

Semenova A. V. Category "value experience" as a characteristic of human interaction

The article specified features of the phenomenon "value experience" as an integral reflectively-regulatory characteristics of human interaction with the world; as the dynamic change of the relationship between man, the transition from social-normative ("adult") level to the spiritual value relations, the highest form of activity of the subject, the manifestation of the individual's ability to rise above the level of regulatory requirements; as a process of conscious, creative, value-reform activities; substantiated the thesis that if the experience does not become emotional, aesthetic significance for the individual - can not take place pedagogical influence, so this does not become a value-experience. The object of the general orientation of the human mind becomes not himself, and the process of its interaction with the world, although the object of specific conversion effort it becomes a person. It is therefore of importance of determining the optimal direction of the collective efforts of the subjects of pedagogical influence. Thus, the purpose of spiritual development - qualitatively new level of development of valuable experience - they can not be achieved through arbitrary and not targeted efforts.

Key words: value experience, pedagogical action, teacher-master.

Стаття надійшла до редакції 31.12.2014 р.

Прийнято до друку 30.01.2015 р.

Рецензент – д. п. н., проф. Харченко С. Я.

UDC 37.013:001.31

M. A. Speranska-Skarga

**LIFELONG LEARNING COMPETENCES IN CONTEXT
OF KNOWLEDGE-BASED ECONOMY**

Recent changes in the educational systems in the countries of the European Union presuppose a substantial amount of attention drawn to the issues of adult education and lifelong learning. The formation of the knowledge-based economy is closely related to the necessity of the development of a series of key competences that enable the individual to be an active participant of the self-perfection process.

The problems of defining the major characteristics of lifelong learning competences have been the object of scientific research for a long time. Many world famous scientists have devoted their research to the issues related to ideological elaboration of the pillars of the theory of lifelong learning in the context of the development of modern pedagogical science and knowledge-based economy. The contribution of the following scholars should be

mentioned: V. Andrushenko, V. Astakhova, I. Babin, V. Kremen, M. Lukashevich, V. Navodnova, V. Kurilo, V. Savelyev, V. Shadrikov.

The main *objective* of the article is to reveal the essence of the key competences that have been determined as the basis of the lifelong learning concept in the European educational system and to demonstrate their application in the knowledge-based economic system.

It has been stated that the general objective of the Lifelong Learning Programme is to contribute through lifelong learning to the development of the community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the community, so that they become a world quality reference [1].

Lifelong learning is considered to include all modes of learning and education along the learning pathway. As long as adult learning takes place in many areas of individual and social life it has multiple objectives. It involves learning in a range of spheres (economic, political, social, cultural and environmental) to acquire the necessary knowledge, skills and attitudes to enable people to become active agents in their personal and social development [2].

In order to make the participants of the process successful learners the society has to give them the series of necessary competences, mastering which leads to the total mental and behavioral personality transformations. Among the competences that need to be attained the importance of the following ones has been emphasized: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression [1; 3].

The concept of competencies has several major features. It is strongly related to context, combines interrelated abilities and values, and exists on a continuum. Possession of the key competencies contributes to a higher quality of life across all areas. Performing in the global economy and functioning in a global society require mastery of technical, interpersonal, and methodological skills. Technical skills include literacy, foreign language, math, science, problem solving, and analytical skills. Interpersonal skills include teamwork, leadership, and communication skills. Methodological skills include the ability to learn on one's own, to pursue lifelong learning, and to cope with risk and change [3].

These competencies are needed because of the rapid development of scientific and practical knowledge, the shortening of the useful life of knowledge because of the continuous production of knowledge, and the growing influence of science and technology, which profoundly change the organization of jobs. The consequences of these changes cannot be reliably

foreseen [4]. These skills also enable citizens to engage more actively in the knowledge-based economy.

Communication in the mother tongue has been determined as one of the key competences that a modern person must possess. The problem of communication has been related to that of literacy, which has been seen as an instrument of achieving professional goals. The understanding of literacy and communication skills varies. Therefore, the array of standard requirements has been established. Prose literacy is related to the ability of learners to locate information that requires low-level inferences or that meets specified conditions. They should be able to identify several pieces of information located in different sentences or paragraphs. They should be able to integrate or compare and contrast information across paragraphs or sections of text [4].

Document literacy, in its turn, presupposes the learners' ability to make literal or synonymous matches. They should be able to take conditional information into account or match up pieces of information that have multiple features. They should be able to integrate information from one or more displays of information and to work through a document to provide multiple responses [5].

A substantial importance is given to the next competence, related to the *ability to communicate in foreign languages*. Skills in an international language are tightly connected with the abilities to socially interact using verbal and non-verbal behavior norms correctly. Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important as well [6].

Mathematical competence and basic competences in science and technology occupy an essential position in the range of key competences. The so-called quantitative literacy is associated with the ability of learners to solve some multiplication and division problems. They should be able to identify two or more numbers from various places in a document. They should also demonstrate the ability to determine the appropriate operation to use in an arithmetic problem. Mastering literacy early is said to be important for giving young people access to learning [3; 6].

