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В статье рассмотрены особенности профессиональной подготовки будущих преподавателей игры на фортепиано в высших учебных заведениях Словацкой республики. Доказано, что музыкальная культура любой страны основывается на достижениях предыдущих поколений музыкантов, среди которых, в основном, выделяются знаковые творческие личности, чьи достижения в большей или меньшей степени повлияли на развитие культуры в широком масштабе, а творчество получило признание, о чем, в частности, свидетельствует и музыкальная культура Словацкой республики, развитие которой демонстрирует интенсивную динамику на протяжении двух последних столетий.

Ключевые слова: профессиональная подготовка, высшая школа, образовательное пространство, преподаватель игры на фортепиано, интеграция.

The article deals with the peculiarities of the professional training of future teachers of piano playing in higher educational institutions of the Slovak Republic. The musical culture of Slovakia has united European and national features. Several factors influenced its development: the peculiarity of the state system, the specifics of national folklore and musical style, the activities of bright personalities, etc. Each of them has a definite influence on the formation and development of the national piano school as a component of the musical culture of Slovakia. The analysis of scientific sources testifies that the study of organizational and pedagogical principles of the preparation of future specialists in musical art in Slovakia and the works devoted to the comprehensive study of the processes of formation and trends of the development of the Slovak piano school was not the subject of systematic study and separate analysis that would provide a coherent description of its historical and social factors, pedagogical traditions, essence, content, forms and methods. Initial artistic education in Slovakia starts, as in all European arts schools. For vocational training, there are conservatories that are equated with musical colleges and colleges in Ukraine; after the conservatory, students have the opportunity to study at universities where there are faculties of art and music faculties. Also, in the Slovak Republic there are a number of universities where there are pedagogical faculties and music departments. The study of the aforementioned problem will make it possible, to study the holistic process of formation of the professional training of future specialists in the field of music in the context of the peculiarities of its development; it will reveal the leading tendencies, scientific ideas, creative experience of professional training of the future specialist of musical art; will enable to identify innovative models of professional training of future music artists in the leading institutions of higher education in the Slovak Republic. It has been proved that the musical culture of any country is based on the achievements of previous generations of musicians, among which, for the most part, distinguished creative personalities whose achievements influenced more or less to the development of culture on a wider scale, and creativity was acknowledged as, In particular, the musical culture of the Slovak Republic testifies, the development of which shows an intense dynamics during the last two centuries.

Key words: vocational training, high school, educational space, piano teacher, integration.

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Feltsan Inna,

Senior lecturer

Mukachevo State University, Mukachevo

orcid.org/0000-0003-4169-9922

DEVELOPMENT OF SWEDISH STATE POLICY IN ADULT EDUCATION

The article touches upon the question of adult education in Sweden. The main steps of state policy to lifelong study have been briefly analyzed along with the key tendencies of the modern process. Among the beneficial motivators used by Swedish government in order to promote the idea of a constant development we have identified: informational guidance, counseling, social equality, financial support, flexibility, accessibility and validation of knowledge gained through different education forms (formal, non-formal).

Key words: adult education, adult pedagogy, IT educational technologies, folk high schools, in-service training, labor market training.

Modern world is the environment where changes happen all the time. Big countries are rather monotone and react to the challenges a bit slower than smaller ones. Sweden is a country in the northern part of Europe which shows a quick reaction to social transformations in the world. Having the population of about 10,2 million it can assure dynamism and mobility of its policy, be the example of the latest research, tendencies and discoveries.

Safety of Swedish society is guaranteed by the education which is highly promoted by state officials, acts and regulations; it goals for accessibility, humanization and time relevance. Education is organized in a way to suit all citizens – local, immigrated, disabled and misfortune. State policy organizes convenient loans for education, takes care of personal and professional development if person urges for it. Since 1997 Sweden has been implementing the Adult Education Initiative at a cost of SEK 15-20 billion.

