

CONCEPT OF LIFELONG LEARNING – THE MAIN VECTOR OF MODERN EDUCATIONAL SYSTEM DEVELOPMENT

MARINA GURCHYONOK, ELVIRA VARANKO
Polotsk State University, Belarus

Now front lines in the industrial relation of the country are steadily departing from the orientation at the industrial development and heading for the creation of the economy based on knowledge.

It assumes the change of labor activity nature and is expressed in change of priorities. This approach approves of a priority role of knowledge and training in the structure of society and recognizes knowledge as the main value of a person and society. The economy based on knowledge requires availability of the education systems developed and covering more and more population and training promoting growth of some part of highly qualified specialists in a labor force composition and creating favorable conditions for life-long education of citizens. The emphasis is placed on the development of creative capabilities and flexibility in people, and also a capability to constantly adapt to the changing requirements of social development and the economy based on knowledge.

At the moment the world is at an early stage of awareness of the value of life-long training for reforming the system of professional education and training. On the one hand, there are social and economic forces which induce the states to invest into education and infrastructure of professional training for the purpose of compliance to the increasing level of the international competition, and citizens – to mastering new knowledge and the abilities necessary for them for accomplishment of the functional obligations and maintenance of the level of income. On the other hand, the development of the society founded on knowledge opens new opportunities for the development of the personality and allows citizens to take active part in the process of transformations and creation of new prospects of economic and labor life.

As each country has its own social, economic and institutional system, human resources development and training have their own features too. So, the dual system in Austria, Germany and Switzerland is historically based on close interaction of employers and entities with education and training. In Finland, France, Sweden education and training are based on educational institutions. Despite the distinctions between the countries, whether they represent social and economic models, have their culture, the role of the state, the public or private financing or other distinctions, it is possible to isolate a number of the general principles which are the cornerstone of the training and human resources development. These principles, partially or completely, are realized in the national legal system or practice of various countries. They are recognized by the ILO, the European Union, the Group of Eight and OECD. Below the basic principles on which the modern policy is based, the legislation and practice in the field of human resources development and training are considered. They include: formation of the investments stimulating environment of all concerned parties into human resources development and training; creation of institutes for the human resources development and training answering the features of the specific country; ensuring equality of access to training, irrespective of the social status, income, sex, age, ethnic origin, etc.; establishing partner communications between various concerned parties for the benefit of development of education and training; application of the techniques focused on the student and the use of ICT; investments into human resources development and training; social, economic and institutional environment [1].

The overall objective of investments into education and training consists in bringing their share in GDP to 6%. However education itself and training aren't capable to answer challenges which the countries during the era of globalization and transition to the society founded on knowledge face. For the solution of this task it is required that education and training were conformable to general policy in the field of economy, market development of work and social development. Harmonization in demand economy with the offer is the cornerstone of such policy. Various combinations of economic and social measures, the same as the measures aimed at labor market development can serve as incentives for investments into education and training. These measures can be applied at the macro level – for the purpose of increase in human capital investments and material resources. The combination of macroeconomic and political stability, favorable investment climate, effective economic policy and purposeful education and training proved the historical success. The lack of human capital investments and material resources has led to the reduction of labor productivity and quantity of the created workplaces, economic stagnation and the low income. Thanks to active social policy and active labor market policy, including questions of education and training, there has been a real decline in unemployment and inclusion in life of society of problem national groups. So, in Ireland pointed investments into human resources are successfully combined with investments into supply available and the industry. This approach caused a strong growth of economy and the income. The important instrument of investment attraction of the entities and individuals in education and training are financial incentives. In the Netherlands, for example, citizens can subtract from annually taxable income of the amount (in the amount up to 15000 euros), spent for increase in the capability of employment at this or future workplace. Employers have the right to reduce the taxable income by a certain percent. Besides, all participants of the apprenticeship program receive a tax benefit in the amount of 2500 euros when passing a rate of NG.

