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CHAPTER 2

LIFELONG EDUCATIONAL PROCESS: SYNERGY OF SCANDINAVIAN AND UKRAINIAN EXPERIENCE

ABSTRACT

In the context of lifelong education management, this work focuses on the current problems of adult education in Ukraine and Sweden, which acquire special significance through the prism of the "value rearmament" of a person of the 21st century, the formation of a new value consciousness of a specialist with higher education as a global ethic of a new historical era, the main components of which believe: the desire to preserve the spiritual essence of education in the conditions of its mass; formation, strengthening and multiplication of authentic personal values; upholding the idea of the priority of the development of "human in man"; multiculturalism; rehabilitation within the market of educational services of the idea of a standard. The scientific relevance of the research topic is expressed in the unsolved range of problems related to the search for the most effective forms of organization of the adult education system and the identification of pedagogical conditions for using the Swedish experience of adult education in domestic pedagogical theory and practice. The need for "lifelong learning" is justified by the rapid changes in economic conditions, technological systems and the urgent need to orient a competitive specialist to the growing amount of new data and knowledge in order to focus on finding ways to overcome skill shortages and meet educational needs under the conditions of career growth and personal improvement and development. It is emphasized that the world practice, in particular the Swedish experience, of such training is based on the modern paradigm of continuous education – "lifelong learning".

The analysis of two models of education (theoretical (knowledge) and universal (ability)) is carried out, respectively, from the standpoint of the reproduction of cultural and historical experience and the development mechanism regarding the potential opportunities for radical changes in the practice of adult education, taking into account the specifics of a traditional and dynamic society. The features of trends in adult education are clarified and it is noted that they are manifested both at the global (megatrend) and at the local levels.

Attention is focused on the author's interactive intensive course, taking into account the long-standing traditions of the rich Swedish experience regarding a carefully thought-out system of formal and informal open education for adults, the purpose of which is to improve the professional, reflective competencies of those seeking education; deepening knowledge about the process of continuous education of adults in domestic and Swedish pedagogical theory and practice;

identification of positive foreign experience and pedagogical conditions for the introduction of the "Swedish model" in the practical work of higher education institutions and other educational institutions in Ukraine, as well as in the system of domestic informal open education of adults; practice in the design of the socio-pedagogical model of the Ukrainian higher national school.

KEYWORDS

Adult education, concept of continuous adult education, new paradigm of "lifelong learning", adult education development trends, megatrends in adult education, "soft"/"hybrid skills", universal (ability)/theoretical (knowledge) models of education, development mechanism, regional (meso)/global (planetary) levels, interstate cooperation in fields of adult education, Scandinavian model of adult education.

*When planning for a year, plant corn. When planning for a decade, plant trees.
When planning for life, train and educate people.*
Chinese proverb: Guanzi (管子) (c. 645 BC)

No matter where you live in our country, there should be good opportunities for further education. We will make sure that the situation for students in Sweden is good and that they feel safe while studying. We invest in education and research to build a stronger society.

Matilda Ernkrans, Minister of Higher Education and Research of Sweden

Lifelong learning is a dynamic process that varies depending on individual skills and motivation for self-regulated, generative learning and on life events that impose challenges that sometimes demand incremental / adaptive change and other times require frame-breaking change and transformational learning.

Manuel London, The Oxford Handbook of Lifelong Learning

...lifelong education – education that a person acquires continuously during different periods of life with the aim of acquiring social, civic, personal, professional and other competencies;

...adult education – education that an adult acquires for the purpose of personal and professional development, adaptation to social, economic and other changes in society.

Draft Law of Ukraine "On Adult Education" (Article 1)

Modern society is characterized as a society that is actively changing due to major social transformations, technological progress, information explosions, and environmental upheavals. The seriousness of humanity's global problems is exacerbated by the low level of education of people,

the inaccessibility or absence of educational programs, and the ineffectiveness of investments in education. Against the backdrop of rapid transformations, the role of the knowledge of an ordinary person, and especially of a modern specialist, is growing.

Among the most sought-after qualities of specialists: professional mobility and independence; readiness to make quick and non-standard decisions; ability to react to unexpected situations; the ability to quickly adapt to new socio-economic conditions; high level of concentration, distribution and stability of attention; willingness to change plans, ways of solving tasks under the influence of external factors; communicative qualities and social and professional responsibility; the ability to accept and implement new things in practice [1]. In this context, we are talking about a new type of specialist who is mobile and adapts to the growing demands of society and the profession, is well oriented in social demands and responds effectively to them, has a high level of professional knowledge, skills and abilities, the ability to study and improve its professional level constantly throughout its life.

Orientation to lifelong learning is recognized in European countries as a necessary condition for overcoming the socio-economic challenges they face. In a number of European documents ("A Memorandum on Lifelong Learning" (2000), "Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning" (2006), "The European Qualifications Framework" (2008), "Council Recommendation of Upskilling Pathways" (2011), "Council Resolution on a renewed European agenda for adult learning" (2016)) emphasized the need to intensify the participation of adults in formal, informal and informal education for the acquisition and development of key lifelong competences (communication in the native language, communication in a foreign language, mathematical competence and basic competences in technologies, digital competence, formation of the ability to learn, social and civic competences, initiative and entrepreneurship, cultural awareness and self-expression).

European initiatives and steps taken to strengthen the concept of lifelong learning are the basis for a better understanding of the directions of education development in Ukraine. Acquaintance with positive foreign experience is a condition for a deeper understanding of our own problems, correcting mistakes, making optimal decisions and finding ways to form an effective domestic system of adult education.

Significant in this context is the experience of Sweden, which has long traditions and a carefully thought-out system of formal and informal open education of adults, with a significant advantage of the latter. The Swedish experience proves that adult education has become an integral part of the country's socio-economic progress, as such education allows each member of society to multiply and expand the existing stock of knowledge; contributes to the reduction of the gap in education among representatives of different generations, which arises in connection with the aging of knowledge against the background of developing technologies, the appearance of a huge amount of information and new professions; provides each citizen with additional opportunities to improve their professional qualifications, making them competitive in the labor market, thereby improving the quality of life.

Interest in studying Sweden's experience and its implementation in the practice of organizing adult education in Ukraine is also due to a number of contradictions between:

- the growing need of the adult population for education and the lack of a network of specialized educational institutions;
- a special approach to the learning process of an adult with a certain life experience and a unified approach to learning borrowed from the general school system;
- the presence of significant experience in creating opportunities for adult education in some regions of Ukraine and the lack of institutionalization of adult education at the state and regional levels;
- understanding the need to increase the level of knowledge for the purpose of self-realization and competitiveness in the labor market and the lack of educational culture of the population;
- a wide offer of commercial training programs for adults and insufficient demand for participation in them due to the low solvency of the main mass of the population;
- the democratic and free nature of non-state educational institutions for adults and the exclusion of many social groups from the educational process.

The lack of a clearly organized system of informal open education of adults and specially trained qualified personnel to work with them, weak state interest in this area of education and insufficient development of the educational and methodological base for adult education are the main factors inhibiting the development of non-state adult education in Ukraine, and determine the direction of the study of adult education in Sweden as a country with long traditions and rich experience in this field. Therefore, the relevance of using the Swedish experience within the framework of solving the problem of organizing lifelong learning is determined by the unsolved range of problems related to the search for the most effective forms of organization of the adult education system and the identification of pedagogical conditions for the use of the best European practices of adult education in domestic pedagogical theory and practice.