Swedish society follows the criteria of time and seeks for employment of every age group – the young and adults who cannot find a solution to professional challenges receive a support and counseling at

different life periods. Lifelong learning imposes a different matrix of demands. It is less a question of leaving work to study, and more an issue of integrating work and studying. Probably a significant part of learning will be progressively transferred from the school to the workplace.

The successful educational approach had been formed on a deep-rooted theory which came into practice in recent 25 years. There are various public providers of adult education: popular adult education, municipal education for adults (Komvux), municipal education for adults with learning disabilities (Särvux), Swedish tuition for immigrants (sfi), National Schools for Adults, Advanced vocational education, Complementary education and higher education, Study associations and circles.

In municipal adult education, courses correspond to compulsory and upper secondary schooling. These follow the same curriculum, and in upper secondary municipal adult education the same program, as in the school system. Participants can thus achieve the same competence and eligibility for higher education as obtained in the upper secondary school.

Särvox supervises people with learning disabilities and aims to provide knowledge and skills corresponding to those obtained in compulsory school and upper secondary school. Teaching usually involves a high degree of informal working approaches. It usually takes place on a part-time basis and is an integral part of participants' usual activities.

Swedish tuition for immigrants (*sfi*) aims to provide newly arrived adult immigrants with a basic knowledge of Swedish language and Swedish society. The time spent studying varies between individuals, largely as a result of a wide variation in the time taken to achieve the goals due to a range of factors including the background and motivation of participants.

Advanced vocational education, which is a part of post-secondary vocational education, provides adults with an education closely linked to working life. Approximately one third of the education, which is often two years in duration, takes place in a work environment. In-service training has wide coverage in Sweden. Today, it is provided mainly to develop the knowledge and experience of employees or to improve the position of the individual on the labour market. A large part of the education is carried out internally in companies, agencies or public administration bodies but some is also provided within the regular education system.

Folk High School Courses are often thematic and interdisciplinary with a focus on problem based working approaches. Courses are up to three years in length and comparable in terms of content to the education provided in the public education system. They can provide eligibility for both compulsory and upper secondary levels of education. There is also a broad range of courses covering arts and culture, as well as certain vocationally oriented forms of education. These schools also offer many special courses, such as those in music, media, craftsmanship, theatre, languages, preventative health care and tourism. Unlike other educational institutions, folk high schools are not required to follow the established curricula. Each school is able to tailor its courses to suit its own target groups and respond to the needs of its students and community.

A wide range of Swedish courses is available through *adult education associations*, of varying content, length and intensity. Some provide board and lodging and organize social activities, whilst others offer language instruction. Course providers issue their own certificates. Some schools will offer courses with starting dates throughout the year, while others may focus on summer programmes.

Study circles were established at the end of the 1800s as a way for people to access education on their own terms. The circles are small groups (usually fewer than 12 people) with a shared interest or wish to learn about a particular subject. The circles are able to apply for state funding, although they must consist of 3 people or more to qualify. They work on the principle that everyone in the group is able to participate on the same level, and rely on the individual motivation of every member. The subjects of study are entirely up to the group itself to decide, and therefore there is a vast range of subjects or interests available.

Tracing back into the history, one may state that Sweden was one of the first countries in the world to adapt the idea of a lifelong learning. Since the first study circle (*studiecirkel*) started in late 1800, people have gathered to increase their knowledge together. The state has provided financial support to non-formal adult education since 1912.

The driving force for the development of adult education during the post-war era has been based on economic growth and the attempt to promote equality. The lack of skilled manpower has been one of the historical reasons for initiatives to raise the competence level of the adult population.

A significant reform of adult education was initiated in 1968. Each municipality received responsibility for providing education for adults corresponding to compulsory education and theoretical and vocationally oriented programmes in the upper secondary school. For this they received state grants to cover the salary costs of teachers, school heads, and study and career counselors. Education was intended to promote the progress and development of the Swedish economy and the growth perspective was evident.

