

Частина V

Освіта дорослих

УДК 374: [061.2] (4) "19/20"

Ihor Folvarochnyi

THE DEVELOPMENT OF SOCIAL PROBLEMS OF ENLIGHTENMENT ACTIVITIES IN THE FIELD OF EDUCATION OF ADULTS

The article deals with the historical and pedagogical issues of educational activities in the field of education of adults. This article gives much attention to the social problematics of the subject (the problem of human's social protection, the necessity of a systematic solution of a range of socially-oriented issues in the education sphere, the focus of the social educational work's vector of in the field of non-formal education of adult).

Key words: area of adult education; enlightenment activities; social issues.

Introduction. Since Ukraine became independent the problem of social individual protection has been set as the most important in our society. It should be noted that one of the unsolved problems is the social vector development in the field of education of adults. In this case we should pay attention to the experience of European countries. Modern stage of social relations in the sphere of education is characterized by active social partnership, shared responsibility of the state and society in solving social problems.

The purpose of the article is to highlight the issues of social importance of educational activities in the field of education of adults and to illustrate historical and educational prerequisites for further study of this problem.

A variety of theoretical and practical approaches. A variety of theoretical and practical approaches to studying the development of civil society promotes the nascence of a considerable number of grounds for different types and forms of "educational work of public institutions": home education, basic education of adults, civic education of adults, continuing education, literacy training, vocational education and training etc. (Навчання дорослих у Англії, 2000, с.23-45).

According to the L. Orton's statement educational work of public institutions includes: education of immigrants, language education, basic education and studying a second language, medical education, distance education. Special attention is paid to the popularization of professional education (professional organizations, associations, unions). Educational activities in general are aimed at professional development of specialists in specific area of business or industry (Катунарнич В., 1991, с. 707-718).

Ukraine is considered to lag behind the European countries according to the number of NGOs. According to official statistics, 10 thousand permanent residents of Ukraine were accounted for 32.1 legalized associations in 2010, including NGOs and charities – 17.6. Es-

tonia has one of the highest rates of the development of civil society among the new EU members. The index is about 250. Hungary has the lowest rate among the Visegrad countries – about 65 (Про стан розвитку громадянського суспільства в Україні, 2012, с. 8-9).

Differentiation of educational activities. Differentiation of educational activities for objective criteria occurs under the traditional forms: social educational activities that appears as a result of the influence of social organization on social processes and social life, and spiritual activities, which are implemented in the creative way.

The tools of interaction of governmental authorities and public organizations include: public consultation, participation joint bodies (community councils), joint working groups (including representatives of the executive authorities, legislature, local government). Consultation with the public contains public discussion (public hearings, forums, round-table conferences, meetings, public meetings).

From the point of view of I. Dzyubko, K. Levkovsky and V. Andruschenko, there is a wide variety of goals and objectives of NGOs that defines many variations of their functional orientation. All the functions that they represent in society are divided into two main groups: 1) to protect the interests of its members, 2) the system of governance in the state and the development of society in general.

Local organizations protect their members from government agencies. Help function turns out to provide members of civil society organizations and movements the possibility to solve their personal problems through its structures.

Oppositional and creative functions are particularly significant in the second group of functions. They both are closely related, although due to certain conditions of public organizations and movements activity they can be considered as relative independent.

It is emphasized that the harmony between them is possible to be gained only if public authorities and civil society groups will co-operate with agreement.

European researchers describe the importance of socio-cultural and innovative approaches to the development of education of adults in early XXI century (Лук'янова Л.Б., 2010, с.19-28).

System approach. The necessity of a system solving a number of social issues in the field of education of adults activates:

- the development of the legal framework of non-formal education of adults;
- setting the quality criteria of non-formal education of adults;
- scientific methodological and staff assistance of non-formal education of adults;
- innovative approaches and technologies in the field of non-formal adult education;
- cooperation between state and non-state institutions in the field of non-formal education of adults (Галопін Г., 1991, с.707-718).

Almost in all European countries the commitment to liberal model, the use of which creates a human habit of making their own choices and take responsibility for its actions is named as the main feature of non-formal education (Меріам., 1987, с. 187-198). This educational model teaches people to think independently, to seek additional sources of information, income and learning to learn.

