



АНДРАГОГИКА

КЪМ ПРОФЕСИОНАЛИЗАЦИЯТА НА ОБРАЗОВАНИЕТО ЗА ВЪЗРАСТНИ В УКРАИНА

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TOWARDS PROFESSIONALIZATION OF ADULT EDUCATION IN UKRAINE

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Abstract: *The paper highlights the general state of adult education in Ukraine, reviews the current normative and legal documents that are tangible to the industry functioning. The positive tendency of the state policy creation in the field of adult education was distinguished. The progressive role of the new Law in Ukraine “On Education” in 2017 was emphasized, in which the adults’ education status as an independent branch of education was first legally determined. The article mentions the work started on the creation of a special sectoral law on adult education. The problem urgency about the adults personnel training was substantiated, it was stated there is no special training of such professionals in Ukraine and in fact there is no common name for such profession (Ukrainian researchers use different concepts e.g. specialist for adult education, specialist in the area of adult education, adult educator, andragog; practitioners use a facilitator, consultant, coach, coach-manager). The attention is focused on specific activities that take place on the way to the adult education professionalization. The joint Ukrainian-German project “On the way to the introduction of the scientific branch “Adult Education and Postgraduate Education in Ukraine” content is revealed. The concept development of specialization “Adult education and postgraduate education” in higher educational institutions of Ukraine” is carried out in 2017-2018 by scientists from the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Yuriy Fedkovych Chernivtsi National University, and the University of Augsburg (Germany). The training of specialists for adult education in the higher educational institution started in the framework of the project was announced. The importance of studying and analyzing the European practice of adult education professionalization for the purpose of training the relevant personnel in Ukraine is proved.*

Key words: *adult education, specialist in adult education, andragog, adult education professionalization, specialization.*

Introduction. Modern civilization is undergoing serious transformations, in which knowledge and innovation are the most valuable assets. In the present society, there is an awareness of everyone need to receive and constantly update the necessary skills, knowledge and competencies as a way to full involvement in professional and social life, personal self-realization. Adults education becomes an important part of continuing education, which is intended to expand the possibilities for a person lifelong learning and to create conditions for its constant self-improvement and mastering the complex of knowledge and skills necessary for an active creative life position expressed in effective professional and social activities (White Paper, ... p. 119).

Adult education is recognized as a unique means of making changes in all spheres of life and the development of a stable society (The Hamburg Declaration, 1997). An important prerequisite for its quality is the availability of appropriate personnel support. In order to achieve both quantitative expansion and qualitative improvement of adult learning activities, highly skilled personnel is required, which professionally assists adults in the education process. Such specialists' training has been identified as a key issue in various European documents and initiatives.

Thus, the European Commission on Adult Education, "It's never too late to learn" (2006), called on Member States to implement initial and regular measures for the training and professional development of adults working in adult education. "Insufficient professional level and the lack of opportunities for teacher training negatively affect the quality of adult education and training programs (...)" as it is recognized by participants in the Sixth International Conference on Adult Education (2009) and recorded in the Final Declaration "Using the Broad Opportunities for Education and adults Education in the happy future interests", known as the "Belen Framework for Action" (2009) (Play & Learn, 2009). Accordingly, one of UNESCO commitments was "to improve training, to create the potential, employability and professionalism of teachers working with adults, for example through partnerships with higher education institutions, teacher associations and civil society organizations" (Living and learning, 2009).

As a result, numerous projects, national and transnational collaborative programs are being implemented to identify competence requirements, define standards and develop educational opportunities for adult education and vocational education teachers. Internationally, various qualification systems, professional standards, adult education programs or professional development programs have been developed that describe the skills, knowledge and characteristics that adult education professionals must possess; that specify the criteria for a qualified adult education teacher, present various educational programs for the training of specialists.

