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Nataliia Narykhniuk, Svitlana Podolyuk: Practical work from linguistic literacy as a component of linguistic preparation of future teacher. Purpose of the study. *The current state of the educational environment development requires higher professional teacher training, including linguistic competence. The article deals with the importance of language training for future professional activity of students of the pedagogical institutions in the context of teaching mathematics an other subjects. Research methods.* *The observation has been conducted, the typical violations of the contemporary Ukrainian literary language have been defined during the training sessions. The result.* *It has been stressed on the importance of considering of the outlined speech problems and the ways of their overcoming.*

Key words: *language norms, lexical norms, grammatical norms, types of norms, professional skills, modernization of education.*

Наталія Нарихнюк, Світлана Подолук. Практикум с лінгвістическої грамотности как компонент языковой подготовки будущего учителя. Цель исследования. *Современный этап развития образования вызывает необходимость повышения профессиональной подготовки педагогических кадров, в том числе, языковой компетентности. Методы исследования.* *В статье раскрыты вопросы важности языковой подготовки студентов учебных заведений педагогического профиля к будущей профессиональной деятельности в контексте обучения математики и других учебных предметов. Результат.* *Определены типичные нарушения языковых норм современного украинского литературного языка во время учебных занятий.*

Ключевые слова: *языковые нормы, лексические нормы, грамматические нормы, типы норм, профессиональное мастерство, модернизация образования.*

Стаття надійшла до редколегії 07.06.2019 р.

УДК 374.7-043.86

TRENDS OF DEVELOPMENT OF ADULT EDUCATION IN THE EU COUNTRIES

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DOI: <https://doi.org/10.29038/2415-8143-2019-02-97-104>

The article is devoted to modern tendencies of adult education. At the beginning of the XXI century, the concept of continuing education was actively being implemented in the countries of the European Union. The acquired knowledge throughout life enhances the prospects of adults in the labor market, improves the quality of human capital of the economy, helps them to adapt more quickly to social change, promote self-realization of the individual.

The purpose of the study is to characterize trends in the development of adult education in the member states of the European Union. *The significant increase in the number of adults participating in various forms of education within the formal education system and beyond confirms the need for adult education by European states, international and national organizations, and non-governmental organizations. Adult education is a fundamental factor in European development and the competitiveness of countries.*

Methodology of Research. *Scientific research was carried out with the use of comparative pedagogical methods, among which the leading role played: the method of studying documentary and scientific and pedagogical sources, the method of interpreting educational facts, the method of analysis of foreign sources, the method of analysis*

of mass phenomena, which was implemented in the study to highlight the main trends in the development of education adults in EU member states.

*As a **result** of the increasing availability of education, processes of internationalization, globalization and transboundary educational migration take place. This leads to the universalization of knowledge, the emergence of international quality standards and the development of the innovative nature of higher education, the expansion and strengthening of international cooperation, the enhancement of academic and student mobility, and others. Studying foreign students also affects the development of the country of origin, contributes to the global economic and political stability of the EU member states.*

Key words: *adult education, internationalization, globalization, transboundary education, academic mobility.*

Introduction

Last decade, the European Union (EU) implements the strategy of continuing education, which was initiated by the signing of the Memorandum on Continuing Education (2002).

The European Union attaches great importance to lifelong learning for a number of reasons: aging populations, while increasing longevity and increasing migration, and the need for skilled workers. The EU documents emphasize that "the emergence of a knowledge-based society requires more advanced means of transferring and using knowledge and opportunities for lifelong learning" (Europe 2020. European Commission, 2010; Higher Education to 2030. Vol.1 Demography, 2008) . Lifelong learning is a key component of the Lisbon agenda - a roadmap that was produced at the European leaders' summit (March 2000) (European Council Presidency Conclusions, Lisbon, 2000).

Continuing education includes the key components of the knowledge society: promoting continuous and joint learning, enhancing the spiritual and economic potential of the individual, as well as promoting public awareness and active citizenship in the European Commonwealth. Therefore, European countries are moving towards a deep transformation and renewal of the education system, trying to strengthen it and adapt it to the new social needs that will appear / will emerge in adults at different stages of their lives. Emphasizing the value of man as "the main European achievement and, therefore, the central element of any political activity of the European community," the European Summit documents emphasize that educational systems must adapt to the new realities of the 21st century, and "Continuing education should become the main political program civil society, social cohesion and employment "(European Council Presidency Conclusions, Lisbon, 2000, p. 6).

