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THE ANALYSIS OF ADULT IMMIGRANTS' LEARNING SYSTEM IN CANADA

ABSTRACT

In the article the problem of adult immigrants' learning in Canada has been studied. The main objectives of the article are defined as: analysis of scientific and pedagogical literature which highlights different aspects of the research problem; analysis of the adult immigrants' learning system in Canada; and the perspectives for creative implementation of Canadian experience in Ukraine.

Adult education and learning throughout the world have been studied by foreign and domestic scientists: fundamentals of lifelong education (O. Martirosyan), theory and practice of adult education (V. Horshkova); peculiarities of adult learning (L. Mazurenko); andragogical (M. Knowles), structural and functional, systemic approaches (N. Alboim); personality-oriented (S. Lisova); axiological (T. Brazhe) approaches; psychological, pedagogical, andragogical, sociological researches of adult education (T. Kuchay, L. Tymchuk) etc. Adult education in Canada has been studied by M. Borysova, N. Mukan, O. Ohiyenko, but the learning system of adult immigrants has not been studied yet. Among research methods we have used comparative and logical methods, induction and deduction, content analysis, prognostic method etc. The following research results have been presented: the adult immigrants' learning has been described as a system which consists of such components as the aim and objectives, fields of study, functions, principles, legal framework, environment and stages of learning, content and operational components, monitoring and assessment. Among the perspectives of further research we can define the analysis of Canadian "Prior Learning Assessment and Recognition" system.

Key words: *Canada, adult immigrants, learning system, academic program, integration into Canadian society, knowledge and skills, values and attitude.*

INTRODUCTION

At the beginning of the XXI century globalization processes are characterised not only by extending potential but also by challenges for social, economic and political transformations of civilization. These challenges determine the development of knowledge-based economy with new requirements for labour market and forms of organizing activity of the society.



On the way toward European integration Ukraine is faced with a number of problems among which one can find migration. Ukraine ranks eleventh in the world and sixth in Europe in the number of immigrants. 5,3 million people who were born outside the country reside on its territory.

In Ukraine there have been determined some primary tasks of the state concerning promotion of immigrants' integration into Ukrainian society as a result of which equal civil, educational, social and economic opportunities are provided.

In this context it is essential to study the experience of Canada, which is one of the countries with effective policy and national strategy aimed at solving the problems of social, cultural and economic development of the society and its enrichment by using immigrants' potential. Adult education plays an important role in the process of social integration, active citizenship, employment, personal and professional human development.

The analysis of scientific and pedagogical literature proves that during the last decade Ukrainian scientists have conducted the comparative pedagogical research of education development in the most developed countries – Great Britain, Canada, Germany, the USA and France. The general problems of adult learning, its restructuring, different aspects of educational policy and tendencies of its development have been researched.

THE AIM OF THE STUDY

The analysis of education system of adult immigrants in Canada is the aim of the study. The authors have defined the following objectives: 1) to analyze the scientific and pedagogical literature which highlights different aspects of research problem; 2) to conduct the analysis of the adult immigrants' learning system in Canada; 3) to outline the perspectives for creative implementation of Canadian experience in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The theoretical and methodological fundamentals of our research are as following: philosophical theses of phenomena interconnection and interdependence, the principles of unity of theory and practice of adult learning; conceptual theses of comparative education (M. Leshchenko, O. Lokshyna, N. Mukan, L. Pukhovska, I. Rusnak, A. Sbruyeva); fundamentals of lifelong education (I. Leshchenko, O. Martirosyan), theory and practice of adult education (V. Horshkova, M. Hromkova); concepts of adult education development (S. Kovalenko, V. Putsov); peculiarities of adult learning (L. Mazurenko, N. Protasova); andragogical (I. Folvarochnyy, M. Knowles.), structural and functional, systemic approaches (N. Alboim, A. Verbytskyy); personality-oriented (S. Khadzyrayeva, S. Lisova, S. Yatsenko); axiological (T. Brazhe, V. Davydova); multicultural (O. Ivashko, M. Lee); competence (O. Fuchyla, Sh. Grabke, N. Horuk, S. McNair) approaches; psychological, pedagogical, andragogical, sociological researches of adult education (T. Kuchay, V. Onopriyenko, L. Tymchuk).

