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LIFELONG LEARNING CONCEPT AS A WAY OF LIFE



F.T.Khusainova



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Monograph

compiled by F.T.Khusainova

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This monograph is devoted to lifelong learning as a new form of learning, which is currently becoming more popular, developing as a global megatrend and becoming an important part of a person's lifestyle, regardless of age. Ideas are considered in order to determine common approaches to evaluating the effectiveness of lifelong learning, since lifelong learning is facilitated by adaptation to rapidly changing requirements in the professional environment and social changes in general.

The monograph presents the scientific works of scientists who care about lifelong learning.

Chief Editor:

R.Kh.Djuraev - academician, doctor of pedagogical sciences

Reviewers:

doctor of pedagogical sciences, professor

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Candidate of Philosophy, Associate Professor

S.N. Allayarova

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INTRODUCTION

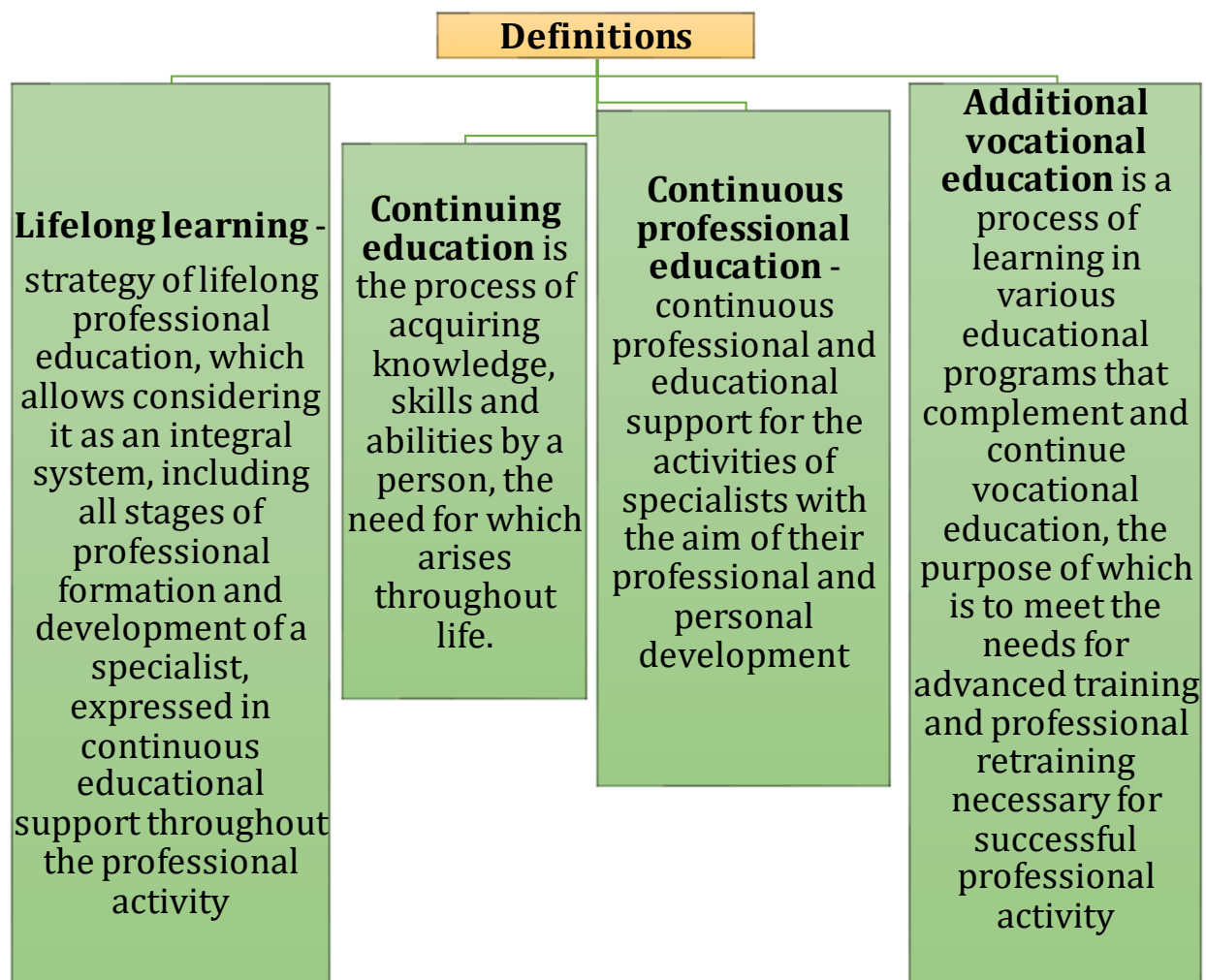
Lifelong learning is considered as a strategy for modernization processes in the education system.

We live in a new era of knowledge. Knowledge and competence become the most important competitive advantage. Modern pace requires us to constantly update, master new tools and rethink existing ones. Whether we like it or not, the process of constant learning has become a part of the life of everyone who feels like a full-fledged person.

Lifelong learning is an important part of the adult lifestyle. Knowledge, skills, tools and practices have an extremely limited shelf life [1]. The age of students is growing, both their professional and life experience are becoming more and more unique. In order to remain a sought-after specialist in the labor market, improve and expand your career prospects, remain active and be ready at any age for changes or a change in professional activity, you need to comprehend the near future, regularly update and deepen your knowledge, keep active and mentally youthful [2].

Lifelong learning (learning throughout life) is an educational activity throughout life. It is based on an orientation towards personal development and the creation of favorable conditions for this development. Due to the absence of any age, social and organizational restrictions, this global approach to education implies the continuous acquisition of new knowledge, skills and abilities in the chosen direction and, as a result, a personal education system. There is no complete education, it lasts a lifetime, thereby allowing you to respond in time to all the innovations and changes in the modern information society. His concept is continuous learning and development, replacing outdated ideas and approaches with new methods and progressive views, using all the achievements of technological development [3].

The term lifelong learning, at first glance, is equivalent to the term lifelong education and does not carry any new information, since the education of a person begins from the moment of his birth and continues until the end of his life. However, any point of view regarding education in all its aspects has always been the subject of discussion. Vocational education, as well as education in general, in the context of changing relationships between the state, the labor market and the system of training specialists, should be maximally aimed at close relationship with organizations, which will serve as the basis for providing the economy with well-prepared specialists adapted to changes and innovations. As a result of the analysis of interpretations of the concepts “lifelong learning” and “continuous education”, their working definitions were formulated: [4]



Lifelong learning is the concept of continuous updating of knowledge and skills, both for professional and personal reasons. The concept of lifelong learning offers learning regardless of age and field of activity, and also provides the opportunity to realize and develop any needs. Understanding and agreeing with this concept has a beneficial effect on the economy and society as a whole.

Personal motivation is also one of the fundamental components. The concept of lifelong learning involves voluntary learning, so personal characteristics and the desire to learn are of great importance. Often, in order to force people to learn, one material interest is not enough, it is necessary that they are interested in learning itself, and not only in its future results. Learning can be achieved both by formal methods - education, training, mentoring, training courses, advanced training - and informal, that is, by extracting new experience from practice [5]. However, with an increase in the duration of the period of active professional activity, their life and professional experience becomes more diverse.

It is conditionally possible to single out four main directions of learning: teaching knowledge, learning skills, learning how to interact with other people and self-development [6].

The purpose of training is to provide a person with the opportunity to liberate the intellect, form an independent judgment, develop initiative, reveal potential and abilities, acquire new knowledge and skills; extraction and development of information, practical application of the acquired knowledge, professional “longevity”, investment in education.

Lifelong learning is not the next stage in the development of the education system, but acts as a necessary part of the process of integrating science, education and production.

Lifelong learning involves expanding the scope of training for various aspects of a person’s life, teaching him not only professional skills, but also other

vital, necessary, necessary and simply interesting competencies for him. Moreover, this training should not be limited only to providing the opportunity to obtain new knowledge, skills and competencies. As part of lifelong learning, a system should be created to recognize the education received, regardless of the forms and volumes of its receipt.

ABOUT THE LIFELONG LEARNING CONCEPT



In today's world, to be successful, you need to improve every day. Studying does not end with obtaining a certificate or diploma - it is a life-long process. Many modern professions require the ability to improve their knowledge and skills, follow research, new developments and breakthroughs in the field. The concept of lifelong learning is to continue to develop - both professionally and personally - after graduation, as the knowledge gained quickly becomes obsolete.

Of course, knowledge lost its relevance even earlier, in order to overcome this, there were institutes for retraining specialists, but this was all much less pronounced. Now knowledge is becoming obsolete right before our eyes.

Lifelong learning is lifelong learning. This is a theory of modern education recognized in the international community, according to which people should regularly update their knowledge, retrain and learn new things.

Everyone is interested in lifelong learning:

- ordinary people - because they develop;

- states - because they increase productivity;
- companies - because they increase efficiency, and hence income [7].

The concept of lifelong learning, the essence of which can be expressed in one phrase: “Learning is never too early and never too late.” In fact, lifelong learning in today's world is more than a concept. It is a philosophy that has taken root and given life to various organizations around the world [8].

The modern world is dynamically changing every day, new technologies, discoveries appear, equipment is modernized. All this encourages a person to improve his knowledge and skills in order to keep up with the times. Today, lifelong learning is necessary for every person who wants to remain in demand, theoretically and practically prepared.

The emergence of a global economy based on knowledge has made the process of learning especially relevant throughout the world. In many countries, it becomes necessary to acquire and apply new knowledge throughout life. This is due to the fact that a rapid pace of introduction of new technologies, know-how, and various innovations is developing, which are the engine of evolution and sources of economic growth and development.

Today, the knowledge-based economy is developing at a rapid pace, so people face some difficulties. In order to overcome them, a person needs to acquire new knowledge and skills. Education of people requires a wider distribution of a new model of education and training - the concept of lifelong learning [9].

An analysis of various documents and memorandums of leading international organizations, in which the concept of lifelong learning was reflected, made it possible to identify the positions that characterize this concept:

1. The concept of “lifelong learning” covers learning through the entire life cycle from early childhood to old age. It includes formal education, higher education, post-graduate education, non-formal education and informal learning.

2. Educational systems can no longer focus on task-specific skills, but rather should focus on developing students' decision-making and problem-solving skills and teaching them to learn independently and in a team. For successful activity in modern society, it is necessary to acquire new knowledge and develop new competencies, which become tools for the effective self-development of citizens and their inclusion in social and professional activities, which is also beneficial for the whole society as a whole.

3. Teaching people requires a new education system. Most of the existing educational systems do not provide students with the necessary competencies sufficiently. Learning based on the memorization of a large amount of information, in which the teacher is the central figure, and the entire learning process takes place in strict accordance with strict official guidelines, must give way to a new type of learning focused on the individual needs of each student. Creativity, practice, analysis and synthesis of knowledge are at the center of such training. Its basis is the parity cooperation of all participants in the process.

4. The basis of lifelong learning are the basic competencies that all students must master in order to fully realize their personal and social needs.

5. The system of teacher training is subject to significant transformation. The new concept provides for the emergence of a new role for teachers who need to master new skills, become those who learn throughout their lives to assimilate new knowledge, pedagogical ideas and technologies. As learning takes on a collaborative form, teacher professional development should help expand professional networks and transform schools into learning organizations.

6. National systems of lifelong learning should be comparable on the basis of common universally recognized standards. The units of measurement for determining the results of lifelong learning, according to which all learning can be assessed, are key competencies [10].

Traditional learning models differ from lifelong learning

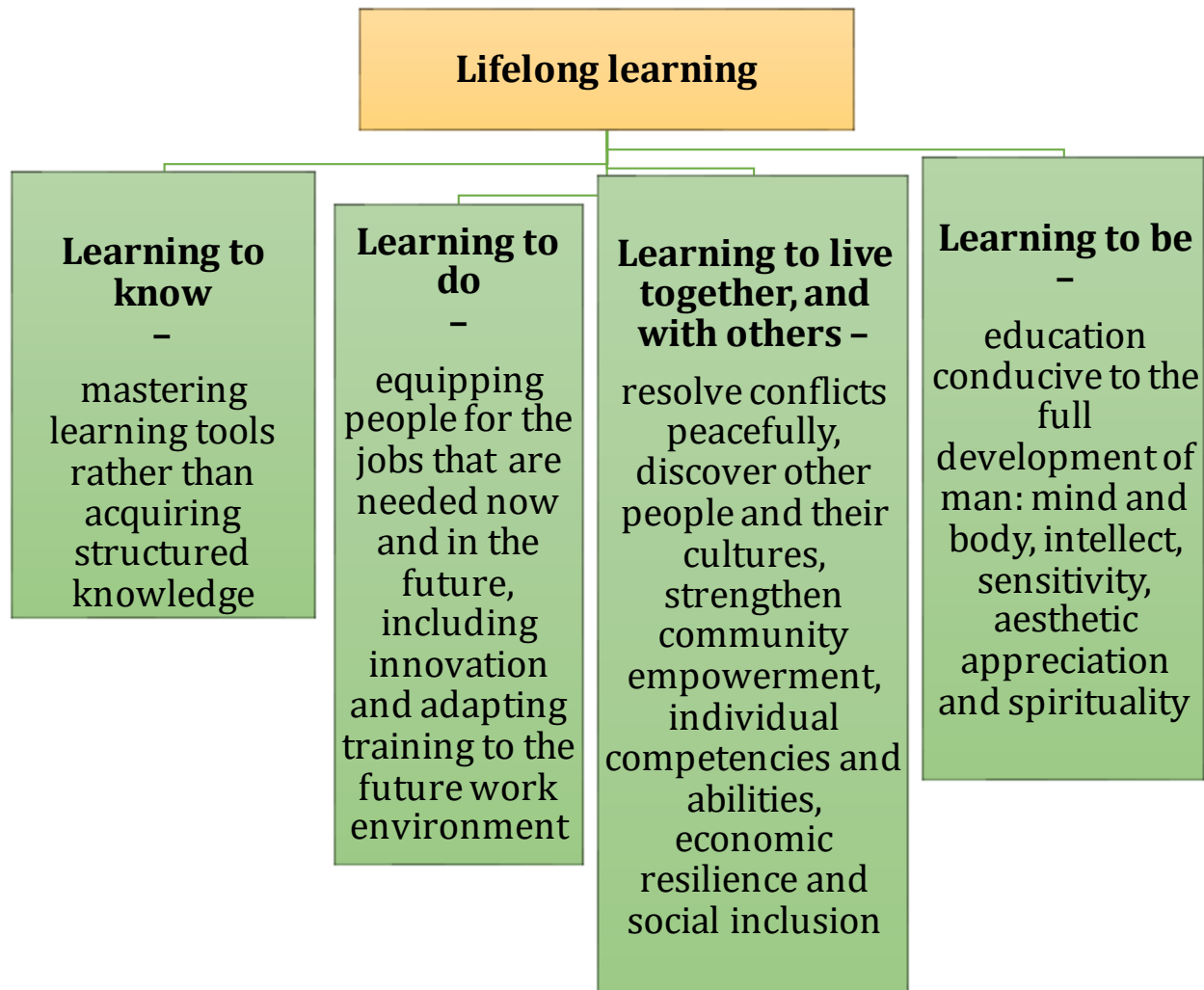
Traditional education is characterized by:

- the teacher is the source of knowledge;
- control and evaluation of the results of mastering the educational material are an obstacle to the transition of the student to other subjects of study;
- all students are engaged in one activity;
- teachers undergo only basic training, and the rest of the necessary skills are acquired "on the job";
- "good", from the point of view of the control carried out, students are selected and given the opportunity to continue their education

Lifelong learning has other characteristics:

- in the center of such training - creativity, practice, analysis and synthesis of knowledge;
- teachers refer to sources of information;
- in the process of this training, individual training plans are developed;
- teachers themselves learn throughout their lives, expanding and constantly replenishing their basic professional knowledge and skills;
- learning occurs through the implementation of any specific activity;
- learning takes place in groups and people learn from each other;
- taking into account individual abilities, the results are evaluated to develop a further strategy and possible areas of study;
- people have access to learning throughout their lives and can log in and out of the system at any time