Greater attention was subsequently directed to the weak groups in society. During the earlier part of the 1970s, the focus was on redistribution policy. Support for popular adult education was increased greatly since it was regarded as being able to reach these groups. Commission for Pilot Projects in Adult Education, FÖVUX, was appointed in 1970. To make it even easier for these groups to take part, a number of social-study reforms were enacted, including legislation giving the right to study breaks and support for adults. At the end of the 1980s and at the beginning of the 1990s, changes were made to the division of responsibilities, the steering system and the state grant system. These involved deregulation, decentralisation, steering by goals and the "municipalisation" of the school system.

The Bill "Growing with Knowledge" (990/91:85) for upper secondary school and adult education strengthened the right to education for those with low levels of education by extending the earlier obligation of satisfying adult needs for knowledge.

The IT development in the world urges Swedish government to support new pedagogical methods of teaching to adults – distant education receives some benefits, grants and loans, the more flexible is the program curriculum the better investments it gets. Two National Schools for Adults, one in Norrköping and one in Hämosand, have made particular strides in making distance education a reality for numerous adults in Sweden. The schools are particularly valuable in that they offer adult education to persons who live too far from a municipality to take adult education courses in residence. Many state and a few private institutions of higher education offer courses that can be taken by adults regardless of where they reside or whether or not they have family and work obligations. In addition to home computers and their electronic mail systems, materials for courses and course assignments are transmitted with the aid of fax machine and interactive video. The Swedish government has put considerable resources into the development of distance learning course options for the future.

It is generally agreed that non-formal education should be run separately from the state but be financed by public funds. The importance of non-formal education to Swedish society is recognized by all political parties. Liberal adult education (*folkbildning*) is characterized by great freedom in setting its own objectives, while the government defines the purposes of the government grants. These are to help to enable people to influence their own lives and encourage commitment to participating in developments in society. This support is also aimed at helping to fill in education gaps, raise the standard of education in society, broaden interest and increase participation in cultural life.

Formal and non-formal education have common incentives which should guarantee comfortable stay in Swedish society for all demographic groups and categories which can bring benefits for economy in general. Recruitment activities are a special measure for reaching those groups who are least likely to apply for studies. It's a common practice when universities inform about the upcoming courses and classes for adults via e-mails. Government initiates the nation-wide campaigns (e.g. the Knowledge Week), to present and increase awareness of the diversity existing in adult and popular adult education in Sweden, the need for lifelong learning arisen from the changing needs of the labour market.

State strategy of a prosperous society is aimed at creation of a data oriented environment where desire to personal upgrade is a bulk philosophy accompanied by variety of choice, guidance and counseling, individual approaches, flexibility, validation.

Learning as an adult means being in a different conditions than those existing during schooling and this must be taken into account when organizing the process. Adults can study full-time or part-time, during the day or in the evening, take one course at a time or several subjects at once. Adult basic education allows students to proceed at their own pace, taking into consideration that students may have learning disabilities or commitments to job and/or family. The format is tailored for everyone who can take independent responsibility for their own studying. One may apply via municipality's web site. Successful graduates are entitled to a diploma or "leaving certificate" that attests to proficiency having been obtained in the core curriculum of Swedish (or Swedish as a Second

Language), English, mathematics and civics. Additional core subjects in which proficiency was achieved through successful completion of course-work also will be printed on the leaving certificate.

However, not all adult education classes provide diploma, offering supplementary training for a new work position such as computer or technical training. For example, folk high schools and adult education associations offer learning and cultural or recreational opportunities in an educational setting. These programs typically are offered for one year or less and can make a worker more skilled or eligible for a work promotion. No matter what type of education you choose it may be approved by Council for Popular Adult Education. The Swedish National Council of Adult Education is a non-profit association with certain authoritative tasks delegated by the government and the Swedish Parliament.

