

PERSPECTIVES FOR IMPLEMENTING INTERNATIONAL EDUCATIONAL PROGRAMS IN THE FIELD OF ANDRAGOGY

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Abstract. *International educational programs are essential for improving the issues of adult education. Their realization will promote the integration and adaptation of the Ukrainian educational system to the international educational system, will have positive consequences for the professional updating of Ukrainian scholars and specialists of different fields, will enrich the Ukrainian pedagogical theory with new concepts and techniques. In the article, we have identified the directions of international cooperation and the realization of educational projects: partnership with educational institutions of different countries; introduction in programs of two-way and multiway interstate exchange of students, post-graduate students, pedagogical, scientific-pedagogical and scientific workers; cooperation with international public and educational organizations; cooperation with various international funds; direct participation of educational institutions and researchers in international educational programs and projects; organization of international conferences, symposiums, congresses and other events.*

Keywords: *andragogy, adult education, Common Educational Space, integration, international educational programs.*

Introduction. The modern life realities show that most adults systematically need to improve and deepen theoretical knowledge and professional skills in the process of their own working practice. On this basis, we can conclude that education should be continuing and adaptive to socio-economic changes in the society and to the rapid pace of development of the modern science. That is why the ideas of andragogy are becoming increasingly relevant nowadays.

The key problem of the Ukrainian society development is the issue of lifelong education. The importance of education in modern life is convincingly proved by the fact that in September 2000 the heads of the states and governments of 189 countries (including Ukraine) adopted the United Nations Millennium Declaration, which called education provision the second goal among the eight ones.

The socio-economic changes typical for the late XXth – early XXIth century confirm enhancing the role of adult education in the modern society development. This intensify the search for new approaches to adult education, since the pedagogical forms, methods and technologies of education are based on students' age specificities and have certain principles for the use in adult education.

For over a decade, the European countries have been successfully developing the adult education system as a component of lifelong education. Reforms relate to the legislative framework of the European countries, the system of secondary, special and higher education, rethinking the role and importance of the teacher, adapting teaching forms and methods.

Results. Andragogy is a theory of training and education of young people and different categories of adults. Liutsian Turos defines andragogy as a science of education, self-education, training, self-improvement of adults, theoretical generalizations and normative theses of which are based on two sources of knowledge: the development of humanistic and social sciences, as well as adults' own studies in educational situations [3, p. 124].

The questions of adult education were studied by a number of researchers from different countries of the world: Tadeush Aleksander, Liutsian Turos, Kazymyr Voitsekhovskiy and Khelena Radlinska (Poland), Yevhen Posenstok, Oleksandr Kapp and Khenrik Hanselmann (Germany), Dutsio Demetrio (Italy), I. Ziaziun and L. Lukianova (Ukraine) and others.

It is worth noting that in Ukraine the questions of adult education are raised not only at the level of some educational institutions, but also at the national and international levels. This is supported by the active policy of European integration in the field of education. So, in recent years, more and more European educational institutions offer a variety of programs for upgrading skills, internship and adult education. There are special centers in Ukraine that promote the expansion of

international contacts, cooperation and the exchange of experience with foreign educational organizations.

The role and the significance of the international cooperation of Ukrainian higher educational institutions are increasing due to the active and multi-faceted cooperation with European countries. The international cooperation and the realization of educational projects are carried out in several directions:

- partnership with educational institutions of different countries;
- participation in programs of two-way and multiway interstate exchange of students, post-graduate students, pedagogical, scientific-pedagogical and scientific workers;
- cooperation with international public and educational organizations;
- cooperation with various international funds;
- direct participation of educational institutions and researchers in international educational programs and projects;
- organization of international conferences, symposiums, congresses and other events.

Today, there are such international educational programs: the “Go Global” project (the USA), the “Education for Professional Development” project (the USA), the “E-Twinning Plus” project of the European Union (Poland), the program of the American Councils on international education – “Future Leaders Exchange Program (FLEX)”, the Swiss-Ukrainian educational project “Development of Civic Competences in Ukraine”, the British Council project in Ukraine: “Postgraduate Education of English Language Teachers Program”, the “For Novice English Teachers” project (the USA), the “Miksike in Ukraine” project (Estonia) and others.

Participation in such international educational projects will promote the level of andragogy in Ukraine. It will enable higher education institutions of Ukraine to take a rightful place in the international market of educational services.

The implementation of international educational programs is influenced by the radical changes that are recently taking place in the world educational system, in particular: globalization of education, democratization and autonomy of educational institutions, globalization of professional knowledge and others. It is the international cooperation in the field of adult education that promotes the development of the positive educational trends, that in turn affect the nature and scale of the higher school international activities.

Among the main perspectives of the international cooperation in the field of andragogy there are the pedagogical theory improvement and the generalization of the methodology of the researches on the problems of adult education on the basis of the systematic approach to the analysis of pedagogical phenomena. The theoretical aspects re-thinking will enhance specialists’ practical and technological training, which is a very topical problem today.

The international cooperation experience will enable to develop new and more advanced adult education technologies, which are to determine the most rational ways to achieve the set educational goals. It will also promote the establishment of pedagogical technologies in andragogy from the point of view of the systemic method of organizing the educational process aimed at its optimal construction and implementation of the pedagogical process, which is based on the personal-activity approach, which contributes to the intensification of the educational process.

The implementation of educational programs will have a significant positive impact on the faster and more effective adaptation of domestic educational institutions to the conditions of the European educational system, to the requirements, criteria and standards, which are now recognized as the best in the world education.

Scholars and educators’ participation in the international educational programs and projects will make it possible to verify personally the effectiveness of the European higher education, and to feel the peculiarities of the structural organization of educational institutions and the principles of their management. This will accelerate the process of combining university teaching and the research work that should be inseparable to make education ready to meet the changing needs, social requirements and the achievements in scientific knowledge.

Among the perspectives there is the acceleration of the Ukrainian normative-legislative base adaptation to the requirements of the world educational community. The legal system adaptation is an important task that requires significant resources and time. In the process of its implementation, it is necessary to rely not only on the technical assistance, but above all on the improvement of the professional training and the professional competence of the workers in the legal sphere. This will be facilitated by their active participation in the international educational programs and projects.

Conclusions. In Ukraine, at the present stage, there is an urgent need to develop theoretically substantiated, practically significant and persuasive conceptual approaches to the organization of the lifelong education system. This will reveal the specifics of non-formal cognitive and educational activities of different contingents of adults, motivational peculiarities and the self-organization mechanisms of this activity.

To sum up, the implementation of international educational programs and projects will have a number of positive effects in the field of adult education, will reveal a number of perspectives for specialists' professional updating: improving theoretical aspects, implementing the practical approach to education, adapting Ukrainian education to the Common Educational Space.

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