well-being is generally accepted integrated indexes.

First, we consider the Composite Learning Index (CLI) developed by the Canadian Education Board and used to analyze life-long learning in selected cities in Canada. This model measures the impact of training on individuals, the community and the country as a whole through 4 blocks, 17 indicators and 26 special measuring instruments.

We represent the main components that underlie the calculation of this index and a brief description of them in Table 2.

Table 2.

Key Components of the Composite Learning Index (CLI)

Major units	Indicators	Measurement tools
Learning to Know	<ul style="list-style-type: none"> – literacy rate of youth; – high school dropouts; – participation in post-secondary education; – university achievements; – access to educational institutions. 	Average ratings among young people in mathematics, reading, problems solving skills; the number of young people who did not graduate from high school; the number of adults who graduated from the university; the average time to get to such places, etc.

Major units	Indicators	Measurement tools
Learning to Do	<ul style="list-style-type: none"> – learn in work-related learning activities; – participate in training activities related to work for a certain time; – availability of training in the workplace; – access to work-related learning activities. 	Number of employers providing training facilities for employees; the number of persons who participated in work-related educational activities; the average time to get to such places, etc.
Learning to Live Together	<ul style="list-style-type: none"> – participation in social clubs and organizations; – study of other cultures; – volunteering; – access to facilities (time to get). 	Number of people who communicate with representatives of other cultures on a permanent basis; household expenses for social clubs; number of people engaged in volunteering; the average time to get to such places, etc.
Learning to Be	<ul style="list-style-type: none"> – influence of mass media; – training through sport; – learning through culture; – access to high-speed Internet; – access to learning opportunities. 	Household expenses for Internet services and paper media, cultural and sporting events; the average time to get to such places, etc.

Source: compiled by authors on the basis of [20].

Equally important factor in calculating this index is the measurement of the impact of lifelong learning on social and economic outcomes, namely:

- *Economic outcomes*:
 - 1) average income level;
 - 2) level of unemployment;
- *Social outcomes*:
 - 1) adult literacy;
 - 2) participation of civil society;
 - 3) development of young children;
 - 4) population health;
 - 5) environmental responsibility.

Schematically we can represent the following (Figure 3).

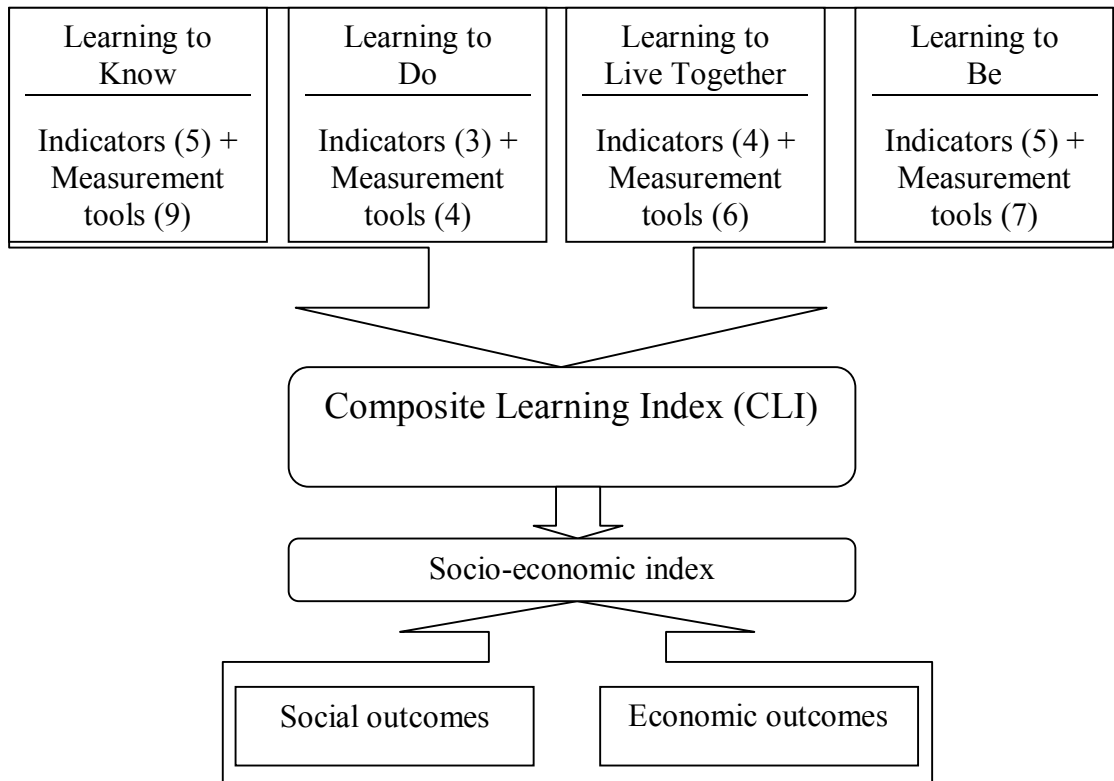


Figure 3. Interconnection of the Composite Learning Index with socio-economic outcomes

Source: compiled by authors on a base [20].

However, this index focuses in particular on the peculiarities of education in Canada and its cities, and also focuses on indicators that are drawn up in a given country on a regular basis.

Instead, the European community has developed its own index – the European Lifelong Learning Index (ELLI), which has a similar structure as its Canadian counterpart.

It is based on the same 4 blocks, but other Indicators (17) and Measurement tools (36) are used to calculate them. A brief description of these components is given in Table 3.

Table 3.

Key components of the European Lifelong Learning Index (ELLI)

Major units	Indicators	Measurement tools
Learning to Know	– participation in pre-school education; – graduation with secondary education;	Percentage of children aged 4 to school age attending official educational institutions; student achievement in reading, mathematics,

Major units	Indicators	Measurement tools
	<ul style="list-style-type: none"> – participation in post-secondary education – university achievements; – access to educational institutions. 	science (PISA); share of people aged 30 to 34 with higher education; level of adult participation in formal education; total state expenditures on education, % of GDP.
Learning to Do	<ul style="list-style-type: none"> – issue of formal educational programs related to professional activities; – participation in non-formal educational programs related to professional activities; – offering non-formal educational programs related to professional activities; – integration of training in the work environment. 	Quota of graduates from professional training programs; participation of employees in lengthy professional courses (TPK), training costs within the framework of labor market policies; number of hours TPK; companies providing TPK; relative cost of TPK; companies providing any other form of training (not TPK); learning new things at work; performance of monotonous tasks at work or complex tasks at work; employees who use the Internet to work.
Learning to Live Together	<ul style="list-style-type: none"> – active civil position; – tolerance, trust and openness; – involvement in social networks. 	Participation in voluntary or charitable organizations; membership in a political party; survey of the fact that cultural life in the country is enriched / degraded through immigrants; attitude towards sexual minorities in the country; trust in other people; frequency of meetings with friends, relatives or colleagues, etc.
Learning to Be	<ul style="list-style-type: none"> – participation in sports and entertaining establishments; – education through the media; – learning through culture; – participation in additional educational activities; – balance of work and rest. 	Participation in sports, dancing, opera, cinema, concerts and other similar events; visiting museums / galleries; participation in education throughout life; use of the Internet and access to it; compliance with working hours with family responsibilities.

Source: compiled by authors on a base [84].

In fact, both in the calculation of CLI index and ELLI, the underlying four units can be briefly described as follows:

- "Learning to Know" unit is associated with formal educational institutions (school, university, etc.);
 - "Learning to Do" unit is related to the professional education that is usually located at the workplace;
 - "Learning to Live Together" unit is related to social cohesion in the community and is actually a measure of social capital;
 - "Learning to Be" unit is associated with personal growth and development.
- The general scheme for constructing the ELLI index is shown in Figure 4 below.

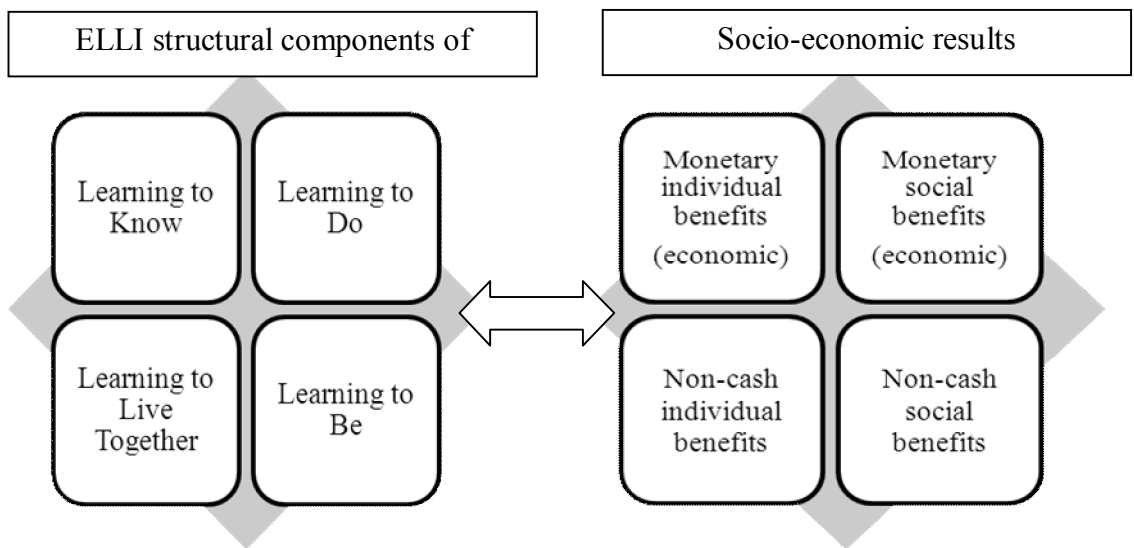


Figure 4. Structural components of the European Lifelong Learning Index (ELLI)
 Source: compiled by authors on a base [84].

The main socio-economic outcomes are described in more detail below.

- *Economic outcomes:*
 - 1) income (average net income, GDP per capita);
 - 2) productivity (labor productivity per employee);
 - 3) employment (level of employment, unemployment rate);
- *Social outcomes:*
 - 1) health (well-being, lifestyle and habits, life expectancy at birth);
 - 2) satisfaction with life or level of happiness (including satisfaction with life, level of happiness, satisfaction with work, satisfaction with the house);
 - 3) social cohesion and democracy (long-term unemployment rate, Gini coefficient, EU poverty status, satisfaction with democracy, recent elections, trust in political institutions);
 - 4) sustainability (Index of environmental activities).

Take into account that the data for both of our indexes analyzed are available only for 2010. However, for a common understanding of life-long learning, let's give the EU countries the ELLI index (since this index allows countries to compare, while the CLI index allows to consider the development of individual Canadian cities) in Figure 5.

The higher the rating, the better organized life-long learning system in a particular country. The calculation of the index occurs gradually, from the calculation of the index and the ranking of countries in the main units: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be.

As we can see from the diagram below, the highest 2010 best performers are for Scandinavian countries such as Denmark, Sweden, the Netherlands and Finland. These countries today have high indicators of development and are examples of the Scandinavian model of social state (or socio-democratic), which is characterized by active social policy, an understanding of social welfare as the goal of the state's economic activity.

The lowest rates (22 and below) are shown by Romania, Bulgaria, Greece. The latter two countries are typical representatives of the Mediterranean or transitional type of social state, which are characterized by a low level of state financing of the socio-cultural sphere, low level of civic activity, etc.

These indices enable us to reflect the overall picture of lifelong learning in a country and is a positive factor for building a quality education system. In our opinion, for the analysis of the educational system of Ukraine, the calculation of such an index would be appropriate and useful for its further effective reform.

The main criteria for choosing indicators for calculating the index should be:

- reliability of information sources, that is, its reliability and completeness;
- relevance of data;
- openness and accessibility both at the national and regional levels;
- regularity of data collection and disclosure.

Unfortunately, for Ukraine and many developing countries, the regular collection of detailed information on lifelong learning for today is a problematic issue. The State Statistics Service is the main official resources that regularly collects and publishes information.

It should be noted that in Ukraine at the central level there is almost no statistics associated with such social effects as satisfaction with life, power, community, etc. In our opinion, it is not fallible to take data of sociological research as they do not meet the basic requirements of information for this index.

After analyzing the available statistics and their compliance with the above criteria, we propose to use the following indicators for calculating the Lifelong Learning Index for Ukrainian Regions (RLLI) (Table 4).

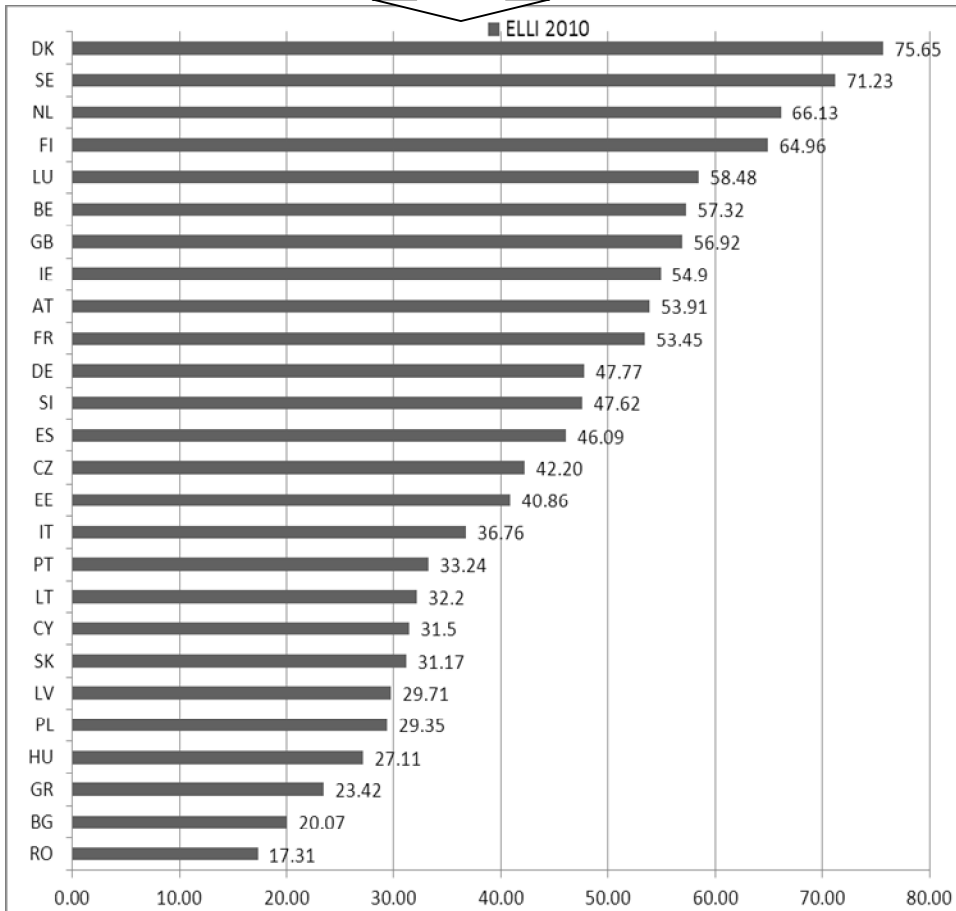
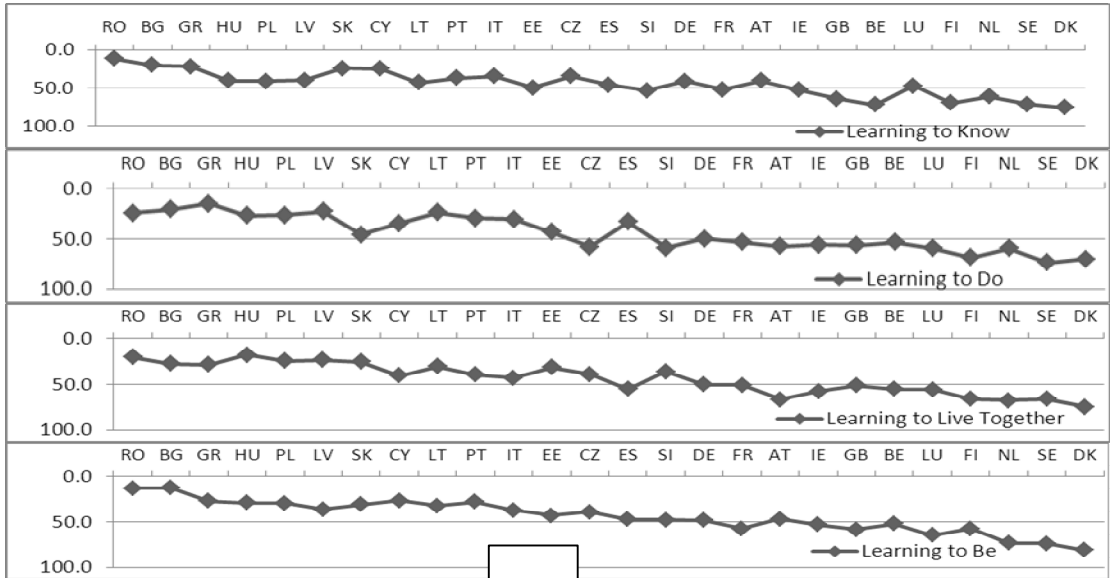


Figure 5. Distribution of countries by the European Life Long Learning Index (ELLI) for 2010 among EU member states
Source: compiled by authors on a base [84].

Table 4.

Key components of the Regional Lifelong Learning Index for Ukrainian
Regions (RLLI)

Major units	Measurement tools
Learning to Know	<ul style="list-style-type: none"> – coverage of children by pre-school educational institutions; – coverage of children by general educational institutions; – number of general educational institutions; – number of pupils in general educational institutions; – number of general educational institutions; – number of vocational schools; – number of students of vocational schools; – number of higher educational establishments; – number of students of higher educational establishments; – issue of students by general educational institutions; – number of the 9th grade graduates who are continuing their education for full secondary education, % – volume of public expenditure on formal education.
Learning to Do	<ul style="list-style-type: none"> – graduation of students by vocational schools; – number of students of vocational education institutions age 25 and older; – number of students obtaining a second higher education; – graduation students of higher educational establishments; – number of graduates who received a referral to work; – number of graduates who at the same time as the educational qualification level received a worker's profession; – average monthly labor costs; – use of Internet services at work; – number of students aged 25 and over in vocational schools, higher educational establishments; – volume of public expenditure on vocational education.
Learning to Live Together	<ul style="list-style-type: none"> – number of non-governmental organizations (NGOs); – number of registered NGO members; – number of rallies, demonstrations, peaceful gatherings; – number of lectures (meetings); – number of seminars; – amount of NGO state financing; – volume of NGO financing from other sources; – expenses of NGO on social projects, incl. educational ones.
Learning to Be	<ul style="list-style-type: none"> – population servicing by libraries; – population servicing by clubs; – serving cinema theaters; – number of visits to theaters; – number of visits to museums; – number of concert visits; – number of persons engaged in physical culture and sports;

Major units	Measurement tools
	<ul style="list-style-type: none"> – annual circulation of newspapers; – number of books and brochures; – use of the Internet in general and for education and training purposes; – volume of public spending on the spiritual and physical development of man.
Socio-Economic Outcomes	<ul style="list-style-type: none"> – gross regional product of Ukraine per person; – total income of the population; – employment rate of the population; – unemployment rate of the population; – number of crimes in society; – average expected life expectancy; – self-assessment of people health; – number of persons who applied for medical aid; – level of long-term unemployment; – Gini coefficient; – population share at the poverty line.

Source: compiled by the author.

Using a similar mechanism for calculating ELLI index, namely, based on factor analysis of selected indicators and their regressive dependence on selected socio-economic outcomes, the aggregate indicator of the Regional Lifelong Learning Index for Ukrainian Regions (RLLI) was estimated, based on four main blocks.

Thus, the distribution of regions according to the integrated indicators of the constituent units is as follows (Figure 6). It should be noted that for analysis we have taken all the regions of Ukraine, except Donetsk and Lugansk regions (due to the lack of data in recent years, including for 2015, which is being analyzed).

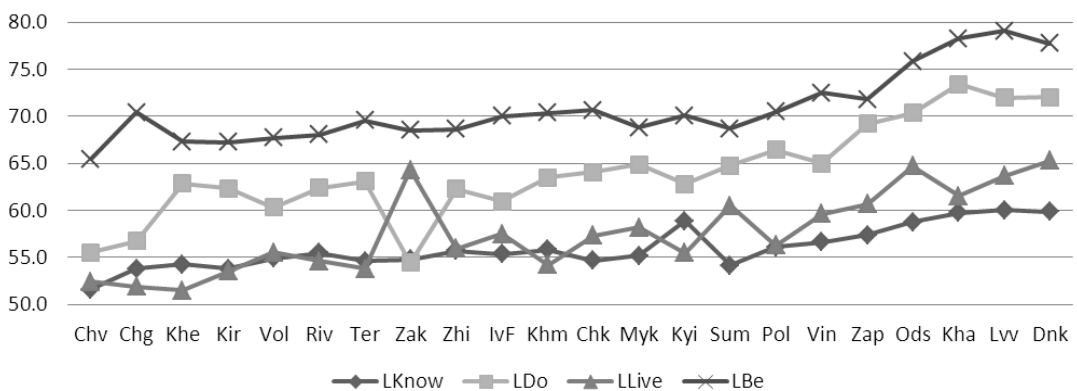


Figure 6. Distribution of the regions of Ukraine by the integrated indices: learning to know (LKnow); learning to work (LDo); learning to live together (LLive) and learning to be (LBe), 2015

Source: compiled by authors based on own calculations.

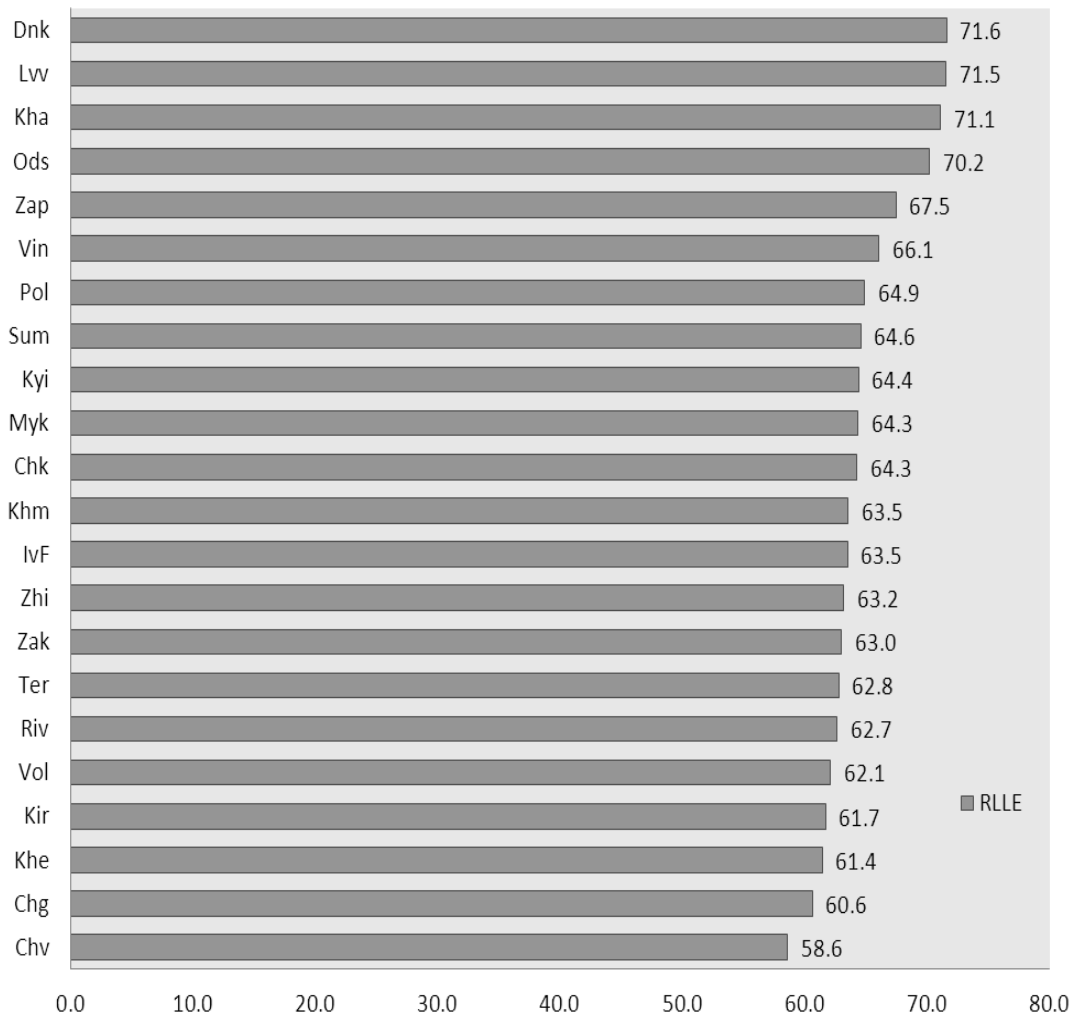


Figure 7. Distribution of the regions of Ukraine by the Regional Lifelong Learning Index (RLLI), 2015

Source: compiled by authors based on own calculations.

Thus, the dynamics of indicators for different units is similar for the regions of Ukraine. According to the regional Lifelong Learning Index for Ukrainian Regions (RLLI), Dnipropetrovsk, Lviv, Kharkiv and Odesa regions are the leaders in the field of this concept distribution. These areas are among the largest in Ukraine and are providers of a large number of educational activities for both professional development and self-improvement. Kyiv region has not got to the leaders and has an average of 64.4, however, in our opinion, this is due to the fact that the city of Kiev has a special status and has separate statistics. In this study, this element was not considered, which also affected such a result.

Chernivtsi, Chernihiv and Khmelnytsky regions have the lowest figures, which are officially recognized as depressed regions.

Conclusions. Implementation of the educational concept throughout the life is inextricably linked with socio-economic factors. First of all, due to changes in the demographic composition of the population and the development of civil society, environmental problems, changes in the country's policies and activities of enterprises, the consequences of the financial crisis, especially in the labor market, and there was an urgent need to change the concept of education itself. Thus, new approaches and, in particular, the concept of education throughout the life began to be developed and implemented at the guidance of international organizations.

Indexes such as the Canadian Composite Study Index (CLI) and the European Life Exercise Index (ELLI) have been developed to confirm its relevance and effectiveness. The peculiarity of these indices is that they confirm the relationship between lifelong learning and positive socio-economic outcomes from this. Unfortunately, they do not take place on an annual basis, which has led us to develop our own index – the Life-long Learning Index for Ukrainian Regions (RLLI), which would be consistent with Ukrainian realities and would enable the development and dissemination of education to be described by regions. The foundation was based on four universally recognized units – Learning to Know; Learning to Do; Learning to Live Together; Learning to Be.

The conducted calculations made it possible to form the main leaders in the dissemination of the educational concept throughout the life – Dnipropetrovsk, Lviv, Kharkiv and Odessa regions. It should be noted that a very important role in this process is played by an active civil society, since a large number of educational activities in these cities aimed at not only improving the professional education of a person, but also self-development, ability to live together and change the world.

SECTION 2

EDUCATION OF ADULTS AS AN IMPORTANT COMPONENT OF LIFE-LONG LEARNING

Statement of the problem in general and its relation to important scientific or practical tasks. The modern demands of society and the labor market necessitate updating of knowledge and improvement of the person skills during a lifetime. It updates the urgency of the adult education development associated with all spheres of public life. Such a connection is realized directly through a person involved in economic, political, spiritual and other social ties. If different spheres and branches of the economy produce certain material and spiritual products as well as services for a person, the adult education system "creates" the person himself, influencing his/her intellectual, ethical, aesthetic and physical development.

Sustainable development of society, perfection and self-actualization of each person, its ability to master new knowledge and accept non-standard solutions are impossible without solving complex educational problems of adults. In the conditions of the global Internet, the removal of language barriers, the availability of knowledge and, at the same time, their rapid "aging", changes in professions and competences, ways of organizing work, etc. adult education becomes a social indicator of human-dimensional state policy. It is a holistic, flexible, open national system of adult education that encompasses formal, informal, informational components and should be aimed at satisfying the current and future educational needs of the individual [63, p. 16] enables the optimal choice of career strategies (several professions throughout life, "horizontal" growth, flexible work schedules and training schedules, "work without a place", "work on the road", etc.).

At the beginning of the XXI century, the adult education as a component of education throughout the life acquires the features of a transnational character under the influence of dynamic globalization processes in the world. Life-long education, continuing education is a modern trend in developed countries and at the same time the required conditions for achieving human life's success. The feasibility of their development is undoubtedly determined by certain factors, among which the political situation in the state and socio-economic changes in it, the state of the labor market, transformation in education (in particular, innovative ones) are among the important ones. Life-long learning involves increased investment in people and knowledge; acquiring basic skills, including digital literacy; the dissemination of innovative, more flexible forms of learning. The goal of life-long learning is to promote the provision of equal opportunities for all ages, open access to quality

education. The Council of Europe recognized lifelong learning as one of the key components of the European social model. This kind of learning is a decisive factor in employment and social security, economic growth and the competitiveness of the population and the state, indicating that there is no restriction exclusively in the field of education.

Before analyzing the issue raised within the territorial boundaries of Ukraine, we focus on three priority areas for the development of adult education in Europe, justified in 2013 Statement by the European Association for the Education of Adults on the European Commission Communication on Rethinking Education [144]:

I. Growing value of non-formal adult education. The document stresses the necessity and expediency of increasing investment in non-formal learning, as well as the importance of further development, improvement of various methods and organizational forms of study at the workplace.

II. Recognition of the need and the further spread of lifelong learning. It is about the importance of an integrated approach to organizing formal, informal, informal adult education, since focusing solely on the skills development of working professionals, increasing workplaces for economic growth will lead to increased inequality in education.

III. Recognizing civil society as the main partner in the development of education. Particular attention is paid to the importance of work in this area by non-governmental organizations and civil society organizations, in particular, European associations and national umbrella organizations for adult education.

Unfortunately, the role and importance of adult education for the formation of human capital, economic growth of the state, etc. are underestimated in Ukraine. For example, in the National Strategy for the Development of Education in Ukraine for 2012-2021, the Law of Ukraine "On Higher Education" does not mention adult education as such. At the same time, based on the peculiarities of the socio-economic situation in the country, taking into account the factor of military aggression in Russia, the annexation of Crimea, the relevance of the development of adult education in Ukraine is due to a number of factors, among which:

a) reduction of the number of economically active population (according to the State Statistics Service, the number of economically active population aged 15-70, on average, over 9 months in 2017 amounted to 18.0 million people, including 16 million 334 thousand people employed and 1 million 662 thousand unemployed citizens; the level of economic activity among persons aged 15-70 is 62.3%, and among persons of working age – 71.2%) [32];

b) declining the status of many intellectual professions, intellectual labor in general, including scientific activity [174], mass unemployment (according to experts'

forecasts and ILO, in the fourth quarter of 2017 the unemployment rate will be 9-12% [50], people with higher education will be in the category of low-income people;

c) aging of the nation or an increase in the proportion of elderly people (every fifth Ukrainian is an elderly person aged 60 years and older) [26, 97];

d) mass impoverishment of the Ukrainian population (according to the UN statistics, in 2016, 78% of the population was below the poverty line in Ukraine) [166];

e) increase in the number of internally displaced persons (as of October 01, 2017, 1 696 326 migrants or 1 374 632 families from the Donbas and the Crimea were registered in Ukraine) [164], soldiers – ATO participants requiring rehabilitation measures in conjunction with personal development, vocational retraining, etc.

The urgency of the issue raised is also increasing in the context of the need for the development of civil society which is visualized in the main ideas of the National Strategy for Promoting the Development of Civil Society in Ukraine for 2016-2020 [96]. The document specifically refers to the importance of attracting additional human, organizational, financial and technical resources to provide social and other socially meaningful services to different categories of the Ukrainian population.

Analysis of recent research and publications on this topic, the allocation of previously unsolved parts of the general problem. The results of research on the philosophical foundations of educational development (V. Andrushchenko, I. Zyazyun, V. Kraevsky, V. Kremen, V. Molodychenko, A. Novikov, T. Troitska, etc.) are important for our scientific search. Continuous education and training in the context of life-long education (A. Vichrusch, S. Goncharenko, O. Dubaseniuk, T. Desyatov, N. Nychkalo, A. Shcherbak, etc.), theoretical and methodological foundations of formal, non-formal adult education (S. Arkhipova, S. Babushko, S. Vershlovsky, O. Vasilenko, P. Gornostaev, L. Vovk, O. Volyarskaya, M. Gromkov, P. Jarvis, L. Lukianova, M. Knowles, S. Pryima, L. Sigaeva, R. Smith, L. Turos, etc.), development of educational programs for adults and their methodological support (R. Begnel, D. Griffin, P. McLagen, F. Reis, etc.), activity of teachers in the field of adult education (E. Jones, C. Elsdon, S. Zmeyov, A. Rogers, O. Chugai, etc.), postgraduate education (V. Oliynyk, N. Protasova, V. Putsov, T. Sorochan and etc.), foreign experience of adult education (T. Aleksander, N. Bidyuk, O. Zyzhko, O. Ogienko, N. Pazyura, I. Sagun, etc.) and others. Undoubted practical interest is the multidimensional study of the problem of adult education: the conceptual foundations (S. Vershlovsky, V. Gorshkov, N. Litvinov, O. Maron, V. Onushkin, V. Podobed, etc.); psychological fundamentals of adult education (B. Ananiev, Yu. Kulyutkin, O. Stepanova and others).

In spite of a very wide range of problems of andragogical science and practice that were considered by the scientists, the comprehensive coverage of the peculiarities of the development of adult education in Ukraine, in particular, the analysis of the conceptual and terminological apparatus, the achievements, miscalculations and prospects for its development, monitoring of the cultural and educational needs of various categories of adults did not receive the status of complex scientific researches, which led to the choice of the problems in scientific research. In addition, the relevance of the problem of adult education is due to a number of objective prerequisites that cover political, socio-economic, cultural and educational aspects.

Analysis of scientific sources suggests that the current stage of development of psychological and pedagogical sciences is characterized by intensification of fundamental and applied research on various aspects of adult education, lifelong learning, and especially the foreign experience of such education. The above highlights the need to study and generalize the experience of adult education as a component of lifelong learning in Ukraine. The results of such work will be the basis for the development and further improvement of the normative and legal provision of adult education and the implementation of state policy on the development of competitive human capital in Ukraine; increase of social activity of various categories of adults and development of civil society in Ukraine; promoting the development of skills of personal and professional growth as well as self-development, self-realization of various categories of adults; popularization of the ideas of education throughout life; the basis for further andragogically oriented interdisciplinary scientific research, etc.

Formulation of the goal and objectives of the study. The purpose of the section is to analyze the problem of adult education as a component of lifelong learning and to be specified in the following research tasks:

- substantiate the relevance of the development of adult education in Ukraine as a component of lifelong learning;
- carry out the analysis of the conceptual-terminological apparatus of adult education research;
- substantiate the achievements and miscalculations in the development of adult education in Ukraine as a component of life-long learning;
- substantiate the perspective directions of the development of adult education in Ukraine, in particular in the context of the development of regional educational policy.

Presentation of the main research material. Political, economic and social changes taking place in the Ukrainian society, development of market relations, rapid updating of information and globalization processes update the need for lifelong

learning. The urgency of adult education for Ukraine is due to the need to adapt the adult population to new socio-economic conditions; decrease of employment of economically active population; rising unemployment; lower incomes; loss of qualification of the adult population; a significant number of adults who are functionally illiterate and lacking appropriate skills in today's labor market conditions.

At the beginning of the XXI century, adult education is considered as a mechanism for achieving sustainable economic development, guarantee of civil progress and a democratic system of social life as a manifestation of the society's responsibility for the formation of human and social capital, which plays an exceptionally important role in the modern society of knowledge as well as a unique social institution, is capable not only to develop and multiply human capital, but also to influence the future of personality, society, and state [83, p. 63]. Adult education is aimed at solving problems of diverse personality development as integrity of biogenic, sociogenic and psychogenic components, as an individual set of traits that determine the style of thinking, experiences and behavior of each person. It is about the formation of a harmoniously developed personality, characterized by a variety of abilities and interests that correspond to different spheres of human life, spiritual wealth, wide range of cultural and educational and other needs. The personality of an adult is characterized as a fairly stable entity, which manifests itself in the sequence and predictability of its behavior. At the same time, it is capable of adapting in a changing social environment due to changes in value orientations, attitudes, interests, motives, more adequate knowledge of objective laws of social development [67]. It is these peculiarities of an adult that should be taken into account when designing and implementing a teaching and learning process in formal and informal education institutions, conducting economic reforms, managing, organizing work, planning for staff development, etc.

We consider it feasible to find out the essence of the basic concepts and terminology of scientific research:

- adult – stage of ontogenesis characterized by the highest level of development of spiritual, intellectual, creative and physical abilities of a person;
- life-long education – actual concept of lifelong learning, development and implementation of which are aimed at developing an effective system of teaching children, youth and adults as the basis for increasing the competitiveness of the state;
- education of adults – component of lifelong education, life-long education, the purpose of which is the socio-economic adaptation of an adult to the transformations that take place in society;

– non-formal education – acquisition of knowledge, skills and abilities to meet cultural and educational needs, not regulated by the place of obtaining, the term and form of education, measures of state attestation;

– postgraduate education is a component of continuing education, which enables to deepen, expand and update professional knowledge of a person and skills or to gain another specialty and profession on the basis of obtained earlier educational level and practical experience.

We consider it feasible to pay attention to the clarification of the "andragog" concept essence. According to source analysis, this is a specialist involved in the educational process in formal and non-formal adult education institutions, adult education organizer, consultant, co-author of an individual training program that combines the functions of a trainer, motivator, etc. in his professional activities.

In Ukraine, the term "learning city" and "learning region" are gradually expanding. Learning towns and regions reproduce the peculiarities of regional educational policy. According to S. Pryima [125, p. 60], the learning region is a socio-cultural concept that embodies the self-organized and self-development system presented by the mental community, which develops and implements a strategy of personal growth and social cohesion for a more complete disclosure of the human capital of the region.

In the modern scientific discourse, "the educational functional is regarded as the dominant indicator of the effectiveness of global innovations" [16, p. 15]. Innovation is an active source of education, art, politics, science, etc. According to V. Kremen, innovations are "an integral part of educational and pedagogical theory and practice, because education is a step forward" with the help of innovations" [64]. Adult education is no an exception.

Adult education should be considered in the unity of the three components – formal, non-formal and informal.

Formal education has the forms defined and established by the state and society and characterized by the participation of adults in educational programs, after which a standardized document (certificate, diploma) giving the right to engage in paid professional occupations in a specialty is issued, to occupy a higher position, to continue and improve their professional knowledge and skills throughout life. It is implemented in special educational institutions according to officially established and recognized state standards.

Non-formal education – structured programs implemented in educational institutions or public organizations (clubs, groups) during individual lessons with a tutor, coach, and usually not confirmed by the provision of a national document. In developed countries, the system of non-formal education is at the same level as

formal and sometimes higher, because a person finds himself in the best conditions for the development of creative potential exactly here.

Informal education – informal, self-organized (self-education), individual cognitive activity (life, social experience); unorganized mastering of information, which usually has no purpose. Executed in particular through self-education, visits to libraries, theaters, museums, during trips, during communication with friends. As social-household, unstructured education, can occur in the family, society, in the process of performing work, which is the most common form of training in the workplace [83, p. 12–13].

Analysis of research materials [12, p. 9; 16, p. 15; 123; 125, p. 102–103] gives grounds for the conclusion that at the beginning of the XXI century adult education was entrusted with the following functions:

– *social* (the possibility of influencing the social structure of the state) in unity:

a) socio-economic functions;

b) socio-political functions;

c) socio-cultural (cultural-friendly) functions;

– *humanistic* (promotion of harmonization and improvement of human qualities, formation of a citizen, stimulation of self-reflection as a deep awareness of the person of its essence and potential possibilities, performance by adults of the functions of the bearer of culture, spirituality, creatively-minded subject of social relations, etc.);

– *developing* (motivation for lifelong learning, contributing to the optimal choice of learning trajectories, acquisition of knowledge, skills and abilities, ways of organizing mental activity, rationalization of collective and personal regimes of work, leisure and life, self-education of meaningful personality traits, etc.);

– *adaptive* (facilitating adaptation to professional and social roles in the rapidly changing conditions of life in a dynamically changing society, based on recognition, respect for universal values, attention to people, especially vulnerable segments of the population (migrants, internally displaced persons, people of the third age, unemployed people) etc.) for the purpose of social, cultural, linguistic, economic and other types of adaptation of these adults and members of their families);

– *compensatory* (enabling the recovery of the missing or lost educational opportunities, overcoming functional illiteracy, etc.).

It should be noted that the isolation of such functions of adult education can be considered conditional and not final. In our opinion, it is advisable to justify the *valeological* function of adult education, which involves the development of knowledge, skills and habits of a healthy lifestyle. This aspect is extremely important in the context of active longevity concept implementation. At the same

time, scientists propose to consider also the following educational functions: social-therapeutic (S. Archipova) [11], political-genius (N. Bilyotserkovskaya, L. Pivnenko) [16], further continuous education (G.Frimannsson) [35] as well as analytical, reproductive-retransmission, transformative, encouraging, predictive, communicative, re-socialization, urban, demographic, historical succession, etc.

Formal education of adults in Ukraine is carried out in general education (evening schools), professional, higher educational institutions, postgraduate education institutions.

Modern training of personnel in production is characterized by the fact that it is built on a competent approach and provides for its scientific and methodological support for ensuring the success of the process. It is not just about specific scientifically substantiated recommendations for the solution of various pedagogical tasks, but about fundamental research, the role of which in modern conditions is increasing. Dynamism and uncertainty in the labor market make it more important for a person to obtain high-quality professional training at the level of international recognition for employment both in national and international companies [37, p. 200].

Professional training of personnel in production in Ukraine is performed using the following its types: primary vocational training of workers; retraining of workers; professional development of workers; advanced training of managers and specialists, holistic pedagogical system that simultaneously implements a set of economic and educational goals. It concerns both professional training of adults and an independent component of continuing vocational education, the purpose of which is to continue, to resume the professional development of adults; promoting the formation of moral values on the basis of mastering them with the necessary knowledge, competencies, professional and personal qualities that promote professional self-realization of specialists.

The Law of Ukraine "On the Professional Development of Practicals" (2012) [177] provides for the establishment and ensuring the effective functioning of the system for professional development of employees of enterprises, institutions and organizations, in particular: formal (carried out both in the educational institution and directly in the workplace) and informal vocational training of employees (does not require a license for the right to provide educational services; it is introduced for solving tasks related to the organization of vocational training of employees directly at the workplace).

At the beginning of the XXI century, attention was intensified to a broad discussion of the purpose, content, forms and methods of adult non-formal education in Ukraine. It is about understanding the trends in the development of the theory and practice of adult non-formal education, financing lifelong education, increasing the

training requirements for vulnerable groups, and the results of national monitoring of the cultural and educational needs of various adult categories [93, p. 131].

Non-formal adult education is becoming widespread, the development of which aims at implementing the idea of lifelong education, which involves taking into account the specific educational and cultural needs of various social, professional, demographic and other population groups. Such education is carried out in educational institutions or public organizations (clubs, groups, etc.), educational centers, universities, cultural buildings, museums, libraries, studios, schools, workshops of crafts (including churches of different religious denominations), during individual classes with a tutor, coach, and usually not confirmed by the issuance of a state standard document. It is informal education that can satisfy the educational needs of different groups of the population to a large extent. It is an important component of the individual socialization, promotes the acquisition of new social roles, spiritual development, self-education and self-education.

Adult informal education is carried out in the context of educational initiatives that have become widespread in all regions of our country and are aimed at the development of additional skills and abilities of different categories of adults. It is a variation. Noticeably increased attention is paid to artistic, recreational, linguistic, psychologically oriented, rehabilitation and other areas [10; 93, p. 132].

Non-formal education of third-year-olds is becoming more widespread, the relevance of which is primarily due to the aging of the nation. Vital experience, special competencies of the third age population can support the competitiveness of the state, raise the intellectual and social level of citizens' development, guarantee their professional self-realization. Keeping active life in this category of adults through their education is one of the pressing problems of modern science and practice.

Academies, universities of the third age, clubs of active longevity, etc. [172; 61; 58] are available in Ukraine. Such institutions are known both in the European andragogical practice, and in the domestic one. In terms of semantic range of activities, they can be considered as adult education centers that enable people of the third age increase vitality, strengthen spirit, improve emotional and physical condition to overcome social isolation, accept their age and etc. as well as learn foreign languages and computer literacy, receiving positive emotions, better understanding the culture and traditions of other peoples [10]. Students can handle handicrafts and learn to embroider ribbons; attend psychological trainings that help solve life problems, maintain harmony and optimism, and much more. Institutions of non-formal education for older adults operate in many cities and villages and promote the development of creative potential, mutual assistance and self-help, "third-party health improvement" of people of the third age.

Among the organizational forms of adult education, online education has become widespread, which is an example of open education [160]. Compared to off-line education, it's easier to measure and, accordingly, to improve. Online education is one of the forms of distance education, massive interactive learning courses with the use of e-learning technologies and open internet access. As a complement to the traditional materials of the training courses (video, reading and homework, massive open online courses), they provide the ability to use interactive user forums that help build and maintain community of students, teachers and other adult categories. It is also about massive open online courses that provide free scheduled training and communication at the courses of the teachers of the best foreign (mostly American) universities and open educational resources that use materials for independent work from leading universities. It should be added that domestic institutions of formal education (schools, universities, vocational schools, etc.) should increase access to education through open educational resources in order to meet the cultural and educational needs of different categories of citizens.

Expansion of the range of providers of educational services for formal and informal adult education is observed. Educational centers for different categories of adult population were created in all regions of Ukraine. They function as independent institutions as well as units of general education, vocational schools, higher educational establishments, libraries, museums, etc. For example, in 2014, the Bogdan Khmelnytsky Melitopol State Pedagogical University and the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine created the Scientific and Methodological Center for the Education of Adults (Melitopol, Zaporizhzhya region) [125; 21], in 2015 – the Adult Education Center (People's School), the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine and the Evening School of the Third Degree No. 18 of the Desnyanskyi District of Kyiv [180] and many others.

We consider it expedient to emphasize that centers of adult education created on the basis of educational institutions are centers of social integration, peculiar educational, educational platforms for multi-age groups of adults with a variety of starting positions and educational needs. It is up to adult education centers to carry out a wide range of scientific research and educational services in the field of adult education that meet the individual cultural and educational needs of different categories of adults, to the modern demands of the Ukrainian society on the professional and personal development of specialists as well as the training of personnel for work with adults [9].

Characteristic feature of the adult education centers is their openness to people with different social status, differences in views, different income levels; different in origin, availability of cultural or other needs, etc. The diversity of educational proposals of adult education centers is oriented towards different target groups and on different life situations, involves active social inclusion, in particular through the "preventive" effect of social and professional "delimitation". Thus, adult education centers are positioned as reliable providers of educational services, focused on maximum proximity to the client and take into account a wide range of cultural and educational needs and serve as a kind of platform, a forum for the interests and needs of the whole society, a space for the development and cultural unity of the entire community [126].

The expediency of creating the above and other centers is primarily due to the need to expand the range of educational services for the adult population, to conduct special research, including scientific, to intensify all forms of educational activity, as adult learners need personal and professional growth.

One of the trends in life-long education in Ukraine should be the tendency for the formation of cities and regions to study [127]. The concepts of learning cities and regions are built on the understanding that the competitiveness of any region is determined by its ability to learn. In practice, this provision is implemented through an ongoing process of integration of all stakeholders and public institutions on the basis of mutually beneficial cooperation in order to create an accessible, efficient and effective educational infrastructure in the region [101]. It should be noted the practice of training in such cities and regions of specialized publications on the promotion of life-long education, in particular adult education – the "Directory of providers of educational services in the field of formal and informal education of adults in the Zaporizhzhya region" [53] and "Directory of providers of adult education services in the city of Lviv and Lviv region" [54]. These are unique publications, which included the list of organizations of Zaporizhzhya and Lviv region, which carry out educational activities for adults. Their use will make it possible to find the exact direction of the formal or non-formal education that best suits the cultural and educational needs of the individual. Such editions are a valuable source of information for various categories of adults, as well as for researchers andragogical issues.

