

## И. Упенице

**Образование через всю жизнь: во времени и пространстве**

В статье рассматриваются сущность непрерывного профессионального образования и проблемы его осуществления в Латвии, отмечается несовершенство внутреннего законодательства в этом вопросе. В статье раскрывается значимость деятельности ЮНЕСКО в направлении непрерывного образования; определяются приоритеты в развитии метапредметных компетенций профессионала; подчеркивается важность объединения усилий специалистов европейских стран для эффективного решения проблем. Автор предлагает различные формы организации образовательного процесса взрослых, нацеленные на формирование жизненных и профессиональных компетенций и саморазвитие личности.

**Ключевые слова:** непрерывное образование, деятельность ЮНЕСКО, приоритеты в развитии компетенций, личностно ориентированный подход в обучении взрослых, организационные формы постградуального образования.

## I. Upenietze

**Lifelong Education: in Time and Space**

The essence of lifelong professional education, problems of its implementation and the imperfection of the inner legislation are being examined in the article. The importance of UNESCO's activities at continuing education is being disclosed; the priorities of metasubjects' professional competence development are being identified; the importance of united efforts of the EU specialists for effective problem-solving is being emphasized. The author suggests different forms of adults' educational process, focusing at building of vital and professional competence and self-development.

**Keywords:** lifelong education, UNESCO's activities, the priorities of professional competence development, individual-oriented approach in adults' education, the organizational forms of postgraduate education.

If I was asked why I had been continually studying, I would say that the new knowledge not only expanded my professional resources but gave me extra confidence in some atypical situations and let me act effectively. Education reinforces my intuition, forms new professional skills, promotes and develops innovative creative projects.

It should be pointed out that many European scientists consider secondary education minimal. The Eurostat data prove people with secondary education find work quicker than the ones with no education. No doubt, the specialists with secondary or higher professional education get higher wages. So, it's essential to get new knowledge and develop personal skills and professional competence nonstop to be a valued employee. According to Eurostat data the level of adults' education in Latvia is higher than average in Europe (Eurostat, 2011, 23). Today only 13 % of Latvian population haven't got secondary education, while in the EU – more than 28 %. Less than 1 % of adult population in Latvia hasn't got basic education (9 grades), in the EU – about 9 %.

Latvia's entering into the Bologna agreement let young people (25-34 year old) study in other European countries. Latvia's participation in one of the EU's main aim implementation – the rise of population' educational level – turned out to be difficult

within the legal framework, which contains lots of bans interfering with this aim achievement (e.g. – for residents). The objective of rising the educational level is reflected in a proverb "Live and learn". The special Programm to attain the goal was elaborated. It detected the three priority directions:

- the rise of educational level based on using the innovative technologies in obtaining knowledge;
- long-term intellectual resources development for health-friendly environment and competitive economy;
- economic rise and integration with high level of employment, social protection and evening of economical situation.

The main aim of adult people' education is the growth of every person's life quality that would lead to whole country modernization.

It's important to mention that education of adult people in Europe is based on abilities and the choice of a student. Lots of countries (e.g. Portugal) provide adults with alternative forms of education. In Poland and England there's experience of practical application of adults' professional development mechanisms for the purpose of educational and competence growth. Latvia is one of the Baltic countries which hasn't fixed the level of prior professional competence in the domestic law. As the result, some

of the potential students looking for professional competence development aren't involved in education.

Analyzing the development of adults' education during different historical periods in European countries, one can conclude that the educational services offered to the population reflect the professional order of all the economic sectors for 10-years period. It should be mentioned that in the 1970s the development of adults' education was enthusiastically recognized as an effective tool in defending human rights. Exactly during this period the trend of "lifetime education", initiated by UNESCO, got its legal status and the action group issued "The lifelong education development recommendations". That was the first document stated the education to be a value not only for a single person but for all the society (1).

At the same period the main aim of lifelong education was defined for the first time in the EU: afford all the people opportunities to develop their talents for effective self-development and self-perfection.

Nowadays "The lifelong education development recommendations" have been edited. The new issue highlights development of personal and professional competence providing effective human behavior both in professional sphere and personal communication. Besides, in the era of innovations and modernization of our environment, creative critical thinking and innovative work have become the priorities. No doubt that personal civic position, which is formed within the educational sphere, is among the priorities. The system of values actual for the 20<sup>th</sup> century is still in demand, but the changing world and development of virtual communicative means requires taking into account the specific character traits of 21<sup>st</sup> century people and the potential of modern communication facilities, which unfortunately reduce personal interaction.

UNESCO activities consolidated the resources of different European countries and find the educational trajectories which don't depend either on geographical position nor population (2). For instance, to involve an adult into an educational project, an interim training is suggested aiming to motivate and stimulate positive thinking. As the result a trained student is more effective in studies and willing to work with new information on his own. It's not a secret that knowledge reproduction, pragmatism and learning without understanding can be met today. Those are negative factors for adult education. But if we are aware of common nature of educational prob-

lems, we have good chances for finding their roots and solve them effectively by common efforts of the specialists.

Lifelong education signifies the new autonomy education level when a person feels more confident, in spite of the mistakes, having in mind that support and special conditions are essentially required for effective self-development.

While examining the problems of modern adults' education we extracted basic approaches to effective education: the students should take part in planning and assessment of studies; educational content should be up-to-date with self-experience feedback (e.g. MBA system); the issues should be close to students' professional interests, their social and personal life.

These forms of educational process let build up life and professional competence with adult students by comprehension of theoretical knowledge:

- active education (education at workplace, work in mini-groups using interactive technologies for projects' performance);
- self-experience analysis (getting new knowledge and skills through transformation of personal and co-students experience; general stages: personal and group work, analysis, reflection, generation and interpretation of the ideas);
- project work (analysis and processing of new knowledge in mini-groups);
- self-education and advancing one's new competence ( a student acquires new knowledge and competence using only personal resources and partnership within credit-modular educational system);
- using the critical education theory as a resource for developing and building new competence (prevention of manipulations, inner freedom extension, inner life perfection);
- integration of generations (education of students with different professional experience);
- initiation of educational clubs and associations (the use of clubs' resources strengthens connections with employers and helps to keep traditions and development of mutual education);
- cross-discipline education (education for people of different age and professions to preserve competition at labour-market and develop professional competence).

The base of above-listed forms of educational process is individual-oriented approach which helps to solve numerous problems of adults' education. It's important to train the students to deal with badly-structured problems, provoke them into looking for new, more effective ways out, to analyze the

situation acquiring new professional competence. Evidently one of the aspects of autonomy adults' education is providing organizational, psychological and pedagogical conditions to provide each participant of educational process with retraining of high quality and effective refresh programmes.

#### Reference

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