Lifelong learning in the broadest sense is lifelong learning that is flexible, diverse and accessible at different times and places. This definition is based on four “pillars” of the education of the future [11]:

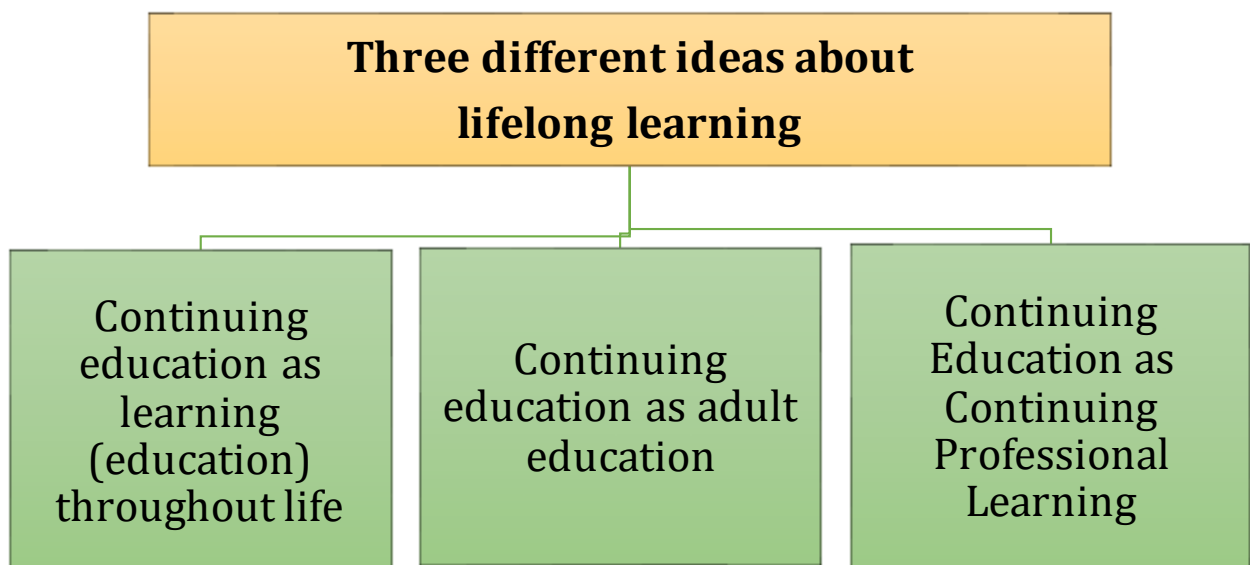


Lifelong learning is rooted in the integration of learning and life. It covers learning activities for people of all ages, in all life situations and through a range of methods that together meet a wide range of learning needs and human needs. Education systems that promote lifelong learning adopt a holistic and sectoral approach that includes education, work and community in order to provide learning opportunities for all people. Learning should not be limited to public institutions: it can take place in flexible ways in the workplace, in the family, in

civil society organizations and on a voluntary basis. Lifelong learning contributes to inclusive and sustainable economic growth and peace and the sustainable social and cultural development of society.

The initiative to officially introduce the concept of “lifelong learning” belongs to such leading international organizations as the Council of Europe, the Organization for Economic Cooperation and Development, UNESCO, UNICEF, UNDP, the World Bank, etc. It became a reaction to a specific order of the professional sphere. In other words, this approach focuses on the system of providing such a quality of education that would meet the demands of the modern world labor market. Thus, the concept of lifelong learning is an attempt to reconcile, on the one hand, the need of the individual to integrate into society, and on the other hand, the need of society to use the potential of each individual to ensure their economic, cultural and political self-development.

Currently, there are three different ideas about lifelong learning [12]:



The definition of lifelong learning (LLL) was fixed by the European Statistical Service on the basis of the documents of the European Employment Strategy (Luxembourg, 1997) and the European Commission message “Making lifelong learning a reality in the European space” in 2001. [13]. In accordance

with these documents, lifelong learning is understood as “all learning activities implemented throughout a person’s life in order to improve his knowledge, skills and competencies in the framework of personal, civic, social and labor employment.”

The concept of lifelong learning blurs the boundaries between periods of human life and suggests continuing to learn constantly. Education and development is not tied to school, university and a certain age, it includes:

- Self-learning (at home, in libraries, using online courses and applications on the phone).
- Education in adulthood (second higher education, advanced training courses, “free students” at university courses).
- Communication in professional groups (Internet communities, co-working spaces).
- Trainings (social, volitional, intellectual competencies of individual training and in groups).
- Travels.
- Physical development and sports.

The notion that learning is always necessary is far from new. The development of the concept of lifelong learning occurred due to a number of social and economic factors. On the one hand, in developed countries, the population is rapidly aging. By 2025, according to the UN forecast, one in six people on the planet will be over 60 years old. This means that the share of mature-aged specialists in the country's economy will only grow, and these specialists must constantly learn and be “in good shape”. On the other hand, the demand for professions changes over time - some professions appear, while others leave. And in order for a person to feel needed, at any age to be ready for changes and a change in the professional sphere, he needs to maintain spiritual youth and activity.

Basic principles of the lifelong learning concept

Helps people to experience changes more easily, and with this lifestyle it is easier to find its meaning for themselves

Consistency and complementarity of all forms of obtaining formal, non-formal and informal education in accordance with the needs of the individual

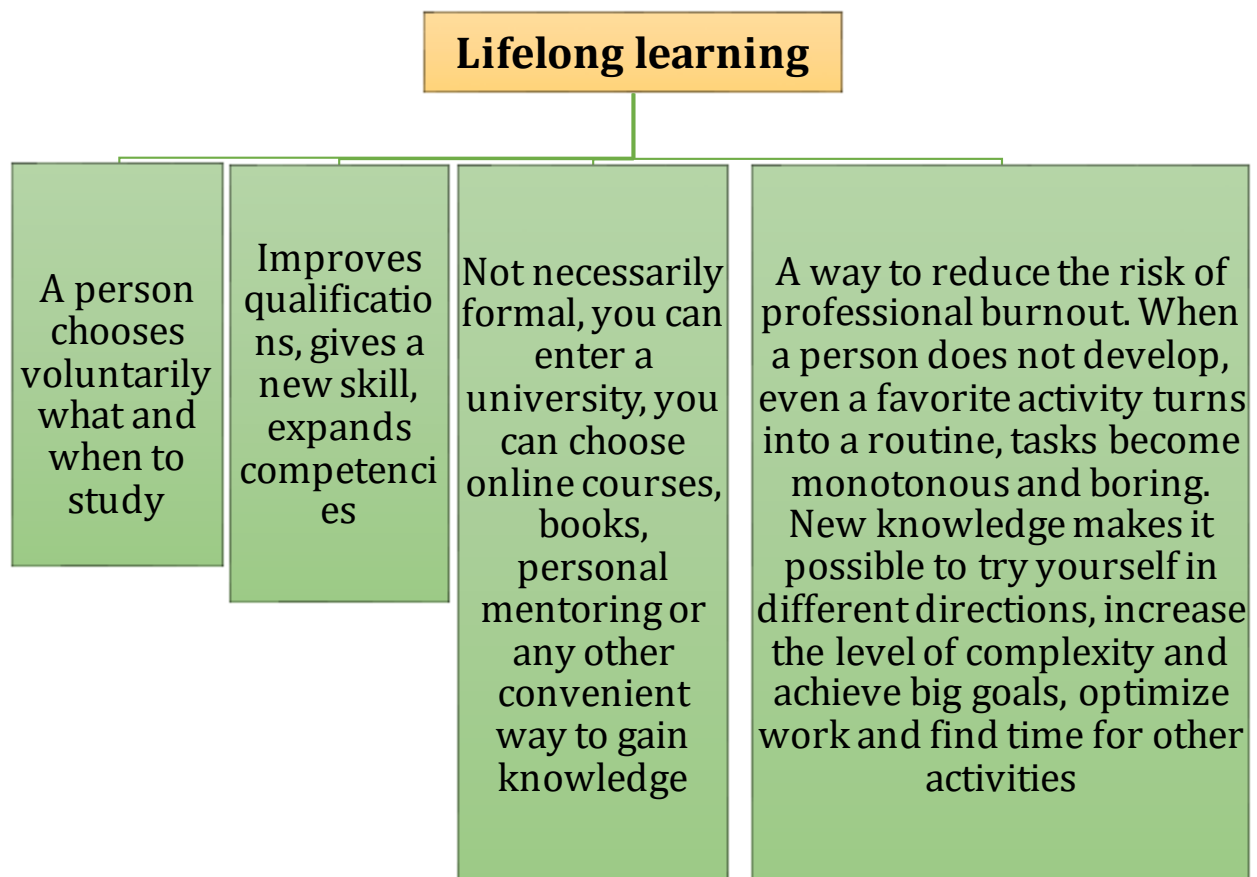
Mobility of labor resources - the possibility of changing the profile of activity and parallel obtaining professional education in various areas

Interaction between various institutions - the state, educational organizations, business and citizens to ensure a system of learning throughout life

Equal value of learning outcomes regardless of the type of educational programs in the framework of formal, non-formal and informal education

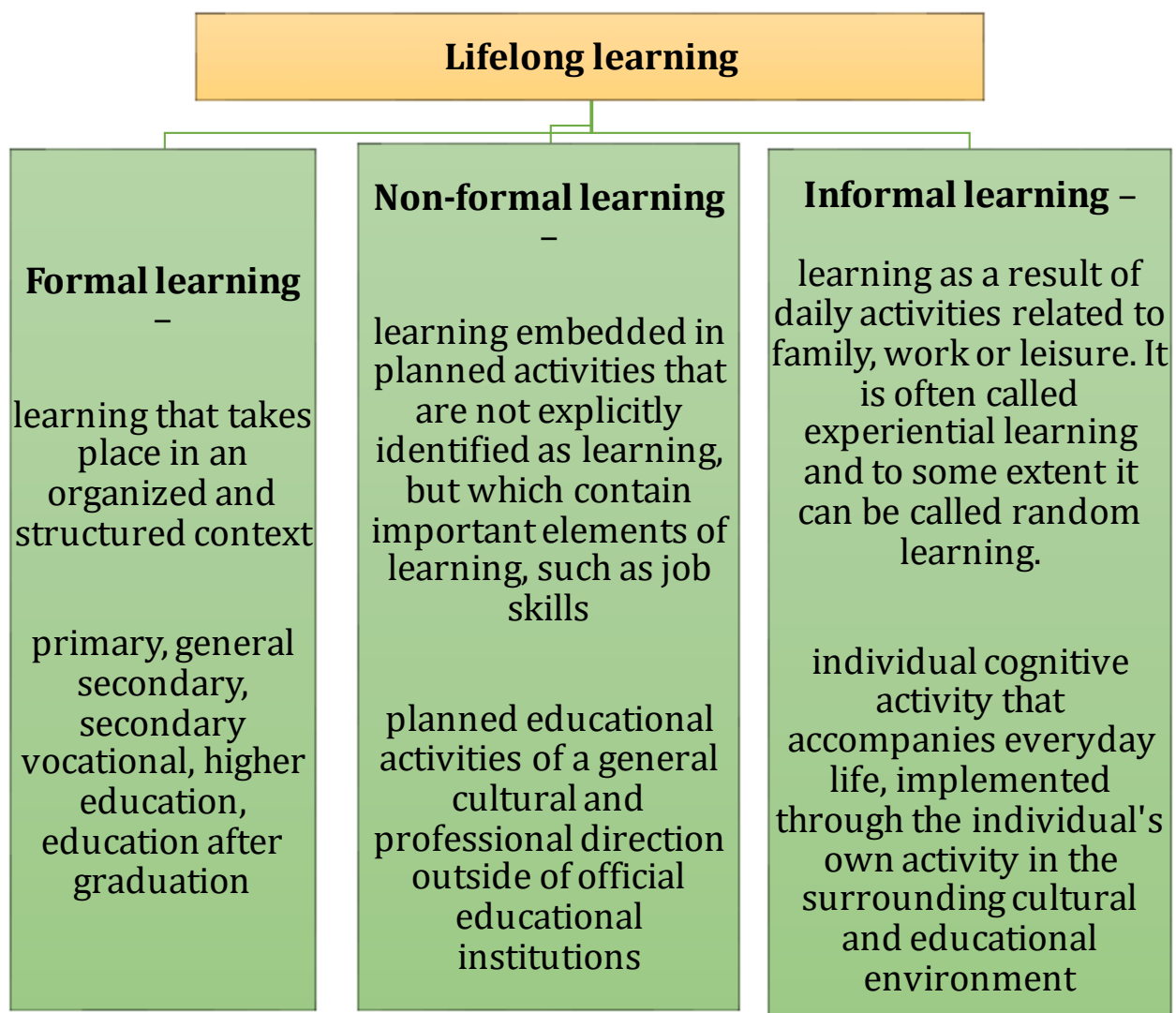
Lifelong learning is a constant, voluntary and self-motivated search for knowledge for personal or professional reasons, a key factor in the competitiveness of an individual, a professional.

The idea of lifelong learning is now unquestioned. Lifelong learning is in demand due to dynamic changes in life itself, the need for a person to act in rapidly changing living conditions, situations of uncertainty. A person does not have enough knowledge, as well as competencies obtained in the course of general and professional education, since there is a rapid increase in professional knowledge, mobility of the conditions of professional activity, therefore, a person needs to learn and relearn all his life. The European Summit of 2000, held in Lisbon, defined lifelong learning as a comprehensive learning activity carried out on an ongoing basis in order to improve knowledge, skills and professional competence [14].



The basis of lifelong learning is the fusion of learning and life, encompassing the activity of teaching people of all ages in all life situations through various methods (formal, informal and informal), which together correspond to a wide range of needs and demands. Adult learning and education provides a wide variety of modes and flexible learning opportunities, including “second chance” programs, to fill gaps in initial learning, including for people who never attended school, left school early or dropped out of school [15] .

The term “lifelong learning” indicates not only the constancy of the learning process, but also the diversity and interpenetration of its forms - formal, non-formal and informal as a kind of non-formal education [16].



Let's consider the existing definitions of formal and non-formal education, characterize the features of these forms of education and highlight the features.

Formal education is education that includes all types of knowledge acquisition within the framework of the national education system. It is typical for formal education that the process of obtaining knowledge takes place in an organized and hierarchically ordered context, culminating in the issuance of a state document.

Non-formal education is usually associated with the hobbies of students in some area of science or art, is carried out in order to broaden their horizons or acquire the knowledge and skills necessary in the field of personal communication [17].

- Informal education is characterized by:

- orientation to the realization of the interests, needs of the individual, personal development. This may be acquaintance with world cultural traditions, broadening one's horizons, in-depth study of certain areas of reality, the acquisition of practical skills. Thus, non-formal education acquires the properties of personal orientation. The main thing in non-formal education is attention to the personal development of the student;

- flexibility, focus on compensating for the deficits of formal education. The absence of a coercive nature, relying on the students' own motivation. Informal learning is discrete: a student can interrupt learning at any time or, after completing one course, move on to master a new direction; наличием личностного смысла, приоритета личной мотивации. В основе феномена неформального образования лежит высокий уровень мотивации обучающегося, направленной на реализацию его образовательных потребностей;

- practical orientation. The mentor forms precisely those competencies in which the student is experiencing a lack at the moment for the successful completion of certain tasks in practice;

- high efficiency, purposefulness, meaningfulness of educational activities. The student clearly formulates the request to the mentor. The mentor clearly defines the goal, the timing of the goal and builds an individual educational route to achieve the result.

Informal education provides for individual educational and cognitive activities within the framework of self-education: obtaining knowledge and skills independently through the study of literature, study tours, visiting exhibitions, libraries, online, etc.

If we consider additional education based on the identified characteristics of formal and non-formal education, we can see that it occupies an intermediate position, having the characteristics of both formal and non-formal education [18].

Lifelong learning can be a factor that has a very positive impact on the socio-economic environment. But besides this, the concept carries a powerful ethical, humanistic charge. It is based on such values as knowledge, research spirit, service to man and society, the unity of the development of mind, spirit and body.