2.1 THE CONCEPT OF LIFELONG ADULT EDUCATION: EUROPEAN VIEW AND DOMESTIC REALITIES

The implementation of the concept of lifelong learning is a complex problem, which involves its justification within the framework of a complex of approaches: thesaurus, system-structural, axiological, acmeological, competence, personal, activity, synergistic.

The thesaurus approach, the essence and meaning of which is substantiated by Liliia Gur'e, Svitlana Sysoieva and Iryna Sokolova, Mykola Chursin, Nataliia Yaksa and others as a "new paradigm of humanitarian knowledge", is used as a methodology for the study of society and man in society and relies on the active role of the subject in the construction of socio-cultural reality. Scientists consider the main characteristics of a scientific thesaurus to be: systemic integrity and procedural continuity in the organic unity of the general, special, individual and subject – specific. In general, the thesaurus is considered as a single picture of the world reflected in concepts and connections

between them (categorical level of thesaurus presentation). The special level reflects the thesauri of knowledge included in the subject planes (a syntactically determined open information base of a certain field of science, semantically structured according to its specific relations, which are established in science or formed at the beginning of the study of the problem). At the individual (personal) level, the thesaurus is, in fact, a set of system knowledge of one individual or a group of subjects, reflected in a certain way in its or their consciousness [2].

The thesaurus approach made it possible to outline the key concepts of the concept of "lifelong learning" ("continuous learning", "adult education", "individual educational trajectory"), to substantiate their content and structure. The basis for this was the thesauri, which are formally organized dictionaries for establishing existing a priori relationships between concepts: Euro-glossary (2006), "Thesaurus UNESCO", TESE – The thesaurus for education systems in Europe (2009). Analyzing the concepts and terms of the "Encyclopedia of Education" [3], reasonable conclusions were made regarding the real state of development of pedagogical science and the studied phenomenon in the European context.

The essence and significance **of the system-structural approach** as a methodological basis of scientific research is revealed in the works of Semen Honcharenko, Vasyl Kushnir, Volodymyr Pavlov, Svitlana Sysoieva, Tetiana Krystopchuk and others. Scientists note that the structural-systemic approach in pedagogy is aimed at revealing the integrity of pedagogical objects, identifying various types of connections in them and bringing them into a single theoretical picture [4]. System-structural approach allows:

- to consider adult education as a continuous educational process that ensures consistency of all its components (content, forms, methods, practical training);
- to present the integrity of the structure of lifelong learning in the unity of motivational-targeted, informational-cognitive, operational-active, reflective-evaluative components;
- to substantiate the specific regularities of adult education as part of an integral system of continuous education, as the formation of a specialist's personality within the integral educational space.

The implementation of **the axiological approach** to the deontological training of education managers in universities is determined by the strengthening of the axiological-cultural component of management activity, which acts as a guideline for the behavior of the education manager. This approach is based on the principles of pedagogical axiology as a direction in educational research, which concerns the analysis of the content of pedagogical ideas, theories and concepts in view of their correspondence or non-compliance with the needs of the individual and society. Scientists define the essence of the approach as: a philosophical-pedagogical strategy that determines the ways of professional art development, the use of pedagogical resources for personality development and projects prospects for improving the education system, the basis of which is the principle of functional significance or value [5].

The axiological approach considers life-long learning through a system of values as generalized basic ideas about the goals of professional activity, landmarks that exist in the human consciousness of education and which are characterized by signs of significance, necessity, expediency, etc.

Thus, the axiological approach makes it possible to consider lifelong learning as a process aimed at a person's assimilation of a system of professional and personal values, which is manifested in its formation and fixation in public consciousness.

The problem of lifelong learning should be considered from the standpoint of implementing **a competency approach**, which reflects an integral manifestation of professionalism, which is specified in the ability of an individual as a system of knowledge, skills, and readiness for professional activity. The competent approach is considered as one of the tools for improving education, determined by the demands of society (Viktor Andrushchenko, Svitlana Sysoieva, Olha Shcherbak, etc.). Its application makes it possible to identify the meta-level of lifelong learning – a set of key competencies that are necessary for all people to increase personal potential and development, expand employment opportunities, social integration and active citizenship [6].

The acmeological approach orients the learning process during life on the acmeological (creative-peak, self-actualization, self-realization) quality of personal and professional development of a person, directs the subject of self-education to achieve certain goals [7]. According to the conclusions of Valerii Antonov, Nataliia Maksymchuk and Stepan Palchevskyi, the leading tasks of acmeology within the framework of education are: determination of conditions and factors that allow a specialist to reach its own acme; development of acmeological technologies of personality development, criteria and standards of professionalism; development of acmeological models of professionalism and personality of a professional.

The synergistic approach to the deontological training of education managers in universities is based on the main provisions of synergism as a field of scientific knowledge, in which general laws of self-organization and the formation of open structures in open systems are revealed through interdisciplinary research. The importance of synergy for education is related to the awareness of the processes of self-organization and ordering in open systems, which include lifelong learning, the possibility of integrating various disciplines, a thorough study of interdisciplinary connections, a more complete implementation of the basic didactic conditions for the organization of the educational process on the basis of its main principles – scientificity, systematicity, unity of concrete and abstract [8].

The synergistic approach focuses on imbalance, instability as a natural state of open nonlinear systems, on the multivariate and uncertain ways of their development depending on the multitude of factors and conditions affecting them. Therefore, it is impossible to impose a way of existence or development on any system, but it is possible to choose and stimulate one of the options embedded in specific conditions, counting not so much on a cybernetic (management), but on a synergistic (self-regulated) process, on minor influences, which, however, coincide with a possible variant of development [3]. According to the main provisions of synergy, the educational system should be open for interaction and mutual exchange of information and "energy" with the environment; have an active basis – an initiative for self-improvement and self-organization of subjects; to have the right to choose development paths without exerting pressure on it from the outside; to have an "energetic" outlet, namely, to receive emotional satisfaction from positive changes, the results

of implemented initiatives; be oriented towards the goals of self-development, the formation of value orientations.

An important role in the process of lifelong learning is played by a person's personal characteristics: personal orientation, behavioral flexibility, professional competence, which makes it necessary to consider a personal approach within the theoretical and methodological justification of the problem of lifelong learning.

The essence **of the personal approach** is considered by scientists (Ivan Bekh, Lidiia Necheporenko, Olena Pehota, Valentyna Semichenko, etc.) through the prism of creating conditions for full identification and development of personal functions of the subjects of the educational process; focusing on the needs of the individual; prioritizing individuality; creating a situation of choice and responsibility; actualization of the problem of personal growth as the basis of individual independence in mastering the content of education; stimulating the development and self-development of a specialist. The personal approach takes into account the nature of the individual's perception and interpretation of environmental phenomena; is implemented through the understanding of the student as a socio-cultural individuality that constantly develops with the socio-cultural space, the construction of integral educational models, within which the function of the teacher is to assist the student in the effective and creative assimilation of information, in the development of its critical understanding [9]. Therefore, the personal approach allows interpretation from the point of view of formation and development of the personal characteristics of the specialist, its personal experience; taking into account needs, motives, abilities, activity, intelligence, individual psychological and functional characteristics.

