

CURRENT TRENDS IN THE DEVELOPMENT OF LIFELONG LEARNING IN THE CONCEPT OF HIGHER EDUCATION INSTITUTIONS (HEIS)

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Received in:

2021-08-10

Approved in:

2021-09-05

DOI: <https://doi.org/10.24115/S2446-6220202173A1421p.394-407>

INTRODUCTION

The reality of modern technocratic society radically changes the worldview paradigm, in particular in the field of education. Today it is impossible to imagine a successful and realized person who does not care about his own personal self-development and does not develop professionally. For example, modern people aged 60+, many of whom still continue their professional activities, in the days of their initial education did not own gadgets, information and computer technology and all other possessions of the digital world.

Situation like that formed simply because in the generation of the 1960s due to objective reasons they could not use modern gadgets in the learning process or for other professional or personal purposes. However, at the turn of the 20th and 21st centuries, people of the same generation of the 60s faced the problem of total computerization, without which professional activity became unthinkable.

As the world moves rapidly towards scientific and technological progress, accelerating any hitherto known pace, the problem of adaptation of the adult population to full functioning in the conditions of expansive evolution of humanity has become too acute to be ignored (VOITOVSKA et al., 2018). However, the awareness of the need to create conditions for the adult population to learn and develop, in turn, forced fundamental changes in the entire structure of education.

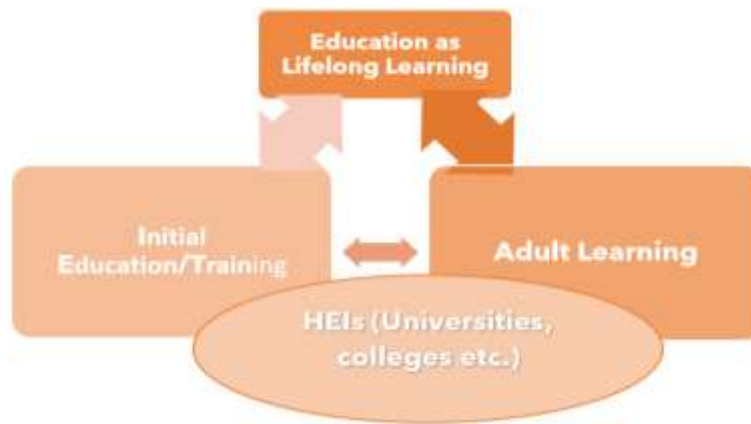
Learning now is not perceived as a certain stage in human life, but is transformed into a tool that allows the modern individual at all stages of conscious life to actively socialize and realize themselves in the personal sphere and professional activities (VOITOVSKA and TOLOCHKO, 2019).

Modern educational systems differentiate between the concept of *initial education (training)*, which semantically covers the training of the individual before and immediately before the beginning of active activity in the labor market (usually a full-time education with youth orientation) and *lifelong learning / adult learning*. The distinction between the latter two is particularly important in the context of this study. According to the official informational, educational and policy resources of the European Union, the concepts of *lifelong learning and adult learning* are in a genus-species relationship. *Lifelong learning* is a general concept that encompasses all manifestations of an individual's lifelong learning activity, carried out in order to improve knowledge, skills and competencies in the paradigm of personal, social, social or employment-related development prospects (EUROSTAT, 2019).

Thus, the Eurostat glossary explains the concept of *adult learning* as a central component of the broader concept of *lifelong learning*, which covers any participation of adults in learning, usually outside the initial education stage (EUROSTAT, 2019). In the regulatory-declarative document of the European Union "Council Resolution on a renewed European agenda for

adult learning” the concept of *adult learning* covers the whole spectrum of formal, non-formal and informal (outside official educational institutions) general and professional education, to which adults are actively involved after the stages of an initial education and training (EUROPEAN UNION, 2011). Thus, Fig. 1 can represent the structural process of education.

Fig. 1. Concept of Modern Education

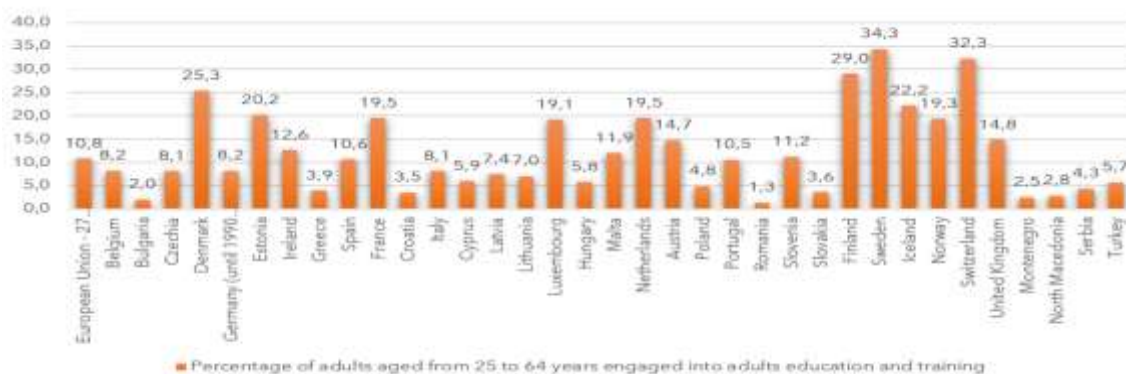


Source: Developed by the authors

As can be seen from the diagram, universities in the modern educational paradigm are assigned the role of a leader from the stage of initial education and training to adult learning. The university education is that final link of initial education that should consolidate the attitudes for learning based on the lifelong model and formed during the whole process of initial education from the first formal educational link (pre-school/primary school education). The peculiarity of this stage is also two-vector: lifelong learning settings to meet personal life needs in education and the emphasis on professionally oriented lifelong learning. In general, the approach to the interpretation of lifelong learning in higher education cannot be limited to the provision of educational services to adults seeking further professional development.