Specific strengths of lifelong learning can be listed:

Advantages lifelong learning

Development of innate human potential

Support curiosity and the pursuit of knowledge

A way to always be an active member of society

Formation and strengthening of a healthy intellect

Search for new acquaintances and communication

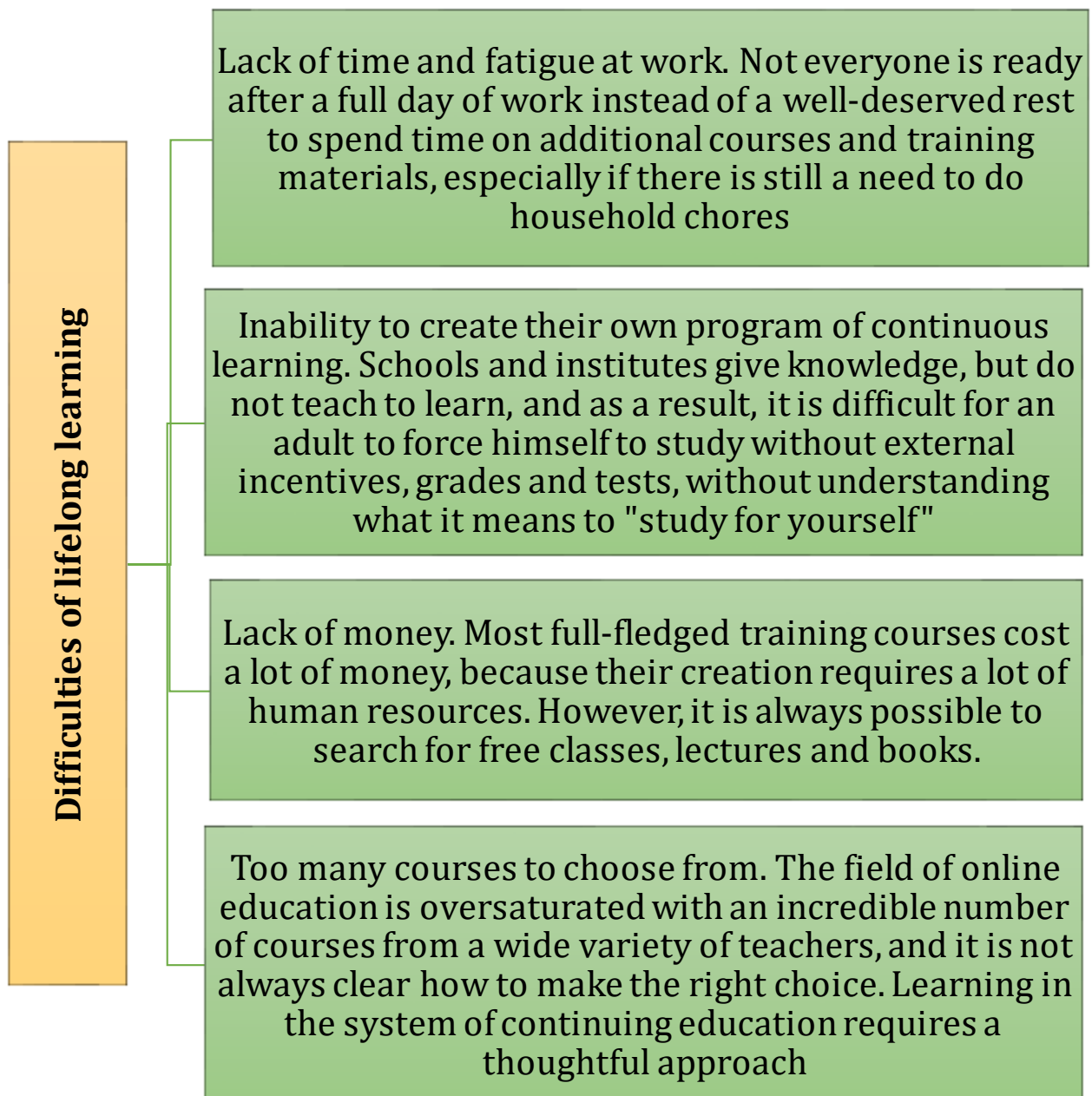
Skill and Career Development

Helps people to experience changes more easily, and with this lifestyle it is easier to find its meaning for themselves

Enriches life and makes it richer

It is fair to say that the ideas of lifelong learning, for all their merits, face a number of problems in practice. When it comes to adults, we should not forget

that they are, for the most part, convinced that they are already specialists in their field, their professional level is quite high due to the theoretical training received during training and the accumulated knowledge in the process of practical activities. Therefore, they often lack the motivation to continue their education. There are many reasons for this: from lack of time and money to the inefficiency and formality of the system of advanced training.



Of course, in order to implement the concept of lifelong learning, it is necessary that certain conditions are observed in society, any forms, formats and methods of learning are recognized, and a universal culture of learning is formed. Education should be valued and made available to everyone. It should become an integral part of labor relations.

Lifelong learning is a comprehensive development of the individual, on the one hand, and a way to promote the development of the whole society, on the other hand, allows a person to feel young and in demand, regardless of age.

Thus, the main characteristics of lifelong learning are:

- flexibility, adaptability, the sequence of all stages of education and the unity of all its forms;

- equipping all students with a set of competencies that will ensure their readiness to fully function in today's rapidly changing world, the ability to respond quickly to the demands of the time, and expand the opportunities for citizens to participate in cultural, social and political activities;

- humanization of learning, which consists in affirming a person as the highest value, creating conditions that maximize his intellectual and cultural development, disclosure and satisfaction of various educational needs, transforming the learning process into a continuous process of human self-improvement;

- the active and creative nature of learning, the formation of cooperation relations between all participants in the pedagogical process, the development of a new pedagogical system, in which the teacher is required not to directly broadcast ready-made knowledge and information to students, but to provide pedagogical support and assistance in organizing individual learning activity [19].

Lifelong learning in different countries

Finland. Lifelong learning is a principle that operates on several levels at once. Along with the individual, it encompasses the communities in which people live and work, as well as the social settings that create opportunities for their activities. This principle is based on the management of the educational career of citizens, the activities of communities, and measures aimed at promoting learning in order to enable citizens to carry out a basic and continuous learning process within the whole society. In Finland, adult education includes formal and non-formal education, as well as so-called liberal education. The purpose of liberal education is to enable groups of adults to improve their level of education and practical knowledge required in everyday life. Courses in the field of liberal education for adults are related to the study of foreign languages, information technology, the development of social skills, arts and crafts, self-expression, sports, etc. And all of them are aimed at the acquisition of knowledge, personal development and the development of democratic consciousness.

There are almost 1000 different organizations in the field of adult education in Finland, most of which are subsidized by public funds.

Denmark. It should be noted that the term “liberal education” also occurs in Denmark as an integral part of adult education. As in Finland, in Denmark, this area includes the organization of social and cultural training events in their free time, non-formal training, as well as courses aimed at increasing civic consciousness.

Portugal. In Portugal, educational services in the adult education sector are provided by the following schools and institutes:

- basic schools offering special teaching methods such as continuing education or vocational education courses;
- secondary schools or higher educational institutions, vocational schools and other organizations;
- business and professional associations, trade unions;
- non-profit organizations operating in the social sphere and providing support to social groups of citizens who are on the verge of social exclusion;
- public organizations providing training, if this is consistent with their goals.

Spain. Despite its fairly wide distribution, lifelong learning has never been the subject of any specific policy in Spain. Neither state bodies nor universities have made any statements regarding lifelong learning, with the exception of general phrases that it is necessary to develop measures for its development.

The formation and implementation of curricula are the responsibility of the universities of Spain and the Council of Universities, which performs the functions of coordination and accreditation in relation to educational programs regulated at the national level. These programs are better known in Spain as traditional educational programs.

Norway. The official position of the Norwegian government in the field of lifelong learning was outlined in 1964–1965. in the White Paper on Adult Education and in 1966, the Department of Adult Education was created within the structure of the Norwegian Ministry of Education. In the future, this position was developed in other regulatory documents.

In particular, in 1976 a piece of legislation was issued that reflected many aspects of adult education, including the right to take into account the professional competencies and skills of applicants when entering educational

institutions. However, the rules on how this was to happen were not defined, nor was the legislative right to educational leave for employees fixed. As a continuation of the 1976 act, the Norwegian Ministry of Education published in 1989 a new version of the White Paper, which provides for the development of lifelong learning at various levels of education, including university education. It laid the foundations for supporting a non-traditional age group of students, involving the leading universities of Norway in the process of lifelong learning.

France. In France, the emergence of the concept of adult education is rooted in the events of the French Revolution of 1794, when the National Conservatory of Arts and Crafts was created as a scientific, technological museum and institution of higher education for adults and remains to this day the largest institution provider of lifelong learning services in the educational market of France. It trains 30% of the total number of registered students. Between 1919 and 1971 A special law on continuing education was issued in 1971 and aimed at solving the problem of creating a significant demand for continuing education:

- at the individual level, the desire of citizens to receive further education during the traditional leave (under certain conditions) or special educational leave was supported;
- at the corporate level, it was prescribed to have a personnel training plan as part of the overall human resource development policy of each company.

Since 1984, French universities have been actively involved in the system of lifelong education, opening special faculties of lifelong learning for this. The development of the concept of lifelong learning in France is associated with the “White Paper” of the European Union of 1995. In specialized literature, this concept competes with the concept of “lifelong learning”, which appeared in France in the early 50s.

Within the framework of the French system of continuous education, there are three categories of curricula:

1. Short-term courses without issuing an official diploma, but providing a certification specially created for them.

2. Long-term courses followed by a university diploma, aimed primarily at professional development and meeting the demand for those areas of study that are not supported at the level of national degrees.

3. Courses leading to national degrees. At present, the idea of lifelong learning in France is based on the approach proposed by the European Union, which provides for the opportunity for every citizen to learn throughout life. The concept of lifelong learning in France is used more and more often compared to the term “lifelong learning”, but there are still disputes among specialists about this. The discussion highlights three main differences, based mainly on the relationship of the education system with the economy:

- The concept of lifelong learning is more market oriented. Having staff with an up-to-date set of knowledge is an economic necessity for companies, and having a backlog of knowledge that meets the requirements of the labor market, being constantly in demand throughout life by this labor market is an economic task for an individual. The concept of LLL is more of a tool for the development of the economy than an advantage for the development of an individual. Or, more precisely, it is a tool for the development of the economy through the education of citizens.

- The concept of lifelong learning reflects the contradiction between people's needs for learning and the ability of the economy to financially support training and provide workers with the necessary time to complete training.

The concept of LLL - lifelong learning corresponds to the idea of a knowledge-based society. This means that society is moving away from the concept of knowledge and teaching, realized through the interaction of one

person who knows and another who does not know, towards a situation with more flexible teaching methods and a less academic concept of knowledge.

Sweden. In Sweden, adult education was legislated and received state recognition in 1923, as it played a major role in shaping Swedish society, its industrial and economic development and its political culture. Until recently, this system was centralized, education policy was regulated by the state. In the late 60s - early 70s. 20th century the emphasis was shifted from adult education to “periodic learning”.

The reform of higher education in 1977 included many ideas related to the development of lifelong learning and consolidated them in new organizational forms and structures that still regulate the activities of universities in this area.

One of the most important aspects of the 1977 education reform was that it eliminated the division of students into groups - traditional, which includes young people entering higher education immediately after secondary education, and non-traditional, including older people. The conditions for admission were liberalized, the work experience of the applicant was approved as a selection criterion on a par with school leaving certificates. In addition to this, quotas were approved for the entry of citizens over the age of 25 and with work experience of 4 years or more. As a result of the next reform in 1993, a significant shift was made from the state management of higher education through the regulation and control of information at the input to management through control over results and with the help of external (market) means that directly affect universities and colleges. The result of this reform was the strengthening of what is called the “third duty” of universities, namely the duty to link their activities with the surrounding society. Between 1995 and 1999 The number of registered students over 30 has increased by more than 50% in Sweden. Particular importance has been attached to distance education since 1995, when the Committee for Distance

Education in Sweden was established. Within the framework of distance education in the period 1996-1997, about 9% of the total number of registered students were enrolled in various courses. The Swedish National Agency for Education uses its own definition of lifelong learning. Lifelong learning is defined as a global perspective on education. The concept consists of two elements. The “throughout life” element defines that a citizen learns throughout his or her life journey. The life-wide element recognizes formal, non-formal, and informal learning. As a result of this approach, lifelong learning acquires many practical purposes. First, it removes the boundaries between policy sectors, as it concerns both education policy and labor market policy, industrial policy, as well as social policy. Various levels of government are involved in the field of lifelong learning - from municipal to state structures, the state itself, employers and social structures, the employed population.

The second meaning is the shift from the public sphere to the private and civil spheres in the matter of responsibility for education and training. The traditional education system managed by the Swedish Ministry of Education is gradually being transformed into many learning environments and participants. The third meaning is the shift of emphasis from the state to the individual. The individual is forced to shape his own educational trajectory to seek information and profit from it and his motivation will drive his educational career.

The lifelong learning system should be a kind of guide and consultant in the field of education, offer individual curricula and guarantee many options for their implementation for citizens.

Federal Republic of Germany. In Germany, researchers in the field of lifelong learning attribute the implementation of lifelong learning to the activities of not only the entire university as a whole and all its components - academic, student, non-academic. The German Scientific Council, in recommendations for

the development of universities published in 1998, supported short-term courses, multimedia training and academic continuing education in universities, noting that continuing education and access to it play an ever-increasing role in designing economic and social transformation and developing a successful career for every individual. Issues related to lifelong learning were included in the vocational education reform program in 1997, in which qualifications and competencies were considered as key factors of German competitiveness, which cannot be developed only within the framework of school and higher education, but must be supported by employers. Another aspect was to increase the flexibility of advanced professional qualifications by further developing the system of additional education and by crediting and accrediting work experience when acquiring qualifications. The third aspect of the program was the development of both initial and continuing education and training with the support of employers. Finally, a flexible transition from vocational training to higher education for the career advancement of skilled workers was also identified as one of the key factors. In Germany, there are various forms of implementation of lifelong learning, primarily in universities. It is divided into general and professional continuous academic education. The first type is aimed at meeting the general educational needs of citizens. Examples might be courses for older citizens or courses for women only. The purpose of the second type of training is the continuous professional development of citizens. Such education constitutes a significant part of the scope of lifelong learning in Germany and covers a larger number of topics and disciplines. The duration of such courses varies from a few days to two years. Short-term work-related courses are offered by 77% of higher education institutions in Germany, and 30% of universities offer distance education courses. Continuing vocational training in Germany is characterized by a division of powers between the Länder and the federal government. It is represented by various structures, agencies and associations representing various

business and social interests. Continuing professional training organizations are responsible for developing the content, form, duration of training and skill levels acquired in the training process, as well as for the staff and organization of courses. Employers are the largest organizers and investors of lifelong learning.

Great Britain. In the UK, continuing vocational training is carried out:

- by the enterprise mainly at its own expense and is organized either as in-house training, or by attracting private organizations that provide training;
- by an enterprise for public funds in continuing education colleges, where employees of the enterprise are enrolled as students, while 25% of the cost of education is paid by the enterprise, and 75% by the Council for the Financing of Continuing Education;
- on the personal initiative of employees who pay for their own education and at the same time can receive some government support or are trained at public funds in a college of continuing education. Currently, several state programs are being implemented to support continuous professional education at enterprises:
 - “Skills for Small Businesses” for businesses with fewer than 50 employees; within the framework of the program, training is provided for 1–2 employees of the enterprise, who subsequently train the rest of the staff;
 - “Study loans for small firms” for enterprises with a staff of no more than 50 people, and the interest on the loan is paid by the UK Department of Education and Employment and the repayment of the loan is delayed from 6 to 12 months, depending on its size;
 - “Budget to support local competitiveness” to improve the level of competencies in companies with less than 50 employees.

Such a form of organizing training as “franchising” (subcontracting for training) has also been developed. For example, a college negotiates with an

employer to recruit employees for training, while funds for training are provided by both the FVE and the employer.