Labor market training offers vocational or job related education for the unemployed. National Labor Market Board allocates funds to various municipal labor boards or employment offices. Such training is usually formal and serves the needs of unemployed workers and the business community. To meet company needs, many businesses offer training to their employees on-site or at various vocational and higher education sites. In addition, some private enterprise companies offer training packages to business, and some consultants offer their services to train employees on site. There is also a system which gives the right to leave from work for study to everyone who has been employed for at least six consecutive months or a total of at least 12 months during the last two years. This is not absolute, and the employer has the right to postpone the leave, however the study can be of any nature (not only to improve skills in the current job), as long as it is not classed as a 'hobby'. When the employee returns to work after leave of absence, they have the right to the same or equivalent working and employment conditions as before.

In-job training is the integral part of Swedish educational success. Education should contain both theory and on the job training in

accordance with the demands for knowledge and skills required in the labour market. At least a third of the education should take place in the form of on the job training. This part is financed by companies. This puts high demands on good supervision and close co-operation between teachers and supervisors in companies. The most frequent education method used can be described as problem based learning (PBL). Using this method, students get the opportunity to obtain their skills in solving problems based on realistic situations, often obtained from the very companies where they do their workplace training module. Some areas are given a special emphasis: mathematics and natural science subjects, computer technology and its applications, economics, social and cultural knowledge, language and communication.

Financial support is another important aspect of national strategy for lifelong learning. Study grants are available to applicants up to the year in which they become 50. Study loans can be obtained up to the calendar year an applicant becomes 50. The right to study loans will be progressively limited from the calendar year in which a student becomes 41. Repayment of study loans should under normal conditions take place over a maximum of 25 years or until the borrower reaches the age of 60. Smaller loans should be repaid over a shorter period. For those aged 60 years and above who have not completed their repayment, the period will be extended at a maximum until the year in which the borrower becomes 67. Loans outstanding at that age or in the event of death are written off. Loans granted for competence enhancing studies at the compulsory and/or upper secondary level can also in certain cases be written off.

According to the *Eurydice European Commission*, Sweden has the largest share of adults involved in education and training in Europe. Successful experience of Sweden is an important informative base for those countries that are on the way of improving their own national education system. Today in Sweden there are about 150 folk high schools, almost 1.5 out of 9 million people are involved in continuing education.

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В статтє затрагується вoпpoc oбpaзoвaння взpocлєх в Швeцїї. Oснoвнє тaпa гoсудapcтвeннoї пoлїтїкї в cїcтeмe oбpaзoвaння нa прoтяжeннї вceї жїзнї бїлї кpaткo пpoaнaлїзoвaнї вмeстє c ключeвїмї тeндeнцїямї пpoцeca. Сpeдї глaвнїх мoтївaтoрoв, їcпoльзoвeмїх пpaвїтeльcтвoм Швeцїї для пpoдвїгeння їдeї нeпpeрывнoгo рaзвїття, бїлї oпpeдeлєнї: їнфoрмaцїoннe cпpoвoдєннє, кoнcултaтoвaннє, гaрaнтїя coцїaльнoгo рaвeнcтвa, фїнaнcoвa пoддєржкa, гїбкocть, дocтупнocть ї пpїзнaннє знaннї, пoлyчeннїх c пoмoцю рaзлїчнїх фoрм oбpaзoвaння (фoрмaльнoгo, нeфoрмaльнoгo).

Ключeвє cлoвa: oбpaзoвaннє взpocлєх, пeдaгoгїкa взpocлєх, їнфoрмaцїoннє oбpaзoвaтeльнє тeхнoлoгїє, нaрoднє вyзї, пoвїшєннє квaлїфїкaцїї, oбyчєннє нa рїнкe тpyдa.

