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EXTRAPOLATION OF THE NORTHERN AMERICAN EXPERIENCE OF ADULT EDUCATION DEVELOPMENT IN NATIONAL EDUCATIONAL SPACE

ABSTRACT

Nowadays informal adult education is viewed as a means of adults educational needs fulfilment, their perfection and self-development and as a mechanism of democratic society formation, for it helps to form socially active citizens, who are mobile in professional and social contexts to rapid changes in social environment. Key concepts in American and Canadian state and society formation are «activity», «civil society», «democratic society». Movement for civil rights is the most vivid social phenomenon in Canadian and American history. The aim of the article is to work out recommendations concerning creative application of positive American and Canadian experience in reformation of national system of adult education. For fulfilment of the mentioned aim the following methods are applied: a system of general theoretical methods in particular analysis, synthesis, comparison, abstraction, concrete scientific methods in particular term analysis and historical genetic analysis. Analysis of peculiarities of adult education development in different historical periods in Ukraine is conducted. Adult education as an important element of civil society formation in the USA and Canada is viewed. Analysis of concepts «active citizenship» and «democratic citizenship» is conducted. Principles of informal adult education are systematized. Recommendations concerning creative application of positive ideas of American and Canadian experience in national adult education system are worked out. Results of the conducted research work give opportunity to state that American and Canadian experience in the field of adult education can help to create harmony between national traditions and world achievements on the basis of humanism and democracy; to give high quality educational service to adults, synchronize national system of adult education with world tendencies, provide conditions for adult education development and its influence on economic development of state.

Keywords: adult education, USA, Canada, Ukraine, civil society, democratic society.

АНОТАЦІЯ

Нині освіта дорослих розглядається як засіб задоволення освітніх потреб дорослих, їх самовдосконалення та саморозвитку, як механізм демократичних соціальних трансформацій, тому що сприяє підготовці соціально активних громадян, які є мобільними у професійному та соціальному контекстах та адекватно



реагують на зміни у соціальному середовищі. Ключовими концептами американського та канадського суспільств є «діяльність», «громадянське суспільство» та «демократичне суспільство». Рух за громадянські права є найбільш характерною рисою американського та канадського суспільств. Метою статті є розробка рекомендацій щодо творчого використання позитивного американського та канадського досвіду у реформуванні вітчизняної системи освіти дорослих. Для реалізації означеної мети використовуються теоретичні методи такі як аналіз, синтез, порівняння та конкретно наукові методи, а саме термінологічний та історико-генетичний аналіз. У статті визначаються можливості екстраполяції американського і канадського досвіду розвитку освіти дорослих у вітчизняний освітній простір. Розглянуто освіту дорослих як важливий інструмент формування громадянського суспільства у США та Канаді. Здійснено компаративний аналіз концептів «активне громадянство» та «демократичне громадянство». Систематизовано принципи неформальної освіти дорослих. Результати проведеного дослідження дають підстави стверджувати, що американський та канадський досвід у сфері освіти дорослих може бути використаний для гармонізації національних традицій та світових надбань на засадах гуманізму та демократії; для надання освітніх послуг високого рівня дорослим, гармонізації національної системи освіти дорослих зі світовими тенденціями, створення умов для розвитку освіти дорослих та її впливу на рівень економічного розвитку держави.

Ключові слова: освіта дорослих, громадянське суспільство, активне громадянство, демократичне громадянство, США, Канада, Україна.

INTRODUCTION

Globalization and integration have necessitated introduction of lifelong learning concept, according to which adult education is an important factor in social development and training of highly qualified professionals. The application of American and Canadian experience in the field of adult education is important for Ukrainian pedagogical science, as our country seeks to improve education system in accordance with international standards and is considered a democratic European country. Adult education is not only a tool for self-improvement and self-development, but also a means of forming civil society, as it contributes to the formation of active citizens.

THE AIM OF THE STUDY

The aim of the article is to outline the possibilities of progressive American and Canadian development of adult education in the context of reforming educational system of Ukraine usage.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Ukrainian comparativists such as N. Bidyuk, I. Litovchenko, L. Lukyanova, O. Ogienko, N. Terekhina and foreign researchers such as Avis J., Davis R. studied peculiarities of the American education system functioning. Peculiarities of the Canadian education system functioning have been the subject of research by such scientists as M. Borisova, V. Zhukovsky, N. Mukan, I. Rusnak and foreign scientists such as Baker H., Beatie E., Belanger C., Bloom M.