Public funding for lifelong learning can be provided to individuals under the following programs:

- “Career Development Loans” (bank loan with deferred repayment, used to cover 80% of the cost of training and the full cost of textbooks, materials, etc.);

- “Loans for vocational education” (covering the costs of training from the amount of taxes of a private person, if the training leads to a national vocational qualification; the cost of the course is deducted from the base tax rate (about 23%), and at a higher tax rate (40 %) the difference is covered from the amount of tax payable);

- “Individual accounts for education” (the state transfers a certain amount of funds to the target account of a private person, to which the private person must add about 20% of his own funds);

- “University for Industry” (a new initiative that provides information and marketing services in the field of vocational training using the latest technologies and financed at the first stage by the state, with a subsequent transition to self-financing). In general, in the system of continuing professional education and training in the UK, about 90% of funding is provided by enterprises and only 10% by the state. The state allocates significant funds for the training of the unemployed.

There is still no generally accepted definition of lifelong learning in the UK, and several interpretations of the term lifelong learning are used in the work:

- a general view of education “from the cradle to the grave”;
- the designation of learning at later stages of a person's life after the completion of traditional education;
- post-compulsory education, which includes both after-school education (age of students 16–19 years old) and higher education;

- education or training that takes place after a person has completed "full-time" education, and it does not matter how old he is, 16 or 23. Since the late 1990s. In the UK, several important policy papers have been published, prepared by various national committees and advisory groups, and aimed at developing a lifelong learning strategy in the country.

One of the leading educational organizations in the UK promoting the ideas of lifelong learning is the Open University. Most of its contingent (70%) are citizens aged 30 to 49 years, while the oldest was 94 years old, and the youngest was 20 years old. An example of the implementation of lifelong learning in UK universities is the Faculty of Lifelong Learning at the University of Oxford. Every year more than 15,000 people study there in one or more training courses. These include ordinary citizens who want to learn a subject simply for fun or to satisfy personal needs, members of professional communities or businesses who want to expand or improve their professional knowledge and skills, or members of a huge number of courses for international groups. Most of the long-term courses offered by this Faculty lead to university degrees or other credits, but a large number of short-term courses offered annually are available to those citizens who simply would like to improve their professional knowledge and skills without obtaining any final qualifications. –fictional documents. Course duration ranges from one day to several weeks. The Lifelong Learning Division of the University of Bath has been established to coordinate curricula and programs and organize open lecture series in Bath and Swindon (UK). This Department also organizes short-term business courses and coordinates programs during the summer holidays. The lifelong learning program at the University of Bath covers more than 5,000 people annually. A variety of programs, open to all comers, provide unlimited opportunities to inform, educate and educate citizens.

Japan. Significant measures to promote the main ideas of lifelong learning, including at the state level, were taken in Japan, where in 1984 the Special Council on Education Reform was organized as a temporary advisory committee for the Prime Minister. The Council, which included prominent figures from the educational and other fields, was entrusted with the task of carrying out a long-term reform of the education sector. The Council made many recommendations in four reports to the Prime Minister. During the three years of discussions, until 1987, the recommendations of the Council noted that in the future education, divided into two components (school and social), should shift towards lifelong education.

The Parliament of Japan adopted the Law “On the Development of Lifelong Education” (1990). The law prescribes a number of measures to support lifelong learning:

- organization of lifelong learning councils at the national and prefecture levels;
- support for the promotion of lifelong learning ideas at the local level;
- providing measures to promote lifelong learning in these communities;
- implementation of research to identify educational needs and demand for educational services from the population.

The prefectures are responsible for collecting and distributing information about local educational opportunities, training local inspectors and trainers, developing programs that meet the needs of the population, researching the demand for educational services, evaluating learning outcomes, administering social learning. Through the Lifelong Learning Councils, the Ministry of Education, Science, Sports and Culture of Japan issues national lifelong learning guidelines.

For the development of lifelong learning in the 1995 financial year, the government allocated more than 4 billion US dollars in subsidies.

In Japan, various public and private organizations offer many opportunities for adult categories of citizens to participate in the lifelong learning system. The Ministry of Education, Science, Sports and Culture of Japan is promoting the creation of a lifelong learning society in which citizens can learn at any stage of life, can freely choose and access educational opportunities, and their learning outcomes will be appropriately evaluated.”

Australia. Australian analysts offer the following view of lifelong learning: “Within the framework of the lifelong learning system, citizens repeatedly become participants in the process of formal learning, and also return to it again during all their lives.” And then they ask questions: why is it important, what needs to be changed, how to do it, and who will pay for it - and give answers to them in accordance with the specific attitude towards lifelong learning that has developed in Australia. Lifelong learning has become a key national issue in the long term. Most Australians grew up in a country where young workers made up a constant influx of new labor force and gained new job skills in the workplace. This process has continued since the late 1960s, when citizens born during the “birth boom” began to enter working age. The result of this process was the fact that education in Australia was received by citizens under the age of 25 years. But this process is now coming to naught. Both the demand for labor and its supply are subject to change.

In Australia today, real life education is relatively rare.

One of the tasks of lifelong education is to ensure guaranteed access of the employed population to receive at least a secondary education.

With educational opportunities available to the mature population, a subjective dilemma arises. In order to acquire new knowledge and skills, it is necessary to invest money and spend some time. Over the past decades, researchers have noted that the increase in wages that is expected after advanced

training, as a rule, does not fully compensate for the financial and time costs of obtaining these additional knowledge and skills. In connection with the ongoing change in supply and demand in the labor market, the efficiency of return on investment in advanced training should also change.

Educators, government, companies and individuals have all taken some steps to cope with the changing needs of the workforce itself and the required professional knowledge and skills. But each of these groups needs to do much more to understand the versatility of lifelong learning than just trying to cope with this task.

In general, experts from all countries believe that completed secondary education is the best “vaccine” against unemployment and also the best way to help individuals succeed in the lifelong learning system in the future [20].

LIFELONG LEARNING AS A CONTINUOUS PROCESS FORMATION OF PERSONALITY



In the 21st century, the idea of “lifelong learning” is gaining key importance, responding to the challenge of the rapidly changing actual world. Transformations are conditioned by social, political, economic and cultural factors. Studies conducted by sociologists state that in the modern information society there are changes in value attitudes and knowledge, experience and the possibility of obtaining them at any age come to the fore in the rating of individual values [21].

The need to resume education, to increase professional competence arises in the event of a collision with innovations in professional and personal life. Given the global nature of the ongoing changes, the introduction of new technologies in all spheres of life, there comes an understanding of the need for

lifelong learning as a condition for the full-fledged innovative development of society, the basis for the success of each individual [22].

From lifelong learning to lifelong learning. In modern culture, the concept of “education” is expanding, it ceases to be identified only with training that has a “final” character, only with the acquisition of knowledge and skills, a certain qualification for successful social and professional employment. The multi-paradigm nature of the educational space and the desire to ensure the continuity of education determines the diversification of the goals and content of education. Therefore, today the search for new concepts has been updated. The solution to this problem is directly related to the need to rethink previous experience and articulate new forms of obtaining knowledge, testing new educational models [23].

Thus, one of the dominant theories and practices of learning today is the concept of lifelong learning. In her methodological knowledge, she goes back to the humanistic idea of understanding a person as an incomplete, permanently becoming subject. This development is objectified by the presence of a certain social and personal need for the constant return of people to the organized process of education [24]. This concept consolidates the relevant learning technologies, which imply individual cognitive activity, not necessarily of a conditional nature, spontaneous education, realized through human activity in the educational space [25].

In the conditions of an intensive information and communication flow, in which a modern person finds himself, variability, pluralism and situationality begin to play a greater role than dogmatic, stable structures. Modern culture generates and reflects this situation, striving for openness, choice. The motives for getting an education can be different: from the desire to improve, increase erudition; search for new ways and forms of activity in order to meet a variety of cognitive and pragmatic needs; obtaining aesthetic pleasure, experiencing a new

emotional experience to expanding their cultural identity and forming a unique intellectual and cultural capital. For the full implementation of the concept of lifelong learning, a formed need and an actual request from the person himself are required. An important success factor is discipline and the ability to self-organize their educational activities.

Personality is a social concept and cannot be formed outside of society. In this regard, for the formation of a personality in the culture of society, there must be certain standards, guidelines [26]. For a person, education is an opportunity to make a career, move to a different social environment, climb the class ladder. The acquisition of knowledge is a privilege and a vital need of the individual.

The development of a personality is a continuous lifetime process, and the meaning of education aimed at this development is to make a kind of translation of the developing mechanism, moving it into the structure of being, the way of life, the forms of existence of the personality itself, figuratively speaking, to transfer to it the experience of self-organization, work with oneself [27].

The concept of personality is inextricably linked with the existence of a society in which a system of views on the world, on the place of a person in it and the meaning of his life and activity is being formed. One of the sides of the personality is the stock of knowledge, skills, abilities and habits that a person has, which is determined by readiness for various types of activity, the level of its development, its experience. This side is formed through training and learning (an independent process of the formation of knowledge, skills and abilities).

The process of becoming a personality is usually called socialization, which first takes place in the family, and later - in organizations and institutions where knowledge is acquired and familiarization with the values of world civilization is carried out, i.e. a person receives an education, as well as a body of knowledge obtained by special training [28].

A person in the process of socialization is not only enriched with experience, but also acquires the opportunity (and ability) to become a person, to influence other people. It is important to keep in mind that socialization is a process that continues throughout a person's life.

The development of modern society lays the foundation for the development and improvement of the individual, requires each person to master certain professional knowledge, increase the level of intellectual and cultural development. A person must grow and develop in a professional sense in order to be ready for the practical implementation of the newly acquired knowledge and skills in the future.

Man is constantly learning. Moreover, he studies either in educational institutions, or is engaged in self-education.

Three vectors of human movement in the educational space are possible. Firstly, a person can, while remaining at the same formal educational level, improve his professional qualifications (“forward vector”). Secondly, either consistently rise through the steps and levels of professional education, or skip some levels and steps (“upward movement vector”). Thirdly, the continuity of education also implies the possibility of not only continuing, but also changing the profile of education (“the vector of movement along the horizontal, sideways”).

Lifelong learning really plays a significant role in the process of socialization, since a competent organization of its system can counteract a number of desocializing factors, provided that it complies with the social order in the process of innovative development. The emergence of new opportunities for non-formal and distance education, including the use of new online learning technologies, meets the requirements for even greater individualization of education.

The concept of lifelong learning is designed to help both young and more experienced professionals not only successfully carry out their professional activities, but also contribute to the development of society as a whole, because the changes that occur in the inner world of an individual are necessarily manifested in interaction with the outside world. In the process of obtaining new knowledge, an individual changes his value attitudes, forms other expectations, which can radically affect his further socialization and change his lifestyle [29]. Lifelong learning involves providing each individual with the opportunity to realize their potential, at all ages, regardless of place and time and other circumstances.

In general, lifelong learning is learning:

- all;
- everything;
- everywhere;
- any age.

Consequently, successful navigation and mastery of knowledge in the format of lifelong learning requires an active, or rather proactive life position, high starting requirements, and ambitions regarding one's own educational status. This is a conscious strategy, internal choice and position of the individual. Therefore, it seems important not just an open democratic offer in the market of educational services, but the cultivation of such a way of life, when education is included in the current consumption of a person striving for improvement and development.

Among the values that are of priority importance for people who consciously choose lifelong learning as a personal growth strategy, the following can be distinguished:

- questions of self-development, both professional and personal, spiritual, acquire a high value and significance for a person;

- time is understood as a resource for development, which requires special time management skills, knowledge of techniques for its rational use;
- the value of unique, exclusive knowledge and experience, creative realization through participation in various social projects, volunteer activity, hobbies, self-disclosure and self-development is growing;
 - accordingly, there is a growing understanding of the value of education received throughout life.

Thus, through lifelong learning, a cultural context is created, an educational mode is set, a peculiar style is formed, focused on the development and construction of an individual, original scenario of a person's life.

According to modern requirements, a professional specialist needs to be flexible, mobile in his professional field, constantly improve his qualifications, and also be ready, if necessary, to become a specialist of a broader or fundamentally different profile. In some cases, we are talking about a change of profession, which, in turn, involves professional adaptation to the constantly changing conditions of the labor market. This implies the internal acceptance by a person of new norms and rules for him, which are accepted in a professional society that is different from where he worked before (in addition to the direct knowledge, skills and abilities necessary to acquire a new profession). Therefore, in addition to learning, in this case we are also talking about the secondary socialization of the individual. Socialization is defined as a process that, on the one hand, implies the entry of a person into society with the subsequent building of relationships with other people and the simultaneous assimilation of social experience, norms and values. But, on the other hand, this same process involves active copying of behavior, norms and values, since an individual, being in society, manifests himself as an active part of it, absorbs and internally processes the information received, standards of behavior for further use, with the need to make changes [30].

Continuous professional development and retraining contributes to the maintenance of a person's social and professional activity, facilitates the process of adaptation to a different society or professional environment, and contributes to further social self-realization of the individual. This greatly facilitates the process of professional socialization, because, as we know, the agents of secondary socialization are educational and professional organizations, work colleagues and teachers. Due to the constantly changing and increasing professional requirements and the trend towards optimization in various fields, a modern specialist has to combine several positions, the areas of knowledge of which are often very difficult to integrate, so the professional faces new difficulties associated with the process of internal restructuring to new requirements.

This is not only about personal development, but also about the formation of key competencies that help to remain in demand in an ever-changing world, when the list of “specialties in demand” changes every year. External conditions require a constant increase in the professional level, change the internal attitudes of the individual, who becomes more flexible to personal and professional problems, and this same quality contributes to further socialization in new conditions.

A competently built lifelong learning system can greatly facilitate the solution of all the above issues. Modern scientists in their studies make the assumption that lifelong learning is nothing more than a reaction to attempts to reform the education process in such a way that it proceeds constantly, without interruptions.

The concept of lifelong learning defines the modern understanding of lifelong learning and identifies several main functions, such as professional, social and personal.

Professional. The implementation of this function presupposes an increase in the labor mobility of the individual, his competitiveness on the basis of acquiring new qualifications, mastering labor functions, and increasing the level of professional competence.

Social. This function is aimed at the interaction of a person with society, acquaintance with the universal human values of society, the study of language, culture and other activities aimed at developing the functional literacy of an individual in a wide variety of areas.

Personal. The function is aimed at satisfying the cognitive needs of a person, creative growth, constant improvement of the general education and culture of the individual.

Lifelong learning is the process of increasing the educational potential of an individual throughout life in accordance with the needs of the individual and society. The goal of lifelong learning is the formation and development of a personality, both during the periods of its maturation, flourishing, and during periods of aging of the body, when the task of compensating for lost functions and capabilities comes to the fore. The system-forming factor of lifelong learning is the social need for the constant development of the personality of each person [31].

Lifelong learning, which is ensured by the unity and integrity of the education system, the creation of conditions for self-education and the comprehensive development of the individual, a set of successive, coordinated, differentiated educational programs of various stages and levels that guarantee citizens the realization of the right to education and providing an opportunity to receive general education and vocational training, retraining, improve qualifications throughout life.

Continuous self-education is the leading structural element of the personality, which determines its purposefulness, the nature of its activity, and

its orientation in values. It determines a person's attitude to the world around him, serves as the basis of his behavior, forms ethical and cultural principles, beliefs, social attitudes, value orientations, worldview and the desire for self-improvement.

Lifelong learning is an important aspect of the overall orientation of the individual, which determines the behavior and life of a person. Being a dynamically developing property of a personality, lifelong learning can act as an object of targeted influence of the educational process of educational institutions in order to improve the quality of a person's life.

Based on the foregoing, we can conclude that personality formation is directly affected by lifelong learning. The most important priority in the development of society and the guarantee of its prosperity will be the improvement of the education system and the upbringing of the individual in the learning process, which guarantees the prospects of the state.

LIFELONG LEARNING КАК ЧАСТЬ РАЗВИТИЯ КОМПЕТЕНТНОСТИ СПЕЦИАЛИСТА



Most adults learn something throughout their lives and are thus lifelong learners. They receive new knowledge both for general development and for application in work.

Competence is based on competence (lat. competens - knowing), that is, the ability to bring knowledge (what to do), skills (how to do) and motivation (for what to do) into interaction in professionally significant situations. In the broadest sense, competence is interpreted as the ability of a person to successfully operate in a social, economic, cultural environment. In other words, the concept of “competence” has a capacious content that brings together the socio-psychological, pedagogical and moral qualities of a person [32].