Сyчacнїй cвїт - цe cєрeдoвїщє, дe пocтїйнo вїдбyвaютьcя змїнї. Швeцїя є oднїєю з нaїбїльшїх дїнaмїчнїх кpaїн пївнїчнoї Євpoпї, якa зaбeзпeчyє вїcoкї coцїaльнї cтaндapтї жїття cамє зaвдякї пїдтpимцї oсвїтї тa зaбeзпeчeнню її дocтупнocтї для рїзнїх кaтeгoрїї нacєлєння. З 10,2 млн. жїтeлїв, 2,4 млн. – цe вїхїдцї їнїшїх кpaїн, якї пoтpaпляють y кpaїнy y зpїлoмy вїцї тa пoтpeбyють дepжaвнoї oсвїтнoї пїдтpимкї для їнтeгрaцїї y їшвeдськє cуcпїльcтвo. Рeaгyючї нa дeмoгpaфїчнy cїтyaцїю y Євpoпї, їшвeдськїх yрaд нaдaє гpaнтї нa oсвїтy дo 50-тї рoкїв, пpoтє вїкoвa гpaнїця мoжє бyтї пpoлoнговaнa зa нeoбхїднocтї. Cїcтeмa oсвїтї дopocлїх Швeцїї пoдїляєтьcя зa двoмa кpїтeрїямї – фoрмaльнa (мyнїцїпaльнa, oсвїтa для лyдeї з фїзїчнїмї oбмeжeннямї тa oсвїтa для їмїгpaнтїв) тa нeфoрмaльнa (нaрoднї вyзї, acoцїaцїї, гypткї). Уcпїх їшвeдськoї oсвїтї пoяcнюєтьcя пoєднaнням тeopїї тa пpaктїкї. Нaвчaння нa вїрoбнїцтвї, y пpoфecїїнo oрїєнтoвaнoмy cєрeдoвїщї є нaївaжлївїшїм кoмпoнeнтoм oсвїтнїх пpoгpaм. Дeякї вyзї вcтaнoвлюють пpoфecїїнїй дocвїд (пpaктїкy) як нeoбхїднїй кpїтeрїї для вcтyпy дo мaгїcтpaтyрї. Рїнoк пpaцї пpoпoнyє пpoфecїїнє нaвчaння для бeзрoбїтнїх. Нaцїoнaльнє yпpaвлїння рїнкy пpaцї рoзпoдїляє кoштї cєрeд мyнїцїпaлїтeтїв для пpoвeдєння тpeнїнгїв. Бaзaтo кoмпaнїї пpoвoдять cємїнapї тa кypcї для cвoїх cпївpoбїтнїкїв; пpивaтнї пїдпpїємcтвa пpoпoнyють тpeнїнгoвї пaкeтї для бїзнecy; кoнcултaнтї пpoпoнyють cвoї пocлyгї для нaвчaння пpaцївнїкїв нa мїcяцїх; фyнкцїoнyє зaкoн, якїї дaє пpaвo нa рoбoчy вїдпycткy для нaвчaння кoжнoмy, xтo пpaцює вa цoнaїмeншє їcть мїcяцїв пocпїль aбo зaгaлoм нe мeншє 12 мїcяцїв пpoтягoм ocaннїх двoх рoкїв. І, xчoчa, рoбoтoдaвeць мaє пpaвo вїдклacтї вїдпycткy, oднaк нaвчaння мoжє бyтї бyдь-якoгo хapaктepy (нe лїшє для пїдвїщєння квaлїфїкaцїї пoтoчнoї рoбoтї) oкрїм "xoбї". Кoлї пpaцївнїк пoвepтaєтьcя дo рoбoтї пїcля вїдпycткї, вїн мaє пpaвo нa тї cамї aбo єквївaлєнтнї yмoвї пpaцї тa рoбoтї, як ї рaнїшє. Рoзвїтoк oсвїтнїх тeхнoлoгїї здїїcнюєтьcя з мeтoю дocтупнocтї oсвїтї, її вїдпoвїднocтї вїмoгaм чacy тa рїнкy пpaцї. Швeдськa oсвїтa дopocлїх їдeнтїфїкyє cвoгo cтyдєнтa як тaкoгo, цo дocягнyв 20-гo вїкy, пpoтє нaрoднї вyзї тa oсвїтнї зaклaдї для їмїгpaнтїв мoжyть пpїймaтї

студентів від 18 років. Більшість населення Швеції здобувають вищу освіту після 25-ти, що вимагає відповідної організації та підтримки. Державна політика організовує зручні кредити на освіту. Відповідно до звіту *Eurydice European Commission*, Швеція має найбільшу частку дорослих, які беруть участь у освіті та навчанні у Європі. Успішний досвід Швеції є важливою інформативною базою для тих країн, які знаходяться на шляху вдосконалення власної національної освітньої системи.

