

**ІННОВАЦІЙНІ МОДЕЛІ ТА ТЕХНОЛОГІЇ
НЕПЕРЕРВНОЇ ОСВІТИ В УКРАЇНІ: ТЕНДЕНЦІЇ
ТА ПЕРСПЕКТИВИ РОЗВИТКУ**

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**INNOVATIVE FORMS AND METHODS IN ADULT EDUCATION:
FOREIGN EXPERIENCE**

During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge and a place and time to apply the knowledge acquired. Instead, learning is seen like something that takes place on an ongoing basis from our daily interactions with others and with the world that is lifelong learning.

But traditional formal education systems are inadequate to effectively meet the needs of the individual and the society. The need to offer more and better education at all levels, to a growing number of people, particularly in developing countries, the scant success of current formal education systems to meet all such demands, has shown the need to develop alternatives to learning. This called for adult education which starting from the basic need of the youth and adults, is concerned with the establishment of strategies that are compatible with reality.

Among the diverse contexts for lifelong learning, the concept of adult education has become of vital importance with the emergence of new technologies that change how we receive and gather information, collaborate with others, and communicate. Adult education is considered as the acquisition of formal qualifications or work and leisure skills later in life. It began to gain popularity in the late 1960s and early 1970s. Today adult education is seen as a concept of recurrent and lifelong learning. Adult education deals with adults, and as such, has its theoretical base in the principles of adult learning. According to these principles, adult learning takes place in a different way, and under different conditions, from those of children's formal school education.

So effective adult learning takes place when the essential characteristics of their learning mode are operationalised as principles guiding the process. And when adult educators select appropriate learning-training methods that will best convey the content areas of the training programme to suit the basic criteria of effective learning, learner involvement and sustained interest.

In recent decades adult education and learning are widely discussed in numerous works of the foreign authors. Researches and educators from around the world have investigated different aspects of these fields: M. Knowles,

P. Jarvis, S. Brookfield, J. Mezirow, A. Rogers, P. Cranton, B. Hooks, J. Kidd, S. Merriam, B. Spencer, M. Cooke and others. Researches S. Eaton, S. Scribner, M. Cole, M. Eraut, D. Livingstone, M. Feutrie have highlighted peculiarities, methodology, principles and learning technics just of the adult learning and education.

Although adult education once played a major role in shaping the field, the topic of adult learning forms and technics has been relatively unexamined in the recent literature, so the purpose of this article is to examine selected aspects of the theory and practice of adult learning such as general adult education principles, using participatory training in adult education, adult learning in groups, effective adult learning methods etc. This article provides information that can be used in developing adult learning forms, principles and methods in formal and non-formal educational settings.

The commonly used in American and Eiropean science and practice definintion of adult education is by S. Merriam: "Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values [8, p.7]. It includes any form of learning adults engage in beyond traditional schooling, that encompasses basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Adult learning exists in any of the three contexts, namely: formal education as structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials; non-formal education as learning that is organized by educational institutions but non credential and may be provided in the workplace and through the activities of civil society organizations and groups; informal education that is learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure [12, p. 9–10].

Researchers of adult learning G. Selman, M. Cooke, B. Spencer, P. Dampier summarized the purposes of adult education that may vary, but the general purposes are: vocational, social, recreational, and self-development [10]. According to American and Eiropean researches and practice, adult education is beneficial in a number of ways. It encourages adults and young people to choose their own programme and projects that are important because they offer them the flexibility and freedom to explore their emerging interests. Adult learning has experiential learning activities that foster the development of skills and knowledge. This helps in building the confidence and abilities among the adults of today. It also helps in development of personal relationships not only among the youth but also among the adults.

Different views on the objectives of adult education have appeared in the last years. The American edult learning researcher D. Spencer defines them as:

- provide functional literacy and continuing education for adults and youths who have not had the advantage of formal education or who did not complete their primary education;
- provide functional and remedial education for the young people who did not complete their secondary education;
- provide education to different categories of graduates to improve the basic knowledge and skills;
- provide in-service, on-the-job, vocational and professional training to different categories of workers and professionals to improve their skills;
- give adult citizens of different parts of the country necessary aesthetic, cultural and civic education for public enlightenment [12]. So, the goals of adult education are to help adult learners satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfillment.

There is a great deal of agreement about what adult education principles constitute good practice in adult education in the educational literature. Synthesizing information that appears in sources of S. Brookfield, J. Draper, W. Draves, B. Grissom, M. Knowles, S. Imel has summarized the following adult education principles: to involve learners in planning and implementing learning activities, to draw upon learners' experiences as a resource, to cultivate self-direction in learners, to create a climate that encourages and supports learning, to foster a spirit of collaboration in the learning setting, to use small groups [5]. So, the principles determined by adult learning researches can reflect some of the widely held beliefs about adult learning.