Definitions of global competencies:

- **learn to learn** by combining a fairly broad general culture with the possibility of in-depth work in a limited number of disciplines. It also means the ability to learn;

- **to learn to work** in order to gain not only a professional qualification, but also to acquire competence in a broad sense, which will make it possible to cope with many different situations and work in a group. One should also learn to work within different social and industrial conditions, both formal and spontaneous;

- **learn to live together**, developing an understanding of the other and a sense of interdependence, to carry out common projects and be ready to resolve conflicts in conditions of respect for values, pluralism, mutual understanding and peace;

- **to learn to live**, contributing to the flowering of one's own personality, and to be able to act, showing independence, independence of judgment and personal responsibility. For this, one should not leave without the development of any talent, abilities that a person is endowed with (memory, imagination, ability to think, physical abilities, aesthetic feelings, ability to communicate, to lead, etc.) [33].

Competence is a set of knowledge, skills, skills and values of an individual, since an individual's attitude, sharing the values of social interaction and cooperation becomes an integral component of competence. Social competence cannot be taught, it is formed and manifested in practice. Competence is knowledge in activity (in action) together with prediction of its results and responsibility for them. Competence is impossible without the experience of activity and knowledge of one's own rights in this activity or sphere of life [34].

Four binary components of readiness for lifelong learning of future competent specialists:

- **motivational-value**, involving awareness of the goals, objectives, motives of lifelong learning and the value of acquiring the opportunity to constantly

acquire new knowledge throughout life and building an individual professional and educational trajectory;

- **cognitive-procedural**, involving the totality of knowledge, ideas, judgments about lifelong learning, its various forms, correlation of one's needs and capabilities with a specific form of lifelong learning;

- **organizational and activity**, representing a complex and purposeful process of intellectual advancement and professional development of future competent employees, the development of their educational, scientific, sociocultural potential and the corresponding mechanisms, and technologies for its implementation in lifelong learning;

- **reflexive-analytical**, involving self-analysis and self-assessment of learning outcomes.

The motivational-value component is characterized by the formation of positive motives for learning in ensuring the successful mastery of professional knowledge, skills and abilities, and the system of value attitudes of the student's personality, which determine his attitude towards himself and his readiness to master his profession at a high level. It includes: awareness of the immediate and final goals of lifelong learning; awareness of the theoretical and practical significance of the acquired knowledge; professional orientation of training; showing “promising lines” in building a career; attitude to lifelong learning as a subjectively significant value, on the one hand, and as a socially significant value, on the other; adequate self-assessment of their professionally important qualities; attitude to professional and personal self-improvement as a necessary condition for competitiveness. The basis of the motivational-value component is motivation - a set of motives that form the basis of the subject's activity and determine its direction, expressed in the need for self-actualization, aimed at the subject's realization of his personal potential.

Thus, considering the structure of the motivational-value component, it should be noted that its basis is the need of the individual for self-actualization. This implies the realization of the high importance of the motivation of learning, which leads to the need for motivational support for the educational process, since in the process of learning the strength of the motive for learning and mastering the chosen specialty is reduced.

The cognitive-procedural component characterizes the system of knowledge of students, allowing for the further development of the individual in the process of learning throughout life and includes: professional knowledge that is included in the professional competence of the employee; operational knowledge, reflecting both the empirical experience of the employee, his individual professional training, and the translation of theoretical knowledge into professional skills and abilities, principles and strategies for future work; objective and subjective knowledge, characterized by the dynamics of the cognitive process of future work and realized in a positive “I concept” as the basis for a positive image of the professional future.

The organizational and activity component reveals the degree of training of the subject of the educational process, the level of readiness to improve his professional level in the process of learning throughout life and involves mastering a set of research skills and competencies; professional, organizational, communicative, design skills; the ability to independently carry out creative activities, carry out interdisciplinary projects and their defense, solve educational and cognitive, educational and professional tasks; such personality traits as diligence, organization, purposefulness, perseverance. A qualitative indicator of this component is a complex of personal and professional qualities, which includes: personal qualities; competence, integrating professional knowledge, skills and abilities; communication skills and abilities.

The analytical-reflexive component involves introspection, the desire for constant and constructive self-evaluation, the desire and ability to analyze one's educational activities, self-improvement and is associated with the adoption of self-commitments, self-stimulation based on positive emotions. Self-analysis is based on: self-awareness - the ability of a person to distinguish himself in the process of his learning throughout his life; self-knowledge - the study of personal characteristics in order to create an individual educational trajectory of learning throughout life, to establish an evaluative and theoretical attitude to one's own strengths and weaknesses, to develop constant self-control and self-regulation of one's mental and practical activities with informal and informal learning; self-observation - establishing a causal relationship between individual actions and circumstances and evaluating these actions, one's behavior in the learning process throughout life.

A student who perceives himself positively increases self-confidence, satisfaction with his activities, and the effectiveness of training in general. Such a person will strive throughout his life for self-realization both in training and in future professional activities. From the point of view of reflexive psychology, the readiness for lifelong professional training of future competent specialists is impossible without the activation of analytical and reflexive processes, the task of which is to teach subjects to self-diagnose their personal characteristics and professional qualities. Self-esteem is directly related to the self-management of the individual. It forms the basis of self-control, the standard by which we compare the desired and the actual [35].

There are two branches (directions, vectors) in the description of competencies - British and American. Both of them are connected with the sphere of work and, so to speak, were born from it [36].

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The British approach is called "functional". The British system of national professional qualifications is based on national professional standards (which, by the way, were originally called competency standards). This approach is focused on results; competencies describe the functions and roles, production requirements necessary in a particular profession. Competences are combined into units in accordance with the functions. Such a competence standard defines both knowledge (what a student should know and understand) and skills and behavior (what a student should be able to do). This approach operates in many countries, for example, in Cyprus, Malta, Australia.

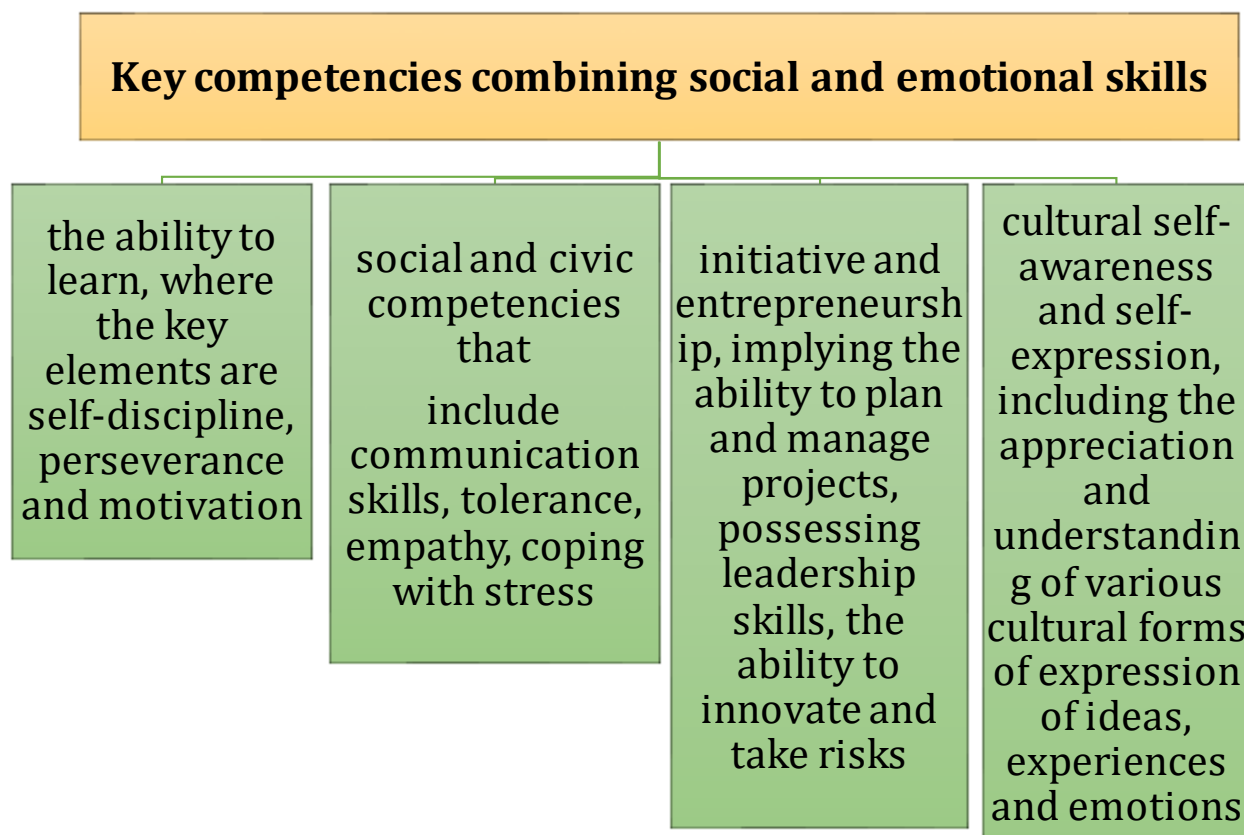
The American approach is called "behavioral" and can be considered close to the British. However, it emphasizes the role of human behavior in production, which leads to labor efficiency. Competences reflect human abilities. They describe what a person can do (or not do) regardless of the situation and conditions. Such an approach from a European point of view complicates the procedure for evaluating qualifications. It is commonly used in the USA and some other countries in the Americas.

A fundamentally different approach has been developed in Germany. He considers competencies in terms of the results of mastering the educational program. There are no professional standards in Germany. The German approach is based on the concept of action competence as subject-oriented and including the knowledge and skills necessary for the activity. For this approach, the role of the learner, both in the context of the profession and in society, is essential.

Competencies are abstract in nature. Knowledge, skills and actions in the workplace are a description, characteristics of competence. It is important to strike a balance between their number and the level of detail in the description. The totality of knowledge, skills and actions should describe the key points that are important in professional activities. This should enable examiners to make judgments in terms of the quality of the activities performed in the workplace. On the other hand, knowledge, skills and workplace activities related to the competence become critical points of assessment during the learning process carried out within the framework of a module or program. They influence the conditions of the educational process, which should be provided by education providers in relation to its practical part. However, they cannot reflect all the needs of students in education and training. In this sense, the results of education are always wider than the standard, although they are based on competence standards [37].

Speaking of competencies, we should mention the necessary, key competencies for personal self-realization and development, social integration and employment. They include: systems thinking, cross-industry communication, project and process management, working with IT systems, customer focus, working with people and teamwork, working in conditions of uncertainty, multiculturalism and openness, mindfulness, important speaking skills, communication on foreign languages, allowing you to participate in global communication, the tendency to a clearer understanding of values and attitudes in relation to a specific goal, the involvement of emotions in the process of activity, the willingness and ability to learn independently, self-confidence, self-control, adaptability: lack of feeling of helplessness, independent thinking, originality, critical thinking, exploration of the environment to identify its capabilities and resources (both material and human), willingness to rely on subjective assessments and taking moderate risks, decision making, personal

responsibility, ability to work together to achieve a goal, ability to listen to other people and take into account what they have to say, ability to resolve conflicts and mitigate disagreements.



Competences are sometimes called factors, parameters, criteria or characteristics.

The term “competence” is now widely used. In the field of employment, it is gradually replacing the concept of “qualification”. Competence is understood as a proven ability to use knowledge, know-how, skills, attitudes, experience in familiar and new work situations. In education and training, competence becomes the ultimate goal. In the current situation, along with special skills (technical competencies), there is a need for so-called “mobile” competencies, i.e. those that accompany the activities of people in various labor areas, making

them more adaptive and flexible. In addition, cognitive competencies, called “new basic competencies”, which are required in almost all areas of activity, are of particular importance. Competences are mastered in the process of solving problems in real activity.

So, “competence” is considered as a set of externally set requirements for knowledge, skills, skills necessary to achieve a certain quality of the activity performed, and “competence” is considered as a systemic manifestation of the personality of one’s knowledge, skills, abilities and personal qualities, which allows one to successfully solve functional problems, constituting the essence of professional activity.

In other words, competencies are goals, and competencies are results. And the achievement of the goal always contributes to development, renewing their competencies, the personality develops, its professional competence grows. A competent person has comprehensive data and comprehensively developed abilities.

For successful professional and social activity, as well as personal realization of a person, the lifelong learning system should help him master a whole set of different competencies. The profile of competencies formed as a result of training will largely determine the demand for an individual in the labor market, his financial and economic well-being, social integration, health and, in the end, his sense of human happiness [38].

A person who wants to stand out from the crowd must present himself as best as possible, show that he has the skills to do the job, and lifelong learning helps him in this.

Thus, the idea of lifelong learning occupies a dominant place among the progressive ideas of our time. The social significance of this concept lies in equipping each person with the ability for continuous development, self-improvement, comprehensive self-realization throughout life, which, in turn,

contributes to the prosperity of the whole society. The main tool for achieving the set goals is the introduction of a competency-based approach in education, which turns out to be a universal means of resolving both personal and public and state tasks [39].

Skills that increase efficiency

Expert opinion

Recently, in the global market, Soft skills have become mandatory in any specialty where there is interaction between people. Uzbekistan does not stand aside, large international companies come to us, and competition in the market is growing. This means that today soft skills are more relevant than ever.

Irina Yan, Head of Alpha Education

Companies need specialists with strong communication skills, modern technologies, presentations, business correspondence. No less valuable is the ability of young specialists in self-management and self-learning. This is what leaders of modern companies expect from young employees. They also hope to find leadership potential in young professionals - the ability to set goals and achieve them, make independent decisions and take responsibility.

**Hilola Suleimanova, Managing Partner at DaVinci
Management Consulting and HR Director at TBC Bank Uzbekistan**

...young employees often have a fresh look at the company's tasks and bring a lot of new ideas and solutions. If we are talking about young employees without experience, then I personally prioritize such qualities as analytical skills, flexibility of thinking, time management skills, attentiveness, resourcefulness, responsible approach to work, organization and honesty. All these qualities characterize an employee who will work well in a team, will strive to help the company grow and, thereby, will move up the career ladder, who is interested in long-term cooperation and is ready not just to work, but to build long-term relationships with the company. partnerships.

**Vladlena Pravdina, Head of HR Department,
Malakut Insurance Brokers, UAE**

For me, as a leader, when hiring a new person, it is very important that the employee shares the general goals of the company, its philosophy and values. Equally important are the personal qualities of a person. The ability to work in a team is another important aspect. Despite the fact that most of the young people are great at making independent decisions, it is very important for our business to be able to work well in a team to implement large projects.

Shokhidoyat Sharakhmetov, head of the WEST group of companies

When looking for personnel, not only knowledge in the specialty and the presence of many years of experience become relevant, but also the availability of the abilities of the so-called “soft skills”. Both in the whole world and in Uzbekistan, we believe that in the coming years, such abilities of people as creativity of thinking, flexibility of mind and the ability to decide and switch to

multitasking (cognitive flexibility), forming one's own opinion and decision making, customer focus.

Rano Kosimova, Deputy Director of HR Capital Consulting

At least the makings of soft skills and the desire to develop are mandatory for every specialist. Soft skills are required. Presentation skills are extremely important. If you want to sell your idea, you have to turn a large document into a “delicious candy” for five slides and then present it in such a way that people who do not know your legal language can understand, accept and use it.

**Olga Lukyanova, Director of the Legal Department,
Compliance Officer of the Henkel in Ukraine group of companies**

A very important point is organization. You need to get your work schedule right. This is the main way to reduce stress: vary intense work with rest, with sports, with other activities.

In my personal experience, learning to work with pleasure helps you to be more creative in your work and achieve better results. Even stress, a high level of responsibility and a huge flow of changing information can be perceived as motivators.

Sergey Voitishkin, Managing Partner Moscow office “Baker McKenzie” and offices “Baker McKenzie” in CIS countries

At the moment, a lot of research is being carried out on the future of professions and the tightening of business requirements for specialists.

It is my deep conviction that robots will never replace specialists, and personal communication, creativity and the uniqueness of the personality of each individual specialist will never give way to an automated function.