Thus, adult education as a social institution is a factor in European development, competitiveness and labor market efficiency. Accordingly, the Strategy for the Development of the European Union "Europe 2020" (Europe 2020. European Commission, 2010) identifies three main factors for strengthening the economy:

- reasonable growth: economic development, based on knowledge and innovation. This factor in strengthening the economy includes improving the quality of education and research quality, supporting the spread of innovative technologies and knowledge across the EU, increasing access to information and communication technologies, and using innovative technologies to achieve global social goals;

- sustainable growth: creating an economy based on the appropriate use of natural resources, improving the environmental situation and competitiveness in the economy, using Europe's leadership in developing new processes and technologies, including environmentally friendly technologies. The sustainable growth factor will be the basis for an even more profound economic, social and territorial cohesion of the EU nations;

- comprehensive growth: promoting employment, social and territorial cohesion / unity. Comprehensive economic growth provides people with new opportunities through high levels of employment, investment in knowledge and skills, poverty alleviation and the improvement of the labor market, training and social protection, which together contribute to the construction of a cohesive, more socially homogeneous society (Nesterov O., 2012).

These **circumstances** are influenced by three global factors:

- the mass and increasing availability of education and, consequently, an increase in the number of students;

– the globalization of education and the strengthening of international competition in the educational services market;
 – internationalization of educational space. Academic Mobility

The purpose of the study is to characterize trends in the development of adult education in the member states of the European Union.

Objectives of the study:

– systematize monitoring analytical studies of the first development of continuous education, if this method is in the legal pattern of the international market of educational services;
 – to reveal trends in the development of adult education in the member states of the European Union.

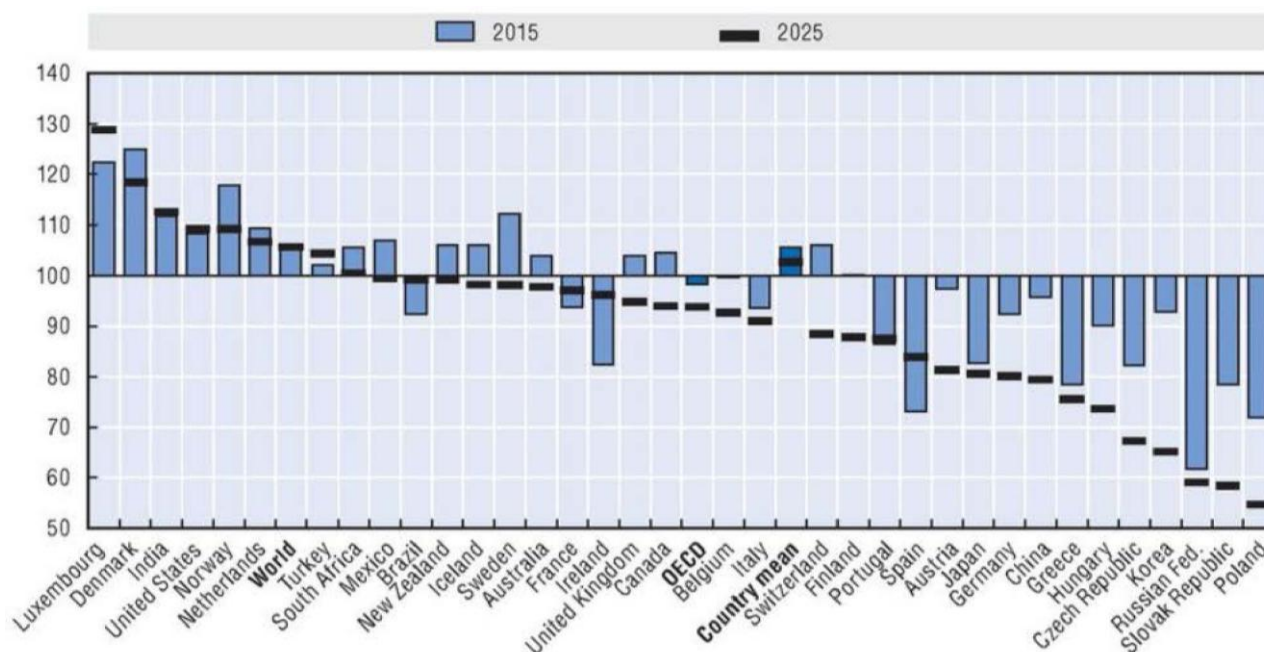
Methodology of Research

Scientific research was carried out with the use of comparative pedagogical methods, among which the leading role played: the method of studying documentary and scientific and pedagogical sources, the method of interpreting educational facts, the method of analysis of foreign sources, the method of analysis of mass phenomena, which was implemented in the study to highlight the main trends in the development of education adults in EU member states.