In the conditions of globalization changes taking place in the world today, permanent education and self-improvement of a specialist becomes an urgent social need. Learning throughout life provides an opportunity not only to learn something new and update one's knowledge and skills, to develop a set of competencies, but also to study at a higher, "advanced" level, which ensures the ability of the individual to remain open to changes and to harmonize educational influences with their own individual capabilities. Undoubtedly, the significant advantages of lifelong learning should be considered:

- increasing the level of self-motivation;
- awareness of personal aspirations and formation of new personal goals on this basis;
- introduction of more competitive innovative educational programs and teaching methods;
- expansion of opportunities for each person to receive information;
- development of existing competencies in all spheres of life;
- ensuring successful adaptation to fast-moving socio-economic conditions;
- establishment of cooperation with foreign institutions;
- increasing the competitiveness of European education [10–12].

Tatiana Zotova notes: "The level of education of a working adult is an indicator of the high standard of living of a country. European highly developed countries, having a stable and well-organized system of adult education, prioritize the continuous education of the adult working population throughout their lives" [13].

The problem of lifelong learning acquires particular significance in the context of "values rearmament" of a person of the 21st century, the formation of a new value consciousness of a specialist with a higher education as a global ethic of a new historical era [14]. Domestic scientists consider its main components to be:

- striving to preserve the spiritual essence of education in the conditions of its mass, without which lifelong learning will not become a guarantee of progressive development of society;
- formation, strengthening and multiplication of authentic personal values;
- advocacy of the idea of the priority of the development of "the human in the human";
- multiculturalism, which is understood not only as a tolerant attitude to the cultures of other nationalities, but also as the ability to extrapolate from them the most valuable for the development of national education;
- rehabilitation within the market of educational services of the idea of a standard as a factor of preservation and ordering of various educational technologies and approaches, designing of educational norms as a human-centered standardization [15–17].

In view of the above, in the conditions of Ukraine's entry into the European educational space, the question of revising established approaches to the essence of the concept of "lifelong learning" is extremely relevant. The opinion of Viktor Ohneviuk is valid, revealing the main causes of the crisis of modern national education, among others (the discrepancy between the rapid changes in social consciousness, the change in values and priorities of social development; the inertia of the professional consciousness of teachers oriented to traditional values; high inertia of the traditional system of pedagogical education) refers to the prolonged isolation of the pedagogical community from the best examples of world pedagogical experience [18].

The issue of adult education was reflected in the UN recommendations "On the Development of Adult Education", adopted in 1976. This document orients the world community to solving the problems of people's access to quality education regardless of age. UNESCO's global concept of "Education for All" also focuses on adult education. According to this concept, a person's educational activity is recognized as a natural element of its lifestyle.

"EU member states can no longer exist without an effective adult education system integrated into a lifelong learning strategy, which provides participants with ever-wider opportunities to enter the labor market, improve social integration and prepare for "active aging" in the future" [19]. Therefore, continuous education is considered as the basis of active learning, which is not based solely on the transfer of knowledge, but, on the contrary, focuses on the real experience of the students of education, recognizing the value of knowledge and skills acquired accordingly. Oleksandra Dubaseniuk and Oksana Samoilenko claim: "This is not a "continuous" school, but an educational system that alternates with periods of work, professional formation, active life cycles and periods of personal inactivity. Continuous education is an educational process that lasts a lifetime, in which the integration of individual and social plans plays an important role" [20].

Another point that emphasizes the relevance of our topic. The purpose of adult education is to reduce the difference in education between generations and strata of the population and to

provide people with sufficient qualifications to enter the labor market with its constant changes, as well as to improve the quality of people's lives. In the sixties, the concept of "functional illiteracy" was introduced by UNESCO. The problem of "functional illiteracy" is acute today, when there is a huge gap between the knowledge and skills acquired by a specialist 10–15 years ago, and the demands made by society as a result of the introduction of new technologies and socio-economic transformations. There comes a time when a highly qualified specialist becomes unsuitable for further work, because in connection with rapidly growing technologies, with the appearance of a huge amount of new information, its knowledge becomes significantly outdated. Vladimir Podobed emphasizes: "Many people, having obtained a higher education, spend their whole lives on a career, but, finally, acquiring a high position, they often become (not possessing modern knowledge) simply intellectual bankrupts in a high rank. More and more often, an elderly person remains unclaimed by the potential of its not fully exhausted experience and opportunities. It acquires the syndrome of "Western" philosophy" [21].

Studies conducted by Swedish scientists [22] have shown how participation in educational programs specially designed for them affects adults. New prospects for growth are opening up for people, both in terms of career and in terms of self-realization. Their mental state improves, the factor of being competitive in the labor market increases. People of the "third age", i.e., pensioners, are marked by improvements in their general state of health, as they once again have the opportunity to learn and feel their "need" for society [13].

A characteristic feature of continuous education is that it affects all aspects of a person's life and is connected with the process that develops during life. It is a coherent integrated educational system, the purpose of which is to bring continuity to the process of personal development. It becomes effective if it is part of social practice, which in itself has an educational character. "Continuous education is the sum of professional, social and cultural practices that creates the basis for episodic educational periods, formal and informal, and organizes both continuity and discontinuity of our personal development, our social participation and our learning" [23]. In turn, **Petro Talanchuk** states: "**Continuous education** is a set of means, methods and forms of acquisition, deepening and expansion of general education, professional competence, culture, education, civic and moral maturity. For each person, continuous education is a process of formation and satisfaction of its cognitive requests and spiritual needs, development of aptitudes and abilities in the network of educational institutions of various forms of ownership or through self-education" [24].

If continuing education is a systematized, purposeful training of a person during its life, then continuous training can be defined as a way of life of a person, the process of acquiring the necessary knowledge, abilities, skills and qualities as the need for them arises, which also occurs throughout life. At the same time, the very status of education in social life is also changing. It turns into the field of educational services, which is affected by market mechanisms (demand and supply, competition, marketing, etc.).

The following scientists address the problem of the development of modern adult education in Ukraine and its regions: Serhii Boltivets, Ludmyla Vovk, Larysa Lukianova, Olena Martirosyan,

Serhii Pryima, Larysa Sihaeva, Svitlana Sysoieva, Olha Sytnyk, Larysa Tymchuk, Lilia Shynkarenko, Viktoriia Davydova, Tymofii Desyatov, Dmytro Dzvinchuk, Natalia Demianenko, Olena Zhizhko, Svitlana Kovalenko.

According to Sergei Zmeev, the field of educational services for adults is characterized by a number of specific features that distinguish it from the traditional education system:

- 1) variety of content, types, forms, methods of education;
- 2) a high degree of "openness", that is, the freedom of students to choose the level, place, time, cost, terms, content, forms, methods of teaching and, in fact, teachers;
- 3) orientation to the requests of clients or consumers, when they do not adapt to existing educational services, but, on the contrary, create such educational services that are necessary for the consumer;
- 4) non-guaranteed quality of provided educational services;
- 5) a high degree of competitiveness (competition) between different types of services;
- 6) introduction of cost assessment (payment) of educational services [25].

The sphere of educational services has a greater degree of autonomy and independence. It turns into a kind of subordinate organization that serves customers, first of all in the person of individual individuals, then social groups, social institutions (including the state), society as a whole.