Competency in math and science is said to be important for participation in the knowledge economy. The student achievement in science has a statistically positive effect on economic growth, and that correlation is stronger than the correlation between growth and completion of upper secondary or higher education. Individual achievement in math is also positively correlated with growth, although the effect is not as strong as for science.

Digital competence, or the ability to use tools interactively, is seen as an instrument of professional and individual development. The competence is associated with using tools as instruments for an active dialogue, being aware of and responding to the potential of new tools, being able to use language,

text, symbols, information and knowledge, and technology interactively to accomplish goals [1; 4].

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognizing the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use Internet-based services. Individuals should also be able to use digital instruments to support critical thinking, creativity, and innovation [7].

One of the essential competences that enables a person to be actively involved in the knowledge-based economy is *learning to learn*. The competence is allied with setting new goals in education and acquiring new skills. A lifelong learning system must reach larger segments of the population, including people with diverse learning needs. It must be competency driven rather than age related. Within traditional institutional settings, new curricula and new teaching methods are needed. At the same time, efforts need to be made to reach learners who cannot enroll in programs at traditional institutions [5; 7].

Providing people with the tools they need to function in the knowledge economy requires adoption of a new pedagogical model. This model differs from the traditional model in many ways. According to the model, teachers and trainers serve as facilitators rather than transmitters of knowledge, and more emphasis is placed on learning by doing, working on teams, and thinking creatively. The lifelong learning model enables learners to acquire more of the new skills demanded by the knowledge economy as well as more traditional academic skills [7].

The contrast between traditional and lifelong learning is dramatic. At the same time we see the growing necessity to introduce new learning settings for achieving desired results in the process of developing a competition prone expert. The major features characteristic of traditional learning can be summarized in the following way. The teacher is the source of knowledge. Learners receive knowledge from the teacher. Learners work by themselves. Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning. All learners do the same thing. Teachers receive initial training plus ad hoc in-service training. «Good» learners are identified and permitted to continue their education [2].

The concept of lifelong learning, in its turn, emphasizes the need to minimize the influence of traditional standards used for assessing the students' progress and achievements. The principles of 'learning to learn' are seen as a set of the following principles. Educators are guides to sources of knowledge. People learn by doing. People learn in groups and from each other. Assessment is used to guide learning strategies and identify pathways for future learning. Educators develop individualized learning plans. Educators are lifelong learners. Initial training and ongoing professional development are linked. People have access to learning opportunities over a lifetime.

Social and civic competences, which are thought to have immense impact on the formation of a knowledge-based society, are related to active participation in civil society and directly affect economic and social development of the country. The competence is also associated with functioning in socially heterogeneous groups and being able to interact effectively with other people, including those from different backgrounds; recognizing the social embeddedness of individuals; creating social capital; and being able to relate well to others, cooperate, manage and resolve conflicts [4].

Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments. It is equally important to be aware of basic concepts relating to individuals, groups, work organizations, gender equality and non-discrimination, society and culture [6]. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

Sense of initiative and entrepreneurship, being among the key competences, presupposes highly developed abilities to act autonomously, building and exercising a sense of self, making choices and acting in the context of a larger picture, being oriented toward the future, being aware of the environment, understanding how one fits in, exercising one's rights and responsibilities, determining and executing a life plan, and carrying out personal projects [3; 6].

Within the framework of developing this competence we need to mention the ability to identify available opportunities for personal, professional and business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organization. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Cultural awareness and expression occupy an important position in the range of competences. Its interpretation considers cultural competence as a key feature of the professionalism of European level trainers because they are required by the nature of the educational work they do to actively use their imaginations, work with the idea of «creativity» and with «creative methods» and to shape attractive learning environments that motivate individuals to learn through creative means. Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture [3].

It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realize social and economic opportunities in cultural activity [4]. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.

The research that has been conducted enables us to draw a series of conclusions. It has been proved, first, that creating the necessary environment for learning is much more important than providing the learners with the learning content. Equipping the learners with strategies and tools are seen as the most important factors of successful knowledge acquisition.

Secondly, effective learning environments should be learner centered, knowledge rich, assessment driven, and community connected. A learner-centered environment recognizes that learners acquire new knowledge and skills best if the knowledge and skills are connected to what they already know. Meanwhile, learner-centered learning produces different outcomes from rote learning and direct teaching, where teachers are the source of knowledge and their job is to provide knowledge to learners, who receive it passively, if at all. Rote learning enables learners to retrieve and write down information in a narrow range of settings, such as examinations, but it does not teach students to connect what they learn or integrate it with what they already know.

Thirdly, knowledge-rich learning provides learners with a variety of strategies and tools for retrieving and applying or transferring knowledge to new situations.

It would also be useful to note that education should be definitely assessment-driven. It should be based on defining clear standards, identifying the point from which learners start, determining the progress they are making toward meeting standards, and recognizing whether they have reached them. Assessment-driven learning helps the educational system define the instructional action plan, which needs to reflect the different places from which learners start.