Effective communication skills are vital for modern professionals. Personal charisma, a systematic vision of the process, emotional intelligence, various verbal, non-verbal and facilitation techniques help to achieve success in negotiations, in court, at presentations; build teamwork on complex projects - leadership skills, effective management and delegation skills; achieve career heights - time management skills, awareness.

**Anna Sorokina, co-founder of the academy Soft Skills Law Academy
(SSLA)**

Being a good specialist, having only good knowledge, is not enough. Business is a living organism, at least every five years there are changes in the market. Therefore, the thinking of a specialist must be flexible, and this flexibility allows us to talk about high efficiency: such a specialist will never be replaced by a robot, because he does not know how.

**Natalya Grigorieva, General Director of the legal bureau
“Grigoriev and Partners”**

Generalist

- 1. Heightened sense of justice.*
- 2. Humanism.*
- 3. High level of professional knowledge.*
- 4. General culture and broad outlook.*

5. *The desire for self-improvement.*
6. *Public activity.*
7. *Perseverance in achieving goals.*
8. *Punctuality, commitment.*
9. *Sociability.*
10. *The ability to respect other opinions and admit your own mistakes.*

**Alexander Uss, Chairman of the Legislative Assemblies of the
Krasnoyarsk Territory, Chairman of the KRO of the Association of
Lawyers of Russia**

I believe that one of the most important qualities of a good specialist are integrity and honesty. If a person has a developed sense of justice, he should not deviate from it under any circumstances - no matter what benefits this promises him. If a person is honest, then he is true to himself and at odds with his conscience, and a little slyness can be left for compliments.

**Dmitry Surkov, Chairman of the Arbitration Court
Krasnoyarsk Territory**

The ability to value one's time, the time of one's colleagues and clients is a necessary quality of a specialist, for whom punctuality is not only the ability to arrive at work on time and perform official duties on time, it is a way of thinking and a culture of education. A punctual specialist clearly sets goals for himself, realistically assessing his strengths and capabilities, with invariable accuracy

and observance of established external and internal rules, he should achieve them and always command the respect of the people around him. Only by being punctual can a specialist gain confidence in himself and give a guarantee of his professionalism and competence.

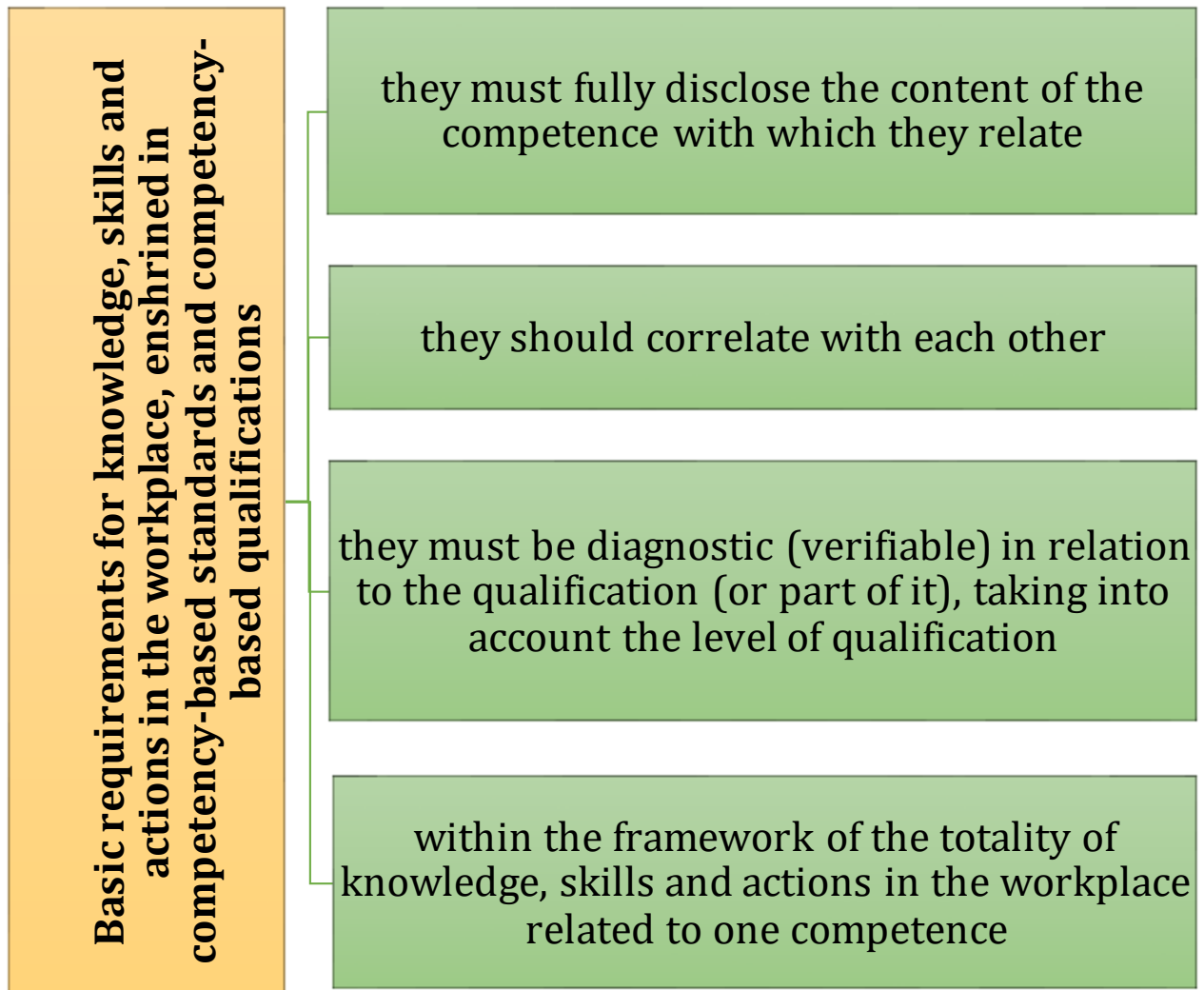
Pavel Shoshin, Chairman of the Third Arbitration Court of Appeal

The ability to establish emotional contacts with various participants in communication, maintain trusting relationships with them within the necessary limits, undoubtedly, affects the increase in the authority of a specialist and determines his place in the community. Building positive communications with colleagues allows you to establish fruitful cooperation between representatives of different fields of activity.

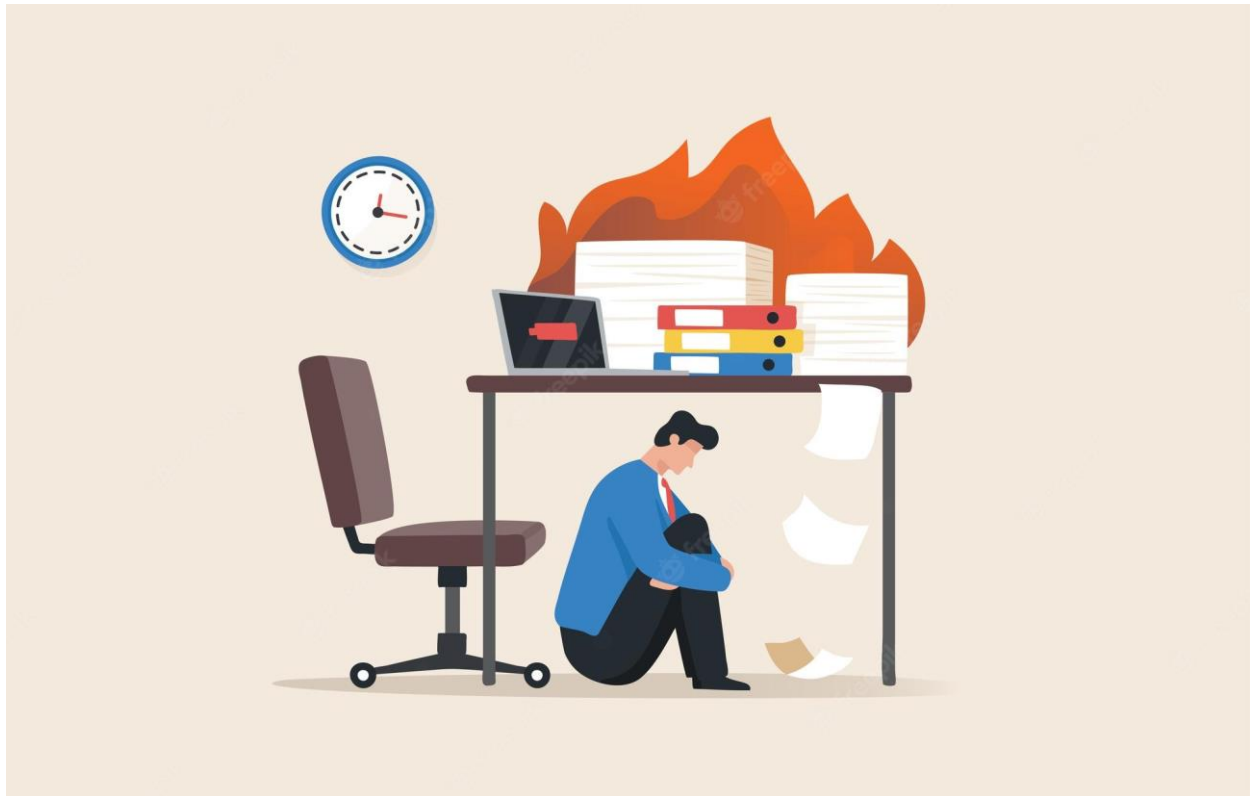
Sergey Maltov, President of the Bar Association of the Krasnoyarsk Territory, member of the KRO of the Russian Bar Association

Pick one skill that you think is most relevant to you right now and start developing it step by step, and you will immediately have very important questions. For example, with what frequency should the head turn during the stroke (after all, I suffocate there, under water!). And you will understand that breathing should be rhythmic and you will associate the breaks between breaths with the number of strokes. Or maybe not. But at least you think about it and ask. And then, when you develop one skill to the level you need, take on the second. Do not stop learning the theory of soft skills, but finally start practicing them. Knowledge is not enough for mastery. Only a combination of “know” (knowledge), “be able” (skills) and “do” (motivation, desire to act in a certain way) can lead to true professionalism.

Skills of a modern lawyer: soft skills, improving efficiency and quality of life / Ed. A. Sorokina and D. Grits



LIFELONG LEARNING AS A TOOL FOR PROFESSIONAL BURNOUT PREVENTION



The term professional burnout appeared not so long ago. Recently, it has been increasingly heard on TV screens, and is found in well-known public publications. Those people whose professions are connected with communication are subject to signs of professional burnout.

The study of this problem began in the 70s of the XX century. The management of the US psychological and social support service received complaints about a decrease in the productivity of employees and an increase in their irritability. The study of this phenomenon led psychologists and physicians to the discovery of a special form of communication stress, which the American psychiatrist H. J. Freudenberg proposed to call burnout [40].

Interest in the study of the burnout syndrome grew after the American scientists Maslach and Jackson systematized the descriptive characteristics of this syndrome and developed a questionnaire for its quantitative assessment

(Maslach, Jackson, 1986). According to the authors of the questionnaire, burnout syndrome manifests itself in three groups of experiences:

- emotional exhaustion - the experience of emptiness and impotence;
- depersonalization - dehumanization of relationships with other people (manifestation of callousness, heartlessness, cynicism or rudeness);
- reduction of personal achievements - underestimation of one's own achievements, loss of meaning and desire to invest personal efforts in the workplace [41].

Burnout is a prolonged reaction to chronic emotional and interpersonal stress at work. It is characterized by three aspects: overwork, cynicism and professional inefficiency.

Overwork means feeling overtaxed and drained of emotional and physical resources. Employees feel exhausted and exhausted. They lack the energy to get through the next day or to help someone in need. The overwork component is the main individual load of the burnout area.

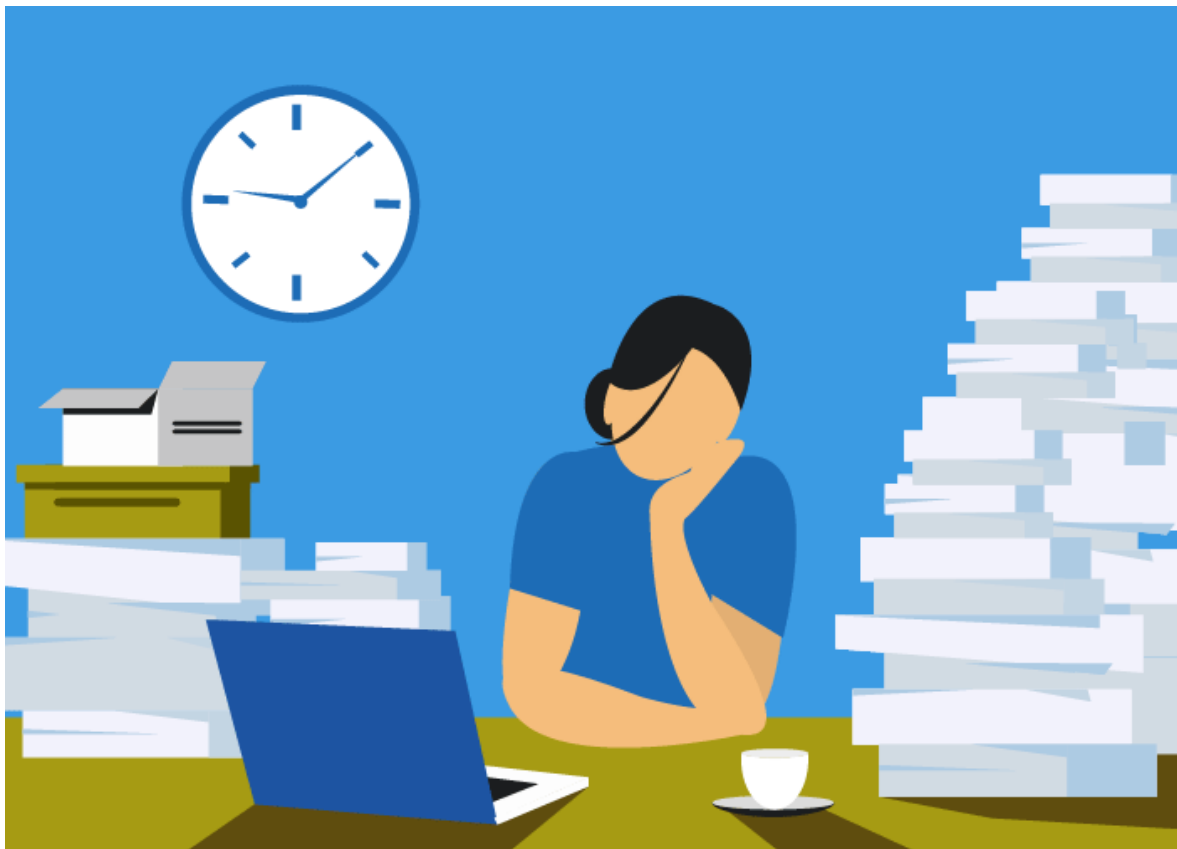
Cynicism refers to a negative, hostile, or unnecessarily withdrawn reaction to work, which often includes a loss of idealization. It usually develops as a result of excessive emotional overwork. The cynicism component is an interpersonal area of burnout.

Occupational inefficiency means a diminished sense of competence and productivity at work. People experience a growing sense of dissatisfaction with their ability to do a good job, and this can lead to self-imposed beliefs about failure. The professional inefficiency component is an aspect of self-reported burnout.

The biggest danger is that professional burnout develops gradually, slowly, day after day. If you ignore its first signs, then the feeling of satisfaction from a job well done will decrease, and the desire to leave the previously beloved activity will increase rapidly.

The longer a person accumulates internal tension, the more pronounced burnout is. It is almost impossible for a person to cope with a syndrome that has manifested itself in full force alone. And instead of pride in a successful professional career, there is a feeling of emptiness and lost time. Therefore, the direct responsibility of each specialist is to monitor such symptoms in themselves and take the necessary measures in the early stages.

Professional burnout is a gradual process. It doesn't show up right away. Often a person himself is not able to recognize the symptoms. Continues to stay late at work to start or complete work projects, deal with "vital" urgent matters, continue to think about work tasks outside the office. And by his actions he destroys his own career.