Results of Research

The mass and increased availability of education and, consequently, an increase in the number of students. In 2006, the United Nations published a forecast of demographic changes in the OECD population (Experts have created a demographic map of Europe with a 2050 forecast). As can be seen from image 1, most countries are projected to significantly reduce the number of young people potentially applying for higher education. Today, 80% of OECD graduate students are under 25 years old, so the demographic changes in this age group directly affect the change in demand for higher education.

Due to demographic changes, many European countries now have so-called "aging populations", that is, reducing the proportion of able-bodied population. In order to support their economic development, European countries will have to attract skilled professionals from other countries. It is obvious that today the leading European institutions of higher education are building strategies for attracting gifted foreign students and graduate students from foreign countries and developing internationalization.



Source: United Nations, median projections (2006 revision).

Figure 1: Prognosis of qualitative changes in the age group of 18-24 years population of the countries OECD (from 2015 to 2025)

Internationalization of higher education is a purposeful state policy in which the goals, functions and mechanism of providing educational services are international in nature (Abdulkerimov I., 2011, 2012). The notion of internationalization in the field of higher education includes two areas: internal and external internationalization or education abroad, interstate education, cross-border education (Abdulkerimov I., 2011, p. 286).

Internationalization deepens the knowledge base of institutions and participants in the educational process, expands the scope of scientific research, enriches curricula. The presence of higher education students and scientists from different countries expands the cultural horizons of both students and faculty members of the university. Studying foreign students also affects the development of the country of origin, contributes to global economic and political stability (Abdulkerimov I., 2012, p. 358).

The internationalization of education pursues a variety of goals, including diversification and the growth of financial revenues by attracting foreign students to paid education; expanding curricula and teaching their students in foreign institutions of higher education; expansion of the regional network of institutions of higher education; improving the quality of education and research through the participation of students and teachers in the international knowledge sharing process, etc. (Table 2).

Table 2. The purpose of the internationalization of the educational services market in the EU countries.

The purpose of development	The direction of development	Methods and techniques	Development Tools	Result
Priorities for positioning in the international arena	Creation of an international community of higher education	Integration into the European educational space	Development of marketing strategies and communications to support the growth of demand for educational services	Increasing the influence of EU countries on the world market for educational services
Degree of readiness for the market	Development of export and expertise of education quality	Expanding the capabilities of the national higher education system	Diversification of international markets for educational services	Study and assimilation of information on experience in the development of leading educational technologies in different countries
Priorities for institutional development	Improving the quality and attractiveness of the higher education system	Liberalization of higher education	Ensuring the quality of stay of foreign students in the host country	Strengthening the openness of European education and strengthening international cooperation
Priority of international cooperation	Support for multicultural society	Facilitate the mobility of students and teachers	Establishment of strategically stable partnerships and unions between universities of different countries	Internationalization of curricula and the creation of joint educational programs

As practice shows, in recent years there have been new forms of internationalization, which are the transfer of institutions and programs across the border. These forms of the international educational services market have been called transnational education – education, which provides specialists with additional opportunities for successful socialization in a globalized world. For the definition of the concept of "transnational education" in international documents, monographic studies and scientific periodicals use similar terms as "education abroad", "interstate education" (international education), "cross border / education" (across borders / cross-border) / transborder education), which collectively treat transnational education as "external" internationalization (Knight J., 2003, p. 5).

Data in table 2, reflects the tendency of growth of educational mobility of Ukrainian students abroad over the last 6 years, testifies to the growing potential of attracting educational migrants to

society as full members and active participants in the functioning of the spheres of employment, science, research, and other spheres of activity (Semyov L., 2015).

Table 2. Total number of Ukrainian students abroad in the 2015/2016 academic year (Semkiv L., 2015).

