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Andrey Yermolenko

Candidate of Political Science, Associate Professor

Associate Professor of the Department of Philosophy and Adult Education

m. Kyiv

**MODERN REQUIREMENTS AND OPPORTUNITIES FOR POSTGRADUATE
EDUCATION IN UKRAINE IN THE CONTEXT OF ADULT EDUCATION
DEVELOPMENT**

Annotation: in the article the definition of influence of modern civilizational transformations on the national system of postgraduate education in the context of development of adult education is carried out.

The transformation of modern civilization of mankind on the micro and macro levels, in all its spheres (social, economic, political, etc.) and dimensions, determine the need for the development of tools capable of optimizing the development of personality and society in accordance with these changes. In addition, taking into account the speed of social and economic transformations, one of the fundamentals of this toolkit should be a proactive strategy. The solution to this challenge today relies on adult education. The new type of economic development, inherent in contemporary society, prompts citizens to change their social and professional status repeatedly throughout their lives, constantly study, retrain, and improve their qualifications. This means that information, knowledge, as well as the motivation to continually update them and the skills needed to do this, become a decisive factor in civilization development, efficiency and competitiveness in any activity, and therefore an important factor in the sovereignty and national security of each country. The solution to these tasks in Ukraine relies on the system of postgraduate education. Key words: adult education, postgraduate education, civilization transformations, challenges of our time, education throughout life.

А.Б. Єрмоленко,

СУЧАСНІ ВИМОГИ ТА МОЖЛИВОСТІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ РОЗВИТКУ ОСВІТИ ДОРΟΣЛИХ

Анотація: в статті здійснюється визначення впливу цивілізаційних трансформацій сучасності на вітчизняну систему післядипломної освіти в контексті розвитку освіти дорослих.

Трансформації сучасної цивілізації людства на мікро та макро рівнях, у всіх її сферах (соціальной, економічній, політичній та ін.) та вимірах обумовлюють необхідність розвитку інструментарію здатного оптимізувати розвиток особистості та соціуму у відповідності до цих змін. Поряд з цим, враховуючи швидкість суспільно-економічних трансформацій, однією із засад цього інструментарію повинна бути випереджувальна стратегія. Вирішення такого завдання сьогодні покладається на освіту дорослих.

Новий тип економічного розвитку, притаманний сучасному соціуму, спонукає громадян неодноразово впродовж життя змінювати соціальний і професійний статус, постійно навчатися, перенавчатися, підвищувати кваліфікацію. Це означає, що інформація, знання, а також мотивація щодо їх постійного оновлення й навички, необхідні для цього, стають вирішальним чинником цивілізаційного розвитку, ефективності й конкурентоспроможності в будь-якій діяльності, а отже, важливим чинником суверенітету та національної безпеки кожної країни. Вирішення частини цих завдань в Україні покладається на систему післядипломної освіти.

Ключові слова: освіта дорослих, післядипломна освіта, цивілізаційні трансформації, виклики сучасності, освіта впродовж життя.

Transformation of the modern civilization of society on the micro and macro levels, in all its spheres (social, economic, political, etc.) and dimensions, determines the need for the development of tools, which are capable of optimizing the development of personality and society in accordance with these changes. In addition, taking into account the speed of social and economic transformations, one of the fundamentals of these tools should be a proactive strategy. The solution to this challenge today relies on adult education (AE).

As stated in the "Concept of adult education in Ukraine", the expediency of its development is a generally recognized fact, as technological, socio-cultural, economic progress of the vast majority of countries is provided by the education of adults. Its social significance is

aggravated by the current demographic situation, which is now characteristic for European countries; the peculiarity of the socio-political environment, in which the full development of the individual is possible only with the active participation in changing social processes, rapid adaptation to cultural, ethnic and linguistic diversity.

The new type of economic development, which is inherent in contemporary society, prompts citizens to change their social and professional status during their lives, constantly study, retrain, and improve their qualifications. This means that information, knowledge, and a motivation to update their knowledge and the skills needed to do this, become a decisive factor in civilization development, efficiency and competitiveness in any activity, and therefore an important factor in the sovereignty and national security of each country. The solution to these tasks in Ukraine relies on the system of postgraduate education.

The research of topical issues of the problems of education and adult education has been reflected in the works of domestic researchers, among them: O. Anishchenko, S. Arkhipova, S. Goncharenko, V. Kremen, L. Lukianova, L. Martynets, N. Nykkalko, O. Ogienko, V. Ognevyuk, V. Oliynyk, N. Protasova, V. Putsov, L. Sigaeva, A. Sukhomlynskaia and others. The analysis of scientific literature confirms the increasing attention of scientists to the problems of the development of both adult education and postgraduate education in the context of modern civilizational transformations.

The purpose of the article is to determine the impact of contemporary civilizational transformations on the national system of postgraduate education in the context of the development of adult education.

It does not clearly define the principles of adult education and the basis of postgraduate education is fragmented in the laws of Ukraine, it is necessary to determine their correlation. To solve this problem will allow the work of domestic and foreign scholars and practitioners. Here are just a few conclusions that reflect the general idea in this direction.