Adult education is the problem of scientific interest of such domestic researchers as T. Andryushchenko, S. Arkhypova, S. Boltivets, T. Desyatov, S. Honcharenko, L. Lukyanova, I. Nosachenko, N. Nychkalo, O. Otych, L. Pukhovska, L. Sihayeva, A. Staryeva, S. Sysoyeva, O. Tytarenko, I. Zyazyun. Adult education in Canada has been studied by O. Barabash, M. Borysova, M. Busko, O. Kotlyakova, N. Mukan, O. Ohiyenko. Among foreign scientists we would like to outline the works of P. de Broucker, K. Cross, J. Heckman, P. Jarvis, J. Kidd, K. Myers, J. Myles, Ye. Ogaryov, V. Onushkin, V. Podobyed, K. Rubenson, S. Vershylovskyy, S. Zmeyov.

The methodology of our research comprises different theoretical and practical methods. Among the theoretical ones we have used comparative method to study educational documents, regulatory legal acts, academic programmes in different provinces and territories of Canada. In our research the logical method has been used to find out the



regularities of the content of immigrants' learning; induction and deduction – to make judgement and generalize theoretical and actual material. We have used content analysis to study immigration and academic programmes ("Host Program", "Settlement Program", "Language Instruction for Newcomers to Canada", "Workplace Education"). The prognostic method has been used to prove the possibility for usage of efficient ideas in the process of implementation of adult immigrants' learning in Ukraine. The discussion with members of Voluntary Service Organizations and Centres of Adult Immigrant Education in Canada was held during the research. Andragogists, members of Immigration Services and immigrants who are educational service users have been interviewed and inquired.

RESULTS

On the basis of the conducted research adult immigrants' learning is characterised as a system which includes such elements as learning areas, functions, principles, rules and regulations, learning conditions and stages, and also aim and objectives, content, operational, controlling and regulating, evaluating components (Alboim, 2010; Grabke, 2009; Lee, 2002).

It has been found out that areas, aim and objectives, and content components of adult immigrants' learning are formed according to social and individual needs taking into account immigration category. The content of such adults' learning involves acquiring appropriate knowledge, formation and development of skills which are necessary for professional activity, lifelong learning and everyday life. For Canadian multicultural, democratic society the formation of moral, spiritual, social, civil and democratic values is particularly important.

The process of adult immigrants' learning starts from familiarization with peculiarities of Canadian society and learning one of the two official languages. On the Pan-Canadian level there are such initiatives as "Language Instruction for Newcomers to Canada" (basic level) (Evaluation of the Language Instruction for Newcomers to Canada, 2010); "English as a Second Language", "French as a Second Language" (Schools in Canada, 2014), "Enhanced Language Training" (Languages Canada, 2012); special-purpose language programmes.

On the provincial level academic programmes of official language learning are provided by colleges, local departments of education, libraries and non-governmental organisations. They include bilingual lessons, Speaking (telephone conversation, negotiations, interview), Business English, English for IT, Grammar in Use, English for Specific Purposes, integrated programmes aimed at learning language and culture of Canada, preparation for such exams as "TOEFL", "English for International Communication" which determine the level of language knowledge (Бусько, 2012; Бусько, 2013).

It has been found out that workplace learning is of great importance for adult immigrants. It includes a range of academic programmes which advance employees' professional skills and general educational development ("Language Training at the Workplace" (Ontario), "Workplace education" (Prince Edward Island) (Languages Canada, 2012).

The operational component of adult immigrants' learning comprehends such forms and types as full-time, part-time; distance, blended learning programmes, courses, sessions, seminars and consultations have been characterized. Educational process occurs due to the combination of different methods (verbal, visual, practical, analytical, synthetic, reproductive; work under the instructor's guidance, self-guided work etc.).

The perspectives for creative implementation of progressive ideas of Canadian immigrants' learning experience have been outlined and methodological recommendations concerning its implementation in different spheres of adult immigrants' learning in Ukraine have been substantiated.