The urgency of the problem of practical formation of attitudes to lifelong learning, especially at the stage of adult learning is confirmed by alarming official statistics. Even in developed European countries with the highest Human Development Index (HDI): Norway, Switzerland, Denmark, the Netherlands, etc. - the level of participation of adults learning aged 25-64 does not exceed the mark of 34.3%, which is shown by the adult population of Sweden. The average percentage for the European Union as a whole is only 10.8%. In addition, there is a difference of as much as 33% between the peak points of the results curve (max. Sweden - 34.3%, min. Romania - 1.3%) (Fig. 2). This suggests that a promising area of work to promote adult learning is not only the maximum coverage of the adult population of Europe by the trend of lifelong learning, but also the alignment of adult participation in lifelong learning in different countries.

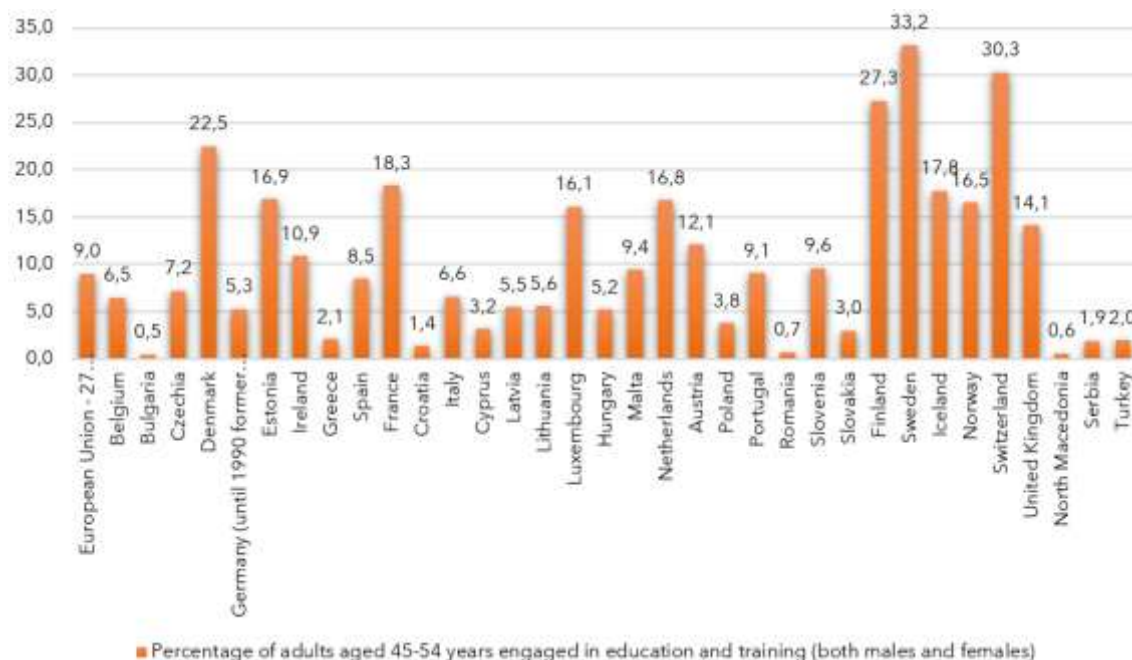
Fig. 2. Percentage of adult participation in adult learning in the European Union (according to 2019 data)



Source: Developed by the authors based on Eurostat (2021)

Even more alarming is this figure for the age range 45-54. This range is the most demonstrative, as it is a critical age when initial education, which ends mostly at the age of 25 years, is far in the past and at there is least a decade of employment before the end of professional activity and retirement. The population of this age, on the one hand, most acutely feels the need to adapt (upgrade) their initial education to the new time context, and on the other hand, is the most difficult part of the adult learning paradigm. Thus, the average in Europe is only 9%. It is critically low (only 0.5%) in the adult population of Bulgaria (Fig. 3).

Fig. 3. Percentage of participation of adult population aged 45-54 in adult learning in the European Union (according to 2019 data)



Source: Developed by the authors based on Eurostat (2021)

Thus, the task of universities is to stimulate and maximize the psychological and professional attitude of students to lifelong learning, the involvement of motivational mechanisms and tools of professional orientation to the stability of the desire to learn and improve in a temporal context. It should be noted that this task should not only receive an abstract-idealistic formulation, but should also contain a specific mechanism of how, with what resources, for what purpose the future adult post-university individual should behave in the paradigm of adult learning. In order to correct the formation of attitudes to adult learning, we consider it necessary within the university to conduct various diagnostic activities to diagnose and further implement a set of didactic actions to stimulate adult learning attitudes. Identifying the manifestations of current trends in the development of lifelong learning at the final stage of university education is the subject of this research.

LITERATURE REVIEW

Lifelong learning and adult learning are quite popular in the modern scientific literature. However, within the given research topic we will be most interested in the modern view on the implementation of lifelong learning and adult learning in the structure of university education.

Busteed (2020), the President of University Partners and Global Head of Learn-Work Innovation at Kaplan, predicts massive talent development revolution over the next 30 years. This sharply raises the issue of implementation of lifelong learning tools by the adult population, in particular the part of it that is currently completing the stage of initial education (20-25 years old) and in the next 20-30 years will still be in the active labor phase. According to the author, the statement that lifelong learning can be taught a priori is unprovable. As well as the fact that

any public institution has mastered the technique of lifelong learning to meet their own human resources needs.

However, in the coming decades, according to the scientist, virtually any work activity will be unthinkable without lifelong learning activity. Contrary to Busteed's assertion (2020) Jones et al. (2017) insists that lifelong learning should be a better way to teach and learn and emphasizes the effectiveness of intentional modeling of university curricula with a focus on deliberate lifelong learning. Smidt (2018), Formosa (2019) and Cronholm (2021) hold the same opinion. Formosa (2019) introduces the concept of lifelong learning in the context of active aging optimization tools. Jaldemark & Bång (2020) emphasize that the task of a modern higher education institution is verified by a) preparing students for working life; b) preparing students for being involved in professional development through continuous education and lifelong learning initiatives.