Thus, the expanded role of education in the life of a person and society is that it is increasingly turning from a social, authoritative state institution into a sphere of services that acts on the order of social development subjects (families, schools, public organizations, etc.). Therefore, the main task of education is to create the necessary conditions for training a person as a means of realizing its life goals, taking into account social conditions and tasks. That is, the main consumer, on whom the sphere of educational services is currently oriented, is primarily an adult with individual educational needs. Therefore, adult education became a connecting link in the transformation of the field of education into the field of educational services, which is guided in its activities by the concept of continuous education.

On January 12, 2023, another important step was taken on the path of legislative regulation of the adult education system – at a meeting of the Verkhovna Rada of Ukraine, the draft Law of Ukraine "On Adult Education" (registration number 7039), which was developed by a working group under the Ministry of Education and Science, was considered and adopted in the first reading of Ukraine [26].

As MESU notes, the Draft Law is extremely relevant and expected in society:

- firstly, it regulates and systematizes relations in the adult education system, ensures the development of this component of education in the medium term;
- secondly, the draft law is European integration, it was developed to fulfill task 1431 of the Action Plan for the Implementation of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their member states, on the other hand, approved by a Cabinet resolution of Ministers of Ukraine dated October 25, 2017 No. 1106 [27].

The draft law, taking into account the experience and main recommendations of the European Union on the development of lifelong education and adult education, as well as domestic developments on this issue, proposes a new ideology of adult education, which involves the reindustrialization of this system. In particular, new purposes, architecture and forms have been determined, and a new thesaurus has been formed:

- the components of the adult education system, which determine the main directions of activity in this area, are clearly defined and fixed at the legislative level;
- the draft law lays down the creation of opportunities for the personal and professional development of a person, its social activity, which ensures the satisfaction of various social and economic needs at the level of the community, region, and state;
- mechanisms aimed at the formation of a network of service providers in the field of adult education, diversification of forms of activity, wide involvement of civil society, competition of educational programs, quality of educational services, recognition of learning results obtained, in particular, through informal education, are established [27].

In addition to the above, the norms of the draft law establish a joint distribution of duties, powers and responsibilities between the state, employers and citizens:

- leadership in the formation of policy in the field of adult education and active participation in this process by local authorities and the public are secured by the state;
- responsibility for its implementation is divided between the state (which promotes, creates conditions, provides support), local authorities (which create conditions and ensure implementation), employers (who ensure the professional development of their employees) and citizens who are aware of the need for continuous training, as a result of which a social "fashion" for lifelong learning is being formed;
- it is the distribution of powers and responsibilities that makes it possible to ensure the specific needs of regions and communities regarding adult education, diversify financial resources, and make the adult education system more effective [27].

These and other norms of the draft law:

- establish adult education as a separate component of education that has social value;
- lay the institutional foundations of cooperation between the state, local self-government bodies and providers of adult education, as well as provide for elements of self-regulation in this field of education;
- provide state support for adults to obtain formal education again through the introduction of preferential lending;
- determine the types of service providers in the field of adult education and their features, powers of management bodies, quality assurance system and economic relations in the field of adult education;
- lay the legislative basis for the functioning of adult education centers, primarily as communal centers of educational activity among the adult population, which corresponds to the policy of decentralization, in particular the expansion of the powers of local authorities, the formation and implementation of regional education policy in accordance with the needs of communities [27].

2.2 CURRENT TRENDS IN THE DEVELOPMENT OF ADULT EDUCATION

The construction of the adult education system should be based on global trends. The latter testify to the fact that neither natural wealth, nor an advantageous territorial position, nor the achieved level of socio-economic development, but only the human factor, its potential opportunities in a dynamic society will determine the level of development of a particular state. The outlined problem can be solved by fundamentally changing the practice of adult education, taking into account the characteristics of a traditional and dynamic society. Accordingly, **education** can be considered from **two positions**: as **a reproduction of cultural and historical experience** and as **a mechanism of development**.

The first position reflects the theoretical (cognitive) model of education, which ensures the transmission of cultural and historical experience between generations. Its result is reproduction of people's knowledge, abilities and skills necessary for the realization of existing functions in society (cultural, social, economic, etc.).

The second – universal (capable) appears as a mechanism for the development of society, which is implemented through the preparation of people for innovative activities through the development of their consciousness. In this case, education not only ensures the acquisition of cultural and historical experience by individuals, but also their acquisition of the ability to learn new types of activities and relationships between people. This understanding corresponds to the ability model of education, characteristic of a dynamically developing society [28, 29].

In the materials of UNESCO, **the main task of adult education is emphasized** – *to provide a person with a set of knowledge and skills for an active creative life in modern society*. It is about the development of a person throughout its life as a specialist, citizen, and individual, and therefore, about continuous education that accompanies a person in different periods of its life.

According to Svitlana Arkhypova, "continuity involves such an entry of adults into educational activities, which is able to increase their confidence in the future, help to correctly interpret life phenomena, promote the consolidation of people on the basis of universal values, develop social and professional mobility, that is, determine for one's meaning of life, one's place in society, one's human and civic duty" [30]. With the emergence of modern demands from education seekers, new trends in adult education appear, as education must adapt to new technological changes. In addition, adults increasingly realize the importance of education for their personal development, companies understand that a highly qualified employee is their competitive advantage.

The dictionary of the Ukrainian language [31] defines the term "tendency" as:

- 1) direction of development of something;
- 2) aspiration, intention, characteristic of someone, something;
- 3) leading thought, ideological orientation.

In the dictionary of adult education, edited by Vasyl Kremen, it is established that trends in the development of education are distinguished as directions in which the development of education as a system takes place [32].

Olena Lokshyna defines a trend as a basic category of comparative pedagogy, which is interpreted not only from the standpoint of identifying the direction of movement, but also in the context of the essence of qualitative changes occurring during this movement [33].

Nataliia Lavrychenko emphasizes that trends are forms of expression of regularities, which in general have no other reality than the trend, except the approach to something in the trend [34].

Oliha Pastushok [35] believes that the identification of educational development trends covers various spheres of influence on educational processes, in particular: the formation of the educational policy of the state, for example, the documentary content of the European and national normative legal field; social, economic, demographic indicators of society's development; availability and availability of regional and national statistical data on education for thorough analysis.

Olena Dhiienko assigns to trends the function of determining the direction of development, considering that they "are realized in the contradictory interaction of the determining force of the laws of the internal structure, functioning, development of the educational sphere, on the one hand, and external factors due to the influence on the educational integrity of other cultural subsystems – on the other" [36].

Trends are revealed at the global (megatrend) and local levels.

A megatrend is a significant global trend in certain types of activities, thoughts and attitudes and their expansion (for example, in lifestyle, professional modernization, mobility). Based on research by Harvard University and the online educational platform edX [37], megatrends in adult education include:

1. The emergence of the so-called "hybrid skills" – it is no longer enough to study only one field of knowledge, besides, a person will need completely different skills throughout its life. Training will become more personalized and will be built on a modular basis.

2. Multi-channel education – along with training that requires the physical presence of a teacher, the role of online education will grow. In addition, online education should be so adapted to the real world that a person can immediately apply the skills it has acquired in its own activities.

3. The need for "soft" skills – communication skills, the ability to work in a team, critical thinking and the ability to make quick decisions will remain the main skills that employers will expect from their employees and that the education system should teach students.