The issue of adult education professionalization is also important for Ukraine. Ensuring accessibility and continuity of education throughout life has been recognized as one of the state educational policy priority directions (About the National Strategy, 2013). In the current system of education, there are links with the adults formal education (general secondary education in various forms, vocational, basic and full higher education, postgraduate education i.e. postgraduate study, doctorate, advanced training, retraining). There is a network of non-formal adult education institutions focused on meeting the specific educational and cultural needs of various social, professional, demographic and other population groups. Educational centers for different categories of adult population have been created in all regions of Ukraine. They function as independent institutions, as well as units of general education, professional, higher education, and libraries.

Undoubtedly, the field of adult education in Ukraine really works; the market for the adult population educational services is multicomponent and one that tries to meet the challenges of the current pace of all spheres development of public life. However, there are currently no specialists professionally trained to educate the adult population. Specialists who provide educational services to adults (in institutions, organizations and enterprises where there are vocational training, training, retraining and advanced training, training of people of the third age, etc.), do not have their own andragogical training. In the best case, they are higher education institutions teachers, but as a rule, they are either those who have a pedagogical education, but without the appropriate professional orientation, or practice that do not even have a pedagogical qualification.

Andragogical training of specialists who actually work in the adult education system is not institutionalized in practice, have neither legal nor theoretical, or methodological support. We may note that there is no common name for such a profession: Ukrainian researchers use different concepts e.g. specialist for adult education, specialist for adult education, adult educator, andragog; practitioners use a facilitator, consultant, coach, coach-manager, etc.

Still we have to admit that recently, Ukraine has formed an understanding that adult education needs institutionalization and professionalization. And in this publication, we aim to carry out an overview of the events taking place in our country on the way to this.

Methods. Achievement of the goal is ensured by the use of the research general scientific methods (analysis, synthesis, generalization, systematization) for working with scientific literature, legal documents; chronological and thematic analysis, during which the evolution of adult education legislative regulation in Ukraine is highlighted; empirical methods (observation, discussion, analysis of events, documentation), which are used to define the general state of adult education in Ukraine, the problem of its staffing and activities aimed at professionalization and academia.

Results. Determining role for the adult education institutionalization as a sphere of public life and the strategic direction of the education system development is the elaboration of its legal and regulatory framework. Therefore, in order to understand the existing legal preconditions and the grounds for the adult education development, we will carry out a general analysis of its legislative provision state.

We should emphasize that until recently, the very concept of “adult education” has not had a place in the Ukrainian laws, and there was no understanding of its role and importance for the human capital formation, the state economic growth. But the idea of teaching a person throughout his/her life, we must admit, is proven in many legislative and regulatory documents regulating the education of the able-bodied (employed and unemployed) population. Their analysis allows you to identify individual moments related to adult education.

We have grounds to state that the adults education is regulated by the Constitution of Ukraine, the Laws of Ukraine “On Education”, “On Higher Education”, “On Vocational Education”, “On Scientific and Scientific and Technical Activities”, the National Doctrine of Education Development, etc. These and other documents declare the idea of creating conditions for the personality development and self-fulfillment throughout the life.

In particular, the text of the National Education Development Doctrine (2002) refers to continuing education and lifelong learning as priority areas of state education policy: “The state policy on lifelong learning is based on world trends in lifelong education, socio-economic, technological and socio-cultural changes. “(On the National Doctrine, 2002).

Despite the fact that the National Doctrine clearly defined the course for continuing education and lifelong learning, the corresponding terminology has not been used (“adult education” concept is not mentioned).

A similar situation is also observed in educational laws. Thus, in the current Law of Ukraine “On Education” until 2017 (in 1991, with amendments and additions of 2004, 2006), the concept of “adult education” is not used at all, but basic education is defined as “continuity and diversity” (On Education, 1991). Particular attention is paid to postgraduate education, which is defined as an independent part of the education system of Ukraine (Article 29), and is interpreted as follows: “It is a specialized improvement of the education and professional training of a person by improving, expanding and updating his/her knowledge, skills and skills on the basis of the previously obtained higher education (specialty) or vocational education (profession) and practical experience “(Article 47).