Professional burnout syndrome

Chronic fatigue. A state of constant sleep deprivation. It is especially pronounced in the morning, when just waking up, you do not feel rested

Decreased performance. Tasks that used to be done quickly and easily take more time and extra effort to find solutions. It becomes more difficult to switch between different tasks. Unplanned tasks cause a lot of stress and aggression

Frequent physical ailments: constant headaches, colds, body aches, chronic diseases. The human body is very smart. When the level of tension in the body goes off scale, the disease serves as a signal that it is time to stop. If these signals are ignored, they run the risk of developing into serious diseases

Loss of enthusiasm at work. Lack of interest in tasks and professional issues that used to really fascinate and give a feeling of deep satisfaction

An increase in the number and quality of errors: from minor oversights to serious flaws. This is due to an increase in inattention and absent-mindedness, lack of strength for concentration. It has been proven that a person with burnout syndrome slows down mental abilities

Fear and resistance to innovation. Instead of arousing interest and curiosity, innovative solutions are intimidating. The study of new approaches and methods is viewed through the prism of criticism. It takes energy to introduce something new. When "burning out" the necessary energy is simply not available. Therefore, everything new is frightening, and a person automatically turns on a defensive reaction in the form of internal resistance

Increased irritability, developing into frequent outbursts of anger. Aggression can manifest itself in relation to work processes

Reducing the circle of social contacts. Reducing contacts with the existing environment and avoiding new, even very useful, acquaintances

Pessimistic moods in activity. Lack of optimism about their own professional development. Deep indifference to this area

Loss of meaning in what he does. Often disappointment in the profession itself. Desire to completely change direction

What is characteristic of burnout is the interpersonal framework of this phenomenon. A focus on relationships at work be it relationships with clients, co-workers, or supervisors is always at the heart of the description of burnout. These relationships are a source of both emotional stress and “rewards”, they can also be a resource for coping with stress at work, and they often bear the brunt of the negative effects of burnout.

As a severe identifiable workplace stress syndrome, burnout clearly places an individual's experience of stress within the broader organizational context of how people relate to their work. Burnout disrupts both personal and social life of a person. This deterioration in the quality of work, as well as physical and psychological health, has consequences not only for the individual worker, but also for all people around him. Changes aimed at mitigating burnout and moving it in the opposite direction (interest in work) must occur both at the organizational and personal levels. Social studies of burnout consider this syndrome and its specific connections with professional activity [42].

Burnout is dangerous because it is not an episode, but the end result of the “burning to the ground” process. Victims of burnout may experience self-doubt and dissatisfaction with their personal lives. If personal life does not provide sufficient grounds for self-esteem and evidence of significance, then “burnout” people try even more diligently to find confirmation of the meaning of their life and self-actualize in work. Daily work with constant overload and psychological dependence on it leads to the accumulation of the consequences of stress and the depletion of a person's vital energy [43].

Of great importance in the fight against the syndrome of professional burnout is lifelong learning, aimed at constructing a quality professional life. Lifelong learning is an involvement in professional life.

Working specialists should regularly acquire new knowledge and skills for promotion, to unlock the professional potential of the individual, to maintain a

sense of their own professionalism, which is undoubtedly important for the prevention of professional burnout.

It is worth noting the following advantages of lifelong learning:

- makes it possible to improve qualifications throughout the entire career, ensures that qualifications will never become obsolete. A specialist can constantly improve their qualifications and update their existing skills, regardless of their age, profession or level of education;

- allows you to manage your own development. Lifelong learning is a process managed by the employee himself. Unlike traditional learning, it requires a conscious, active approach. Thanks to lifelong learning, it is possible to see one's own level of professional advancement, analyze the acquired knowledge and eliminate existing gaps in knowledge or experience. In addition, a portfolio of skills is formed that can be demonstrated to employers or clients;

- allows you to adapt to changing working conditions. The professional world today does not stand still: changes are happening faster than ever. Employees must keep up with the rapid pace of change brought about by modern advances; they must quickly adapt to new circumstances. If earlier qualifications alone were the main factor in hiring, today additional certificates and documents are an important advantage;

- maintains the attractiveness of a career. In every professional activity, there is an opportunity to learn something new. If a specialist is not interested in exploring new opportunities, then it is likely that over time he will face professional burnout. Studying the many aspects of a particular professional activity is not only good for the future, but also for morale and self-confidence.

Lifelong learning is one of the tools to prevent professional burnout. The specialist problematizes himself and his professional activity, carries out professional self-reflection, designing and forecasting professional activity.

For much of 2020, Sydney-based family physician Dr. Sam Saling saw as many cases of burnout every month as she had seen in a whole year a little earlier. The psychologist cited the fact that more and more of her patients are working from home as a key reason for this growth.

“The balance between work and home is upset. Patients complain that they have significantly increased the number of working hours, there is no energy left for a life outside of work,” says Dr. Saling [44].

The National Research University Higher School of Economics in the baseline scenario for forecasting macroeconomic dynamics and incomes of the population until 2024 predicts a general economic downturn, which will lead to the optimization of labor costs due to a reduction in employment and lower salaries of employees [45].

People experience anxiety and uncertainty. Social distancing, high workloads, growing rates of coronavirus victims, a sense of helplessness in the face of a pandemic lead to professional burnout. When the world around you collapses, work tasks lose their meaning...

The cost of professional burnout

The syndrome of professional burnout is described in psychology within the framework of the phenomenon of personal deformation and is closely related to stress, since it turns on in response to chronic stressful conditions of professional activity. In particular, employee burnout is characterized by an extreme degree of physical fatigue and emotional exhaustion.

For U.S. employers, stress at work costs more than \$300 billion a year, and the consequences for employee health are sometimes devastating. Some people get sick or die. Sometimes they kill themselves, sometimes others.

For example, Jeffrey Pfeffer’s book *Dying for Pay* tells the story of Uber software engineer Joseph Thomas, who earned \$170,000 a year while experiencing unbearable stress at work, and committed suicide in August 2016.

In June 2017, an employee of the European company Fiamma tracked down and killed five colleagues, and then committed suicide [46]. From January to May 2010, 9 employees of Foxconn, a major electronics manufacturer that supplies components for Apple and HP, committed suicide due to unbearable working conditions. And in Japanese culture, prone to perfectionism and the cult of exemplary work, there is even a term *karoshi* [47], meaning death from overwork.

But even in less tragic and irreversible manifestations, professional burnout caused by stress causes significant harm to the organization:

- reduces labor productivity;
- increases the number of marriage/poorly rendered services;
- increases the number of sick leaves and days off;
- creates a tense atmosphere in the team;
- increases the outflow of staff due to voluntary layoffs;
- leads to the loss of key employees and a drop in business efficiency.

Who is at risk for professional burnout syndrome?

Just half a century ago, it was believed that specialists in the so-called dangerous professions are subject to professional burnout: policemen, firefighters, rescuers and other people whose work is associated with daily risk. And also - those who work with people: sellers, teachers, nurses, and more. others

But already in 2022, the eleventh revision of the International Statistical Classification of Diseases and Related Health Problems (ICD-11) will be adopted, in which professional (or emotional) burnout is recognized as a syndrome, that is, the real clinical state of the patient's health.

Speaking about the symptoms of burnout, WHO [48] names the signs that should alert the management or the employee himself:

- lack of vital energy;
- negative, aimed at professional activity;

- desire to distance themselves from work;
- cynicism and psychosomatic reactions (exacerbations of chronic diseases, headache, nervous tics and nausea that occurs when thinking about work);
- Decreased work efficiency.

Clinical psychologist and financial coach Yana Veter identifies two types of people who, due to their character traits, have a high risk factor for “burning out” at work [49]. What are these types?

Empaths. As a rule, these are people of those very “helping” professions with a high communication load: teachers, law enforcement officers, medical workers, lawyers, trainers, social workers, sales representatives, psychologists, public relations specialists, managers sales, HR-specialists, call-center employees, litigation lawyers, top managers, etc.

Why are they called empaths? One of the success factors in these professions is a developed emotional intelligence - the ability to recognize the feelings of another person and join them. But when faced with negative emotions, such professionals can have a hard time experiencing them within themselves. And if this happens all the time, stress begins to accumulate in the human body, which leads to professional burnout syndrome.

Perfectionists. This type is known in the working environment as workaholics (workaholic people). “These are people with an excellent student and a “good boy / good girl” syndrome. They are used to doing everything 120%, plus they often don’t know how to say “no,” says Yana Veter.

Perfectionists arrive early to work, leave late, or even stay overnight. They can work for years without vacation, skip weekends. More often than others, they take additional work home, depriving themselves of a good rest. The result of such a wasteful attitude to one's own resources is chronic fatigue and exhaustion - the most powerful predictors of professional burnout.

Three stages of professional burnout

Approaches to diagnosing professional burnout may differ slightly, but, as a rule, experts divide the development of the syndrome into 3-4 stages [50].

Three stages of stress development.

Anxiety stage. At this stage, the employee feels a gradually increasing nervous tension. Anxiety appears. There are fears associated with work: for example, that there will be a lot of work and he will not cope, or that the boss will be dissatisfied. Experiencing difficulties in solving current problems, an employee may begin to doubt his own professionalism.

At this stage, interest in the work decreases even among the most charged team members. Apathy, a sense of helplessness and inner devastation come to replace them. A person may notice some semblance of an improvement closer to Friday, but from the beginning of a new working week, they will again slide into anxiety-apathetic symptoms.

The resistant stage is characterized by a feeling of “resistance” to work, unwillingness to do anything and an attempt to evade direct duties, one way or another shifting them to other employees.

At this stage of professional burnout, the quality of human life deteriorates. A previously peaceful colleague can turn into a “toxic” employee, which is especially noticeable in leadership positions.

There are problems with the team. There is a strong sense of injustice. Hardly contained irritation begins to pour out on colleagues and clients. This can be expressed in uncontrolled outbursts of anger, violation of subordination and professional ethics, unwillingness to follow the norms and internal rules adopted in the company.

The likelihood of an emotional breakdown increases. A punctual employee suddenly starts to be regularly late for work, stays late for lunch and tries to “escape” home early. There is a negligent attitude to business, signs of presenteeism and absenteeism. A former workaholic may stare at a blank monitor

for a long time, unable to force himself to get to work. The employee begins to seriously think about quitting.

At the **stage of exhaustion**, an employee's existing chronic diseases become aggravated, persistent insomnia often occurs, fatigue takes on a permanent form. This stage of emotional burnout is characterized by an extreme degree of nervous exhaustion. Apathy from work is transferred to all areas of life. Immunity drops: the employee often gets sick, falling out of the work process.

At this stage of burnout, a letter of resignation can end up on the manager's desk at any time. This is an acute, peak condition that requires the immediate intervention of a specialist - a psychologist, psychotherapist, as well as doctors involved in somatic manifestations and curation of concomitant diseases. If no action is taken, the employee may develop clinical depression, apatoabulic syndrome, and other severe psychopathologies. Sometimes a crisis state leads to suicidal urges.

There are three main factors that lead to burnout. This is stress, violation of the regime of work and rest, inadequate wages.

Most often, stress at work is caused by a toxic microclimate in the team, increased workloads, the lack of a clear understanding of the goals and objectives of employees, multitasking, unrealistic amounts of work and tight deadlines.

EDUCATION FOR THE THIRD AGE



Lifelong learning is not just a buzzword, but a severe necessity in a world of constant technological and social change. And this applies to all ages. Older people who have stepped into the 21st century should realize that the quality of their life directly depends on their willingness to learn new things.

The history of the University of the Third Age as an educational direction dates back more than five to ten years after the opening in 1962 of the first institute for retired professionals in New York, which was later transformed into the Institute for Retirement Education. Ten years later, in France, in Toulouse, the first University of the Third Age in France was established. Later, similar institutions appeared in many countries of the world and received significant development.

At present, the University of the Third Age continues to successfully develop and implement various functions, while its main goal is to adapt older people to the social and economic changes taking place in society and ensure a

high quality of their life for the benefit of each person and society as a whole [51].

“Third age” is the stage of a person’s life cycle, at which he leaves the sphere of professional activity, changes the nature of his work, lifestyle due to circumstances related to the physiological characteristics of an elderly person. “Third age” is the conventional name for the first years of retirement age, bringing a person closer to old age. This is the age of the highest wisdom, common sense, the prevailing philosophy of life, the accumulated vast experience of success and loss. A person at this age is a contemplative, observer, adviser, consultant, spiritual mentor, an example of kindness and high morality” [52].

Modern pedagogy is based on the vision of education as a continuous process. According to the Memorandum of Lifelong Education [53], a person's learning should be carried out throughout his life. This idea did not come up today. The question of the need to continue teaching in old age was raised in antiquity.

Of the ancient authors, the idea of the need to continue education at this stage is most fully revealed by Mark Tullius Cicero (106 BC - 43 BC) in his famous dialogue “On Old Age”.

He names ways to combat aging: you need to “monitor your health, resort to moderate exercise, eat and drink as much as you need to restore strength, and not to oppress them. At the same time, it is necessary to support not only the body, but to a much greater extent the mind and spirit, because they, if oil is not added to them, like a lamp, go out from old age.

Activities and knowledge Cicero calls “food for the soul.” With age, well-educated people's interest in science increases. “A greater pleasure than this pleasure for the mind, of course, cannot be.

“The idea of Cicero about the need to maintain mental activity is extremely close to modern research [54].

In the scientific literature, instead of the concepts of “old age” and “old age”, the term “third age” is increasingly used, avoiding the involutional coloring of this stage. The category of “elderly people”, or “people of the third age”, as they are commonly called in the world, includes people aged 60 to 74 years [55].

The term “third age” was introduced into scientific circulation by the British scientist P. Laslett in 1996. From that moment on, it is understood as the retirement age, which marks the appearance of another stage in the human life cycle - between adulthood and old age. The old age itself received from him the name of the “fourth age”.

The study of the social problems of people of the third age is one of the urgent problems of modern society, since there is both a significant increase in the number of people of retirement age, and varying degrees of disruption of their interaction with society, with various social institutions. These disruptions of interaction tend to break many social ties and push people out of public life, that is, lead to social exclusion. Many authors note that in the chain of actions leading to the displacement of people of the third age from society, the first is retirement, then the loss of relatives and friends, and, finally, placement in a boarding (closed) institution [56].

As the English scientist Groombridge emphasizes, getting an education in old age serves to solve several reasons, among which he identified, firstly, education can contribute to the self-reliance and independence of older people ... thereby reducing the growing demands on public and private resources, secondly, education is the main factor enabling older people to cope with innumerable practical and psychological problems in a complex, changing and fragmented world, the third reason sounds like education for older people themselves enhances their actual or potential contribution to society, the fourth reason is that

the self-knowledge of older people and the transfer of their experience to other generations contributes to balance, perspective and understanding, which is valuable in a rapidly changing world of conflicts, and the last reason is indicated as education is crucial for many older people, especially for those who aspire to self-expression and learning [57].

Emphasizes the potential of the late stage of human life as a period of vigorous activity favorable for travel, new interests, hobbies and opportunities for education and development. Working pensioners study for the sake of prolonging their professional longevity; non-working - pursue different goals - maintaining health, communication, leisure, broadening their horizons, etc. Recently, the interest of researchers has been attracted by the education of non-working pensioners, which is a means of social adaptation after the termination of employment [58].

A change in lifestyle that occurs in connection with a decrease in labor activity, retirement, a drop in social status, a narrowing of the social environment, and other losses leads to the fixation of thoughts, ideas, ideas on one's own life. As a result, either an integrative perception and acceptance of one's life (and personality) in all its fullness and diversity, with all the difficulties, mistakes, achievements, or a global rejection of life and oneself in it is formed. In the first case, one can speak of wisdom, in the latter, of despair [59]. Although, an ordinary person can be both at different and at an equal distance from these poles.