Cendon (2018), Willcox et al. (2016) and mentioned before Jaldemark & Bång (2020) outline the prospects for teaching and learning in the era of digitalization with an emphasis on the implementation of lifelong learning programs by universities. The profession of the learning engineer is offered, the role of which is to integrate worlds of research on learning, technology and teaching. The inherent need of such specialists is self-learning, self-development in the paradigm of lifelong learning, carried out in order to teach others through ICT. Researches of Mikroyannidis (2018) concern the benefits of block chain technology for use with lifelong learning. Emphasis is placed on building with this technology learner-centered ecosystem, the effectiveness of which is possible only with a conscious and active attitude of the adult to the process of deepening and expanding their primary education to ensure successful functioning in a dynamic market and society.

Yurdakul (2017) also applies mechanisms of conscious learning for the formation of attitudes to lifelong learning: a large-scale study showed a significant level of correlation between the formation of attitudes and autonomous learning and lifelong learning. Thus, autonomous learning, which can be determined as the ability of an individual to organize independently their educational activities, has a positive impact on learning as a stable trans-life worldview and activity orientation. Tekkol & Demirel (2018) also broadcast similar insiders, however, instead of the term Autonomous Learning, the term self-directed learning is used.

Demirel & Akkoyunlu (2017) integrate several of the insides outlined above related to the process of learning lifelong. First, it is associated with information literacy self-efficacy. Secondly, the ability of universities to form active and sustainable attitudes towards lifelong learning is quite low.

Aykan et al. (2019) explores the mediating role of lifelong learning tendencies of university students in the process of renewal of industrial enterprises. In the course of the research, the author finds out how the personal qualities of the respondents influence their entrepreneurial intentions and how the entrepreneurial intentions of the respondents are influenced by the introduction of lifelong learning techniques in the structure of university training. It was found that with the introduction of the lifelong learning concept, the explicit expression of personal qualities for entrepreneurial intentions is slightly decreased. Thus, lifelong learning techniques create a certain pattern of transformation of spheres of public life in which applicants for higher education institutions will operate in the future. However, in our opinion, such a template, standardization will potentially allow to involve a wide range of adults in the process of sustainable renewal of society.

Oliver et al. (2017) presents the lifelong learning program, which was launched at the University of Valencia, Spain to test people aged ≥ 55 . The study showed how the university could be a mediator in the system of providing lifelong learning system, qualitatively influencing the improvement of the level of satisfaction with life of adult adults. However, such a program is a model because of which similar, age-appropriate programs can be initiated and implemented by universities. This, in turn, eliminates the shortcomings of the functioning of universities mentioned by Busteed (2020), outlining them as the inability of universities to be active agents in the implementation of lifelong learning outside the system of initial education. Talmage et al. (2018) summarizes and systematizes the experience of the Osher Lifelong Learning Institute network (OLLI). Specialized centers for lifelong learning are important,

organizing segments of modern education that initiate the practice of adult learning and theoretically comprehend the features of lifelong learning in its various aspects. OLLI adult education programs are implemented in 120 universities and colleges throughout the United States for people aged ≥ 50 .

English & Mayo (2021) contrast the lifelong learning format promoted by the European Union with the notion of critical literacy as a learning approach where students have to study different texts to understand the relationship between language and the power it can possess. Students critically analyze and evaluate the meaning of texts as they relate to themes of justice, power, and social justice. According to the authors, the processes of European integration will only increase the tendency to lifelong learning. The authors also introduce the concept of Lifelong Learning in the context of COVID-19 pandemic.

Thus, the theme of the interaction of the concepts of university education and lifelong learning/adult learning is organic and inevitably intensifies in the search for effective ways to promote the educational activities of individuals outside the institutions of initial education. However, this topic requires an accelerated transformation from the sphere of theoretical discourse to the sphere of practice of implementation in the model of higher education institutions of real, clearly defined approaches to the formation of a conscious and active approach to lifelong learning.

AIMS

The purpose of this research is to identify the manifestations of current trends in lifelong learning at the final stage of university education. This goal involves a set of research tasks:

- to carry out the theoretical analysis of the concept of adult learning, to reveal actual patterns of this concept at the present stage;
- to develop a diagnostic technique for identifying the level of formation of attitudes towards lifelong/adult learning - lifelong learning attitudes (LLA) - and a conscious attitude to the concept of lifelong learning in general in graduate students;
- identify current trends in the development of lifelong learning, which are visible within the study group of respondents;
- on an analysis basis of the received results to offer effective directions of stimulation of the conscious and activity approach to perception by students.

METHODS

In the course of the research such methods were used as: complex analysis of the concepts of adult learning and lifelong learning; study and analysis of theoretical works and cases on the qualification and practice of implementing aspects of lifelong learning in modern pedagogy and, in particular, andragogy; questionnaire method; method of monitoring and collecting information on students' social activities and/or their academic performance; qualitative and quantitative analysis of the obtained data; statistical and mathematical interpretation of empirical data, their functional analysis. The method of generalization and abstraction is used during the preparation of conclusions and outlining prospects for further research on the topic.

Since it was mentioned above, there is a need to include mechanisms of self-awareness in the structure of training students in higher education, if we are talking about the formation of a stable need to learn and develop (the basics of lifelong learning). In this research diagnostic model of lifelong/adult learning (LLA) is based on identification of the level of conscious, active, self-centric (subjective) attitude to education in the graduating group students.

The questionnaire model is based on the fundamental semantic principle of the concept of lifelong learning, which is formulated as intention or aim to learn. Based on this, lifelong learning activities should be distinguished from related, but fundamentally different concepts of non-learning activities, such as cultural or sporting activities, which are not based on learning, but entertainment or cultural and educational activities of the individual.

Thus, in forming the diagnostic model, three fundamental factors were taken into account, which are summarized in Table 1.