There is a consolidation of efforts of public authorities, non-governmental organizations, communities and business structures for the development of education for various categories of adults, creation of accessible, efficient, productive educational infrastructure of the regions and civil society in Ukraine in a global scale.

Despite a number of positive developments and achievements in the field of education throughout Ukraine, attention should be paid to omissions and miscalculations. In particular, the role of adult education in shaping human capital,

the economic growth of the state, etc. is underestimated. Its normative-legal support is insufficient – adult education is associated mainly with post-graduate education, training of people of the third age. In higher education institutions there is no professional training of andragog pedagogues – specialists for working with adults. Insufficient attention is paid to the issues of education of adults from socially vulnerable segments of the population (unemployed, internally displaced persons, migrants, ATO participants, people with special needs, adult convicts, etc.).

Unreasonably little attention is paid to individual institutions that ensure the functioning of education throughout the life. In particular, evening schools, which ensure the implementation of the right of citizens who are unable to study in full-time schools, to general secondary education with or without separation from production [122]. Unfortunately, the number of pupils of evening schools is decreasing considerably: 193 thousand pupils in 1990-1991; in 2015-2016 their number was 33 thousand people. According to 2016, there were 205 evening schools in Ukraine [175].

The stagnation of professional training in production is continuing in our country. Expenditures of domestic enterprises in this sphere remain minimal in virtually all types of economic activities (within 0.1 – 0.2% of the wage fund). Keeping negative trends in the field of professional training of personnel at work can lead to a deepening of the personnel crisis, which is one of the most dangerous threats to the real sector of the Ukrainian economy. Efficiency and quality of training in the workplace is greatly complicated by the lack of a mechanism for informational and methodological provision of professional training of personnel.

The development of personnel through professional training in the work is hampered by the complicated procedure for licensing enterprises, institutions, organizations in the field of providing educational services in the work due to the imperfection of certain provisions of the Cabinet of Ministers of Ukraine "On Licensing of the Provision of Educational Services", namely – non-compliance with the requirements of a market economy of state standards vocational education in the professions under which the training, retraining and advanced training in the production is carried out, the absence of banks data of state standards of education [93, p. 135; 143].

The market for educational services for adults is rather weak in our country, in particular, there is no systemic and interconnectedness between different segments of continuous education, there is practically no coordination between the subjects of educational activity – consumers (taking into account their needs) and institutions that carry out such activity. Up-to-date non-formal adult education in Ukraine is a heterogeneous, ramified system represented by various providers of various educational services that have different goals and different approaches as well

principles of action are used to achieve them. So far, mechanisms for recognizing the results of non-formal and informal learning have not been developed.

It should be added that in spite of the significant distribution of educational services for the personal and professional development of adults (as part of non-formal education), they are usually implemented for representatives of certain target groups – teachers, psychologists, managers, businessmen, etc. Technologies of personal and professional development of various categories of adults (mainly personal development trainings, development of communicative, empathy, self-regulation, etc.) tended to become prestigious. In the most, they function as commercial projects. At the same time, the realities of today draw attention to the problem of personal and professional development of adults, their health and effective life, which necessitates applying to new methodological approaches that involve the study of personality in the context of life capabilities, higher goals and meanings of life as well as innovative potential which contributes to the development of professional mobility, stress and viability of adults. In connection with this, the design and implementation of technologies of personal and professional development (in particular, with the help of distance education) of specific categories of adults: migrants becomes especially relevant; unemployed; military personnel affected during hostilities as well as participating in peacekeeping and security operations.

Among the major failures is the lack of comprehensive monitoring studies to learn the cultural and educational needs of various adult categories. Statistical information on the state of formal and informal education of adults in our country is quite limited. Separate attempts to study the demand for educational services and create opportunities for their satisfaction are mainly carried out by various public organizations.

In our opinion, the urgency of the problem to monitor research is due to the lack of generally accepted models for assessing the quality of adult education in non-formal education; lack of tools for assessing the effectiveness of non-formal education programs. Important both the quality of the services themselves and the identification of the needs of consumers as well as the assessment of compliance between the educational services and the requirements, coverage of the population with these services, identification of the availability of educational programs for non-formal adult education and the degree of their relevance to the prospects for economic development of a particular region.

Priorities of the development of adult education in Ukraine and proposals. The development and implementation of state policy in the field of adult education should aim at a legislative framework that enables the coordination and interaction of various actors to systematically and consistently implement this education, recognition of the

human right to education throughout life, access to educational and informational resources of all kinds. At the national level, it is required first of all to recognize the public benefit of adult education and education throughout human life and to consolidate the guarantees of its development on the basis of the selection of special budget articles, and the development of a methodology of financial support for the most "remote" from the system of education of social groups; ensuring the availability of educational services for all adults regardless of age, level of prior education, professional experience, social status.

Formation of civil society should be accompanied by the development of normative and legal provision of formal and non-formal education of adults, the regions being taught as well as national programs and strategies for the development of education of socially vulnerable categories of adult population in Ukraine; the need to expand the capacity of non-governmental organizations to address educational and other tasks in adult education. In order to meet a wide range of cultural and educational needs of various categories of adults, taking into account the dynamic changes in the socio-cultural and economic development of society, the introduction of scientifically sound design and implementation of adult education programs should be implemented [93, p. 136]:

- updating the legislative framework of Ukraine, drafting and adopting the Law of Ukraine "On Adult Education", which will promote the provision of state support for personal and professional development, professional training of various categories of adults (including those who are socially vulnerable – people with special needs, ATO participants, unemployed people, invalids, persons of the third age, migrants, students of educational subdivisions, enterprises, organizations, etc.) in informal and formal education, development of mechanisms for recognition of results on non-formal and informal education of various categories of adults;

- introduction of comprehensive approach to adult education which involves the implementation of multidisciplinary research on the education of different categories of adult population, taking into account the achievements of domestic and world experience; accounting, interconnection, interdependence of factors of the external and internal environment (pedagogical, psychological, organizational, demographic, technological, economic, social, political, etc.) when planning and implementing measures on adult education;

- monitoring the cultural and educational needs of different categories of adults and the quality of educational services provided with a view to obtain reliable statistical data on formal, non-formal, and informal education of adults at the local, regional and national levels; taking into account the sectoral component in the

development of vocational training programs for various categories of adult population; providing advanced training in the development of adult education;

- provision of employment centers and personnel services of enterprises, organizations and institutions by competent pedagogical staff and specialists in the organization of vocational training of various adult categories;

- creation of a unit for adult education in the structure of the Ministry of Education and Science of Ukraine and the departments of education and science of regional state administrations which would have the functions of organizing, coordinating the efforts of various departments and institutions in the field of life-long education; establishment of interagency cooperation, social partnership and coordination of actions of government officials, managers, educators, psychologists, doctors, artists, economists, engineers, etc., systematic cooperation between various educational institutions, enterprises, institutions, public organizations, executive bodies, local self-government in adult education;

- development of scientifically grounded, practically directed conceptual approaches to the organization of continuing education in Ukraine, formation of the regions being studied; provision of scientific and methodological support for adult professional training; use of progressive ideas of foreign experience in the organization of learning for economically active population; cooperation with international adult education organizations and introduction of innovative organizational and managerial mechanisms of interstate cooperation and research work;

- creation of a network of institutions for formal and non-formal education in the training of professionals-andragogs for working with adults with the further introduction of the Andragog profession to the National Classifier of Ukraine (Classification of professions DK 003: 2010), promotion of lifelong learning ideas, support for civic initiatives, promotion of cross-sectoral interaction in the development of adult non-formal education, the creation of educational centers for different categories of the population.

Problems of organizational and managerial, informational and financial provision of non-formal adult education shall be solved as well as the development of non-formal education for people with limited access to the formal market of educational services: unemployed in cities (including unemployed youth), people with disabilities; rural population); people with low incomes including those employed in the social budget sphere; people with family responsibilities (single parents, persons with disabled children, large families); elderly persons (pensioners) in cities and villages; marginalized groups (innocent citizens, migrants, sentenced persons / former prisoners), etc.

Conclusions. Thus, adult education is the answer to the social, technical and technological challenges of the 21st century.

The relevance of adult education development in Ukraine is substantiated as a component of life-long learning due to social, psychological, pedagogical, scientific and technical, economic and other factors, technical and technological changes in the economy. Significant reduction of employment of economically active population is proved as well as income indicators; rising unemployment; need to improve the qualifications of different categories of youth and adults; significant number of functionally illiterate adults, significant aging population of the country. The necessity of adaptation of the adult population to new socio-economic conditions, satisfaction of current and perspective cultural and educational needs of the individual, promotion of the optimal choice of personal and professional self-realization is revealed.

The feasibility of concretizing the terminology apparatus of the study was substantiated in the course of the study. It is found out that the necessity of concretizing the concepts is due to the lack of development of the scientific terminology apparatus of andragogy, terminological ambiguity, lack of adaptability of the interpretation of the existing terminology in the field of adult education in the context of domestic science education. The conceptual-terminological apparatus of the research is analyzed and specified: education of adults, adults, non-formal education, life-long education, post-graduate education, etc. is analyzed. It is substantiated that the conceptual and terminological apparatus of the disturbed problem is at the stage of transformation in connection with the modern features of the formation of Ukrainian terminology, is constantly updated as a result of rethinking traditional and applying new or additional concepts. This is due to the enrichment of the tools of pedagogical sciences with new methods of research, development of new directions of scientific research, general development of pedagogy and its subdisciplines, enrichment of the content basis of sciences, growth of knowledge generalization level through deepening of relationships, dependencies, assimilation of general laws and their concrete implementation. It is proved that the conceptual-terminology apparatus of the problem of adult education is at the stage of transformation in connection with the modern features of the formation of Ukrainian terminology, is constantly updated as a result of rethinking traditional and applying new or additional concepts. Criteria for selecting the concepts required for the study is separated among which – determining the importance of research, connection with continuing education, education throughout life, etc.

It has been established that the education of adults as a problem is considered in scientific, educational and methodological works, normative and legal documents (on

electronic and paper carriers) and is the object of scientific researches of scientists – psychologists, teachers, sociologists, philosophers, culturologists, religious scholars and other specialists – but in today's conditions it is becoming increasingly relevant and requires a thorough study in the context of life-long learning ideas. The analysis of research materials showed that despite the rather wide thematic range of research in the field of adult education, the problem raised was not the subject of special scientific research.

The achievements and miscalculations in the development of adult education in Ukraine as a component of life-long learning are described. Achievements are primarily related to the development of adult non-formal education, modeling and development of the learning regions as well as online education, training in production, launch of specialized thematic publications (scientific and practical). It is revealed that the development of adult education is related to the problems of socialization of citizens in the context of the knowledge society formation, civil society, need to prepare people for solving issues that can affect the cohesion of society, stability of life, etc. Countries with educational achievements in adults are characterized by its support both at the state level and at community levels; have a developed legal and regulatory framework in this area.

It is revealed that the miscalculations in the development of the national adult education system are related to the lack of its normative legal, scientific and methodological support, the lack of systemic and interrelation between different segments of continuous education, coordination between the subjects of educational activity – consumers and those who provides educational services, stagnation of professional training in the workplace and background of the lack of a mechanism for information and methodological provision of vocational training, lack of integrated monitoring data the follow-up of non-formal adult education and others.

It is substantiated that monitoring of the system for non-formal adult education should be aimed at identifying the needs of consumers (cultural and educational needs of different categories of adults) and assessing the degree of compliance of educational services with the established requirements, coverage of these services of the population (according to criteria of social, territorial accessibility, accessibility criteria for educational services for people with the disability), identification of the availability of educational programs for non-formal adult education and the degree of their relevance to the prospects for economic development of specific region.

It is proved that the development of normative and legal provision of education of various categories of adults, formation of children motivation, young people and adults for lifelong education, integration of all interested parties and public institutions on the basis of mutually beneficial cooperation for the purpose

of education development for different categories of adults is relevant for Ukraine and will contribute to sustainable development of society, improvement and self-actualization of each person in the future as well as formation of personal mobility, ability to master new knowledge, acceptance of not standard solutions. The basis for the development of normative, scientific and methodological components of adult education should be the complex evaluation, analysis of the thematic range of educational needs of adult citizens as well as the possibilities of their satisfaction, quality assessment, territorial and financial accessibility of the variety of educational programs for various categories of adults.

Issues that will be relevant in the future: theory and practice of adult education in the context of building civil society, experience of the regions being studied; methodical principles of monitoring the quality of providing educational services; foreign experience of recognition the results of non-formal and informal education; organizational and managerial, informational and financial provision of non-formal adult education; development of non-formal education for people with limited access to the formal market of educational services (unemployed, people with disabilities, rural population, people with low income, older people, marginalized groups, etc.); training of pedagogical staff for working with adults.

SECTION 3

EDUCATION THROUGHOUT LIFE: DOMESTIC AND FOREIGN CONTEXT

Statement of the problem in general and its relation to important scientific or practical tasks. Distinctive feature of the modern world is the high dynamics of changes in the external environment. There is a rapid growth of knowledge in all spheres of science, technology, culture. The objective situation exacerbated the need to constantly update, enrich or modify the training received earlier.

In times of growing civilizational challenges, many countries, including Britain, the United States, Eastern Europe, South America, South-East Asia, China and others show increased interest in designing profound reforms of educational systems aimed at realizing the needs of modern society, on the effective use of universal human resources, including the systems of education.

World experience is convincing that the basis of modern effective education is the life-long education system, which is conditioned by large-scale cultural changes in public life and public consciousness, characterized by a number of features that determine the priority of the individual in the educational process.

Expansion of the influence of educational practice on the course of socio-economic, political, cultural development of world society gives it an important role in ensuring these processes.

Adult education is a key component of a holistic life-long education system as well as a determining factor in regional development, competitiveness factor of individual territories and the state as a whole.

Adult education becomes more and more important and begins to occupy leading positions in the educational sphere both in terms of the number of subjects in the educational process and in terms of the depth and activity of innovative processes as an important mechanism of social transformation which significantly contributes to the improvement of people's lives. Learning the problems of adult education is becoming increasingly important in the world which is associated with an increase in the dynamics of the development of modern society.

Analysis of recent research and publications on this topic, allocation of previously unsolved parts of the general problem. Many studies of leading domestic and foreign scientists, including N. Abashkina, L. Pukhovskaya, J. Goodlde (vocational education), V. Andryushchenko, I. Zyazyun, V. Kremen (continuing vocational education), C. Sinenka, V. Russole, P. Matviyenko (postgraduate pedagogical education), I. Titarenko, V. Oliynyk, B. Dyachenko, T. Sorochan,

A. Charles, A. Cole (teacher training), etc. are devoted to analysis of educational problems throughout the life.

Comparative and pedagogical researches in the field of development of continuous education abroad were carried out by N. Abashkina, T. Vakulenko, B. Wulfson, T. Koshmanova, M. Leschenko, Z. Mal'kova, L. Pukhovskaya, S. Romanova, A. Sargsyan, A. Sprovaeva, I. Folvarochny and others.

The great influence on the development and popularization of education throughout life in our country has been acquired by such domestic scientists as N. Balovsyak, V. Danilenko, K. Levkovsky, T. Levchenko, E. Luzik, etc.

Adult education has taken an important place in the work of theorists and practitioners due to large-scale and dynamic changes. The study of the identified problem is devoted to many works by leading domestic and foreign scientists who have studied various aspects of adult vocational education, in particular: value of adult education (I. Aleksashin, S. Blukher, S. Virshlovsky, V. Gorshkov, M. Gromkova); goal and mission of adult education (O. Novikov, V. Simonov, M. Skatkin, L. Lukianova, etc.); content of adult education (B. Bospalko, T. Nazarova, etc.); processes of education and upbringing of adults (S. Arkhipova, O. Anishchenko, L. Danilenko, N. Nychkalo, N. Protasov, E. Sofiants, etc.); tendencies of the development of adult education (S. Zmeyov, O. Karmayeva, E. Nikitin, S. Pryima, etc.), principles of adult education (O. Verbitsky, V. Vinogradov, O. Kazakova, O. Prikot, etc.), etc.

Formulation of goals and objectives of the study.

Goal of the paragraph is to highlight the peculiarities of adult education as an important component of education throughout life.

Objective of the paragraph:

- study the world-wide approaches to life-long education in the leading countries of the world;
- analyze the reflection of the concept of "adult education" in scholarly works and international documents;
- identification of the peculiarities of the functioning and development of adult education in a modern society.

Presentation of the main research material with full justification of the received scientific results. The analysis of world experience on the issue of life-long education has shown that it is an important strategic goal of the leading countries of the world, in particular:

– strategy of continuing education in Germany is connected with the strengthening of the system of additional and vocational education. Proposals to improve this system at the beginning of the 21st century formed the basis for

reforming education. In Germany, an approach has emerged within which an effective strategy for continuing education aims at a comprehensive development of a learning culture that includes a high degree of autonomy, self-discipline and the individual's motivation to acquire knowledge, the interaction of educational institutions and state associations with other social partners, independent financial institutions and associations [116];

- idea of continuing vocational education in France is based on the position proposed by the European Union, which provides for the opportunity for every citizen to study throughout life [93];

- policy of continuing vocational education throughout the life in Ireland is aimed at optimizing the participation of people at all levels of the educational system; preventing an increase in the number of citizens who have not completed school education; reforming the structure and content of educational programs at all levels of the educational system; expanding opportunities for a second chance to the population whose level of education does not exceed the level of secondary school; development of the required infrastructure; raising the level of participation of the population in higher education in accordance with the needs of socio-economic development of the country; increasing the level of responsibility of all stakeholders in the development and maintenance of an effective training system in the workplace [120];

- in the UK, continuing vocational education is carried out by the the enterprise mainly for its own money and is organized either through training within the firm or through the involvement of private organizations; by the enterprise for state funds in colleges of continuous education, where enterprise workers are enrolled as students, with 25% of the tuition fees paid by the company, and 75% – by the Council for financing continuing education; workers who themselves pay for their own education can receive some state support on their own initiative or study for public funds at college of continuous education [90];

- the Ministry of Education, Science, Sport and Culture of Japan promotes the idea of "creating a society of continuing education in which citizens have the opportunity to study at any age, freely choose and have access to educational opportunities, and the results of their training will be evaluated accordingly" [74];

- during the XX – beginning of the XXI century, the United States has made great efforts to upgrade the education system. The concept of lifelong learning has been greatly improved, universities and colleges have been reorganized and become available to the adult population; A large number of new programs have been developed, including for adult students; become prestigious libraries, their role in the education system has significantly increased, thus everything was done to promote

the idea of continuing education and contribute to the social and economic prosperity of the state [3, p. 63].

Consequently, the world practice shows that, responding to the challenges of socio-economic and cultural development, the leading countries have been actively involved in the process of providing conditions and opportunities for lifelong education at the national and international levels which has yielded tangible results. Education began to be regarded as a holistic process that lasted throughout human life, through which it expands its own knowledge and skills in various spheres of activity, develops its own abilities and enriches the spiritual world, expands the possibilities of life-long education for wide groups of citizens, opportunities for solving the problem of employment of the population and solving the equally important socio-economic tasks of the regional, national and world scale, including aimed at improving the education system and professional training of staff taking into account new requirements.

Learning the world and national experience on the problem of the theory and practice of adult education at the regional, state and interstate levels, it is important to clarify the meaning of the "adult education" concept. There is no unity about its definition. There are only general approaches that are reflected in various scientific papers and international documents.

L. Brinson called all the educational activities performed by adults in everyday life as the adult education. E. Lindeman called common educational activity in an unauthorized, informal environment as the adult education which main purpose is to recreate the human experience [76, p. 5]. Well-known American adult education researcher M. Knowles believes that adult education has three meanings, in particular:

- this term refers to the process – an adult learning process that covers virtually all the activities of adult men and women through which they acquire knowledge, skills and abilities, social guidance, interests and values;
- the term "adult education" reflects the system of organized activities that carry a large number of different institutions for the realization of a specific educational goal;
- the third value integrates all these processes and activities into the idea of movement or branch of social policy.

Definition of the term "adult education" was adopted at the UNESCO conference (1976) on the problem of adult education as an integral system of organized educational processes regardless of content, level and teaching methods; both formal and those that extend or substitute primary education in schools, colleges, universities, in which individuals who are recognized by society as adults develop

their own abilities, enrich knowledge, improve technical or professional qualifications, or change it, thereby causing changes in their own attitude and behavior in order to fully develop and participate in a balanced and independent social, economic and cultural space [162].

In the European educational space, adult education is defined as an organized educational process that allows an adult to acquire new skills, competencies; can be acquired by any person who has received compulsory basic education; includes all types of education accredited and without accreditation: formal, non-formal, informal; includes various types of training organization – traditional classroom education, distance learning, with the help of a tutor; can be carried out both in traditional classrooms and workshops as well as in museums, libraries, churches, public places and at home; can be organized by different providers – the community, private individuals, volunteers [139].

L. Lukianova, modern Ukrainian adult education specialist, gives this definition of adult education – an integral part of the system of continuous education, the purpose of which is the socio-economic adaptation of an adult to the transformations that take place in society; prolonged process and the result of the development and upbringing of the individual, through educational programs and through the implementation of educational services throughout life [63, p. 15].

Leading Russian researchers, V. Onushkin and E. Ogarev [112] noted that adult education is an integral part of the education system which purpose is to promote the full development of a person during his/her independent life.

The objectives of the world educational space development and the development of a specific mechanism of integration policy in the field of adult education were assumed by various educational committees, councils, organizations, associations, international centers, foundations, commissions, in particular: the International Council for Adult Education (ICAE); World Association of Adult Education (WAAE); National Foundation for Adult Education (NFAE); National Association for Continuing Education and Adult Education (NAPCAE); National Consultative Council on Continuing Education (NACCE); Coalition of Adult Education Organizations (CAEO); International Labor Organization (ILO); International Association of Universities (IAU); International Association of Universities of the Third Age (IAUTA); European Association for the Education of Adults (EAEA); European Network for Intercultural Learning in Adult Education (NILE); European Association for the Study of Adult Education (ESREA); International Federation of European Houses (FIME); Confederation of European Rectors (CRE); Canadian Association for the Study of Adult Education (CASAE); British National Institute for Adult Continuing Education (NIACE); American

Association for Adult Education and Continuing Education (AAACE); International Institute for Adult Education Planning (Paris); European Association for the Study of Education (Paris); European Center for Higher Education (Bucharest); International Institute of Education (USA); Swiss Adult Education Organization; International Pedagogical Center (France); National Institute for Adult Education (UK); International Institute of Pedagogical Studies (Germany); International Danish Association of Folk Schools; German Union of Higher Schools; German Association for the Education of Adults; People's Academy of the Nordic Countries; International Association "Knowledge" and others.

The study of world and domestic experience has shown that adult education is a complex polyfunctional, socio-pedagogical and socio-cultural system aimed at satisfying the vocational, educational and personal needs of a person. It focuses the attention of society on the values and priorities in the field of knowledge and experience of modern practical solutions – at different levels of social consensus.

The education of adults makes it possible to eliminate the contradictions between:

- rapidly changing socio-economic conditions in the country and lack of adult ability to successfully adapt in a new ideological and socio-cultural situation;
- declaration of the outstanding role of education in society, which gives it the opportunity to be a priority, take a leading position in culture, determine the prospects of the country's development, and ignoring the prominent function of education in society;
- objectively increasing importance of improving the quality of adult education and the lack of methodological, financial and scientific and methodological support for this process;
- creative improvement of human nature and destructive-hedonic influence of mass media and other virtual means, including aesthetization and heroization of violence in society, etc. [121].

Consequently, modern education should acquire an innovative content for the changing educational needs of the adult population and subjects of the educational process – the ability of innovative lifestyles and learning.

Scientists argue that adult education may be the only, civilized, non-violent, humanistic and democratic way of reformation, when there is not a break-up and reorganization of the consciousness of the individual, instead there is enlightenment and "enlightenment" [106, p. 7].

Analysis of scientific sources suggests that adult education encompasses a complex of continuous learning processes that help adults develop their abilities, enrich their knowledge, moral values, improve their professional qualifications or use

them in a new direction. The modern theoretical basis of research in the field of adult education is the ideas and provisions of the concept of continuing vocational education, according to which educational activity is an integral part of the person lifestyle at all stages of his/her life.

The contemporary scales of adult education as an important component of life-long education in Ukraine require extensive and in-depth fundamental and applied psychological and andrographic, philosophical and sociological research. Improving the learning process for adults becomes a central point for implementing modern reforms. Therefore, the economic, social effect of the research results in the next can significantly exceed the cost of the project.

L. Lukianova [79] summarizing modern approaches to socio-cultural, economic transformational processes taking place in society and outlining the role of adult education, characterized them by certain tendencies, in particular:

- modernization of social conditions of society, which requires constant adaptation of man to these changes;
- formation of a post-industrial information society, a significant increase in intercultural cooperation, the dissemination of international educational projects;
- increasing the pressure of global problems, the solution of which can only take place on the condition of international cooperation, which in turn requires noosphere thinking;
- growth of the role of human capital, the share of which in developed countries is 70-80% of the national resource, which determines the need for innovative, forward-looking education for both young people and adults.

According to well-known Ukrainian scientist N. Nychkalo [105], the continuing professional education of adults should be considered as:

- philosophical and pedagogical concept according to which education is interpreted as a process that covers all human life;
- principles of organization of adult education at the national level;
- principles of the implementation of state policy in the field of adult education;
- contemporary world trend in adult education;
- paradigm of scientific and pedagogical thinking.

Hence, adult education is a key component of a holistic and comprehensive lifelong education system.

More than a century of experience in the development of adult education as an independent educational sector confidently suggests that adult learning requires its theory and technology of learning, special scientific and methodological materials as well as specially trained staff of teachers, consultants, managers, etc. Adult education

is an inseparable and at the same time a relatively separate part of the education system.

In the context of adult education as an important component of education throughout life, it is extremely important to highlight the peculiarities of adult education, which fundamentally differentiate it from school education, and at the same time considerably enhance its socio-adaptive role:

- democratic style of learning: freedom to choose the content and forms of educational activity; active participation of the adult in determining and solving the problem, reflexive analysis and reflection of one's own activities from the point of view of its motives and goals;

- problem-methodical approach to the content of learning: choice of problem, formulation of hypotheses, implementation of decisions, evaluation of the success of achievements; comprehension of methods to solve the problem;

- problem-dialogic approach: skills development of joint problem solving, discussion culture, group decision methods, business games, project development [69].

Adult education differs from the education of a young generation by its values and motives, goals and objectives, content and forms of organization, methods of control and evaluation, and therefore – their results. The outstanding features of adult education include the fact that education is more motivated in relation to the education of young people; adults usually have experience in educational activities and practical skills; their requests for vocational education are concrete and pragmatic; the organization of education is stipulated by the strict time frame.

Adult student has five fundamental characteristics that distinguish him/her from young student:

- he/she perceives himself/herself as a more independent person who can manage himself/herself;

- he/she accumulates an ever-increasing supply of life (domestic, professional, social) experience, which becomes an important source of learning for himself/herself and his/her colleagues;

- his/her willingness to study (motivation) is determined by the desire, through educational activities, to solve their vital problems and achieve specific goals;

- he/she aspires to urgent realization of the received knowledge, skills and qualities;

- his/her educational activity is largely due to time, spatial, everyday, professional, social factors (conditions) [185, p. 25].

In terms of aggravation the crisis situation that characterizes Ukrainian society, the role of adult education as an important tool for the preparation and

implementation of social reforms, regional development, and the development of competitiveness of both individual regions and the state as a whole is intensified, but for this purpose it is required to clearly formulate adequate educational goals.

The main goals and objectives of adult education in the conditions of socio-economic transformation of today include [43]:

- preservation and increase of the cultural layer of the nation;
- creation of opportunities for development of human personality, his/her abilities;
- elimination of disadvantages of school education;
- training of highly skilled workers, socially active and capable of continuous updating of knowledge, development of new professions;
- constant acquaintance with new information concerning the profession and specialty of workers;
- study of the main factors related to health protection, welfare of the worker and his family;
- assisting women in adapting to a new role in the family and society;
- determination of the rational way of increasing the use of free time.

Improvement of adult education, the meaning of which can be explained by its focus on eliminating existing contradictions, which distinguished prominent scientists V. Podobed and V. Gorshkov [121], in particular among:

- rapidly changing socio-economic conditions in the country and lack of adult ability to successfully adapt in a new ideological and socio-cultural situation;
- declaration of the outstanding role of education in society, which gives it the opportunity to be a priority, take a leading position in culture, determine the prospects of the country's development and ignoring the prominent function of education in society;
- objectively increasing importance of improving the quality of adult education and the lack of methodological, financial and scientific and methodological support for this process;
- creative improvement of human nature and destructive-hedonic influence of mass media and other virtual means, including aesthetization and heroization of violence in society, etc.

Consequently, modern education should acquire an innovative content for the changing educational needs of the adult population and subjects of the educational process – ability of innovative lifestyles and learning.

In order to create opportunities for the provision of new qualitative educational services that will promote economic growth, increase the welfare of the population, more efficient and rational use of the resource potential of Ukraine as a whole, and

Zaporizhzhya region, in particular, it is appropriate to take into account the following features of the adult learning process [184]:

- needs, motives and professional problems of learning persons play a leading role in the process of learning;
- adult person shall be provided with the opportunities for independence, self-realization, self-control;
- adult's experience can be used both during his/her own education and in the process of college training;
- educational process should be oriented not on the acquisition of knowledge in general but on solving significant problems for learning person: helping to achieve a specific goal;
- education results can be used immediately in practice;
- education takes place under conditions of significant constraints (social, time, financial, professional, etc.);
- education is built up as a joint activity of those who teach and study, bringing their interactions in the educational process closer to the partner level;
- it is advisable to take into account the previous life experience, which usually forms an adult in a number of barriers, usually psychological, which can interfere with effective education (stereotypes, settings, fears, etc.).

In order to further develop the adult education system in Ukraine which will promote economic growth and competitiveness of regions, it is important to take into account the following directions of improvement of this system, in particular:

- recognition and approval of adult education as one of the priority directions, which helps to overcome the crisis and accelerate socio-economic reforms;
- creation of the legal basis for adult education;
- development of the national and regional adult education strategy;
- correction of the goals and content of adult education;
- elimination of functional illiteracy, which, provided rapidity of change in modern society, is now becoming of particular relevance and requires more and more adaptation to these changes [157].

The following conditions are extremely important in the functioning and development of an effective adult education system is:

- uniting efforts of regional, local governments, public and private enterprises, public organizations and foundations, a broad scientific and teaching community, and the entire population. This is the real way of solving the actual socio-economic, cultural and moral problems and the development of Russian society on the principles of democracy, humanism, market economy;

- formation of a flexible, branched multi-level organizational structure of adult education;
- development of the whole sphere of adult education on the basis of modern theory and technology of training, under the guidance of specially trained personnel – teachers, consultants, tutors, managers;
- creation and development of an abundant material and scientific and methodological knowledge base, including advanced information transmission technologies;
- wide international cooperation, which involves the exchange of scientific and methodological materials, teachers, students, as well as the creation of common educational and research spaces with neighboring countries [103, p. 99].

The desire to combine socio-political interests in education with economic in practice is realized in three main types of education for adults – innovative, normative, and social [102, p. 218].

As a relatively independent socio-cultural institution, adult education has its own vector of development, but is extremely interconnected with other institutions of society and has a proactive influence on other spheres (economics, politics, science, law, security, ideology, morals).

Conclusions and prospects for further research. Summarizing the above, we note that the education of adults is now an important factor in socio-economic and spiritual development and renewal of society, indicator of its progress and every year becomes more and more important. A fundamental, strategic idea of the functioning of the adult education system acts as a peculiar value that is constantly growing and is necessary for the development of human, society and culture, leading principle of state policy, defined as a methodological regulator of state development and provides a new quality of its development.

Responding to today's social challenges, adult education, as one of the channels for investing in human capital, is becoming an important factor in socio-economic and spiritual development and renewal of society, indicator of its progress and is becoming increasingly important every year. It is a complex multifunctional, socio-pedagogical and socio-cultural system aimed at satisfying the vocational, educational and personal needs of a person, including a network of relevant institutions, various educational programs, and governing structures supporting the state and public organizations.

Fundamental, strategic idea of the adult education system functioning acts as a peculiar value that is constantly growing and is required for the development of human, society and culture, leading principle of state policy, defined as a

methodological regulator of state development and provides a new quality of development, fundamentally different historical epoch of the country.

The growing importance of adult education is an acknowledged fact. There is no country in the world that would not be ought to some extent to its technological, socio-economic and cultural progress. Just as there is no country that would not link its future with the further development of adult education.

The prospects for the development of the educational system of adult international organizations and governments are linked with the development of special strategies and national programs as well as consistent state policy in this field.

SECTION 4

ADULT PERSON AS A SUBJECT OF EDUCATION THROUGHOUT HIS/HER LIFE

Statement of the problem in general and its relation to important scientific or practical tasks. In today's society of social changes, education, including adult education as a component of the education system throughout life, plays a fundamentally new role in building democratic structures and strengthening human rights. The social role of adult education lies in the fact that it contributes to the development of society and, at the same time, the development of personality. An important human-formative meaning of adult education becomes a crisis in the Ukrainian society. Currently, the Ukrainian educational space lays the foundations for a life-long education system, proposes organizational, scientific and financial measures.

Pedagogical problems of continuous education are concentrated in the field of androgogy [134] – the branch of the science of human education throughout life, covering the theoretical and practical problems of education, training and education of adults.

Analysis of recent research and publications on this topic, allocation of previously unsolved parts of the general problem. Scientists from many countries have been looking for and implementing their adult education models. A great contribution to the theory of adult education was made by researchers in the field of cognitive psychology. The dynamics of cognitive processes in adulthood was studied by K. Kaplan, G. Lehmann, G. Simon, T. Salthaus, P. Haven; Cognitive styles of an adult – M. Kossovsky, V. Krosier, S. Messick, E. Neck, R. Riding, A. Fernham, and others like that. P. Belt, R. Klihl, D. Sovarka proved that cognitive abilities of adults as a model include two processes: mechanics of intelligence (development of changes in the process of information processing, which is genetically based and does not depend on the knowledge gained; decrease in the reserve of mental abilities is observed with the age) and the pragmatics of intelligence (association of the main cognitive skills and resources of mechanics for everyday cognitive activity and adaptation, pragmatics is roughly the same for the entire adult life). P. Belt, K. Berg, N. Denny, A. Cornelius, A. Palmer, D. Smith, W. Stodinger confirmed their research idea that practical and academic abilities have different trajectories of development in adults. A series of studies confirmed the compensatory and stabilizing role of practical intelligence (E. Bosman, D. Smith, H. Harnes, A. Hartley, etc.). Moreover, research conducted in

the field of education in Germany has shown that mature people have a large margin of potential flexibility, or reserve mental faculties that ensure their further development (S. Willis, P. Balts, K. Shay et al.).

For the first time, the term "andragogy" was used by the German historian of enlightenment O. Kapp. The systematization of andragogy refers to the second half of the 20th century, when the field of adult education significantly expanded and numerous studies of various aspects of adult education were conducted: organizational, philosophical, sociological, socio-psychological (I. Wirth, H. Grotoughff, B. Dyulak, F. Peggeler, L. Turos, H. Hanselmann, etc.). The scholars examined some of the problems of organizing adult learning, mainly the didactic and methodological principles of adult education (A. Darynsky, A. Pint, M. Bokarov, M. Durke, J. Kidd, V. Lorge, R. Miller, J. McKinley, B. Morgan, F. Peggeler, B. Samolovcev, M. Semensky, L. Turos, F. Urbanchik). Most of these authors considered adult education within the framework of pedagogy, sometimes calling the peculiarities of adult learning in adult pedagogy.

The works of Yugoslav scientists D. Savichevich, M. Ogryzovich and B. Samolovcev, the German professor F. Peggeler, the Swiss theorist R. Hanselman, the Polish scientists M. Semensky and L. Turoz analyze the differences andragogy from pedagogy. The beginning of the formation of androgology as an independent science can be attributed to 1970, when the fundamental work of the prominent American theorist and practice of adult education M. Knowles "Modern practice of adult education" appeared. However, the fundamental principles, structure of the andragogy and andragogical model of learning were clearly defined neither in this nor in the subsequent works of M. Knowles. The idea of adult education based on their individual characteristics belongs to E. Lindman and J. Dewey, who expressed their opinion on the need to build on their experience and focus on achieving practical goals. At the end of the twentieth century, numerous works were devoted to the study of specific problems of adult education, namely: creation of programs and materials for adult education (R. Begnel, E. Boone, B. Brendidge, D. Macerecher, K. Griffin, A. Knox, P. McLagen, F. Reis); individualization of adult education (S. Brookfield, M. Knowles, D. Savichevich, A. Taf, D. Vermail); specifics of the activities of teachers in adult education (E. Jones, M. Lyon, D. Nuaie, J. Puevo, A. Rogers, C. Elsdon); peculiarities of the activity of adult students (L. Antsiferova, Y. Kulyutkin, R. Coley, J. Milligen, K. Cross, R. Gross, M. Knowles, R. Kafarelli, R. Rogers, R. Titgenes, V. Weinberg, K. Elsdon, S. Hall); substantiation of the didactic and methodological principles of adult education (S. Brookfield, E. Dick, E. Jones, R. Young, R. Framm, M. Halbright, R. Kuipers, V. Lorge, F. Peggeler, M. Rzhagak, L. Turos, F. Urbanchik); definition of adult education conditions

(R. Hansinger, R. Pierce); motivation of adults to study (J. Noll, R. Vlodkovsky); training of teachers for adult education (L. Godd, S. Grabowski, K. Legge, J. Lynch, D. Savichevich, A. Charnley, C. Elsdon).

Formation of the andragogical approach in education in Russia is connected with the studies of B. Bim-Bad, S. Vershlovsky, M. Gromkova, S. Zmeyov, L. Lisokhin, S. Polyakova. The problem of adult education in Ukraine has been updated only in the last 10 years due to publications by such authors as S. Boltyevets, B. Godzevsky, L. Danilenko, N. Demyanenko, N. Klokar, L. Naboka, V. Oliynyk, O. Pechot, V. Putsov, S. Sysoeva, T. Sorochan, I. Tsimbalyuk. In the Ukrainian pedagogical thought, the andragogical approach to pedagogical phenomena was studied in the context of consideration of the issue regarding continuous education system formation (I. Zyazyun, N. Nychkalo, S. Sysoeva, O. Ogienko, I. Folvarochny), definition of the fundamental principles for andragogical education model (V. Burenko, L. Lukianova, L. Sigaeva, etc.).

The works of scientists note that role and functions of adults education in Ukraine for the last half century has changed many times. In the 1960s and 1970s, the compensatory and adaptive function of education that is the function of assisting adults to eliminate the disadvantages associated with the aging of previously acquired knowledge, was at the forefront. In the 1980s, adult education became an integral part as the broad masses were attracted to culture, and technical and social transformations took place. Since 1990 and till now in our country there is a new approach to the education of adults: there was an attitude to education as an opportunity to expand the scope of their employability, self-organization, change of professions taking into account the demands of the labor market, etc.

However, not all M. Knowles' ideas in the above-mentioned studies received their further systemic development, which predetermined the choice of the direction of our search.

An obvious contradiction between the world wide practice of adult learning, in which the pedagogical model of education, based on a knowledgeable approach to the organization of the educational process, is used at the empirical level, and the need for further substantiation and study of the procedural aspects of the implementation of the andragogical model of education in conditions of continuing education needs analysis of adult education peculiarities.

Goal of the paragraph is to highlight the psychological characteristics of adult development in the adult and to substantiate the andragogical model of adult education.

Objective of the task is determined according to the goal:

1) study the psychological characteristics of a person's age and the peculiarities of professional development of a person at different stages of adulthood;

2) reveal the essence of the integrative approach to the formation of an individual in adulthood and to analyze the interaction of individual, personality and professional development of a person;

3) theoretically substantiate the andragogical model of education and the conditions of its application;

4) determine the content and forms of organization of the educational process in the system of continuous education on the basis of the principles of andragogy.

Presentation of major material.

Age psychological peculiarities of a person and stage of professional formation

Age in psychology is defined as a certain level of mental development of the individual and his development as a person, characterized by a set of logical physiological and psychological changes [142, p. 74]. In this sense, age can be used as a criterion for development, and in a system with other indicators (false orientation to the passport age of a person).

In psychology there are different approaches to the development of personality, its origin, formation and maturity. Views on the development process are presented within the framework of the basic theoretical concepts [44]. Some of them are below:

1. Behaviorist approach [44, p. 331–366] makes it possible to judge the person as the result of the interaction between the individual and the environment from which he learns the most adequate, acceptable patterns of behavior in society. Personality is that it developed in the system of encouragement or punishment in the immediate environment, society.

2. Cognitive approach [44, p. 431–473] allows us to assert that a person is not passive in interaction with the environment. The response in different situations is determined by the cognitive interpretation that assimilates the person in the process of its development.

3. Psychodynamic approaches [44, p. 105–151, p. 161–206] contain the psychoanalysis of Freud, where personality development is associated with psychosexual development, Adler's individual psychology and Jung's analytical psychology. Adler puts great importance to the development of complex inferiority, which, in his opinion, forms the desire to self-assert, develop their abilities and succeed. According to Jung, the development process consists in individualization, which allows a person to integrate different aspects of his personality both on the conscious and on the unconscious level.

4. Humanistic approach [44, p. 479–521, p. 528–568] is represented by the theories of self-actualization (K. Rogers, A. Maslow). Humanists argue that every

person has a desire to realize himself to achieve his ideal "Me". As a rule, society creates conditions for the formation of a real "Me", different from what the person aspires to. Personality will be developed to the fullest extent, if, in the process of formation, it will approach its ideal "Me", self-actualization.

Theories in which it is substantiated what should be a mature person, reflect only one side; another very important point is the idea of the development process.

Human development can be characterized in general by such features.

1. For the age-old mental development, the characteristic feature is qualitative peculiarity of each stage. At each age, new mental qualities (tumors) are developed which determine the contribution of this age to general mental development [132].

2. Maturity period is the most favorable for the formation of the basic human substructures, achievement of its maturity as a person and subject of communication, knowledge and activities as individuality [17; 142].

3. Heterochronism is inherent to the age-old psychological development (unevenness of individual aspects of development). The advent of man's maturity as an individual (physical maturity) does not coincide with time with a person's maturity (civil maturity) and as a subject of labor (working capacity). An individual is developed long before his birth, the personality arises later (pre-school, adolescent age) [179].

4. There are several types of age: passport age (how many years a person has lived); biological age (a certain degree of maturation of the organism, the state of the nervous system, wear of the body); social age (social functions and roles); psychological age (nature of the plans, prospects for the future of life, how the person can imagine his/her future, the more the person has future unfulfilled plans, the younger it is in psychological terms) [17, p. 24]. According to psychologists, the psychological age is measured by the internal system of reference of the individual and depends on the specific weight in it of the psychological past and the psychological future.

5. Age-old mental development is characterized by irreversibility. It is not possible to objectively return yourself to the previous age [132]. Therefore, the older is a person – the more it has already passed, and it remains only to evaluate everything as a fact that has become a reality.

6. Continuity is inherent to age development. This means that all subsequent phases of development are related to the previous ones, while the old formations and structures do not disappear but are part of the new ones being rebuilt [132]. Therefore, the professional activity can be influenced by the mental qualities of a person that has arisen already at the early stages of development.

7. Age-related mental development is characterized by sensitivity. This means that people at certain stages of development are most sensitive to some external influences that contribute to the formation of certain qualities in it [132]. Sensitiveness may be partial and manifest as a separate influence, and may also be a general, relatively stable personality peculiarity. Mature age is the most sensible for social development, full inclusion in social relations [142, p. 173].

8. Age development is characterized by the fact that individual periods are transient and critical. Every person in such periods "passes" from childhood to adolescence and youth, from youth to maturity, from maturity to old age. These transitional periods can become critical, and can be fairly stable. In critical periods, development does not stop its creative work. In general, these periods can be characterized by accelerated, qualitatively new pace, orientation and developmental conditions, which shows their distinction and greater significance [142, p. 272].

9. Specific crises are inherent to different periods of age development. Possible milestones of the crisis: 28-34 years, 40-45 years, 50-55 years, after 75 years. Crises of maturity are most likely to arise because of the discrepancy between "Real me" and "Ideal me". The manifestation of a crisis in adulthood may be the loss of a feeling of a new, lagging behind, reducing the level of professionalism, internal confusion, awareness of the need to re-evaluate themselves, lower self-esteem, fatigue, and the emergence of a sense of exhaustion of their capabilities. The crisis of the middle of life (30-40 years) is characterized as the time of the struggle of the individual with himself, with the world, as the years of disappointment, depression, loss of hopes that have not come true, differences between the level of professional harassment and real social status [179, p. 176].

At the same time, "take-off crises", crises of individualization, finding by personality of his autonomy and distinctive character are possible in mature years. The difficulties of this stage are not caused only by the age-old period of life but depend on a complex system of social relations from individual fate [17].

To constructively overcome the crisis, it is required to use the possibilities of personal development which includes perfection of the system of concepts and intelligence in general, formation of new intellectual and special abilities, growth of thinking flexibility, transition of a coherent person to new levels of development, acquisition of new faces of professionalism, which means the introduction of human into new systems of social relations, etc. Consequently, we can make the following conclusions:

1. Development is understood as any change in the adaptive capacity of an organism – positive or negative [142, p. 546], therefore, age development can be called multidirectional, which means the presence in each section of the life path not

only growth but also decline, loss, and there is a continuous age change in their relationship.

2. Age-old mental development is characterized by the ductility, compensatory [142, p. 545]. These qualities can even grow with age and experience. However, there is a tendency to emphasize many features of the age, especially those related to professional development.

3. Age-related mental development is characterized by an increase in individualization as it grows older and aging human [142, p. 74, p. 545]. This is one of the reasons for the difficulties in creating periodization, since with age, the development of the individual becomes more and more nuisance.

4. Mental age development is characterized by a certain variability, mobility, absence of a firm condition [132]. Age professional development is a probabilistic, algorithmically unmanaged process.

With certain periods in a person's life, the stages of a career, professional development are closely linked (Table 5). Temporary parameters of these stages are determined by age, cultural norms, world outlook and human health.

In a holistic process of professional development of the person there are seven stages. The transition from one stage of professional development to another means a change in the social situation of development, change in the content of the lead activity, development or appropriation of a new social role, professional behavior and, of course, the restructuring of the individual. All these changes can not but cause mental tension of the individual. The transition from one stage to another generates subjective and objective difficulties, interpersonal and intrapersonal conflicts. It can be argued that the change of stages initiates normative crises of professional development of the individual [179].

Table 5

Stages of Professional Formation of Personality (by E. F. Zeyer)

No.	Stage	Main psychological innovations of stage
1	Amorphous Option (0-12 years)	Professionally oriented interests and inclinations
2	Option (12-16 years)	Professional intentions, choice of the path of vocational education and training, vocational and professional self-determination
3	Professional training (16-23 years)	Professional training, professional self-determination, readiness for independent work

No.	Stage	Main psychological innovations of stage
4	Professional adaptation (18-25 years)	Mastering of a new social role, experience of independent professional activity, professionally important qualities
5	Primary professionalization	Professional position, integrative professionally significant constellation (key qualifications), individual style of work, skilled work
6	Secondary professionalization	Professional mentality, identification with a professional community, key competency, professional mobility, corporate identity, flexible style of work, highly qualified professional activity
7	Professional skills	Creative professional activities, integrative psychological neoplasms, self-design of their activities and careers, top (acme) of professional development

Each stage of maturity directly related to the development of the individual is characterized by specific problems. To solve them, every person should have information about these problems, opportunities, ways and means of their solution. Moreover, as practice shows, a person faces problems typical of a particular phase of the organization's life cycle. The specifics of such information are presented in the following section.