In accordance with the aforementioned megatrends, the EU Commission [38] declares the need for investment in adult education. Among the social and real advantages of investing are: an increase in the level of employment and income of the population in conditions of more active participation in public life, an increase in the level of labor productivity and improvement of the training of specialists, a reduction in the costs of unemployment benefits, benefits in connection with retirement, others social payments, improvement of the general state of health of the population, reduction of the crime rate, continuous growth of the level of well-being and self-realization of adults [39].

In accordance with this, the Commission of the Council of Europe formulated recommendations to national governments regarding the popularization of adult education:

1. Well-educated citizens are a key prerequisite for sustainable development, an important component of economic development and a democratic society. Therefore, the concept of lifelong learning is an important component of the strategic development plan of the EU member states. Adult education should be recognized as an integral part of the lifelong learning strategy.

2. Legal regulation of adult education should be stable, including the definition of the role of different providers, financial obligations, clear definition of the rights of citizens to access adult education, standardization of standards and their monitoring.

3. Adult education is a public good, so the governments of the countries must commit to financing this area in accordance with the needs of citizens.

4. Ensuring cooperation between various providers of educational services, social partners and civil society.

5. Special attention should be paid to the needs of marginalized population groups. This includes socially vulnerable groups of people, ethnic minorities, immigrants, elderly people, etc. Equal access to education is a value that is recognized in all European countries and ensures the economic well-being of the population.

6. Creation of effective mechanisms for recognizing the results of non-formal and informal education.

7. Ensuring an effective system of training specialists in the field of adult andragogist education.

8. Promotion of international research and exchanges of scientists, teachers, all interested parties working in the field of adult education [38].

Based on the recommendations, the European Commission published the Action Plan in the field of adult education – "It's never too late to learn". Adult education as a part of continuous learning is becoming a global trend of the 21st century for EU member states.

Oleksandra Dubaseniuk and Oksana Samoilenko believe that considering the trends in the development of adult education by moving from the abstract to the concrete will allow to form a holistic view of the trends in the development of adult education at the beginning of the 21st century [12]. Accordingly, the criterion for delineating trends in the development of adult education in the studied country is the presence of the influence of global (macro) trends in the development of adult education on paradigmatic changes in the system of adult education in a specific country, the transformation of its goals and content.

In this context, 10 trends in the development of adult education at the global (planetary) level have been identified:

1. Pragmatization. The transition to a market economy in the second half of the 20th century intensified the pragmatism of people's consciousness and behavior. This quality becomes a determining and important factor in the formation of the welfare policy of the citizens of the European countries. Pragmatism as a personality quality is characterized by decisiveness, purposefulness, creative enthusiasm, ingenuity and constructivism. In their integrity, the outlined factors of pragmatism allow an adult to successfully adapt to new socio-economic conditions. Pragmatization contributed to the revision of educational institutions' approaches to adult education, intensifying

the need for creative, creative specialists capable of solving non-standard industrial situations. Hence the need to update adult education.

2. Updating adult education means bringing its scientific content into line with the dynamic structure of modern knowledge. In this regard, "education should not only provide relevant knowledge in various fields, reflecting new discoveries, new information that appears in the world, but also reflect the changes taking place in society, determine its future" [40]. The question arises about the adequacy of the adult education system to the energy-informational realities of modern society, which leads to the paradigmization of adult education.

3. Paradigmatization – a change in paradigmatic dominants of the educational field, a transition from a reproductive to a creative system of adult education, the fundamental principles of which are:

- the principle of competitiveness (competition of education systems of different countries – the basis of society's progress);
- the principle of openness (an open society needs "open" (publicly available), non-leveled adult education);
- the principle of systemicity (the system of adult education acts as the main damper of the global crisis both for the world as a whole and for individual countries in particular) [41].

4. The openness of adult education is revealed both at the level of its availability to all education seekers, regardless of their age, physical condition, place of residence, citizenship, etc., and at the level of choosing any form of education that is most convenient and acceptable at the moment, which leads to multivariate and stratified adult education.

5. Multivariate is the creation of equal conditions for successful education for every adult student. **Stratification** is the organization of a step-by-step educational process that provides the opportunity to achieve at each stage the level of education that corresponds to the capabilities and interests of an adult. Each level is a period that has its own goals, terms of study and characteristic features. Multivariate and stratified result of individualization, differentiation and diversification of adult education.

6. Individualization – taking into account and developing the individual characteristics of adult students in the learning process takes place due to **the differentiation** of educational programs, forms, methods and methods of learning. The choice of means, methods and content of education is determined by the adult student itself in cooperation with the teacher/andragogue. This leads to **the diversification** (diversity) of educational institutions and their management bodies, educational programs and methods of their assimilation. There is a development of a multi-level system of adult education, which provides greater mobility in the pace of learning, the choice of professional activity; forms the ability and desire of adults to master new specialties and professions. Therefore, taking into account the modern needs of society, adult education increasingly gravitates towards informatization, virtualization and innovation.

7. Informatization is usually associated with computerization and development of technical means of education. This is really a very important moment in the formation of a new system of adult educa-

tion as online education, in particular MOOC (Massive Open Online Courses). The majority of modern educational institutions, public organizations, associations and adult education centers present their educational programs on various online resources, which also affects the methodology of adult education, in particular, the practice of "reverse learning" appears: students watch the teacher's lecture online, each at their own pace, and they come to the classroom already prepared for a practical lesson.

Virtualization of adult education is the use of social media and educational games for the purpose of learning educational material. The modern education system increasingly uses video blogs, Facebook networks, and YouTube for educational purposes, forming the necessary practical skills and abilities in adult students. A separate plane is occupied by the gamification of education – learning by means of online games, which creates favorable conditions for increasing the motivation to study, the level of personal harassment. Informatization and virtualization of adult education leads to the emergence of a new trend – innovation.

8. Innovativeness of adult education is an opportunity to include advanced scientific developments in the educational process, which creates favorable conditions for the training of specialists capable of further implementing innovations in the course of their professional activities, and increasing their competitiveness on the labor market.

In the complex, the outlined trends act as a projection of the continuity of lifelong learning.

9. Continuity is a process of permanent, lifelong self-learning, self-development and self-improvement of a person in the rapidly changing conditions of life in modern society.

As a result of the complex identification of outlined trends, adult education at the beginning of the 21st century became a factor in the sustainable development of society and its social stability. This principle was proclaimed at the meeting of the heads of government of various countries in Copenhagen on March 6–12, 1995, according to which an action program was adopted, which recommended to the UN member states measures to create within the framework of sustainable socio-economic development both at the national and at the international level, conditions favorable for the social development of countries, reducing the level of poverty, expanding productive employment, promoting social integration. The ultimate goal of social stability is to increase and improve the quality of life of citizens, one of the factors ensuring which is adult education [42].

10. Currently, in European countries, there is a permanent and intense process of improving national education systems taking into account the leading world trends and national educational traditions. Modernization of educational structures, processes and technologies is aimed at improving the quality of education, development of a complete system of fundamental knowledge, skills of independent creative thinking. In these conditions, the need to rethink the role of adult education in the formation of a sustainable, socially oriented society, capable of creating equal conditions for everyone to access education, to professional and personal fulfillment, to become a competitive specialist in the global labor market, is increasing. Therefore, **the tendency to national self-identification of adult education** in the conditions of metamodernism and globalization is increasing, which is expressed in the organic combination of adult education with the history and educational traditions of a specific country, preservation and enrichment of the national values of the people.