Table 1. Diagnostic Model of the Research on identifying the level of LLA

	Factor 1	Factor 2	Factor 3
	Questionnaire	Academic success rate	Participation in research and public activity rate
Scores	100 points max: • Part I - Objective Testing / Dichotomous Question Type (10 points max) • Part II - Analytical Testing / Open-Ended Questionnaire (90 points)	100 points max	100 points max
Interpretation of the results independently due to each factor	90-100 - high level 75-89 - good level 60-74 - sufficient level 59 - unsatisfactory level	90-100 - high level 75-89 - good level 60-74 - sufficient level 59 - unsatisfactory level	<i>Evidently conducted activity:</i> • Active in both spheres - 85-100 points • Active in one of mentioned spheres - 65-84 points • Middle-active in one of the spheres - 45-64 points • Demonstrate activity in this direction however without current results - 20-44 • No conducted activity - 0
Totally	300 points max		
Interpretation of the generalized results	270-300 - high level of LLA 221-269 - good level of LLA 180-220 - sufficient level of LLA ≤179 - unsatisfactory level of LLA		

Source: Developed by the authors

One of the hypotheses of this study is the determinism of the level of formation of attitudes to lifelong learning activities by the level of academic success of students and the level of their involvement in scientific and / or social activities in university education. That is why these aspects of university training of students are initially reflected in the proposed diagnostic model. However, during the preparation of the investigation it was decided that if this hypothesis is not confirmed by the results of the survey (for example, if students with a high level of academic performance show low scores of factor 1, the model will be rejected as ineffective and adapted. The surnames of the respondents were published only after the test scores were set.

Academic groups conducted the survey. The students were given at least 150 minutes to respond (the time was increased as needed, however, mostly the respondents invested in the time allotted to them).

Previously (within a week before the start of the study) in the framework of the department of Pedagogy and Psychology of Preschool Education and Childrens Creativity to all students of the faculty Faculty of Pedagogy and Psychology university National Pedagogical Dragomanov University a lecture-training actualization course Lifelong Learning Perspectives in Modern Era was held. The aim of the course was both to prepare students for testing and the prognostic and modeling function.

120 students of graduating groups (bachelor) of the faculty were involved in the research university National Pedagogical Dragomanov University. The age of test participants was determined in the range of 21-23 years. Participation in the survey was voluntary. Potential respondents were also interviewed in advance about their readiness to find employment in their field. Those students, who did not want to work in the future, were not allowed to participate in the study (there were 9 people). Almost all of them also had academic debt and extremely low academic performance.

The questionnaire consisted of two parts. Part I - Objective Testing/Dichotomous Question Type (10 questions; Yes = 1 point; No = 0 point). Part II - Analytical Testing/Open-Ended Questionnaire (30 questions × 3 points) (Appendix A). The respondent's disregard for any question was rated 0 points.

RESULTS

Since the effectiveness of the entire proposed diagnostic model was predicted to be confirmed or refuted at the stage of the questionnaire, it is advisable to provide below the data obtained after collecting answers for this stage of diagnosis. Therefore, the questionnaire revealed the following indicators of LLA formation (Table 2).

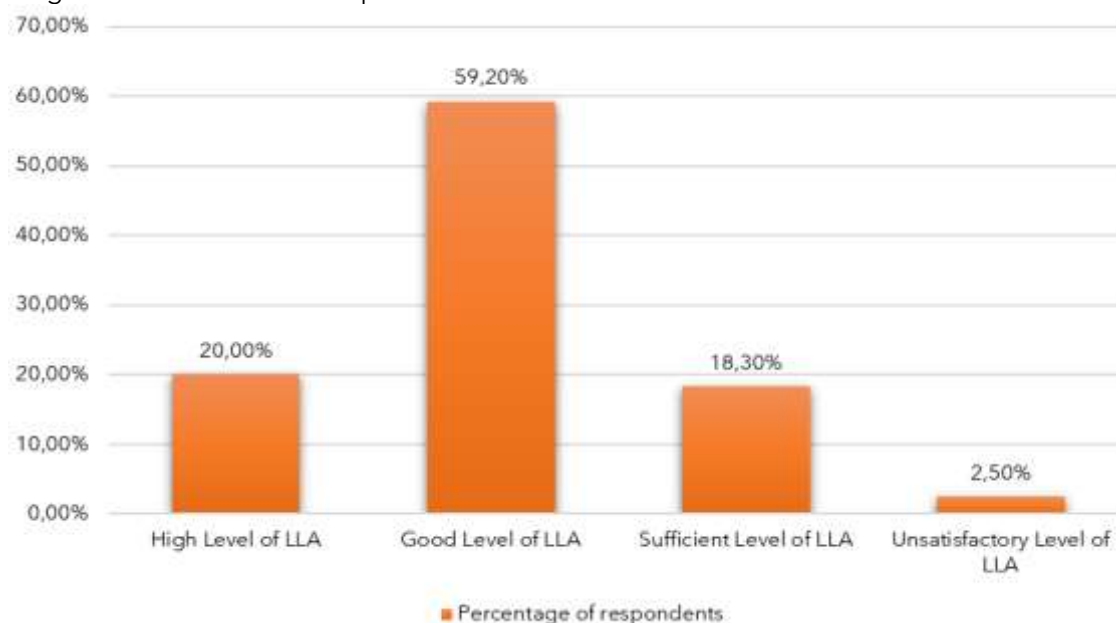
Table 2. Indicators of LLA formation, diagnosed at the stage of the questionnaire

	Verbalized Level	Amount of respondents	Percentage of respondents
1.	High Level of LLA	24	20.0%
2.	Good Level of LLA	71	59.2%
3.	Sufficient Level of LLA	22	18.3%
4.	Unsatisfactory Level of LLA	3	2.5%

Source: Developed by the authors

Graphical representation of the results are shown below (Fig. 4).

FIG. 4. Percentage distribution of respondents according to the level of LLA formation diagnosed as a result of the questionnaire



Source: Developed by the authors

The next important step in the study was to test the hypothesis of correlation between the level of LLA formation and the level of academic success of respondents, social and / or scientific activities. To begin with, it is appropriate to provide generalized indicators obtained due to the preliminary data collection and evidence of information provided by respondents on their social and/or scientific activity during the period of study at the university (Table 3).