Features of personality development at different stages of adulthood.

The personality of an adult is a result of development in the intensive in terms of innovation, dynamics of childhood and adolescence periods. On the one hand, maturity is a more "calm" stage, on the other hand, a person moves to a qualitatively new level of his becoming and manifestation. This is confirmed by the following laws [6; 129]:

- the older the person is, the more important the social environment acquires in its development;
- role of self-awareness, activity of the individual in acquiring certain skills is increased with age;
- mature person is a subject of activity, that is, active to himself in relation to reality;
- the older the person is, the more age-related variability is due to individuality;
- mental functions with age persist longer if they are trained, used in human activities;
- personality development is characterized by a gradual transition from spontaneity to arbitrariness, from imitation to autonomy, an increase in the role

of self-education, intellectualization and change in relationships with the environment.

The period of adulthood differs from the youth by the fact that it ends in general-somatic development and reaches its optimum physical and sexual maturation. This period is fruitful for intellectual achievements.

The general pattern of psycho-physiological development is the gradual reduction of the reaction time to various stimuli with age, the optimum of which is at 20-25 years. Psychophysiological evolution has a complex character, which is determined by the validity of the law of heterochronism (uneven development). Heterochronousness also occurs when comparing the age curves of various mental functions. B. Ananiev substantiated the divergence of ontogenetic evolution of various kinds of intellectual functions. Noting the decline of non-verbal functions, which becomes sharply expressed to 40 years old, he notes that verbal functions from this period are progressing most intensively reaching the highest level after 40-45 years. Progressive development of verbal functions in the period of adolescence occurs at a time when sensory-perceptual functions, and above all different types of absolute sensitivity, gradually reduce their functional level.

A certain correlation between the moments of stabilization, decrease and increase was found in the development of both intellectual functions (thinking, memory, attention), neurodynamic characteristics (strength and dynamics of nerve processes), and psychomotor and physiological parameters associated with energy processes (the main exchange, heat production). At the same time, none of the functions of the entire age range has been marked by the dominance of stabilization moments [5].

The development of an adult combines the various processes of formation: increasing the productivity of some functions, reducing the performance of others and stabilizing the levels of functioning of the third ones.

As a result of the work carried out under the guidance of B. Ananiev, a comprehensive study of psychophysiological functions in adults of different ages revealed a complex, contradictory nature of their age dynamics, indicating neuropsychiatric development during maturity, not only in connection with the progress of the second signaling system but also in connection with the general development of synthetic and analytical-synthetic activity of the brain. As a result of the complex studies carried out, B. Ananiev came to the following conclusion: during the development of an adult there is an increase in the degree of training [5, p. 221–240].

The level of some functions and processes in the course of their development is increased (the scope of the field of view, observer, differentiated recognition, spatial

representation, constant recognition, attention), others – is decreased (visual acuity, short-term visual memory) or is stabilized (observation, general intellectual development). The course of the ontogenetic evolution of the adult psychophysiological functions may vary considerably under the influence of professional activity [133, p. 219–231].

Achievement of new, higher levels of functional development in mature years in the process of labor activity becomes possible due to the fact that mental functions are in conditions of optimal load, enhanced motivation, operational transformations. At the same time, functions that do not have such conditions for development, in relatively young years, gradually reduce their level.

The formation of the intellect integrity which is a multi-year and controversial process, plays an important role in education (the amount of knowledge acquired, the overall level of information received) and training, that is, activities for the acquisition of knowledge, skills and abilities. That is why in the structure of intelligence, a particularly important position is occupied by thinking and memory which various characteristics are developed interconnectedly [6].

At various forms of creative activity, the highest level is achieved by the intellectual activity. The results of research by researchers confirm that the period of adulthood is most productive for the highest achievements of intelligence [17, p. 245–251].

Intellectual activity, especially its higher forms of creativity, is deeply related to the personality of a person, the connection of intellect and personality development is manifested in the motivation of mental activity, which depends on the settings, needs, interests and ideals of the individual, the level of its claims, which in many respects defines the activity of the intelligence [17; 185].

Consequently, the mature age is multifaceted in its manifestation. On the one hand, there is a decrease in physical capacity, on the other hand, the person reaches its optimum in combination of the possible and the actual, gets opportunities for a versatile manifestation both in activity and in the training.

Life orientation of adult person.

The choice of life orientation is gradual, with the help of narrowing the space of possibilities to entirely specific variants of the life strategy. The internal subjective image of life's journey is a variety of life goals and plans that are superimposed on the personality memory on a chain of events that have actually happened in life. Comparing the desirable and accomplished, the person produces an integral assessment made in life, expressed in the sense of satisfaction (or dissatisfaction) with the fate [130, p. 93–105].

Each individual creates a personal system of values or a personal system of value orientations, which becomes a set of principles of understanding the social reality, their own behavior and the behavior of other people [41]. Valuable component of the personality and his/her life orientation is very important for human development.

Normally, for a mature person, the basic value orientation is its steady focus on the integration of personal and public interests, on the achievement of the goals set before the organization, the structure of goals based on the legal constitutional law of their country [65]. But in practical everyday activities, this basic orientation is not realized directly, but through its intermediate links. The orientation of the mature person shall be taken into account as these intermediate links.

There are three types of orientation of the life subject and its activities [46]: focusing on the work itself as activity, focus on remuneration for work and career orientation, that is, for the career perspective. These orientations in one form or another are inherent in different categories of working people. Moreover, the peculiarity of orientation is decisively determined by belonging to a social structure. For example, the orientations of the employee of the commercial, entrepreneurial structure in the substantive plan differ significantly from the orientation of the teacher, public servant, political leader, and others. Consider, for example, the teacher's orientation [130, p. 71–79; 46, p. 279; 88, p. 44–49].

The orientation to the work determines the teacher's approach to his professional work as, in some sense, to self-aim. In other words, the teacher does not need any external stimuli that are outside the work. Of course, work must provide him with sufficient means to ensure a decent existence, but within the framework of this kind of orientation, obtaining material benefit is by no means the content or even the main purpose of professional activity. Usually, it is said about pronounced carriers of this orientation as "burn at work".

It is not necessary to automatically identify the orientation to work with the internal setting on the unselfish ministry of society, unselfish subordination of personal interests to the public, etc. This kind of orientation is often observed in selfish, self-contained personality, for which pedagogical activity is a means of personal self-affirmation, compensatory filling of failures in other spheres of life, an element of other personal protective mechanisms. Such teacher often performs his methodological duties well, but often associated with this personal position elements of internal or explicit opposition to other members of the team can adversely affect the general psychological climate. The substantiated answer to the question of the correlation of various motives within this orientation can only be given by empirical research.

Different varieties can be identified in the context of work orientation. Thus, in one case, the teacher may be entirely focused on solving a specific task directly by his manager and not inclined to think over the wider dependencies that exist between his work and the life of society, on the social consequences of his pedagogical activity, that or another action.

The opposite and more adequate in terms of modern requirements to the organization, the team is targeting the "content" of the activity. Its absolutism also has a reverse side as it can lead to neglect everyday, often routine, which also needs to be performed clearly, punctually, especially without thinking about "high matter". Therefore, the most effective pedagogical activity is most favored by the combination of orientation "on tasks" and "on the content" of activities and in different proportions, depending on the nature of the occupational position,

The bureaucratic distortion of this orientation is the orientation towards the forms of activity, and the inattention to its content. On the lower levels of the social hierarchy, it is often observed in the form of a phenomenon, which in everyday language is called "stationery". But in general, this phenomenon is more diverse and not always easy to identify, because it is difficult to separate it from a completely legitimate and functional aspiration of the subject of activity to ensure full compliance with the established procedures for consideration of a particular issue, obtaining the necessary information. In the literature, this phenomenon is sometimes referred to as "ritualization" [66]. In addition to fetish of formal procedures among the hidden motives of this type of behavior can be called the desire to create a visibility of active activity (to be noticeable) as well as reinsurance. A fairly effective regulator in overcoming such an attitude is open competition, professional career, creative contests, etc.

Orientation to remuneration, unlike the other two main types of orientation, is based on the setting according to which the basic needs of the individual lie outside his professional activities. The latter, according to this point of view, is only a source of funds for satisfying various needs.

Within certain limits, the orientation of the subject of activity to the reward is quite natural. Moreover, for the categories of persons who perform mostly routine work and do not have clear prospects for promotion on the ladder, it is the leading one. Accordingly, its share decreases with an increase in the level of content of work, with the emergence of creativity in it.

Career orientation, that is, the prospect of advancement in activity, may be based on the needs of different levels – both primary, "vital" and the needs of higher levels: social recognition, self-affirmation, high self-esteem, and even creative need for self-expression [66]. Work in the education system in general provides

opportunities for the legitimate satisfaction of these needs. However, the career orientation for our country has long been said either as a negative phenomenon or not spoken altogether.

Meanwhile, the focus on career is not at all equivalent to "careerism," which implies illogens in the media and low goals. At the same time, career orientation can be, firstly, entirely open legal demands for promotion on the job ladder in order to bring its formal status into line with its qualifications, real merits and potential opportunities; secondly, completely honest, unselfish reformist plans and intentions, the desire to "bring benefits to society".

Possible deformations of career orientation and their negative effects have roots in both objective and subjective reasons. Objective reasons are related to organizational shortcomings, first of all with unsatisfactory regulation of certification. Accordingly, the possibility of their elimination lies in the improvement of the organization of management and the system of decision-making personnel issues in the education system.

Integrative approach to the development of personality in adulthood.

Human development is irreversible, directed, natural change of it as an individual – the most complex living organism with all the input systems in it, as the person, the core of which is the relation of man to various aspects of reality, and as a subject whose structure is both individual and personality formation – again, first of all, relations, but also the abilities that manifest themselves in the nature of the acquisition and functioning of knowledge, skills and abilities in those activities which a person is occupied [142, p. 546–547]. Consequently, not all changes that occur in a person, indicate its development. Thus, reversible changes are constantly undergoing in the body which are devoid of orientation or are not of a regular nature. Such changes do not mean development and do not always contribute to it.

The same applies to changes in the personal sphere of a person. If they have characteristics of reversibility, are not directed and regular, then they also lack the quality of development. It has a direct relation to the development of person as a subject. Not all personality changes that occur when performing various activities can be qualified as development.

Human development occurs when changes in its organism, personality structure mean in the final analysis progress, ascending movement, if the result of quantitative accumulation of marked characteristics becomes a qualitative transformation in the life of the human body systems, in the reflection of reality of its psyche, the initiation and regulation of its behavior is not only natural, basic, but also higher (existential, A. Maslow) needs, due to transformation into its own values of the basic values

of life and culture, which are in its inner world by transforming in moral standards, guides the work of conscience [57, p. 521].

At the same time, treating development as a process of accumulation of quantitative changes that are progressive and lead to qualitative changes in the functioning of the human body systems in its relation to reality, as a subject of knowledge, communication and labor – this provision can not be absolutised in this situation in any way. Even with a simplified observation of the main trends of this process, it is clearly seen that for the first half of human life, including its adult age, as a rule, development is characteristic of the ascending, and then all the more pronounced are given to involutions changes. They occur not only in the human body, but also apply to its psychic world functions, processes, states, properties, education.

Analysis of development reveals the most complex and complete contradictions in the picture of this process: the simultaneous achievement of the highest level in the development of various systems of the human body, relatively simple and very complex formations in its psyche and the same heterogeneity, heterochronous beginning of their involution and uneven velocity of its flow. Even more profound penetration into the meaningful characteristics of the development process, in the form of its flow and in its dynamics allows us to see the absence of a continuous and constant one – evolutionary or involutions – changes occurring in systems of the human body and in its psyche – in functions, processes, states, entities and properties. Despite the fact that the general tendency of the development process towards progress or, conversely, regression is necessarily given, but the changes taking place in the body, in the system, in the function, in other characteristics, can produce a positive result for some time, then give a deterioration of the indicators and then – again rise. Similarly, the inequalities in the nature of the changes taking place in them are also manifested by the involutions processes occurring in the individual, personal and subjective components of person [130, p. 71–79].

Along with that, the direction of changes in the individual bodies, their functions, human body as a whole and in its mental processes, formations, states and properties, in a holistic view of the individual or subject of activity, is shown only by the comprehensive study of this group of issues. This allows to identify the direction of development.

Person has many factors to all these simple and complex individual, personality and subject entities that can promote development, complicate its course and even exclude it. They constantly proceed from interdependent processes both with positive, and with negative, and often with a neutral sign for development. And it is the individual, personality and subjective human hypostasis that continuously influence

one on one with different consequences. Contradictions and collisions of the various tendencies that arise between them, are the incentives for their more global or partial development [142, p. 546–547].

In order to understand what the consequences of these contradictions will be in each case, it is necessary to know the internal structure, functions and nature of the activities of developing organs, their processes, properties that relate to the human body as a whole, and directly to psyche in all its modifications as well as their interactions at all levels. It is imperative to monitor what changes in them mean progress, stop or regress in their organization and functioning, indicating that they are moving into a new quality [134].

The totality of individual, personality and subjective characteristics of a person should be regarded as a subsystem in a holistic system that in each case has its own distinct phenomenology, regularities and mechanisms of functioning that provide the vital functions of these subsystems, each of which differs from its other content and form of being. The integration of the activity of all of them into a single whole – a healthy person who satisfies his needs, which reflects reality, transforming it and himself – is a higher level of integration that provides the overall life of the "person" system. In this system, its subsystems and in the surrounding macro-environment there is an emergence of order from chaos and there are occasional bifurcations, continuity and discontinuity, quantity and quality, necessity and chance, possibility and reality.

This integrative approach allows to trace how phenomenology, patterns and mechanisms of development, reflected in the content of these provisions, are implemented in the individual, personal and subjective hypostases of an adult, considered in the relationship with each other.

Table 6

Formation of personality in adulthood (by E. Zeyer) [179, p. 176]

Psychological characteristics	Stages of establishment		
	Adolescence (18-23 years)	Youth (24-27 years)	Maturity (28-60 years)
Basic needs	Need for social and professional self-determination	Need for social and professional growth and career development	Need for self-realization in the profession
Leading activity	Educational and professional activity, professional training and normatively approved professional activity	Normative Approved Professional Activities	Normative approved individual and creative professional activities

Psychological characteristics	Stages of establishment		
	Adolescence (18-23 years)	Youth (24-27 years)	Maturity (28-60 years)
Crises of personal becoming	Crisis of professional representations	Crisis of professional growth	Crisis of unrealized professional opportunities
Basic psychological formations	Social-professional activity, generalized ways of cognitive and professional activity. System of professional knowledge, skills and abilities	Socio-professional independence, professional experience, professionally important qualities, professional qualifications, professional identification, social and professional reflection	Professional position, excessive professional activity, key qualifications and competences, professionally determined character traits, social-professional self-actualization, professional deformation

Different people reach the stage of adulthood, differing from each other in terms of their health, formation of personality features and, above all, the motivation-need sphere and character. Since viability, in which the expression of the energy potential of an organism is expressed, they have different, in content, intensity and dynamism of manifestations of their motivational-needs areas are different, the time of reaching adulthood is also different; general, special and partial abilities expressed in the degrees of success in acquiring knowledge, skills and abilities of operating them are also different, they are always more or less different from each other and as subjects. Thus, the starts at the youth and adulthood boundaries are different, and opportunities for further development as individuals and subjects of knowledge, communication and labor will also not coincide.

Interaction of individual, personal and professional development of a person.

Characteristics of a person as an individual is determined by its biological features: heredity, peculiarities of the organism, state of health, physical and mental energy. Individual features affect the pace and level of development of man and personality, and as a professional. The leading personality characteristics of a person include his relationship, motives, intelligence, emotional-volitional sphere. They indirectly influence individual development and cause professional development. The level of professional achievements of a person is determined both by individual features and personal characteristics.

The real scenarios of human life are more diverse. Depending on the ratio of rates of different types of development, A. Bodalev highlights the following scenarios of the development of an adult [17, p. 36]:

1. Individual development is far ahead of personal and professional. This ratio characterizes the weakly manifested human development as a person and as an employee. There are no interests, inclination and ability to any activity, professional preparedness is not expressed, the level of efficiency is low.

2. Personal development of a person proceeds more intensively than individual and professional. This manifests itself in a careful attitude towards the environment, people, objects of material and spiritual culture, in the attachment to the family, and others. Physical health, professional achievements are in the background.

3. Professional development is dominated by two other "hypostases" of a person. Priority of professional values, total profoundness in work – especially the so-called "workaholics".

4. The relative correspondence of the pace of individual, personal and professional development, which is the optimal ratio that causes the implementation, "building" the person himself.

The decisive influence on individual development is made by biological factors, on the personality – the psychic peculiarities and leading activities [142, p. 545–546], on professional – socio-economic factors and leading (professional) activity [117]. All three types of development are interdependent, and if one considers that development is uneven, each person has his own unique trajectory of development. Content of professional activity greatly influence the individual scenarios of professional development. Professional achievements, meeting the needs for self-affirmation, lead to a restructuring of professional self-awareness affect the system of motives, relationships and values orientations, and eventually initiate the restructuring of the entire structure of the individual. In some cases, good physical development becomes a condition and a stimulant of high professional activity and the basis of successful personal growth.

Summarizing the above considerations, we can state that the individual, personal and professional development of a person in an individual's life interact and generate a wide range of scenarios of professional life. Higher human achievements are at different stages of professional development of the individual.

Thus, we can conclude that the formation of a person has two interdependent dimensions. One, vertical, reflects a change in the place of a person in a society (social status, roles, achievements, failures, losses, etc.); another, horizontal, is a temporary measure as a certain sequence of stages of personal development with the

characteristic of each stage for limitation of possible ways of realization, the realization of oneself.

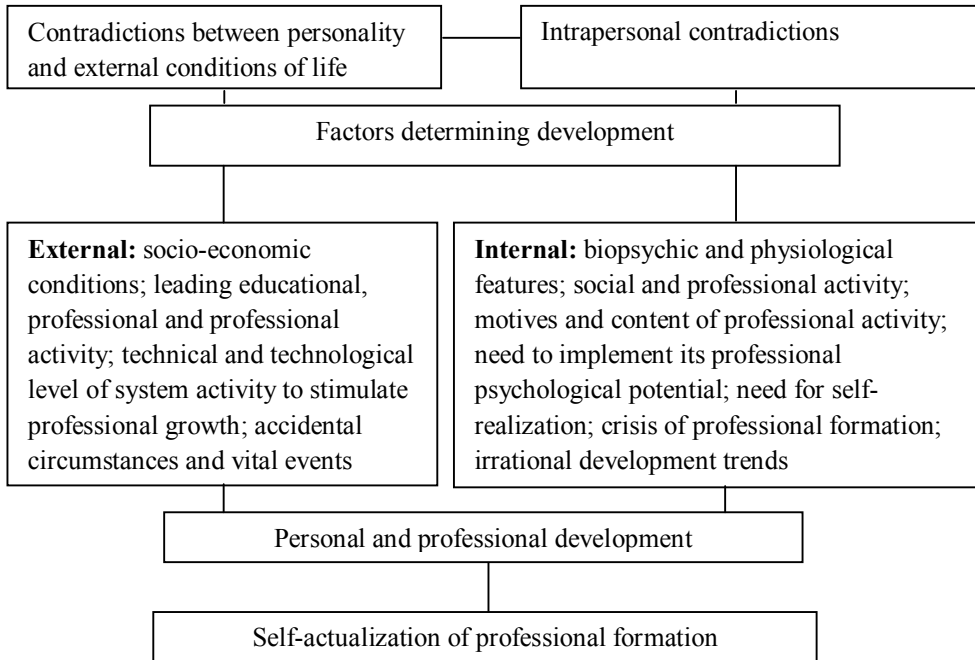


Figure 8. Personal becoming

(determination of the individual, personal and professional formation of the individual [179 p. 100])

Table 7

Factors that determine the formation of personality [179, p. 85–86]

Factor	Normative development	Deviated development
Natural environment	Favorable geographical location and climatic conditions	Unfavorable geographical location and climatic conditions
Biological factor	Normal heredity, fixed sex, good health	Aggravating or enriched heredity, inadequate gender differentiation, mental retardation, character accentuation, sexual disorder
Social factor	Sufficient level of economic welfare of the family, stimulation of personality development and raising its level of education, psychologically comfortable family relations, differentiated general and variable vocational education	Low level of economic welfare of the family, incomplete or socially disadvantaged family, low level of differentiation of school education, lack of vocational education, ignoring the level of professionalism, absence of a system of attestation, socio-ethnic inequality

Personality activity	Active position, excessive professional activity, continuous education, self-organization, self-education, self-development and self-actualization	Depressive passivity, social inertia, laziness, indifference, social degradability
Random events and circumstances	Sensitivity to a favorable coincidence of circumstances and occasional sign events	Unfavorable fate, irrational tendencies in development, an unconscious desire to destroy its "Me"

Features of adult education.

Adult is a subject in educational processes. His position in the interaction is active, aimed not only at the formation of professionalism, but also in harmonious coexistence with the surrounding. M. Clarin highlights the following main features of adult students [24]:

Need for substantiation (content). The grown audience is attentive to the rationale of why you should study this course. Adult students are interested in (openly or implicitly) what will happen if they "do not learn" (do not assimilate) this material. Moreover, they will not regret time and effort to understand why spend this time and the power to study what they are offering.

Need for independence. The ability to make decisions on their own, to bear responsibility for them – the main feature of behavior and self-awareness of an adult. Every person has his own system of vital values. With all the diversity of accepted norms, we decide for ourselves what suits us, and what not. In training, a person needs to be given an opportunity to make an independent choice, and that this choice should be an alternative. The most optimal option is to induce a person to make Conclusions and choice himself, because he will probably remember his conclusions and his choice.

Life experience. The process of adult education will not be fruitful if it is limited by a lecture given by a teacher. It is better for adults to have a dialogue with the teacher and other participants to associate new information with their own personal experiences. Adult man can not say: "everything that you did before is wrong, but you have to do so". He/she will not accept new knowledge if they are not consistent with her practical life experiences.

Necessity that is relevant. Adults are ready to learn when their life situation creates the need for knowledge or the need for the ability to work more effectively. After an employee faces his own imperfect experience, lack of competence and he realizes that he is ready to learn. The impetus to this may be problems in professional activities, in interaction with people, lack of constructive experience, changes that have occurred in the organization. Until a grown person feels absolutely successful in

his/her activity and the environment does not impose new demands on him/her, he/she will not have a motivation to study.

Practical orientation. Even an amateur learning along the life, confident that every training is useful, and persevering in his desire to become a competent cultural person, asks the question: "How can I include this knowledge in my daily practical activities?" Not speaking about those who are always skeptical about any abstract knowledge. And if they do not see the scope of this knowledge, they will not learn anything. Whatever the adult is active, he/she always needs to present the practical orientation of this or that study. In other words, the participant comes with the expectation that he will be taught how to work in the workplace to take actions included in the working context in order to obtain the result. And if he/she instead proposes a general model and a general approach that ideally should lead to the desired results, the participant is disappointed. And, learning skills will be more active if they have universal applicability – for example, not only in cooperation with colleagues, but also in communicating with their own child. People see much more benefit in learning when it directly affects their work or their personal lives. By learning some methods, we will only act when we see that they lead to a positive result and that learning can be useful.

Below are generalizations regarding adult education:

1. Every adult is a person.
2. Adults can study throughout their lives.
3. Adults are more independent and purposeful.
4. Adults are more interested in obtaining meaningful information.
5. Adults have a "life" experience that enhances their ability to learn.
6. Adults tend to knowledge more to solve their problems.
7. Focus on learning is deeper in adults.
8. Adults are intellectually more inquisitive.
9. Adults are more motivated to study.
10. Adults are ready to take responsibility for their own learning.
11. Adults want to work carefully while learning. Adults are clear what they want to know.
12. Adults take care of the practical application and use of the knowledge gained.

The content of adult learning differs from the content of teaching children. Their training is an addition to the role of an adult and is shaped by this role.

Relying on the development of E. Ilyin [46, p. 264–269, p. 225–229, p. 279–282], we will highlight the reasons why adults are learning:

- to satisfy the curiosity or resolve the problem;

- to answer questions;
- to enjoy the use of new skills;
- for the sake of pure satisfaction from learning;
- to meet other people who have the same interests;
- for success in work;
- as required.

Adults can be ordered to go to classes, but they can not be forced to learn by force. The motivation for adult education is influenced by the type of adult student and the level of development of their cognitive activity. The three main types of students are target oriented students; students oriented to activities; students focused on learning. A person can move from one type to another in different situations, and often an adult student has several types [48, 167].

Depending on the level of development of cognitive activity, F. Ismailov divided adult "students" into four groups:

- high level of cognitive activity; students with a real willingness to study (those who have retained the ability to learn and adapted it to their age);
- average level of cognitive activity; students with conditional readiness to study (those who need to renew their ability to learn and adapt to their age);
- reduced level of cognitive activity; students with situationally reduced readiness for education (those who need help in forming the ability to study at a mature age);
- low level of cognitive activity; students with a lack of ability to learn (those who do not have the ability to learn for them, or other reasons, are not restored).

Our teaching practice suggests that adult learners may be interested in learning. If you are able to develop interest in the subject of study, to demonstrate at an early stage that learning will be useful as well as to guarantee a low risk, you can persuade people who did not want to learn. Sometimes determining the positive and negative expectations of adult students can clarify the situation and increase the participation in their own education.

Adult education focuses on the problem. This is due to the fact that adult learners seek learning experiences in order to cope with life-changing events such as new work, career advancement, new technology, divorce, marriage, etc.

There are many potential barriers that can affect an adult's participation in curriculum in postgraduate education. Concealing factors are a multi-dimensional concept that encompasses groups of attributes, and these attributes are influenced by the understanding of the future student of the importance of these attributes. The influence of these features on the behavior of participants varies according to individual characteristics and life circumstances.

The following can be attributed to the constraining factors of adult education [19, p. 275–333, p. 352–365; 169]:

- 1) individual: family; family-related problems; socio-economic standard of living; sex;
- 2) doubts about the prospects of learning; level of awareness of its value; expediency; quality;
- 3) negative perception of the education value;
- 4) lack of motivation; indifference to learning in general;
- 5) lack of confidence in their abilities;
- 6) incompatibility of time and place.

The environment of learning by itself can be one of the important aspects of adult learning experience. An adult audience teacher should make sure the rooms are comfortable. Adult people are unlikely to want to study under adverse conditions.

The environment refers not only to the physical environment (illumination, temperature, equipment, materials, etc.), but also to emotional and psychological. An adult audience teacher should do everything possible to make the student feel easy and be confident that there is no danger. Students should be encouraged to take part in all activities; they must be given the opportunity to express their ideas and thoughts, their attitude to the problems discussed.

In situations of adult learning, teaching should be more focused on the student. Educational activities should be less formal, it is required to use a greater variety of teaching methods. The implementation of the group discussion of problems and technology of group problem work is being introduced in the educational process. The teacher needs to be prepared to adjust the content in response to the wishes of the listeners.

Adults, as a rule, want to improve their professional level, to study new specialties, but they want this training to be useful. They need to see the benefits of the new knowledge or skills they have acquired. Adults do not deny having to spend time learning, but they want to see results immediately.

To ensure that learning is useful for an adult student, there is a need to develop an effective system of needs assessment. Needs assessment is the process of determining what purpose a learner has come to study, or why he wants to learn. Even the employees of one firm will come to courses with different life experiences and different expectations. Assessing the needs will enable you to determine why individual members of the group want to learn and what they already know.

As a rule, when planning the training and conducting an assessment of the students needs in the system of continuing education, one key question is to be

solved: Who does need (for those who study)? What do you need (what do they need to know)? Who has determined (who defines needs)?

Teachers have to plan what to teach, but adults can also identify what to learn. If the lesson does not meet the needs of the students, they will report it. They just will not listen to the teacher, or they will not attend classes at all. Teachers need to know what the students know and what they think they need to know, what they want to know.

Needs assessment is an attempt to hear. Although it is not always possible to receive information from each listener, it is required to organize the testing in such a way as to receive information from as many students as possible. There is no single way to assess needs. Therefore, several diagnostic methods are used, the results of which will be informed about the needs of an adult student. Obtain information to measure needs through surveys, surveys, interviews, group sessions, job analysis or job tests and written tests. The key to successful assessment of the needs is to involve listeners in determining what to teach.

It is very important to evaluate adult education programs as it is the basis for improving future academic work.

It is possible to evaluate the components of the course, the work of the teacher, the expectation of the listener, equipment and other aspects of the entire educational process. The evaluation results can be used to improve teaching, justify planning, report to the administration, decide on funding issues, publicize the program, approve a decision to expand programs, extend or terminate the implementation of programs, determine if a new method or technique works.

Basic concepts of androgology.

The growing importance of adult education is a well-known fact. In the current century, adult sociologists have an exceptionally important role to play. A characteristic trend of historical changes in adult education is its meaningful and organizational separation, expressed in the expansion of the network of institutions intended exclusively for the adult population, in the increasing variety of programs offered by them. As a consequence of this global process, the realities that do not exist in children's and adolescents' education arise and spread.

According to UNESCO, the priority task of adult education is to provide the person with a set of knowledge and skills necessary for active creative life in a dynamically developing modern society. According to one of the theorists and adult education practitioners, American scientist M. Knowles, at the present stage, the task number one was "the production of competent people – people who would be able to apply their knowledge in changing conditions, and, whose main competence would be in the ability to engage in continuous self-education throughout his life" [62].

Andragogica (gr. Aner, andros – adult, mature man + ago – lead) – the science of adult education [38, p. 25].

The need for the development of andragogy, as a separate branch of the science of lifelong learning, have been caused by objective conditions [104]:

- course of the education development led to the conquest of those who learn, a leading role in the process of their education; pedagogy also proceeded from the principled position that the one being taught in the choice of the content of education occupies a largely passive position; while an adult student deliberately chooses not only the content of the course, but also the form, timing and level of education;

- evolution of the ideas of philosophical and psychological sciences has led to awareness of the leading role of a person in all social processes, including in education;

- achievements in the field of information technology allowed to organize the educational process in a new way, which substantially changed the roles of those who study and teach;

- evolution of pedagogical concepts also led to the awareness of the need to give more volition to those who are taught in the learning process;

- due to the different activities of children and adults, it is necessary to clearly separate the principles of andragogical and pedagogical models of education;

- physiology and psychology have proven that people are able to successfully study in almost all conscious life.

The final formation of the fundamentals of andragogy was carried out in the 1970's in the works of the American scientist M. Knowles, the Englishman P. Jarvis, the American R. Smith and a group of young scientists from Nottingham University [184, p. 36].

In view of the above objective changes in the educational sphere and the achievement of various sciences in understanding the role of human in his life in particular [6; 17; 28; 104; 118; 129; 133], scientists proceeded from the basic fact – the fundamental differences between an adult and an inferior person in general and in the process of learning:

- 1) the learner has a leading role in the process of his education (therefore he/she is not the one being studied);

- 2) adult who is learning strives for self-realization, independence, self-government, and realizes himself as such;

- 3) adult has a vital (domestic, social, professional) experience that can be used as an important source of learning both for himself and for his colleagues;

- 4) adult learns to solve an important life problem and achieve a specific goal;

5) adult counts on the urgent application of the skills, knowledge and qualities acquired during the training;

6) educational activity of the learner is, to a large extent, determined by the temporary, spatial, everyday, professional, social factors, which either limit or promote the learning process;

7) adult learning is organized in the form of a joint activity of the learner and the one who teaches at all stages: diagnosis, planning, implementation, evaluation and, to a certain extent, correction.

Given all of the foregoing, andragogy must be defined as a science section on education of person who is engaged in learning adults, substantiates the activities of those who study and teach on the organization and implementation of the learning process.

Andragogic model of learning.

Let's consider the main provisions of the theory for adult learning by comparing the pedagogical and andragogical models of study.

Simulation is usually considered as a method of system research and the resulting model helps to achieve management goals. In professional training, modeling has two aspects: 1) modeling as a content that should be mastered by those who study; 2) modeling as an educational activity, means, without which complete education is impossible [129, p. 154].

In the context of our study, the study model is a systematic set of basic regularities of the activities for those who study and is studied in the implementation of the process. In this case, it is required to take into account other components of the process – content, sources, means, forms and methods of learning. But the main thing in the model is the activity of those who study and is studied.

The regularities defined in the model of education are characteristic of one or another approach to the organization of the learning process, but they are presented in a complex, in the most complete form. In real practice, they are not always implemented in this volume. This is a perfect representation of the study process that is being formed either from the point of view of pedagogy and learning of children, or from the point of view of andragogy and adult education.

In the most general form, relying on the methodological model of educational process in a secondary school [56, p. 49–50], we can say that in the pedagogical model of learning the dominant position is taken by the one who study. It determines all the parameters of the process: the goals, content, forms and methods, means and sources of learning. Due to objective factors (unformed personality, dependent economic and social situation, small life experience, the absence of serious problems for the resolution of which it is required to study; the one who is studied, in the

pedagogical model has a subordinate, dependent position and is not able to seriously influence planning and evaluation of the study process. His/her participation in the training for the same reasons is also quite passive, since his/her main role is the perception of social experience, which passes by the one who study.

In the andragogical model, based on models of higher professional education [132, p. 154–156], the leading role belongs to the one who is studied. Learning adult is an active element, one of the equal subjects of the study process.

The founder of Andragogy, M. Knowles, sees the main differences between the andragogical and pedagogical models of learning in such (Table 8) [185, p. 152].

Table 8

Characteristics of study models

Characteristic	Pedagogical model	Andragogic model
Self-awareness, self-concept of the learning person	Sense of dependence	Awareness of increasing self-control
Experience of the learning person	Insignificant value	Sufficient source of study
Readiness of the learning person to study	Determined by physiological development and social pressure	Determined by tasks for the development of personality and the acquisition of social roles
Application of the acquired knowledge	Deferred, postponed	Immediate
Orientation in learning	On a study subject	Problem solving
Psychological climate of learning	Formal, focused on teacher credibility, competitive	Informal, based on mutual respect and teamwork
Planning the study process	By the teacher	Together with those who study
Determining the study needs	By the teacher	Joint reflection with those who study
Formulation of study goals	By the teacher	Joint negotiations with those who study
Building of the study process	Depending on the logic of the subject, meaningful units	Consistently, depending on the readiness of those who study; problem units
Study activity	Technology of knowledge transfer	Technology of finding new knowledge based on experience
Evaluation	By the teacher	Joint rethinking of new learning needs, joint assessment of training programs

Comparison of the effectiveness of the three study stages (listen, see, do) in pedagogy and androgology, does not require conclusions [185, p. 163]:

Table 9

What remains in memory		
Methods of study	Pedagogy	Andragogica
Presentation method	3 hours	3 days
Only verbal presentation	25%	10%
Only demonstration	72%	20%
Mixed	85%	65%

Based on these basic principles of androgology, it is proposed to build adult learning activities, the main characteristics of which are active, the leading role of the learning person, in the construction and implementation of the study program, on the one hand, and the joint activities of the learning person and the person who study, on the other hand.

At the same time, it is very important to ensure that the atmosphere of study is friendly, informal, based on mutual respect, collaborative work, support and responsibility of all participants in study activities. The relationships between those who study and studied in this regard are determinative.

Another andragogical model developed by a group of scientists at the University of Nottingham [185, p. 172] is less complete and more detailed than the Knowles model. By its essence, the Nottingham group comes from the same basic assumptions as Knowles: from the peculiarities (age, psychological, social) of adults who are learning and their activities in the process of learning. The main goal of adult education, they consider the development of critical, creative thinking, integrated with the sensory field of the subject of learning. Let's consider the main provisions of the theoretical approaches of the Nottingham Group to adult learning.

Human beings are social beings, therefore, they should be considered in conjunction with the socio-historical environment.

1. The most adequate social being is an adult who is critical thinking, capable of learning.

2. Potential possibilities of constant development of thinking, feelings and "loneliness" in adults are expressed in qualitative changes in mental structures, which distinguish the development of personal forms of competent thinking in adults from such thinking of children or adolescents.

3. The most prevailing creative and critical thinking, which contributes to the full development of an adult, in contrast to the uncritical perception of other people's thoughts.

4. The combination of group and individual self-education contributes to the development of creative and critical thinking to a greater extent.

5. One of the main components of successful adult education is the constant reintegration of cognitive and emotional spheres.

6. Knowledge can be considered as an open or closed system. When it is seen as an open system, it means that the learner can add something or change it with critical thinking. But even if it is perceived as a closed system, it can be used by those who learn to solve their problems or create new systems.

7. Learning includes thinking, searching, discovery, critical thinking, and creative response.

8. Education is not the transfer of knowledge, but rather the selection, synthesis, discovery and dialogue.

The main type of adult education on the authors opinion is study in a group of colleagues. Under the andragogical approach to adult education, according to the authors, different teaching methods are possible: exposure, when the content of the training is organized and presented (exposes) to the person being taught by an outsider (teacher, lecturer, textbook, film, etc.); managerial methods where leaders (conductors of discussions, game managers, curriculum authors) organize and direct the learning process in such a way that those who are learning achieve predetermined goals; search methods, when the content of learning is not determined entirely and completely in advance, as the learning process involves both the formulation of problems and the search for their solutions. In this case, those who study, select and organize information, content of training and the necessary experience in order to study the problem and find a solution to it. As a result of the search, new questions and problems arise. The main purpose of this method of study is to involve those who study in mental activity. In this case, the perception of the content of learning, or information, occurs incidentally, in the process: "thinking – learning the problem – solving the problem". Recent methods are most adequate to the tasks of the andragogical model of study.

Basic andragogical principles of study.

Based on the above considered andragogical and pedagogical model, taking into account all the peculiarities of adults, who study and peculiarities of the study organization process, it is possible to formulate the basic andragogical principles of study which form the foundation of the theory of adult education.

Some principles of study apply both to the andragogical as well as to pedagogical models of education. The following principles are common to both models:

1. Principle of joint activity. This principle involves the joint activity of all participants in the educational process in terms of planning, organizing, evaluating and correcting the study process.

2. Principle of study individualization. In accordance with this principle, everyone who is learning, along with those who studies, and in some cases with other participants in the study process, creates an individual program of education focused on specific educational needs and objectives, and takes into account experience, level of training, psychophysiological, cognitive features of the learning person.

3. Principle of system education. This principle presupposes compliance with the goals, content, forms, methods, means of learning and evaluation of study outcomes.

4. Principle of study awareness. It means awareness, comprehension by all who is learning and studies, all the parameters of the study process and their actions in organizing the study process. The following principles apply only to the andragogical model of study [184].

5. Principle of self-study priority. The independent activity of those who are learning is the main type of educational work of adult. Independent activity is not the conduct of independent work as a type of educational activity, but self-realization by those who study, organizing the process of their education.

6. The principle of relying on the experience of the learning person. In accordance with this principle, the life (domestic, social, professional) experience of the learning person is used as one of the sources of study both the learning person and his colleagues.

7. Principle of context study. In accordance with this principle, study, on the one hand, is aimed at achieving specific, vital for the learning person, goals aimed at fulfilling his social roles or personal development, and on the other hand, is organized taking into account the professional, social, domestic the activities of the learning person and his spatial, temporary, professional, household factors (conditions).

8. The principle of updating the study results. This principle implies the urgent application in practice of those who are learning, knowledge, skills, qualities.

9. Principle of elective study. It means giving the learning person a certain will in choosing the goals, content, forms, methods, sources, means, terms, time, place of study, method of evaluating the results of learning as well as teachers.

10. Principle of educational needs development. In accordance with this principle: assessment of the study results is carried out by identifying the actual degree of mastering the educational material and determining the materials, without which it is impossible to achieve the study goal; the study process is being built in

order to form new educational needs of those who study, specification of which is carried out after the achievement of a certain purpose of study.

If we summarize all of the above, it is possible to formulate four basic principles of adult study in the education system throughout life:

1. Principle of relevance. Information provided during the study should relate to the professional or private life of the learning person. Adults poor perceive abstract themes.

2. The principle of participation. Those who study should take an active part in the study process and directly use new knowledge and skills in the study process.

3. Principle of repetition. It helps to gain new knowledge in memory and transform acquired skills into a habit.

4. The principle of feedback. Those who study must constantly provide information on how far they have progressed. The availability of such information allows them to adjust their training to achieve better results.

Thus, the andragogical principles of study as well as the andragogical model of study, are fundamentally different from the pedagogical principles and model of study. At the same time, pedagogical principles of study can in many respects be attributed to the activity in the field of adult education.

However, in the real practice of study, it is impossible to find a situation in which the andragogical model of education and its principles would be applied completely and completely, in full. The above andragogical model of study considered above can not be considered as final, suitable for all cases of life, on the one hand, and as a panacea for all disasters, from the other hand.

It must be applied in appropriate conditions and in the study of certain groups. The task is not to cancel or replace the pedagogical model of study, but that, as the adult grows up, the development of his personality, the accumulation of life experience, is increasingly used in study andragogical principles.

Terms of use the andragogical model of study.

The conditions to use the andragogical model of study depend on such an important factor as the age of those who is learning, to the extent that it determines the volume of life experience, psychological peculiarities, the feeling of independence, the level of personality development.

According to the American scientist Knowles, the correct use of pedagogical and androgical models of study, depending on age, can be presented in this way [185, p. 134].

However, the main thing in the characteristics of an adult is the possession of life experiences, physiological, social, moral maturity, economic independence and level of self-awareness, sufficient for responsible self-directed behavior.

It follows that the andragogical principles of study are applied only if the learning person, regardless of age, is capable of responsible attitude to study, its organization and results. Only such a student can consciously assume a part of responsibility for the introduction of the andragogical model of education.

Consequently, the reliance on the andragogical principles of study is possible and effective enough to the extent that the learning person, regardless of age, by the level of motivation, responsibility, preliminary training, general development, the existence of life experience, can actively participate in the implementation of all of the above actions shared with the teacher of action.

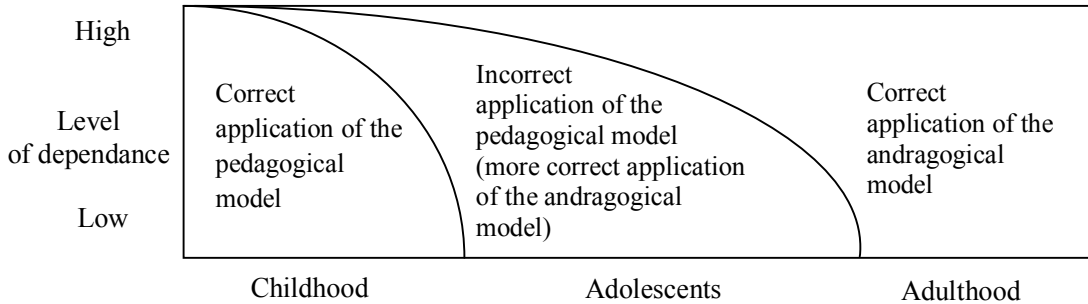


Figure 9. Age criteria for the use of andragogical study

The content and forms of organization of the educational process in education throughout life on the basis of the principles of andragogy.

The right choice of the andragogical approach to the education of the subjects throughout life is due to the content specificity and peculiarity of the tasks of adults study. The state of adulthood is characterized by psycho-physiological and social maturity, full civil-legal capacity, economic autonomy and involvement in the field of professional work [133]. A grown-up person, professional shall determine the required educational results himself as well as time frames and qualities. Adult person does not need knowledge on their own, but the knowledge required to solve a vital problem. Knowledge acts only as a condition for its decision [73; 117].

The choice of content, forms and means of organizing the educational process must be carried out taking into account the basic principles of adult education, identified by S. Zmeyov [183] which we described in the preliminary report (Table 10).

Table 10

Contents and forms of organization of educational process based on the principles of andragogy

Principles of andragogy	Contents of the educational process	Forms and means of organization of educational process
Rule of independent study	organization of self-education as the main type of educational work	main emphasis is made on independent (including distance) forms of study
Organization of joint work on the planning, implementation and evaluation of the study process	organization of group activities according to "contract principle"	incoming diagnostics (interviews, interviews with specially developed control and measuring materials, etc.), training forms, creative laboratories to develop criteria for assessing the effectiveness of the study process
Relying on the experience of the learning person as a source of study	presentation and reflection of individual professional experience	workshops with "work experience" performances
Individualization of study	planning and realization by each listener of his "educational route"	individual counseling, scientific supervision of projects and research activities of listeners by the teachers
Systematic study	subordination of goals, content, evaluation of main course results	problem lectures, seminars
Context of study	organization of professional, quasi-professional and educational activity on the basis of real professional tasks	business games, teaching – micro teaching, discussions ("project protection", "round tables"), analysis of professional situations
Upgrade of study outcomes	Creation of conditions for the emergence of students in the situation of success, for positive changes in professional experience	Micro teaching, "round tables", discussions, work on projects

Principles of andragogy	Contents of the educational process	Forms and means of organization of educational process
Elective study	giving the listener the will to choose the components of the study process	implementation of the technology of "individual educational route"
Development of educational needs	revealing the real extent of achieving the objectives of the courses, and on this basis the formation of new educational needs	examination, defense of graduation thesis (including projects), other forms of initial diagnostics, self-diagnosis, definition of post-course work, programming of personal and professional growth

In accordance with the principles of andragogy, the students become the subjects of planning, organizing, conducting, implementing and evaluating the process of their own education; the goals, tasks, contents, sources, means, forms and methods of training shall comply with them. The teacher serves as a mentor, the organizer of the educational process, which provides the conditions for dialogue, the consultant (facilitator), which helps to reach by the learning persons of their educational goals.

Andragogic principles provide for the use of modern technologies that preserve the health of the listener during the study process. Active study methods have high valeological potential. In adult education institutions, adults should more actively use such forms and methods of work as workshop, seminar, discussion, brainstorming, problem business game, game design, mutual learning, microproduction, organizational and activity games, work in groups to create projects with their subsequent protection.

Conclusions and prospects for further research. The analysis of the national scientific and educational literature, which addresses the issues of education of an adult, shows that they are revealed in numerous pedagogical studies, but the problem of adult education requires a holistic and multidimensional study.

1. In the course of the study, it was determined that the formation of an adult as a subject of education throughout life will be effective given that: 1) at each stage of maturity, directly related to the development of the individual, there are specific problems for which each a person should have information about these problems, opportunities, ways and means of their solution; 2) in adulthood, on the one hand, there is a decrease in physical capacity, on the other hand, the person reaches its

optimum in combination of the possible and the actual, obtains opportunities for a versatile manifestation both in activity and in study; 3) value component of the individual, his life orientation (orientation to the work itself as activity, focus on remuneration for work and career orientation, that is, on the job prospect), in one form or another, characteristic of different categories of working people, are very important for human development; the peculiarity of orientation is decisively determined by membership in a social structure; 4) set of individual, personality and subjective characteristics of a person should be regarded as a subsystem in a holistic system that in each case have their own separate phenomenology, patterns and mechanisms of functioning that ensure the vital functions of these subsystems, each of which differs from its other content and form being.

Relying on the structure of the adult personality: 1) orientation, as a system-forming factor of the personality is characterized by a system of dominant needs and motives; 2) professional competence – a set of professional knowledge, skills as well as ways to perform professional activities; 3) professionally important qualities – psychological qualities of the person that determine the performance (quality, effectiveness, etc.) of activity; professionally significant psychophysiological properties – integrative ensembles (symptomcomplexes) of qualities that are formed in the process of personality professionalization, it is proved that the formation of a person has two interdependent dimensions: vertical reflects the change in the place of a person in society (social status, roles, achievements, failures, losses, etc.), the horizontal is a temporary measure as a certain sequence of stages of personal development with the characteristic of each stage to limit possible ways of realization, self-realization.