Nowadays, formal training is only a beginning; knowledge is accumulating at such a fast rate that one must continue to learn to be effective. Indeed, most professions mandate that their members continue learning in order to maintain their license to practice. Thus, there are some characteristics or skills that every adult as a lifelong learner will need to develop: reflective learning and critical thinking can help a learner to become more self-reliant through learning how to learn, thus making them better able to direct, manage, and control their own learning process. The other studies found they valued self-directed learning, collaboration, reflection, and challenge [3].

These skills are considered "soft skills" by the theory that has become very widespread in the recent years. According to this theory, it is not only important to know technical aspects of a job ("hard skills"), but how this knowledge will transform into output has also become very important both for the individual and organisations. A person's behaviour, attitude, communication skills etc. play an important role not only in employability but also in career growth.

As American A. Hajar states, people spent at least 16 years in school and university focused mainly on building hard skills full time and a little on soft skills through team projects, sports, and social activities. To succeed in the career, they should spend at least another 16 years or more to master the soft

skills necessary to advance their careers. And in this context the role of adult education as a part of lifelong learning has grown significantly.

Many researches outline that hard skills are skills where the rules stay the same regardless of which company, circumstance or people you work with. In contrast, soft skills are skills where the rules change depending on the company culture and people you work with. The rules for how to be effective at communications change and depend on your audience or the content you are communicating. Soft skills are more personality-oriented interpersonal skills, such as teamwork, flexibility, patience, persuasion and time management. Because employers have an easier time teaching new hires hard skills, employers often look for job applicants with specific soft skills instead [11].

P. Milne considers that soft skills is a term often associated with a person's "EQ" (emotional intelligence quotient), which is the cluster of personality traits that characterize one's relationships with other people. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, and leadership traits. A person's soft skills are an important part of their individual contribution to the success of an organization. Organizations which deal with customers face-to-face are generally more successful if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications [9].

Soft skills include work ethics, attitude, communication skills, emotional intelligence and a whole host of other personal attributes. Some of the most important soft skills are: leadership, decision making, team work communication, negotiation, conflict management, influencing, time management.

Hard skills can be learned in school and from books and are generally easily quantifiable and measurable. Most soft skills are not taught well in school and have to be learned on the job usually by trial and error. Thus, on many occasions adult education addresses the gaps in employability skills. With the growing importance of soft skills, employers also tend to focus on soft skills and assess these through various tests available. Under such circumstances incorporation of soft skills needs to be acknowledged by professionals working on adult education.

In this context adult education provides wide possibilities for development of soft skills for professional and personal needs. Due to its flexibility, mobility, corresponding to adults' need and purposes, adult education has an increasing role in this process.

Adult learning is characterized by different ways and methods, different conditions, from those of children's education as it was said above. A growing number of the recent foreign resources dealing with adult education (S. Imel, A. Brooks, G. Foley, B. Millis, E. Kasl) have focused on adult learning in groups that are more student-centered and participatory in nature.

As B. Knights says, a group can be an environment in which people invent and explore symbolic structures for understanding the world, learning from each other and trying out for themselves the discourse of the domain of knowledge they seek to acquire [4]. According to research of P. Cranton, K. Dechant, V. Marsick, and E. Kasl, when forming groups, adult educators tend to focus on helping learners work effectively together rather than on helping them understand the learning processes that may be occurring in the group.

P. Cranton has developed a helpful way of thinking about how groups can accomplish or facilitate different types of learning. He suggests that there are three types of group learning, each affiliated with the following kinds of knowledge: instrumental (scientific, cause-and-effect information), communicative (mutual understanding and social knowledge), emancipatory (increased self-awareness and transformation of experience) [2].

As considered by P. Cranton, the type of learning that occurs in groups varies according to the learning tasks and goals. Group learning that has as its goal the acquisition of instrumental knowledge is considered cooperative one. In cooperative learning groups, the focus is on the subject matter rather than on the inter-personal process, although the strengths, experiences, and expertise of individual group members can contribute to the learning of the group as a whole. The term "collaborative" refers to group learning that is based on communicative knowledge. Because communicative knowledge is sought, collaborative learning groups emphasize process and participants exchange ideas, feelings, and information in arriving at knowledge that is acceptable to each group member. Transformative applies to learning groups that seek emancipatory knowledge. In transformative learning groups, members engage in critical reflection as a means of examining their expectations, assumptions, and perspectives [2].