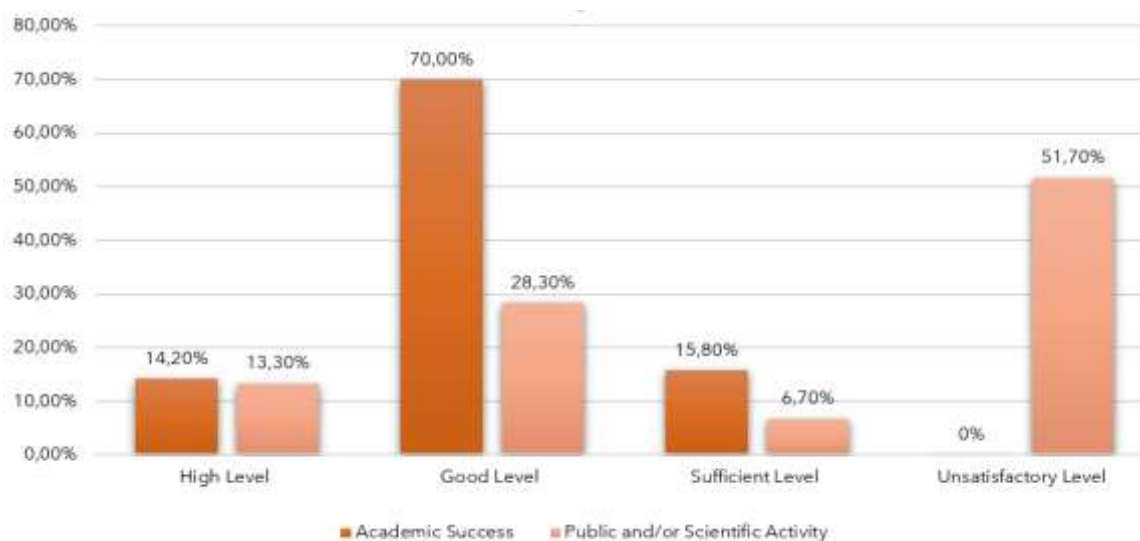
Table 3. Data on academic success, public and / or scientific activity of the respondents

Verbalized Level	Academic Success		Public and / or Scientific Activity	
	Amount of respondents	Percentage	Amount of respondents	Percentage
High Level	17	14.2%	16	13.3%
Good Level	84	70.0%	34	28.3%
Sufficient Level	19	15.8%	8	6.7%
Unsatisfactory Level	0	0%	62	51.7%

Source: Developed by the authors

Graphically, the results are presented in Fig. 5.

Fig. 5. Percentage representation of data on academic success, public and / or scientific activity of the respondents



Source: Developed by the authors

Out of 120 respondents, only 58 (48.3%) demonstrated their involvement in Public and / or Scientific Activity. Of these, only 12 people have scientific publications in scientific Ukrainian and foreign journals and/or regularly participate in university and extracurricular round tables, conferences, etc. The remaining 46 confirmed participation in public life within the university/city, etc. (both offline and online format were taken into account; for example, maintaining the faculty's social media page, participating in student newsletter publications, etc.).

Table 4. Differentiated comparison of LLA diagnostic factors

Verbalized Level	Amount of Respondents		
	Questionnaire	Academic Success	Public and / or Scientific Activity
High Level	24	17	16
Good Level	71	84	34
Sufficient Level	22	19	8
Unsatisfactory Level	3	0	62

Source: Developed by the authors

The results of Table 4 prove the truth of the hypothesis only for the diagnosed High Level of LLA. The data were also confirmed after deciphering the participants' questionnaires: all 17 respondents with a high Academic Success rate and 16 respondents with a high level of Public and / or Scientific Activity demonstrated a High Level of LLA, i.e. these results often belonged to the same people. From the analysis of the comparison of empirical data in Table 4 the following conclusions can be drawn:

- (1) a high level of academic achievement, participation in community service and research work at the university is also likely to involve a high level of academic achievement. LLA, diagnosed on the basis of self-reflection (fundamental principle of the content of the survey);
- (2) mediocre and low levels of LLA formation, identified at the stage of the questionnaire, have underlying factors - low academic performance and passivity in research and/or community service;
- (3) the majority of respondents who found a Good Level of LLA and a Sufficient Level of LLA as a result of a self-reflection questionnaire demonstrate Good and sufficient levels of academic achievement and an extremely high level of scientific and/or social passivity.

- (4) scientific and social activity of students are the most expressive indicators of the formation of skills and the need to learn, develop; in turn, scientific and social passivity, even with the relatively formed level of LLA, diagnosed by the questionnaire, all means underdevelopment of the practical side of LLA implementation. In the end, this will most likely mean the transfer of Sufficient Level of LLA respondents and most of the Good Level of LLA respondents to the category of persons with non-viable LLA characteristics. In the future, such respondents will demonstrate a lack of career growth, professional and personality-oriented self-development, dissatisfaction with the quality of their lives.

Adding the results obtained for each of the three presented factors for each individual respondent allowed to use a 300-point scale to determine the quantitative and percentage distribution of respondents by verbalized levels of LLA formation. (Table 5).

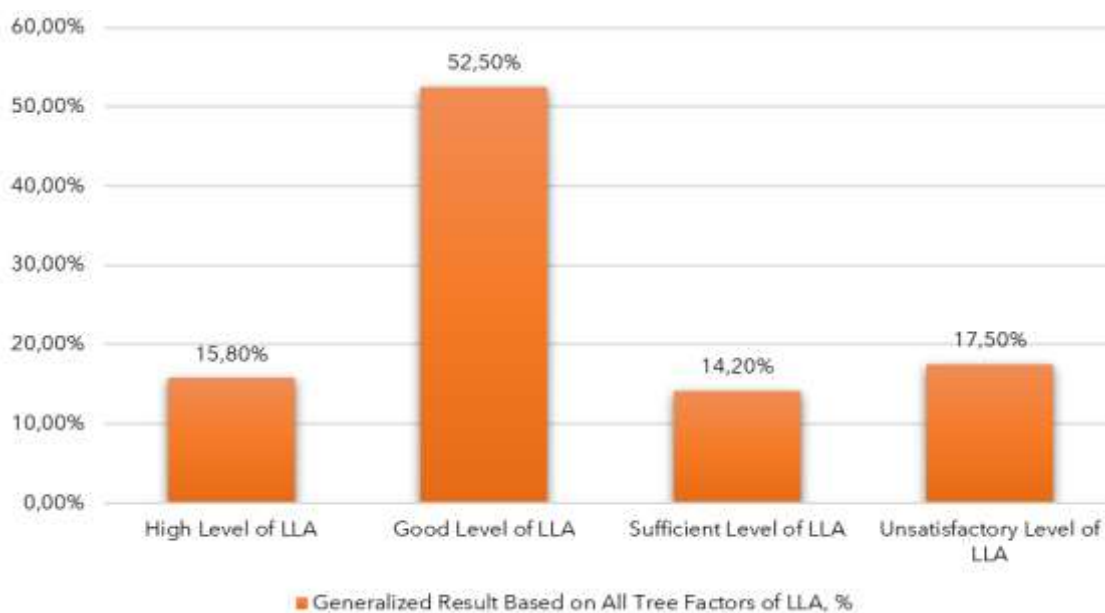
Table 5. Final Generalized Results Based on All Tree Factors of LLA