2. The content of adult study differs from the content of children study. Their study is an addition to the role of an adult and is shaped by this role.

Adult study is focused on the problem. This is due to the fact that adult learning persons seek study experiences in order to cope with life-changing events such as new work, career advancement, new technology, divorce, marriage, etc.

It is substantiated that the andragogical model of education envisages and ensures the active activity of the learning person, his high motivation and, consequently, the high efficiency of the study process and is based on four basic principles of adult education in the system of continuous education: principle of relevance, principle of participation, principle of repetition, principle of feedback.

The prospect of further research is in the development of diagnostics of cognitive activity levels development for adults, in the creation of acmeological technologies and motivational trainings for students of adult education institutions, which are based on the principles of andragogy.

SECTION 5

ADULT EDUCATION AS A MECHANISM FOR SOCIAL INVOLVEMENT

Statement of the problem in general and its relation to important scientific or practical tasks. Modern civilization challenges lead to an understanding that people, trying to reach cultural growth, lag behind the pace of change in the surrounding world. There is a need for education throughout life, which determines the development of each person and state. In recent decades, authoritative international organizations have intensified discussions on adult education, aimed at improving the educational and competitive potential of each individual. Ukraine in educational policy and practice gradually implements the strategy of education throughout life, training and professional improvement of adults.

At the same time, socio-economic realities in the country are not deprived of social injustice, inequality and polarization of society. There is discrimination of the rights of certain population categories, restriction of access to resources. The social exclusion is an obstacle on the path of development and social progress of Ukrainian society. Therefore, the growth in the economic and social spheres, improvement of the standard of people living, rational use of the resource potential of the population shall be ensured as a result of creation of conditions for overcoming social exclusion by social institutions as guarantors of Ukrainian society stability. Counteraction to rejection is a social engagement, which is reduced to eliminating the causes of the latter and is seen as a condition for achieving improvement in the lives of all categories of people. At the same time, at the present stage there is some precedence of the practice of spontaneously situational introduction of social inclusion, which confirms the need for research and scientific substantiation of the phenomenon mentioned.

The urgency of the problem of social inclusion is aggravated by the situation in the south-east of Ukraine, namely, high levels of unemployment, the presence of temporarily displaced persons, low civil activity of the population in the Zaporizhzhya region. Taking into account that this problem is relevant for Ukraine as a whole, the research results can be used as a model for implementation in other regions. That is why, within the framework of the project “Development of the Learning Region Concept as the Foundation for Effective Regional Education Policy (on the example of Zaporizhzhya region)”, among other issues is also considered – definition of the features of adult education as a mechanism for social inclusion (for example, people with disabilities).

Analysis of recent researches and publications. Foreign phenomena of social exclusion and social inclusion as a social phenomenon were studied by foreign researchers: M. Astonants, R. Atkinson, P. Abrahamson, V. Judd, J. Davis, N. Cabir, R. Kastel, R. Levitas, R. Lenoir, C. P. Paugam, R. Randolph, A. Turin and others. Research on the problem of social exclusion was reflected in the works of representatives of the world economic thought: W. Beck, F. Brudel, F. Williams, K. Griffin, A. Lewis, A. Seen and others. The problems of social inclusion through educational inclusion were studied by foreign scholars: D. Barber, T. Booth, C. Webber, D. Deppeler, M. King Sears, T. Lorman, T. Mittleler, K. Stafford, D. Rose, D. Harvey et al.

In the socio-political, psycho-pedagogical and discourse terms, the term "social inclusion / exclusion" is rare. The mentioned topics became the subject of study of scientists: O. Akilina, S. Babenko, O. Balakireva, O. Davydyuk, V. Dmitruk, R. Zhilenko, V. Zvonar, N. Ilchenko, E. Libanova, A. Konditrina, G. Likhonosova, O. Makarova, S. Oksamitnoy, Yu Savel'eva, N. Tolstykh, V. Khmelko and others. In Ukraine, the study of various aspects of the affected problem is carried out by scientists: S. Bekonya, D. Boginya, I. Bondar, V. Heyets, A. Kolot, V. Lich, E. Libanova, V. Mandibura, V. Novikov, I. Sahan, A. Chukhno and others. Domestic scholars study various aspects of social inclusion through social inclusion and inclusive education: Y. Boginska, L. Budiak, L. Vavina, N. Voron, O. Gluzman, M. Yevtukh, I. Zvereva, T. Illyashenko, A. Kapska, O. Karpenko, L. Myshchik, N. Miroshnichenko, Yu Nida, G. Ovcharenko, P. Plotnikov, N. Sofiy, S. Khlebig and others. In the works of V. Bondar, L. Volkova, I. Gilevich, V. Zasenko, G. Makhortova, V. Sinyov, L. Tigranova, L. Shipitsina, special attention is paid to the issues of assistance to persons with disabilities when they are included in the educational process. However, most researchers point to the inclusion of the need to study children and the problems of learning adults with disabilities remain beyond scientific discourse.

The scientific potential for social engagement through social inclusion and inclusive education can be the achievements of the theory of adult education. Although in the world science issues related to the education of adults, began to be considered in the beginning of the century, in the domestic pedagogy of research intensified since the late 90's of XX century. Particular importance is given to main provisions and principles of the theory of adult education (O. Anishchenko, S. Arkhipova, V. Gorshkova, A. Darynsky, S. Zmeyev, M. Knowles, O. Ogienko, S. Pryima, L. Sigaeva, etc.); learning the specifics of the motivation of adult education (T. Vasilkov, F. Peggeler, E. Radlinskaya, J. Sukhorukov, etc.); disclosure of the peculiarities in the interaction of subjects of adult education (Yu. Kulyutkin,

A. Sitnik, G. Sukhobaska, and others); refinement of methods, forms and technologies of adult education (M. Gromkova, A. Maron, L. Monakhova, L. Lukianova, N. Nychkalo); analysis of innovative changes in adult education systems (M. Kagan, V. Panasyuk, V. Podobed, A. Shirin, etc.).

Generalization of scientific sources materials on the problems of adult education testifies to the objective need of Ukrainian society in scientific comprehension to implementat the idea of adult education as one of the tools of social inclusion in all segments of the population in general and people with disabilities, in particular.

Goal of the section is to identify the peculiarities of adult education as one of the mechanisms of social inclusion (for example, adult people with disabilities).

Objective of the study: clarify the essence of the phenomenon of social exclusion / involvement; reveal the specifics of adult education as one of the mechanisms for social inclusion of people with disabilities.

Presentation of main material. Currently there are no consistent Ukrainian-language analogues of the categories "social inclusion" and "social exclusion". In the Ukrainian and Russian literature, the terms "inclusion" and "exclusion" and less often – "attraction" and "exclusion" are. Concepts of "social inclusion" or "social involvement" do not have a single scientific definition and unambiguous approach and in foreign sources.

Social exclusion is a multidimensional phenomenon that holds back the development of society because of the inability of full participation for all citizens in economic, social or political life. The European Union defines social exclusion as a process in which particular groups or individuals can not fully participate in public life due to their poverty, lack of basic knowledge and opportunities or as a result of discrimination. Integral approaches are needed to address the problem of social exclusion. This was emphasized in the National Report: Human Development 2011 "Ukraine: On the Way to Social Inclusion" [94].

The groups of socially excluded people include those came out of civilization context due to life circumstances (return from places of deprivation of liberty, homelessness, forced resettlement), poverty, illness, etc. The phenomenon of social exclusion and social inclusion is not static. We are impressed by the thought of G. Likhonosova, who points out that "every person has the risk of being outside the society. The socially disadvantaged categories of the population are, to a large extent, represented to those who are considered excluded, but not all individuals in these groups are excluded, and not all excluded people belong to such groups". The researcher proves that social exclusion is a manifestation of a direct violation of basic human rights – quality education, medical services, acceptable standard of living,

access to cultural property, protect their interests and, in general, to participate in economic, social, cultural and political life – sign of the low level of human development in the country. The leverage of protecting human rights, a fence of social exclusion, is a developed civil society that provides real opportunities for any association of groups based on demographic, social, or geographic features [75].

Social exclusion (exception, alienation) is not only scientific, but also socio-political concept, often associated with problems of marginality or deprivation. As E. Giddens notes, "the exception does not mean gradation of inequality, but is a mechanism that removes groups of people from the main social stream" [13]. This concept is ambiguous as it contains various economic, social and political aspects. We understand, under social exclusion, a multidimensional cumulative process that violates the social relationships of individuals or groups and impedes their participation in society, as well as the state of the disadvantaged person, individuals or groups that arises as a result of this process.

Today, in conditions of economic instability, crisis situation in the humanitarian sphere, people with disabilities have appeared to be one of the most socially vulnerable and excluded segments of the population. They are not able to compete equally in the labor market with healthy people under normal conditions. These people are at high risk of being alienated from public life due to the inadequacy of infrastructure to their needs. The acquisition of professional knowledge, skills and competences increases the chances of a person with disabilities for decent work. According to the World Health Organization, there are more than 500 million people with disabilities in the world. In Ukraine, more than 2.8 million people, or 6.1% of the total population, are able-bodied people, of whom almost 80% of people are with disabilities. Unfortunately, the number of people with disabilities in our country grows annually. For example, ten years ago, their number was 5.3%. Today, the situation is complicated by the consequences of hostilities in the east of Ukraine, which inevitably leads to an increase in the number of people with disabilities. That is why the moral responsibility of society is to concentrate efforts to prevent social exclusion of these categories of people.

The National Target Program "National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities" for the period until 2020 provides for equal access to education; improvement of the conditions of remuneration of specialists who provide educational services; an increase in the number of people with disabilities who study in educational institutions annually by 5 thousand. Despite the fact that inclusion in the system of formal education is already being implemented, adult adults with disabilities do not take part in informal

education. We are convinced that one of the reasons is an inadequate understanding of the scope of the identified problem and approaches to its solution.

Today, there are different approaches to the definition of the essence of social inclusion – economic, sociological, philosophical, etc. According to the European Commission, social inclusion is a process that provides for those who are at risk of social exclusion, the opportunities and resources needed to fully participate in economic, social and cultural life, to attain a standard of living and well-being that meet normal standards in the society in which they live. Social inclusion provides people with more opportunities to participate in decision-making processes affecting their lives and access to fundamental rights [94, p. 29]. In this regard, social inclusion can be defined as a desirable situation in which all members of society have sufficient opportunities and resources to participate fully and fully in all spheres of public life, and in terms of ensuring social security, they are within the limits that are considered normal for a particular society [2].

Separating the terms "integration" and "inclusion", it is important, in our opinion, to emphasize also that inclusion is a process that occurs with individuals (social groups) and integration is a process that occurs in the society itself. Integration can be a consequence of inclusion, but not vice versa. This means that social inclusion is a derivative of social integration and a more narrow concept.

We emphasize that the idea of the need in social inclusion to build a fairer, more democratic society attracts more and more interest and attention from both academics and practitioners. Social inclusion is often reduced to the concept of educational inclusion and even more narrowly – to the educational inclusion of children with disabilities. After all, most social discussions on social inclusion focus on the problems of children with disabilities, which creates an idea of the possibility of applying inclusion only as an approach to the education of children with disabilities within the institutions of the general education system [13].

Inclusion is an active process of strengthening the sense of belonging of an individual or group to a community that leads to social integration. The notion of exclusivity and inclusion can not be considered separately. Necessary, in our opinion, objectification of the factors of social exclusion, which would help to direct further actions in the fight against social exclusion by influencing these factors and, therefore, outlining the ways of social inclusion. Our practice proves that the conditions of social inclusion at the individual level are the presence of the main components: inclusion in the group, organization of positive activity, self-identification and emotional contact with society. Inclusions will also contribute to personal and social activity, sociability, developed interests. Certain characteristics

should be owned and society that promotes the activation of inclusive processes (inclusive society) – to be open, that is, to enable the individual to be involved.

In our opinion, it should be agreed that social exclusion arises from multiple violations of the society subsystems, and, consequently, social inclusion should also be multidimensional. To construct a system of social inclusion, it is appropriate to use the model of F. Farrington: allocation of subsystems of society, the inclusion of which we find very important for the characterization of the inclusion of the individual and the inclusion in society (the spheres of society) [34]. The author offers the following indicators:

1. Indicators of the political subsystem: political literacy; social and political activity; availability of social benefits and benefits; sense of social security, stability.

2. Indicators of the economic subsystem: financial position; economic literacy; motivation for honest work as the basis of well-being; inclusion in paid activity, corresponding to moral and legal norms of society; sense of your economic situation as normal.

3. Indicators of social subsystems: presence of authority; presence of a significant group (friends); family-related relationships; wide circle of communication; sense of group community (subjective component).

4. Indicators of the symbolic subsystem: positive identity, high self-esteem; confidence in future.

5. Indicators of the socio-cultural subsystem: success in an educational institution (at least on a satisfactory level); attendance of an educational institution (absence of absenteeism); motivation for obtaining (raising level) education; value of education; professional orientation, possession of competences important for future professional activity; availability of quality education (individual, additional classes, flexible curricula, individual educational trajectories); additional educational opportunities (preparatory courses, classes on interests, etc.); participation in cultural and leisure activities on an equal basis with others (sports, visits to theaters, museums, excursions, etc.); level of culture (domestic culture, artistic culture, ethnoculture, information culture, etc.); inclusion in socially significant activities; sense of belonging to a certain cultural group (subjective component).

The use of a set of indicators will reveal the degree of social inclusion. Of course, the proposed system of inclusive indicators is variable, but it can help to resolve these issues.

Among the ways of social engagement, scientists propose: enhancing social mobility, introducing social inclusion programs, providing social services, supporting civic initiatives, etc. N. Ilchenko and R. Zhilenko believe that social inclusion can occur, first, by increasing the social status of a person or group of persons, provided

that the new status will have a greater impact on all aspects of the life of the community and society as a whole, and secondly, by returning a person or groups of individuals to a generally accepted social hierarchy [45].

Within our research, the key is the understanding that the dichotomous model of exclusion and integration highlights the idea that work provides not only access to material resources through salary but also cultural integration. Indicative within this discourse is the statement by British Prime Minister Anthony Blair: "The best defense against social exclusion is to have a job, and the best way to have a job is to get a good education, have good skills and experience" [18].

Let's add that the policy of attracting socially excluded segments of the population to social life should be aimed at solving problems of discrimination, provide for acceleration of economic, social, political reforms, achievement of economic growth, ensuring access of every citizen to education, social services, economic resources. In addition, measures aimed at involving all citizens in public life are important. We are convinced that integration into the society and, in fact, free choice of personality are possible only under certain logical actions: the achievement of competences (education), employment, participation in society, and the improvement of living standards. Thus, one of the ways of leveling out social exclusion is the development of a person's motivation for education to meet not only cognitive interests, but also to achieve social mobility, which determines in particular the life strategies of success. We raised these and related issues in our own publications and encountered them in dealing with adult disabled people [68].

S. Pryima outlines specific ways to overcome the manifestations of social exclusion, removing barriers to education. The scientist argues that "adult education is not only possible, but also a necessary factor opposing involutory processes, regulates the course of organic development of a person and increases the level of social engagement of each individual in society" [124].

According to R. Petersen's scientific views, adult education is based on such leading ideas, which we perceive as basic principles: universality (the coverage of education by all categories of the population at its various levels); humanization (concentration of attention on the interests and role of personality); democratization (equal access to education for all citizens, ensuring active participation in society and the state, ensuring equal opportunities for men and women, people with disabilities, representatives of ethnic minorities, etc., decentralization of education management, municipalization of education, autonomy of educational institutions that determine autonomy educational institutions in choosing their strategy of development, goals, content and methods of work, legal, financial and economic independence); anticipatory development (the level of education of the participants of production

should outstrip the level of development of the production itself); continuity (education is a long-term process that ensures the progressive development of the creative potential of the individual and the full development of his spiritual world); integration (relationship of education with the life of the individual and society as well as the relationship of different types of education) [14].

The issues of organization of adult education are regulated by the Code of Labor Laws of Ukraine, the Civil Code of Ukraine, the Laws of Ukraine "On Education", "On Vocational Education", "On Higher Education", etc. However, the above normative documents and other educational curricula do not take into account all the specifics and levels of adult education organization. Today, Ukrainian legislation in the field of adult education is based on the normative legal tradition established in the former USSR regarding the field of professional development and retraining of specialists, which, of course, is not appropriate to the requirements of the present. It updates the development of new legal documents on adult education.

The concept of adult education in Ukraine declares the need for codification of normative legal acts aimed at reforming, development and innovative and technological provision of adult education. Scientists convinced that the adoption of the Law of Ukraine on Adult Education, which would provide for: institutionalization of adult education as an independent and leading sphere of development of education in the state, is relevant; introduction to the classifier of the profession "andragog"; economic provision of creation, functioning and development of the adult education system at the expense of the state budget; provision of economic and legal support for the activities of educational institutions in the field of adult education; development of legal, social, and economic aspects of the adult education process; ensuring consistency with other legislative acts of Ukraine as well as the laws of other countries in the field of adult education [63; 103].

Adult education is aimed at fulfilling specific functions: personal growth; practical-educational; dissemination and moderation of experience; social status; experimentally experimental; Innovation; informational. Polyfunctional education of adults requires perception of it as having certain differences from the traditional system of education: non-directing nature; shifting emphasis on the transfer of knowledge to provide conditions for mastering the methods of their acquisition; reduction of the volume of teaching and the transition of the subject to self-development; constant objective positive correction of achievements; orientation towards obligatory achievement of results; communication with practice; dialogue of content and learning methods; specification of evaluation of educational results; integrative study, etc.

The specifics of organizing the process of adult study, especially in the substantive aspects, are due to their physiological, social, professional characteristics and features. S. Khajiradeva divides the education of adults related to the satisfaction of educational needs of the population into three groups: professional, which is connected with the satisfaction of the needs in the formation and improvement of the individual as an employee, participant in the production sphere; family-household, satisfying the needs for the development of skills, knowledge and personal qualities necessary for the effective fulfillment of the roles of family members; social, focused on the development and improvement of human functions as a member of society, community, social group [55]. It is a question of the specifics of the content of adult education, which is to advance the development of society, the achievement of a career, the improvement of personal knowledge, skills and abilities.

The process of adults education combines both traditional, part of which are insignificant and specific forms: classical courses aimed at the improvement, development and acquisition of knowledge, skills and abilities; intensities contribute to the achievement of the educational goal in the short term; "immersion" courses, which are an option of intensities; interactive (trainings, seminars, workshops, webinars, etc.); internship, which gives an opportunity to experience in production activities; distance education, self-education, etc.

According to our belief, the specifics of the process of adult education lies not only in the accumulation of knowledge, and not even in the formal declaration of the need to form a worldview, but in the priority of the development of thinking, self-reflection in the world. The content and the priority component of adult education should be cultural-national and universal values. Common values, undoubtedly, include: the right to life, freedom, respect for the elders, love for the neighbor, patriotism, honesty, etc.; national-cultural – respect for the family, respect for parents, national customs, pride for the state, respect for history, language, culture, etc. [70].

The current practice of adult education is based on the idea of the leading role of an adult in the process of study, his desire for self-realization, independence, self-government; presence of a subject of life (domestic, social, professional) experience, motivation for study as a solution to an important life problem and the achievement of a specific goal; perspectives of using the knowledge, skills and abilities acquired during the training; determinism of educational activity by temporal, spatial, everyday, professional, social factors, which either limit or promote the learning process; the organization of the learning process as the joint activity of the learning person and the teacher at all stages of its planning, implementation, evaluation and, to a certain extent, correction [185].

Particular emphasis needs to be given to considering new requirements for learning outcomes and adult education. First of all, it is about providing such educational services that provide guaranteed quality and obtaining professional competencies. P. Jarvis in the formulation of his position on the organization of adult education noted that those who teach should: organize training for adults at a peculiar for each pace; use different learning styles depending on the nature of the interaction with those who study; provide the most individualized training possible [120].

The achievements of adult education theory and practice can be a scientific potential for social inclusion through inclusive education. Thus, there is some terminological mismatch among scholars and practitioners. The term "inclusive education" was first used in the Salamanca Declaration on Principles, Policy and Practice in the Education of People with Disabilities. The Program of Action for Persons with Special Needs, adopted at the conference, recommends the involvement of specialists with special needs for education, the development of a program for facilitating access to education for adults with special needs: "special courses should be developed to meet the needs and requirements of different adult groups. people with defects" [135]. This curriculum became the first international document that emphasized the need for educational reforms in the direction of inclusive education.

The need for the active implementation of educational inclusion is reflected in documents that describe the main principles of the development of human rights policy: the Universal Declaration of Human Rights (1948) which states: "Everyone has the right to education ... education should focus on the development of human personality and respect for human rights and fundamental freedoms ... " as well as in the United Nations Declaration on the Rights of Disabled Persons (1975), the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1994) and others. Thus, in 2008 at the 48th International Conference of UNESCO it was noted that inclusive education plays an important role in achieving humanitarian, social and economic development.

International documents in the field of education recognize at the legislative level the rights of people with special educational needs for gaining knowledge in preschool, general, vocational and higher educational institutions. At the present stage, the introduction of inclusive education in our country is officially recognized as a direction of education development which requires the study of its organization at all levels of continuing education. The relevant provisions are declared in the Laws of Ukraine "On Education", "On Pre-school Education", "On General Secondary Education", "On Vocational Education", "On Higher Education", but real attempts to involve children and adults in the peculiarities of development in the educational process so far face a lot of obstacles.

For Ukraine, inclusive education is a pedagogical innovation, a requirement of time, and since the ratification of the United Nations Convention on the Rights of Persons with Disabilities is one of the international obligations of the state. However, there is a contradiction in the legislation of Ukraine between the declared right to equal access to all levels of education for all people and the inadequate opportunity to implement it due to the lack of conditions for an inclusive form of education. In addition, there are no mechanisms for the implementation of inclusions and the measures provided for in separate documents serve only good intentions and do not rely on the legislative basis.

Currently, inclusive education is recognized as the official direction of the education development which requires the study of its organization not only at the level of preschool, general and higher education, but also at all levels of continuing education. At the same time, inclusive innovations are somehow introduced into the system of formal education, and the involvement of adults with disabilities to programs of non-formal education is practically absent.

The purpose of inclusion in education is to eliminate social isolation (rejection, exclusion) which is the result of a negative attitude to diversity from the point of view of race, social status, ethnic origin, religion, gender, and abilities. It is important to understand that inclusive education is a prerequisite for wider social inclusion. The concept of educational inclusion is much wider – internationally, it is increasingly viewed in a broader sense, as a reform that supports and encourages diversity among people. We understand inclusion in several aspects.

1. Inclusion as an educational concept is important for the formulation of policies and strategies aimed at eliminating the causes and effects of discrimination, inequality and exclusion, however, while the implementation of this concept requires new efforts from scholars and practitioners. This is the concept that implements the social model of understanding disability, according to which disability as a concept is the result of interaction between people who have health problems and the barriers that exist in the external environment and hinder their full and effective participation in life of the society on an equal footing with others. The social model of understanding disability has become an alternative to the medical model of understanding disability, which primarily aimed at correcting the development of people with peculiarities of psychophysical development or people with special needs. The basic principle of the concept's implementation is the principle of participation that enables the inclusion of persons with disabilities in society and in the decision-making process as well as the promotion of their active position.

2. Inclusion is a dynamic process aimed at finding effective ways to take into account the diversity of learning persons in order to meet educational needs.

3. Inclusion is an educational technology that enables activities to ensure the presence, participation and achievements of each, provided attention, indifference and moral responsibility. It involves collecting, summarizing and evaluating information from a large number of different sources in order to improve educational policy and practice, encourage children and adults to study.

4. Inclusion creates conditions for the presence, participation and achievements of all students. The term "presence" refers to the place where people study and how regularly they visit it; the term "participation" describes the quality of their learning experience and therefore requires consideration of the opinions of those who study; the term "achievement" refers not only to the results of tests or exams, but also to the learning outcomes within all curricula and programs.

5. Inclusiveness requires increased attention to the "risk groups" of people for whom there is a possibility of exclusion or poor performance. It is a moral obligation to monitor groups of students who are most often included in the "risk group" of statistics and, if required, take measures to ensure their presence, participation and achievements in the education system. We emphasize that, despite the fact that inclusion in the system of formal education is already in place, participation of adults with disabilities in informal education is absent. In our opinion, the main mechanism for increasing their social status is the acquisition of education throughout their lives.

Important tool for understanding inclusive education is the monitoring tool – the Inclusion Index, developed in 2006 by British scholars M. Einsko and T. Booth, with the participation of British educators, parents, employees of the departments of education, academics, representatives of civic organizations and people with disabilities. This tool provides an opportunity to analyze the strengths and weaknesses of the organization of inclusive education and develop a plan for the development of an educational institution. This is a compilation of practical materials aimed at planning activities for the creation and development of inclusive educational environments for all participants in the educational process. The Index of Inclusion is translated into 34 languages and is used in 15 countries of the world. In 2011, the Index of Inclusion was translated into Ukrainian and approved for use in formal educational institutions of Ukraine [47].

Today, the science of andragogy already has results in learning of disabled people as evidenced by the topics of its research: integration into the life of society and the creation of special institutions and information space adapted to the state of disability; specificity and variability of models and methods; main directions in international practice of educational work; principles of organization of educational activities; education functions for adults with disabilities; the specificity of the andragogical position in the system of educational interaction, etc.

Although, the inclusive approach in education has been known for more than twenty years, it is used to the greatest extent only in formal education. Such a narrow understanding of inclusion does not lead to the desired results of the proper inclusion of all people with disabilities in society. Therefore, we propose to perceive inclusion in the broader sense – as a process of increasing the opportunities for participation of a person with a disability and in non-formal education as well as a process of reducing the degree of isolation. We consider it necessary to expand the understanding of inclusiveness (in the broad sense), taking into account the principles of adult education: recognition of the right to education at any age; operational and maximum provision of educational needs of every citizen; systemicity in personal and professional development; availability, continuity and continuity of education; interaction and partnership of state bodies, NGOs in ensuring the development of adult education; taking into account features of cultural and educational needs of different categories of adult population; compliance with government requirements and educational standards [63].

In the education system for adults with disabilities, the well-known didactic and andragogic principles acquire new meaning. In accordance with the stated goals and principles, in the education of adults with disabilities, along with development and adaptation, the functions of andragogy act as the forefront [114]:

- compensatory (catching up of lost or unrealized opportunities for development, vocational training, inconvenience of a condition of limited activity);
- correctional (making corrections and changes in the content and conditions of training in response to educational needs, information requests of people with disabilities within their real possibilities);
- supportive (provision of social-psychological assistance by means of education and organization of support of a person with disabilities on an educational path).

The primary mechanism for the implementation of the inclusive approach to adult education in Ukraine is the creation of special conditions for learning – adherence to the principle of accessibility, aimed at eliminating obstacles that affect people with disabilities enjoying their rights and is a key factor in their participation in society. Compliance with ergonomics rules, the combination of a variety of activities, ergonomics of movement, ergonomic design of a workplace, etc. is mandatory for prevention of complications of health and for increasing the efficiency of work. In this regard, I. Kolesnikova outlines the main barriers that exist in the training of adults with disabilities: physical (presence of physical disadvantages and restrictions that make inclusion in educational work difficult); psychological (lack of installation for receiving or continuing education, underestimating oneself as a

person, accepting the position of a successful student, etc.); social (realization of their rights to study and employment corresponding to the level of education, lack of understanding of the real prospects of using the knowledge acquired, skills in social practice); educational (availability of certain gaps in knowledge, long breaks in education, lack of training skills and self-education); moral-volitional (the need for volitional efforts of the will to succeed) [114].

Andragogues working with disabled adults should take into account that the active inclusion of disabled person in the educational process becomes a significant achievement and the priority task is the need to help overcome the barriers complex. The first barrier is the inability to identify oneself with the role of a person who successfully studies and has the prospect of further application of the educational potential in various fields of activity and communication. In this case, external support is required which allows for the formation of appropriate educational motivation, the need for new knowledge, starting with the most relevant for a particular person. It is also necessary to provide for the expansion of the educational field of a person with disabilities at the expense of new contacts, involvement in information search using modern technologies, thereby making certain educational results clear. All this forms the experience and motivation for success in cognition, causes satisfaction with the process of activity that can be carried out independently from conception to completion.

As a rule, people with disabilities underestimate themselves as participants in communication among pupils who have no life-limiting or insignificant activity. It is possible to organize a group of forms of educational work aimed at building a positive experience of communication and interaction. The task of the andragog is to create conditions conducive to the development of personality through the use of dialogue, interpretation and analysis of different perspectives. Effective inclusion of students in group activities, simulation, group reflection, joint creation of creative products. In this educational situation of a person with a disability, it is easier to overcome isolation and certain psychological barriers. The educational process promotes the expansion of the social environment of people with disabilities and creates conditions for their inclusion in the system of social partnership. The degree of individual activity in an educational situation is directly related to the emergence of a new level of understanding of learning opportunities for further self-realization [114].

The opinion of A. Gerasimenko and O. Shevtsova about education of one of the categories of adult people with disabilities – students of youth with health problems is relevant to this question. A. Gerasimenko believes that the most important is the period of adaptation to the conditions of study at a higher educational establishment, gaining a new status, assimilating new social roles. Students with special needs have

certain problems that arose in previous periods of life and study and significantly affect their cognitive activity, integration into the educational environment. Among them: gaps in knowledge; difficulties in perceiving the educational material; reduced efficiency, increased fatigue and exhaustion, disturbance of concentration of attention; increased vulnerability to infectious diseases and, in this connection, problems with attending classes; low level of physical training; shortage of communicability; insufficient orientation in society, low social activity; habit of condescending attitude, overestimation of their abilities; low level of motivation to achieve the goal, sense of loss of the future; low level of self-actualization, indecision, predominance of introverted behavior; low self-esteem, underdevelopment of self-control; increased anxiety, vulnerability, emotional instability, depressive states, etc. The negative situation for students with disabilities is also exacerbated by the fact that almost all of them have limited communication with their peers, physical mismanagement, are often unable to even go out into the street, are unprotected from the growing informational impact of providing electronic media, that for this group of youth is almost the only means of communication with the outside world [4].

According to O. Shevtsova, an alternative to full-time education may be the distance education of persons with disabilities. Distance learning has the advantages: "student's presence is unnecessary – student can study at home, student can receive a high-quality educational product, the teacher's subjective attitude towards a student with disabilities disappears, as the teacher relates to such a student as well as to all others students – in case of frequent communication often encountered a factor of discrimination, hostility or reduction of requirements in comparison with other students, the student can freely communicate with groupmates in the forums, without causing special attention to myself" [138]. We can not fully share the opinion of O. Shevtsova and other scholars on the unconditional appropriateness of the introduction of distance learning for people with disabilities, which, despite positive moments, has a number of shortcomings: it does not solve the problem of socialization, greatly strengthens isolation, ignores the development of motivation and, as a result, does not always productive. Note that due to low standard of living, this category of people and their families is not always able to buy a computer.

The obstacles to obtaining formal or informal education are the inadequacy of educational institutions for the training of this category of students (architectural features of buildings, impossibility of being present due to the remoteness of educational institutions); unpreparedness of the teaching staff (lack of teaching skills and communication with persons with disabilities); low degree of tolerance of other students to persons with disabilities.

An essential problem in understanding the need for higher or continuing education for people with disabilities is the notion that there should be no education for education and its goal should be the pursuit of further employment in the specialty. But people with disabilities have few chances to work in a range of specialties; only a few specialties are demanded: Psychology, Pedagogy, Information Technologies, Accounting and Audit. Therefore, we are convinced that when it comes to education in this category, even its focus on self-development is positive.

To solve the above problems, it is required to use the international practice of organizing training for people with disabilities, which combines two main directions: integration into society, which creates favorable conditions for full cooperation and partnership with healthy people and the creation for people with disabilities of special institutions, groups, educational communities, information space adapted to the state of disability [114]. Both directions are promising for Ukraine as well. The introduction of a successful global experience of inclusion of people with disabilities in formal and informal education in Ukraine will contribute to the formation of civil society.

As stated in the Concept of adult education in Ukraine, "... for the society, vocational education of people with disabilities is a reduction of tension in the labor market, increasing social productivity, and solving social problems. Since in the conditions of economic instability, crisis situation of the humanitarian sphere people with disabilities have appeared to be one of the most socially vulnerable groups of the population, efforts of the relevant state bodies dealing with the problems of persons with disabilities, public and charitable organizations, should be aimed at creating favorable pedagogical, psychological, medical, socio-economic, organizational and legal conditions and guarantees for realization of the rights of persons with disabilities to receive education in accordance with mental and physical possibilities of personality" [64]. A plan for the implementation of complex educational tasks is a combination of traditional and innovative approaches to the organization of adult education, namely: acmeological, systemic-synergetic, participatory, subjective, professional, competence, cultural, civilizational, dialogical, social and androgical. The mentioned approaches in the aspect of disabled adults education acquire a specific meaning.

Recently, the work has been intensified in Ukraine aimed at integrating people with disabilities into society, providing conditions for their education and professional education in accordance with their needs and capabilities. Further implementation requires international practice that provides people with special needs with a wide range of accessible forms of education: individual, distance, extramural,

"school advisory classes", "second-chance schools", "evening schools", and "included" ("inclusive") forms of education [64].

Our studies confirm that the specific category of such persons is young people with disabilities. Even in attempts to integrate into society young people do not always achieve results due to the lack of social competences, proper volitional qualities, changed motivation, passivity, stereotypes of the past and psychological dependence on assistance. It is clear that people who today reached the age of 20-30 are those who were subjects of isolation (home education) and segregation (stay in boarding schools). Some of them already have signs of exclusion due to deprivation. Without proper professional assistance and support, it will not be possible to achieve the involvement.

Education in the life of adults with disabilities can have different goals: improvement of the educational level; professional education; realization of creative potential, intellectual development; adaptation to disability status; inclusion in social and public activities, etc. The main task of disabled people education is the implementation of correction and restoration of physical, psychoemotional, social and labor potential, return to active life position and integration into society adequately to abilities and opportunities.

For the successful education of disabled people, it is required that the content, methods of education and its organizational and pedagogical conditions are as close as possible to a particular person taking into account the whole complex of his psychophysiological possibilities and social experience. Today, the mentioned problems could be facilitated: use of telecommunication facilities and databases for information support of educational process; providing access to arrays of scientific, educational and methodological information on the basis of the Internet class, equipped with workplaces; development of distance education as one of the forms of study; equipment of training places taking into account the nature of deprivation.

Consequently, we propose to perceive inclusion in the broadest sense – as a process of increasing the opportunities for the participation of a person with a disability and in informal education as an opportunity to reduce the degree of its isolation, since the main task of inclusion in education is the elimination of social isolation (exclusion). In our opinion, the educational process should be aimed at expanding the social environment of people with disabilities, creating conditions for their inclusion in the system of social partnership. When it comes about disabled people education, the positive is not only the acquisition of professional skills but also social competences and self-development.

Despite the large number of changes in legislative and regulatory acts on the development of inclusive education in Ukraine, its practical implementation is

currently low. Confirmation of the intentions to create conditions for inclusion in the educational process of adults with disabilities is to highlight the identified issues at events aimed at developing regional educational policy. On May 16, 2016, briefing was held for the media area on the topic "The learning region as a mechanism for the implementation of the concept "Education throughout life" at the initiative of the Bogdan Khmelnytsky Melitopol State Pedagogical University in Zaporizhzhya Regional Council. Representatives of the public, local authorities and educational institutions of the region joined the discussion of perspective directions of the education system development including inclusive – for adults. In order to realize these areas, the main provisions of the "Learning Region" Concept were adopted, including the following components: accessibility and interconnection of different levels and forms of education for all categories of the population.

The authorities at the briefing also drew attention to the need to reform vocational schools, residential institutions and universities. The infrastructure of the region should be accessible and to meet the educational needs of persons with disabilities, therefore efforts should be directed towards creating favorable psychological and pedagogical conditions for the realization of the rights of people with disabilities to receive education in accordance with the psychological and physical capabilities of the individual. In this regard, it is required to analyze the trends in demography, economy and other spheres of life and, on this basis, to build an effective education system at all levels.

There is a need to introduce the best world practices and international experience into the modern system of education in general and inclusive education, in particular. A compulsory component of regional infrastructure development is the creation of adult education centers which should become coordinators of communication for important regional actors (trade unions, district administrations, communal associations, entrepreneurs, etc.) and can analyze the modern educational needs of the region, plan and coordinate activities aimed at developing the region being studied. The development and implementation of learning region concept will contribute to the creation and development of the mental community through the use of the combined potential of the material, labor, organizational, managerial and financial resources of the region through the formation of a stimulating educational environment for various categories and age groups of the population in Zaporizhzhya region.

The participants of the section noted that the barriers and difficulties faced by students and adults with special educational opportunities are due to the outdated organization of the educational process, due to lack of scientific substantiation. Scientists and practitioners unanimously concluded that there was a need for understanding inclusion in the broad sense – as a process of increasing the

opportunities for participation of people with disabilities in non-formal learning, as a process of reducing their isolation, the exclusion as a process of increasing social inclusion.

The issue of introducing adult inclusive education was considered among others also during the International Adult Education Days on October 6-8, 2016, which aimed to promote the development of educational policies in the field of adult education and the formation of an understanding the value of education throughout the life of the region residents. Numerous events were attended by domestic and foreign experts in the field of adult education, in particular from Germany, Belarus, Latvia as well as about a thousand residents of the region [89]. The result of the two-day work of scientists and practitioners was the development of recommendations for the project of the Education Development Program of Zaporizhzhya region for 2018-2020.

Several sections worked at the Ministry of Education, among them – "Education and professional rehabilitation of adults with limitation of life". The specialists provided suggestions on the need for a scientific substantiation of the education of adults with disabilities, a combination of the main innovative approaches to learning, and the principles of adult education. Scientists and practitioners proceeded from the fact that the main mechanism for organizing training for adults with disabilities is the creation of special conditions for education, adherence to the principle of availability aimed at eliminating obstacles that prevent people with disabilities from exercising their rights, such as: the inability of educational institutions to training of this category of students; unpreparedness of the teaching staff; low degree of tolerance for people with special educational needs, etc. [138].

Conclusions on research and prospects for further study. Consequently, the phenomenon of social exclusion is a complex process in which separate groups of the population or individuals can not fully participate in public life due to their poverty, lack of basic knowledge and opportunities or as a result of discrimination. To address the problem of social exclusion of adults, an integrated approach is required that necessarily includes the requirement for education to be one of the mechanisms for social inclusion of people with disabilities in economic, social and cultural life.

Further issues need to be resolved: promoting equal access to adult inclusive education through informational and educational work in society; provision of forecasting for identifying inclination abilities at the stage of career guidance of young people with health problems, especially at the beginning of adult life; adopting an integrated approach using the mechanism for identifying stakeholders and the state's responsibilities in partnership with civil society organizations, providers of educational services in the field of formal and non-formal adult education.

SECTION 6

TRENDS IN THE DEVELOPMENT OF ADULT EDUCATION SYSTEMS IN UKRAINE

Statement of the problem in general and its relation to important scientific or practical tasks. The realization that life-long education is a determinant of sustainable economic development, guarantee and condition for the establishment and development of a democratic system of social life and manifestation of the society's responsibility for the development of social capital, a unique social institution capable of influencing the future of the individual and society, requires the study of trends in the development of education systems adults. Relevance of this requirement becomes a condition for the formation of open knowledge societies as the study of global trends in the formation, functioning and development of educational systems in general and adult education systems in particular should become a source of information to find ways to solve existing problems and make managerial decisions both at the national and regional levels, institution of education. Overcoming of objective contradictions between the strengthening of unification and the preservation of national identity, between the dynamic development of educational systems and the lack of proper theoretical and methodological substantiation of the tendencies of their functioning and development, between the urgent need to create conditions for the maximum development of the individual, realization of its potential opportunities throughout life and absence scientifically grounded concepts of open education, its organizational structure and models that would ensure the transition from the principle "Education for the whole live" to the principle of "Life-long Education" requires the solution of the actual tasks posed by the present to the education of adults, which is impossible without the awareness of the leading world trends in this area, an adequate and relevant attitude of the industry to all stakeholders, the establishment of constructive cooperation between them, which is a prerequisite for the formation of an appropriate attitude towards this problem in the public consciousness and is a necessary basis for the development of a conceptual vision, the search is scientifically sound and practically oriented approach to its solution.

Analysis of recent research and publications on this topic, the allocation of previously unsolved parts of the general problem. The works of foreign (K. Grant, P. Jarvis, H. Martinez, etc.) and domestic (O. Anishchenko, T. Desiatov, L. Lukianova, N. Nychkalo, O. Ogienko, L. Sigaeva, I. Folvarochny, L. Shynkarenko, etc.) scientists are devoted to the analysis of the world trends in the development of adult education. Based on the study of adult education development peculiarities in the second half of the twentieth century, the researcher L. Sigayeva [141] identifies the leading trends in the

development of adult education in Ukraine in the second half of the twentieth century. The publication [171] focuses on the fact that adult education in Ukraine depends on the creation of appropriate objective prerequisites for the democratization of the whole system of education and the humanization of the educational process as well as the consideration of world regularities in the development of theory and practice in this field. The research of O. Ogienko [109] is devoted to the historical and pedagogical analysis of the adult education evolution in Scandinavian countries, rationale for the periodization of its development, isolation and justification of general tendencies and features in different historical periods. The paper identifies promising directions, contradictions, patterns and leading trends characterizing the development of Scandinavian adult education in the second half of the 20th century, formulating recommendations on the peculiarities of using Scandinavian experience in Ukraine. The dissertation [140] investigated the tendencies of the adult education development in Ukraine at different historical stages and evaluated its current state.

Despite the broad thematic spectrum of scientific research, the analysis of trends in the functioning and development of adult education systems in Ukraine until now has not become the subject of a holistic scientific and pedagogical research. Thus, the relevance and expediency of the paragraph is the need to study trends in the functioning and development of adult education systems in Ukraine.

Formulation of goals and objectives of the study.

Goal of the section is to study the trends of the functioning and development of adult education systems in Ukraine.

Objective of paragraph:

- identification of trends in the formation and development of adult education in Ukraine;
- identification of regularities in the tendencies of formation and development of adult education with the dynamics of social development;
- finding out the dependence of the formation and development of adult education from the cultural and educational demands of society.

Presentation of the main research material with full justification of the received scientific results. The global trends in the development of education are its diversification and globalization, ensuring equal access to quality education throughout life, informatization of education, consumer orientation and transformation of education into cost-effective production of educational services, etc. Ukrainian scientists [116, p. 421] determine the following trends in the development of education: introduction of a human-centered paradigm of education, spread and deepening of its humanization, gradual depoliticization of education, formation of the civic consciousness of educational subjects and educational

cooperation, diversification of education, complexity of its infrastructure, standardization of approaches to the organization of educational, educational process and management, mass creation of monitoring systems and implementation of procedures for measuring the quality of education, disseminating innovation activities, accelerating and formalization of education, etc.

The first trend in the development of open adult education which is connected with *the change of the openness concept as the basis of the contemporary worldview*, with *the formation and development of knowledge societies*, it is required to *distinguish the threatening trend of the digital and cognitive breakdown for Ukraine*, which, according to the pessimistic scenario of the "division of the world" into two cognitive civilizations (one based on the production of knowledge, and another, based on the consumption of knowledge) will lead to the emergence of a society oriented exclusively on cognitive content consumption in Ukraine.

The problem of overcoming the digital and cognitive gap in organizational, managerial, financial, economic and human resources provision is complex and solved in different ways. For example, reducing the digital breakdown is a priority task for the development of knowledge societies that should ensure the social integration of each member and promote the development of new forms of solidarity, since knowledge is a public domain of human civilization that should be accessible to everyone. In such conditions, young people play a key role in the practical use of the latest information and communication technologies and their implementation in everyday life. The older generation is assigned the role of "compensator" between the relative fragmentation of online communication and their life experiences. Among the socio-economic factors, an important role is also played by a political confidence in solving the problem. Taking into account this fact, a number of government initiatives that promote the development of strategies for the erosion of the digital breakdown will enable the formulation of the principles of digital solidarity, according to which governments and other actors in the information society should take concrete measures to reduce inequalities in access to new technologies. In order to overcome the digital imbalance in the information society, UNESCO has developed four principles that guide policy development in this area: universal access to information; freedom of expression; cultural and linguistic diversity and education. It should be added that, according to the Berlin Declaration, open access to the publication requires that authors provide free access to their scientific developments as well as the possibility of their use, subject to calling to source of authorship. In addition, the full version of the work and additional materials should be kept in at least one on-line storage.

In Ukraine, individual government initiatives are aimed at overcoming the digital breakdown. In accordance with the Law of Ukraine "On the Basic Principles of the

Information Society Development in Ukraine for 2007-2015" (January 9, 2007, No. 537-V) [176], one of the main priorities in Ukraine is the desire to build a people-centered, open to all and aimed at the development information society. Such a society enables the creation and accumulation of information and knowledge, free access, use and exchange of information to enable everyone to fully realize their potential, which will promote social and personal development and improve the quality of life.

It must be admitted that the realities of today make it possible to ascertain the fact of the digital breakdown as a phenomenon of real reality associated with the different levels of development of digital technologies in Ukrainian society but much more concern is caused by so-called cognitive gap. It is the cognitive gap that becomes the civilization challenge of knowledge societies, which combines the results of the imbalance observed in the main components of the knowledge sphere (access to information, education, cultural diversity). This problem is due to the dynamics of the uneven development of the cognitive process – from the uneven distribution of cognitive potential to uneven socio-economic assessment of some types of knowledge about other economies. A cognitive gap can also be manifested inside of a society where uniform knowledge is rarely occurred even on equal terms. Overcoming the problems of cognitive breakdown depends on the preparation, cognitive abilities and the regulation of access to information.

The second trend of adult education development in Ukraine is to strengthen the role of regional educational policy. Life-long education in general and open education of adults in particular are increasingly considered as determining factors of regional development, factors of competitiveness both of individual territories and of the state as a whole. Under such conditions, a regional educational policy provides for: ensuring equal access to educational services for all stakeholders, support for motivation to study; creation of the organizational structure of the strategic state-public administration for the development of education in the region and the partner network of institutions aimed at the development of adult education; development of social partnership through establishing a social dialogue between different institutions and organizations of formal and non-formal education, government, business, public, providers of educational services; implementation of projects on regional development of natural, social, economic resources in accordance with perspective directions of regions development; development of targeted programs for the training of adults (including informal) and the training of pedagogical staff for working with adults; developing and implementing the concepts of the learning regions, and supporting national and international projects on the concepts of learning regions; support for cooperation between academic institutions and representatives of non-governmental organizations; initiation of all-Ukrainian contests for the support

of innovative educational projects aimed at popularization of education ideas throughout life. The development of the fundamentals of state and public administration in the system of education in Ukraine at the national and regional levels is conditioned by the need to introduce new scientifically grounded approaches to the formation of the national education system at the state and regional levels, when effective management of the educational sphere provides an open system for the public capable of self-regulation and self-renewal.

The third trend in the development of adult education systems is to strengthen the role of adult education systems in the formation of an active civil society. The content of this trend is revealed, first of all, in the formation of the personality which has a democratic civil culture, awareness of the relationship between individual freedom, human rights and its civil responsibility, readiness for competent participation in the life of society – all that is typical for civil society.

As stated in [38, p. 50], civil society is a sphere of communication, interaction, spontaneous self-organization and self-government of free individuals on the basis of voluntary associations, which is protected by the necessary laws from direct interference and regulation by the state and which is dominated by civil values. As a complex socio-cultural and socio-political phenomenon, civil society implies the presence and development of social institutions and social practices, social values and virtues. It is civil society that promotes citizens engagement in collective action in the public sphere to express their interests, ideas, for information exchange, achievement of a common goal, requirements for the state, etc. Such a form of social institution involves not only political activity on the part of every citizen, but also the realization of their own role and significance in the life of society and actions, according to their own beliefs and values.