An analysis of the relevant literature, as well as direct observations and experience, makes it possible to identify the main problems of older people [60]:

Problems of the elderly, manifested subjectively

Feeling of social death, own uselessness

Feeling of alienation, derealization in society, in culture

Feeling helpless and dependent, feeling like a hindrance

Loneliness, fear, anxiety, humiliation, resentment, depression

Experience of loss (relatives and intimacy, status and prestige, faith and ideals)

Loss of a sense of meaning in life, disappearance of goals

Negativization of personal identity, decreased self-esteem

Feeling of physical and/or intellectual regression

Experiencing economic problems, etc.

In 1979, a group of scientists at Harvard University started a curious experiment. Settling in a country holiday home for elderly men - the youngest of them was 70 years old - they were invited to go back twenty years, act as if it was 1959, when they were all still working, and talk about the events of that time in the present tense. To complete the picture, the subjects were given certificates

with photographs from twenty years ago. The music of the 60s sounded in the house. All newspapers and magazines were dated the same year.

Time Travel was amazing. Absolutely all the subjects rejuvenated outwardly. Those who were served by younger relatives before the experiment switched to self-service. In addition, judging by the results of the studies, all subjects increased muscle strength and improved short-term memory. They began to see and hear better. The joints became more flexible and the ability to learn increased.

In short, the results of the experiment have shown that in old age the physical condition largely depends on the psychological attitude and that the way of life is largely determined by the external attitude. In other words, if others treat older people as incapable of vigorous activity - whether it be physical or mental, it does not matter - then they behave accordingly.

Lifelong learning, or rather, that aspect of it that is sometimes called “third age” education, is a relatively new, but actively developing and very effective form of promoting a culture of constructive old age.

Most of all, older people do not want to remain inactive, they want to realize missed opportunities in education, creative activity, family relationships. They wonder: how should this time be spent? How can you make good use of this time? The need for an active life of older people through their education is one of the hot topics of modern scientific research and is perceived as a necessary part of the education system. Education not only allows you to maintain an intellectual level, but the very achievement of goals brings satisfaction, creating a positive emotional background, maintains self-esteem, self-confidence [61].

The process of acquiring new knowledge by older people is unique for the reason that in old age the individual characteristics of each person play a significant role.

The participation of older people in educational activities gives them clear advantages, especially in terms of achieving their well-being in life, increasing their sense of responsibility for themselves, a sense of satisfaction with what they have achieved and improving their health; in addition, it gives them the opportunity to actively participate in public life.

The need to preserve the active life of older people through their education is one of the current topics of modern scientific research in the field of gerontology, andragogy and adult social learning. In order for the elderly to be physically and spiritually healthy for as long as possible, and for the young to better understand and appreciate the representatives of the older generation, it is necessary:

- help an elderly person to correctly understand what is happening;
- to help in the realization of his own capabilities;
- help in the implementation of what an elderly person could not do during his life;
- to help him gain knowledge for further development and a fulfilling life in modern society.

These goals are achievable if the education of the elderly is developed as a component of the process of continuous education. The right to education, one of the fundamental human rights, cannot be limited on the basis of age, which implies the continuity of education and the possibility of its continuation in old age. It is the adult who is learning that plays the leading role in the learning process. It is an adult who sets specific learning goals for himself, while striving for independence, self-realization, self-government, and seeks the fastest possible application of the knowledge and skills acquired during training. And since an adult has professional and life experience, knowledge, skills that should be used in the learning process, his learning should not contradict his own experience [62].

The story of Mikhail Kazinik (art critic, musician, writer, poet, philosopher, director, passionate enlightener), one of the most erudite people of our time, is proof that age is not a pathology, age is a potential:

“My mother comes to me after the death of my father, I cannot leave her in Belarus with a pension of \$ 100 in a Khrushchev, especially where everything resembles my father. I invite her to Stockholm.

They give her permission, she comes to me. Three months later they give her her own apartment, because it is believed that she cannot depend on anyone but the state, they give her her own pension, free medicine, free electricity, free taxi, free transport, everything!

And finally comes the wonderful paper. You see how long I come to talk about old age! The paper says: if you wish to study in a school for foreigners in order to learn the Swedish language, you are welcome, we start on such and such dates.

Mom: “Son, I'm 73 years old, I won't disgrace myself?” I say: “Mom, you have always been an excellent student, and in this school you will be an excellent student.”

Mom came to school. There are the same old women and old men like her. Some are 10 years older, they are 83, some are younger - they are 67, children, you can say. And so the class was created. With all school and classroom stories. With love, with notes, with birthday celebrations with cakes, with trips around Sweden, and everything is free, the whole state pays.

My mother died at the age of 97. One of her friends died at 99 due to a medical error, another friend died at 103. In recent years, they have written and published a book together, they also traveled to Spain, flew to England, Israel, got impressions. And here is an interesting point. Of this class, three-quarters of the students are alive.

At a certain age, a person receives a paradigm: life is over, only illness, darkness and death lie ahead. Nobody needs my thoughts, my ideas, my poems, or music, I am abandoned by everyone. I need to live.

When a person goes to school and writes irregular verbs on his knees, he receives information inside the brain: "I am not looking into the darkness, but I am learning Swedish in order to speak it, and not to use this stupid language lie down in the coffin."

Man is not only a body, it is a spirit.

When the body is stronger than the spirit, then it goes to survival. When the spirit is stronger than the body, it laughs at the body: "How old are you - 80 or 90?"

Not at all, I'm learning Spanish. I fell in love! In a very young, 65 years old, you had to live to be 80 years old and fall in love for real. I thought it was love, but it was friendship.

And this is where the miracle begins. As soon as you reprogram your brain, death is canceled for you. Your old age is over. You stop aging.

Stay bright and interesting. Have you read poetry aloud?

Try it! And suddenly discover something for yourself. And you suddenly change in all respects, you start speaking with an actor's voice, you go to dances unexpectedly, someone to salsa, someone to flamenco, you go to amazing places that you have not visited before.

There is a different world around you now. Drop everything that was associated with tedious monotonous work. Now you have got happy years, let it be five, ten, fifteen, twenty years. Live and you won't get sick.

The most important thing is self-communication. Self-meditation, self-love. The older you are, the more you love yourself. Love yourself, get up from the couch not to reach the nearest chair, but to make a joke. In order to rejoice, oh,

what buds, oh, what a rain, try to draw, you don't know what you can do, buy watercolors, paints, maybe you are not Levitan, but an abstractionist.

Once you start wondering, you get younger.

What is old age? It is the inability to be surprised.

If you don't look at the world with the blue eyes of a surprised person, if you say to yourself: "It's all over, everything is in the past, no one will tell me anything new, nobody will open anything new to me, everyone is stupid, and youth is not like that, and middle age, everyone is not like that. , I am like this, I am like that, "that's all old age. When you say that the grass was greener, this is old age.

It is necessary to prolong life so that the soul constantly receives nourishment from the great culture, music. For many, this will sound empty, because many do not know this. And if a person suddenly discovers for himself the beautiful music of great composers, learns to listen, understand and feel, this immediately prolongs life automatically. Because these signals come from eternity, which means that immortality is serious, believe me, and that soul that has not matured in the body, and the body has destroyed it, it may not be immortal. Immortality must be earned."

To date, we can say that the model of obtaining education by persons of the third age, which implement various universities, is well established. There are numerous studies of the "third age", the position of universities in relation to the education of people of the "third age" and the specifics of educational programs for the elderly in different countries of the world. The biological and psychological reasons for the return of people of the "third age" to education are investigated. Studies have found that the more active, sociable, healthier and more educated older people are, the less burden they represent for the family and society, because the involvement of older people in social affairs, study and leisure has a positive effect on their mental and physical health [63] .

In most parts of the world, Third Age universities are an established reality. Classical universities of the world, in accordance with the goals, objectives and mission of the concept of continuous education, have in their academic structure a sector aimed at meeting the educational needs of people of the “third age”. This is due to the rather rapid aging of the population and the presence of legislative acts, thanks to which universities were forced to open their doors to older citizens. The programs offered by universities for people of the “third age” are aimed at maintaining their active life position and physical health in the first place [64].

Let us consider in more detail the features of the Universities of the Third Age, educational courses that are offered for the elderly in various countries. First of all, it is worth noting that there are two models of how education for third-age people is organized, namely the “French model”, which involves the creation of classes or courses for the elderly on the basis of local universities with the allocation of state funds for this. This model has become widespread in Germany, the Netherlands, Italy and many other countries of Western and Central Europe.

There is another model, called the British one; its creators, a group of historians and sociologists from the University of Cambridge, proposed in the early 1980s. to create a volunteer organization based on the principle of self-help and self-organization, the peculiarity of the British model is that it proceeds from the position of the theory of Geragogy that older people have psychological and mental characteristics. According to the British model, members of the volunteer community must themselves create interest groups, provide their homes for classes, act as either organizers or simply learners, and sometimes as teachers. The groups are completely autonomous from each other, they are not managed or controlled by anyone except their creators and members, and each member of the group pays a small annual fee. The British model of teaching people of the

third age is being implemented in the UK itself, as well as in countries such as Australia and New Zealand [65].

In general, the analysis of foreign experience of working with the elderly allows people to draw the following conclusions: [66] :

- The higher the level of social activity of older people, the more successfully society develops. At the same time, the fundamental important is the recognition of the fact that the process of revitalization impossible if you treat the elderly as an object professional intervention. Activation of the elderly associated primarily with the growth of independence. The activation process begins with an analysis of the existing situation, with an understanding by an elderly person of what needs to be changed situation or develop alternative solutions.

- The social activity of the elderly is characterized by internal heterogeneity. Some of its forms can answer objectively urgent needs of the development of society, others - contradict and even oppose them. Abroad older people are committed to habits of social activity. The world practice of organizing leisure activities for the elderly has received legal framework and planning based on national programs that differ in goals and methodology their achievements. Work in the form of educational entertainment of a large number of public associations and people's universities, creating the prerequisites for relevant policies in relation to the elderly, leads away from the psychological stereotype of passive "living out" and forms an active life orientation.

- The system of education for persons of the third age is sufficien developed and aimed at the implementation of social subjectivity the elderly, which in general contributes to an increase in the duration of active life. The key resource for maintaining the labor activity of older people is becoming human potential, embodied in the stock of knowledge, skills, intelligence and creativity of people.

It is he who determines the standard of living of the population and competitiveness in global market.

- Educational programs for the elderly have variety of form and content. Essential point is based on the perception of aging as a stage of evolution a person who has his own resources, as well as consideration the elderly person as a subject of education. The choice of educational programs is based on monitoring needs older people in need of educational services.

- The main trend is the project of the third age university type, the purpose of which is to create conditions for change stereotypes of behavior and attitudes of older people: moving away from a passive position and the formation of a new model of personal behavior by involving older people in the educational process, the development and implementation of social significant projects, increasing the degree of their participation in public life.

- In increasing the social activity of the elderly the Internet plays an active role. Thanks to dedicated sites for communication of older people and teaching computer

literacy, they got the opportunity to create an electronic addresses, viewing the daily press in electronic form, processing and printing photographs, listening to music and watching movies and various programs online, as well as communication with relatives using the Skype program.

- Cultural and leisure activities have a huge baggage of forms and methods of cultural development of older people and socializing influence on them. It is able to optimize the life of the elderly, stimulate their intellectual and physical activity, develop Creative skills. The core of the existing system of sociocultural work with the elderly is the principle of free choice of activities combined with a wide range of socio-cultural practices that they have mastered have not yet entered the third age. Leisure activities in old age activities are expanding through volunteer areas

work, knowledge of new spheres of reality and obtaining new professional knowledge.

- It is necessary to actively reformat the work with people of the third age, introducing a subject-subject approach in the implementation of the active aging strategy, to more fully reveal the diverse potential of socio-cultural activities in ensuring the process of activating the spiritual life of older people. In accordance with the "development approach", the main directions for improving the social status of the elderly should be: 1) improving the quality of life of the elderly, improving their material well-being; 2) development of social services in accordance with the needs of older people; 3) maintaining the possibility of social, political, intellectual and creative activity of persons of the third age in order to activation of social behavior; 4) training of professional personnel to work with the elderly.

The above research results confirm that that the older age group can take an active part in the life of society on a par with its junior representatives, however, if there are necessary conditions in society that contribute to this.

Globally, there is an upward trend in the number of people of retirement age. And this makes us take a fresh look at the generations of people who have not been in the focus of society. Increase in duration life is a positive trend. But unfortunately, in the public mind, the same positive concept of the life of older people is missing. Retirement is one of the biggest turning points in life. In addition to a drastic change in lifestyle, more and negative emotions associated with the perception of the elderly age.

The number of people of the third age in the whole civilized the world is growing. And this is an age stage in a person's life, like everyone else. others, should be filled with goals, actions, positive emotions. There is an objective change in the social situation, in which a person often experiences a sense of

maladaptation. There is a fundamental change in the usual lifestyle, the number of losses of loved ones is increasing. Is this the reason choosing a life strategy of “living out”? Not! But, necessary purposeful and systematic assistance to people for successful adaptation in changing conditions, to build a new life strategies, not survival. One of the possible elements such assistance can be master classes, seminars, trainings, aimed at forming in people of the “third age” a clear vision of new life goals and opportunities for their achievements. When people have goals that are important to them - their life filled with meaning and they are active. As Viktor Frankl wrote: “There is no situation in which we would not be given life an opportunity to find meaning, and there is no such person for whom life would not keep ready for some work. The opportunity to realize meaning is always unique, and the person who can realize it is always unique” [67].

In the modern world, where the trend of population aging persists, which in the future will affect developing countries, it is important for society and the state to preserve and use the potential of the older generation. The so-called concept of active old age, proposed by the World Health Organization and other international organizations, is actively developing, its elements include leisure, professional labor and social activity of the elderly population. Speaking about teaching methods, it is worth noting that their successful activity is determined by the ability to involve an elderly student in learning, while using his sociocultural experience in teaching. Education allows people of the third age to successfully adapt to the changed life situation.

Life wisdom is transmitted through communication with people third age, through participation in the experience of the family. Important to have in life, an example that leads, helps to orient, determine the path and calling.

Third age is the time of reaping the fruits, the time of wisdom and slowness, when you can slow down and admire the world around, think about the meaning of life.

CONCLUSION

Summing up all of the above, lifelong learning is an opportunity for the comprehensive development of an individual and a way to promote the development of society as a whole. The key idea is the ability of absolutely any person to learn, develop their capabilities, acquire new knowledge, skills and abilities, regardless of age. Such an approach promotes career advancement, demand, self-realization and personal growth, allows you to feel in demand, promotes not only social integration and an active citizenship, but also financial stability, as well as competitiveness and employment opportunities in any age. If a person takes courses and receives certificates, this means that he is interested in professional growth. Such specialists are valued by employers, even if their certificates do not have state recognition. The important thing is that a person mastered knowledge and studied to the end. And also, lifelong learning helps psychological and intellectual health. The human brain develops and is in good shape only with regular training. It is worth throwing loads, as intelligence decreases, interest in the new disappears, age-related diseases and degradation occur. Lifelong learning provides intellectual longevity and a good psycho-emotional tone. In addition, it promotes the use of non-standard formats, projects and concepts, the introduction and implementation of new methodological and technological solutions. There is no need to radically change your life and endure difficulties, because there is an opportunity to choose a convenient learning format. You can explore what you could only dream of before.

Thus, the idea of lifelong learning occupies a dominant place among the progressive ideas of our time. The social significance of this concept lies in equipping each person with the ability for continuous development, self-improvement, comprehensive self-realization throughout life, which, in turn, contributes to the prosperity of the whole society. The main tool for achieving

the set goals is the introduction of a competency-based approach in education, which turns out to be a universal means of resolving both personal and public and state tasks.

Lifelong learning is a concept that can make learning a part of life, fall in love with new knowledge and master skills from the most unpredictable areas with a vengeance, opens up a fantastic number of opportunities for growth and development.

Lifelong learning is a condition for ensuring a successful transition to a knowledge-based economy and society. Today, it is education that is the most important factor in the development of a knowledge-based economy. In turn, the knowledge-based economy places higher demands on the skill level of the workforce. A society in which all categories of citizens are provided with conditions for learning that meets their needs and interests is turning into a learning society.

The key concept that will help a person to self-determine in life and work and be competitive in a constantly changing labor market is the concept of lifelong learning. The main advantage of this concept is that it provides a person with mobility in the labor market, regardless of his age.

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