In informal social educational events take part representatives of different civil society organizations (NGOs, associations, informal groups and clubs) that work in the field of European integration, support local initiatives and European non-formal education.

Educational activities of the European countries in non-formal education of adults which is informational and technological, to our mind, provide for:

- systematic monitoring of educational activities that makes up an experimental basis for the identification of trends of social development in European countries
- the scientific validity of the probability of the results of research
- studying the state and prospects of the development of the non-formal education and training theory and practice (content, technology, models) and professionals that work in this area.

Social vector of educational activities. The main directions of social vector of educational activities in the field of non-formal education of adults include: providing investors with opportunities to participate in the discussion of education policy and its practical implementation in non-formal education of adults, focus on its needs, studying the education of adults by statistics monitoring in this sphere, creating a wide statistics network, methodology of statistical data development, substantiation of the importance of widely accepted European experience in the field of formal education among the adults in Ukraine.

Modern development of national educational paradigms of European countries is focused on the concept modernizing of non-formal lifelong education and the concept of a society that always study by means of socially oriented problematic.

At the beginning of XXI century the European Association for Education of Adults effectively coordinates the Platform of NGOs and set future goals for the development of education systems in Europe and also cooperates with international organizations, including the CEDEFOP (European Centre for the Development of Vocational Training); participates in conferences, expert activities, in the International UNESCO Conference on Education of Adults for expanding public access to non-formal education of adults outside the EU.

It took an integrated solution for social problems – education in the field of human rights. Legal, economic, financial and social welfare of this activity in Europe has become a matter of political and public mechanisms. It also explores the factors that influence the ways of non-formal adult education in Europe.

A significant contribution at the development of socially oriented problematic of non-formal education of adults was endowed by a Finnish Organization for Education of Adults (FOEA). It was a Coordinating Organization Non-formal Education of Adults in Finland. The main duties of FOEA were promoting non-formal studying for adults, the development of international cooperation and further training of teachers, who work in the field of education of adults. Moreover, FOEA cooperates with the Ministry of Education – they discuss socially oriented issues: the future of non-formal education of adults, which promotes the enhancement of the role of education of adults in the functional community actions (Мухлаева Т.В., 2010, С.158-162).

In December 2006, in the European countries have been published the “Providers Research in the field of Education of Adults” (Beiesneviene D., 1994). The aim of the study was to highlight the provider's problems and the development of methodological offers in this area, based on the collected materials in the field of education of adults, taking into account national specifics of the European Countries.

This study is based on statistical information. The main research work was carried out by the National Institute of Non-Formal Education of Adults (NIACE) in cooperation with the European Association for Education of Adults and the German Institute for Comparative Studies (DIE). The study summarizes the information about providers in the field of non-formal education of adults in the 25 European countries by following categories:

- the number of providers in the field of education of adults;
- financial opportunities of providers;
- the number of people employed by service providers;
- teaching period, carried out by providers;
- the number of people enrolled at providers.

Our conclusions are based on analyzed data: information about trends and subsidization of private non-formal education of adults is insufficient. The number of NGOs appeared to be less in Belgium and France, but in Poland and some other countries – much higher. Data from Austria, Estonia, France, Germany, Ireland, Italy, Slovakia, Slovenia and Sweden were related both professional and general education.

There are tendencies to analyze the problem of differentiation of income distribution between different segments of the population, aimed at theoretical and practical solution of the complex of socially oriented problems of market-equivalent stimulation of work and performance potential simulation of society on a new basis.

Socially oriented educational activities cover all areas of human activity and therefore turn out to be a kind of a center, the foundation of identity formation. Social sphere of work of NGOs educational activities are culture, health, education, social care, housing and utilities, sports etc. This is a public association, raising of living standards, business development, the fight against unemployment and poverty, integration into global processes and global community.

In 1951 the Council of Europe admitted the importance of NGOs, and people's right for assembly and association is guaranteed a number of conventions of Council of Europe. We should also pay attention to the European Convention for the admission of the legal entity of international NGOs, which had been opened before countries members of the Council of Europe

signed it in 1986, and entered into force in 1991. The Convention provides the legal basis for the activities of non-governmental organizations (mostly international) internationally. Europe was “a society based on knowledge” (knowledge-based society). This means that non-formal adult education becomes extremely relevant importance for Europeans, as an industry, which requires an appropriate approach to the implementation of its strategy. The Convention provides the legal basis for the activities of non-governmental organizations on the international level. Europe became “a society based on knowledge” (knowledge-based society). It means that non-formal education of adults has extremely relevant importance for Europeans, as an industry, which requires an appropriate approach to the implementation of its strategy.