Article 47 states that postgraduate education includes specialization, retraining, advanced training, internship. It is implemented in the following forms: workers vocational training in the labor professions (primary vocational training, retraining and advanced training), internship, probation, medical residency, clinical residency, etc.

The citizens’ self-education is determined as a separate structural unit of the law (Article 29), for which, according to the Article 49, “open national universities, lectures, libraries, centers, clubs, and public organizations are created by the state bodies, enterprises, institutions, organizations, citizens association, television, radio programs, etc.” (On Education, 1991).

There is no mention of the “adult education” concept and in the current Law “On Higher Education” (2014). As in the Law “On Education”, they say about postgraduate education (Article 47) with similar wording. It is also mentioned about the skill improvement and training of pedagogical and scientific and pedagogical workers (Article 60).

At the same time, we find that the term “education throughout life” is used in the text of the Law. Thus, Article 3 states: “To promote sustainable development of society through the preparation of a competitive human capital and the creation of conditions for life-long education”, as well as “the opportunities expansion for higher education and lifelong learning” [3], which implies an increase in investment in people and knowledge; acquiring basic skills, including digital literacy and expanding opportunities for an innovative, more flexible learning form.

Certain aspects are related to the education of adults, but without the use of the concept, they are contained in the Law of Ukraine “On the Professional Development of Workers” (2012). In particular, the main terms are “professional training of employees”, “employees’ informal / formal vocational training”. In the context of their interpretation, it refers to an adult worker who is involved in the process of formal or informal vocational training in order to increase productivity, professional activities development of new types, etc.

The progressive achievement of adult education in Ukraine was the adoption of the Concept of Adult Education (2011), developed by a team of scientists at the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine.

The Concept presents the following basic concepts: adult education, maturity, adult education forms recognized by UNESCO they are the formal education, non-formal education, informal education, adult learning technology, andragog, labor market, social partnership.

One of the leading principles is the recognition of the right to education as one of the leading fundamental human rights of any age, and an orientation towards universal values and ideals of humanism.

The concept defines the main aspects of updating and modernizing the socio-economic conditions of the adult education development in Ukraine, in particular, the concepts, principles, goals, tasks, directions of implementation, stages and expected results of the implementation of the adult education concept are fundamentally outlined. This document sharply raises the question of interaction and partnership between state bodies, non-governmental and public organizations in ensuring the development of adult education.

The document aims to create a comprehensive, holistic national adult education system with appropriate state support mechanisms, a range of methods for co-ordination and co-operation among providers of educational services. It is emphasized that the adoption of the relevant by-laws and the Law on the Education of Adults guaranteed every citizen the right to continuous education and its availability; accordingly, it will take into account the needs of the labor market.

The ideas and main provisions of the Concept formed the basis of the new Law of Ukraine "On Education", adopted in September 2017. Actually, for the first time the law legally defines the status of adult education as an independent element of education. Article 10, "Components and Educational Levels", states in particular: "The education system inalienable components are adult education, including postgraduate education". Adult education, as described in Article 18, "is an integral part of life-long education, aimed at implementing the right of every adult to continuous education, taking into account the personal needs, priorities of social development and the needs of the economy". The adult education components include: postgraduate education (specialization, retraining, advanced training, internship); professional training of employees; retraining and / or advanced training courses; continuous professional development; any other components stipulated by the legislation proposed by the subject of educational activity or independently identified by the person (On Education, 2017).

The adult education legal fixing of as a structural unit in the system of continuous education is an important indicator of its institutionalization in Ukraine. As the President of the National Academy of Pedagogical Sciences of Ukraine Vasyl Kremen noted, the adoption of such a rule of the Law is an innovative change for our state and, undoubtedly, opens opportunities for the active development of national adult education (About the Education of Adults, 2017). This, in turn, actualizes the need for further development of its legal and regulatory framework. The obvious need is the adoption of the relevant by-laws and the Law on Adult Education.