Verbalized Level	Scores	Amount of respondents	Generalized Result Based on All Tree Factors of LLA,%
High Level of LLA	270-300 points	19	15.8%
Good Level of LLA	221-269	63	52.5%
Sufficient Level of LLA	180-220 points	17	14.2%
Unsatisfactory Level of LLA	≤179 points	21	17.5%

Source: Developed by the authors

Visually, the obtained data is presented in Fig. 6.

FIG. 6. Final Generalized Results Based on All Tree Factors of LLA, %



Source: Developed by the authors

Thus, in general, the overall level of LLA formation dominates at the level of Good Level of LLA. However, Unsatisfactory LLA in 17.5% is an indicator that can be classified as undesirably high. Especially taking into account the pre-filtering of the sample. Adding to this indicator the extremely unstable position of the respondents Sufficient Level of LLA, we get an indicator exceeding 30%. The trend is quite dangerous, especially, if we take into account the physiologically and psychologically determined decrease in educational and motivational attitudes of people aged 25+ and in the order of the subsequent inevitable increase in age. In addition, accordingly, we need to keep in mind decrease in propensity to educational activity (according to psychologist A.N. Leontiev) and the dominant of labor as the leading activity of a mature person. There is another insight in this. It turns out that the external stimulators of motivation to learn in adulthood should be the employers themselves, who are also most

interested in a stable staff of highly qualified staff, fully adapted to innovation in their profession. The same was applied to the question of 22 questionnaires from Part II - Analytical Testing. 69.7% of respondents acknowledged that external incentives are a significant factor in their self-development. In this context, the role of universities is to maximally stimulate and consolidate LLA at the pre-service training stage. Another task of universities is to establish bilateral communication with employers in order to control the LLA of the employed population and the bilateral implementation of innovations through the exchange of experiences and ideas between the two institutions.

A careful analysis of the scientific literature on Adult Learning/Lifelong Learning and the respondents' responses (especially regarding students' assessment of the role of university education in the LLA) made it possible to formulate a set of recommendations for raising LLA applicants directly in higher education (Table 6).

Table 6. Recommendations for increasing the LLA in the context of university-based pre-service training

N	Description of the recommendation	Empirical basis	Method of implementation
1	Theoretical awareness of applicants with modern aspects of lifelong learning. Thesis No adult learning - no professional development and career.	As part of the lecture course on aspects of lifelong learning, students asked basic questions, which indicates their ignorance of lifelong learning. Stereotype about graduation after graduation.	Lectures, talks, involvement of students in scientific activities to study the issue of lifelong learning, professionally-oriented presentations on the topic, videos, promotion and promotion of adult learning by students.
2	Professional-oriented approach to the representation of adult learning potential.	72% of respondents gave rather vague answers to questions 33 of the questionnaire prospects for continuing education outside the university.	Concretized organization of activities to study the possibilities of adult learning, focus on cases.
3	Emphasis on positive examples of representatives of the profession who show a high level of LLA and realize the potential of LLA in the course of their own work.	Respondents found it difficult to formulate answers to questions 18, 19.	Meetings with representatives of the future profession, study of positive and negative individual experience of lifelong learning of people within the profession.
4	Qualified and lifelong learning-oriented teaching staff of the university.	49% of respondents said they did not think so their current teachers as individuals who realize all the possibilities of lifelong learning within their profession	Positive accentuated example of a teacher who cares about his own professional development.
5	A balanced approach to the theory and practice of students' learning activities. Formulation in them of a clear vision of his professionally realized self.	Answering question 32 on satisfaction with university studies, 37% of respondents noted the lack of practical competencies.	Increasing hours of internships, organization of training activities in the workplace, active exchange of experience with employers.
6	The focus of educational activities on the support and formation of professional orientation of applicants, self-centric educational and subsequent professional activities.	In answer to questions 24-30 of the questionnaire, about 18% of respondents expressed doubts about the desire to link their lives with the chosen profession.	The method of problem conversation, cases of successful representatives of the profession, the study of foreign experience, the method of professional self-portfolio, which is conducted from the 1st year of study.
7	Formation of students' attitude to lifelong learning as having all the insiders for positive implementation here and now instead of focusing on the aspect of "why this is not possible".	When answering question 37 (or you associate adult learning rate with the standard of living of a particular country) 81% of respondents stated that there are extremely limited opportunities for lifelong learning activity in Ukraine.	Study of experience lifelong learning in developing countries with the next class presentation.
8	Bringing opportunities for applicants to improve their professional skills and expand their professional knowledge free of charge.	59% of respondents denied the possibility of regular funding of their own lifelong learning (question 40).	Acquaintance and active use of Internet platforms, joining programs lifelong learning.
9	Involvement of students in active scientific and public university and extracurricular activities.	51.7% of respondents showed passivity on factor 3 of the diagnostic model. In scientific and public activity, the conscious and steady orientation on self-development and activity approach to realization and improvement of the abilities and skills is most clearly shown.	Development of a system to encourage scientific and social activity of students.
10	Stimulation of search and organizational work of students in the direction of institutionalization of lifelong learning.	Pragmatics of answers to questions 14, 15, 17, 33 of the questionnaire.	Organization within the activity of faculties and separate departments of lifelong learning-oriented work, opening of lifelong learning-centers with active involvement of students in this work.