№	Country	Number	№	Country	Number
1	Poland	30041	18	Greece	326
2	Germany	9088	19	Belarus	290
3	Russia	6936	20	Latvia	233
4	Canada	2790	21	Estonia	230
5	Czech Republic	2395	22	Romania	246
6	Italy	2348	23	Belgium	194
7	USA	1680	24	Finland	184
8	Spain	1612	25	Australia	164
9	Austria	1607	26	Netherlands	156
10	France	1348	27	Sweden	145
11	Hungary	1026	28	Moldova	139
12	Great Britain	820	29	Cyprus	117
13	Slovakia	683	30	Slovenia	46
14	Bulgaria	561	31	Azerbaijan	36
15	Turkey	464	32	Georgia	34
16	Lithuania	361	33	Ireland	26
17	Switzerland	332	34	Croatia	10

In general, the dynamics of growth from 2009 to 2016 was 176%. Comparing the last two years, the growth is almost 20% or 10,934 people. Moreover, 2/3 of this increase was made by Ukrainians studying at Polish universities. They showed the most rapid increase, both in absolute and relative terms, from 22,833 to 30,041 persons (almost 32%). Also, the Canadian, Slovak, and Italian universities demonstrated significant relative and absolute growth of Ukrainian citizens at the universities.

Thus, in the global population of students who study in countries other than their nationality, Ukrainians account for slightly more than a hundredth of a hundred. An analysis of each country of destination allows us to determine how important it is to Ukrainians themselves. Traditionally, the share of Ukrainians among foreign students in Poland is quite tangible - in 2015/2016 it was 57%. In other countries, Ukrainians are significantly inferior to other student diasporas. For example, in Russia, Ukrainian students are significantly less than those from Central Asian countries. The Czech Republic and Hungary, although attracting a lot of Ukrainians, are more desirable for young people from the Balkan countries. At the same time, in Slovakia, Ukrainians are gradually becoming leaders. So, laying in? That in the rest of the countries the trend of recent years will be preserved, it can be assumed that in the 2017/2018 academic year abroad will be at least 72,000 Ukrainian citizens. But in fact how much does it end in 2018?

The intensive development of cross-border education is a direct consequence of the fact that higher education in the EU is being built in the context of continuing education, the scope of the use of new information and communication technologies is expanding, the recognition of the idea of a globalized knowledge-based economy, the increased internationalization of the labor market and the need for skilled labor force (Madyar R., 2007). Accordingly, there is a diversification of the ways of providing educational services, where, along with the development of mobility of students and teachers, the mobility of educational programs and educational institutions is becoming more and more evident.

In practice, the world's educational resources, programs, and institutions are mobilized to address the problems of the various forms of internationalization of higher education. Based on the characteristics of the process of internationalization of higher education and taking into account the positioning of countries in the field of participation in the process of providing educational services

in the international market, three types of orientation of countries can be defined: orientation on import, orientation on import-export and orientation on export of educational services.

In particular, in the book "Higher Education till 2030," possible scenarios for the development of cross-border education are considered (Higher Education till 2030. Vol.1 Demography, 2008):

- introduction of distance learning in the countries where it is not common, as well as other forms of dual education;
- active involvement of foreign students, the number of which has increased in recent years;
- development of various retraining programs, advanced training for attracting additional students;
- development of targeted retraining programs for employees of enterprises and organizations;
- expanding the range of educational programs for older people, elderly.

Discussion

As the study showed, there are currently various European Union programs (eg ERASMUS, SOCRATES, TEMPUS), as well as projects initiated by the national organizations of the Organization for Economic Co-operation and Development (OECD) (USAID, IREX, British Council, DAAD, CIDA, EduFrance, etc.) aimed at the development of mobility, including promoting the processes of internationalization and globalization. In particular, countries that have not previously considered the internationalization of education as part of their development strategy, globalization is now compelled to identify and find themselves in the world of educational space.

However, we note that the process of globalization of education (despite its objectivity and apparent irreversibility), far not from all countries leads to internationalization (active and effective interstate cooperation for the purpose of mutual enrichment and exchange of experience in the field of education). The reason is the ability of countries to react to the process of globalization, the "erosion" of national borders and the need to enter the world economic space. Many countries have appeared on the periphery of global trends for various reasons (low level or transitional ethane of economic development, lack of political stability, information isolation, low technological capabilities, etc.). Unfortunately, Ukraine falls into the outsiders of cross-border educational processes. There are several reasons for this situation: the lack of clear legislation on adult education, the provision of cross-border education and evaluating its quality, criteria of comparability of systems and programs of higher education.