Open education for adults will contribute to the further development of democratic political culture, the formation of civil and political-legal competence, responsibility of the individual, awareness and recognition of its democratic principles of life and the priority of human rights, since educated people are more difficult to manipulate, they more rapidly develop democratic, humanistic relationships, they act as free individuals, they are ready to realize the functions of the subjects of such relationships, respect each other, recognize the right of each other to their own opinion, able to make decisions about their and social development and defend their own position. In the context of globalization processes development, open education of adults is intended to promote the formation of a specialist competitive personality which actualizes the urgency of interested parties and public institutions integration on the basis of mutually beneficial cooperation for the development of education for various categories of adults. This will contribute to the

creation of an effective educational and cultural infrastructure of regions, the implementation of the concepts of development in various areas as learning regions [7, p. 43]. Concepts of learning regions are important components of the policy for developing an active civil society and social integration.

The fourth trend in the development of adult education systems is the refusal of the state from monopoly and a leading role in regulating adult education policy as well as the introduction of a public-public model for managing adult education systems. Qualitative transformations taking place in society led to the loss of a state monopoly (decentralization of management, public opinion, transparency of development, examination and management decisions) into separate parts of the functioning and management of the education system, in particular, the higher, where a radically new situation arose – there were educational institutions of private ownership, religious affiliation, civil society institutions, international organizations, etc. This trend will continue to enhance. The role and function of the state will increasingly focus on general regulation, ensuring compliance with the legislative framework and legislative guarantees. Instead, the subjects of educational interaction are assigned a mission of approbation of new cooperation mechanisms, among which, as noted by the authors of work [131, p. 11], self-regulation is the most perfect mechanism of social organization and the tool by which the state delegates its powers of control and supervision to direct control objects that are less costly for society and transform education into an open self-regulatory system. In such conditions, the state-public model of governance becomes effective for the development of adult education systems. State and public governance of adult education systems should be understood as a model of governance based on the joint complementary and mutually supportive activity of state authorities and the public in the field of adult education, allocation of powers among key stakeholders, rights and responsibilities for their implementation to ensure the functioning and development of open adult education system.

As stated in [15, p. 54], state and public governance of education development is the integration of the spheres of activity, rights and responsibilities of the subjects of state administration, public administration and the public in order to ensure effective managerial influence on all levels of the educational system. The purpose of state and public administration is to involve self-governing bodies and the public in the formation of education policy at the state level and in making administrative decisions in the conditions of democratization of social relations, decentralization of education development management in order to maximally take into account and meet the educational needs of citizens, employers, society as a whole.

Great importance for the awareness of the essence of the state-public governance of open adults education system are its principles, which refer to those

principles that determine not only the main directions, system of activity, purpose, task, content, organizational structure, forms and methods of management subjects but also the relations that are drawn up between its participants, which need to be legally defined and consolidated.

Increasing the interest of educational services providers in providing educational services to adults throughout their lives. This *fifth trend* is conditioned, first of all, by the negative reaction of the labor market to the quality of specialists training, the growth of public distrust on the quality of training of specialists in the system of vocational education and, as a consequence, the need to ensure the competitiveness of service providers and holders of qualifications in order to harmonize labor market requirements and proposals in the field of educational services. This has updated the revision of the mechanisms of interaction of the stakeholders (central executive authorities, institutions and organizations involved in the implementation of state policy in the field of education, employment and social and labor relations, trade unions, employers' associations and other social partners) regarding the recognition of results for adult education and other mechanisms of the relationship between education / vocational training and the needs of the labor market, economy, society and citizens.

Transformation of educational institutions to providers of educational services with a client-oriented approach. Unlike the situation of open education in the last century, in the conditions of the interaction between modern education and the labor market, the importance of forming its competitiveness and competitive advantages is increasing. To a large extent, this is achieved through the introduction of a client-centered approach open education that is organically combined with personality-oriented and ensures compliance with the requirements of society and specific citizens. In our opinion, the teaching-centered approach dominates in the education system of Ukraine which involves focusing on the potential of teachers and the institution of education as a provider of educational services and is a restraining factor in the development of open adult education systems. In the scientific literature, it is referred to as the "approach oriented to the input". Instead, the "approach oriented to the output" is widely promoted and implemented in the European educational space – a student-centric approach based on the model of a specialist who is (or will be in the near future) required in the labor market which should ensure its high ability to employment.

Analysis of scientific sources suggests that student-centered study is based on the idea of maximizing students' chances for the first place in the labor market, increasing their "value" among employers, and meeting the current urgent needs of the latter. The employability, characterized by a combination of knowledge, abilities, skills, possession of approaches to the solution of the production situation as

well as the desire for continuous improvement and professional development, is increasingly referred to in professional groups of both educators and employers.

Another factor that transforms educational institutions into a teaching-centered approach to the provider of educational services is the orientation of educational institutions to maximize the educational needs of adults (social, personal, professional) and the peculiarities of providing such educational services (intensity, duration, forms, and technology). Consequently, one of the ways of implementing a client-oriented approach is the introduction of practical programs that enable personal and professional growth of different categories of adults throughout life, high probability of guaranteed employment, etc. At the same time, the best indicator of the efficiency of the institution of formal or non-formal education is the demand for graduates from domestic and foreign employers, the practical value and relevance of educational services to the needs of the labor market. In today's conditions, a specialist is characterized by creativity, ability to self-study, information analysis, systemic and flexible thinking, stress resistance, initiative, developed basic skills, "soft skills" (their manifestation is difficult to trace, test and demonstrate), etc.

Understanding trends in the development of adult education systems makes it possible to carry out a prognostic justification for their long-term development. We can assume that these processes are associated with globalist tendencies on the example of the "procedural" model of socio-cultural systems evolution. In accordance with the "procedural" model systems evolution in the context of adult education integration with the world educational space, the national open education systems of adults serve as clusters of the model. One of the likely scenarios for the development of the global educational space is the approval and domination of an open adult education system based on one of the clusters (e.g., the European educational space). And even more: this process will be correctly characterized by the expression not "if", but "when"? " The only thing that we think can be done in such conditions is to preserve the traditions of the national system of open adult education, the mentality of the national education system and, being aware of the further development of events, to work more actively towards "conquering" unique positions in list of providers of educational services in the world market, "to take its niche". An example of such "globalistic uniqueness" is NATO, each member country has its own "niche", "industry" in the field of the military-defense industry: some specialize in the issue of certain types of weapons, others – in certain areas of military services.

Due to the conducted research, the strategy of further development of open adults education in Ukraine based on conceptual ideas of the formation and development of knowledge societies in general and the societies being studied, in particular, are grounded. The further development of open adult education in Ukraine will promote

economic growth and competitiveness of the regions. Participation in any educational programs implemented in the region will acquire the features of social interaction and become an important component of the mental community activity.

At the national level, it is about updating the legal and regulatory framework of lifelong learning taking into account foreign experience and regional peculiarities of our state; ensuring equal access to educational services of all stakeholders, support for motivation to study; creation of the organizational structure of the strategic state-public administration for the development of education in the region and the partner network of institutions aimed at the development of adult education; development of social partnership through establishment of social dialogue between different institutions and organizations of formal and non-formal education, power, business, public, providers of educational services; realization of projects of regional development of natural, social, economic resources in accordance with perspective directions of regions development; development of targeted programs for adults education (including non-formal) and training of staff for working with adults; developing and implementing the concepts of the learning regions, and supporting national and international projects relating to the concepts of learning regions; support for cooperation between academic institutions and representatives of non-governmental organizations; initiation of all-Ukrainian competitions in support of innovative educational projects aimed at popularizing life-long learning.

At the regional level and community level: the formation of a network of educational centers for different categories of adults; creation of multi-age communities for the implementation of life-long education programs through synergy of educational opportunities for different age groups of citizens; stimulating and supporting the volunteer movement among providers of educational services; creation of a single information space for open adult education, networked regional educational Internet resource; creation of a resource base (informational, personnel, logistical) for all forms of educational practice in the region and institutions providing social inclusion through non-formal adult education; creation of appropriate inter-sectoral structures and units, which will be based on monitoring and forecasting of current and future needs of regions, cultural and educational needs of citizens; continuous monitoring of the activities of educational services providers to determine their compliance with the goals and objectives of regional development; educational marketing, research of cultural and educational needs of the region population; support of innovative projects of regional educational policy for all subjects of the regional community (public organizations, authorities, business, educational services providers, etc.); substantiation and introduction of interagency program aimed at achieving the balance of competences of different municipal departments

representatives in the field of adult education with the aim of motivating to life-long education; initiation of regional competitions aimed at supporting innovative educational practices for various categories of youth and adults; creation of a regional advisory education agency.

At the level of the institution of education: formation of a strategy for the development of educational institution as a learning organization; creation of adult education centers; development and implementation of techniques, adult education technologies that ensure the effectiveness of lifelong learning (learning based on experience, mutual learning, training in the workplace, corporate learning, etc.); cooperation of educational establishments with research institutions, enterprises, business structures, employment centers, public organizations and other institutions; improvement of the content and forms of professional training organization and postgraduate education of teaching staff; development and testing of modular distance learning programs in individual specialties, andragogically oriented training courses for the training of adult education specialists for formal and non-formal education institutions, etc.

The marketing research of the educational and cultural needs of different categories of adults will play an extremely important role, which will enable the inhabitants of the region to formulate ideas about the priorities of ensuring sustainable development of the region, the possibility of solving urgent regional development problems, and will induce the reappraisal of stereotypes of adult education in society. This will necessitate the involvement of various providers of educational services, the development and testing of formal and non-formal education programs, etc.

Conclusions and perspectives for further scientific research. Consequently, the results of a scientific search make it possible to conclude that the trends in the development of adult education systems in Ukraine are different in terms of chronological and substantive characteristics. They are determined by the laws, principles and dynamics of social development. Adult education in Ukraine undergoes changes in accordance with the cultural and educational demands of society in the face of radical changes in the field of science and technology, economics and politics, education and culture, in the organization of production and management. Identification and proper understanding of the trends in the formation and development of adult education in Ukraine will help to overcome the obstacle to the formation of an open society of knowledge, in which the overwhelming majority of citizens acquires and improves skills and knowledge creation skills, rather than remain the ordinary users of this knowledge.

SECTION 7

SYSTEM OF ADULT EDUCATION IN CONDITIONS OF REGIONAL DEVELOPMENT: THE EXPERIENCE OF THE PAST AND CHALLENGES OF THE FUTURE

Statement of the problem in general and its relation to important scientific or practical tasks. The new type of economic development, which is currently spreading in the information society, causes the need to change social and professional status repeatedly throughout life, professional career, and continuously improve qualifications. This means that information, knowledge as well as the motivation for their constant updating and the skills required for this, become a decisive factor in the civilization's development, efficiency and a guarantee of the competitiveness of any activity.

Thus, one of the essential characteristics of education development in the late XX – early XXI century is the replacement of the "Education for the whole life" with the "Life-long education" concept, adaptation of the educational process to the needs of the individual, creation of conditions for its self-development and self-realization. Under such conditions, education is transformed from a means to the goal of human development, which enables the establishment of its central figure in education, the main purpose of which is the formation of the skills required to perform various functions – self-expression, self-realization, development of social connections and ability to act. Today, this educational trend is a universally accepted necessity that the European Union regards as an important element of the social model of modern society.

In the opinion of scientists, the need to improve the education of adults as a social institution which can be considered one of the most influential factors of economic and social progress, spiritual and moral renewal and development of society becomes necessary in the conditions of socio-economic transformations of particular acuteness [157, p. 16].

Consequently, the economic changes that took place in the society at the end of the 20th and the beginning of the 21st century, combined with technological and socio-cultural transformations at both the global and the regional levels, have become the leading determinants that have significantly influenced the role of adult education in the modern Ukrainian society and outline the vector for its further development.

The need for timely and massive professional retraining of adults, including professionals of a wide range of specializations, to ensure socio-economic reforms as well as the formation of civil society in Ukraine, promotes the development of a

flexible system of continuous adult education that responds to the current challenges of the whole society and the demands of specific segments of the population.

The educational policy of Ukraine reflecting national interests in the field of adult education focuses on the process of internationalization of educational systems, global trends of development: comprehensive modernization of society in rapidly changing socio-cultural conditions, features of the post-industrial phase of its development and, as a consequence, the need to prepare a person for a new quality of life; the emergence and growth of global problems, the possibility of which is determined by the expansion of intercultural interaction, the dialogue of cultures, which requires the formation of the noosphere and planetary style of thinking of the individual [27].

Legal frameworks. It should be emphasized that adult education in Ukraine is carried out within the legislative boundaries defined by the Law of Ukraine "On Education" and other laws that to some extent relate to education ("On General Secondary Education", "On Extracurricular Education", "On Vocational Education", "On higher education", "On scientific and scientific and technical activities") and regulatory and legal acts regulating the education of able-bodied employed and unemployed population (Presidential Decree "On Measures to Ensure the Priority Development of Education in Ukraine", "Strategy of the innovation development of Ukraine for 2012-2020 years in the Conditions of Global Challenges", "National Strategy for the Development of Education in Ukraine for 2012-2021 years"). In these and other legislative acts adopted over the last two decades, ideas are being declared and regulated, aimed at the development, self-realization of personality throughout life. In particular, the Constitution of Ukraine guarantees every citizen the right to education, provision of various forms of education, and full comprehensive secondary education is free of charge and compulsory, higher and vocational-technical – free of charge only in state and communal educational institutions on competitive terms.

Ensuring accessibility and continuity of education throughout the life was recognized as one of the priorities of the state educational policy outlined by the National Strategy for the Development of Education in Ukraine until 2021, which has intensified the processes of creating the Ukrainian model of adult education [95].

Historical retrospective. Awareness of the transformations that took place in the education of adults in Ukraine is impossible without its retrospective review. It should be noted that our country has a rich historical experience. In general, in the history of the formation and development of adult education in Ukraine, researchers distinguish several periods. In the context of our study, the most appropriate is the periodization developed by L. Timchuk, which substantiates the existence of four such periods. The first period (1850-1917) is the birth of the theory and practice

of adult learning in the context of the development of adult education as a form of social education movement and out-of-school education (adult education in Sunday schools, re-education schools, reading rooms, holding public lectures for the people, etc.). Understanding adult education has been inextricably linked with the quantitative growth and expansion of the spectrum of adult networking activities. The second period (1918-1940) is the formation of the scientific basis of adult education in the system of illiteracy and political education when all activities were directed at the education of the general population and was designated as "cultural and educational work" and "political and educational work". During this period, schools of literacy or education, schools for low-literate, groups of individual-group education and Sunday schools were created which trained primarily the adult population. Other types of educational institutions were created for workers and peasants (evening workers' and peasant universities, workshops, etc.). The third period (1950-1980) is a period of active development of evening and part-time forms of education, which was provided by a solid scientific support of research institutes of evening (variables) and correspondence secondary schools of general education. The leading center for theoretical development was the Research Institute for the Continuing Education of Adult Education of the USSR. The fourth period began with the 90's of the twentieth century. This is a qualitatively new period in the history of adult education in the post-Soviet space, a characteristic feature of which is the recognition and practical implementation of the potential of adult education as a factor in the stabilization of the social situation in society, the expansion of international cooperation in this field [155].

At the beginning of the XXI century, the relevance of adult education as an integral part of education throughout life has increased. Its development is connected with social psychological, pedagogical, scientific and technical, economic and other factors, technical and technological changes in the world economy. In this context, it became logical to establish the Department of Andragogy at the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (2007) [155]. The Concept for the Development of Adult Education (2011) [63] was developed, the content of the National Report on the State and Prospects for the Development of Education in Ukraine included the Education of Adults, an integral part of life-long education (2016) [93]. In higher educational establishments, in particular Zhytomyr State University n.a. Ivan Franko, Cherkassy National University n.a. Bogdan Khmelnytsky, Chernivtsi National University n.a. Yuriy Fedkovych and others, the content of the training of specialists in pedagogical specialties includes the academic discipline "Fundamentals of Andragogy".

In recent years, research on adult learning has been intensified in Ukraine, reflecting various aspects of this educational direction. In particular, the philosophical and theoretical and methodological foundations of adult education as a component of life-long education (V. Andrushchenko, S. Goncharenko, V. Kremen, V. Lugovy, L. Lukianova, N. Nychkalo, L. Timchuk, etc.); psychological and pedagogical features of teaching different categories of adult population (S. Kovalenko, P. Lushin, E. Pomitkin, V. Rybalka, Z. Stanovsky, etc.); andragogical principles of higher and postgraduate vocational education (O. Bodnarchuk, N. Klokar, I. Dmitrenko, V. Oliynyk, S. Pryima, N. Protasova, V. Putsov, T. Sorochan, etc.); theoretical provisions of teaching technologies of different categories of adult population (O. Anishchenko, S. Arkhipova, O. Volyarskaya, O. Dubasenyuk, Y. Marshavin, V. Savchenko, V. Skulskaya, S. Sysoeva, O. Shcherbak, etc.); comparative analysis of adult education systems (S. Babushko, N. Bidyuk, E. Bogos, T. Grigoriev, V. Davydova, T. Desyatov, O. Zhizhko, O. Kotlyakova, O. Ogienko, N. Pazyura, L. Pukhovskaya, I. Sagun, A. Sbrueva, etc.).

Characterizing the transformational changes that reflect the real state of adult education in Ukraine in the modern period, pay attention to the presence of a set of contradictory factors. First, the generally acknowledged fact is that the most demanded education is in the recovery period of the economy or vice versa – its crisis state. In the near future, we recall that, among many others, there are at least three important prerequisites for the development of adult education in European countries: the constant complication of technological levels and processes; intensive aging of the population in connection with the decline in fertility; strengthening of global migration processes. For Ukraine, the relevance of adult education is due to additional factors, among which: the need to adapt the adult population to new socio-economic conditions; significant decrease of employment of economically active population, income indicators; loss of the required level of qualification by different categories of youth and adults; a significant number of functionally illiterate adults. It is impossible not to take into account yet another important precondition – a significant impoverishment and marginalization of a significant part of society. In particular, in Ukraine there is a fall in the status of many intellectual professions, an increase in unemployment; Urbanization, which in general also requires mass training, retraining, the formation of new professional and social skills of an adult. The Ukrainian phenomenon, when working people with a higher education fall into the category of "poor", attracts attention. If, for the most part, the world is poor, there are unemployed people or low-skilled workers, then even higher education and stable wages in Ukraine do not guarantee an adequate level of quality of life.

Second. Ukraine has clearly identified the vector of its development, which is aimed at internalizing all-European values, declaring its aspiration to join the European space. However, in the EU countries adult education has long been an integral part of national policy both in terms of the social development of countries and the nature of educational policy, while in Ukraine, the extremely high need for adult education has not yet been announced by society, the state, interested subjects of this educational direction. The sector of adult education services is still unsystematic, situational, spontaneous, and is mainly represented by non-governmental organizations and non-governmental organizations. Principles of content selection for this educational part are traditional, usually a lot of attention is paid to specialized knowledge, which quickly become obsolete, but the real needs of modern production, development of skills of interpersonal communication remain out of sight. Therefore, the country only approaches the comprehension of the value of the life-long concept, it must provide for the creation of various components of the structure of the adult education system, which will be subordinated to the sole purpose.

Third. It should be noted that in Ukraine, the education of adults as a component of life-long education has not yet taken proper place and has not gained appropriate recognition and the attitude of the Ukrainian state and citizens towards non-formal or informal education can be described more quickly as a relation to personal business and, more importantly, the tasks of commercial education. Realizing that the mission of adult education is much broader is to attract citizens to a full-fledged multi-faceted social life and not only in the labor market, it only roots in the Ukrainian society. With the exception of departmental programs aimed at improving the skills of employees in the public sector and inter-agency programs, retraining of unemployed adult education programs is funded by the subjects themselves. This fact can be explained by the fact that the education of adults in Ukraine is considered narrowed as education in order to ensure a purely economic growth and increase the chance of the population to work. It has to be noted that Ukraine does not have a system of grant support from the state and local budgets of those organizations and institutions that carry out adult education and the activity of international donors is too complicated. There is no financial incentive, support and promotion of adult education in the country, including tax benefits, direct payments for adult education, etc.

Fourth. The solution of the above-mentioned contradictions requires the creation of a new model of adult education in Ukraine, the urgency of which is determined by the need for a progressive development of the level of education in relation to the social, industrial and economic sectors. Thus, the modern model

proceeds from the recognition of the adult as a subject, which is certainly capable of education, but real life shows that adults have discrete educational periods that arise as a result of the impact of economic, social and political crises. The new model should foresee the meaning of adults in the education system not only as a priori universal subject with unlimited abilities, but also to take into account the crises of the mental, socio-cultural development of a person who feels and realizes certain recessions that impede education and development. The new model of adult education should also provide for adequate and varied conditions for participation in continuing education processes, the acquisition of new general and professional knowledge, values and competences that will promote the universalization of an adult in contemporary socio-cultural conditions as well as the formation of ideological aspirations, enhancement of its participation in development institutes of society.

General characteristics of the adult education system in the current period.

The systemic crisis caused by radical changes in socio-economic relations, the active global course on the market economy has changed the situation in the field of adult education. These changes are controversial and positive (awareness of the world community of the adult education role) as well as a negative manifestation (reduction of terms of study, commercialization of many areas of adult education, reduction of funding).

However, in our opinion, positive changes prevail in the education of adults in Ukraine. First, it is a branch of goals and areas of education (among the already well-known and established goals – social, adaptive, informative, important goals are the restoration of stability, the dynamic development of society, self development of the individual, development of its civil position, professional, everyday spheres, new trends in the education of adults that are only becoming widespread in our country, but are already well known in European countries, education of the elderly, vocational training of people with disabilities, education of people is temporarily deprived of liberty). Second, it is a diversification of educational services provided by adults to firms, corporate training, short-term courses and seminars, training in the field of business as well as private training (e.g., foreign language training, driving, etc.). Third, the transformation of existing adult education structures into more flexible, capable of meeting modern requirements (e.g., the creation of multifunctional Adult Education Centers at educational institutions, integration of interest groups at Universities for people of the third age, modification of advanced training courses, etc.). A characteristic feature of modern adult education is not only the participation of the subject in the choice of educational direction but also participation in the selection and structuring of the content of training, its forms, technology, the pace of learning, the active use of modern information technology.

Target groups for adult education. Usually, target groups in sociology are groups created with a certain plan which seek to achieve a certain goal or to implement certain ideas of the organizers [22]. Taking into account the peculiarities of the socio-economic situation in the state as well as the regional component of development, the priority target groups of adult education are:

- internally displaced persons;
- soldiers – ATO members, servicemen released into reserve, who need rehabilitation measures in conjunction with personal development, professional retraining;
- persons with limited access to the formal market for educational services: unemployed (including unemployed youth), people with disabilities and special needs; people with low income;
- people who have additional family responsibilities (single parents, persons with disabled dependents, large families);
- elderly persons (pensioners) in cities and villages;
- marginalized groups (migrants, sentenced persons / former prisoners), etc.

In Ukraine, in fact, there are all forms of adult education, which according to structural features are two components of the system: 1) formal education – a structured system of education and training that covers general secondary education, vocational, basic and full higher education, postgraduate education (postgraduate study, doctorate, advanced training, retraining); and 2) non-formal education – vocational education, a set of educational programs and educational courses aimed at personal development; planned educational activity whose purpose is to expand the range of skills and competences beyond formal education.

In the context of our study, the role of non-formal adult education as a factor that actively contributes to the development of the regions being studied is of particular importance.

According to the analysis of scientific research on this problem, the development of non-formal education is a significant, natural factor in the development of democratic processes in education. Its relevance is reflected in the normative documents of the international organizations of UNESCO, the European Union, the International Labor Organization, etc. Non-formal education is intended for all age groups of the population, has an organized, purposeful character, but unlike formal education, is carried out outside official educational establishments accredited by the society for educational activities.

Note that today the system of non-formal education in developed countries is one step with a formal, and sometimes higher, because it is here that a person finds the optimal conditions for creative personal development. It has become an influential

and independent link in the national education system. According to O. Ogienko, the most courageous forecasts suggest that, after several decades, informal education will become the dominant in the adult education system. This actualizes the problem of confirmation and recognition of the results of informal and informal education, the development of transparent and understandable mechanisms for their evaluation, both in the world and in the European context, which is very important for the consideration and use of competences acquired by a person [109, p. 337].

The modern sphere of informal education is heterogeneous, branched out, represented by different actors, which in its turn have different goals, and different approaches are used for their achievement and are guided by different principles. As a rule, it is not funded at the state level and is not considered as an element of the structure of modern Ukrainian education, and the modernization of domestic education is guided by the development of vocational continuing education. Institutions of non-formal education have long been not recognized as formal educational institutions and, as a rule, it is difficult to find statistical information about adult non-formal education in Ukraine, and a particular source of information is the provision of sociological and marketing research.

However, one can not ignore the fact that at the present stage of the development of a knowledge society the need for informal education is increasing significantly. One of the factors that actively influences the spread of non-formal education in Ukraine is the formation of a new type of order, new requirements for learning outcomes, education, and personality development [82]. For our society, which finds itself in a transitional crisis, the system of civic and socio-political education of adults, whose development takes place precisely in the system of informal education, becomes of special significance.

Currently, the attitude of this educational direction in Ukraine is changing in the positive direction both from the side of ordinary citizens and representatives of state and non-governmental organizations. For example, the Institute for the Modernization of the Content of Education (Ministry of Education and Science of Ukraine) created the Department of Informal and Non-formation Education for Adults; in the composition of the Scientific and Methodological Commission on Organizational and Methodological Provision of Higher Education of the Ministry of Science and Education of Ukraine (NMC 15) in 2016 a subcommittee 301 – "Education throughout life, recognition of informal and informal learning" was created.

In addition, there is a relaxation of the opposition and opposition of formal and non-formal education. It comes to the realization that non-formal education should take leading positions, whereas formal education is only the first step and a prerequisite for further education throughout life. The monopoly of formal

educational structures no longer has such force and without informal education it will be incomplete, it will not be able to ensure the guaranteed quality of educational resources. This can be explained by changes in the labor market, which involve a constant updating of professional competences through changes in professional activities.

One can state the fact of gradual attention to the organizational-structural and methodological provision of non-formal adult education, a significant expansion of its accessibility and opportunities. Informal adult education becomes a testing laboratory for new technologies, working out new standards, etc.

An adult education system has always occupied such a sector as advanced training and production training.

In Ukraine, there are 17 ministries and about 70 committees and services of state authorities that have their own educational institutions for training, qualification improvement of managers and specialists of a particular branch. Financing of postgraduate education in Ukraine is carried out from the state budget. These funds are used for advanced training and retraining of qualified specialists. However, they are not enough to provide a minimum, at least every five years, of systematic training of workers in various sectors of the economy. The modern system of retraining and advanced training covers 5-10% of the employed, which does not even meet the norms of the Soviet era. For example, in 1990, the number of specialists who increased their qualifications during the month at least once in five years amounted to 16.3 million people, whereas in 2009 their number decreased to 678 thousand people and amounted to 4.2 % of the 1990 level, while the minimum standard of training (144-156 hours) has halved, and now, at the request of the Ministry of Education and Science of Ukraine, is a two-week (72 hours) qualification upgrading of specialists with higher education. It is mainly teachers, doctors, managers, civil servants, partly cultural workers, librarians, social workers, whose professional development is carried out at the expense of state and regional budgets [52].

Currently, unfortunately, there are no system proposals for the implementation of educational programs for the improvement of professional skills of different categories of adults in view of their professional and personal cultural and educational needs, capacity, age. Therefore, the system of advanced training, in particular as a sphere of additional informal educational needs for the population, needs to be created practically anew, important and urgent task. It is a complex of interdisciplinary issues: creation of a proper educational and material base, the development of educational and program documentation and specific literature for training and self-education of adults, training and systematic improvement

of professional qualifications of teaching staff for this system as well as organization of wide international cooperation on these problems.

Intra-firm training or training in the production as a certain scheme of organization of adult education, is now extremely urgent, and the development of personnel in the conditions of production becomes one of the important factors that ensure the success of the global corporations. According to N. Mashukov, training within the framework of firms or special training centers supplements the knowledge gained at a school or an institution of higher education, makes it possible to adapt to the production needs of the organization [85].

Professional training of personnel at work is carried out in a formal and non-formal system. Typically, the following types are used: primary vocational training of workers; retraining of workers; professional development of workers; advanced training of managers and specialists. At the same time, the system of effective intra-firm retraining is only available to large companies. For example, in developed countries, the costs of intra-firm training can be compared with the cost of public and private schools (secondary and higher education), which is approximately 350 billion dollars per year. For example, in the 80 years of the twentieth century, well-known world firms invested significant funds in internally-trained personnel (excluding wages for trained employees): IBM – 750 million dollars (5% of labor costs); "General Electric" – 260 million dollars (2%); "Xerox" – 257 million dollars (4%); "Tekas instrument" – 45 million dollars (3.5%); Motorola – 42 million dollars (2.6%) [168].

The cost of domestic employers for vocational training of one worker is rather low and on average they account for less than 0.2% of the wage bill. While the experience of some competitive domestic and many foreign enterprises shows that the cost of vocational training should be more than 5% of the wage bill. Insignificant expenses for professional training of personnel at work are also due to the reduction of the number of employees of structural units for the organization of vocational training, lack of proper interest of managers of organizations in the training of staff [170, p. 11].

Among the positive examples of training in the production – PJSC "Ukrainian Danube Shipping Company" (Izmail, Odesa region) – training and professional development of the company's specialists is ensured by the Training Center – a separate structural subdivision; Open Joint-Stock Company "Kharkiv Tractor Plant" (OJSC KhTP) – training of workers is carried out at the production and training base of personnel departments and technical training; PJSC "ArcelorMittal Kryviy Rih" – employees of the enterprise have the opportunity to learn new knowledge, to develop

professionally and to exchange experience at the training center "University ArcelorMittal in Ukraine"), etc. [93].

Consequently, the system of intra-firm training can only be effective if a thorough analysis of learning needs is done, an assessment of the perspective and the definition of the goal and the ways to achieve it, predict changes, substantiate the projects, determine the timing and cost of implementing the program. This process, as researchers point out, currently do not have the appropriate methodological and didactic support, effective learning technologies for adult audiences.

Taking into account the current world trends that have not left Ukraine, education of the unemployed plays an extremely important role in stabilizing public tension.

The phenomenon of unemployment is one of the most acute problems faced by modern world society. In Ukraine, the unemployment was recognized for the first time in 1991 at the legislative level with the adoption of the Law "On Occupancy of the Population". In today's economic crisis, a rather unfavorable climate on the domestic labor market was formed. In particular, as of February 1, 2015, 524.4 thousand unemployed were registered [29]. The reason for this phenomenon is the long inefficiency of the use of workforce in the past and the lack of socio-economic factors that allow a person to apply his skills in productive work for a decent fee in modern conditions.

In general, the current labor market in Ukraine is characterized by such signs as excess supply of labor force over demand, low labor costs, declining employment in the field of social production, growth in the number of unoccupied people, low proportion of officially registered unemployed, growth in youth unemployment, regional disparities between availability and need in the workforce, low professional and especially territorial mobility of labor resources, emigration of highly skilled labor, etc. At the same time, taking into account the demographic, socio-economic situation that has developed in different regions of Ukraine, it can be assumed that in the nearest and sufficiently distant future the unemployment problem will become even more severe.

The vocational training of the unemployed is one of the most important tools for reducing unemployment, improving the quality of labor potential. The main objectives of vocational training are to acquire and improve the professional knowledge, skills, and abilities of the unemployed in accordance with their vocations and priorities, which provides a high level of professional qualifications and competitiveness in the labor market. Professional training for the unemployed is organized at the request of the employer or for self-employment, the conduct

of entrepreneurial activity and is carried out both in educational institutions and in the conditions of production.

Every year in Ukraine there are professional training in enterprises, organizations, institutions, in higher and vocational schools, about 200 thousand people from among the unemployed citizens. There is an increasing number of students learning in the conditions of production and the need for vocational training of the unemployed on a distant form is growing. In the Law of Ukraine "On Occupancy of the Population" (2012), vocational training for the unemployed is considered as a process of "acquiring and improving professional knowledge, skills and abilities of a person according to her abilities, providing the appropriate level of professional qualification for professional activity and competitiveness in the labor market" [178].

There is a rapid increase in the volumes of vocational training of unemployed students in the vocational training centers of the State Employment Service, in particular, in the direction of the State Employment Service, the number of directions for training increased 12-fold. Instead, in the last 10 years, the proportion of students in higher educational establishments has decreased by 3.5 times. The tendency to reduce the number of students for licensed professions also takes place in vocational schools of different forms of ownership and subordination [52, p. 39–40].

In order to develop the system of vocational training for the unemployed, it is necessary to take into account the new paradigm of the system of vocational education and qualifications, which is formed under the influence of globalization and the formation of a national system of qualifications. One of the central problems is the need to ensure the quality of vocational training of the unemployed and to confirm their qualifications in the conditions of short-term education.

Education of people of the third age. Actualization of the third age people education development in Ukraine is due to an increase in the proportion of elderly people and hence the need to develop a new philosophy of aging and strategies for ensuring a successful old age in the life cycle of each individual [134, p. 1–2]. Forecast calculations show that in the vast majority of European countries and in Ukraine, the total number of economically active population will tend to decrease in the long run [148].

Nowadays, universities of the third age, as innovative projects aimed at the practical implementation of the principle of lifelong education, operate in many Ukrainian cities, in particular one of the first universities (2005) was opened in Kovel. Numerous third-level universities are open in Kremenchug, Kiev, Pryluky, Kharkiv, Kramatorsk, Vinnitsa, Dnipropetrovsk, Lviv and others. In addition to the third-generation universities, educational institutions of gerontology in Ukraine have

folk schools, discussion clubs, project groups, centers of gerontology, advisory institutions, creative workshops, technical, sports, recreational, rehabilitation, computer courses, lectures, retraining centers for senior staff, etc. Educational programs for people of the third age are carried out by higher and secondary educational institutions (e.g., educational and research institute of master's and postgraduate education of KROK University, the Institute of postgraduate education and pre-university education of the Ivan Franko National University of Lviv), urban, rural schools, political parties, cultural and educational institutions and organizations (e.g., the school of people of respectable age at the Historical-artistic center "Old School" in Tarasivka village, Kyiv-Svyatoshinsky district in, Club for people of the third age "second youth" in Irpin, Kiev region) and other institutions in different regions of Ukraine.

Providing various educational services to citizens at third-generation universities is aimed at promoting their comprehensive development, reintegration into the active life of society; promoting adaptation to modern conditions; acquiring self-help skills; realization of principles of a healthy way of life; acquisition and development of the skills of using the latest technologies, especially information and communication; the potential and opportunities of volunteer work; improving the quality of life of the elderly, by providing access to modern technologies; the formation of practical skills and abilities. The fact that the vast majority of adult education programs are called upon to form an active civic position, which, given the political situation in Ukraine, is extremely important and should be taken into account.

Public organizations. Traditionally, public organizations that were concerned with the education of adults in Ukraine were always the Society of Knowledge of Ukraine and the Prosvita Society. However, many other NGOs have appeared and actively operate in Ukraine, which, with the support of donors, including foreign ones, carry out active educational activities among various categories of adult population.

One of the most powerful adult education providers in the western region of Ukraine is the Western Ukrainian Resource Center (WURS), community development organization founded in Lviv (1994) on the initiative of 15 public organizations of a wide range of activities. The mission of the WURS is to promote the development of civil society through the support of public initiatives. Today, WURS is a professional, educational and grant platform that works in terms of building capacity and opportunities for improving the quality of life for local communities in Ukraine and supporting the principles of sustainable development. Mostly, the Center provides support to communities in the western region of Ukraine.

Its activities are aimed at developing and strengthening local communities through the promotion of results-oriented local community-based initiatives; development of productive cooperation between authorities, business and civil society organizations; development of the capacity of local and regional NGOs through the provision of high-quality educational, consulting and information services.

The main goal of the Ukrainian Association of Adult Education (UAEE, the official website: www.uaod.org.ua) is the development of an adult education system in Ukraine, the formation of a life-long learning society and the promotion and support of non-formal adult education, international cooperation, training and support of professionals working in adult education. The founders of the public association "Ukrainian Association for the Education of Adults" were public organizations, in particular, the Fund for the Development of Public Organizations "Western Ukrainian Resource Center" (WURC), the Association of Local History Surveys of Yavoriv "Costynets", the Charitable Organization "Light of Hope", "Center of Podillya-Sotsium", "Impulse", Public Organization "Ukrainian Analytical Center for Vocational Education "National Observatory", Information and Research Center "Integration and Development", Partnership "Knowledge of Ukraine" and others.

For Ukraine, this step has become extremely important. First of all, because of the social problems addressed by the association and its members, it is inherent in the whole of the European community: aging of the population, strengthening of migration processes, social inequality, marginalization of modern society. The main mission of the association is the development of adult education at the European level through the promotion of education throughout life, the provision of information and resources of association members, the development of adult learning practices through projects, publications, trainings, international cooperation with other interested representatives in this field. WUEC contributes to enhancing the role of adult education in organizing constructive social action, preventing social marginalization and encouraging active citizenship.

In June 2016, the Ukrainian Association for the Adult Education was admitted as a member of the European Association at the General Assembly of the European Association for the Education of Adults (EAEA) held in Brussels. An important feature of participation in the EAEA is the opportunity to receive advisory assistance on cooperation and the search for project partners, the opportunity to participate in international projects on adult education, dissemination of their results through the Association; participation in the creation and use of the database; support for open forums on topical adult education topics. In addition, the membership of the Ukrainian Adult Education Association in EAEA will provide an opportunity to participate effectively in international cooperation on adult education in Europe, use

the benefits provided by the Association, offer its experience and services for the development of adult education policy, participate in the implementation of the concept of European civil society on lifelong education, rely on the best practice of adult education in European countries for its implementation in Ukraine, implement the development strategy of domestic adult education development considering European trends, combine efforts for the development of national adult education and its integration into the European educational space.

The main tasks of Public Organization "Ukrainian Association of Learning Cities" (<http://ualc.org.ua/>) are:

- promoting the formation of a life-long learning culture in Ukraine through the popularization of the ideas of the learning cities;

- promoting the development of education and life-long learning through the formation of a sense of solidarity of the city community as well as the responsibility of each individual and society;

- facilitating dialogue between urban communities on education policy, mutual learning, networking and partnerships, capacity-building, development of tools for encouraging and recognizing progress in creating learning cities;

- encouragement of active citizenship, empowerment of citizens to participate in decision-making and reporting on compliance with their obligations and measures taken to implement the concept of the learning city;

- involvement of all citizens, especially vulnerable groups, in the implementation of initiatives related to the creation of learning cities and paying the priority attention to these groups; involvement in this work of various sectors, including such as communal property, finance, land and natural resources, transport and communications, energy supply and energy conservation, environmental protection, education, culture and sports, health care, etc., and to strengthen partnerships' between public authorities, private sector and civil society;

- dissemination of successful experience and knowledge on the development and implementation of local programs to plan and implement the concept of learning cities, use and development of local resources.

The Declaration on the Establishment of the Ukrainian Network of Learning Cities the major goal of which is the coordination of actions of Ukrainian cities in implementing the strategy of lifelong learning was signed on the initiative of Public Organization "UALC" in October 2017 at the Forum "Cities Learning: New Opportunities for Community Development" held under the patronage of the Ukrainian National Commission for UNESCO.

Adult Education Centers (AEC). The educational missions of the Centers have their origins in the ideas of the Education and are traced in the universal

principles of human rights. They directly realize the right to education, the possibilities of continuous education, the basis of equal opportunities. The success of adult education centers in the countries of Europe, above all, is inextricably linked with the purpose of activating democracy.

The public mission of adult education centers is determined by the state and implemented by local communities. Generally, adult education centers are part of a community service system. Through a wide range of proposals, innovative projects, ties with other public institutions, they enrich the local educational environment and contribute to the growth of the region's potential.

The activities of modern Adult Education Centers established in Ukraine are aimed at providing citizens with sufficiently wide-ranging proposals in the field of additional education: from professional-oriented programs to courses in cultural, political and leisure activities and covers three main aspects of adult education:

- 1) renewal training – renewal of lost and modernization of acquired knowledge (general and vocational education);
- 2) development and consolidation of skills and competences (media and language skills, communication skills, ability to learn, social skills);
- 3) overcome personal challenges, professional and social and life situations.

Adult education at the Centers is aimed at informal acquisition of competencies, certain range of educational proposals, variety of subjects, forms of educational activities and enables interaction and collaboration with other adult educational and cultural institutions. Traditionally, educational activities in the Centers are aimed at a certain contingent of students – target group, that is, a group of people with relatively common socio-demographic features (age, gender, a certain life situation). This orientation is a central element in working with the target group.

Educational activities at the Centers are aimed at assimilating the personality of generally accepted guidelines and forms of behavior in society through cultural, social, economic and political education, and thus provides much more than just acquiring knowledge and skills. Educational services for adults at the Centers are provided with individual learning needs, while the proximity to the place of study also plays an important role. The peculiarity of learning at Adult Education Centers is learning in a group where the exchange of knowledge and experience serves an integrated approach to learning and is the basis of the organization of the educational process.

Two models of adult education centers (AEC) are presented in Ukraine: Centers established on the basis of educational institutions (higher education institutions, colleges, schools) and Centers that operate with local communities or are public organizations.

For example, in 2014, at the Bogdan Khmelnytsky Melitopol State Pedagogical University, the Scientific-methodical adult education center was created, and in 2015 – the Center for adult education, the sources of which were employees of the Berdyansk Pedagogical University. Both Centers share common features, including non-profitability. The main purpose of their activities is to promote the development of the adult education system, in particular, conducting studies on the education of different categories of adult population in the context of socioeconomic processes taking place in Ukraine as well as increasing the effectiveness of adaptation of adults to fleeting changes in society. However, the Center, which operates on the basis of the Bogdan Khmelnytsky Melitopol State Pedagogical University, is a Scientific and Methodological Center for the Education of Adults, formed on the basis of self-financing in the structure of the University. While the Center operating in Berdyansk is a public organization.

Consequently, thanks to the work of the Adult Education Centers, the softening of the social and professional "delimitation" is provided in a particular sense.

Conclusions and prospects for further research. Adult education is increasingly gaining weight in the modern Ukrainian society, its leading trends are lifelong learning, dissemination, diversity of content, forms and methods, transformation of established structures and adult education providers.

The greatest problems in the education of adults that require an immediate solution are, first, recognition of adult education as an inalienable component of the domestic education system and the development of the appropriate set of normative and legal regulation measures. The list of priority tasks of the Ministry of Education and Science of Ukraine should include the creation of local, regional and national structures necessary for the development, coordination, quality management and financing of adult education. Second, it is important to develop criteria for needs, planning, monitoring, reporting as well as learning international adult education experience. The above requires the creation of a system for the selection of statistical information on adult education at the national, regional and local levels. An important problem is the creation of state centers for training and retraining of andragogues (organizers of the adult learning process) which will increase the competence of specialists working with the adult population. The urgent needs shall also include the creation of andragogy departments in all institutions of higher pedagogical education and in institutions of retraining and advanced training of education workers. Third, special attention should be given to developing mechanisms for the recognition and certification of informal and non-formal education of adults, the key component of which should be the system of accreditation and assessment of prior experience and knowledge of the individual.

Consequently, in the context of the restructuring of the economy and the active transition of Ukraine to market conditions, the formation of the readiness of our people to adapt to prolonged changes becomes more and more relevant. The revival of domestic socio-cultural traditions, enriched with the experience of world development, will lead to the formation of a society, in the richness and diversity of its social structures, the global trends of education throughout life must be realized. Therefore, without creating a fully-fledged adult education system that takes into account Ukrainian specificity, the peculiarities of our social, moral, regional, cultural, and psychological experience can not be elaborated by plans for restructuring society, economy, culture and developing a general, including regional development strategy.

SECTION 8

REGIONAL EDUCATIONAL POLICY: FROM THEORY TO PRACTICE

Statement of the problem in general and its relation to important scientific or practical tasks. Life-long education, in general, and adult education, in particular, are increasingly considered as determining factors of regional development, competitiveness factors as separate territories and the state as a whole. Formation and realization of competitive advantages of one region or another (city, region, country) promotes accelerated growth both in economic and social spheres. Under such conditions, the idea of educated cities and regions, the essence of which is the understanding that the competitiveness of any city or region under the conditions of globalization is determined by its ability to study, has become widespread.

The concept of learning cities and regions has recently become widespread in the European theory of regional development, acting as a marker of the successful socio-economic development of the city or region, the development of its human potential, the basis of the regional educational policy of the countries of the European Union. The analysis of the theoretical foundations and, especially, the practice of realizing the concept of learning cities and regions for Ukraine is today a prerequisite for its sustainable development, a full-fledged entry into the European and global economy and educational space.

All of the foregoing actualizes the study of the conceptual foundations of regional educational policy on the example of the learning cities and regions.

Analysis of recent research and publications on this issue, allocation of previously unsolved parts of the general problem. The theoretical substantiation of the conceptual foundations of the learning cities and regions is devoted to the work of N. Longworth [78], M. Yarnit [173], K. Larsen, R. Hudson, and others. The monograph [151] presents contemporary research on the theory and practice of interaction between all subjects of the educational regional policy of Europe, the United States and South Africa in the context of the implementation of the concept of learning cities and regions.

Among domestic researchers as well as specialists of the near abroad, it is worth noting the work of N. Litvinova, L. Lukianova [82], V. Stroeva, R. Sherayzina [137], M. Zgurovsky, A. Krupkin, E. Naiman [98], L. Ovsienko [115], S. Kursanov, V. Zakharchenko, V. Osipov, and etc.

However, in the theory and practice of legislative, organizational, managerial, and methodological provision of educational policy, the regional development policy of Ukraine has not been reflected. In particular, there are no works in which the

conceptual foundations for the development of regional educational policy of Ukraine would be presented.

Consequently, the study of the conceptual foundations of the regional educational policy development of Ukraine in contemporary socio-economic conditions is seen as an urgent and timely scientific task.

Formulation of the goal and objective of the study.

Goal of the section is to study the conceptual foundations for the development of the regional educational policy in Ukraine under contemporary socio-economic conditions.

Objective of the section:

- definition analysis of the concept "learning city / region";
- analysis of main characteristics of the learning city / region and identifying indicators for achieving the characteristics of the new social status of the region;
- study of the "minimalist" and "maximalist" concept of lifelong development at the regional level;
- study of the mechanisms for implementation of the learning city/region concept.

Presentation of main material. The first empirical results in the context of comprehension of the educational regional policy conceptual foundations were obtained in the 70s of the twentieth century. In particular, seven cities from Canada, Japan, Australia, the United States and Europe were invited to take a new look at the regional education system within the framework of the Learning Cities project funded by the Organization for Economic Cooperation and Development (OECD). As a result of the project, the transformation of the term "educated city" into the "learning city" took place, and the idea of the learning cities subsequently became very popular. For example, the UK Network of Learning Cities (UK Learning Cities Network) in 2001 numbered about 40 members and was a very influential national authority [186].

Somewhat later, in the 90s of the twentieth century, educational policy at the regional level was the focus of the governments of the most European Union countries. In particular, the German government adopted the "Learning Region" (LernendeRegion) program, which was formed by the European Social Fund. One of the first interpretations of the educational regional policy peculiarities was the European Commission's project "Towards a European Learning Society" (TELS). This project laid the foundations for a European document "On Local and Regional Dimension of Lifelong Learning", which was adopted by the EC in 2001. After the completion of the TELS project, the European Commission initiated the R3L (RegionLifeLongLearn).

Along with the programs and projects of the European Commission, it has built its policy on the establishment of regional educational policy and the Organization for Economic Cooperation and Development (OECD). Based on the analysis of successful European regions, the organization formulated its vision and understanding of the concept of "learning region", which was reflected in the work "Cities and Regions in the New Emerging Economies" [23]. The work indicated essentially became a thorough empirical study of the phenomenon the "learning region" in which special attention is paid to the economic benefits of the regions development.