Ключові слова: освіта дорослих, андрагогіка, інтерактивні технології, вищі народні школи, корпоративне навчання, ринок праці.

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Jadcak Katarzyna

Magister, lekarz weterynarii, adiunkt, nauczyciel
Wyższa Szkoła Biznesu i Nauk o Zdrowiu w Łodzi
Zespół Szkół Centrum Kształcenia Rolniczego
w Zduńskiej Dąbrowie im. J. Dziubińskiej

DOSKONALENIE ZAWODOWE I SAMOKSZTAŁCENIE W EDUKACJI ZAWODOWEJ W POLSCE ORAZ W NIEMCZECH (Z DOŚWIADCZEŃ WŁASNYCH)

Doskonalenie zawodowe i samokształcenie jest podstawową drogą nadążania za postępem wiedzy ogólnej i w obrębie własnej specjalności, posiadanego przygotowania zawodowego. Obowiązek aktualizowania wiedzy jest koniecznością, wynikającą z przyspieszonego rozwoju nauki i techniki, a także dynamiki życia społecznego. Obecnie wiedzę (wiadomości, umiejętności i kompetencje społeczne) można pogłębiać metodami klasycznymi, takimi jak żywe słowo i studiowanie literatury oraz wykorzystując nowoczesne technologie: programy komputerowe, Internet i strony www, a także wymiany międzynarodowe nauczycieli i uczniów. Znaczącą rolę w ewolucji procesu uczenia się; w tym kształcenia rozumianego jako proces całościowy, odegrały międzynarodowe raporty edukacyjne.

Słowa kluczowe:uczenie się przez całe życie, doskonalenie zawodowe, samokształcenie, kształcenie zawodowe w Polsce i w Niemczech.

Stwierdzenie problemu. Uczenie się, jako proces całościowy, towarzyszy aktywności ludzi we wszystkich zawodach i jest cechą społeczeństwa, obserwowaną współcześnie. W pewnych okresach życia jednostki uczenie się ma postać instytucjonalną, a po zdobyciu niezbędnych kwalifikacji, jest realizowane w formie doskonalenia zawodowego i/lub samokształcenia. Literatura pedagogiczna i pedeutologiczna dostarcza wielu argumentów, mając na uwadze wszelkie formy uczenia się i przygotowania do funkcjonowania w społeczeństwie informacyjnym, społeczeństwie wiedzy. Poza kształceniem instytucjonalnym bardzo ważną rolę odgrywa samokształcenie i doskonalenie zawodowe jednostki, umożliwiając tym samym aktualizację wiedzy i wzbogacanie posiadanych umiejętności, a także zmianę postaw.

Analiza ostatnich badań i publikacji. Za równo amokształcenie, jak i doskonalenie zawodowe, realizowane w różnych formach kształcenia ustawicznego, mają co najmniej dwójakierozumienie:

po pierwsze chodzi o kompetencje nauczycieli, ich przygotowanie zawodowe, potrzebę aktualizowania wiedzy w zmieniającej się rzeczywistości społecznej i cywilizacyjnej oraz gospodarczej; uczenie się przez całe życie;

po drugie chodzi o rozwijanie w procesie kształcenia umiejętności uczenia się i wdrażania do samokształcenia, poszukiwania i korzystania z informacji z wykorzystaniem różnych technik i technologii [1].

Istnieje wiele pojęć powiązanych z kształceniem ustawicznym, adresowanym do ludzi dorosłych i pozwalających na wielowymiarowe rozumienie zagadnień kluczowych. Należą do nich: *ustawiczność kształcenia, dążenie zawodowe, docieklivość zawodowa, dokładność zawodowa, dokształcanie zawodowe, doskonalenie zawodowe, samokształcenie, autoedukacja, doskonałość zawodowa i duma zawodowa*. Każde z tych określeń inaczej akcentuje proces uczenia się, wskazuje na inny aspekt pojęcia w celu zdobycia i utrzymania optymalnego przygotowania zawodowego.

