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FEATURES AND PROBLEMS OF ADULT EDUCATION

The aim of the paper is to substantiate the relevance of adult education in the conditions of the information society, to analyze the experience of applying andragogical technologies in the world educational practice with a view to their implementation into the Ukrainian educational system.

But what is andragogics? This is one of the names of the field of pedagogical science that covers the theoretical and practical problems of education, training and upbringing of adult. It combines knowledge about the specifics of adult education, taking into account the age of a person, educational and life needs, real possibilities, individual characteristics and experience. For the first time this term was used by the German philosopher Alexander Kapp in the 1930's. But at first it did not gain popularity. Over time, this topic was interested in both foreign and domestic scholars such as E. Erikson, Yu.M. Luschyk, A. Maslow, M. Knowles, S. Sysoeva, V. Slastonin, T. Sorochan, T. Suschenko and many others.

There is a growing need for continuing education of the population in the conditions of the information society, the rapid updating of information, the rapid technological change in production processes. This leads to the formation of an andragogical model of education, the introduction of pedagogical technologies, and, consequently, the appeal to the world experience in education.

When choosing the forms and methods of organizing educational activities of students, the extension of the age limits of students involved in education at higher education institutions determines the consideration, in particular, the peculiarities of adult learning, the use of both the pedagogical and the andragogical models of education in the teacher's professional activities.

The analysis of psychological and pedagogical literature suggests that the age limits of students in psychological and pedagogical studies are usually limited to two

stages of personality development: youth and early adolescence [1, p.36]. At the same time, the analysis of the current situation in Ukraine suggests that higher education, second education and retraining are carried out in different forms of education: full-time (full-time), part-time (in particular, internally-distance, distance), external. Since the principle of access to education in the information society is one of the priorities, the flexibility of the domestic education system in the context of world trends should increase. This implies an extension of the age limits of those who are involved in higher education. In such circumstances, the more acute task of higher education is the training of adults, which has its own specifics, and a high school teacher should be prepared for such training.

The adult learner (adult student) is a person who has five main attributes that distinguish an adult student from an underage child: 1) he understands himself as an independent, self-governing person; 2) he accumulates life (domestic, professional, social) experience, which becomes an important source of learning for him and his colleagues; 3) his willingness to study (motivation) is determined by the desire, through education, to solve his vital problems and achieve a specific goal; 4) he strives for the quick realization of the acquired knowledge, skills and qualities; 5) his educational activity is largely limited in time and is caused by spatial, everyday, professional, social factors (conditions) [2, p.161].

The most general principles of the organization of the process of adult education, the andragogical principles of learning, is the following: the priority of independent learning, the principle of joint activity, the principle of relying on the student's experience, individualization of education, systematic training, the context of teaching, the principle of actualization of learning outcomes, the principle of elective education, the principle of educational needs, the principle of conscious learning.

The main position of andragogics, in contrast to traditional pedagogics, is that the leading role in the learning process is played not by the one who teaches, but by the one who is taught. The function of education in this case is to help those who learn in identifying, systematizing, formalizing their recent personal experience,

correcting and replenishing their knowledge. In this case, there is a change in the priority of teaching methods [3].

In different countries of the world, adult education plays an important role in ensuring the sustainable development of personality and society. In the modern world, knowledge changes are faster than generations change. As a result, even graduates of higher education institutions, if they do not continue to study continuously, become very quickly bearers of irrelevant knowledge. Therefore, adult education is an extended process of human development (personality, citizen, individuality, specialist) that takes place throughout life.

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