To achieve the goal, we used a number of general theoretical methods, namely analysis, synthesis, abstraction, comparison and generalization, which allow to clarify the state of problem development, to form the starting points and conclusions; specifically scientific methods, namely, terminological analysis, which allows to clarify the definition,



reveals the essence of basic concepts, historical and genetic analysis, which allow to trace the genesis of adult education, the method of scientific extrapolation, which allows to develop recommendations for creative usage of American and Canadian experience in Ukrainian education.

RESULTS

The development of adult education in the United States of America and Canada has vast traditions and heritage. In this context, special attention is paid to the issue of citizenship. In the United States of America, the concept of "active citizenship" is more spread, involving active participation of citizens, while in Canada, the concept of "democratic citizenship" is used, which focuses on the formation of democratic values. These concepts are similar and complementary in content and essence, because they focus attention on the importance of solidarity, mutual understanding of cultural differences, formation of a civil democratic society.

Education for democratic citizenship includes education, training, information, practical activities, and active actions aimed at providing learners with knowledge, skills, patterns of behavior and attitude, protection of democratic citizenship, rights and responsibilities of members of society, taking into account diversity and play an active role in democratic life to support and protect democracy and the value of law (Belanger, 1998).

Education for active citizenship and education for democratic citizenship demonstrate that education cannot be separated from social environment, so taking into account the specifics of economic, political, social spheres of civil society is an important factor for the formation of active citizens (Beatie, 1999).

Education for active citizenship involves providing citizens with the knowledge, skills and abilities that are necessary for participation in society; dialogue and conflict resolution, consensus building, communication and interaction, awareness of human rights and responsibilities, norms of behavior in society (Davis, 2009).

Education for active citizenship is an integral part of lifelong learning and learning society and aims at mastering civic competence, which is characterized by knowledge of social, civic and political structures. Non-formal adult education involves the development of an adult on the basis of democracy, the formation of social competencies, service to the state (Bloom, 2001).

Organization of non-formal education is a multifaceted process that involves planning, democratic decision-making and action, active participation of learners in the learning process. The key principles of non-formal adult education for active citizenship are the principles of voluntariness, initiative, mutual assistance, mutual understanding, readiness for collective action in the community (Avis, 1995).

Highlander public school is an example of using non-formal education opportunities for active citizenship in practice. This educational institution was founded in 1932 as a center for solving the problems of individuals and the problems of the community as a whole (Campbell, 2005).

According to M. Horton, the founder of this educational institution, the basis of educational activities should be a radical idea proposed by the subjects of the educational process. Educational reforms will not be characterized by a high level of efficiency if the subjects of the educational process are not involved in the development of reforms. The reform should be based on previous experience. The application of previous learning experience involves going beyond the programs and integrating individual experience into collective learning experience. Until 1942, educational activities were aimed at educating



leaders of popular movements, trade unions, and since 1952 - at overcoming interracial conflicts in society, at the beginning of the XXI century at - economic and environmental literacy, integration of economic and military policy, active citizenship (Davison, 2009).

The teaching methods used at the Highlander School are aimed at achieving the goal of self-organization of the community on the basis of interaction of its members, taking into account their life experience, but not on building society on the basis of a particular political or religious doctrine. The key principle of Highlander operation is the voluntary association and interaction of community members. Equally important are the principles of democracy, mutual support and integrated social activity. A distinctive feature of this educational institution is that the learning process takes place through activities based on the cooperation of teachers and students. The teaching staff is of the opinion that in order to build a civil society on the basis of democracy, its integration into everyday educational activities is necessary. The educational process is built in such a way that students constantly need to solve educational problems through teamwork. The activity of teachers is aimed at teaching students to make decisions independently and take responsibility for their lives (Day, 2000). Thus, Highlander public school can be called an institution of active citizenship, which works to build democratic society and educate active and responsible citizens of their own country.

There is a domestic experience of reforming adult education in our country. Thus, in the 19th and early 20th centuries, H. Alchevska formed didactic and methodological principles of adult education at Sunday schools. The researcher published a book "Adult Book", which explained the features of adult education at Sunday schools. This manual has been republished several times, as it has been used not only at Sunday schools, but also in Sunday evening classes for workers, libraries, but in reading rooms, and courses.

In the period before the Second World War, adult education was carried out through the movement for the elimination of illiteracy, which took place in clubs, groups, reading houses, libraries.

In the period after the Second World War, the number of schools for working and rural youth increased, which since 1958 have been transformed into secondary schools for adults. The most common form of adult education in the 1970s was a lecture given at postgraduate institutions such as institutes and faculties of advanced training and retraining.

