

сформульовані методологічні підходи та принципи використання його як елемента адаптивного управління у ВНЗ [1]).

Вочевидь, що сучасні умови розбудови підготовки магістрів спеціальної освіти підштовхують до усвідомлення доцільності постановки питання про розширення меж наукового пошуку у цьому напрямку.

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THE OFFICIAL EUROPEAN AGING STATISTICS AS A KEY FACTOR FOR ADULT EDUCATION PROMOTION IN THE WORLD

The latest aging statistics of European countries reveals the demography problematics which challenges the world to struggle for new strategies of individual self-realization in modern society. The development of medicine and improvement of life quality have led to maiden age growth almost in all European countries. There appears an urgent necessity for upgrading the professional and basic skills as a guarantee of personal economic stability. At present, it's not enough to use the 10-20-years-ago-obtained knowledge and use them effectively in modern world. The Europe 2020 strategy for smart, sustainable and inclusive growth acknowledges lifelong learning and skills development as key elements in response to the current economic crisis. There exist formal, non-formal and informal learning, to engage adults in up-skilling or re-skilling to improve their employment opportunities and lives in general. The two key facts which speak for educational demand among those who need to get new or refresh the old knowledge are as follows:

1. The population of the EU-28 on 1 January 2015 was estimated at 508.5 million. Young people (0 to 14 years old) made up 15.6 % while persons considered to be of working age (15 to 64 years old) accounted for 65.6 % of the population.

2. The median age of the EU-28's population was 42.4 years on 1 January 2015. This means that half of the EU-28's population was older than 42.4 years, while half was younger. The median age in the EU-28 increased by 4.1 years between 2001 and 2015, rising from 38.3 years to 42.4 years. Between 2005 and 2015 the median age increased in

all of the EU Member States, rising by 5.5 years in Romania and by more than 4.0 years in Lithuania, Portugal, Greece and Germany.

Lifelong learning strategies imply investing in people and knowledge — promoting the acquisition of basic skills and providing opportunities for innovative, more flexible forms of learning. They aim to provide people of all ages with equal access to high-quality learning opportunities, and to a variety of learning experiences designed to increase employability, social inclusion and active citizenship.

The majority of adult education and training in the EU-28 is non-formal education and training, in other words, outside of formal institutions of schools, colleges and universities. In 2011, the majority of the non-formal education and training that was undertaken in the EU-28 by people aged 25–64 was job-related rather than for personal fulfillment. Training courses, seminars, conferences and guided-on-the-job training are key elements for providing job-related training; while the latter type is usually very short the other types tend to be of a slightly longer duration (typically one or two days). The field of study reveals that in 2011 almost one quarter (22.8 %) of the total instruction (formal and non-formal) that was given to adults aged 25–64 in the EU-28 concerned social sciences, business or law. There were three fields of study which each accounted for 14–15 % of the total hours spent by adults in instruction: health and welfare; humanities and arts (predominantly foreign languages); and services. In Sweden and Luxembourg, the share of the working-age population participating in education and training rose to over 70 %. In 2011, the highest proportions were recorded in Sweden (71.8 %) and Luxembourg (70.1 %), while 50–60 % of working-age adults in Germany, France, Finland, Denmark and the Netherlands participated in some form of education and training.

Adults with a low level of educational attainment and a lack of skills are more likely to earn lower than average wages and tend to feel less safe in labour market. These individuals often suffer from a lack of basic skills that are increasingly considered as essential for a modern-day economy: literacy, numeracy and technological skills (‘digital literacy’). Literacy competence might be considered in two aspects: native and foreign language competences. The promotion of foreign language competence is something that deserves much attention and investment as it assures the idea of cultural/economic/technical globalization in the world.

The EU Member States prerogative is at least 15 % of adults who would participate in lifelong learning by 2020. It implies to develop vocational education and training; promoting work-based learning; promoting partnerships between public and private institutions and promoting mobility. There has been officially noted that expanding access to adult education can create new possibilities for active inclusion and enhanced social participation.

Yet there is a growing consensus that adult learning is currently the weakest link in developing national lifelong-learning systems. The latest tendencies in Ukrainian economy show the political will to change the retirement age for men and women, thus the country will have the same challenges as most world countries – the need of re-skilling the workers in order to guarantee their professional efficiency internationally. As in other sectors, adult learning should embrace the shift to policy based on learning outcomes in which the autonomous learner is central, regardless of where he/she learns — at work, at

home, in the local community, in voluntary activities, or in education and training institutions — and develop the multifaceted model of governance that this requires.

In order to achieve an adult-learning sector capable of supporting educational strategy, there must be a relevant financing of the field. State cannot impose the responsibility on private sponsorship only, it must develop a new approach to adult education and training, foster greater awareness among adults that learning is a lifelong endeavor which they should pursue at regular intervals during their lives, and particularly during periods of unemployment or career transition, encourage higher education institutions to embrace less traditional groups of learners, such as adult learners, as a means of displaying social responsibility and greater openness towards the community.

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ФОРМУВАННЯ ГОТОВНОСТІ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО ВПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ОСВІТНІХ ТЕХНОЛОГІЙ ІЗ УРАХУВАННЯМ СУЧАСНИХ ПРІОРИТЕТІВ ОСВІТИ

Інноваційна діяльність педагогів стає на сьогоднішній день основним напрямом реалізації модернізаційних реформ в освіті і одним із суттєвих напрямів переходу до моделі інноваційного розвитку України в цілому. Тому впровадження інноваційних технологій у навчально-виховний процес початкової школи є провідною ідеєю.

Слово інновація має латинське походження і в перекладі означає оновлення, зміну, введення нового. У педагогічній інтерпретації інновація означає нововведення, що поліпшує хід і результати навчально-виховного процесу. Інновацію можна розглядати як процес (масштабну або часткову зміну системи і відповідну діяльність) і продукт (результат) цієї діяльності. Таким чином, інноваційні педагогічні технології як процес – це «цілеспрямоване, систематичне й послідовне впровадження в практику оригінальних, новаторських способів, прийомів педагогічних дій і засобів, що охоплюють цілісний навчальний процес від визначення його мети до очікуваних результатів» [1, с. 29].



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