A lot must be said about key competences and characteristics of lifelong learning, as well as about the challenges that educators and learners face. The research into the issues of the bases and major concepts of lifelong learning should get further development and concentrate on the regional community peculiarities of its implementation.

References

1. Hinzen H. Policy developments towards lifelong learning in the European Union. 2011. **2. A Memorandum** on Lifelong Learning : Commission of the European Communities Working paper. Brussels. 2000. 36 p. **3. EU High Level Group of Experts on Literacy: Final report.** Brussels, European Commission. European Commission. 2012. **4. Council Resolution**

on a Renewed European Agenda for Adult Learning. Brussels, Council of the European Union. 2011. **5. Literacy** for Life: Education for All Global Monitoring Report. Paris, UNESCO. 2006. **6. Papadakis N.** Towards the skills society? Supranationality, employability and training policies in Europe. Athens : Centre of European & Constitutional Law. 2006. **7. Yang J., and Valdes-Cotera R.,** Conceptual Evolution and Policy Developments in Lifelong Learning. Hamburg : UIL. 2012. 109 p. **8. Kurilo V. S.** Bolons'kiy protses yak instrument stvorennya zoni yevropeys'koyi vishoyi osviti [Bologna Process as an Instrument of Creating the Area of European Higher Education] // Osvita Donbasu. 2005. №3. P. 12–14. (ukr)

Сперанська-Скарга М. А. Компетенції навчання протягом життя в контексті розвитку економіки, яка ґрунтується на знаннях

У статті розкрито основні характеристики навчання протягом життя в порівнянні з традиційним навчанням. Автор виокремлює та характеризує ключові компетенції, що необхідні для формування економіки, що ґрунтується на знаннях. Зазначено також, що суспільство, яке прагне до інноваційних шляхів у галузі освіти, повинно створювати відповідні умови для навчання протягом життя. Ефективне середовище навчання має бути сконцентрованим на тому, хто вчиться, базуватися на цінності знань та досягнень, а також бути наближеним до індивіда.

У статті визначено компетенції, необхідні для успішного навчання протягом життя, встановлено їхній взаємозв'язок, взаємообумовленість та вагомість. Серед основних компетенцій наголошено на важливості наступних: здатності вільно спілкуватися рідною мовою, вільному володінні іноземною мовою, математичній та базовій науковій компетенції, володінні основними інформаційно-комунікаційними навичками, вмінні навчатися, соціальній та громадянській компетенції, здатності до ініціативи та підприємництва, культурній обізнаності та експресивності.

Ключові слова: навчання протягом життя, компетенція, економіка, яка ґрунтується на знаннях, ефективне середовище навчання.

Сперанская-Скарга М. А. Компетенции обучения в течение жизни в контексте развития экономики, основанной на знаниях

В статье раскрыты основные характеристики обучения в течение жизни в сравнении с традиционным обучением. Автор определяет и характеризует ключевые компетенции, необходимые для формирования экономики, основанной на знаниях. Определено также, что общество, которое стремится к инновационным путям развития образования, должно создавать соответствующие условия для обучения в течение жизни. Эффективная среда обучения должна быть сконцентрирована на личности обучающегося, основываться на ценности знаний и достижений, а также быть приближенной к индивиду.

В статье определены компетенции, необходимые для успешного обучения в течение жизни, установлена их взаимосвязь,

взаимообусловленность и значимость. Среди основных компетенций подчеркнута важность следующих: способности свободно общаться на родном языке, свободного владения иностранным языком, математической и базовой научной компетенций, владения основными информационно-коммуникационными навыками, умения учиться, социальной и гражданской компетенций, способности проявлять инициативу и предпринимательские умения, культурной осведомленности и экспрессивности.

Ключевые слова: обучение в течение жизни, компетенция, экономика, основанная на знаниях, эффективная среда обучения.

Speranska-Skarga M. A. Lifelong Learning Competences in Context of Knowledge-based Economy

The article focuses on distinguishing the essential characteristics of lifelong learning in contrast to traditional learning. The key competences that are needed to form the knowledge-based economy have been determined and characterized. The society that thrives to educate its members in innovative ways on a constant basis should create corresponding circumstances for lifelong learning. Effective learning environments should be learner centered, knowledge rich, assessment driven, and community connected.

In order to make the participants of the process successful learners the society has to give them the series of necessary competences, mastering which leads to the total mental and behavioral personality transformations. Among the competences that need to be attained the importance of the following ones has been emphasized: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression.

The key competences have been considered as equally important, each of them contributing to a successful life in a knowledge-based society. Many of the competences have been proved to be interrelated: the aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies is seen as an essential foundation for learning, and learning to learn supports all learning activities. A number of key skills have been also mentioned, such as critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings.

Key words: lifelong learning, competence, knowledge-based economy, effective learning environment.

Стаття надійшла до редакції 26.12.2014 р.

Прийнято до друку 30.01.2015 р.

Рецензент – д. п. н., проф. Курило В. С.