The analysis of the tendency towards national self-identification of adult education in the conditions of postmodernism and globalization prompts to consider a set of trends in the development of adult education at the regional (meso) level, among which the leading ones are:

1. *The trend towards cultural transformation in education.* The decisive factor in solving the global problems of the 21st century is the establishment of the interaction of cultures (world dialogue of cultures), the intensive development of intercultural communications, carried out in all spheres of people's life [43]. The future of adult education is its development as a culture-forming, culture-creating and culture-transforming educational system, which defines the principle of intercultural dialogue, respect for the historical memory and national dignity of nations and peoples, individual personality as a key way of transformation of social value orientations as a whole as the main principle of its functioning.

2. The transformation of social value orientations leads to a change in educational approaches – *from knowledge to competence*, with an emphasis on the formation of a competitive specialist in the labor market. Teaching adults real practical skills will help them find employment, improve their professional qualifications and undergo retraining in the most favorable conditions.

3. As a result of the tendency to change educational approaches, there is *a tendency to acquire knowledge with the help of new technologies (Internet, media context, video series, etc.)*, which creates a cumulative effect in adult education. That is, there is an accumulation and strengthening of those knowledge, abilities and skills that in the future will cause an "explosive reaction" in the adult's professional self-realization, will lead to an increase in its competitiveness on the labor market.

4. For this, the education system must be sufficiently flexible. It should be such as to perceive new teaching methods in the context of "the phenomenon of half-life of a specialist, when professional training and self-training of a specialist does not always keep up with the pace of scientific and technological development of modern society" [40]. Accordingly, there is *a tendency to effectively integrate the latest technologies into the system of adult education*. The consequence is the emergence of a need for systematic updating of goals, content and technologies of adult education; in the adjustment of educational programs taking into account the achievements of scientific, technical and social progress and the requirements of world education standards.

5. The outline conditions *the tendency to deepen interstate cooperation in the field of adult education*. The activity of this process depends on the potential of the national education system and on ensuring equal conditions for partnership relations between states and individual participants of academic cooperation. The considered trends in the development of adult education at the regional (meso) level contribute to the emergence of specific trends at the local (micro) level – the level of a specific country, determined by their own goals and features of the adult education system, the nature of implementation and new social requirements for the level of training of specialists. Considering this, adult education at the local level appears as a multicultural, socially oriented phenomenon; open to the formation of an international educational environment; national by the nature of culture and supranational by the nature of knowledge.

2.3 THE SCANDINAVIAN MODEL OF ADULT EDUCATION: ANALYTICAL REVIEW

2.3.1 GENERAL OUTLINES OF THE SCANDINAVIAN MODEL OF ADULT EDUCATION

The Scandinavian model of adult education has its own characteristics, due to its history and the conditions of the modern stage of the development of society in the Nordic countries. It seems interesting and important to study the Swedish experience not only as a role model, but as a basis for mutual understanding, cooperation, and integration. This is all the more relevant because Swedish organizations of various levels are increasingly actively spreading their influence on Ukraine, involving both state organizations, academic institutes, and non-commercial public organizations in cooperation.

Adult education in Scandinavia dates back to the mid-nineteenth century and is associated with the name of the Danish educator and public figure Nikolaj Frederik Severin Grundtvig (1783–1872) and such a unique educational institute as the folk higher school (folk high school). The first public school was founded in 1868, and the first educational associations appeared in Sweden at the beginning of the 20th century.

Another important phenomenon is **"folkbildning"** informal open education of adults in Sweden. The meaning of **"folkbildning"** includes the following meaning – social education and human dignity. "Folkbildning" is a free and voluntary approach to adult education, where social equality and the maintenance of equal relations between different social and cultural groups are the main focus and a number of target audiences are envisaged (people with insufficient education, the disabled, immigrants, the unemployed, etc.). The main ideas and key words that define the essence of the concept of "folkbildning" are "democracy, self-education, voluntary participation, free forms of activity", the main goal is to reduce the gap in the knowledge of representatives of different generations and give people the opportunity to realize their inner potential. "Folkbildning" occupies a special place in the Swedish education system (**Fig. 2.1**) [13].

Each person has a national character, which is not inherited, but develops due to the process of learning, within the framework of which the individual is gradually socialized, that is, it feels its true belonging to the community of people of its family, city/village, country. For this purpose, national history and national language are extremely important.

The activities and ideas of Nikolaj Frederik Severin Grundtvig in the second half of the 19th century covered to one degree or another all the Scandinavian countries, reaching in the 20th century even Finland, which was independent at that time. Each country has its own characteristics of the existence of the "folkbildning" system and higher folk schools. Adult education systems in Sweden and Finland are very similar. National features of the systems are in Denmark, Norway and Iceland.

Thus, for more than a hundred years in Sweden, there has been a tradition of voluntary grouping of people in groups for the purpose of attending lectures and classes of interest to them, participating in cultural events and projects.

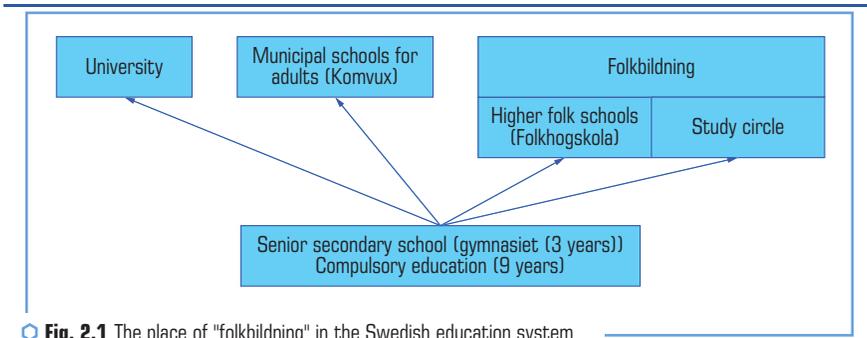


Fig. 2.1 The place of "folkbildning" in the Swedish education system

2.3.2 PERIODIZATION OF THE HISTORICAL DEVELOPMENT OF ADULT EDUCATION IN SWEDEN

Adult education in Sweden can be divided into *three periods*. **The first**, from the end of the 19th century to the beginning of the 1960s, reflects the great contribution of general adult education to the renewal of the Swedish nation. Study groups (study circles) and folk higher schools (in some sources folk high schools are called folk schools) provided new educational opportunities to adults who did not study well in their youth. Self-education became a symbol of this period.

Palm would later call Swedish social democracy a "democracy of learning circles", thereby paying tribute to the role of active citizens and collaborative learning in the development of Sweden's modern democracy.

The second period began in the late 1960s and lasted almost twenty years. It can be briefly described as **"the construction of the Swedish model of adult education"**. During the 1970s, some policy decisions were made that aimed to create a developed system of non-formal adult education. Ensuring free access and the possibility of an influx of new students to various educational institutions were the most important components of this model.

At the municipal level, all adults were provided with support in completing secondary education, overcoming the problems of functional illiteracy, as well as providing ample opportunities for self-education through evening courses.

The "Swedish model of education" absorbed the pan-European ideas of "life time learning" – lifelong education.

The third period began in the mid-1980s. At that time, decisions were made in the Swedish Parliament to find new sources of funding and a more flexible organization of adult education. The system of professional development was separated from the Ministry of Education and was headed by a now specially created Council – the National Council for Adult Education (Folkbildningsradet), which development was carried out by both education authorities and bodies regulating labor relations.