Summary. European citizens are to coexist in a complex social and political environment where personal development is impossible without the active participation in social processes and the ability to adapt to cultural, ethnic and linguistic diversity. That is why social vector of educational activities of public institutions in these countries is connected with the problem of AIDS, ecological education of the population, the development of national cultural approaches and tolerance, further development of European civil traditions in the democratization of public life. For Ukraine it is an equal opportunity to adapt to the demands of social and economic change and to actively participate in forming the future of Europe.

Література

- Лук'янова Л. Б.** Дорослість як базова категорія андрагогіки /Л.Б. Лук'янова // Освіта дорослих: теорія, досвід, перспективи: зб. наук. пр. / АПН України, Ін-т пед. освіти і освіти дорослих. – К.; Ніжин, 2010. – Вип. 2. – С. 19–28.
- Мухлаєва Т. В.** Международный опыт неформального образования / Т. В. Мухлаева // Человек и Образование. – 2010. – № 4. – С. 158–162.
- Поліщук В. А.** Теорія і методика професійної підготовки соціальних педагогів в умовах неформальної освіти: монографія / В. А. Поліщук; за ред. Н. Г. Ничкало; Терноп. нац. пед. ун-т. – Т.: ТНПУ, 2006. – 424 с.
- Про стан розвитку громадянського суспільства в Україні:** аналіт. доп. / А. В. Єрмолаєв, Д. М. Горєлов, О. А. Корнієвський. – К.: НІСД, 2012. – 48 с.
- Adult Education and Development** – Режим доступу:
http://www.iizdv.de/englisch/makeframe.asp?srcURL=/englisch/Publikationen/Ewb_ausgaben/inhalt_58.htm.
- Adult Learning in England: a Review** / J. Hillage, T. Uden, F. Aldridge, J. Eccles / ed. by J. Hillage. – Brighton: College Hill Press, 2000. – 117 p.
- Beiesneviene D.** Survey of Present Research on Adult Education in Lithuania. Adult Education Research Trends in Central and 1 eastern European Countries. National report on the basis of the questionnaire SASREA-CEIiC / D. Beiesneviene. – Vilnius, 1994. – 9 p.
- Gallopin G.C.** Human dimensions of global change: Linking the global and the local processes / G. C. Gallopin // International social science. – 1991. – Vol. 43, № 4. – P. 707–718.
- Katunarić V.** Civic (and intercultural) education in the EU countries / V. Katunarić [Електронний ресурс]. – Режим доступу: www.interculturaldialogue.eu/web/files/54/en/CP-Katun-d03.doc. – Назва з екрана.
- Merriam S.B.** Adult learning and theory building: A review / S. B. Merriam // Adult Education Quarterly. – 1987. – Vol. 37. – P. 187–198.
- Organisation of the education system in Lithuania** – Режим доступу:
http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/LT_EN.pdf.