The period of Ukraine independence is characterized by decrease in the number of public universities and evening schools. Its peculiar feature is decrease in the level of funding for adult education and the opening of private clubs and trainings. At the beginning of the XXI century, adult education services are provided by public educational institutions that work in the field of retraining and advanced training of employees. Non-formal adult education services are provided by non-profitable institutions that develop curricula in diversified educational projects, retrain trainers to conduct these curricula and publish scientific and methodological literature.

For example, the public organization "Knowledge" publishes literature and founded an open "University of Modern Knowledge"; "Prosvita" is an organization that publishes literature and receives a grant from the state; The Ukrainian Coordinating Bureau for Adult Education of Ukraine, which operates due to support of UNESCO and integrates public, private, cooperative and state organizations to assist low-income adults in educational activities, pays special attention to adults. Since 2000, Adult Education Weeks have been organized, during which the quality of adult education services is assessed and leading organizations and andragogs are awarded.



The problems of non-formal education of people of retirement age are solved in the universities of the third age, which were opened in Kyiv, Kovel, Dnipropetrovsk, Kremenchug and Yevpatoria.

In 2000, a group of scientists from the Institute of Pedagogical Education and Adult Education developed a draft conceptual framework for adult education in Ukraine. The framework reveals the essence of the concepts "adult education", "adulthood", "content of adult education", "adult student", "adult learning", "adult learning technology", "andragogue".

At the time of Ukraine independence and transition to a market economy, the development of skills and abilities to adapt to constantly changing and crisis situations has become relevant. Ukrainian system of adult education should be developed taking into account national cultural and historical features and specifics of national mentality and peculiarities of formation of the world system of adult education.

CONCLUSIONS

Thus, borrowing and creative application of the Canadian and American experience in adult education domestic system becomes relevant. The following recommendations will contribute to the improvement of the level of adult education domestic system functioning.

Development of a legal framework for the adult education system functioning: adopting legislative and regulatory acts, special laws or relevant parts of general laws on education, which will disclose the concepts, functions, objectives of adult education; status and categories of adult students; composition of adult education contingent; sources of adult education funding (government funding, grants, cooperation with business structures, employment services, other financial resources); rights and responsibilities of pedagogical process subjects; institutionalization of adult education as an independent sphere of educational development, as the lack of legal norms creates inconsistencies in research and lack of structural unity of the adult education system.

Increaseing the level of key theoretical, methodological, technological, scientific and methodological principles of lifelong learning developmet, taking into account psychological characteristics of adults, because a small amount of research and development of technological features of adult learning reduces pedagogical process effectiveness. Involvement of social movements in the formation of adult education ways organization. Formation of cooperation between adult education institutions and labor market, which will facilitate the consideration of customer requests. Formation of the concept of a flexible, multilevel diversified adult education system. Conducting research on adult education to collect statistics showing age, gender, family and social status, the level of functional literacy of adult students. Opening andragogy departments in pedagogical higher educational institutions and in-service training institutions, where teachers will provide training for consultants, tutors, social workers. Introduction of the specialty "andragogy" in the list of postgraduate professional education specialities. Conducting training, retraining and advanced training of andragogues in the master's program at special courses, through internships abroad.

Introduction of additional benefits, financial and social incentives for the formation of adaptation skills to complex and diversified living conditions. Formation of the organizational structure of adult education using educational institutions and structural units of various forms of ownership. Increaseing the level of efficiency of distance education for adults, that forms accessibility and continuity of vocational education.



Perfection of the level of efficiency of educational activities aimed at increasing the level of culture and social activity of citizens. Recognition of adult education as a mandatory component of continuing education, expanding and improvement of the system of non-formal adult education in professional and leisure activities, as this type of educational services is a source of motivational development of the individual forming skills of self-improvement and spiritual development. Ensurance of validation and certification of previously acquired education, which is a factor in expanding the individual learning trajectory, that increases learning motivation, promotes professional development and training of highly qualified personnel, which is the key to the functioning of the knowledge-based economy. Development of a program that takes into account the characteristics of adults who do not speak the state language. Conducting activities aimed at promoting lifelong learning and continuous self-improvement. Development of a marketing system for counseling and information support for adult education. Ensurance of the implementation of the partnership strategy for adult education at the international level.

The results of the conducted research show that American and Canadian experience in adult education will harmonize national traditions and world heritage on the basis of humanism and democracy, provide high quality educational services for adults, synchronize domestic adult education system with global trends, provide effective education.

We consider conducting comparative and pedagogical research on the problem of recognizing the results of non-formal adult education in foreign countries as prospects for further research.

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