Thus, the Concept of Adult Education in Ukraine states that adult education is an integral part of the system of continuing education, the purpose of which is the socio-economic adaptation of an adult to the transformations that take place in society; prolonged process and the result of the development and education of the individual, with the help of educational programs and through the implementation of educational services throughout life.

According to the UN General Conference on Education, Science and Culture (Nairobi, 1976), adult education is a complex of organized education processes, regardless of content, level and method, formal or other, which continue or complete education, which is received in general educational establishments and universities, as well as practical training, during which individuals who are considered as adults by the community, a part of which they are, develop their own abilities, enrich their knowledge, improve their technical and professional skills. or become newly orientated and change their attitudes or behavior in a two-way perspective: comprehensive personal development and participation in a balanced and independent social, economic and cultural development

According to M. Knowles, its main task is the training of competent people who would be able to apply their knowledge in changing circumstances, whose core competence would be to be able to engage in continuous self-education throughout his life [5].

In general, O. Ogienko notes that adult education becomes the key value of a knowledge society, creating conditions for enriching the creative potential of an adult during life at three accessible levels: 1) personal and cultural, 2) professional, 3) social and civic [5].

Thus, according to research by L. Martynets, the main goals and functions of adult education are reduced to the satisfaction of the individual's needs - in self-improvement, society - in the formation of a socially active person who adapts to the realities and economics - in the preparation of a competent, efficient professional worker. The ultimate goal of adult education is the formation of a person who actively, competently and effectively participates in economic, social and personal life.

In accordance with the current domestic legislation, in particular the Law of Ukraine "On Higher Education", postgraduate education (PE) is a specialized improvement of the education and professional training of a person by deepening, enlarging and updating her professional knowledge, skills and abilities, or obtaining another profession, specialty on the basis of acquired earlier educational level and practical experience. Postgraduate education is provided by institutions of postgraduate education or the relevant structural units of higher education institutions and scientific institutions [4].

Essentially formal, the system of national postgraduate education is capable of fulfilling the tasks of training a competent professional for the state and professional adaptation of the individual. However, the transformations that accompany the civilization development of our

society make some adjustments to determine the framework of various processes and spheres of human life. As Microsoft CEO Satya Nadella said, during a speech at the International Economic Forum in Davos, by 2020, giant companies will have to spend a lot of money to "retrain" old staff. In this case, the main emphasis should be on STEM-skills [3]. Accordingly, further research will be directed in this context. Consider only the main trends.

The first challenge of our time is the competence and professional development of the worker.

According to forecasts of the well-known research company Sparks & Honey, which annually make a list of the TOP-20 professions of the future: "60% of the professions that will be needed after 10 years do not exist yet." In addition, linear career and long-term contracts are not in the trend. For an individual today the ability to learn and radically change the sphere of activity is important [2].

On the other hand, Vice President of Product Management and a co-founder of LinkedIn Allen Blue, says that by 2020, a set of competencies for most professions will include one-third of the core skills that are not yet considered to be extremely important for today's work.

So, the key competencies identified by experts at the International Economic Forum in Davos in 2016, for the perspective until 2020, have the following rating: 1. a comprehensive solution to problems; 2. critical thinking; 3. creativity; 4. ability to manage people; 5. interaction with people; 6. emotional intelligence; 7. ability to form own opinion and make decisions; 8. customer orientation; 9. Ability to negotiate; 10. flexibility of mind (ability to quickly switch from one thought to another) [3].

The above points to the statement of modern trends in the development of man, society and culture, and, consequently, education. The first is the skills of communication, the ability to negotiate and interact, to understand the person. The second is the development of brain and thinking abilities. The third is the emphasis on the development of emotional and social intelligence.

The next significant problem is due to globalization processes in the economy, which leads to increased risks, rates and competition. According to E. Toffler, the industrial era since the 50s of the XX century, began to replace the post-industrial. This transition, according to his estimation, should completely be completed by 2025 (in more detail this idea was stated in the book "The Third Wave" in 1980). Following the January Economic Summit in Davos in 2017,

these trends are confirmed. Along with this, a new segment appears - artificial intelligence [1]. While high-paying jobs need a high level of qualification and versatile skills.

The digital revolution is the point of no return on the labor market. From year to year technologies will "eat" more and more jobs. Part of the "white collars" sitting in the offices will replace by robots. The digital revolution will lead to a radical turnaround in the labor market. "This revolution will divide people into winners and losers. Our task is to reduce the number of losers," says President Rwanda Paul Kagame [3].

Technological progress and the development of artificial intelligence in the next 10 years will lead to the disappearance of many professions that are common to us now. This is stated in the report Bank of America, which CNN Money reports. By 2025, 45% of industrial tasks will be carried out at US enterprises, while now this figure is only 10% [6].

Along with this, the change of priorities in the production of goods was tangible. Oleksiy Gerashchenko believes that the benefits of the production of material goods will gradually become immaterial (emotions, services, software, etc.).

