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## **ADULT LEARNING TECHNOLOGIES IN THE EUROPEAN UNION COUNTRIES**

**Introduction** Today's technological world, which is constantly complicated, requires a modern person of functional literacy, that is, the ability to effectively perform professional and social functions. Europeans live in a complex socio-political environment where full-fledged development of the individual becomes impossible without the skills of active participation in social processes and adaptation to cultural, ethical and linguistic diversity.

**The purpose of this study** is to analyze the peculiarities of adult education technology in European countries.

**Setting the task** Given the fact that European countries are pushing for a deep transformation and renewal of the adult education sector, trying to strengthen it and adapt it to the new educational needs of citizens of all ages, emphasizing the value of man as a major European asset, it is very important to study the technologies of adult learning in the European Union countries. The documents of the European summits conclude that educational systems must adapt to the new realities of the 21st century and "continuing education should become the main political program of civil society, social cohesion and employment" [1].

At the UN World Summit on the Information Society in 2003, it was particularly emphasized that information and communication technologies (ICTs) can become a powerful tool for boosting productivity, economic growth, creating new jobs and expanding employment opportunities, and improving the quality of life for all. They can also contribute to the dialogue between people, countries and civilizations.

**Presentation of the main material** Modern education should include such characteristics as continuity, fundamentality, integrity. The implementation of the

new paradigm of lifelong learning proposed by UNESCO, the development of information technology, the formation of a global informational and pedagogical space implies a continuous change in the content and technology of education.

Over the past decade, the leading place in Europe among the new institutional forms has taken the model of the university consortium, when several universities in the country join forces to create curricula for distance learning. The training is carried out on the basis of its own programs of educational institutions, but general for all technology when software and technological support are engaged in cooperative government, university and commercial structures [2].

The analysis of normative education provision of adult learning in the EU countries, in particular in Germany, Great Britain, France, as well as in Ukraine, shows the introduction of joint comparative-pedagogical projects in this area. Analysis of the main directions of the EU programs beginning of the XXI century (Socrates, Comenius, Erasmus, Lingva, etc.) testify to effective international cooperation, scientific exchanges, internships, joint educational projects of the EU and "third countries". The Grundtvig program is effectively functioning in adult education at the EU level [3].

According to Eurostat statistics, more than a third of the EU population aged 25-64 takes part in formal and informal education and training. In this case, young people, regardless of sex, are more active: more than 80% participate in non-formal education and training; about 6% - in formal education and trainings. Formal education is longer in duration than informal or training. Employers and educational institutes of non-formal education are the largest providers of informal education and training. Together, they occupy more than half of informal activity [5].

Institutions of non-formal education include adult education institutions, professional institutes, community centers, pedagogical universities - folk schools in Scandinavia, Germany, Austria, Switzerland, and private companies (linguistic). Other providers include commercial institutions, where training and training are only 5% of total time [3].

According to many researchers, in the advancing age of the educated society, the regions themselves will be a key element of a new era of global change based on the knowledge economy. The leader in the development of the idea of educational regions is Japan. Studying cities and regions are particularly active in European countries. Lifelong learning is an important part of the policy of building an active civil society and social integration conducted by the European Union. The main strategic goal of this international organization is the radical transformation of the European economy and the development of human capital associated with it. Educational cities and regions of learning are a widespread concept of European education policy. It is implemented, depending on the peculiarities of a particular country and a specific territorial entity. Experience in this field have Austria, Belgium, Great Britain, Hungary, Greece, Germany, Denmark, Italy, Spain, Ireland, Cyprus, Lithuania, Netherlands, Norway, Poland, Portugal, Slovenia, Romania, Finland, Switzerland and other countries.

The models of educational cities and regions that are studying are very diverse and depend on the realized concept. In some cases, the first place is the rise of the cultural level and the development of a citizen's position of people, in others - the study of information and communication technologies, in the third - the promotion of economic growth in the region. There are other options. But they all contribute to the socio-economic development of the territories and have a beneficial effect on people [4].

PENR3L and PASCAL are a permanent European network of educational regions - a strategic alliance for development and international research in the field of management of regions for the development of social capital and educational regions.

As foreign and domestic experience shows, the most important part of the construction of educational cities are the joint actions of local authorities, educational institutions, cultural organizations and employers.

**Conclusions** Speaking about the peculiarities of the technology development of adult education in Europe and in the world it should be noted that modern education should include such characteristics as continuity, fundamentalism, integrity. The implementation of the new paradigm of lifelong learning proposed by UNESCO, the

development of information technologies, the formation of a global informational and pedagogical space implies a continuous change in the content and technology of education. The analysis of normative education provision of adult learning in the EU countries, in particular in Germany, Great Britain, France, as well as in Ukraine, shows the introduction of joint comparative-pedagogical projects in this area. The main directions of the EU programs of the XXI century: “Socrates”, “Comenius”, “Erasmus”, “Lingva”, etc. testify to effective international cooperation, scientific exchanges, internships, and joint educational projects.

Consequently, the widespread concept of European education policy is the educational cities and regions. Active network interaction between them, and most importantly - the development of human potential makes their programs very attractive. Lifelong learning is an important part of the policy of building an active civil society and social integration conducted by the European Union.

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