Internationalization of higher education and, in particular, student mobility and cross-border activities of higher education institutions create an economic benefit associated with the market value of providing services in the international educational market. The policy of paying tuition is a key element of the overall impact of internationalization on the trade balance. In fact, a number of countries (Poland, Czech Republic, Germany, Austria, the Netherlands, etc.) have made international education an essential part of their socio-economic development strategies, while the full tuition fees for foreign students are used as a source of income generation. In the long run, the internationalization of education contributes to the creation of new jobs, the development of infrastructure and the potential of the education system in general.

Conclusions

The significance of adult education is growing due to the demographic situation characteristic of European countries - a decrease in the birth rate and an increase in the working age. In addition, Europeans live in a complex socio-political environment, where personality development is impossible without the skills of active participation in social processes and adaptation to cultural, ethical and linguistic diversity. So European countries are coming to deep transform and renewal of education systems, trying to strengthen it and adapt to the new needs of adults.

Among the topical trends in the development of cross-border education, we note:

- geopolitical (strategic) admit to the increase of international influence through the preparation of the future intellectual elite of foreign countries, the spread of national culture and language, etc.;

– scientific and educational institutions promote the acquisition of capable, talented youth from different countries for the purpose of development of science and education; exchange of best practices in science and education through the implementation of international exchange programs, etc.;

– The financial resources provide for the work of teachers of educational institutions, raising the level of extrabudgetary incomes of institutions of higher education, indirect income (accommodation, food, transport, communication), etc.

The conducted study allows us to conclude that Ukraine needs large-scale coordinated program activities in the field of the export of educational services. By contrast, in the face of aggravation of cross-border competition, the country risks turning into an importer. Therefore, to the prospects of further research, refer to the trends of academic migration of adults in Ukraine in the context of global internationalization.

Acknowledgements

The authors express their gratitude to Tatiana Lyakh (candidate of pedagogical sciences, deputy director of the Institute of Human Rights at the Kiev Boris Grinchenko University, Ukraine) for conducting research and assistance. The authors are also grateful to the Slovak colleagues from the Department of Andragogy at the University of Prešov (Slovakia) Ivaná Pirohova, Marek Lukáč, Silvia Lukáčova and Eduard Lukač for their sincere support. The authors express special gratitude to Danylo Samoilenko (a graduate student at the Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine) for helping to prepare the study for publication.

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Самойленко Оксана, Дубасенюк Олександра, Сидорчук Нінель. Тенденції розвитку освіти дорослих у країнах ЄС. На початку XXI століття в країнах Європейського Союзу активно впроваджувалася концепція неперервної освіти. Набуті знання протягом усього життя підвищують перспективи дорослих на ринку праці, покращують якість людського капіталу економіки, допомагають їм швидше адаптуватися до соціальних змін, сприяють самореалізації особистості. Мета дослідження: загальна характеристика тенденцій розвитку освіти дорослих у країнах-членах Європейського Союзу. Наукові дослідження проводилися з використанням **порівняльних педагогічних методів**, серед яких відіграла провідну роль: метод вивчення документальних та науково-педагогічних джерел, метод інтерпретації навчальних фактів та метод аналізу зарубіжних джерел. **Результат.** У наслідок зростаючої доступності освіти відбуваються процеси інтернаціоналізації, глобалізації та транскордонної освітньої міграції.

Ключові слова: освіта дорослих, інтернаціоналізація, глобалізація, трансгранична освіта, академічна мобільність.

Самойленко Оксана, Дубасенюк Александра, Сидорчук Нинель. Тенденции развития образования взрослых в странах ЕС. *Статья посвящена современным тенденциям образования взрослых. В начале XXI века в странах Европейского Союза активно внедрялась концепция непрерывного образования. Приобретенные знания на протяжении всей жизни повышают перспективы взрослых на рынке труда, улучшают качество человеческого капитала экономики, помогают им быстрее адаптироваться к социальным изменениям, способствуют самореализации личности. Цель исследования: общая характеристика тенденций образования взрослых в странах ЕС. Научные исследования проводились с использованием сравнительных педагогических методов, среди которых играла ведущую роль: метод изучения документальных и научно-педагогических источников, метод интерпретации учебных фактов и метод анализа зарубежных источников. Результат. В последствии растущей доступности образования происходят процессы интернационализации, глобализации и трансграничной образовательной миграции.*

Ключевые слова: образование взрослых, интернационализация, глобализация, трансграничная образование, академическая мобильность.

Стаття надійшла до редколегії 08.06.2019 р.