It should be signified that an attempt to create such a law was made in 2003. At the initiative of the Ministry of Education of Ukraine, then a draft law on the structure of the Law of Ukraine "On Adult Education (On Education Throughout Life)" was drafted (Draft Law, 2003), which contained the following articles: "The state policy principles in the field of adult education", "Ukrainian legislation on adult education", "State guarantees in the field of adult education", "Documents on adult education", "Educational programs for non-formal adult education", etc. The Model Law on Adult Education adopted at the tenth plenary meeting of the Inter-Parliamentary Assembly of CIS Member States (Decree No. 10-9 dated December 6, 1997) was adopted. It should be noted that the text of this law is presented on the website of the Verkhovna Rada of Ukraine in the section "Legislation of Ukraine" (Model Law, 1997).

Despite the development in the 2000s of a special sectoral law, this issue remains relevant and still unresolved.

It is encouraging that after the new Law "On Education" in 2017 at the highest level we again discussed the need for a special Law "On the Adults Education". Such a perspective, in particular, is clearly outlined as the rhetoric of the Minister of Education and Science L. Grinevich, as well as the concrete measures initiated and implemented by the government and the educational community of Ukraine.

One of them is the roundtable "Legislative support for the development of adult education in Ukraine" which was held on September 13, 2017 in the Ministry of Education and Science of Ukraine with the participation of representatives of the Ministry, the Education Committee of the Verkhovna Rada of Ukraine on education and science, the National Academy of Pedagogical Sciences of Ukraine, The Ukrainian Association for the Adults Education, the Knowledge Society of Ukraine, DVV International in Ukraine, leading scientists and public figures.

It is important that at this meeting it was mentioned not only the declarative prospects of the industry, but also clear particularities about further actions and steps. First of all, it was announced that a working group would work on the content of the Law; the term for the formulation of proposals to the concept of the Law is defined; the main directions for work on the law are outlined.

The initiated processes of legislative consolidation of adult education testify to the positive tendency of the state policy in the field of adult education.

At the same time, it should be defined that in the adult education development in our country, in addition to legislative regulation, there are a number of other issues that require urgent consideration and resolution.

Among them there exists the question of adult education scientific institutionalization. Practical experience in adult education still lacks systematization, scientific reflection and holistic theoretical substantiation. The science of education, which today is limited to children and young people in Ukraine, cannot afford to put tasks related to the formation of a holistic life cycle of a person. They exclude from their field the largest group of population i.e. adults.

At the same time, from our own experience we state that in recent years adult education has gradually become the subject of diverse scientific research. Nowadays, the valuable researches are being launched in Ukraine and an undergraduate academic school is being formed. In the structure of the National Academy of Pedagogical Sciences of Ukraine there is a branch Institute of Pedagogical Education and Adult Education, in which the Department of Andragogy was organized in 2007. From the problems of the theory and practice of adult education, candidate and doctoral dissertations are performed. In separate universities and institutions of postgraduate education, there were established departments of andragogy (or adult education, continuing education); in the content of the training of specialists in pedagogical specialties introduced educational disciplines “Andragogy Science”, “Theory and practice of adult education”, etc. The collection of scientific works, scholarly and practical-oriented journals on formal and informal adult education (“Adult Education: Theory, Experience, Perspectives”) (published since 2009), “Comparative Professional Pedagogy” (published since 2011; The territory of success “(issued since 2015), etc.).

We have reason to state that one of the important foundations for the professional education of adults is its scientific development, in Ukraine it is turning into an independent research branch, characterized by fundamentalism and scale.

In this perspective, the joint Ukrainian-German project “Towards the introduction of the scientific field “Adult Education and Postgraduate Education in Ukraine” deserves attention. Development of the specialization concept “Adult education and postgraduate education” in higher educational institutions of Ukraine”, which is carried out in 2017-2018 by scientists from the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (L. Lukyanova, O. Anishchenko), Yuriy Fedkovych Chernivtsi National University (I.Petryuk, L.Tymchuk, T.Fedirchuk, L.Kobylyanska, L.Gavrylyuk, V.Zvozdetska, O.Popov, M.Gulyayeva) and the University of Augsburg, Germany (E.Mailgammer, T. Clubert, F. Wenzel).