Another decision concerned the opening of new opportunities for paid adult education. Parliament decided to create so-called "revolving funds" by taking 10 % of the profits of large companies. About six billion Swedish crowns were spent on corporate training in five years, starting in 1986. This policy had a strong impact on adult education related to work, advanced training and retraining.

2.3.3 GOALS AND VALUES OF ADULT EDUCATION IN SWEDEN

People's movements, state interests and market incentives – all these factors at the present stage play a significant role in the development of adult education. It can be said that it was the popular movements that gave rise to the idea of adult education. The state takes special care of it, providing all opportunities for growth and development. Today, when the state has practically exhausted its possibilities of providing adult education with the necessary resources, views are increasingly turning to the market economy.

Adult education in Sweden is characterized by **two distinctive features**, namely: **independence** and **voluntariness**, first declared in 1944 in a report on education. Independence means freedom from the interference of state and any other bodies in the education process. Voluntary means a completely voluntary procedure of participation in training.

The system of educational courses – **learning circles** – helped to create a special tradition of democratic discussions, the idea of which is tolerance for the opinions of interlocutors, respectful attitude to valid arguments and collectively adopted decisions. These principles are the basis of the organization of specific work in study groups. It is this approach that allows participants to actively influence the content and curriculum of the courses.

The very essence of education is **the interaction of "participants"** (Swedes even lexically emphasize such interaction, calling those who study in folk schools "participants", not "students"), based on their experience, views, mutual influences, joint responsibility for what happens during training.

Today, adult education in Sweden has the following **goals**:

- with the help of education to overcome the gap between different layers of the population on the way to equality and social justice;
- to promote the growth of adults' ability to learn to understand, critically perceive reality and participate in cultural, social and political life, as well as to contribute to the development of a democratic society by increasing the level of their education;
- to teach adults to fulfill the various responsibilities that arise during their working life and to promote full employment, thereby advancing the path of development and progress of society;
- to provide every adult with a wide range of opportunities to supplement and improve their educational level;
- in Sweden, adult education is open to anyone who would like to change their occupation, learn something new, improve their professional knowledge.

2.3.4 FORMS OF ORGANIZATION OF ADULT EDUCATION IN SWEDEN

The basis of citizens' participation in the development of democracy is such a method of education as folk higher schools (folkhogskola), in which participants gather in study groups (study circle). With such an organization of training, students learn not only the subject, but mainly interaction on a democratic basis. A group is usually a small group of listeners/students who meet for joint classes once a week in the evening. Classes are aimed at studying any topic or implementing a cultural project. The group usually consists of 5 to 12 participants, including a supervisor or teacher. Classes in circles are imbued with the spirit of democracy and students' own responsibility for the educational process. Yes, the participants themselves determine the lesson plan based on their needs and interests. An important part of the classes is the exchange of experience and knowledge between the participants, and the analytical analysis of the studied material.

There are 147 public higher education institutions in Sweden, in which 40,000 students study and 150,000 students of short-term training courses and clubs. Some of them are owned by various public, political and religious organizations, others function under the auspices of Landstings and local self-government bodies.

People who have reached the age of majority study in folk schools, and people with incomplete secondary education have preference for enrollment. Due to the fact that public schools are absolutely free to develop educational programs taking into account their profile, students have the opportunity to express their wishes regarding the subject and direction of the educational process in accordance with their knowledge, interests and needs.

A distinctive feature of education in folk schools is work on given topics and certain projects. This form of classes allows students to fully realize their experience of professional and social activities. Education in these schools is differentiated depending on the level of preparation of students, classes are held on different topics. Each school has long-term study programs that provide a sufficient level of knowledge for admission to universities. In addition, there are specialized thematic training programs, for example: music, mass media and informatics, theater, hygiene and sanitation, and many others.

Long-term study programs are designed for a period from one semester to several years. Short-term courses are designed for a period of one to two to seven days. Education in folk schools is free.

The level of involvement of the population in these forms of education is exceptionally high. About 75 % of Swedes between the ages of 18 and 75 have taken or are taking part in study groups. Approximately 40 % participated in one or more study groups in the last three years. 13 % attended short-term courses at national higher schools, and 8 % were students of long-term educational programs [44].

Almost 350,000 study groups are organized annually, in which about three million participants are engaged. Since many people participate in several circles, the "net" number of participants varies from one and a half to two million, while the entire population of Sweden is slightly more than 8 million [44].

A significant part of educational and cultural-educational work is conducted in close cooperation with public, labor and other organizations, which themselves are either members or owners of cultural-educational associations and unions.

In Sweden, there are 11 educational associations, which, like public schools, are supported by the government. Here are the names of some of these educational associations:

- People's University (Folkuniversitetet);
- Civic Educational Association;
- Educational Association of the Sports Confederation;
- Christian Educational Association and others.

All 11 educational associations have more than 270 member organizations in their composition. In total, the number of local branches of all associations in the country exceeds 900. Each Association works according to a certain profile, which depends on the type of public, labor, or political organization that is part of it [44].

Educational groups, folk schools, and educational associations annually hold cultural programs for fifteen million participants and visitors. These are concerts, theater productions, lectures, exhibitions, festivals and many other events.

2.3.5 STATE SUPPORT FOR ADULT EDUCATION IN SWEDEN

The state's involvement in the promotion, organization, and financing of adult education in Sweden is strong and comprehensive. Almost the entire powerful system of formal, non-formal and informal education is overseen and sponsored by the state.

The main goal that the state sets for itself when developing adult education is to accelerate the democratic development of society. The conditions of state grants are declared in the law "On State Subsidies for Free Education of Adults". In 1991, the Swedish National Council for Adult Education was established [45], which implements policy in this area. The Council is a non-profit organization that unites three members: the National Federation of Educational Associations, the Federation of Village Councils and the Organization of the People's Movement of Higher Schools. In 2000, the Swedish National Council allocated about 2 million Swedish kroner to the development and support of educational associations, 1 billion 260 million Swedish kroner to public universities, 10 million to experimental work in associations and schools, and 15 million to the work of the National Council itself. In 2000, the state allocated a total of about 2.5 billion kroner for adult education.

The scope of the Council's activities includes not only the distribution of funds and financial reporting, it also evaluates the activities of organizations involved in adult education, administers an information network, conducts research, conferences. Current tasks in the activity of the Council today are: monitoring of free education and policy in this field, development of information opportunities, coordination of international contacts.

The Information Service of Swedish National Higher Schools [46] is a member of the Council and collects information about 147 national higher schools. This Service produces and distributes catalogs and informational materials about folk schools.

2.3.6 THE NORTHERN PEOPLE'S ACADEMY AND ITS SIGNIFICANCE IN PROVIDING ADULT EDUCATION IN SWEDEN

The Nordic Popular Academy (Nordens Folkliga Akademi) [47] is a joint institute for all Scandinavian countries: Sweden, Denmark, Finland, Norway, Iceland, the Faroe and Åland Islands, which also cooperates with the Baltic countries and European institutes in the field of adult education. NFA is located in the south-east of Sweden, in Gothenburg, on the picturesque banks of the river Gote.

The activities of the Academy cover such areas of adult education as pedagogy based on socio-cultural education; dialogue between formal and informal education, between education and the labor market; continuous education in the development of competence, information technologies, and active civic participation; international exchange of best practices.