It is necessary to emphasize that only investments alone aren't enough for the development of education and training. Priority value acquires the innovative ideas and knowledge now. This strategy assumes the availability of three elements of human resources development, infrastructure and the content oriented at demand. At the same time the leading principle is equality of access to information for citizens. In many countries active labor market policy provides the citizens with so-called "second chance" to get a job after a long period of unemployment or help to return to labor activity after they were the unemployed. In the context of life-long training the increasing distribution is found by such directions of training for the labor market as advanced training, retraining and achievement of higher educational level. As a result of training citizens get access to new work and easier cope with the changes happening in the society founded on knowledge and in information society. Training helps people to be integrated into economic life and solves a problem of social exclusion. Active labor market policy has long traditions in such countries as Sweden, Germany and Denmark, and is carried out now in all EU countries, and also in countries with economies in transition for fight against unemployment in the conditions of economic reforms.

It is necessary for the development of the concept of life-long training: to review training programs, pedagogical methods and the organization of training and shifting focus of training towards students; to create the corresponding trajectories of training which would allow pupils to perform movement and promotion through various grade levels; to create collateral resource security; to provide active participation of the Ministry of Education, the authorities at the regional level and higher education institutions in implementation of the concept of training during all lives [2].

Education during all life implies the need to study continuously, constantly and consistently. At the same time a student will have a certain set of competences which will include the competences necessary for sustainable development and in a social capital.

The important social and economic reasons press active development of education during all life, namely: acceleration of rates of globalization; prompt scientific technical the progress leading to development of society of knowledge; the change of nature of work causing the necessity of fixed enhancement, updating of competences; increase in mobility and flexibility of the labor market; the growing polarization between the intellectual workers and persons who don't have a sufficient level of knowledge; immigration flows; need for bigger social responsibility of the person and others.

Development of the concept of life-long training is impossible without motivation of people to training and active actions of the governments, the organizations which are engaged in qualification systems and the organizations performing preparation which will provide the solution of the following tasks: recognition of the skills providing employment; creation of structure of qualifications; expansion of the choice of the qualifications offered to students; refining of a trajectory of training; ensuring transfer of the credits; increase in flexibility of the training programs leading to obtaining qualifications; creation of new ways of increase in qualifications; reduction in cost of qualifications; recognition of informal and formal training; monitoring qualification systems; optimization of a role of the interested circles in qualification systems; enhancement of methods of requirements analysis for the purpose of upgrade of qualifications; improvement of use of qualifications in case of employment; ensuring availability of qualifications; investment into pedagogical innovations; expression of qualifications in terms of results of training; improvement of coordination between qualification systems; quality assurance optimization; improvement of information and methodical support on qualification systems.

There is a rating of 20 mechanisms of implementation of the concept of education during all life, the main of which, according to the European experts, are: improvement of use of qualifications in case of employment; return to study for advanced training; identification of the skills providing an employment; investment into pedagogical innovations; expansion of the choice of the qualifications offered to pupils; monitoring of qualification systems; improvement of information and methodical support of work in qualification systems; reduction in cost of getting qualifications; enhancement of methods of requirements analysis for the purpose of qualifications upgrade; increase in flexibility of the training programs leading to qualification; ensuring availability of qualifications; expression of qualification in terms of results of training; clearing of a trajectory of training.

Now in social thought and policy the line item according to which efficiency of economy development, its competitiveness, level of innovation are determined not only and not just by material and financial resources, how much does the level of development of a human capital which is created, first of all, by the existing education system in general and professional education in particular dominate? Modern society is characterized by high rates of changes of various components of subsystems and elements which cause the need for search of a new vector for the development of the essential and additional professional education. The paradigm of life-long training – lifelong learning has become a new approach. In this regard the task for consideration of its main stages of evolution and identification of the theoretical bases has been represented.

REFERENCES

1. <http://docplayer.ru/422196-Obuchenie-v-techenie-vsey-zhizni-i-professionalnoe-obrazovanie.html>
2. <http://kniga.seluk.ru/k-raznoe/1260232-1-obuchenie-techenie-vsey-zhizni-professionalnoe-obrazovanie-moskva-2009-bbk-745-053-oleynikova-muraveva-aksen.php>