The relevance arguments of the project are the situation described above, when adult and postgraduate education actually function and are well developed in the practical field, but there is no such scientific branch. But both practical and theoretical significance and relevance of adult and postgraduate education are indisputable. Political, social and economic changes in Ukraine require the urgent introduction of the scientific branch “Adult education and postgraduate education”, which, in turn, can give start to further innovative practice development in this area.

The attempt to partially solve this problem can be considered a project called for the measures concretization on the way to scientific institutionalization and academic adult education in Ukraine. One of the project tasks is to develop the concept of specialization “Adult Education” in higher educational institutions of Ukraine, taking into account domestic and international experience.

The content of the project is based on the fundamental principles and approaches of adult education and postgraduate education to the issues of personal development throughout life, the role of the individual in society, the importance of adult education and lifelong learning in the consolidation and democratization processes of society, the professionalization of adult education and its legal regulation, ethical principles educational work with adults.

In the course of the project implementation in 2017, a complex of organizational, research and applied activities was carried out (including bi-national German-Ukrainian scientific and practical seminars; direct

acquaintance with the work of institutions and adult education institutions in Germany (Augsburg, Munich, Dacha, Unterschleigsheim, Tutzing); Work-shops at the University of Augsburg; e-correspondence with German scholars).

The results, which are important for both the theory and practice of adult education in general, and for the development of the industry and its professionalization in Ukraine, are obtained. In particular, the adult education system in Germany and Ukraine and its legislative regulation are described; the statistical and qualitative indicators of the adult education current state in Ukraine and Germany have been worked out. For the first time, existing educational offers for adults have been clarified; the real and perspective areas of professional activity of the adult education specialist in Ukraine are determined. The professionalization issue of adult education in the international perspective and in the context of historical and contemporary educational trends in Ukraine is shown.

The competence approach as the basis for the training of a modern specialist is substantiated. The international and national qualification systems and standards of training for adult education are described. The theoretical and applied approaches to the definition of the content of their training for specialists in world practice are revealed; the Bachelor and Master educational programs are specializing in "Adult Education and Postgraduate Education".

The work has begun to create a draft concept of training specialists specializing in Adult Education and Postgraduate Education, which presents: a general description and assessment of the adult education current state in Ukraine and its staffing; it concludes the problem that needs to be solved (professionalization of adult education); the purpose of the concept is defined (development of the policy principles concerning the organization and implementation of specialists professional training for adult education at the level of specialization); ways and means of solving the problem (a complex of socially-motivated, scientifically substantiated, planned and developed organizational, research and applied measures aimed at developing the scientific, theoretical and applied principles for the professionalization of adult education in Ukraine, taking into account global trends, ideas and experiences). It describes the strategy for the development of a specialist profession in adult education based on identifying the real interests of stakeholders and balancing the interests of educational institutions, educators and employers; the conceptual foundations for creating a model of training specialists and criteria for achieving results are revealed; the tasks and main stages of the Concept implementation are determined; the amount of financial resources required, material resources, labor resources.

An important result of the project implementation is the launch of the university training for adult or undergraduate education at the level of specialization in the structure of any humanitarian specialty. At the moment, such an approach (preparation of andragogy specialists is not as a separate specialty, but at the level of specialization) is economically profitable, does not require special financial expenses, since the specialization "Adult education and postgraduate education" is possible in the structure of any specialty as "human-human" (educational, pedagogical sciences, psychology, social work, sociology, etc.). Introduction of specialization does not require separate licensing (if there is a licensed specialty, then specialization is introduced on the basis of the academic council decision of the institution).