All these areas are based on the foundation of history and culture common to the Scandinavian countries, the same understanding of democratic values and dialogue between non-governmental organizations. The task of the Academy is to support and develop cooperation, to spread research in adult education both between the countries of Scandinavia and with the nearest neighbors in Europe.

Lecturers, project managers and administrative staff of NFA are people from different Scandinavian countries. Working languages are Swedish, Finnish and English. Every year, more than a thousand teachers, researchers, artists, writers, social workers, politicians and leaders of non-governmental organizations participate in seminars and conferences organized at the Academy. NFA also participates in many pan-European projects.

The pride of the Academy is a library and information center specializing in non-formal adult education and andragogy. There are books in Scandinavian and English. Guests of the Academy are accommodated right there, as the Academy has a hotel with single rooms for 30 people.

Such an optimistic picture of a learning society is the reality in Sweden today. However, experts say that the market orientation of the economy may in the future create a kind of division into "classes" based on educational level, since the unemployed, immigrants, and declassified elements have "equal opportunities" only ideally, in words. In fact, the transformation of the idea of continuous ("lifelong") education can proceed not only by expanding the rights of citizens, but also turn into a mechanism of some kind of "sorting".

So, the model and current state of adult education in Sweden as a unique system with historical roots, rapid development today and problems of growth in the future is, in our opinion, of interest to domestic organizers of adult education, researchers dealing with this issue. The study of this system can give food for thinking about the existing reality in the education of adults in our country.

2.4 INTERACTIVE INTENSIVE COURSE FOR PROCESSING QUALIFICATION AS A REFLECTION OF THE "SCANDINAVIAN TRACE" IN UKRAINE

The domestic context of solving the problem of lifelong learning focuses on the understanding and implementation of positive foreign experience, in particular the experience of Sweden, regarding the organization of adult education. Such experience is the basis of the interactive course developed by us – an intensive course in professional development "**Lifelong educational process: 'Scandinavian trace'**".

The aim of the mentioned course is to improve the professional, reflective competences of the trainees; deepening knowledge about the process of continuous education of adults in domestic and Swedish pedagogical theory and practice; identification of positive foreign experience and pedagogical conditions for the introduction of the "Swedish model" in the practical work of the institution of higher education and other educational institutions in Ukraine, as well as in the system of domestic informal open education of adults; exercise in design socio-pedagogical model of the Ukrainian higher national school.

Forming the content and structure of the proposed course, the authors proceeded from the fact that the European model of adult education is considered as a flexible and contextualized object of regulatory arrangement, based on a system of approaches, among which the main ones are: competency-based, cultural, structural-systemic, person-oriented, reflective, active, interdisciplinary.

According to the complex of these approaches, the interactive course is an intensive professional development course "Lifelong educational process: 'Scandinavian trace'" contains a complex of core worldview ideas, the interaction of which determines the formation of the synthetic personality of a modern specialist.

Among such ideas, the main ones are:

1. Ontological ones, which contain a generalized picture of the development of the theory and practice of adult education in Sweden, its main regularities, reveal the peculiarities of the organization of such education, the nature of the influence of social and cultural phenomena on the development of the concept of "lifelong learning".

2. Epistemological, within which the cognitive attitude of a person to the world and itself in the context of self-development and self-education is revealed, the possibilities of cognition, its limits, the most optimal forms and methods of cognitive activity of a person during life are determined, the criteria of the truth of acquired knowledge in the conditions of rapid social changes are clarified.

3. Axiological ones that make it possible to understand the values of education throughout life, its meaning as a process and result, the definition of social ideals of education and professionalism at every stage of a person's life.

4. Cultural, within which education throughout life is considered as a component of national culture.

Structural and logical scheme of the intensive professional development course "Lifelong educational process: 'Scandinavian trace'" is represented by the following elements:

1) the theoretical and methodological aspect of lifelong learning (revealing the essence of the Concept of continuous adult education, scientific approaches to solving the problem of organizing adult education);

2) socio-administrative aspect (providing knowledge about the relationship between society and man in the context of its continuous education, the social environment of value-activity existence of a person as an individual and a specialist, adult education as an unlimited and open area of research into the problems of human existence, the main trends in the organization of adult education);

3) technological aspect (acquaintance with the experience of Sweden regarding the organization of adult education; analysis of the Swedish practice of using forms and methods of adult education, modeling of the "technologies" of the successful implementation of the Swedish experience in Ukraine).

In accordance with the above-mentioned elements, the course is an intensive professional development course "Lifelong educational process: 'Scandinavian trace'" includes 3 modules:

1. Concept of continuous education of adults.
2. Trends in the development of adult education.
3. Scandinavian model of adult education.

Briefly, the content of each of the modules is presented above in paragraphs 3.2–3.4 of this chapter of the monograph. We emphasize that the interactive feature is its practical orientation, which involves the performance of reflection tasks and creative tasks for each module. However, the technological aspect of the offered course is reflected not only through such tasks. The final work for the students of the course is the development of a socio-pedagogical model of the Ukrainian higher national school based on the study and generalization of the experience of the organization of national schools in Sweden. Approximate components of such a model are:

- 1) management;
- 2) directions and types of activity;
- 3) principles and methods of work;
- 4) priority groups of listeners;
- 5) conditions necessary for the effective operation of such a school.

The interactive course is that it can be taught in full-time, correspondence and distance learning. Internet resources (Microsoft PowerPoint, Google Slides, FreeMind, Canva, Prezi, SlideBoom, Glogster) offered as part of teaching have a dual purpose: they are tools for creating a bright, meaningful presentation of the final work and at the same time serve as a means of learning, digital education, improving work skills with presentation services.

Thus, the implementation of the course is intensive professional development "Lifelong educational process: 'Scandinavian trace'" will provide an opportunity to deepen and expand the students' knowledge of the theory and practice of adult education in domestic and foreign contexts, to saturate

the lifelong learning process with the content of the main categories that reflect the system of universal and national values (education, culture, progress, humanism, democracy, professionalism, etc.), will contribute to the improvement of the constructive skills of students, will ensure the synergy of Swedish and Ukrainian experience in the organization of adult education.

CONCLUSIONS

The substantiation of the need to introduce the Scandinavian experience into the domestic theory and practice of adult education is based on the principles of general and special purpose, which are used to forecast the development of pedagogical objects:

1. The principle of objectivity, which within the scope of our study is aimed at overcoming contradictions, in particular at the level of developing the theoretical and methodological foundations of adult education (between the need to modernize organizational forms and methods of adult education in Ukraine, caused by the reform of the educational sector as a whole and the strengthening of European educational trends during life, and the imperfection of the existing system of adult education; between the presence of positive experience of adult education in foreign countries and insufficient analysis and understanding of it for implementation in Ukraine).

2. The principle of knowledge related to the solution of the problem of the introduction of positive European, including Swedish, experience of adult education, which involves not only ascertaining the effectiveness of such, but also building on the basis of its study effective models of adult education in Ukraine, developing prognostic directions for the introduction of this experience in domestic theory and practice.

3. The principle of determinism, which records the existence of objective connections between the permanent education of a specialist and the socio-cultural and economic progress of society.

4. The principle of the unity of theory and practice, which provides for the determination of the methodological orientation of prognostic activity in the form of a systematic approach to the organization of adult education.

In view of the above, we consider it necessary to implement an intensive professional development course "Lifelong educational process: 'Scandinavian trace'" in the context of solving the problem of adult education in Ukraine.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this paper.

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