Another, but not the last, significance, challenge is the speed of change that occurs in all spheres of life of the individual and society. Referring to Gordon Moore's law, one can allow the updating of technology and information, on average, by 50% over one year. Physicists today are talking about a nine-month aging of information. Other sources say about the same pace. The same law also determines the growth of competition between producers of products and services, which is constantly increasing.

To sum up, one can identify several trends, which are in the prospect of 2020-2025, I will define new requirements for postgraduate education.

The first is the loss of relevance of about half of the modern professions and the emergence of new ones. At the same time, a set of competencies for most professions will include one-third of the core skills that are not yet considered extremely important for today's work. Development of emotional and social intelligence. A linear approach to building a career will replace human readiness to change its professional trajectory and the ability to learn continuously. All this causes the expansion of the range of tasks and directions of the software system.

The next - the post-industrial era and the digital revolution led to a shift in priority from predominant production to the production of services, research, development of knowledge,

etc.; prevalence among the "class" workers of professional specialists and technicians; definition of the leading role of theoretical knowledge as the basis of innovations in economics, politics and social structure of society, etc. As a result, a prompt request for the implementation of STEM-education.

It develops the ability to research, analytical work, experimentation and critical thinking. For example, according to research from Change the Equation, in United Chata, one potential employee has an average of 1.7 vacancies in the STEM industries. At the same time, competition in other industries is about 4.1 candidates for one position. According to the Institute for the Modernization of Educational Content, only 1% of the population's participation in STEM-professions in Ukraine increases the GDP of the country by \$ 50 billion. And the needs of STEM-specialists increase by 2 times faster than in other professions.

Another trend is the large-scale replacement of human resources and a significant proportion of the able-bodied population loses their jobs. An adequate response is the development of a segment of small and medium business. According to Deborah Jacobs: free enterprise is a strategy: "Make value from yourself, make your skills with goods - and you will have a profession that will not go away, because you yourself created demand for it."

It is also worth keeping in mind that the changes taking place in all spheres of society have a rather high pace. Information, which today is the main resource, needs constant renewal. This also applies to personality and society.

These conclusions suggest that at the present stage, and even more on perspective, civilization transformations cause the bringing of the domestic system of postgraduate education into conformity with the requirements. The segment that she took in the general education system was governed by government orders. This allowed us to avoid a tight competition in the market of educational services, but the situation is changing.

We propose to consider some of the requirements of the current moment that affect the formation of a request for postgraduate education services:

1. Need for a state-recognized diploma for employment. Researches of the international human resources portal HH.ua in Ukraine show that in 2016, 29% of candidates got jobs according to their skills without presenting diplomas. In the same year about 490 thousand people lost their jobs, and competition in the employment was three specialists at one work place.

2. The interest of the employer in the qualified, in accordance with the requirements of the modern market, specialists generates the demand for relevant knowledge and skills. The main competitor in this segment is the non-formal education market. At the same time, such educational services are usually carried out at their own expense. As an example, the development of the Networking technology is relevant for the development of the above-mentioned perspective competencies (communication, management, negotiation skills, negotiation, etc.). This opportunity is offered today by business schools and training centers.

The controversy of this moment is that such competences are not within the competence of postgraduate education - accordingly, there is a loss of contingent. Not the best situation in the field of updating other competences by institutions of postgraduate education. This situation dictates the need to expand the capacity of software establishments to create new competencies of specialists.

Along with the above-mentioned normative-legal acts of Ukraine, in particular the Law of Ukraine "On Higher Education", extends the possibility of performing functions of post-graduate education by other higher educational institutions and scientific institutions. This moment creates a precedent for increasing competition in providing services in the context of education for adult education institutions and universities.

Solving this problem may involve the use of modern marketing strategies. According to marketers, today the fate of trademarks is decided by customers. The surplus of products and services that are similar to one another prompts customers to look for some sort of landmark to help them identify the best. (Newman M. Zag: *The Best Branding Guide* / Marty Newman - Kharkiv, 2017. - 191 pp. - (PROT Globus).)

3. A segment of the post-graduate education contingent in the context of adult education in Ukraine. According to the State Statistics Service, the proportion of the adult population is about 35 million people. At the same time, there are trends in increasing the retirement age, the growth of the need for earnings at retirement age and the dynamics of a decrease in the number of people under the age of 16. This demographic situation raises the demand for adult education services, including postgraduate education.

Summing up, it can be argued that functionally the postgraduate education system of Ukraine in the context of the present transformations remains unchanged (preparation of a competent professional for the state and professional adaptation of the individual). On the other

hand, consumer inquiries and market demands form the need to expand the nature of the tasks and transform the content of the contingent. The growth of competition in the market of educational services determines the need for software institutions to apply marketing technologies, increase the level and expand the possibilities of providing educational services. The state order, image, available scientific and pedagogical potential and the material base in a certain way give the institutions the advantages at the beginning of a competitive confrontation. However, this is not enough to sustain her for a long time, leadership in adult education is needed.

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