It should be defined that during the implementation of the project, since September 2017, Yuriy Fedkovich Chernivtsi National University on the basis of specialty 011 "Educational, pedagogical sciences" of the second (master's) higher education level has already been introduced specialization "Adult Education". The program envisages providing the masters with the level of theoretical knowledge and practical skills, as well as other competencies necessary for solving complex problems in adult education, mastering andragogy and organizational, managerial competencies, producing new ideas, carrying out research activities in the adult education field.

We are convinced that the experimental work on training specialists for this specialization will help to establish and strengthen the status of adult education in the professional, research and educational space of Ukraine. At the same time, practice reveals significant difficulties in the development of such specialization, which are primarily related to the peculiarities of the adult education current state in Ukraine, thus the areas of future specialists' professional activity. As it was mentioned above, there are currently no common approaches to the organizational and administrative subordination of adult education forms that are dependent on state policy, the availability of appropriate administrative and coordinating structures, and the development of scientific and methodological principles for the education organization; significant financing problems; the stereotype of the non-formal education as a minor and insignificant, etc.

Discussion. Recently, the topic of adult education and its staffing has become one of the key issues in Ukrainian studies by O. Anishchenko (2015), N. Bidyuk (2009), S. Kohut (2013), L. Lukyanova (2011, 2014), O. Ogiyenko (2009), N. Teryokhina (2016), L. Tymchuk (2017), O. Chugai (2015), and others. Researchers prove the need for the staff professional training in the adult education system, emphasize the andragogy specialist functions, highlight the experience of its training in the modern world.

At the same time, the needs of the substantiation of the theoretical and methodological principles of training specialists in adult education, the study of organizational and didactic aspects of andragogy specialists' vocational education remain relevant. The formulation of requirements for their personal and professional qualities, the consolidation in the legal norms of their functional responsibilities, the introduction of primary posts is still urgent.

The results of scientific and applied researches of foreign scientists are an important source for satisfying the identified needs on the way to the Ukrainian model creation of professional training in adult education. Unlike the Ukrainian authors, which have intensified in recent years, on the international level, the professional training for adult education topic has been discussed and investigated for more than half a century. Famous researchers in this area are L. Bierema, R. Brockett, J. Carey, B. Daley, J. Gregson, K. King, B. Kops, P. Lawler, R. Lupou, S. Merriam, O. Modise, E. NuiSSL, S. Sava, P. Sturko, R. Tobias. Various aspects are presented in their publications, books, dissertations, such as historical development and normative and legal regulation of the specialists professional training in adult education, their valuable units, qualification requirements and competencies; organizational and pedagogical mechanisms for the construction and functioning of national and international vocational training systems; content, innovative forms and technologies of education process organization of an andragogy specialist according to the European requirements for the continuous education of adults and etc.

The focus on the professionalization of adult education in Ukraine outlines broad prospects for further research in this area, in particular: the study of the legal framework for the functioning of adult education as a sphere of public life and professional activity; historical and foreign experience study of training mature persons in adult education; organizational and didactic principles of the andragogy specialist preparation, requirements specification to their personal and professional qualities. It will encourage the establishment and strengthening of the adult education and postgraduate education status in research and educational sphere of Ukraine.

Conclusions. Consequently, the reflection around the stated problem leads to the following conclusions: active processes are being pursued in Ukraine, aimed at the adult education institutionalization as a sphere of public life, a component of continuing education and the sphere of professional activity. Obviously there are the steady tendencies of consolidating the status of adult education at the legislative level. Important indicators of the adult education professionalization have been the launch of large-scale scientific research carried out at the level of the National Academy of Pedagogical Sciences of Ukraine and within the framework of the research work of the universities. Adult education actualization through the introduction of andragogy disciplines into the content of training specialists of human-oriented professions, the introduction of a separate specialization in higher educational institutions is existential.

We are convinced that implementation of the suggested measures will promote stabilization of the educational services market for the adult population, increase in the number of educational proposals, and introduction in the future introduction of the profession "andragogy specialist" or "specialist in adult education" will improve the quality of educational services in accordance with international standards in the National Classifier of Ukraine.

NOTES

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