Thus, a regional educational policy combines a variety of political, socio-economic, cultural and educational factors. The policy of the learning cities and regions is aimed at creating an economic and cultural environment that would contribute to the educational potential of all its subjects. Learning cities and regions aware of the key role of education in the development of social stability, prosperity and personal development, mobilize all their resources for the fullest possible disclosure of human capital.

The defining analysis of the "learning region" concept allows us to conclude that diversity is in the interpretation of this concept. In particular, in the opinion of researcher N. Longworth, a learning city or region is a community that has a strategy to encourage wealth creation, personal growth and social cohesion through the development of the modeling potential of all its citizens [78]. In the paper [137], researchers R. Sherayzina and M. Aleksandrov define the learning region as a region where conditions for the constant replenishment of knowledge, experimentation, improvement of the education quality and social intelligence are created.

The most generalized definition is given by the researcher L. Ovsienko, according to which the learning region is a society that forms the strategy of prosperity and social unity through the development of the human potential of all citizens [115].

The variety of the learning region definitions which is given by different researchers, requires their generalization and the isolation of such features. First, the learning region has a clear commitment to focus on learning and disseminating knowledge as the most important factor in development. This commitment is supported by all social partners – actors in the market of educational services (civic organizations, government, business and educational services providers). Their common goal, identity and trust between different representatives act as a driving force in achieving common goals and the development of human capital in the region. Second, the policy focused on the creation of a competitive and knowledgeable potential of the region, based on the principle of lifelong learning, is a common

feature of the learning regions. And, finally, the third feature – the general endeavor to social identity, the expansion of trust between members of society and its sustainable development. The learning region requires not only higher level education in the region, but also a certain level of solidarity, development of interaction of all subjects of regional development.

On the basis of the analysis, we conclude that the learning region is a polyspheric entity, which consists of a number of spheres, each of which ensures the functioning of one of the areas of human life – economic, social, cultural, etc. In its turn, as a socio-cultural concept, which is not limited to the administrative-territorial system, the learning region, through cultural and educational practices, can realize its own reproduction and development of all spheres of life.

In the sense of post-classics, the learning region is a self-organized and self-developing system. Regionalization ensures the integrity of cultural and educational practices through the creation of a single space for of joint activity subjects of a single cultural and educational space, which institutionalizes mental communities that realize common functions and provide common goals.

On the basis of definitions analysis and generalization, as a worker in the publication, the following definition has been chosen according to which the learning region is a socio-cultural concept, a self-organized and self-developing system presented by the mental community that develops and implements a strategy of personal growth and social cohesion with aimed at more fully disclosing the human capital of the region.

Conceptual principles of educational regional policy include: definition of the current state and forecasting preconditions for the development of the learning region; definition of criteria and factors of regional educational policy; development of methodological foundations of the learning region, regularities and principles of their functioning; definition of indicators for the achievement by regions of the new social status.

Note that today two concepts for the development of life-long learning are defined at the regional level. According to the "minimalist" concept, the learning region concentrates its efforts on intensively increasing the supply of educational services for all categories of the population within the existing system of formal and non-formal education. There is developing a network of educational providers that offer educational programs. The "maximalist" concept implies the deinstitutionalization of education, which is characterized by a high level of self-education of citizens, an increase in their level of self-awareness and initiative. Such a concept involves paradigmatic changes in the transition from institutionalized

education to personalization. It should be acknowledged that today most of the learning regions are developing under the "minimalist" concept.

Regional educational development policy implies:

- research of the correlation of formal, informal and non-formal education in the development of specific cultural and educational practices in the region;
- learning and developing recommendations for the best practices, methods and technologies of life-long learning that ensure the adoption of regional managerial decisions;
- mechanisms for monitoring and diagnosing the achievement of educational policy in the region of the goals set for sustainable regional development.

As it was noted earlier, the main idea of the learning region lies in the fact that the competitiveness of any city or region under the conditions of globalization is determined by its ability to learn. In practice, this thesis is implemented within the framework of a continuous process of integration of all stakeholders and entities of regional subsystems and public institutions on the basis of mutually beneficial cooperation in order to create an accessible, efficient and effective educational infrastructure of the region. At the same time, the cooperation of representatives of various spheres of society – economy, education, culture, politics and the civil sector – is based on the following criteria:

- unity in understanding the educational needs of the region;
- ensuring equal access to quality educational services;
- interconnection and complementarity of formal, informal and non-formal education;
- consideration of regional content in the formation of educational proposals;
- dialogue and cooperation among all stakeholders in the implementation of regional educational policy.

Learning regions have a clear commitment, supported by all partners – governments, private enterprises, educational institutions, public organizations and key individuals – to focus on learning and disseminating knowledge as a key factor in development. The overall goal, regional identity and trust between different citizens is a driving force in achieving shared values and networking within the mental community.

The world experience in implementing the idea of the learning regions determines the main directions of community development in the region:

- development of the regulatory framework;
- development of organizational, methodological and information support;
- work on the promotion of personality and the formation of motivation for learning;

- development of a regional innovation support program;
- increasing the efficiency of the functioning, quality of training and training of the staff in the system of continuous adult education.

Indicators of achieving the characteristics of the new social status of the region:

- organization of a united information network of life-long learning;
- introduction of monitoring over educational space development in the region;
- harmonization of curricula and programs on a modular basis between representatives of formal and non-formal learning;
- broad cooperation between providers of educational services, business and government;
- creating a system for stimulating motivation for learning both those who are learning and those who learn;
- equalization of the conditions of socio-economic and cultural development within the region.

The main condition, and at the same time, the aim of implementing the concept of the learning region is the creation of a single cultural and educational space of the region. Single cultural and educational space is not only the territorially fixed cultural and educational model and the strategy of its realization in a specific region, but a mental community that implements common functions and pursues common goals, so-called "mental region".

Undoubtedly, building a united cultural and educational space requires comprehensive efforts from all social stakeholders – communities, authorities, businesses, educational services providers who must become the subjects of the collective development of the Learning Region Concept. The effectiveness of such a joint activity of subjects engaged in the learning region development concept depends on the unity in the vision:

- development of a general educational philosophy for the region, definition of conceptual foundations of the learning region;
- development and implementation of a unified education policy in a region that is reproduced in real conditions;
- development of a regulatory framework that would ensure the integrity of the educational system in the region and the coherence of all providers of educational services in the field of formal, informal and non-formal education;
- development of the structure and content of education between all levels (pre-school, general, vocational, higher, postgraduate) and types (formal, informal, non-formal) education;

– creation of conditions that would guarantee equal opportunities for all residents of the region in the context of receiving education, provide freedom of choice in designing a personal educational trajectory.

It should be understood that the implementation of the priority directions of regional socio-economic development implies both the subordination of the educational strategy and is largely determined by the educational strategy. In the first case, the strategy of region development subjects to the strategy of socio-economic development of the region as an administrative-territorial unit. Under such conditions, the priorities in the socio-economic sphere, for which human resources are formed and involved, are ensured.

In the second case, the implementation of the strategy for region development is determined by the available human resources, which has certain qualifications and forms precisely those types of activities, the need in which is ensured by the advanced nature of education.

Decision-making in the learning regions is guided by results:

- analytical activities (monitoring, expertise, sociological surveys);
- design activities (design, planning, development of pilot projects, forecasting);
- research activities;
- organizational and managerial activities aimed at coordinating the activities of all social partners.

Implementation of the conceptual foundations of the learning region involves solving such strategic tasks:

- creation of a network of social partners interested in the development of education in the region, and the development of the organizational and administrative structure of strategic management for the development of cultural and educational space in the region;
- formation of goals and objectives of educational policy in the region, based on the strategy of socio-economic development, general situation in the region, in particular the current state of the region's potential;
- formation of new educational needs of the region residents and the demand for educational services, new markets for them;
- development of a network of educational services providers in the field of formal, informal and non-formal education;
- creation of a resource, including information, bases for launching new and developing existing educational practices in the region;
- development of educational programs for different categories of life in the region;

- development and implementation of interactive adult education technologies to ensure the effectiveness of the educational process;
- ensuring the availability of educational services according to the price / quality criterion;
- formation of a culture of network interaction for all providers of educational services;
- development and implementation of region educational needs monitoring, evaluation of educational services of different providers, analysis of their correspondence with the purpose and tasks of the learning region;
- allocation of resources, including funds from the local budget and donor funds, for the organization of lifelong learning.

The practice of implementing the concept of a learning region demonstrates the diversity of forms and methods. This feature is determined by the fact that each region builds its own development model through its unique and significant competitive advantages that contribute to the socio-economic development of the region. In this case, there are common for each region, and at the state level, the mechanisms of implementation of the Concept, envisaging:

- analysis of the best foreign experience of implementing the Learning Region Concept and a broad demonstration of its socio-economic benefits;
- launching a broad discussion on the place and role of the Learning Region Concept in solving the problems of the development of cities, region and Ukraine;
- creation of a single informational content of educational services in the region;
- development of a comprehensive program for the implementation of regional educational policy;
- development of social partnership through establishment of social dialogue between different institutions and organizations of formal and non-formal education;
- creation of multi-age communities for the implementation of life-long learning programs through synergy of new educational opportunities for young and elderly people;
- stimulating the volunteer movement among providers of educational services;
- development and implementation of national and international projects on the development and implementation of the concepts for the participating regions.

The first stage in implementing the concept of a learning region involves establishing a dialogue between social partners (government, business, the public, providers of educational services) on the status and prospects of a regional life-long learning policy. At this stage, it is advisable to create an initiative group that

organizes the preliminary training of all interested stakeholders to implement the Concept of the Learning Region. It is important to use various forms and means of social dialogue (negotiations, interviews, presentations, discussions, forums, conferences, etc.) to realize this task. As a result of such activities, proposals should be made for a unique strategy for implementing the concept of a learning region that takes into account all regional features (socio-economic priorities of the region, current state of human resources of the region, purpose and objectives of education development for sustainable development of the region).

The second stage is the development of a specific strategy for the development of the region. The strategy provides for a consistent solution of a number of key tasks: creation of an organizational structure of strategic state-public administration for the development of education in the region and an affiliate network of interested parties in the development of education.

In the strategy of implementing the conceptual foundations of the learning region, they must find the place of the task of transformation in all areas of human activity, and educational practice should be aimed at satisfying their respective levels of needs.

Despite some common features, the practice of implementing the conceptual foundations of the learning region demonstrates a variety of forms and ways of implementing it – each region builds its own model, or rather, the development path, thus, through its unique and significant innovations, it becomes competitive in an economy based on knowledge. In some cases, the first place is the rise of the cultural level and the development of a citizen's position of people, in others – the study of information and communication technologies, in the third – the promotion of economic growth in the region. There are other options that contribute to the socio-economic development of the territories and lead to the promotion of individual and organizational training in order to fully disclose the human capital of the region, focusing efforts on creating educational infrastructure and conditions that will provide access to education for all categories of the population.

An important result of regional cooperation in implementing the conceptual foundations of regional educational policy should be the establishment of mutual trust between providers as well as consumers of educational services in the regions. In its turn, this is the most important prerequisite for institutional change and the launch of a "new educational culture".

Conclusions and perspectives of further scientific research. Thus, regional educational policy, combining the diversity of political, socio-economic, cultural and educational factors, is aimed at creating a socio-cultural environment in which the educational potential of all its subjects is fully implemented. Conceptual framework

of the learning region as the basis of the regional educational policy and the component of the civil society development system includes the creation and development of a community of learners, based on the use of combined potential of labor, material, financial, organizational and managerial resources of the region in order to increase competitiveness of the city, region and state as a whole. In further research, it is planned to systematize the experience of implementing the conceptual foundations of regional educational policy on the example of learning cities and regions in order to select best practices and adapt to Ukrainian realities.

SECTION 9

A STUDY ON EDUCATIONAL NEEDS OF ADULTS (ON THE EXAMPLE OF ZAPORIZHZHYA REGION RESIDENTS)

Statement of the problem in general and its relation to important scientific or practical tasks. For the theoretical substantiation of the conceptual foundations of the regional education policy, it is necessary to determine the current state of the prognostic conditions for the development of the learning region; to study regularities and principles of its functioning; to determine the indicators for the region to achieve the new social status. It is important to note that the practice of implementing the conceptual foundations of the learning region demonstrates the diversity of forms and methods of its implementation – each region builds its own model, or rather, the development pathway, so that through unique and significant for it innovations to become competitive in a knowledge-based economy. In some cases, the first place takes the rise of the cultural level and the development of the civic position of people, in others – the study of information and communication technologies, in the third ones – the promotion of economic growth in the region. There are other options that contribute to the socio-economic development of the territories and lead to stimulation of individual and organizational training in order to fully disclose the human capital of the region, to focus efforts on creating educational infrastructure and conditions that will meet the educational needs of all categories of the population.

In order to identify the opinion of the inhabitants of Zaporizhzhya region regarding the most relevant educational needs, to determine the level of interest demonstrated by residents of different age groups towards participation in educational programs and in order to find the promising directions of the development of the educational services market in the region, the staff of the Scientific and Methodological Centre for Adult Education and the Centre for Sociological Studies of Bogdan Khmelnytsky Melitopol State Pedagogical University conducted a questionnaire survey "Priority directions of education development in Zaporizhzhya region" through the period from May 4 to May 8, 2016. The survey was done in the form of a standardized interview on the basis of the "face-to-face" method at the place of respondents' residence, using a specially developed toolkit (questionnaire), which included 20 main questions. The structure of the questionnaire was made according to the features of the research subject with the selection of conventional blocks that allowed to: identify the current state of the educational services market in the region and assess its strengths and weaknesses; to analyze the structure of the educational

services market in the region; to identify educational requirements and needs of the region inhabitants and, accordingly, to prioritize the potential opportunities for the development of the educational services market.

Presentation of main material. The survey sample is unrepeatable, multi-stage, area-specific, stratified, quota, random. The error laid down in the sample for a confidence interval of 95% does not exceed 5%. The number of respondents was 400. The sample zoning was made by analyzing and comparing statistical data in all districts of the region, the region centre and cities of regional significance with regard to the number and density of population, saturation with educational and cultural infrastructure, distance from centers of economic and social attraction (large villages and cities) and the availability of transport links with them. Thus, according to zoning, 5 enlarged conventional subdistricts of the survey were formed: north (n = 144 respondents), east (n = 47), south (n = 89), west (n = 63) and centre (n = 52).

The sample stratification was carried out by distributing the sample total to the urban and rural population. Thus, respondents from urban (63%) and rural (37%) population of the region took part in the study.

The quota selection was based on the criteria of the gender of the respondents and the age group that correspond to the statistical data of the selected districts and represent the socio-demographic structure of the districts at the time of the survey. At the final stage of selection, random selection was used, which allowed to increase the representativeness of the sample, and to include as many respondents as possible in the survey without losing the quality of the outcome.

Immediately during the survey, the sample was updated according to such criteria as education (primary, secondary, secondary vocational, basic higher and complete higher education), the nature of employment (persons who work; persons learning; pensioners and non-working people), and the level of wealth (persons with a low, medium, high level of income).

According to the results of the study, it was concluded that 57.5% of Zaporizhzhya region residents are in need of educational services. At the same time, 15.5% have already decided on where they will receive them (see Figure 10).

Analyzing the educational needs of different groups of the region residents, it turned out that today 90.4% of youth, 76.7% of middle-aged people and 41.3% of the third age group representatives have such needs. These indicators are also influenced by the level of respondents' education, since getting educational services is extremely urgent for those who now have general secondary education (63.9%), half (50.5%) of respondents with secondary vocational education and 61.3% of respondents with higher education (in this case, the place of the respondents' residence does not matter). It should be noted that among low-income families, this need is slightly

lower (44.4%) compared to those who have an average (55.6%) and high (69.2%) level of income.

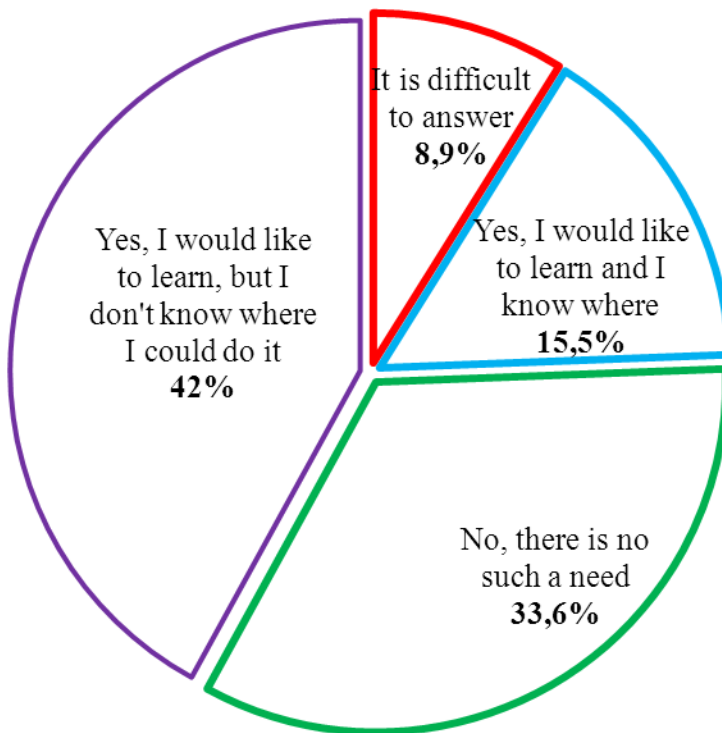


Figure 10. The need of respondents to get educational services (%), (n=400)

The most important reason indicated by the respondents is the acquisition of the knowledge necessary for achieving success in the profession (46.7%). The second place in the rating is the opportunity to get a diploma, license or certificate (30.1%). And the third place is the opportunity to increase chances in the labour market (19.2%). That is, education in this case is inextricably linked with the labour market and personal success (career). And this is a normal mechanism for the functioning of these two systems, which is explained both by the requirements of time and global trends. However, at the moment, some other motives for getting education are kept out, such as self-development and self-improvement or boosting of social activity. After all, obtaining modern knowledge and mastering functional literacy (informational, legal, economic, etc.) takes only the fourth place (16.6%) in the rating of reasons for education.

Among the less important reasons for getting educational services, respondents indicated (see Figure 11) such as: change of situation (7.4%), increase of chances in personal life (6.6%), obtaining knowledge for change of profession (6.0%) , direct demand of an employer (5.7%) and participation in entrepreneurial activity (4.9%).

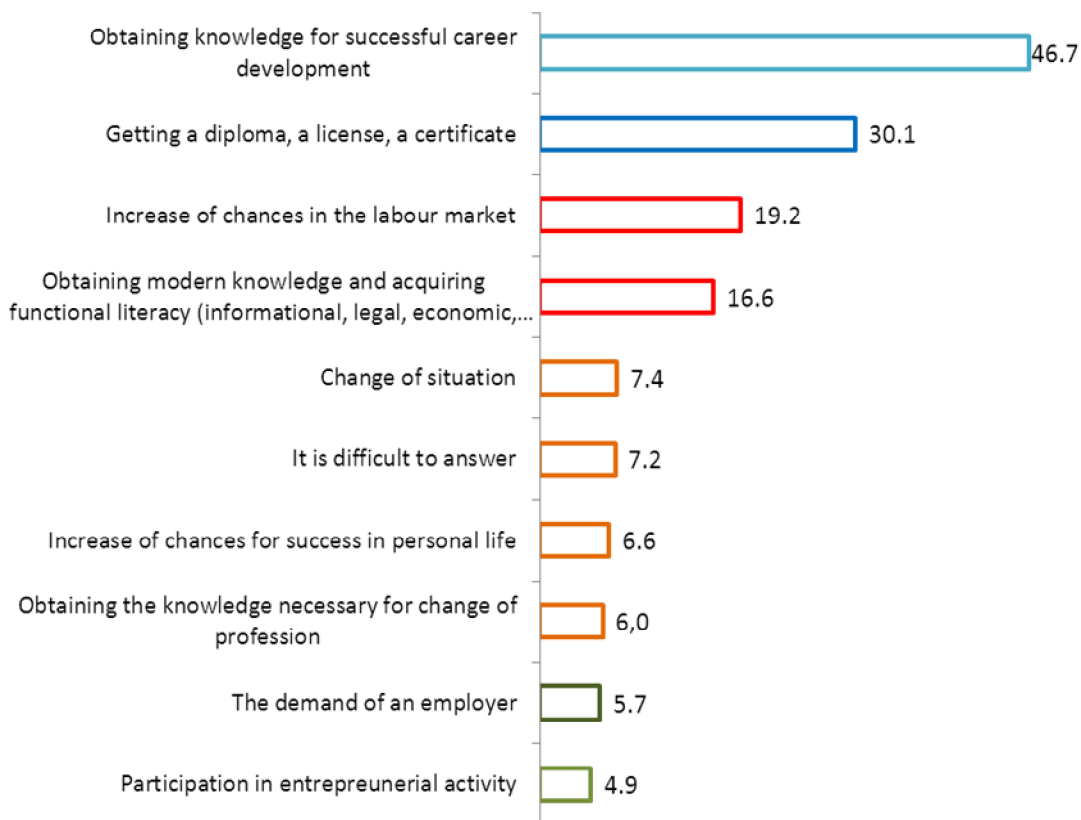


Figure 11. Reasons of getting educational services by respondents (%), (n=400)

If we analyze the data more thoroughly, one can see that such a motive as "obtaining knowledge for successful career development" is significant for all age groups, although it is mostly indicated by the middle-aged representatives (49.2%). It is updated with the increase of the level of education and income of respondents and it is of the highest importance for respondents with higher education (50.6%), with an average (47.4%) and high (47.4%) incomes, and it is more relevant for the rural citizens (50.5%).

Getting a diploma, license or certificate is a more significant reason for young people (49.5%) with secondary (36.1%) or higher (34.8%) education from families with a high level of income (42.1%).

By contrast, education as an opportunity to increase chances in the labor market is more likely to be of interest to the representatives of the middle-aged (22.0%) and third age (21.8%) groups, who predominantly have secondary vocational education (22.2%). They represent low-income families (66.7%) and mostly live in villages (22.4%).

As for obtaining modern knowledge and acquisition of functional literacy (informational, legal, economic, etc.), that is, the understanding of education as a path for self-development, this reason is mostly significant for the middle-aged (25.4%) with an average level of income (16.8 %) and is gaining importance with the growth of respondents' education in cities. Such results show: the priority of motivation for increasing the chances in the labor market since the age of 40 due to the risk of non-competitiveness; insufficient understanding of the need to acquire new knowledge for change of profession, especially through the modern reorientation of the economy; greater motivation to study among the rural population compared to the urban one; priority for educational activities regardless of age, level and profile of education, the nature of employment, length of employment, income, area of respondents' residence to obtain the knowledge necessary to succeed in a career and increase the chances in the labor market.

These results also emphasize the need to develop non-formal education systems that will be more flexible to the educational needs of the population and labor market requirements. 45.7% of respondents indicated that they were ready to receive education at non-formal education institutions (see Figure 12). At the same time, it should be noted that such an approach is acceptable for representatives of the third age group (59.3%), which is complemented by the middle-aged group (40.0%), and today they already have higher (55.1%) or secondary vocational (46.8%) education, that is, they have an occupation and certain experience.

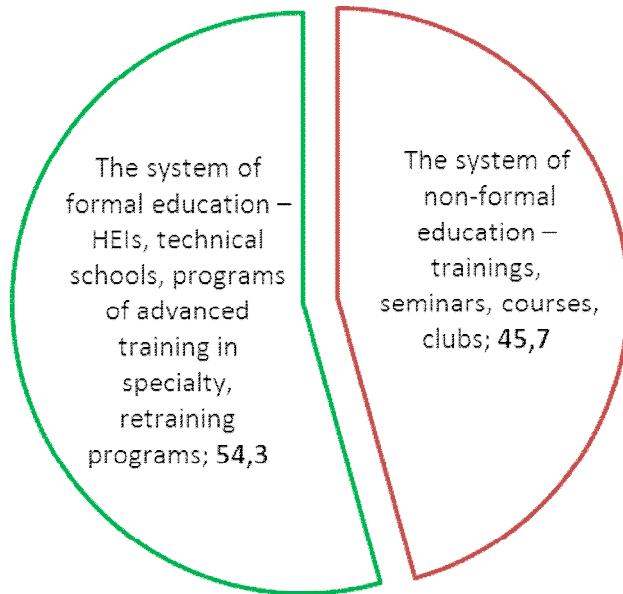


Figure 12. The level of respondents' interest in getting educational services of different formats (%), (n=400)

Non-formal education is a more acceptable option for low-income people (71.4%) and for almost half of those (49.4%) with an average level of income. However, returning to the issue of motivation for getting education, one can understand that non-formal education is a powerful mechanism for retraining in the labor market, for self-development and self-employment.

This fact was confirmed in the course of study of the ratings of thematic areas of non-formal education and programs (courses) for the formation of new skills. Among the areas of non-formal education, the first place takes sports and recreation (33.3%) (see Figure 13), which is relevant for young people (53.6%), one third of the middle-aged group (36.7%) and almost a quarter of the representatives of the third age group (22.6 %), all groups in terms of income, but mostly in rural areas (49.3%).

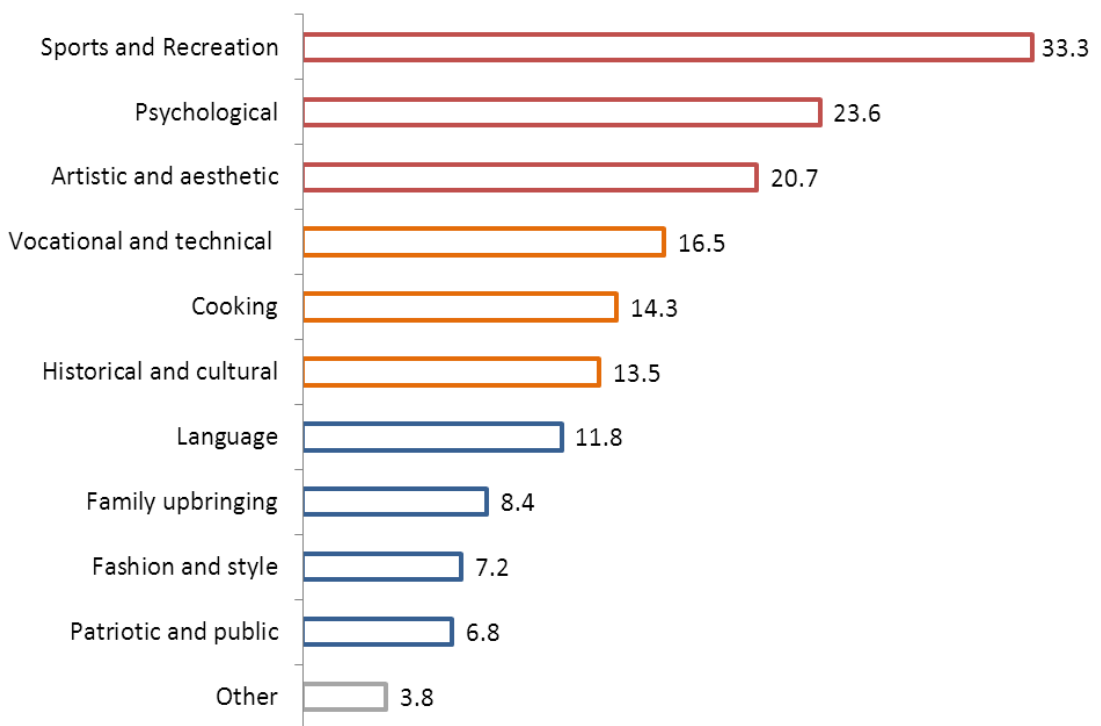


Figure 13. Relevance of non-formal education directions (%), (n=400)

The psychological direction takes the second place by its relevance for the inhabitants of the region. Almost a quarter of those polled indicated it (23.6%). This direction is especially important for middle-aged residents (50.0%) and a quarter of those of the third age (23.4%), with secondary vocational (21.8%) and higher (33.0%) education and with an average (24.7 %) and low (22.2%) income living in the cities of the region (25.9%).

The third place takes the artistic-aesthetic direction (20.7%). In this plane, there are young people (36.2%) and middle-aged people (26.7%) who have secondary

(28.6%) or higher (23.4%) education, an average (21.0 %) and high (20.6%) income and live in cities (22.9%). Although almost 15.5% of villagers have also emphasized this direction.

Further in the rating there is the vocational and technical direction (folk crafts, handicrafts) (16.5%), cooking (14.3%), historical and cultural direction (13.5%), language direction (11.8%), family upbringing (8.4%), fashion and style (7.2%). The last position in this list is unfortunately taken by the patriotic and public direction, the relevance of which was determined only by 6.8% of the polled.

As for the programs and courses on the formation of new skills, the first place among the region residents is given to language courses (29.0%) (see Figure 14). Such programs are relevant for young people (45.1%), representatives of the middle-aged group (42.9%) and one fifth of the third age group representatives (19.2%), all groups by level of education and income, regardless the place of residence.

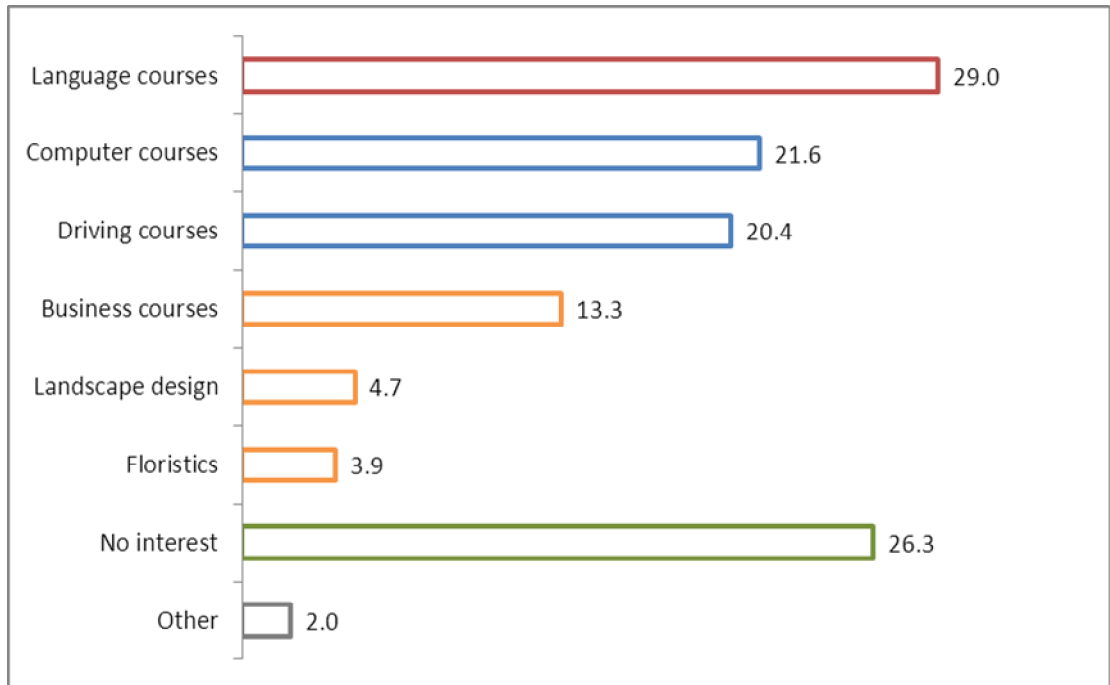


Figure 14. Relevance of programs/courses on the formation of new skills (%), (n=400)

The second place by relevance is taken by computer courses (21.6%). And it is clear that this direction is especially important for the middle-aged group (32.1%) and the third age group (21.2%), with the higher (27.8%) and secondary vocational (21.2%) education, an average (21.7%) and high (21.1%) level of income, living primarily in rural areas (31.2%).

Driving courses were defined by respondents as the third most relevant direction (20.4%). Mostly they are indicated by young (35.2%) and middle-aged

people (32.1%), with secondary (30.5%) education, low income (33.3%) living in rural areas (26.0%). That is, it is understandable that such programs are an additional opportunity for this category of people to acquire new skills and use them for further employment, to increase their own chances in the labour market.

Business-courses (13.3%) are relevant for respondents, and they turned out to be more interesting for the representatives of the middle-aged group (17.9%) from rural areas (18.2%). These programs also serve as an opportunity to reorient oneself in the labor market, but rather towards self-employment and starting up one's own business than hired labour.

Final positions by the level of residents' interest are taken by landscape design (4.7%) and floristics (3.9%).

The corresponding advantage of non-formal education is the fact that most of the inhabitants of the region (78.3%) are not ready to spend much time on additional training. 40.7% of residents are willing to spend on training only 1-2 hours a week, and 37.6% – no more than 2-4 hours a week. Only 15.9% of the inhabitants of the region are ready to study 3 days or more weekly (see Figure 15).

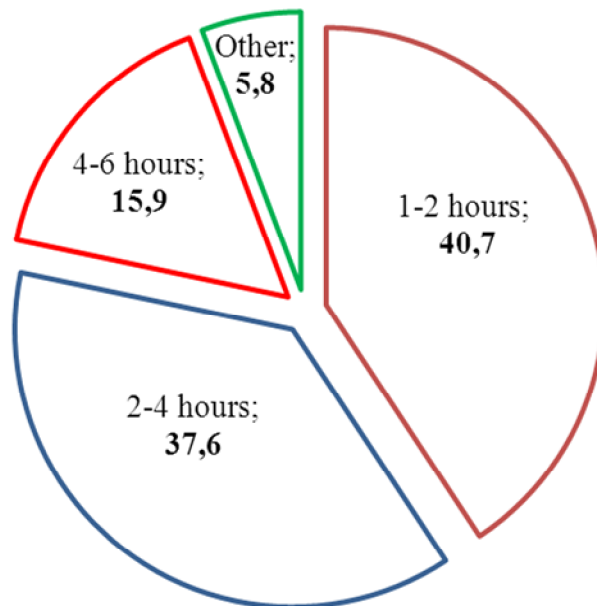


Figure 15. Amount of time (weekly) the residents of the region are willing to spend on training(%), (n=400)

At this, a consistent tendency is observed: with the growth of respondents' age, the amount of time they are willing to spend on learning is decreasing. Thus, among those who are ready to study 4-6 hours a week there are mostly young people (21.5%), and among the category "1-2 hours a week" there are prevailing representatives of the third age (50.7%). Although, it should be noted that both

representatives of young (48.4%) and middle-aged people (47.2%) mostly consider the idea of additional training in the format of 2-4 hours a week. At the same time, there was no any fundamental difference revealed between the inhabitants of the rural area and the city residents during the study.

An important indicator is the awareness of respondents about educational services. In particular, more than half (55.4%) of respondents have enough information about educational services in the region (see Figure 16).

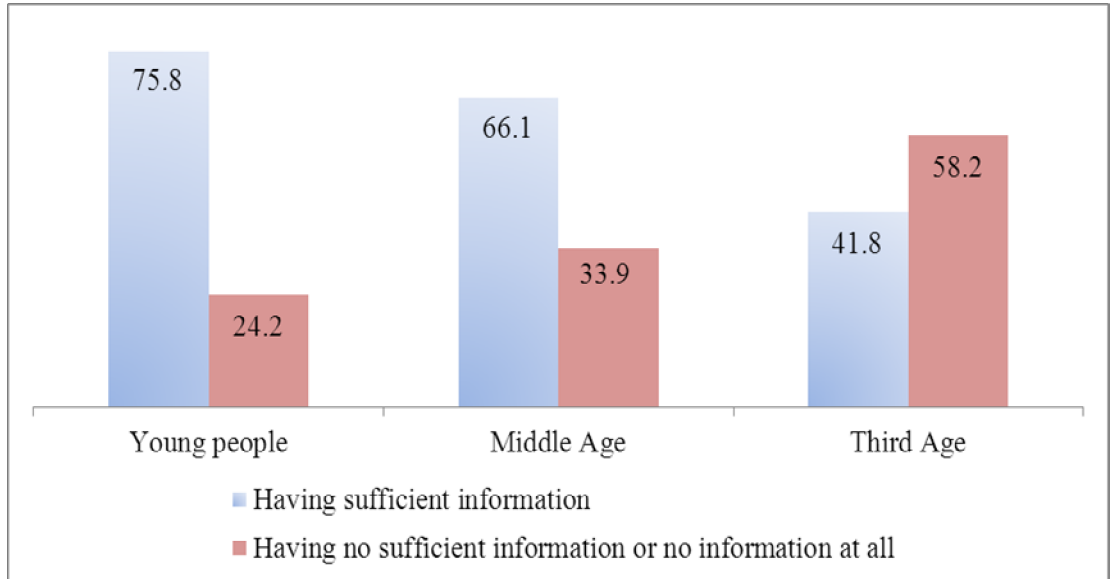


Figure 16. Level of awareness about educational services among different age groups of the region residents (%), (n=400)

In this issue there is also a tendency towards a decrease in the level of awareness with an increase in the age of respondents. Thus, among young people 75.8% have a sufficient level of information on educational services, while more than half of the third age representatives (58.2%) do not have such information. At the same time, again, the place of residence does not matter, since the level of awareness turned out to be independent of this factor.

The inhabitants of the region mostly get information from the Internet (62.0%) (see Figure 8). These are mainly young (83.7%) and middle-aged people (77.2%). But, despite the stereotypes available, this source of information is also used by 44.9% of the third age representatives. However, the main source of information for them remains the traditional means of communication (radio, television, newspapers) (43.2%). But for young people and middle-aged people traditional sources of information are no longer relevant, as they are selected by a small percentage of these age categories (16.3% and 19.3% respectively).

One of the most common sources of information is direct information sharing (colleagues, friends, acquaintances) – this way of obtaining information is relevant for all age categories (see Figure 17). Almost a quarter of the inhabitants of the region (24.4%) choose it. But direct professional orientation and advertising through the distribution of promotional products or meetings with educational institutions authorities have low popularity as a source of information. Advertising materials as a way of obtaining information are chosen by only 13.6% of respondents, and meetings with competent persons by only 6.0%. That testifies to either their insignificant efficiency and the lack of trust in them, or poor-quality preparation of materials, meetings and inadequate level of training of the specialists conducting the meetings.

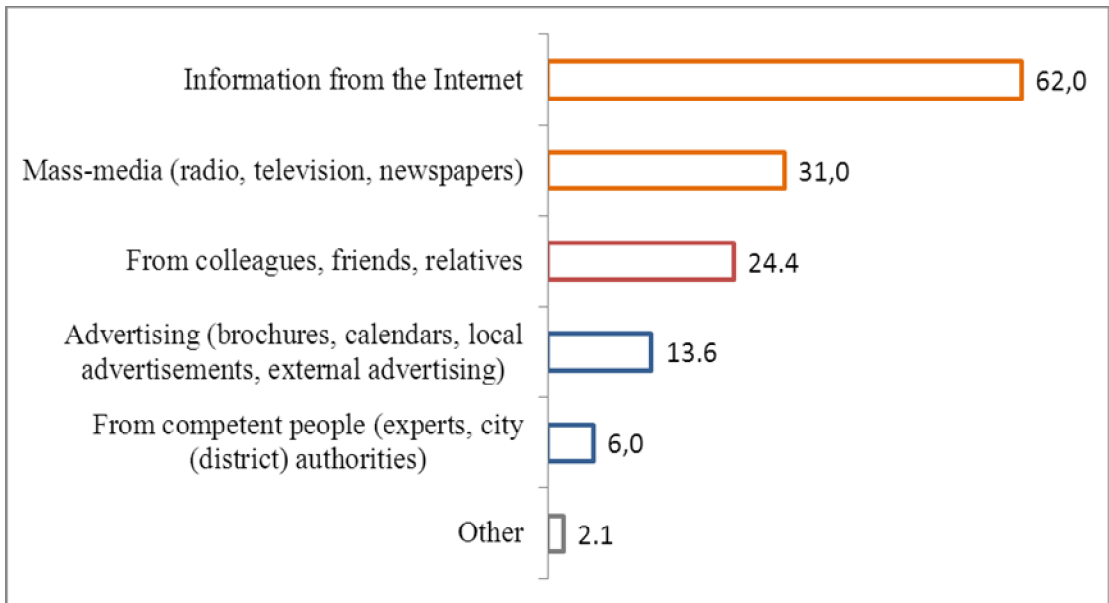


Figure 17. Ratings of sources of information on educational services among the region residents (%), (n=400)

Conclusions and perspectives of further scientific research. The results of the survey made it possible to draw such conclusions. First, the general tendency which is characteristic to the responses of all respondents is understanding how important the role of education throughout life is, the priority of educational activities regardless of age, level and profile of previous education, the nature of employment, work experience, income or residence area of respondents. Such understanding is equally relevant among respondents both for ensuring success in a career development, increasing the chances in the labor market, and for adapting to life after the completion of work, social inclusion. Secondly, over the past decade, the interest in getting educational services has increased among the rural population of the region.

The processes of decentralization that are taking place today in Ukraine have been the catalyst for this interest, primarily in the field of civic education, and will further shape the request of rural citizens for educational services. Thirdly, there is an urgent need to create conditions for the updating of knowledge and retraining, which is related to the risk of competitiveness in the labor market; there is a need for modern high-quality educational products, first of all among self-employed persons (entrepreneurs, persons without permanent place of work). At the same time, educational services of sports and recreation, artistic and aesthetic, historical, cultural and psychological directions are in demand.

Among the conclusions that require more attention and further research, there should be noted, firstly, the stereotypes of perception of learning by respondents of all ages and insufficient knowledge of respondents regarding modern organizational forms and teaching methods; more demand for active and practically directed teaching methods from rural residents than from urban ones and interdependence of the chosen direction of non-formal education on the nature of respondents' employment.

The sociological research carried out in the course of the project on identifying the educational needs of Zaporizhzhya region residents and the level of their satisfaction has allowed to identify the factors that influence the development of education in the region, namely: accessibility and interconnection of different levels and forms of education; the need for cooperation and partnership among all stakeholders in the process of regional development, sharing the resources; the need for constant dialogue and use of feedback mechanisms in the development and implementation of regional programs and development strategies; the need to stimulate the development of social partnership by establishing permanent links between different institutions and organizations of formal and non-formal education; the need to expand the volunteer movement in the field of non-formal education; the need to create experimental pilot projects as promising resource centers on management of regional education development. The results of the conducted sociological survey can be used by state institutions and local governments to form a regional education policy, by providers of educational services in the region in order to identify the priority areas of their own activity strategy.

SECTION 10
INTERNATIONAL DAYS OF ADULT EDUCATION
IN ZAPORIZHZHYA REGION AS A FORM OF ENGAGEMENT
IN THE LIFE-LONG EDUCATION IN THE REGION

Statement of the problem in general and its relation to important scientific or practical tasks. Adult education which includes formal, informal and non-formal educational components, promotes the development of civil society and democracy. An important factor in the success of the ideas to promote lifelong learning is the dissemination of adult education ideas, information campaigns aimed at highlighting the potential of life-long learning. One such campaign is an international event – the International Days of Adult Education (hereinafter referred to as the IDAE), the main purpose of which is to promote understanding of the value of life-long education in Ukrainian society, development of educational policy regarding education and training of different categories of adults, provision of proposals for the establishment of institutions required for adult education.

The urgency of the affected problem is conditioned by the need for the formation of a civil society in Ukraine that "... it is impossible without the activity of non-formal social associations which activities are aimed at adapting the adult population to the new conditions caused by the general acceleration of socio-cultural changes both at the global and local levels" [171, p. 14]. For Ukraine, the government support and a public initiative to promote lifelong learning is important.

At the same time, in spite of the tendency of non-formal education in Ukraine and the development of a network of public associations engaged in training various categories of adults, the development and implementation of state policy in the field of adult non-formal education is not yet in progress.

Analysis of recent research and publications on this issue, allocation of previously unsolved parts of the general problem. The essence of non-formal education was analyzed by H. Griese, E. Gruber, G. Dohmen, J. Knoll, H. Kuwan, U. Laur-Ernst, S. Nolda, E. Nuissl, K. Opelt, U. Overmann, B. Overwien, M. Scheler and others.

A wide range of problems in the development of continuing education in individual countries has been covered by many foreign scientists, including P. Caspar (France), K. Kyuntsel (Germany), K. Rubenson (Sweden), L. Bryson, S. Brookfield, D. Garvin, E. Lindeman, B. Mansfield, M. Knowles, H. Findley (USA, Canada), S. Kavanobe, K. Okamoto (Japan), etc.

It is important to emphasize that a large number of comparative, sociological research from the very beginning is carried out under the auspices of UNESCO and the Organization for Economic Cooperation and Development (OECD). The ideas of regionalization of education are described in the scientific work of S. Domracheva, G. Mukhametzyanova, Z. Sharafutdinova, F. Yalalova, etc.

Since the initiative of organizing and conducting International Days of Adult Education in Ukraine in 2014-2016 belongs to the Representative Office of the Institute for International Cooperation of the Deutscher Volkshochschulverband e.V. (DVV International) in Ukraine, research on the development of adult education in Germany deserves interest, in which in the context of educational problems, the activities of this organization (E. Bogos, I. Sagun, and others) are considered.

Some aspects of organizing and conducting International Days of Adult Education in Ukraine and in the World are published in scientific and popular scientific publications, printed in small copies, in collections of conferences on humanitarian and related sciences, reports on electronic resources of the institutions that joined this action. This is a fragmentation of the information on the problem under investigation.

The foregoing indicates the absence of comprehensive studies covering organizational, content and other aspects of the International Days of Adult Education in Ukraine and abroad as large-scale actions aimed at the formation of the values of life-long education in society, promotion of personal and professional development and self-development of a person.

Formulation of the goal and objective of the study. The purpose of the study is to carry out an analysis of the International Days of Adult Education in Zaporizhzhya Region as an action to promote the understanding of the life-long learning value in Ukraine, personal and professional self-development, and the positioning of Zaporizhzhya region as a Learning Region. The purpose is specified in such research tasks:

- substantiate the relevance and expediency of conducting International Days of Adult Education in Ukraine in the context of developing an innovative educational policy in the regions, drafting regional programs for the development of education in Ukraine for 2018-2020;

- substantiate the predictive potential of the International Days of Adult Education in Zaporizhzhya Region for the development of Zaporizhzhya as a Learning Region.

Presentation of main research material. The idea of conducting International Days of Adult Education was born in 1992 at the National Institute for Adult Education (NIACE) in the UK. Subsequently, at the fifth UNESCO conference in

Hamburg in 1997, about two thousand representatives from ministries of education, governmental and non-governmental organizations, foundations, research centers from all continents recommended the International Days of Adult Education in all countries of the world. Since 2000, Ukraine has been actively involved in this international event.

Zaporizhzhya region became the third region of Ukraine where the International Days of Adult Education took place. Until now, life-long learning issues have been discussed in the capital and in Lviv region. This year's event, which took place on October 6 – 8 in Zaporizhzhya region, became a reality thanks to the joint efforts of the Ministry of Education and Science of Ukraine, the National Academy of Pedagogical Sciences of Ukraine, the Representation office of the Institute for International Cooperation of the Deutscher Volkshochschulverband e.V. (DVV International) in Ukraine, the Ukrainian Association of Adult Education, Zaporizhzhya Regional State Administration, Executive Committee of Melitopol City Council, Bogdan Khmelnytsky Melitopol State Pedagogical University and other organizations and institutions. The financial support was provided by the Federal Ministry for Economic Cooperation and Development of Germany [89].

This important event brought together about five hundred domestic and foreign experts in the field of adult education, in particular from Germany, Belarus, Latvia, which discussed the world's achievements in the field of formal, informal, non-formal education of adults and the possibility of involving in this direction educational network of Zaporizhzhya region.