Another question related to the nature of learning in groups is whose purposes should the learning serve the individual's or the group's. In other words, should the group foster the learning of individual members or should the group as an entity learn? With some types of group learning for example, cooperative, the focus is explicitly on the learning of individual group members. As groups engage in collaborative or transformative learning, when group members jointly produce knowledge, that knowledge may be used by an individual (as well as by the group). In these cases, both the group and the individual learn purposes are served by the learning [6].

When forming learning groups, one of the main considerations is a group size and membership. Size is an important characteristic of groups. The consensus among group theorists is that smaller groups, those of six or less, tend to be more cohesive and productive than larger groups. Even in a class of 8-12 learners, therefore, forming two small subgroups might produce better results for some learning tasks [4].

As S. Imel states, when structuring adult learning groups, the nature of group learning, the facilitator's role, and considerations about forming groups

all intersect. Implementing group learning in adult settings includes the following questions to consider.

What purpose is the group learning experience designed to achieve? For example, is the goal related to developing relationships among the participants, is it focused on acquiring a certain type of knowledge, or both? The answer to this question will affect all other decisions about the learning group. The type of learning in which groups engage affects the role of the facilitator, the relationships that learners are likely to form with one another and with the facilitator, and the type of knowledge that is produced.

What is an appropriate role for the facilitator? Once the goals and purposes of the learning group are determined, the facilitator's role will be more evident. Certain types of group learning may carry certain expectations about how facilitators are to function, but facilitators may choose to adapt their roles because of their personal characteristics or the particular context in which the group is operating. For example, in some transformative learning situations, facilitators may need to step out of their role of colearner in order to deal with power issues that arise among learners. Also, facilitators need to remember that their roles have limits and that too many factors lie outside their influence for them to control all outcomes.

How should groups be formed? Again, the goals and purposes of the learning group will shape decisions about forming groups. Size considerations are important since research demonstrates that small groups are more effective. However, the size of the entire group or the learning task may affect decisions about the number of small groups and their size. A more difficult question related to forming groups revolves around how group membership should be constituted. Again, the learning tasks and the learners will have a bearing on how this decision is made [4].

Involving adults in learning process, program planning and implementation is one of the central adult learning principles. The need to consult adults is a theme that is widely presented in the adult education works of E. Auerbach, K. Nonesuch, P. Sissel, L. Velazquez. The educational strategy based on the alternative approach and view of training has evolved over the second half of the 20th century. Such approach can be called training for change or participatory training.

Participatory training is seen as a process of growth and discovery aimed not just at 'knowing more' but at 'behaving differently'. Emphasis is more on learning than on training. Learners are active participants in the educational process, and their needs and questions, their reflection and analysis, and their strategies for change carry the process forward. E. Auerbach stresses on using a participatory approach that is based partly on the idea that "adult education is most effective when it is experience-centered, related to learners' real needs, and directed by learners themselves" [1, p.14].

Learners are encouraged to voice their own ideas and explore ways to solve their problems, investigate their own reality on the basis of their own experience. This approach to training aims at freeing people from patterns of

thinking imposed upon them by dominant forces. Its methodology is learner-centred, experience-based and open-ended.

The purpose of training is to influence behaviour and attitude. In participatory training the facilitator influences the learners to learn new perspectives and behaviour towards the issue in discussion. In such learning situation the facilitator also brings her/his perspective and experience in the discussion. Participatory training aims at creating an experience of personal and collective change, thus strengthening people's understanding that change is possible, within one's self and at the level of the group. Participatory training encourages people to question what they have always accepted, to critically examine their own experiences, to derive insights through analysis.

In the educational literature there were developed the principles guiding the process of effective adult learning, they are the following:

- adults come to the learning situation with a well-defined self-concept, and their learning can be facilitated by helping them to build up their self-concept,
- adult learning is an emotional experience, both in the sense that certain emotions are associated with learning, and that learning occurs through feeling as much as thinking or acting,
- adults choose whether to learn or not,
- adults learn what they think is relevant to their lives and their problems,
- adults learn based on experience [13].

Thus adults prefer learning relationally, that is, perceiving how facts relate to reality, rather than memorising facts. Effective learning occurs when adults use past or present experience to gain a deeper understanding of their reality, and thus prepare to encounter fresh experiences.

So, it may be concluded, that adult education is a modern learning alternative to a current formal education that serves diverse learners with a variety of needs, and many adult education programs successfully attract and retrain adult students. The purpose of adult education is typically related to personal growth and development as well as occupation and career preparedness. The goal might also be to achieve an institution's needs, for example, improving its operational effectiveness and productivity. But another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure. This larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

Using adult learning principles and methods, effective selection of appropriate methods learning in groups, in the learning-training process can facilitate and enhance adult education process. A growing number of adult learning programs base their practices upon many of the principles described, such as including learners in the planning and implementing of their learning activities, using learners' experiences as a resource, cultivating self-direction in learners, creating a classroom environment that encourages and supports

learning, fostering a spirit of collaboration in the learning setting, using small groups in adult education.