Source: Developed by the authors

DISCUSSION

Research work on the theoretical and empirical study of modern trends lifelong learning confirmed the relevance of developing the direction of post-university in-service adult learning. This is especially true for countries undergoing active transformations in social development and, in particular, in the field of education. At the present stage, it is critical to make it clear to the student that a halt in professional and personal development (in general, these concepts are closely related and partly interdependent) means a halt in career growth (VOITOVSKA, 2018; YURDAKUL, 2017). Speaking about the possibilities of universities and colleges to form more or less clear prospects for lifelong learning, Busteed (2020) emphasizes that no one should hope that they would be planned by themselves for 4 years of study. That is a clear didactic strategy, for the prospect of outlining lifelong learning for applicants require.

At the present stage, there is a lack of regulatory and legislative support, which could guide the universities activities in the development of education in the lifelong learning paradigm (CRONHOLM, 2021). In many countries, the laws that are regulating adult education have not been enacted yet (YOROZU, 2017). In particular, Ukraine is one of these countries.

Strategic directions of activity of modern institutions of higher education in active and multi-vector involvement in lifelong learning programs. First, it is the stimulation of lifelong learning among employees (creating a positive example to demonstrate the benefits of adult learning. The next are purposeful and systematic activities of teaching staff to create a positive and conscious attitude of students to learning non-stop. In addition, promising areas of adult learning prospects are research activities based on universities, organizational activities to create professionally oriented centers of adult learning (JALDEMARK & BÂNG, 2020; SMIDT, 2018; WILLCOX, 2016).

Representatives of all structural units of universities should thoroughly implement in their promising and relevant activities the need to engage and strengthen dialogue with the general public (employers, trade unions, parents and students, partner higher education institutions, foreign institutions, etc.) to promote lifelong/adult learning (EUROPEAN UNIVERSITY ASSOCIATION, 2008). Multilevel partnerships for the implementation of lifelong learning (especially at the local community level), signing and implementation of adult learning programs are an effective tool for the transition to real action.

It is important to form in applicants an active, conscious, active, self-centric approach to lifelong learning, attitude to it not as an aggravating circumstance of modern social life, but as an advantage that improves the quality of life of the individual as a whole (LITZINGER et al., 2001; DEMIREL & AKKOYUNLU, 2017). Significantly simplifies the technique of implementing all aspects of lifelong / adult learning using online technologies (CENDON, 2018; WILLCOX, 2016).

CONCLUSION

Lifelong/adult learning in the modern worldview paradigm is an inevitable prerequisite for constructing a high quality and competitive education system. Programmed applicants for lifelong / adult learning concepts defined by forming them LLA. The role of universities in shaping the LLA is the most responsible. First, through an intermediate position between all the preliminary stages of education. Secondly, due to the clear professional orientation of the LLA due to the transition of university students from studying as a leading activity of an immature individual to work as a leading activity of adults (according to the concepts of age psychology). In the light of the studied tendencies, it is appropriate to speak even about adult learning and self-development concepts as determinants of quality of labor activity of the modern adult personality.

It is essential to ensure the development of all possible formal and informal forms of learning, the involvement of mechanisms of autonomous education (self-education) in the process of forming the LLA. It is important to instill in managers a responsible attitude to ensuring the professional development of staff. These settings can be implemented through models of mutually beneficial cooperation between universities and enterprises / organizations. The rock-bottoms of university-based lifelong learning tendencies are:

- constant adaptation of the content of education to modern knowledge within and outside the profession;
- transformation of universities into institutionalized centers for the promotion and implementation of lifelong learning;
- emphasis on modern vocational training technologies provided by digitalized educational space;
- control over lifelong learning activity of university staff;
- practical-competence approach to student learning;
- updating the law management system in accordance with the trends of lifelong learning on the principles of civil society.

The development of a new university model of training specialists focused on the prospects of lifelong learning requires from modern higher education institutions the position of mediums and catalysts for qualitative changes in the direction of professional innovative support of the general public (in relevant areas of higher education).

The practical significance of the results obtained during the study is a temporally updated theoretical analysis of the concept of adult learning, which can be used in the composition of educational and promotional materials on the topic of lifelong learning. The developed diagnostic technique allows to use it further (in the original or adapted form) to identify the level of formation of lifelong learning attitudes (LLA) of applicants for various specialties. Identified current trends in lifelong learning and proposed methods of stimulating LLA can be used in curriculum development and in the daily practice of university vocational training.

The following research on the topic should be organized in the direction of studying the practices of successfully formed and implemented installations on the LLA. To do this, it is advisable to investigate the same group of respondents at the stage of post-university activity with all the necessary adjustments in the construction of an empirical model of the experiment.

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Current trends in the development of lifelong learning in the concept of Higher Education Institutions (HEIS)

Tendências atuais no desenvolvimento da aprendizagem ao longo da vida no conceito de Instituições de Ensino Superior (IES)

Tendencias actuales en el desarrollo del aprendizaje a lo largo de toda la vida en el concepto de Instituciones de Educación Superior (IES)

Resumo

O objetivo desta investigação é identificar as manifestações das tendências atuais no desenvolvimento da aprendizagem ao longo da vida na fase final do estudo na universidade. A pesquisa utilizou métodos como análise complexa, estudo e análise da literatura científica sobre aprendizagem ao longo da vida, método de questionários, monitoramento, coleta de informações, análise qualitativa e quantitativa dos dados, interpretação estatística e matemática de dados empíricos e análise funcional, método de generalização e abstrações. Ao resumir os resultados do estudo, foram considerados três fatores fundamentais da LLA: questionário (baseado em táticas não autorreflexivas); Taxa de sucesso acadêmico; Participação em pesquisa e taxa de atividade pública. Alto Nível de LLA foi mostrado por 15,8% dos entrevistados, Bom Nível de LLA foi encontrado em 52,5% dos entrevistados, Nível Suficiente de LLA - em 14,2% e Nível Insatisfatório de LLA - em 17,5%. LLA insatisfatória em 17,5% é um indicador que pode ser descrito como indesejavelmente alto. A partir da análise teórica e da sistematização dos dados empíricos, um conjunto de recomendações para melhorar a LLA dos candidatos diretamente no quadro do ensino superior.