The event was launched in the regional center by the large-scale International Forum "Adult Education – Regional Development: Experience, Challenges, Strategies." As the information campaign is an integral part of all events, the International Days of Adult Education campaign began first with a press conference for media representatives in Zaporizhzhya Regional State Administration. At the press conference, the relevance of adult education was covered by the head of Zaporizhzhya Regional State Administration, Kostiantyn Bryl; President of the National Academy of Sciences of Ukraine, president of the society "Knowledge" of Ukraine, Vasyl Kremen; Director of the Department of Personnel Certification for Higher Qualification and Licensing of the Ministry of Education and Science of Ukraine, Andriy Shevtsov; Academician-Secretary of the Department of Professional Education and Adult Education of National Academy of Pedagogical Sciences of Ukraine, Nellya Nychkalo; Regional Director of DVV International in Ukraine, Republic of Belarus, Moldova, Anita Jakobsone; Consultant of the "Learning Cities" Program of the UNESCO Institute for Lifelong Learning, Sung Lee; Director Representative Office of the DVV International in the Republic

of Belarus, Galina Veremeychyk; Educational expert of the Administration of Kurzeme planning region (Latvia), Ingrid Murashkovsky; Director Representative Office of the DVV International in Ukraine, Oleg Smirnov; Director of the Institute of Pedagogical Education and Adult Education, National Academy of Pedagogical Sciences of Ukraine, Larysa Lukianova [89].

Representatives of Zaporizhzhya Regional State Administration visualized the understanding of the importance of life-long learning which, in their opinion, is the key to the economic, scientific and cultural development of the region. It was stressed that the region's educators are already working on creating, improving the conditions for the education of the adult population, providing educational services, trying to get closer to the European level. Speakers acknowledged the need to establish an interaction between all educational services providers for the development of adult education in the region.

It should be noted that the representatives of the National Academy of Pedagogical Sciences of Ukraine, the Ministry of Education and Science of Ukraine focused on the need to introduce adult education, support adult education centers as well as educational institutions, which, in addition to formal education, initiate non-formal education programs for various categories of adult population. It was also about the expediency of expanding the article about education of adults of the Law of Ukraine "On Education", and in the future – the introduction into the Verkhovna Rada of Ukraine of a separate Law "On the Education of Adults", which would mean fixing the term "adult education" at the legislative level.

Foreign experts outlined the challenges and opportunities for the development of adult education as a component of life-long learning and the resource required by Ukrainian society for a decent entry into the European community, a resource that citizens can use to improve their well-being, family, region and country as a whole. They substantiated the importance of developing learning regions and cities as responses to the challenges of scientific and technological progress in the context of adaptation to a new way of life; drew attention to an important document – The Manifesto of Adult Education in the 21st Century, which is one of the tools of European educational policy.

After the plenary session, the work continued in sections. Participants of the section "Adult Education for the Economic Development of Zaporizhzhya Region", which was held at Zaporizhzhya Regional Federation of Employers, suggested concrete ways of developing adult education: creating a coherent national life-long vocational education system, developing the Concept and the National Life Education Program in Ukraine for 2017-2021 years, opening of the Centers of Marketing Research for the implementation and analysis of regional and local needs of the labor

market in skilled workers, upgrade of "National Classifier of Occupations", provision of scientific and methodological support for the professional training of the adult population, continuation of research into the implementation of the model for educational and professional cluster of the region, introduction of information technology in the educational process of the adult population, popularization of vocational education of adults through local media, etc.

Zaporizhzhya National University held a session of the section "Adult Education in the Formation of Civil Society in Ukraine", in which educators and representatives of civil society organizations discussed issues regarding the National Strategy for the Development of Civil Society, proposed the introduction of mechanisms for institutional support for civil society organizations, analyzed the use of modern information technologies in work of public organizations on the example of the platform of the Open University of Maydan and etc.

The section "Adult Education Centers in a Territorial Community" on the basis of the Zaporizhzhya National Regional Library was attended by representatives of higher, vocational and general educational institutions, public organizations, employment services, local self-government bodies. The participants took part in the discussion of the issues of learning region concept advancement as a component of the life-long education strategy, promotion of non-formal adult education for all categories of the population, updating the innovative foreign and national experience of adult education centers, strengthening the dialogue between representatives of formal and non-formal education sectors, local authorities and employers to find the best ways to develop adult education, etc.

During the section "Learning of adults with special needs and the elderly" on the basis of the Zaporizhzhya geriatric boarding house of the Zaporizhzhya Regional Council, a number of practical issues were discussed concerning the provision of financial assistance to persons with disabilities by paying the cost of their training, retraining in educational institutions, vocational rehabilitation centers for the disabled for obtaining a profession, organization of training of the elderly in the conditions of the geriatric boarding house and in the territorial centers.

On October 7-8, events within the framework of the International Days of Adult Education took place in Melitopol. Such a choice is not accidental, because it was Melitopol in June 2016 that joined the UNESCO Global Network of Learning Cities. This is the considerable effort of the scientists of the Bogdan Khmelnytsky Melitopol State Pedagogical University [127].

The work began with a briefing, during which foreign and national experts issued key messages to media representatives and the public on the relevance of adult education development issues at the local level. It was about the support of Melitopol

authorities for the idea of educators regarding the implementation of lifelong learning strategies in the city, since adult education is the basis for the socio-economic development of the settlement; the activities of domestic scholars on the development of basic provisions for adult education and promotion of lifelong learning ideas in the cultural and educational space of the state. The solemn ceremony of handing a certificate of participant of UNESCO Global Network of Learning Cities took place.

After the briefing, the work continued at the Bogdan Khmelnytsky Melitopol State Pedagogical University, in the framework of which the First International Scientific and Practical Conference "Adult Education in the Context of Civilizational Changes: Experience, Problems, Prospects" was launched.

At the plenary session of the conference, attention was focused on the important aspects of the development of formal and non-formal education of adults, among which the following:

- current state and perspective directions for implementation of Adult Education Concept in Ukraine;

- need to rethink the mission of a modern university in the context of shifting emphasis – from providing well-established educational services to institutions of higher education for lifelong learning;

- expediency of establishing adult education centers at higher educational institutions (one of the examples was initiated by the Bogdan Khmelnytsky Melitopol State Pedagogical University, together with the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, the Scientific and Methodological Center for the Education of Adults, which provides educational services for various segments of the population, among which are representatives of the authorities, public organizations, mass media, people with disabilities and other categories of youth and adults);

- experience of foreign non-formal education centers for different categories of adults as well as the development of the learning regions concepts in Latvia and Belarus;

- role and significance of UNESCO Global Network of Learning Cities in consolidating the efforts of urban communities in the context of lifelong learning as a response to the challenges of today, development of learning regions and societies;

- achievements and prospects for defining requirements for competences of adult education professionals in Ukraine;

- activities the Representative Office of DVV International in Ukraine and others.

After the plenary meeting, the work of seven sections took place in the city's profile areas. During the operation of section "Adult Education – Need for the

Modern Labor Market", the results the same section operation in the regional center were generalized and the discussion on the specifics of non-formal adult education, licensing of professional occupations, trends in the development of economically active population, etc. was continued.

Participants of section "Formation of Civic Competences of Adults in Ukraine" provided appropriate recommendations for the implementation of the mentioned direction: involve the public in the development of state educational policy, including in the field of formal and non-formal education; introduce obligatory reporting of civil society organizations that receive state support; update the curricula of institutions of general, higher and vocational education, expanding their content with the courses of civil education; stimulate research in the field of civil society development, etc.

Specific recommendations were substantiated by the participants of the section "Adult Education for Community Development": uniting efforts of all social partners for the development of theoretical, methodological principles and improvement of formal and non-formal education of adults; ensuring optimal use of premises of evening schools, cultural and educational institutions; initiation of adult education management departments / committees at all levels; improvement of social adaptation, psycho-rehabilitation and other measures for vulnerable categories of adults; creation of a flexible legal infrastructure for the legislative regulation of the adult education system; development of financial mechanism for social protection and providing adult education, etc. The participants of the section emphasized the need in forming a unified strategy for the development of life-long education at the national, regional, city and district levels, using the educational potential of different categories of adults as the values of civil society, and the formation of civil society in Ukraine through the creation of communities, cities and regions that are learning. It was also a question of the need to promote the development of communities through the strengthening of non-formal education of various categories of adults as an integral part of lifelong learning; dissemination of successful foreign and national experience of educational centers for various categories of adults; strengthening dialogue, establishing interaction between representatives of the formal and non-formal education sectors, local self-government bodies, employers to find the best ways to develop the education of various adult categories.

During the operation of section "Learning cities: European experience and national perspectives" held at Melitopol City Council, recommendations were developed for designing a plan for the implementation of the learning cities concept. A lively discussion among the heads of educational institutions and the heads of city institutions triggered a step-by-step "roadmap" for introducing a plan into the practice

of city organizations and institutions. The emphasis was placed on the need for further monitoring studies to identify the cultural and educational needs of Zaporizhzhya residents.

A group of scholars, representatives of NGOs and authorities that joined forces in the operation of the section "Learning of Retire-aged People", in particular, suggested to more actively introduce information and multimedia technologies, educational resources, distance learning into the educational process of adult education in future; to popularize the education of adults in the media and others.

At the section "Adult Education in the Penitentiary System: Approaches, Successful Practices, Realities of Time", participants considered issues of vocational and technical education of prisoners and higher education, international standards of educational, issues of social support after the release of prisoners, training of staff of institutions for execution of punishment.

Among the recommendations of the section "Education and professional rehabilitation of adults with limitation of life" – providing a barrier-free architectural environment based on the principles of "Universal Design". Participants were unanimous about the necessity of introducing an andragogical model of education in formal and non-formal education institutions; acceleration of the substantiation of the content of the Andragog profession and its introduction into the Classifier of professions of Ukraine; initiation of opening the departments of andragogy and the introduction of the discipline "Andragogika" in the training of specialists of different levels.

Measures that continued in Melitopol visualized the interest of not only various institutions in adult education, but also the desire of the adult population to understand the demand for the labor market and constantly study. Thus, on October 8, an exhibition of providers of educational services for adults of Zaporizhzhya region was organized in Melitopol, and the main square of the city turned into the "Island of Treasures" [89]. The name of the exhibition was chosen not by chance, because, as stated in the Report of the International Commission on Education in the XXI century, education is a hidden treasure. Residents of the city and guests from Kyiv, Vinnytsia, Sumy, Lviv, Zaporizhzhya, Berdyansk, Tokmak and other settlements took an active part in initiatives from formal and non-formal education institutions to train people of all ages who are in demand on the labor market for professions, from personal and professional growth. About two thousand participants were able to test their forces in various professions (cook, driver, beautician, teacher, seamstress, gardener, make-up artist, accountant, psychologist, hairdresser, nurse, masseur), etc. Active diners and guests joined the quest from many master classes,

training sessions, mini-lessons, tests, chips, and then exchanged them for valuable gifts.

As it is known, museum pedagogy as a branch of pedagogical science has an interdisciplinary character, being at the intersection of museology, sociology, social pedagogy, pedagogy of leisure, andragogy and others. The main task of museum pedagogy is to create the image of a museum as a custodian of objects of cultural and historical significance, the development of interest and value attitude to exhibits of the museum as a cultural and historical heritage of its people. Therefore, it is no coincidence that at the end of the International Days of Adult Education participated in the Melitopol City Museum as well as the object of the historical and cultural heritage of Melitopol Region – the National Historical and Archeological Reserve "Stone Tomb" – a world-famous monument of ancient culture in Ukraine, which organically combines natural uniqueness and historical value. It is important that in 2007 the "Stone Tomb" Reserve was added to the list of UNESCO nominations as the most ancient monument of culture and history of human development. And although in Ukraine, unfortunately, there is still no institutionalized educational process in museums and nature reserves, namely the participation of museums in the International Days of Adult Education, the creation of museum educational projects, their promotion by local communities and the opening of the Museum of Andragogy phenomena to the museum will promote attraction the potential audience, the transformation of museums into providers of educational services for adults, the elevation of the image of the museum sphere, etc.

It should be added that in the framework of the First International Scientific and Practical Conference "Adult Education in the Context of Civilizational Changes: Experience, Problems, Prospects", a presentation of the publication "Directory of providers of educational services in the field of formal and informal education of adults in the Zaporizhzhya region" was held [53]. A little earlier, in 2015, a similar catalog for Lviv region was printed [54]. These are unique publications, which included the list of organizations of Zaporizhzhya and Lviv region, which carry out educational activities for adults. Their use will make it possible to search for those areas and institutions of formal or informal education that are best suited to the cultural and educational needs of the individual. Such editions are a valuable source of information for various categories of adults as well as for researchers of andragogical issues.

Conduction of the forum, conferences, seminars and other events within the framework of the IDAE enabled to visualize the educational potential of different categories of adults as values of civil society, legal, methodological principles of interaction of civil society institutions and adult education in forming citizens

capable of conscious public choice, promoting the development of citizens of culture lifelong learning, promotion of non-formal education as an integral part of lifelong education using the educational potential of various adult categories as the values of civil society, the formation of a unified strategy for the development of -life-long learning at the national, regional, city and district levels, using the educational potential of different categories of adults as the values of civil society, formation of civil society in Ukraine through the creation of communities, learning cities and regions.

Conclusions and perspectives of further scientific research. It is substantiated that the analysis of progressive international experience, the statements of international experts at the Ministry of Internal Affairs gives grounds for the conclusion that informal education in developed foreign countries is oriented on the needs of children, youth and adults, and is in constant development due to the powerful state support, initiative and activity of citizens.

It has been proved that during the work of the forum sections "Adult Education – Regional Development: Experience, Challenges, Strategies" and the Conference on Adult Education in the Context of Civilizational Changes: Experience, Problems, Prospects" organized and conducted within the framework of the International Days of Adult Education in Zaporizhzhya Region, the leading ideas and directions for substantiation, development and further introduction of the learning region concept as the basis of effective regional educational policy of Zaporizhzhya region taking into account educational potential of Zaporizhzhya region were defined; the recommendations for the elaboration of Zaporizhzhya Regional Development Education Project for 2018-2020 are substantiated.

It was clarified that activities in the framework of the International Days of Adult Education in Zaporizhzhya region helped to establish a dialogue between partners in the context of life-long learning and education of the adult population of the region, strengthening of the capacity and opportunities for improving the quality of citizens life. One of the innovative initiatives of the event was the presentation of the publication "Directory of providers of educational services in the field of formal and informal education of adults in the Zaporizhzhya region".

It was substantiated that the three-day international event in Zaporizhzhya contributed to the strengthening of the dialogue between providers of educational services in the field of formal and non-formal education, regional authorities, employers, public organizations, mass media, who share understanding of the importance of creating a lifelong learning system. It is proved that the consolidation of efforts of international, Ukrainian experts and scholars will contribute to the formation of a single strategy for the development of life-long learning through the

use of the potential of different categories of adults as the values of civil society, availability of adult education for vulnerable groups of the population, meeting the educational needs, taking into account the demands of the modern labor market, development civil society in Ukraine through the creation of communities, learning cities and regions.

It was established that the International Days of Adult Education in Zaporizhzhya Region enabled visualization of the educational potential of different categories of adults as values of civil society, promoted at the national and regional levels the ideas of lifelong education, raising the educational and cultural level of different age groups of citizens in the context of improving the socio-economic development of the region.

The prospective directions of further research are the following: theoretical and methodical principles of the development of informal education of adults in the EU countries, foreign experience of normative legal provision of life-long learning, analysis of the activities of civil organizations in the field of non-formal adult education.

GENERAL CONCLUSIONS

The monograph presents the results of the applied research on theoretical substantiation, development and experimental verification of the conceptual foundations of the regional educational policy of Ukraine in contemporary socio-economic conditions on the example of Zaporizhzhya region as a Learning Region, which made it possible to make the following conclusions:

1. Adult education in Ukraine, as a component of life-long education, is a modern trend and, at the same time, a prerequisite for the achievement of human life's success. The feasibility of its development is undoubtedly determined by certain factors, among which the political situation in the state and socio-economic changes in it, the state of the labor market, transformation in education (in particular, innovative), the need for adaptation of the adult population to new socio-economic conditions, satisfaction of current and perspective cultural and educational needs of the individual, promotion of an optimal choice of personal and professional self-realization.

The study concludes that the development of adult education is related to the problems of socialization of citizens in the context of the formation of knowledge society, civil society, need to prepare people for resolving issues that may affect the cohesion of society, stability of life, etc. Factors that negatively influence the development of adult education include: insufficiency of its normative legal, scientific and methodological support; lack of systemicity and interconnection between different segments of continuous education, coordination between the subjects of educational activity – consumers and those who provide educational services; stagnation of professional training in the workplace and the lack of a mechanism for information and methodological provision of vocational training; the lack of comprehensive monitoring studies of non-formal adult education, etc.

The research substantiates that monitoring of the system of non-formal adult education should be aimed at identifying the cultural and educational needs of different categories of adults and assessing the degree of educational services compliance with the established requirements, the coverage of these services by the population (according to criteria of social, territorial accessibility, accessibility criteria for educational services for people with disabilities), identification of the educational programs availability for non-formal adult education and the degree of their relevance to the prospects for economic development of a particular region.

It is proved that the development of normative and legal provision of education of various categories of adults, the formation of motivation of children, young people

and adults for lifelong education, integration of all interested parties and public institutions on the basis of mutually beneficial cooperation for the purpose of education development for different categories of adults is relevant for Ukraine. In the future, it will contribute to sustainable development of society, improvement and self-actualization of each person, formation of personal mobility, ability to master new knowledge and make non-standard solutions. The basis for the development of normative, scientific and methodological components of adult education should be the complex evaluation, the analysis of the thematic range of educational needs of adult citizens as well as the possibilities of their satisfaction, quality assessment, territorial and financial accessibility of the variety of educational programs for various categories of adults.

2. One of the characteristic trends in the development of adult education in Ukraine is the strengthening of regional educational policy role. Life-long education, in general, and adult education in particular, are increasingly considered as determining factors of regional development, competitiveness factors of both individual territories and the state as a whole. Under such conditions, a regional educational policy provides for: ensuring equal access to educational services for all stakeholders, support for motivation to study; creation of the organizational structure of the strategic public-public administration for the development of education in the region and the partner network of institutions aimed at the development of adult education; development of social partnership through establishing a social dialogue between different institutions and organizations of formal and non-formal education, government, business, the public, providers of educational services; realization of projects of regional development of natural, social, economic resources in accordance with perspective directions of development of regions; the development of targeted programs for the training of adults (including informal) and the training of pedagogical staff for working with adults; developing and implementing the concepts of the learning regions and supporting national and international projects on the concepts of learning regions; support for cooperation between academic institutions and representatives of non-governmental organizations; initiation of all-Ukrainian competitions to support innovative educational projects aimed at popularizing life-long learning. The development of the fundamentals of state and public administration in the system of education in Ukraine at the national and regional levels is conditioned by the need to introduce new scientifically grounded approaches to the formation of the national education system at the state and regional levels, when effective management of the educational sphere provides an open system for the public capable of self-regulation and self-healing.

Regional educational policy, combining the diversity of political, socio-economic, cultural and educational factors, is aimed at creating a socio-cultural environment in which the educational potential of all its subjects is realized as fully as possible. The conceptual foundations of the region being studied as the basis of regional educational policy and the component of the civil society development system include the creation and development of a community of learners, based on the use of combined potential of labor, material, financial, organizational and managerial resources of the region in order to increase competitiveness of the city, region and state as a whole.

3. During the implementation of the study, a sociological survey was conducted in order to identify the cultural and educational needs of Zaporizhzhya residents and to interpret its results. The survey was attended by 400 respondents, including representatives of the northern area of the region – 149 people; eastern – 47; southern – 89; West – 63 and the central one – 52. The distribution of respondents by age is as follows: 14-17 years – 8.7%, 18-22 years – 13.5%, 23-29 years – 16.7%, 30-39 years – 13.3%, 40-49 years – 15.4%, 50-59 years – 15.2% and over 60 years – 14.2%. The gender composition of respondents: 56.3% are women and 43.7% are men.

The results of the survey made it possible to make the following conclusions: the general tendency characteristic of the responses of all respondents is the understanding of the importance of life-long learning role for adaptation to life after the completion of work, social inclusion; increase in the interest of the rural population in Zaporizhzhya region in obtaining educational services during the last decade; there was an urgent need to create conditions for updating knowledge and re-training; there was a need for the development of topical educational products, first of all, for entrepreneurs, heads of institutions, unemployed pensioners, auxiliary staff, persons without a permanent place of work; the priority of motivation to increase the chances in the labor market, starting at the age of 40, due to the risk of competitiveness; the respondents lack understanding of the need to acquire new knowledge for changing the profession, especially through a modern reorientation of the economy; greater motivation to study in the rural population than in urban; the availability of priority for educational activities regardless of age, level and profile of education, the nature of employment, length of service, material condition, area of residence of respondents to obtain the knowledge necessary for success in a career and increase the chances in the labor market; satisfaction of the majority of respondents with received educational services; adults are more critical and selective to education; there is a need to improve the quality of secondary specialized education; demand for informal education is the first and foremost among people of middle and senior age with secondary and higher education; need to raise

awareness about the benefits of informal education among a wide range of citizens; stereotyped perception of learning by respondents of all ages and lack of awareness of respondents about the forms of learning, especially interactive; rural population is more in demand than active and practically oriented forms of education than urban ones; the greatest demand for sports and recreational, artistic and aesthetic, historical, cultural and psychological trends of non-formal education; interdependence of the chosen direction of non-formal education on the nature of respondents employment.

A sociological study on the educational needs of Zaporizhzhya region residents and their level of satisfaction conducted during the project implementation allowed to identify the factors influencing the development of education in the region, namely: accessibility and interconnection of different levels and forms of education; the need for cooperation among all stakeholders in the process of regional development, sharing of resources; the need for constant dialogue and use of feedback mechanisms in the development and implementation of regional programs and development strategies; need to stimulate the development of social partnership by establishing permanent links between various institutions and organizations of formal and non-formal adult education; need to expand the volunteer movement in the field of non-formal lifelong learning; need to create pilot projects as promising resource centers on management of educational regional development. The results of the conducted sociological survey can be used by state institutions and local self-government bodies to form a regional educational policy, providers of educational services in the region in order to identify the priority areas of their own strategy of activity.

The results obtained during the implementation of the project are planned to be used during the development of the learning region concept for Zaporizhzhya region. In its turn, this Concept is the theoretical basis for the Education Development Program of Zaporizhzhya region for 2018-2022, the priority directions of which are 1) providing wide access to information about the educational potential of the region; 2) organization of special training of subjects of regional educational policy; 3) organization of a broad interdisciplinary, inter-sectoral discussion on the role and significance of regional educational policy in solving the problems of sustainable development of individual regions and of Ukraine as a whole; 4) ensuring wide cooperation between educational and public organizations, private and entrepreneurial structures for the creation of a unified information network of life-long learning, including adult education in Ukraine; 5) stimulating the development of social partnership through the establishment of permanent links between various institutions and organizations of formal and non-formal education of adults; 6) expanding the volunteer movement in the field of non-formal life-long learning; and 7) pilot projects as promising resource centers on management of educational regional development.

LIST OF REFERENCES

1. Abramova, N. V. (2011). Sotsiologicheskie interpretatsii kontseptsii «nepreryvnogo professionalnogo obrazovaniia vzroslykh» [Sociological interpretations of the concept of "continuing professional adult education"]. *Sotsiologiia obrazovaniia [Sociology of Education]*. 3. 83-103 [in Russian].
2. Akilina, O. V. *Socialjne vidtorghnennja: jevropejskyj dosvid ta ukrajinsjki realiji [Social exclusion: European experience and Ukrainian realities]*. Retrieved from: http://www.vidkryti-ochi.org.ua/2015/11/blog-post_25.html. [in Ukrainian].
3. Aksenova E. A. (2014). Tendentsii razvitiia nepreryvnogo obrazovaniia v USA [Trends in the development of continuing education in the USA]. *Shkolnye tekhnologii [School technology]*. 2. 54-63 [in Russian].
4. Aktualjni problemy navchannja ta vykhovannja ljudej v integhrovanomu osvithnomu seredovyshhi: [Actual problems of people education in the integrated educational environment], (2011). *Tezy dopovidej XI mizhnarodnoji naukovo-praktychnoji konferenciji, gholov. red. Talanchuk P. M.; Vidkrytyj mizhnarodnyj universytet rozvytku ljudyny «Ukrajina» [ta in.]*. [Paper presented at the theses of the reports of the XI International Scientific and Practical Conference (Kyiv). head. Ed. Talanchuk P.M. Open International University of Human Development "Ukraine" [and others]]. 474 [in Ukrainian].
5. Ananiev, B. G. (1980). *Izbrannye psikhologicheskie trudy: v 2-kh t. [Selected psychological works: in 2 volumes.]*. Moscow: Pedagogy, 1980. 232. [in Russian].
6. Anderson, J. (2002). *Kognitivnaia psikhologiia [Cognitive psychology]*. Trans. with English. S. Komarov. [5 th ed.]. St. Petersburg: Peter. 496. [in Russian].
7. Anishchenko, O. (2015). Osvita doroslykh jak resurs rozvytku ghromadjansjkogho suspiljstva v Ukraini [Adult Education as a Resource of Civil Society Development in Ukraine]. *Jevropejskyj Sojuz – Ukrajina: osvita doroslykh: zbirnyk materialiv Forumu do mizhnarodnykh dniv osvity doroslykh v Ukraini (Kyjiv, 4-6 lystopada 2014 r.) [kolektyv avtoriv]*. [Paper presented at the theses European Union-Ukraine: Adult Education: Collection of Forum Materials to International Adult Education Days in Ukraine (Kyiv, 4-6 November 2014), team of authors]. Kyiv-Nizhyn: Publisher PE Lysenko M. M. 42-44. [in Ukrainian].

8. Anishchenko, O. (2016). Neformaljna mystecjka osvita doroslykh u konteksti kuljturno-osvitnjogho prostoru reghionu [Informal artistic education of adults in the context of the cultural and educational space of the region]. *Kuljturno-mystecjke seredovysshhe: tvorchistj ta tekhnologhiji: materialy IX mizhnarodnoji nauk.-tvorch. konf. (Kyjiv, 21 kvitnja 2016 r.) za zagh. red. K. I. Stanislavskoj. K.: NAKKKiM [Paper presented at the theses Cultural and artistic environment: creativity and technologies: materials of the IX international science-creative. conf. (Kiev, April 21, 2016) / for the congregation].* Ed. K. I. Stanislavsky. Kyiv: NAKKKiM. 3-5. [in Ukrainian].
9. Anishchenko, O., Pryima S. (2016). Spivpracja naukovu-doslidnogho instytutu i pedaghoghichnogho universytetu: novi mozhlyvosti dlja rozvytku osvity doroslykh u reghioni [Cooperation of the Research Institute and the University of Pedagogy: New Opportunities for the Development of Adult Education in the Region]. *Osvita doroslykh: teorija, dosvid, perspektyvy : zb. nauk. pracj / redkol. L. B. Luk'janova (gholova) ta in. In-t pedaghoghichno osvity i osvity doroslykh NAPN Ukrajiny. [Adult Education: Theory, Experience, Prospects. sciences works. Redkol. L. B. Lukianova (chairman) and others; Institute of Pedagogical Education and Adult Education of National Academy of Sciences of Ukraine].* Kyiv-Nizhyn: Publisher PE Lysenko MM. 1 (12). 6-17. [in Ukrainian].
10. Anishchenko, O., Vasilenko, O. «*Drughha molodistj» dlja litnikh ljudej. Koly staristj – v radistj ["Second youth" for the elderly. When old age is in joy].* Retrieved from: <http://ipood.com.ua/novini/druga-molodst-dlya-ltnh-lyudej>. [in Ukrainian].
11. Arkhipova, S. P. (2002). *Osnovy andraghoghiky: navch. posib. [Fundamentals of Andragogy: Teach. Manual].* Cherkasy: Uzhgorod. 184. [in Ukrainian].
12. Astakhova, E. V. (2000). Sotsialno-ekonomicheskie funktsii vysshogo obrazovaniia: tendentsii i problemy [Socio-economic functions of higher education: trends and problems]. *Novyj koleghium [Noviy kolgium].* 5. 7-12. [in Russian].
13. Astoyants, M. S., Rossiokhina I. G. (2009). Sotsialnaia inkluziia: popytka kontseptualizatsii i operatsionalizatsii poniatii [Socialist inclusion: an attempt at conceptualization and operationalization of the concept]. *Izvestiia Iuzhnogo federalnogo universiteta. Pedagogicheskie nauki. [Proceedings of the Southern Federal University. Pedagogical sciences].* 12. 51-58. [in Russian].
14. Bidyuk N. M. *Teoretyko-metodologhichni zasady orghanizaciji profesijnoji osvity doroslykh u USA. [Theoretical and methodological principles of the*

- organization of professional adult education in the United States*]. Retrieved from: http://www.nbu.gov.ua/portes/Soc_Gum/vchu/N124/pdf. [in Ukrainian].
15. *Bila knygha nacionaljnoji osvity Ukrajinny [White Book of National Education of Ukraine] (2009)*. For ed. V.G. Kremenya. Acad. ped Sciences of Ukraine. Kyiv. 186 [in Ukrainian].
 16. Bilyotserkovskaya, N. G., Pivnenko, L. V. (2015). Politoghenezna funkciya osvity yak faktor konstruivannja novoji politychnoji orghanizaciji ghlobaljnogho socialjnogho prostoru. [*Politogenesis function of education as a factor in constructing a new political organization of the global social space*]. *Suchasne suspiljstvo [Modern society]*. 1(2). 13-23. [in Ukrainian].
 17. Bodalev, A. A., Rudkevich L. A. (2003). *Kak stanoviat'sia velikimi i vydaiushchimisia? [How do they become great and outstanding?]* Moscow: Publishing house of the Institute of Psychotherapy, 2003. 287. [in Russian].
 18. *Bridging the gap: new opportunities for 16-18 year olds not in education, employment or training*. (1999). Social Exclusion Unit. Retrieved from: http://www.dfee.gov.uk/post16/br_white_exec.shtml.
 19. Burns, R. (1986). *Razvitiye «Ia»-kontseptsii i vospitanie [Development of the "I" -concept and education]*. Under the Society. Ed. V. Ya. Pilipovsky. Moscow: Progress. 422 p. [in Russian].
 20. Cappon, P., Laughlin, J. The 2010 Composite Learning Index. Five Years of Measuring Canada's Progress in Lifelong Learning / Paul Cappon, Jarrett Laughlin. Retrieved from: http://css.escwa.org.lb/sd/1382/Canadian_Learning_Index.pdf.
 21. *Centry osvity doroslykh u konteksti realizaciji Konceptiji osvity vprodovzh zhyttja (z dosvidu spivpraci viddilu andraghohiky Instytutu pedaghoghichnoji osvity i osvity doroslykh NAPN Ukrajinny i Melitopoljskogo derzhavnogho pedaghoghichnogho universytetu imeni Boghdana Khmeljnyckogho) [Adult Education Centers in the Context of Implementation of the Life-Long Learning Concept (from the experience of the Andragogy Department of the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine and Bogdan Khmelnytsky Melitopol State Pedagogical University)]*. Retrieved from: <http://ipod.com.ua/novini/centri-osviti-doroslih-u-konteksti-realizaci-koncepti-osviti-vprodovj-jittya>. [in Ukrainian].
 22. *Ciljovi ghrupy [Target groups]*. (2016). Retrieved from: <http://westudents.com.ua/glavy/87716-4-tslov-group.html>. – zag from the screen. Language Ukr. (25.12.2016). [in Ukrainian].

23. *Cities and Regions in the New Learning Economy OECD.* (2001). Paris. 146.
24. Clarin, M. V. *Andragogika: nauka obuchenii vzroslykh [Andragogica: The Science of Adult Learning]*. Retrieved from: podborpersonala.ru/index.php?option=com_content&task=view&id. [in Russian].
25. *Community-Based Lifelong Learning and Adult Education: Adult Skills and Competencies for Lifelong Learning.* UNESCO. (2016). 31.
26. Demografichne starinnja v Ukrajinu na foni zaghalnosvitovoi tendenciji pryskorenogho starinnja naseleennja: referatyvnyj oghljad. [*Demographic aging in Ukraine on the background of the global trend of accelerated aging of the population: abstract survey*]. (2015). layout: Dobra, N. V., Kornilova, Ye. O., Samokhina Zh. V.; National Library of Ukraine named after V.I. Vernadsky. Retrieved from: http://nbuv.gov.ua/sites/default/files/all_files/references/201512/vtdo_ro_6_0.pdf. Kyiv. 32. [in Ukrainian].
27. Demyanenko, N. (2011). Osvita doroslykh: svitovi tendenciji drughoji polovyny XX – pochatku XXI st. [Adult Education: World Trends in the Second Half of the 20th – early 21st Centuries]. *Aktualjni problemy vyshhoji shkoly. Pedagoghichni nauky: zb. nauk. pracj. [Theses Current problems in higher education. Pedagogical sciences: Sb. sciences works]*. Poltava. 39-44. [in Russian].
28. Derkach, A. A., Zazykin V. G. (2003). *Akmeologiya: uchebn. posob. [Acmeology: educational. Help.]*. St. Petersburg: Peter. 256. [in Russian].
29. Derzhavnyj komitet statystyky Ukrajinu. [*State Committee of Statistics of Ukraine. Official site of the State Statistics Service*]. Retrieved from: <http://www.ukrstat.gov.ua>. [in Ukrainian].
30. *Education at a Glance 2015. OECD.* (2015). Paris. Retrieved from: <http://dx.doi.org/10.1787/eag-2015-en>.
31. *Education at a Glance 2016. OECD.* (2016). Paris. Retrieved from: <http://dx.doi.org/10.1787/eag-2016-en>.
32. *Ekonomichna aktyvnistj naseleennja. [Economical activity of the population]*. Retrieved from: <http://www.dcz.gov.ua/statdatacatalog/document?id=350796>. [in Ukrainian].
33. European Association for the Education of Adults. Retrieved from: <http://www.eaea.org>.
34. Farrington, F. Towards a useful definition: advantages and criticism of «social exclusion». Retrieved from: <http://www.nof.org.uk>.
35. Frimannsson, G. H. (2006). Introduction: Is there a Nordic model in education? *Scandinavian Journal of Educational Research.* 50 (3). 223-228.

36. Gangl, M. (2000). *Education and Labour Market Entry across Europe: The Impact of Institutional Arrangements in Training Systems and Labour Markets* // Mannheim. 25. 120-132.
37. Gerganov, L. D. (2016). *Teoretychni i metodychni zasady profesijnoi pidghotovky kvalifikovanykh robitnykiv mors'jkojho profilju na vyrobnyctvi: dys. ... doktora ped. Nauk. [Theoretical and methodical principles of professional training of skilled workers of the marine profile at the production: diss. ... Doctor Ped. Sciences: 13.00.04]*. Kyiv. 485. [in Ukrainian].
38. *Ghromadjansjka osvita: teorija i metodyka navchannja. Navchalnyj posibnyk. [Civic Education: Theory and Methods of Teaching. Manual / for colleges]*. (2008). ed T. V. Ladichenko. Kyiv: View of ETNA-1. 174. [in Ukrainian].
39. Glewwe, P. (1996). The relevance of standard estimates of rates of return to schooling for education policy: A critical assessment. *Journal of Development Economics*. 51. 267-290.
40. *Global report on adult learning and education / UNESCO Institute for Lifelong Learning*. (2010). 156. Retrieved from: <http://unesdoc.unesco.org/images/0018/001864/186431e.pdf>.
41. Golubkova, O. A. (2003). Tsennostnye orientatsii v sisteme vysshego obrazovaniia. [Valuable orientations in the system of higher education]. *Innovatsii i obrazovanie: sb. material. konf. Seriiia «Symposium»*. SPb.: Sankt-Peterburgskoe filosofskoe obshchestvo. [Paper presented at the theses *Innovations and Education: Sat. material. Conf. Series "Symposium"*]. St. Petersburg.: St. Petersburg Philosophical Society, 29. 293-300. [in Russian].
42. Goncharenko, S. (1997). *Ukrajinsjkyj pedagoghichnyj slovnyk: dovidkove vydannja. [Ukrainian Pedagogical Dictionary: Reference Edition]*. Kyiv: Lybid. 376. [in Ukrainian].
43. *Gumanisticheskie tendentsii v razvitii nepreryvnogo obrazovaniia vzroslykh v Rossii i USA. [Humanistic tendencies in the development of continuous adult education in Russia and the United States]* (1994). ed. MV Clarin, I. N. Semenova. Moscow: ITPiMio RAO. 189. [in Russian].
44. Hjell, L. (1999). *Teorii lichnosti: osnovnye polozeniiia, issledovaniia i primenenie [Personality Theories: Fundamental Provisions, Research and Applications. (Series of "Masters of Psychology")]*. L. Hjell, D. Ziegler; trans. with English. S. Melenevskaya, D. Viktorova. St. Petersburg: Peter Kom. 608. [in Russian].

45. Ilchenko, N., Zhilenko R. (2006). Socialjne vkljuchennja: teorija i praktyka [Social inclusion: theory and practice]. *Ekonomichnyj rozvytok ghromady. [Economic development of the community]*. 2. 3. [in Ukrainian].
46. Ilyin, E. P. (2002). *Motivatsiia i motivy. [Motivation and motives]*. St. Petersburg: Peter. 512. [in Russian].
47. Indeks inkluziji: Vseukrajinsjkyj fond «Krok za krokom» [*Inclusion Index: All-Ukrainian Foundation "Step by Step"*]. Retrieved from: http://ussf.kiev.ua/ie_index_inclusion. [in Ukrainian].
48. *Internet-sait Sibirskoi assotsiatsii obrazovaniia vzroslykh. [The website of the Siberian Association for Adult Education]*. Retrieved from: <http://saov.krs.ru>. [in Russian].
49. *Internet-sait «Sistema dopolnitelnogo professionalnogo obrazovaniia». [Internet site "System of additional vocational education"]*. Retrieved from: <http://www.gain.ru/Index.htm>. [in Russian].
50. *Kak izmeniatsia tseny i zarplaty dlia ukrainsev v 2017 godu [How will prices and wages change for Ukrainians in 2017]*. Retrieved from: <http://hvylya.net/reviews/c19-2010-05-28-07-24-31/kak-izmenyatsya-tsenyi-i-zarplatyi-dlya-ukraintsev-v-2017-godu.html>. [in Russian].
51. Kalenyuk, I. S. (2001). *Osvita v ekonomichnomu vymiri: potencial ta mekhanizmy rozvytku [Education in the Economic Dimension: Potential and Development Mechanisms]*. Kyiv: Kadri LLC. 346. [in Ukrainian].
52. Kapchenko, L. M. (2014). Informacijno-komunikacijna modelj dystancijnogho profesijnogho navchannja bezrobitnykh [Information-communication model of distance professional training of the unemployed]. *Rynok praci ta zajnjatistj naseleennja [Labor market and employment of the population]*. Kyiv: IPC DHS. 2 (39). 39-42. [in Ukrainian].
53. *Katalogh provajderiv osvity doroslykh Zaporizjkogho rehionu [Directory of providers of educational services in the field of formal and informal education of adults in the Zaporizhzhya region]* (2016). Kol. order., for comrades. Ed. S. Pryima. Melitopol: Bogdan Khmelnytsky MSPU Publishing House. 58. [in Ukrainian].
54. *Katalogh provajderiv poslugh z osvity doroslykh m. Ljvova ta Ljvivskoj oblasti [Directory of providers of adult education services in Lviv and Lviv region]*. (2015). ZURC; Representation DVV International in Ukraine. Lviv: Publisher FOP Nikolayenko. 60. [in Ukrainian].
55. Khajiradeva, S. K. (2005). Navchannja doroslykh jak naukova problema [Adult Education as a Scientific Problem]. *Doshkiljna osvita. [Preschool Education]*. 2 (8). [in Ukrainian].

56. *Khrestomatiia po sotsialnoi psikhologii: uchebn. posob. dlia stud. [Reader on social psychology: educational. Help. for stud].* (1994). comp. T. Kutasova. Moscow: International Pedagogical Academy. 222. [in Russian].
57. Khutorskoy, A. V. (2001). *Sovremennaia didaktika. Uchebnik dlia vuzov [Modern Didactics. Textbook for high schools.]*. St. Petersburg: Peter. 544. [in Russian].
58. *Kievskie pensionery prikhodiat uchitsia v «Akademiiu tretogo vozrasta» [Kiev pensioners come to study at the "Academy of the Third Age"]*. Retrieved from: http://vz.ua/publication/13739-kievskie_pensionery_prikhodyat_uchitsya_v_akademiyu_tretego_vozrasta [in Russian].
59. *Kiljkistj VNZ v Ukrajinii na pochatok 2013/14 n.r. skorotylasja na 2,4% – do 803 zakladiv. [Number of universities in Ukraine at the beginning of 2013/14 n. The city decreased by 2.4% to 803 institutions]*. Gosstat. Retrieved from: <https://www.rbc.ua/ukr/news/kolichestvo-vuzov-v-ukraine-n-nachalo-2013-14-u-g-sokratilos-20122013175900>. [in Ukrainian].
60. *Kiljkistj vyshhykh navchaljnykh zakladiv v Ukrajinii prodovzhuje skorochuvatysja [The number of higher educational institutions in Ukraine continues to decline]*. Retrieved from: http://dt.ua/UKRAINE/v-ukrayini-zakriyut-sche-desyat-vnz-201218_.html. [in Ukrainian].
61. *Kluby aktivnogo dolgoletia Kharkova [Clubs of active longevity of Kharkov]*. Retrieved from: <http://social.kharkov.ua/page.php?id=142>. [in Russian].
62. Knowles, M. S. (1980). *The Modern Practice of Adult Education. From Pedagogy to Andragogy*. Chicago. 273.
63. *Koncepcija osvity doroslykh v Ukrajinii [The Concept of Adult Education in Ukraine]*. (2011). Construct: Lukianova L. B. Nizhyn: PE Lysenko MM. 24. [in Ukrainian].
64. Kremen, V. *Innovacijnistj jak vymogha chasu [Innovativeness as a Time Requirement]*. Retrieved from: <http://znannya.org.ua/index.php/novini-znannya/Nauka-i-suspilstvo/56-filosofiya/286-innovatsijnist-yak-vimoga-chasu>. [in Ukrainian].
65. Krizko, V. V., Mamaev I. O. (2005). *Aksiologhichnyj potencial derzhavnogho upravlinnja osvitoju: navch. posib. [Axiological potential of public administration of education: teaching]*. Manual. Kyiv: Education of Ukraine. 224. [in Ukrainian].
66. Krizko, V. V., Pavlyuttenkov, Ye. M. (1998). *Menedzhment v osviti [Management in Education]*. Kyiv: IZMN. 192. [in Ukrainian].
67. Krushelnytska, Ya. V. (2003). *Osobystistj ta jiji struktura. Fiziologhija i psykhologhija praci: pidruchnyk. [Personality and its structure. In the book:*

- In Physiology and Psychology of Labor: Textbook*]. Retrieved from: <http://buklib.net/books/24599Kyiv>: KNEU. 367. [in Ukrainian].
68. Kuchina, K. A. (2016). Osoblyvosti navchannja doroslykh ljudej z invalidnistju [Features of training adults with disabilities]. *Naukovyj visnyk Melitopoljskogo derzhavnogo pedagoghichnogo universytetu. Serija: Pedagoghika. [Scientific Bulletin of Melitopol State Pedagogical University. Series: Pedagogy]*. Melitopol: Bogdan Khmelnytsky MSPU Publishing House. 1 (16). 240-247. [in Ukrainian].
 69. Kulyutkin, Yu. N. (1993). Funktsionalnaia gramotnost, obuchaemost i tvorcheskii potentsial lichnosti [Functional literacy, learning ability and creative potential of a person]. *Problemy funktsionalnoi gramotnosti vzroslykh [Problems of functional literacy of adults]*. St. Petersburg: IOW RAO. 86-94. [in Russian].
 70. Laboda, S. (2014). Kontseptsiiia «Obuchaiushchiisia region» v stranakh ES: cherez obrazovanie na protiazhenii vsei zhizni k konkurentosposobnosti regionov [Concept "Learning Region" in EU countries: through lifelong education for the competitiveness of the regions]. *ADUKATAR*. 1 (23). 25. [in Russian].
 71. Lavrinenko, O. V. (2016). *Orghanizacija samoosvitnjoji dijajlnosti uchniv vechirnjhoji shkoly : dys. ... kandydata ped. nauk : 13.00.09; Ternopiljskij nac. ped. un-t im. V. Ghnatjuka. [Organization of self-education activity of evening school students: dissertation. ... candidate ped. Sciences: 13.00.09; Ternopil nation ped Un-t. V. Hnatyuk]*. Ternopil. 277. [in Ukrainian].
 72. Levites, D. G. (1998). *Praktika obucheniiia: sovremennye obrazovatelnye tekhnologi [Training Practice: Modern Educational Technologies]*. Voronezh: NGO "MODEK". 288. [in Russian].
 73. Levites, D. G. (2003). *Avtodidaktika. Teoriia i praktika konstruirovaniia sobstvennykh tekhnologii obucheniiia (Seriia «Biblioteka pedagoga-praktika»)*. [Autodidactics. Theory and practice of designing own learning technologies. (Series "The Library of the Teacher-Practice")]. Moscow: Publishing house of the Moscow Psychological and Social Institute; Voronezh: Publishing house NGO "MODEK". 320. [in Russian].
 74. *Lifelong Learning in Japan* (1998). Bill Gordon. Retrieved from: <http://wgordon.web.wesleyan.edu/papers/lifelrn.htm>.
 75. Likhonosova, G. S. (2015). Misce fenomenu socialjnogho vidtorghnennja suchasnykh socialjno-ekonomichnykh transformacijakh [Place of the phenomenon of social exclusion of modern socio-economic transformations]. *Naukovyj visnyk Mukachivskogo derzhavnogo*

- universytetu. Serija «Ekonomika». [Scientific Bulletin of the Mukachevo State University. The series "Economics"]*. 2 (1). 52. [in Ukrainian].
76. Lindeman, E. (1926). *The meaning of adult education*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education. 143.
 77. Lisina, L. A., Barlit O. O. (2006). *Formuvannja profesijnoi kompetentnosti vchytelja: navchaljno-metodychnyj posibnyk [Formation of professional competence of a teacher: a teaching manual]*. Zaporozhye: Lana-Druk. 214. [in Ukrainian].
 78. Longworth, N. (2006). *Learning Cities, Learning Regions, Learning Communities: Lifelong Learning and Local Government*. N.Y.: Routledge. 230.
 79. Lukianova, L. (2010). Sociokulturna funkcija osvity doroslykh u suchasnomu suspiljstvi [Sociocultural function of adult education in modern society]. *Visnyk Cherkasjkogho nacionaljnogho universytetu. Serija : Pedagoghichni nauky. [Herald of Cherkassy National University. Series: Pedagogical Sciences]*. 183. I. 6-12. [in Ukrainian].
 80. Lukianova, L. (2011). *Koncepcija rozvytku osvity doroslykh v Ukrajinii [Concept of development of adult education in Ukraine]*. Nizhyn: PE Lysenko MM. 24. [in Ukrainian].
 81. Lukianova, L. (2011). Neformaljna osvita doroslykh: problemy i perspektyvy. [Adult informal education: problems and perspectives]. *Kszalcenie zawodowe: pedagogika i psychlogia = Profesijna osvita: pedagoghika i psykholohija: pol.-ukr., ukr.-pol. Shhorichnyk [Kszalcenie zawodowe: pedagogika i psychlogia = Vocational education: pedagogy and psychology: pol.-ukr., Uk.-floor. Yearbook]* Ed. T. Levovitsky, I. Vilsh, I. Zyazyun, N. Nychkalo. Czestochowa-Kiev. 13. 327-335. [in Ukrainian].
 82. Lukianova, L. (2016). Model' rozvytku rehioniv, shcho navchaiutsia, ta traiektoriyi yiyi realizatsiyi [The model of learning regions and the trajectories of its implementation]. *Osvita doroslykh: teoriya, dosvid, perspektyvy : zb. nauk. pr. [redkol. L.B. Lukianova (holova) ta in.] – [Adult education: theory, experience, prospects : coll. of research works [Ed. by L. B. Lukianova]*, 10, 10–15 [in Ukrainian].
 83. Lukianova, L., Anishchenko O. (2014). *Osvita doroslykh: korotkyj terminologhichnyj slovnyk [Adult Education: A Short Terminal Dictionary]*. Kyiv-Nizhyn: Publisher PE Lysenko MM. 108. [in Ukrainian].
 84. *Making Lifelong Learning Tangible! The ELLI Index Europe 2010*. (2010). Dr. Bryony Hoskins, Fernando Cartwright, Dr. Ulrich Schoof. Bertelsmann Stiftung. 60.