Using group learning in adult education can promote teamwork and encourage cooperation and collaboration among learners. When structuring adult learning groups, the nature of group learning, the facilitator's role, and considerations about forming groups all intersect. When implementing group learning in adult setting, adult educators emphasize the importance of learning from peers, and they allow all participants to be involved in discussions and to assume a variety of roles. Adult educators must listen to what adults say about their previous educational experiences and their current learning goals and use this information in program development.

Adult education provides wide opportunities for the development of soft skills that refer to the personal attributes enabling someone to interact effectively and harmoniously with other people. Soft skills also refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee or member of an organisation or society who is compatible to work or communicate with.

Recent resources have advocated adult training programs that are more student-centered, participatory in nature, and reflect adult education principles. In participatory adult education, activities reflect students' lives and are student centered. Adult education programmes can involve students in program planning and implementation in any number of ways, including asking them to assist with orientation for new learners, appointing them to serve on advisory boards, and soliciting their suggestions for learning activities.

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Василенко О. В. Інноваційні форми і методи в освіті дорослих: зарубіжний досвід

На основі вивчення зарубіжних досліджень розкрито сутність, принципи та форми освіти дорослих, яка в контексті неперервної освіти набула життєво важливого значення в розвинених країнах. Аналізуються роботи західних вчених, які доводять важливу роль освіти дорослих для розвитку «м'яких» навичок, що мають важливе значення для працевлаштування, кар'єрного росту та особистого вдосконалення дорослої людини. Узагальнюється англо-американський досвід навчання дорослих в групах, яке є особистісно і практико-орієнтованим і найбільш ефективним для навчання дорослих. Особливу увагу приділено патісіпатівному підходу, який орієнтований на досвід, реальні потреби учнів і активно використовується при навчанні дорослих зарубіжних країн.

Ключові слова: освіта дорослих, неперервна освіта, методи і принципи, навчання дорослих в групах, патісіпатівний підхід.

Василенко Е. В. Инновационные формы и методы в образовании взрослых: зарубежный опыт

На основе изучения зарубежных исследований раскрыта сущность, принципы и формы образования взрослых, которое в контексте непрерывного образования приобрело жизненно важное значение в развитых странах. Анализируются работы западных ученых, доказывающих важную роль образования взрослых для развития «мягких» навыков, имеющих важное значение для трудоустройства, карьерного роста и личного совершенствования взрослого человека. Обобщается англо-американский опыт обучения взрослых в группах, которое является личностно- и практико-ориентированным и наиболее эффективно для обучения взрослых. Особое внимание уделено патисипативному подходу, который ориентирован на опыт, реальные потребности учеников и активно используется при обучении взрослых зарубежных стран.

Ключевые слова: образование взрослых, непрерывное образования, методы и принципы, обучение взрослых в группах, патисипативный подход.

Vasylenko O. Innovative Forms and Methods in Adult Education: Foreign Experience

The article deals with the adult education that is seen as a concept of recurrent and lifelong learning. Adult learning is characterized by different ways and methods, different conditions, from those of children's education, and has its theoretical base in the principles of adult learning. As proved, the goals of adult education are to help adult learners satisfy their personal needs and achieve their professional goals, therefore, its ultimate goal might be to achieve human fulfillment.

It is stressed that the adult education has an important role for the development of adult soft skills that can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, and leadership traits. The author focuses on adult learning in groups that is more student-centered and participatory in nature, and describes three types of group learning, each affiliated with the different kinds of knowledge (instrumental, communicative, emancipatory). It is stated, when structuring adult learning groups and implementing group learning, the nature of group learning, the facilitator's role, forming groups according to a group size and membership all must be considered.

Special attention is focused on using a participatory approach in adult education that is experience-centered, related to learners' real needs, directed by learners themselves, and is seen as a process of growth and discovery so the most effective. Further, it discusses the selection of appropriate learning-training methods in adult education.

Key words: adult education, lifelong learning, methods and principles, soft skills, adult learning in groups, participatory approach.

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**ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ ФОРМУВАННЯ
ФІЗИЧНОЇ КУЛЬТУРИ СТУДЕНТСЬКОЇ МОЛОДІ ВНЗ
У ПРОЦЕСІ ПОЗААУДИТОРНОЇ СПОРТИВНО-МАСОВОЇ
РОБОТИ**

Розробка і реалізація педагогічних інновацій активізує діяльність дослідників і практиків в аспекті пошуку найбільш ефективних технологій, засобів і методів підвищення результативності освітньої діяльності. Це припускає використання новітніх досягнень науки і