

THE DEVELOPMENT OF LIFELONG LEARNING IN GERMAN-SPEAKING COUNTRIES: INNOVATIVE APPROACHES

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Scientific-and-technological advance, labour-market and society transformation have predetermined the increase of demands to a person, his/her education and professional development. Human capital is becoming the main productive resource, as it provides dynamism, large scale and variety to the society. The importance of lifelong learning is increasing because the knowledge, that have been gained in the process of professional training, need constant renovation, intensification and development for the successful professional functioning. Therefore it is necessary to study the prospective aspects of lifelong learning development in German-speaking countries and the ways of their extrapolation in the educational system of Ukraine. Besides, the aim of our research is to clear up new approaches and methods in the content and organization of lifelong learning in German-speaking countries.

Although different aspects of lifelong learning have been researched by S. Honcharenko, I. Ziaziun, V. Kozakov, V. Kremin' [1], N. Nychkalo [3], V. Oliynyk and L. Pukhovs'ka, the problem of lifelong learning development in German-speaking countries demands further studying. That's why the fundamentals of our research are the scientific works of the prominent scientists from the European Union and from German-speaking countries in particular. K. Kraus from Switzerland considers lifelong learning as a way to successful career [4]. A. Ledl from Switzerland characterizes the switch to lifelong learning as an important epoch-making change [5]. The perspectives of adult education in German-speaking countries have been studied by A. Demel and K. Ebner from Germany. The innovative models and approaches to lifelong learning in different countries of the world and the role of higher education in this process have been characterized by the German scientist H. Schütze.

In the process of our research some general scientific and historically pedagogical methods have been used. We have carried out some analysis, synthesis and generalization of Ukrainian and foreign scholars' scientific works. Besides we have summarized the information from monographs, periodicals, documents and electronic resources concerning the development of lifelong learning in German-speaking countries. Moreover, a retrospective method has been used in order to single out the specific character of lifelong learning development from the end of the twentieth till the beginning of the twenty-first century. Finally, we have summarized the experience of lifelong learning development in German-speaking countries in the period mentioned above.

On the basis of Germany's lifelong learning conception analysis we have outlined such a direction of the research as forms of transfer from secondary school to high school, giving access to studying at a higher school to competent workers. The research of this direction will give the Ukrainian educational system a chance to create a program of highly-qualified specialists from different spheres involvement to getting higher education. Besides, it will expand a number of people who can get a higher education.

The content, forms and methods of lifelong learning organization in German-speaking countries are innovative and efficient and therefore are to be systematized. It will give the educational system of Ukraine a chance to borrow the most reasonable innovations and to adapt them, taking into consideration the peculiarities of its educational system.

The development of inclusive education in Germany is also to be studied. It's necessary to underline that pupils with special needs learn together with other schoolchildren. It is possible because of the individual approach usage, which presupposes considering personal peculiarities and qualities of each pupil. One more important factor that demands further studying is future teachers' training and their preparation for work with children, who have some special needs [2; 169].

The program of unemployed encouragement to professional skills development demands further studying and analysis. In German-speaking countries it is organized by means of providing the unemployed access to the lifelong learning programme "Weiter mit Weiterbildung", which presupposes transition of unemployed to active professional activity through the participation in lifelong learning arrangements. Moreover, the participants of educational programmes and professional development courses are financially stimulated by the state [6].

Foreign language teacher's participation in lifelong learning educational programs (TEFL, CELTA, CELTYL, CAM, DELTA, EUROLTA, Grünes Diplom) demands further research and systematization. These courses presuppose learning teaching foreign languages according to the standards that are accepted all over the world. Ukrainian teachers' participation in these programs will contribute to their professional development. Besides, the level of foreign language teaching in Ukraine will correspond to the international standards.

It's also important to analyze the experience of students' learning foreign languages according to the international standards in the net of international language schools, such as British Council, International House, Goethe Institut. Moreover, it's important to distinguish the experience of passing international examinations in foreign languages (IELTS, TOEFL, FCE, CAE, CPE, Goethe-Zertifikat, DSH). The results of these examinations prove the language knowledge correspondence to the European framework. Besides, their results are recognized all over the world.

Further research of the above mentioned educational tendencies and approaches will contribute to the usage of innovative ideas based on them and to the development of Ukraine's lifelong learning educational system.

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