85. Mashukov, N. D. (2002). *Orghanyzacyja vnutryfyrmennogho obuchenija personala [Organization of internal personnel training]*. Yaroslavl: GOUUDPO YARIPK. 78. [in Russian].
86. Mincer, J., (1958). Investment in human capital and personal income distribution. *Journal of Political Economy*. 66. 281– 302.
87. Mironov, V. B. (1990). *Vek obrazovaniia [Age of Education]*. Moscow: Pedagogics. 176. [in Russian].
88. Mizherikov, V. A., Yermolenko M. N. (1999). *Vvedenie v pedagogicheskuiu professiu: ucheb. posob. dlia stud. ped. ucheb. zavedenii [Introduction to the pedagogical profession: study. way. for studio ped learning Institutions]*. Moscow: Pedagogical Society of Russia. 288. [in Russian].
89. *Mizhnarodni dni osvity doroslykh v Ukraini [International Days of Adult Education in Ukraine]*. Retrieved from: <http://www.mdpu.org.ua/new/uk/component/content/article/2864.html>. [in Ukrainian].
90. *Monitoring nepreryvnoho obrazovaniia: instrument upravleniia i sotsiologicheskie aspekty (Seriiia «Monitoring. Obrazovanie. Kadry»)*. [Monitoring of continuing education: management tools and sociological aspects (Series "Monitoring, Education, Personnel")]. (2006). Belyakov S.A., Vakhshytayn V.S., Galichin V.A., et al .; under. Ed. A.E. Karpukhina. Moscow: MAX Press. 340. [in Russian].
91. *Monitoring stanu profesiino-tekhnichnoji osviti ta alternativni propozitsiji shchodo jiji modernizatsiji / za materialami GO «Tsentr osvitnogo monitoringu» v ramkakh proektu «Stvorennia organizatsiinoji platformi gromadskogo tsentru analizu osvitnoji politiki» [Monitoring of the status of vocational education and alternative proposals for its modernization / on the materials of the NGO "Center for Educational Monitoring" within the framework of the project "Creation of an organizational platform for a public center for the analysis of educational policy"]*. Retrieved from: <http://centromonitor.com.ua>. [in Ukrainian].
92. Morgan, K. (1997). The learning region: institutions, innovation and regional renewal. *Regional Studies*. 31. 491—503.
93. *Nacionaljna dopovidj pro stan i perspektyvy rozvytku osvity v Ukraini [National report on the state and prospects of development of education in Ukraine]*. (2016). National. acad. ped Sciences of Ukraine; Editorial: V. G. Kremin (head), V. I. Lugovy (deputy head), A. M. Gurzhiy (deputy chairman), O. Ya. Savchenko (deputy chairman); per community Ed. V.G. Kremenya. Kyiv: Pedagogical thought. 448. [in Ukrainian].
94. *Nacionaljna dopovidj: ljuds'kyj rozvytok 2011 r. «Ukraina: na shljakhu do socialjnogho zaluchennja» [National Report: Human Development 2011*

- "Ukraine: On the Way to Social Inclusion"*]. Ed. E. M. Libanova. Kyiv: UNDP in Ukraine; Institute of Demography and Social Studies MV Ptuhi. 124. [in Ukrainian].
95. *Nacionaljna strategija rozvytku osvity v Ukrajinii na period do 2021 roku [National Strategy for the Development of Education in Ukraine until 2021]*. Retrieved from: <http://www.president.gov.ua/documents/15828.html>. [in Ukrainian].
 96. *Nacionaljna strategija spryjannja rozvytku ghromadjanskogho suspiljstva v Ukrajinii na 2016-2020 roky (zatverdzhena Ukazom Prezydenta Ukrainy vid 26 ljutogho 2016 r., № 68/2016) [National Strategy for Promoting the Development of Civil Society in Ukraine for 2016-2020 (approved by Decree of the President of Ukraine of February 26, 2016, № 68/2016)]*. Retrieved from: <http://www.president.gov.ua/documents/682016-19805>. [in Ukrainian].
 97. *Naselennja Ukrainy: Imperatyvy demografichnogho starinnja [Population of Ukraine: Imperatives of Demographic Aging]*. (2014). Aksonova, S. Yu., Crimer, B. O., Kurilo I. O. and others. Retrieved from: http://www.idss.org.ua/monograph/2014_Naselennya.pdf. Kyiv: Adef-Ukraine. 285. [in Ukrainian].
 98. Nayman, E. A. (2013). Stanovlenie kontseptsii "obuchaiushchegosia regiona" v zapadnoi nauke [Establishment of the Learning Region concept in the Western science]. *Vestnik Tomskogo gosudarstvennogo universiteta. Kulturologiia i iskusstvovedenie. [Bulletin of Tomsk State University. Culturology and Art Criticism]*, 1(9), 81–91. [in Russian].
 99. Nefyodova, V. I. *Andragogicheskaja sostavliaiushchaja postdiplomnogo obrazovaniia rukovodiashchikh kadrov [Andragogical component of postgraduate education of leading cadres]*. Retrieved from: <http://manager.fio.ru/getblob.asp?id=10002797>. [in Russian].
 100. Nekrasov, S. N. (2006). *Kak obrazovat vzroslykh. Andragogika kak nauka [How to form an adult. Andragogik as a science]*. Yekaterinburg, 222. [in Russian].
 101. *Neobkhdnistj rozrobky Koncepciji rozvytku osvity doroslykh v Poltavskij oblasti [Need to develop a Concept for the development of adult education in the Poltava region]*. Retrieved from: <http://ssu-poltava.org/post/edu-koncept-2014-en.html>. [in Ukrainian].
 102. *Nepreryvnoe obrazovanie – stimul chelovecheskogo razvitiia i faktor sotsialno-ekonomicheskikh neravenstv [Continuous education is a stimulus of human development and a factor of socio-economic inequalities]*. (2014). Under. Ed. Yu. V. Latova. Moscow: CSPiM. 433. [in Russian].

103. Nikitchina, S. O. (2008). Rozvytok systemy osvity dlja doroslykh – ekonomichna ta socialjna vymogha chasu. [The Development of the Education System for Adults – the Economic and Social Requirement of Time]. *Vestnik SevNTU. Serii: Pedagogika. [The Vestnik of SevNTU. Series: Pedagogy]*. Sevastopol: Sevastopol National Technical University. 90. 9-14. [in Ukrainian].
104. Novikov, A. M. (2000). *Rossiiskoe obrazovanie v novoi epokhe. Paradoksy nasledii, vektory razvitiia: publitsisticheskaia monografiia [Russian education in a new era. Paradoxes of heritage, vectors of development: journalistic monograph]*. Moscow: Egves. 272. [in Russian].
105. Nychkalo, N. G. (2001). Neperervna profesijna osvita jak filosofsjka ta pedagoghichna katehgorija [Continuous vocational education as a philosophical and pedagogical category]. *Neperervna profesijna osvita: teorija i praktyka. [Continuous vocational education: theory and practice]*. 1. 9-22. [in Ukrainian].
106. *Obrazovanie vzroslykh na rubezhe vekov: voprosy metodologii, teorii i praktiki : v 4-kh t. [Adult education at the turn of the century: issues of methodology, theory and practice: in 4 volumes]*. (2000). Ed. The triumph of VI, Vershlovsky SG, Dobrinskaya E.I. Institute of adult education Ros. acad. education. T. II: Sotsiologicheskie i kulturologicheskie aspekty razvitiia obrazovaniia vzroslykh. — Kniga 2: Kulturologicheskie problemy obrazovaniia vzroslykh. [T. II: Sociological and culturological aspects of the development of adult education. Book 2: Cultural problems of adult education]. St. Petersburg.: IOW RAO. 156. [in Russian].
107. Obuchaiushchiisia region: obrazovanie dlja vsekh pokolenii [Learning region: education for all generations]. *Materialy zakliuchitel'nogo Forum-proekta «Obuchaiushchiisia region: neformalnoe obrazovanie dlja vsekh pokolenii». [Paper presented at the theses Materials of the final Forum project "Learning region: non-formal education for all generations"]*. Retrieved from: http://ibb.by/sites/default/files/obr_obuchayushchiesya_region.pdf. [in Russian].
108. *Ocinka popytu na profesiji, jaki zatrebuvani na rynku praci. Rezuljaty doslidzhennja v ramkakh proektu «Ekonomichne ta socialjne vidnovlennja Donbasu» (Kyjiv, veresenj-zhovtenj 2015 r.) [Assessment of the demand for professions that are in demand in the labor market. Results of the study within the framework of the project "Economic and Social Recovery of Donbass" (Kyiv, September-October 2015)]*. Kyiv International Institute of Sociology commissioned by the United Nations in Ukraine. B.M., b. p. 102. Retrieved from: http://ipq.org.ua/upload/files/files/06_Biblioteka/

- 03_Anal%D1%96tichn%D1%96%20mater%D1%96ali/2015.12.22_Popyt_na_professii/Report_Employment_KIIS_final_ukr.pdf. [in Ukrainian].
109. Ogienko, O. I. (2008). *Tendenciji rozvytku osvity doroslykh u skandynavs'kykh krajinakh: monohrafija [Trends in the development of adult education in Scandinavian countries: monograph]*. For ed. N.G. Nychkalo. Sumy: Ellada-S. 444. [in Ukrainian].
 110. Ogienko, O. I. (2009). *Tendenciji rozvytku osvity doroslykh u skandynavs'kykh krajinakh (druga polovyna XX stolittja): dys. ... doktora ped. nauk 13.00.01 [Trends in the development of adult education in Scandinavian countries (second half of the twentieth century): diss. ... Doctor Ped. Sciences: 13.00.01]*. Kyiv, 410. [in Ukrainian].
 111. Oleynikova, O. N., Muraveva, A. A., Akyonova N. M. (2009). *Obuchenie v techenie vsei zhizni kak instrument realizatsii Lissabonskoi strategii [Life-long learning as an instrument for implementing the Lisbon Strategy]*. Moscow: RIO TK them. Konyaev. 131. [in Russian].
 112. Onushkin, V. G., Ogarev E. I. (1995). *Obrazovanie vzroslykh: mezhdistyplinaryi slovar terminologii [Adult Education: An Interdisciplinary Dictionary of Terminology]*. St. Petersburg – Voronezh: IOV RAO. 232. [in Russian].
 113. Osnovni pokaznyky dijalnosti vyshhykh navchal'nykh zakladiv Ukrainy na pochatok 2015/16 navchal'nogho roku. [Basic indicators of activity of higher educational institutions of Ukraine at the beginning of 2015/16 academic year]. (2016). *Statystychnyj bjulletenj [Statistical Bulletin]*. Kyiv. Retrieved from: https://ukrstat.org/uk/druk/publicat/kat_u/publicosvita_u.htm. [in Ukrainian].
 114. *Osnovy andragogiki: uchebn. posob. dlia stud. vyssh. ped. ucheb. zavedenii [Fundamentals of Andragogy: Study. way. for studio higher ped learning Institution]* (2007). Ed. I. A. Kolesnikova. Moscow: ACADEMA. 2007. 120. [in Russian].
 115. Ovsienko, L. V. (2009). Nepreryvnoe obrazovanie i model «obuchaiushchegosia regiona» [Continuous education and the model of the "learning region"]. *Vysshee obrazovanie v Rossii. [Higher education in Russia]*. 2. 96-99. [in Russian].
 116. Paraschenko, L. I. (2014). Tendenciji rozvytku osvity [Trends in the Development of Education]. *Osvita doroslykh: encyklopedychnyj slovnyk [Adult Education: Encyclopedic Dictionary]*, ed. V.G. Kremeny, Yu.V. Kovbasyuk; arrangement: N.G. Protasov, Yu.A. Molchanov, T.V. Kurena; Ed. advice: V.G. Kremen, Yu.V. Kovbasyuk, N.G. Protasov, and others; National acad. ped Sciences of Ukraine, National Academy of Sciences

- of Ukraine. acad. State Manage under the President of Ukraine, etc. Kyiv: Basis. 420-421. [in Ukrainian].
117. Pavlyutonkov, Ye. M., Pogrebnyak Yu V. (2005). Profesijne stanovlennja dyrektora shkoly [Professional formation of the school principal]. *Upravlinnja shkoloju. [School management]*. 16-18. 2-10. [in Ukrainian].
 118. *Pedagogika i psikhologija vysshei shkoly: ucheb. posob. [Pedagogy and psychology of higher education: Textbook. Help]*. (2002). Bulanova-Toporkova M.V., Dukhavneva A.V., Stolyarenko L.D., and others; under. Ed. M.V. Bulanova-Toporkova. Rostov-on-Don: Phoenix. Ka2002. 544. [in Russian].
 119. Pekhota, O. M. (2006). *Andraghoghichni problemy u pidgotovci vykladachiv dlja systemy pisljadyplomnoji pedaghoghichnoji osvity [Andragogical problems in the training of teachers for the system of postgraduate pedagogical education]*. Pekhota O. M., Putsov V. I., Naboka L. Ya. Et al. Chernivtsi: Bekreh. 56-57. [in Ukrainian].
 120. Perfilieva, O. V. (2008). Mezhdunarodnye strategii nepreryvnogo obrazovaniia: rol i opyt vuzov [International strategies for lifelong education: the role and experience of universities]. *Vysshee obrazovanie segodnia. [Higher education today]*. 10. 4-10. [in Russian].
 121. Podobed, V. I., Gorshkova V. V. (2010). Gosudarstvenno-obshchestvennaia tsennost obrazovaniia vzroslykh kak sotsiokulturnogo instituta [State-social value of adult education as a socio-cultural institution]. *Chelovek i obrazovanie. [Man and Education]*. 2010. 1. 45-50. [in Russian].
 122. *Polozhennja pro vechirnju (zminnu) shkolu (u redakciji nakazu MONmolodjsportu Ukrajinjy vid 01. 09. 2011 № 1093) [Regulations on the evening (alternating) school (in the edition of the Order of the Ministry of Education and Science of Ukraine on Youth of Ukraine from 01.09.2011 № 1093)]*. Retrieved from: <http://zakon4.rada.gov.ua/laws/show/z1280-11>. [in Ukrainian].
 123. Primush, M. V. (2004). *Zaghaljna sociologhija: navch. posib. [General sociology: teaching manual]*. Kyiv: Professional. 590. [in Ukrainian].
 124. Pryima, S. M. (2014). Osvita doroslykh jak efektyvnyj mekhanizm socialjnogho zaluchennja [Education of Adults as an Effective Mechanism of Social Engagement]. *Osvita doroslykh: teorija, dosvid, perspektyvy [Adult Education: Theory, Experience, Perspectives]*. 2. 77. [in Ukrainian].
 125. Pryima, S. M. (2015). *Systemy vidkrytoji osvity doroslykh: teoretyko-metodologhichni zasady proektuvannja i funkcionuvannja: monoghrafija [Systems of open education of adults: theoretical and methodological principles of designing and functioning: monograph]*. Melitopol: Bogdan Khmelnytsky MSPU Publishing House. 324. [in Ukrainian].

126. Pryima, S. M. (2016). Centry osvity doroslykh u konteksti pereosmyslennja misiji universytetu [Centers of adult education in the context of rethinking the mission of the university]. *Pedagoghika ta psykholohija: zb. nauk. pracj [Pedagogics and psychology: Sb. sciences works]*. Per unit Ed. I. F. Prokopenko, S. T. Zolotukhina. Kharkiv: Smugasta typography. 52. pp. 173-186. [in Ukrainian].
127. Pryima, S. M., Molodychenko V. (2016). Ghlobaljna merezha UNESCO mist, shho navchajutjsja, jak vidpovidj na vyklyky sjoghodennja: perspektyvy dlja Melitopolja [The UNESCO Global Network of Learning Cities as a Response to Today's Challenges: Prospects for Melitopol]. *Terytorija uspikhu: praktyko-orijentovanyj dodatok do zbirnyka naukovykh pracj «Osvita doroslykh: teorija, dosvid, perspektyvy» [Territory of Success: A Practical-Oriented Addendum to the Collection of Scientific Works "Adult Education: Theory, Experience, prospects"]*. Edited by L. B. Lukianova. 1 (2). 3-6. [in Ukrainian].
128. *Pryvatne akcionerne tovarystvo «Ukrajinsjke Dunajsjke paroplavstvo» zbilshylo svij flot na 60 suden [The Ukrainian Danube Shipping Company has increased its fleet by 60 vessels]*. Retrieved from: <http://seaport.com.ua/aktual/238-ukrayinske-dunayske-paroplavstvo-zblshilo-svy-flot-na-60-suden-volodimir-omelyan.html>. [in Ukrainian].
129. *Psikhologija i pedagogika: uchebn. posob. [Psychology and Pedagogy: Teaching. Way]*. (2002). Abulkhanova K. A., Baranov E. G., Bogdanov E. N. and others; ed. A. A. Bodaleva, V. I. Zhukova, L. G. Lapteva, V. A. Slastenina. – [3rd ed., Add. and remake.]. Moscow: Izd-v Institute of Psychotherapy. 585. [in Russian].
130. *Psykholohija i pedaghoghika zhyttjetvorhosti: navch.-metod. posib. [Psychology and pedagogy of life creativity: teaching method. Manual]* (1996). Ed. L.V. Sokhan, I.G. Ermakova, V.O. Tikhonovich. Kyiv: "VIPOL". 792. [in Ukrainian].
131. *Reformuvannja osvity v Ukraini: derzhavno-upravlinsjkyj aspekt: navch.-nauk. vydannja [Reform of education in Ukraine: the state-management aspect: educational sciences]*. (2012). Edition Protasova N.G., Lugovyj V.I., Molchanova Yu.O. and others; per community Ed. N.G. Protasova. Kyiv-Lviv: NAPA. 456. [in Ukrainian].
132. *Rossiiskaia pedagogicheskaia entsiklopediia: v 2-kh t. [Russian pedagogical encyclopedia: in 2 tons]* (1993). Ed. V. V. Davydov. Moscow: The Great Russian Encyclopedia. T.I: A-M. 608. [in Russian].
133. Rybalko, E. F. (1990). *Vozrastnaia i differentsialnaia psikhologija: ucheb. posob. [Age and Differential Psychology: Study. Way]*. Leningrad: Publishing House of Leningrad University. 256. [in Russian].

134. Sagun, I. G. (2011). *Rozvytok osvity ljudej tretjogho viku v Nimechchyni (drughya polovyna XX – pochatok XXI st.) : avtoref. dys. na zdobuttja nauk. stupenja kand. ped. nauk : spec. 13.00.01 «Zaghaljna pedaghoghika ta istorija pedaghoghiky» [Development of education of people of the third age in Germany (the second half of XX – the beginning of the XXI century.): Author's abstract. dis for obtaining sciences. Degree Candidate ped Sciences: special 13.00.01 "General Pedagogics and History of Pedagogy"]*. Kyiv, 2011. 21. [in Ukrainian].
135. *Salamanskaia deklaratsiia. Ramki deistvii po obrazovaniiu lits s osobymi potrebnostiami, priniatye Vsemirnoi konferentsiei po obrazovaniiu lits s osobymi potrebnostiami: dostup i kachestvo (Salamanka, Ispaniia, 7-10 iunja 1994 g.). [Salamanca Declaration. The framework for action for the education of people with special needs adopted by the World Conference on the Education of Persons with Special Needs: Access and Quality (Salamanca, Spain, 7-10 June 1994)]*. (2000). Kyiv. 21. [in Russian].
136. *Second Global Report on Adult Learning and Education (GRALE). Rethinking Literacy / UNESCO Institute for Lifelong Learning*. (2013). Retrieved from:
<http://unesdoc.unesco.org/images/0022/002224/222407E.pdf>. 163.
137. Sherayzina, R. M., Aleksandrov, M. V. (2006). *Obuchaiushchisia region kak faktor razvitiia karery cheloveka [Training region as a factor in the development of a human career]. Chelovek i obrazovanie. [Man and education]*. 8-9. 70-72. [in Russian].
138. Shevtsov, A. G. (2009). *Osvitni osnovy rehabilitologhiji: monohrafija [Educational fundamentals of rehabilitation: monograph]*. Kyiv: MP Lesya. 484. [in Ukrainian].
139. Shevtsova, E. V. *Spetsifika obrazovaniia vzroslykh invalidov [Specificity of adult disability education]*. Retrieved from: <http://cprsob.ru/load/17-1-0-77>. [in Russian].
140. Shynkarenko, L. I. (2010). *Tendenciji rozvytku osvity doroslykh v Ukraini (1946-2007 rr.) : dys. ... kandydata ped. nauk : 13.00.01 [Trends in the development of adult education in Ukraine (1946-2007): diss. ... candidate ped. Sciences: 13.00.01]*. Institute of higher education NAPS Ukraine. Kyiv. 234. [in Ukrainian].
141. Sigaeva, L. E. (2010). *Tendenciji rozvytku osvity doroslykh v Ukraini (drughya polovyna KhKh – pochatok KhKhI stolittja) : dys. ... doktora ped. nauk : 13.00.01 [Trends in the development of adult education in Ukraine (second half of the XX – beginning of the XXI century): diss. ... Doctor Ped. Sciences: 13.00.01]*. NAPS of Ukraine; Institute of Pedagogical Education and Adult Education. Kyiv. 2010. 558. [in Ukrainian].

142. *Sovremenniy slovar po psikhologii [The modern dictionary of psychology]*. (2000). avt.-sost. V. V. Yurchuk. Minsk: Elaida, 2000. 704. [in Russian].
143. Stashevskaya, O. V. (2013). Instyucijni zasady profesijnogho navchannja na vyrobnyctvi [Institutional Principles of Professional Training in Production]. *Visnyk socialjno-ekonomichnykh doslidzhenj. [Bulletin of Social and Economic Research]*. 2013. 3 (50). 2. 202-206. [in Ukrainian].
144. *Statement by the European Association for the Education of Adults (EAEA) on the European Commission's communication on rethinking education*. (2013) Retrieved from: http://www.eaea.org/media/news/2013/february/eaea_statement_rethinkingeducation.pdf.
145. Tansel, A. (2004). *Education and Labor Market Outcomes in Turkey*. Middle East Technical University. Ankara.
146. Telegina, G. V. (2008). «*Obrazovanie v techenie zhizni*»: institutsializatsiia v evropeiskom kontekste i ee otsenka. *Nepreryvnoe obrazovanie v politicheskom i ekonomicheskom kontekstakh ["Education for life": institutionalization in the European context and its evaluation. Continuing Education in Political and Economic Contexts]*. Otv. Ed. G.A. Klyucharev. Moscow: IS RAS. 38-77. [in Russian].
147. *The 2010 Composite Learning Index: Five Years of Measuring Canada's Progress in Lifelong Learning*. (2010). Canadian Council on Learning. Ottawa., 16.
148. *The 2012 Ageing Report: Economic and budgetary projections for the EU27 Member States (2010–2060): Joint Report prepared by the European Commission (DG ECFIN) and the Economic Policy Committee (AWG)*. 2012. European Union. 470.
149. *The 2015 Global Monitoring Report – Education for All 2000-2015: Achievements and Challenges*. (2015). UNESCO. 516. Retrieved from: <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
150. *The 2016 Global Education Monitoring Report (2016). Education for people and planet: creating sustainable future for all (2016). UNESCO*. 620. Retrieved from: <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>.
151. *The Learning Region: Foundations, State of the Art, Future*. (2007). Edited by Roel Rutten, Frans Boekema. Edward Elgar Pub: Cheltenham, UK. Northampton, MA, USA. 301.
152. *The Limerick Declaration*. Retrieved from: http://www.eucen.eu/BeFlexPlus/CaseStudies/UPDATEDCASES/UK_StirlingAnnex.pdf.
153. *The Manifest on Adult Learning in the 21st Century European Adult Education Association*. Jean Ebner (EAEA) with the support of the

- members of EAEA, the Executive Council and the Secretariat of EAEA. Brussel. Retrieved from: http://www.eaea.org/media/policy-advocacy/manifesto/manifesto_ukrainian.
154. *The third Global Report on Adult Learning and Education (GRALE III). The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life / UNESCO Institute for Lifelong Learning.* (2016). 58. Retrieved from: <http://unesdoc.unesco.org/images/0024/002459/245913e.pdf>.
 155. Timchuk, L. (2012). Osvita doroslykh yak predmet naukovykh doslidzhenj [Adult education as a subject of scientific research]. *Osobystistj u prostori kuljтуры: materialy IV Sevastopoljsjkogho mizhnarodnogho naukovopraktychnogho sympoziumu (Sevastopolj, 28 veresnja 2012 roku) [Personality in the cultural space: materials of the IV Sevastopol International Scientific and Practical Symposium (Sevastopol, September 28, 2012)]*. Ed. G. A. Ball, O. B. Bovt. Sevastopol: Ribest. 2012. 163-166. [in Ukrainian].
 156. Timchuk, L. (2015). *Stanovlennja ta rozvytok andragoghiky v Ukrajini (kinecj XIX – XX stolittja): monohrafija [The formation and development of andragogy in Ukraine (the end of the nineteenth and twentieth centuries): monograph]*. Chernivtsi: Chernivtsi National un-t. 464. [in Ukrainian].
 157. Tonkonogaya, E. P. (1998). Tendentsii razvitiia obrazovaniia vzroslykh kak sotsialnogo instituta [Tendencies in the development of adult education as a social institution]. *Problemy nepreryvnogo obrazovaniia: pedagogicheskie kadry. [Problems of continuing education: pedagogical cadres]*. 11. 16-18. [in Russian].
 158. Tonkonogaya, O. P. (2010). Osnovnye napravleniia v razvitii obrazovaniia vzroslykh na sovremennom etape [The main directions in the development of adult education at the present stage]. *Chelovek i obrazovanie. [Man and Education]*. 1. 25-27. [in Russian].
 159. *Towards the Learning Region: education and Regional Innovation in the European Union and the United States, Thessaloniki: CEDEFOP.* (2002). 155.
 160. *Trendy v onlain obrazovanii [Trends in online education]*. Retrieved from: <http://habrahabr.ru/company/stepic/blog/221121>. [in Russian].
 161. *Uchbovyj centr PrAT «Ukrajinsjke Dunajskje paroplavstvo» [Training Center of PJSC "Ukrainian Danube Shipping Company"]*. Retrieved from: <http://oaoudp.com.ua/ua/poslugi/uchebnyj-centr>. [in Ukrainian].
 162. *UNESCO. General Conference, 19th Session Report.* (1976). Nairobi: UNESCO. 21.

163. *Universitet ArselorMittal v Ukraine [University of ArcelorMittal in Ukraine]*. Retrieved from: <http://ukraine.arcelormittal.com/index.php?id=292>. [in Russian].
164. *V Ukraine naschitali pochti 1,7 mln pereselentsev. [Almost 1.7 million settlers are counted in Ukraine]*. Retrieved from: <http://ua.afm.news/onenews/5528/v-ukraine-naschitali-pochti-17-mln-pereselencev>. [in Russian].
165. *V Ukrajinii «znykaje» profesijno-tekhnichna osvita. ["Mocational and technical education" disappears in Ukraine]*. Retrieved from: <http://pravda.press/news/society/v-ukraini-znika-profesiyno-tekhnichna-osvyta--24407>. [in Ukrainian].
166. *V Ukrajinii 78% naseleennja – za mezheju bidnosti [In Ukraine, 78% of the population is under the poverty line]*. Retrieved from: http://zik.ua/news/2016/10/07/v_ukraini_78_naseleennja_za_mezheju_bidnosti__oon_931342. [in Ukrainian].
167. Vershlovsky, S. G. (1987). *Obshchee obrazovanie vzroslykh: stimuly i motivy [General education of adults: incentives and motives]*. Moscow: Pedagogics, 1987. 184. [in Russian].
168. *Vnutrifirmennoe obuchenie kak protsess nepreryvnogo obrazovaniia i ego osobennosti [Intrafirm education as a process of continuous education and its peculiarities]*. (2016). Retrieved from: http://buklib.net/component/option_com_jbook/task_view/items. [in Russian].
169. Vodopyanova, N. E., Starchenkova, S. S. (2005). *Sindrom vygoraniia: diagnostika i profilaktika [Burnout Syndrome: Diagnosis and Prevention. (Series "Practical Psychology")]*. St. Petersburg: Peter. 336. [in Russian].
170. Volaryarskaya, O. S. (2015). *Pidghotovka zarejestrovanykh bezrobotnykh ta slukhachiv navchalnykh pidrozdiliv pidpryemstv, orghanizacij, ustanov: teoretychni i metodychni aspekty: monohrafija. [Preparation of registered unemployed and students of educational units of enterprises, organizations, institutions: theoretical and methodical aspects: monograph]*. Zaporozhye: district; Kyiv: IPC SZU, 480. [in Ukrainian].
171. Volvarochny, I. V. (2009). Tendenciji rozvytku osvity doroslykh v Ukrajinii ta krajinakh jevropejskogo sojuzu [Trends in the Development of Adult Education in Ukraine and European Union Countries]. *Nauk. zap. Ternopil'skogo nac. ped. un-tu. Serija: Pedagoghika. [Nauk. zap Ternopil nation ped un-th Series: Pedagogy]*. 2. 14-19. [in Ukrainian].
172. *Vseukrainskaia assotsiatsiia pensionerov. Programmy. [All-Ukrainian Association of Pensioners. Programs]*. Retrieved from: <http://www.uarp.org/en/1349016775>. [in Russian].

173. Yarnit, M. (2015). Whatever became of learning city? *Journal of Adult and Continuing Education*. 21. 2. 24.
174. Yuriy, M. F. (2006). Ljumpyeny i marghinaly: zminy socialjnykh vidnosyn u nashomu suspiljstvi [Lumpen and marginal: changes in social relations in our society]. *Ljudyna i svit. [Man and the world]*. Retrieved from: http://libfree.com/153499910_sotsiologiyalyumpeni_marginali.html#975. Kyiv: Dakar. 460. [in Ukrainian].
175. Zakomirnyj, I. M. Suchasna vechirnja shkola jak innovacijnyj navchaljnyj zaklad neformaljnoji osvity. [*Suchasna Evening School as an Innovative Educational Institution of Non-formal Education*]. Retrieved from: <http://undip.org.ua>. [in Ukrainian].
176. *Zakon Ukrajiny «Pro osnovni zasady rozvytku informacijnogho suspiljstva v Ukraini na 2007-2015 roky» vid 9 sichnja 2007 roku. [The Law of Ukraine "About the main ambushes of development of information sospilstva in Ukraine for 2007-2015 rock" for the 9th of December 2007 № 537-V]*. Retrieved from: <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?Nreg=537-16>. [in Ukrainian].
177. *Zakon Ukrajiny «Pro profesijnyj rozvytok pracivnykiv» (Zi zminamy, vnesenymy zghidno iz Zakonom № 5067-VI vid 05. 07. 2012, VVR, 2013, № 24, st. 243). [The Law of Ukraine "On the Professional Development of Practicals" (Zi zminami, zgidno iz introduction by Law No. 5067-VI dated 05. 07. 2012, VVR, 2013, No. 24, Article 243)]*. Retrieved from: <http://zakon4.rada.gov.ua/laws/show/4312-17>. [in Ukrainian].
178. *Zakon Ukrajiny «Pro zajnjatistj naseleennja». [The Law of Ukraine "On Occupancy of the Population"]*. Retrieved from: <http://zakon2.rada.gov.ua/laws/show/5067-17>. [in Ukrainian].
179. Zeyer, E. F. (2003). *Psikhologiiia professionalnogo obrazovaniia: ucheb. posob. [Psychology of Vocational Education: Textbook. Help]*. Moscow: Publishing house of the Moscow Psychological and Social Institute; Voronezh: Publishing house of the NGO "MODEC". 480. [in Russian].
180. Zinchenko, S. V. (2016). Ideji neperernosti navchannja u centri osvity doroslykh – Narodnij shkoli [The Ideas of Continuity of Learning at the Adult Education Center – People's School]. *Naukova spadshhyna Vasylja Sukhomlynsjkogho u konteksti rozvytku osvity osobystosti vprodovzh zhyttja: zb. material. vseukr. naukovo-metod. konferenciji, prysvjachenoji 98-richchju vid dnja narodzhennja V. Sukhomlynsjkogho (Kropyvnyckyj, 28-29 veresnja 2016 r.). [Paper presented at the theses Scientific heritage of Basil Sukhomlynsky in the context of the development of personality education throughout life: Sob. material. allukr scientific method. conference devoted to the 98th anniversary of the birth of V. Sukhomlynsky (Kropivnitsky,*

- September 28-29, 2016)]. Mode. O. E. Josan. Kropivnitsky: Exclusive Systems, 146-150. [in Ukrainian].
181. Ziyatdinova, F. G. (1999). *Sotsialnye problemy obrazovaniia. [Social problems of education]*. Moscow. 1999. 217. [in Russian].
 182. Zmeyov, S. I. (2002). *Tekhnologiia obrazovaniia vzroslykh: ucheb. posob. [Technology of Adult Education: Textbook. Help]*. Moscow: Publishing Center "Academy. 96. [in Russian].
 183. Zmeyov, S. I. (2002). *Tekhnologiia obucheniia vzroslykh: ucheb. posob. dlia stud. vyssh. ucheb. zavedenii. [Technology of Adult Learning: Textbook. Help. for stud. supreme. training. Institutions]*. Moscow: Publishing Center "Academy". 128. [in Russian].
 184. Zmeyov, S. I. (2003). *Andragogika: osnovy teorii i tekhnologii obucheniia vzroslykh. [Andragogika: Foundations of Theory and Technology of Adult Learning]*. Moscow: PERSE. 207. [in Russian].
 185. Zmeyov, S. I. (2007). *Andragogika: osnovy teorii. Istorii i tekhnologii obucheniia vzroslykh. [Andragogiki: the foundations of the theory. Stories and technologies of adult education]*. Moscow: PERSE, 272. [in Russian]/.
 186. Zmeyov, S. I. *Nauka XXI veka. [Science of the 21st century]*. Retrieved from: pedsovet.intergu.ru/ar_files/ar_202.doc. [in Russian].

BRIEFING RESOLUTION
"Learning region as a mechanism for implementing the concept
"Lifelong learning"

May 16, 2016, Zaporizhzhya regional council

On results of reports discussion, the participants of the briefing "Learning region as a mechanism for the implementation of the concept "Lifelong learning" came to the conclusion that the most valuable resource of our country is people, therefore the most important factor of sustainable economic development and a democratic society is educated citizens.

In order to develop an effective Education Development Program in Zaporizhzhya region for 2018-2022, the participants of the briefing RECOMMEND to take into account main provisions of the "Learning Region" concept including the following factors such as:

- accessibility and interconnection of different levels and forms of education;
- identification of educational needs of the region residents;
- connection with the regional context;
- cooperation between all participants in the process of regional development, sharing of resources;
- permanent dialogue and use of feedback mechanisms in the development and implementation of regional programs and development strategies.

The priority directions for the preparation of Education Development Program in Zaporizhzhya region for 2018-2022 are:

1. Providing broad access to information on the educational potential of the region.
2. Organization of special training of subjects of regional educational policy.
3. Organization of a broad interdisciplinary, inter-sectoral and cross-sectoral discussion on the role and significance of regional educational policy in solving the problems of sustainable development of individual regions and Ukraine as a whole.
4. Ensuring wide cooperation between educational and public organizations, private and entrepreneurial structures for the creation of a united information network of education throughout life, including adult education in Ukraine.

5. Stimulating the development of social partnership by establishing permanent links between different institutions and organizations of formal and non-formal adult education.

6. Expansion of volunteer movement in the field of non-formal lifelong learning.

7. Development and implementation of "Learning Region" concept for Zaporizhzhya region.

8. Experimental creation of pilot projects as promising resource centers on management of educational regional development.

Specific measures that need to be taken in the process of drafting the Education Development Program of Zaporizhzhya region for 2018-2022 are:

1. Sociological study on the identification of educational needs of Zaporizhzhya region's residents and their level of satisfaction.

2. Preparation of a catalog of providers of educational services for formal and non-formal education of Zaporizhzhya Region.

3. Development of the regional educational portal "Zaporizhzhya Region – Learning Region" with a single system of management and access to the database of providers of educational services for formal and non-formal education.

4. Large-scale information campaign "Zaporizhzhya Region – Learning Region".

5. Development of Zaporizhzhya region concept as a Learning Region.

Participants of the briefing "Learning region as a mechanism for the implementation of the concept "Lifelong learning" showed their support and readiness to consolidate efforts for preparation the Education Development Program of Zaporizhzhya Region for 2018-2022.

RESOLUTION
INTERNATIONAL DAYS OF ADULTS EDUCATION
IN ZAPORIZHZHYA REGION

October 6-8, 2016, the city of Zaporozhye – the city of Melitopol

According to the results of discussion the reports at the Forum "Adult Education – Regional Development: Experience, Challenges, Strategies", First International Scientific and Practical Conference "Adult Education in the Context of Civilizational Changes: experience, problems, perspectives" held in the framework of the International Days of Adult Education in Zaporizhzhya Region, the organizers and participants having got acquainted with world and national life-long learning experience, have adopted recommendations on the development of adult education in Ukraine on the legislative, managerial, conceptual, socio-economic, organizational-pedagogical, financial, informational, international levels:

Legal level:

- create a flexible legal infrastructure that will provide for legislative regulation of the development of adult education that will enable the consolidation of the human right to education throughout life; will ensure the availability of educational services for various categories of citizens of Ukraine, etc. (development of legislative and regulatory framework taking into account the recommendations of international organizations;

- submit to the Verkhovna Rada of Ukraine a draft law "On the Education of Adults";

- develop the Concept and the National Program of Education for Life in Ukraine for 2017-2021, which will include the establishment and implementation of effective mechanisms for the implementation of state policy in the field of adult education envisaging changes to the existing practice of vocational training;

- promote the provision of state support for personal and professional development, vocational training of various categories of adults (including socially vulnerable groups of the population – people with special needs, ATO participants, the unemployed, invalids, third-year-olds, migrants, students of educational establishments, enterprises, organizations, etc.) in informal and formal education, the development of mechanisms for recognizing the results of informal and informal learning of various categories of adults;

- provide public support for programs and projects in the field of adult education, especially educational and cultural institutions that deal with non-formal education;
- involve the public in the process of developing a state educational policy, the definition of lists of social and other socially significant services;
- develop mechanisms and legislative support for social partnership in adult education; develop legal and economic principles for expanding the practice of social partnership;
- create conditions for meeting the needs of all categories of adults in obtaining accessible educational, professional guidance services of high quality;
- support the inclusion of human rights in legislation and democratic decision-making procedures;
- develop a state educational standard on the specialty “Andragog”.

Managerial level:

- gradual decentralization of adult education based on the regional peculiarities and interests of territorial communities, social strata of the population;
- introduce a transition to state-public adult education;
- create conditions for the development of a local initiative, involving the public in the management process, to ensure an effective link between adult education (educational institutions) and the labor market;
- ensure equal opportunities for state institutions and non-governmental public organizations for participation in public procurement, in contests of performers of state, regional and local target programs;
- introduce obligatory reporting of public non-governmental organizations that receive state support and publicity of such reporting as well as monitoring, evaluation or examination results of state support results;
- initiate the creation of adult education management departments / committees at the national, regional and local levels;
- create centers of marketing research for the implementation and analysis of regional and local needs of the labor market in skilled workers based on modern methods and with the participation of scientific institutions;
- create educational institutions of an innovative type both for the provision of appropriate services for adults and for the employment of graduates;
- promote the creation of consultation centers / centers for the dissemination of knowledge for various adult-based groups based on universities, the involvement of leading higher, vocational, general education (evening schools) and other educational institutions of Ukraine in the organization of adult education.

Conceptual level:

- contribute to the conceptual and programmatic approach to the development of the theory and practice of teaching different categories of adults, join forces of all social partners to develop conceptual foundations and to improve the formal and informal education of adults based on progressive ideas of continuity, participative, openness and forward-looking development;
- direct the efforts of scientists and specialists to develop the conceptual foundations of adult education, taking into account national peculiarities (to create a working group of leading specialists from different fields), to create socially oriented educational programs for the education of different categories of adults, to develop the concept of the development of adult non-formal education;
- implement an integrated approach to adult education, which involves the implementation of interdisciplinary research on education of different categories of adults, taking into account the achievements of domestic and world experience; interconnection, factors of the external and internal environment (pedagogical, psychological, organizational, demographic, technological, economic, ecological, social, political, etc.) when planning and implementing adult education measures;
- develop scientifically substantiated, practically significant and persuasive conceptual approaches to the organization of continuing education in Ukraine, formation of regions that are learning;
- encourage research and publications in the field of civil society development.

Social & Economic level:

- develop and implement targeted comprehensive employment and social protection programs for young people and adults focused on regulating the main employment and youth employment rates of the region;
- improvement and updating of social adaptation, psycho-rehabilitation and other measures, implementation of counseling programs for vulnerable adults;
- analyze the list of occupations and update the "State List of Professions for the Training of Qualified Workers in Vocational Education Institutions" in order to reduce the number, ensure integration and consolidation of professions;
- develop sectoral qualifications frameworks, professional standards, educational standards of a new generation in a competent approach to occupationally demanded professions and guidelines for their creation;
- initiate a transition to a personalized model for the improvement of the skills of the teaching staff with the possibility of choosing individual educational programs;

- promote further professional development of civic education in Ukraine by supporting cross-sectoral cooperation, expanding cooperation among civil society actors, exchanging experience and training staff (trainers);
- establish cooperation between the authorities and the community in ensuring the right to education for people with disabilities;
- promote the development of non-formal education for people with limited access to the formal market for educational services: unemployed in cities (including unemployed youth), people with disabilities; rural population); people with a low income, including those employed in the social budget sphere; people with family responsibilities (single mother / father, working people with disabled children, large families); elderly persons (pensioners) in cities and villages; marginalized groups (migrants, fluent citizens, persons serving sentences / former prisoners), etc.;
- in order to integrate young people with disabilities into society, promote support and implementation of regional and municipal programs on education, active rehabilitation, improvement of persons with disabilities.

Organizational, methodological levels:

- initiate monitoring studies of cultural and educational needs of different categories of adults;
- create an extensive network of adult education centers (both self-employed and educational institutions, cultural and educational institutions);
- initiate the creation of educational centers based on the higher educational institutions, the activities of which will include education and vocational rehabilitation of adults with disabilities in training relevant and demanded in the labor market for professions with the possibility of further employment;
- implement an andragogical model of education as well as innovative models of training for persons with disabilities, in formal and informal education institutions taking into account national and foreign experience;
- provide scientific and methodological support for the professional training of the adult population using innovative methodological approaches and advanced ideas of foreign experience of professional training of economically active population;
- unite in a single system of vocational education and training educational institutions of different types that provide services for students and adults through their modernization and integration with regional enterprises in the structure of educational-professional cluster;

– continue pilot studies on the implementation of a model of an educational and professional cluster in the region based on the principles of voluntariness, openness and trust;

– create conditions for the training of andragogical staff for working with adults, which requires the definition of the list and consolidation in the normative legal acts of the functional responsibilities of specialists engaged in adult education, university lecturers, postgraduate education institutions, consultants, tutors, administrators, managers, social workers, etc. as well as to accelerate the substantiation of the content of the Andragog profession and its introduction into the Classifier of professions of Ukraine (occupational classifier DK 003: 2010);

– introduce an independent expertise of vocational education and training programs and independent assessment of the acquired professional competence by personnel of staff;

– initiate the opening of the departments of andragogy, andragogical creativity / craftsmanship; introduction of a facilitative model of training; introduction into the curricula of formal education institutions of the discipline "Andragogika";

– introduce a flexible system of training for different categories of adults throughout life, aimed at personal and professional development, their adaptation to professional activity in conditions of dynamic changes in the labor market;

– promote the introduction of information and multimedia technologies, open educational resources, distance learning based on individual psychological and other characteristics of adults in the educational process of adult education;

– improve the distance education system of vulnerable adult categories for expanding educational services;

– increase attention to confessional education, which will positively influence the formation and development of the spiritual and moral culture of citizens, first of all, their moral and patriotic values;

– support the introduction of courses and subjects for the development of civil society in general, higher and vocational education programs;

– promote the content and formats of curricula for adults and the inclusion of blocs aimed at developing civil competencies of youth and adults, involvement of NGOs in non-governmental organizations;

– develop a set of guidance materials on the formation and development of basic skills necessary for effective citizenship;

– facilitate the formation of a barrier-free architectural environment in the regions that enables architectural, transport, information accessibility on the basis of the principles of Universal Design to ensure the equality and accessibility of the

environment for everyone (providing the same facilities for all users in order to avoid the depiction of particular groups of the population and etc.).

Financial level:

- develop financial mechanisms of social protection of various categories of adults, which provides for the establishment of a financial support regime for educational policy and social protection;
- pay special attention to the legal norms governing the financing of adult education, taking into account the various mechanisms for its implementation;
- ensure the interrelation of personnel policy with other areas of economic reform;
- contribute to the increase of investments in the development of human capital;
- create a modern system of financial mechanisms for attracting funds from participants of the educational-professional cluster in its development, to develop regulatory and legal documents on the regulation of its participants activities.

Information level:

- creation of information infrastructure as well as relevant information platforms for the provision of information and education services for various categories of adult learning subjects;
- create information services (resource centers) for adults at the state and regional levels;
- stimulate media (national and local) to joint activities with non-governmental public organizations in the field of civic education (information campaigns, media education, dissemination of successful stories, etc.);
- develop and implement regional programs for the promotion of adult vocational education through local media, conferences, meetings.

International level:

- deepen international cooperation in the field of adult education, accession to international agreements, ratification of national documents taking into account national interests, preparation and implementation of joint international projects on life-long learning;
- establish international relations and forms of participation of educational institutions and non-governmental organizations in humanitarian and educational programs on the range of issues related to people with disabilities (education, business, leisure, education, training for people with disabilities and their families).

Scientific publication

CONCEPTUAL PRINCIPLES OF REGIONAL EDUCATIONAL POLICY
Monograph

O. Anishchenko, P. Bouyanov, E. Brodacka-Adamovich,
J. Bogucki, A. Ignatovich, N. Ivanova, H. Konowaluk-Nikitin,
A. Kriz, L. Lisina, L. Lukianova, K. Kuchyna, V. Molodychenko,
V. Nechyporenko, S. Nikitin, A. Orlov, Y. Petrushenko,
E. Pozdnyakova-Kirbyateva, S. Pryima, P. Rozvadovski,
U. Tylus, A. Vorontsova

Translation editors: Translation Bureau «AZBUKA» <http://azbuka-bp.com.ua/en/>

Copy editors: V. Baluta, A. Tkachenko, T. Odnorog,
M. Astafyeva, S. Krashenninnik, L. Kuchyna

Publisher

Publishing office of Warsaw University of Humanities

Signed for printing on January 10, 2018. Format 70x100/16. Offset paper.

Digital printing. Headset Times New Roman.

Conventional printing sheets 16,33. 300 copies. Order number 2323.

Printed FO-P Odnorog T.V.

72313, Melitopol, st. Heroes of Stalingrad, 3a, tel. (067) 61 20 700

Enlisting the subject of publishing in the State Register of publishers, manufacturers and distributors of publishing products 29.01.2013 p. DK series number 4477