Palavras-chave: Aprendendo ao longo da vida. Aprendizado de adultos. Educação universitária. Educação inicial. Atitudes de aprendizagem ao longo da vida.

Abstract

The purpose of this investigation is to identify the manifestations of current trends in the development of lifelong learning at the final stage of study at the university. The research used such methods as complex analysis, study and analysis of scientific literature on lifelong learning, method of questionnaires, monitoring, information collection, qualitative, and quantitative analysis of data, statistical and mathematical interpretation of empirical data and functional analysis, generalization method and abstractions. In summarizing the results of the study, three fundamental factors of LLA were considered: questionnaire (based on non-self-reflexive tactics); Academic success rate; Participation in research and public activity rate. High Level of LLA was shown by 15.8% of respondents, Good Level of LLA was found in 52.5% of respondents, Sufficient Level of LLA - in 14.2% and Unsatisfactory Level of LLA - in 17.5%. Unsatisfactory LLA in 17.5% is an indicator that can be described as undesirably high. Based on the theoretical analysis and systematization of empirical data, a set of recommendations for improving the LLA of applicants directly in the framework of higher education.

Keywords: Lifelong learning. Adult learning. University education. Initial education. Lifelong learning attitudes.

Resumen

El propósito de esta investigación es identificar las manifestaciones de las tendencias actuales en el desarrollo del aprendizaje a lo largo de toda la vida en la etapa final de estudio en la universidad. La investigación utilizó el estudio y el análisis de la literatura científica, el método de cuestionarios y otros: el monitoreo, la recopilación de Al resumir los resultados del estudio, se consideraron tres factores fundamentales de LLA: cuestionario (basado en tácticas no autorreflexivas); Tasa de éxito académico; Tasa de participación en investigación y actividad pública. El nivel alto de LLA fue mostrado por el 15,8% de los encuestados, el buen nivel de LLA se encontró en el 52,5% de los encuestados, el nivel suficiente de LLA - en el 14,2% y el nivel insatisfactorio de LLA - en el 17,5%. El LLA insatisfactorio en el 17,5% es un indicador que puede describirse como inusualmente alto. A partir del análisis teórico y sistematización de datos empíricos, un conjunto de recomendaciones para mejorar el LLA de los solicitantes directamente en el marco de la educación superior.

Palabras-clave: Aprendizaje permanente. Aprendizaje de adultos. Educación universitaria. Educación inicial. Actitudes de aprendizaje a lo largo de toda la vida.

ANNEX A

QUESTIONNAIRE

to identify the formation of graduate students' attitudes to further adult learning

N	PART I – OBJECTIVE TESTING	Yes	No
1	Learning doesn't just happen; it must be a conscious activity.		
2	In general, people learn when they need to or have to.		
3	My learning didn't end when I graduated from university.		
4	All jobs, no matter how routine, offer learning opportunities.		
5	People learn better from success than mistakes.		
6	It is my responsibility to create learning opportunities, not my company's.		
7	I can recall a valuable lesson learned at work in the past week.		
8	There are opportunities for me to share learning and hear about the learning experiences of others in my workplace.		
9	I keep learning logs to document lessons learned.		
10	I place a high premium on learning.		
N	PART II – ANALYTICAL TESTING		
11	How do you understand the lifelong learning?		
12	How do you understand the concept of an adult learning?		
13	Do you compare lifelong learning with the aspect of personal / professional self-development? Please explain.		
14	What types of lifelong learning activity do you know within your profession?		
15	What types of lifelong learning activity do you know within you self-development as an adult (not to take into account hobbies, sports, etc., instead focusing on educational activities)?		
16	Did you consciously treat your own education during the school years? Did you spend extra time (outside of school and homework) on your self-development?		
17	How do you care about self-development (personal / professional) at this stage of university education?		
18	Name a positive example and outline the image of a real person from your friend's circle, who takes a proactive position in lifelong learning activity?		
19	Name a negative example and outline the image of a real person from your friend's circle, who does not show lifelong learning activity?		
20	Name at least 5 positive traits of you as a future representative of your profession. Explain the most important of them in your opinion.		
21	Name at least 3 negative traits of you as a future representative of your profession. Explain the most undesirable of them in your opinion.		
22	Do you need external incentives to intensify self-development activities? (for example, an additional task from the teacher, the prospect of improving academic performance or financial reward)?		
23	How do you assess your own academic success? Do you think that you are fully realizing the full potential of training in order to perform professional tasks and further expand your professional horizons?		
24	Outline an image of yourself as a professional in 5 years.		
25	Outline an image of yourself as a professional in 10 years.		
26	Outline an image of yourself as a professional in 20 years.		
27	Outline an image of yourself as a professional in 30 years.		
28	Outline the image of yourself at the age of 60+.		
29	Outline the perfect image of yourself as a professional.		
30	Outline the worst image of yourself as a professional.		
31	What external factors affecting the quality of an adult life you can identify? Name them in order from most important to least important.		
32	Are you satisfied with the quality of knowledge gained and competencies acquired in the process of university education? What types / ways of organizing educational activities do you consider the most effective for forming lifelong learning attitudes?		
33	Do you see prospects for continuing your education outside the university? How exactly? What areas of professional activity do you think need the most attention after graduation in order to stay in excellent "professional form"?		
34	Do you consider yourself as a person who is fully competent in all the features of future professional activity? Please, explain your answer.		
35	Do you consider your current teachers as individuals who realize all the possibilities of lifelong learning within their profession? Please, explain your answer.		
36	The percentage of people in age of 25-64 in Europe are involved into the adult learning paradigm is only 10.8%. For what reasons do you think the level of people actively involved in adult learning perspectives is so low?		
37	Do you associate the adult learning rate with the standard of living of a particular country? Do you see a relationship between the standard of living of the country and the opportunities and incentives of an adult to study in a lifelong mode? Please, explain.		
38	Do you think that the lack of career prospects has a negative impact on lifelong learning attitudes or, conversely, does a low level of lifelong learning attitudes lead to a lack of career prospects? Why?		
39	Do you think that family people have fewer opportunities for adult learning?		
40	Are you ready to spend money for lifelong learning? How often / how regularly are you willing to spend your time on self-improvement?		