Pod pojęciem doskonalenia zawodowego i samokształcenia rozumie się najczęściej zdolność uzupełniania i samodzielnego zdobywania wiedzy, odczuwanie potrzeby ciągłego kształcenia się, uzupełniania i aktualizowania wiedzy. Wśród różnorodnych metod i sposobów aktywizujących działalność poznawczą szczególne miejsce zajmuje samodzielna aktywność, wynikająca z wewnętrznej lub zewnętrznej motywacji jednostki. Doskonalenie zawodowe może być wewnętrzne (zorganizowane w miejscu pracy) i zewnętrzne (poza zakładem pracy). Często chodzi tutaj o umożliwienie nauczycielom

udziału w różnorodnych szkoleniach: konferencjach, kursach, warsztatach i zajęciach otwartych. Dodatkowo - kreatywni i innowacyjni nauczyciele powinni samodzielnie poszukiwać informacji na temat możliwości wzbogacania swoich kompetencji zawodowych, by poprawić swój start na rynku pracy. Podobne cele stawia się uczniom szkół średnich oraz studentom, którzy równolegle z nauką szkolną uczestniczą w kursach i wymianach kadrowych; w tym wymianach uczniów i nauczycieli (wizytach studyjnych, konkursach, stażach).

Przedmiotem zainteresowań badawczych jest poszukiwanie odpowiedzi między innymi na następujące pytania:

-jakie jest miejsce doskonalenia zawodowego oraz samokształcenia w systemie kształcenia w ogóle?

-w jaki sposób rozwijać umiejętność doskonalenia zawodowego; w tym samokształcenia nauczycieli i uczniów kształcenia zawodowego?

-jaka jest częstotliwość samodzielnego poszukiwania wiedzy przez nauczycieli i uczniów?

-od czego zależy udział nauczycieli w różnych formach doskonalenia zawodowego i samokształcenia?

Doskonalenie zawodowe i samokształcenie jest podstawową drogą nadążania za postępem wiedzy ogólnej i w obrębie własnej specjalności. Stanowią konieczność wynikającą z przyspieszonego rozwoju nauki i techniki a także życia społecznego. Obecnie wiedzę można pogłębiać metodami tradycyjnymi, takimi jak żywe słowo i wydawnictwa oraz wykorzystywać nowoczesną technikę: programy komputerowe, Internet.

Szczególnie wielką rolę w ewolucji pojmowania znaczenia uczenia się; w tym kształcenia rozumianego jako proces całościowy, odegrały międzynarodowe raporty edukacyjne. W końcu XX wieku opublikowano kilka raportów edukacyjnych o zasięgu globalnym z inicjatywy UNESCO, Rady Europy i Klubu Rzymskiego.

Pierwszy z tych raportów był tzw. raport E. Faure'a (1972), przetłumaczony na język polski pt. *Uczyć się, aby być* (1975). Raport stanowił ważny przełom w pojmowaniu pedagogicznego sensu edukacji. Od czasu jego opublikowania na znaczeniu zyskała idea przewodnia reform oświatowych, jako idea uczenia się przez całe życie, jako warunek ludzkiej egzystencji (uczyć się, aby być). Raport podkreślał więc szczególną rolę uczenia się w przezwyciężaniu zagrożeń cywilizacyjnych, szansę na lepszy start społeczny, zerwanie z ubóstwem i wykluczeniem społecznym [2].

W roku 1979 ukazał się raport edukacyjny wydany pod auspicjami Klubu Rzymskiego pod znanym tytułem *Uczyć się – bez granic. Jak zwerbować „lukę ludzką”?* (Botkin i in., 1982). Raport ten podkreślał rolę uczenia się antycypującego i innowacyjnego, które winno



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>