References

- Luk'janova L. B.** (2010) Adulthood as a basic category of andragogy /L.B. Luk'janova // Osvita doroslykh: teoriya, dosvid, perspektyvy: zb. nauk. pr. / APN Ukraïny, In-t ped. osvity i osvity doroslykh. – K.; Nizhyn, 2010. – Vyp. 2. – С. 19–28 (in Ukrainian).
- Mukhlaeva T. V.** (2010) International experience in non-formal education / T. V. Mukhlaeva // Chelovek y Obrazovanye. – 2010. – № 4. – С. 158–162.
- Polishhuk V. A.** Theory and methodics of professional training of social educators in terms of non formal education: monohrafija / V. A. Polishhuk; za red. N. Gh. Nychkalo; Ternop. nac. ped. un-t. – T.: ТНПУ. – 2006. – 424 с.
- About situation of development civil society in Ukraine:** analit. dop. / A. V. Jermolajev, D. M. Ghorjelov, O. A. Kornijevskij. – K.: НІСД, 2012. – 48 с.
- Adult Education and Development** http://www.iizdv.de/englisch/makeframe.asp?srcURL=/englisch/Publikationen/Ewb_ausgaben/inhalt_58.htm.
- Adult Learning in England: a Review** / J. Hillage, T. Uden, F. Aldridge, J. Eccles / ed. by J. Hillage. – Brighton: College Hill Press. – 2000. – 117 p.
- Beiesneviene D.** (1994) Survey of Present Research on Adult Education in Lithuania. Adult Education Research Trends in Central and 1 eastern European Countries. National report on the basis of the questionnaire SASREA-CEiC / D. Beiesneviene. – Vilnius. – 1994. – 9 p.
- Gallopın G.C.** (1991) Human dimensions of global change: Linking the global and the local processes / G. C. Gallopın // International social science. – 1991. – Vol. 43, № 4. – P. 707–718.
- Katunarić V.** (2008) Civic (and intercultural) education in the EU countries / V. Katunarić [Електронний ресурс]. – Режим доступу: www.interculturaldialogue.eu/web/files/54/en/CP-Katun-d03.doc. – Назва з екрана.
- Merriam S.B.** (1987) Adult learning and theory building: A review / S. B. Merriam // Adult Education Quarterly. – Vol. 37. – P. 187–198.
- Organisation of the education system in Lithuania** http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/LT_EN.pdf.

Ігорь Фольварочный

РАЗВИТИЕ СОЦИАЛЬНОЙ ПРОБЛЕМАТИКИ ПРОСВЕТИТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ В СФЕРЕ ОБРАЗОВАНИЯ ВЗРОСЛЫХ

В статье рассматриваются историко-педагогические проблемы просветительской деятельности в сфере образования взрослых. Основной акцент делается на социальной проблематике данного вопроса (проблеме социальной защиты личности, необходимости системного решения целого ряда актуальных социально направленных проблем в сфере образования, основных направлениях развития социального вектора просветительской деятельности в сфере неформального образования взрослых).

Ключевые слова: просветительская деятельность; социальная проблематика; сфера образования взрослых.

Ігор Фольварочний

РОЗВИТОК СОЦІАЛЬНОЇ ПРОБЛЕМАТИКИ ПРОСВІТНИЦЬКОЇ ДІЯЛЬНОСТІ У СФЕРІ ОСВІТИ ДОРΟΣЛИХ

У статті розглядаються історико-педагогічні проблеми просвітницької діяльності у сфері освіти дорослих. Основний акцент робиться на соціальній проблематиці даного питання (проблемі соціального захисту особистості, необхідності системного вирішення цілого ряду актуальних соціально спрямованих проблем в сфері освіти, основних напрямках розвитку соціального вектора просвітницької діяльності в сфері неформальної освіти дорослих). Соціальний вектор просвітницької діяльності громадських інституцій цих країн, на думку автора, пов'язаний із проблемами профілактики СНІДу, екологічної просвіти населення, розвитку національних культурних підходів і толерантності, подальшого впровадження європейських громадянських традицій у сферу вітчизняної освіти.

Мова йде про основні напрями розвитку соціального вектора просвітницької діяльності в сфері неформальної освіти дорослих: обговорення освітньої політики в сфері неформальної освіти дорослих та її практичну реалізацію; створення широкої мережі статистичної інформації, розробку методології та обґрунтування важливості визнання європейського досвіду неформальної освіти серед дорослого населення в Україні. Підкреслюється важливість системного вирішення цілого ряду актуальних соціально спрямованих проблем в сфері освіти дорослих: розробки правової бази неформальної освіти дорослих; визначення критеріїв її якості; науково-методичного забезпечення. Це передбачає: систематичний моніторинг просвітницьких заходів, які становлять експериментальну базу для визначення тенденцій соціального розвитку суспільства; обґрунтованість і наукову вірогідність отриманих результатів дослідження; вивчення стану і перспектив розвитку теорії і практики неформальної освіти та підвищення кваліфікації (змісту, технологій, моделей) фахівців.

Ключові слова: просвітницька діяльність; соціальна проблематика; сфера освіти дорослих.

Рецензенти:

Філіпчук Г.Г. – д. пед.н., проф, дійсний член НАПН України
Вихруц А.В. – д. пед. н., проф.

Стаття надійшла до редакції 15.04.2013