Cultural sphere should be enriched by development and implementation of integrated educational programmes. Such programmes should promote personal development of immigrants, their language learning, getting acquainted with Ukrainian culture etc.

In the economic area there is a need to implement the programmes of professional development and newcomers' retraining according to the demands of Ukrainian labour market.

The improvement in the social sphere should be made due to the creation of the support centres for such people, providing them with the consultations and psychological support during the adaptation period and also encouraging them to obtain education. Such centres should enable immigrants to unite in order to overcome the difficulties of adaption period in formal, non-formal and informal environment.

The regulatory area also needs further development. It is necessary to make improvements in immigration legislation taking into account social and economic demands of the country and to set up an integration programme for immigrants.

On the organisational level it is possible to make use of Canadian experience concerning the organisation of these people learning in the adult education system of Ukraine while respecting their beliefs and taking into consideration knowledge and experience prior acquired; to introduce the naturalization test.

On the andragogical and organisational level there is a need in training specialists and experts to assist adult immigrants; developing and improving educational programmes of different degrees of complexity and using the appropriate methods and forms of learning.

CONCLUSIONS

With reference to scientific and pedagogical literature, regulatory acts of Canada and methodological framework it has been found out that the content component of adult immigrants' learning is determined by social requirements and individual needs of immigrants. The content of adult immigrants' learning includes acquisition of knowledge, development of skills according to the immigration category (Skilled Workers, Entrepreneurs and Self-employed people, Family Reunion), formation of the values in accordance with democratic and multicultural principles of Canadian society. Among these principles there are the following: in humanitarian sphere (spiritual, intellectual, cultural and social components, and also language, rules of morality, welfare, norms of behaviour, rights and responsibilities of citizens); in social and economic sphere (political, economic, legislative systems of Canada, educational system, way of life, transport and banking systems, means of communication, healthcare, security, service industry, insurance etc.); in professional and practical area (profession, business language, language for special purposes).

The content of adult immigrants' learning involves formation and development of basic skills necessary for professional activity, lifelong learning and everyday life. The skills of reading printed and non-printed materials, usage of documents such as filling in the forms, writing applications, understanding tables, graphs, charts, diagrams, calculating are very important.

Special attention is paid to writing essays, drawing the documents and typing the text. Skills of oral speech are necessary to exchange information. Also the content of adult immigrants' learning includes the development of skills for working in a team to reach common goals and fulfil the tasks; lifelong learning; critical thinking and problem solving; making use of a computer. The content component involves the formation of moral, spiritual, social, civil and democratic values and attitudes.

To meet immigrants' needs in Canada there are different forms and types of learning: full-time, part-time; distance, blended, learning programmes, courses, training sessions, seminars, consultations etc. It has been pointed out that distance learning which is provided with the help of printed materials and throughout the Internet that is held



synchronously (learners with a teacher are in on-line environment) or asynchronously (interaction only when necessary) is very popular with immigrants.

Operational component of immigrants' learning in the system of adult education of Canada covers the combination of different methods (verbal, visual, practical, analytical, synthetic, reproductive, work under the guidance of a teacher and self-guided work).

The scientific and methodological recommendations for creative implementation of progressive ideas of Canadian immigrants' learning experience in the system of adult education of Ukraine, particularly for such spheres as cultural, economic, social, regulatory, organizational and andragogical have been substantiated. It has been pointed out that there is a necessity to develop the programmes of immigrant selection according to which training will be provided, to establish integration programmes aimed at teaching immigrants culture, customs and traditions of Ukraine, and to set up information and consultation centres. The importance of development of special-purpose programmes of different levels of complexity and application of appropriate methods and forms of learning, retraining immigrants in specialized training centres in accordance with Ukrainian labour market demands which is followed by naturalization test has been determined.

The conducted research does not cover all the aspects of the research problem. Further perspectives of scientific research include: the study of peculiarities of taking measures to develop special-purpose immigration programmes on the national and regional levels; professional training of andragogists to work with this category of educational service customers according to pedagogical traditions and international educational tendencies; organizational and pedagogical conditions to prepare for the naturalization test.

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