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## **THEORETICAL AND METHODOLOGICAL APPROACHES TO THE STUDY OF THE PROBLEM OF ADULT EDUCATION**

*The future of education and its ability to renew depends  
on the development of adult education*

Paul Lengran

### **Introduction**

Highly educated citizens are an important component of the socio-economic development and well-being of any country. The Memorandum of Lifelong Learning, adopted at the Council of Europe's Lisbon Summit (2000), proclaimed continuing education as the main political agenda of a knowledge-based society; social unity and employment.

An integral part of continuing education is adult education, which ensures the professional and personal development of the adult population, their active participation in social, cultural, and political life. According to world statistics, the total number of learning adults exceeds the total number of children and youth covered by educational institutions. This is primarily due to the volume of information and the improvement of technical means for its transmission and conversion. Therefore, knowledge acquired by high school graduates is no longer sufficient for effective professional activity.

The growing importance of adult education is becoming a given fact. However, in different countries, it is implemented differently, considering the specific conditions and specifics of the relevant legislation. As for Ukraine, negative demographic trends, changes in the labor market, unemployment, and functional illiteracy require education policymakers to review the strategic directions to improve the quality of adult education, general education, training, and retraining.

Adult education has become essential during the last decades of the twentieth century and the early twenty-first century. Its theoretical basis is provided by a relatively new science of andragogy, which highlights the conditions of adult education, the responsibility of social partners (state, society, family, employers) for the quality of general and vocational education, education, and enlightenment of citizens. The critical task of andragogy is searching for a new model of adult learning, the development of theoretical concepts, modern technologies of adult learning, and others.

Scientific interest in the problems of the theory of adult education is provoked by the work of local scientists, in particular A. Verbytsky, S. Vershlovsky, M. Gromkova, S. Vershlovsky, I. Kolesnikova, T. Lomteva, L. Lukyanova, A. Mitina, N. Nychkalo, V. Oliynyk, V. Podobeda, N. Protasova, L. Sigaeva and others. Recognized foreign scientists in the field of andragogy are M. Knowles, M. Knox, D. Kidd, F. Peggeler, P. Jarvis, P. Lengran, R. Smith, E. Thorndike, T. Alexander, H. Radnytska, L. Turos, Y. Poltuzhytsky and others. In particular, adult learning as a social process is considered by J. Lave, E. Wenger, K. Gergen. The definition of adult education through the use of the status of adult students, as well as the creation of conditions for the intensification of learning, was proposed by S. Merry and R. Brockett. The analysis of the dynamics of theories of adult learning was carried out by E. Holton, R. Swanson, J. Draper.

### **General scientific approaches to the study of problems of adult education**

The phenomenon of adult education is considered by scientists as a socio-pedagogical, socio-economic, and socio-cultural phenomenon, as well as a process and a complex holistic system. Therefore, for the understanding and study of the mechanisms of development and functioning of adult education, the choice of general scientific approaches becomes important. The term "approach" is widely used as a category of scientific methodology. As O. Kukuyev notes, the "approach" is defined as a methodological tool, the methodological basis of the study, the methodological basis for solving a problem.<sup>69</sup>

R. Yunatskevich offers an appropriate set of general scientific approaches, namely: systemic, comprehensive, holistic, personal, activity, personality-activity, content, formal, logical, moral, qualitative, quantitative, historical, phenomenological, essential, and individual. Other researchers, in particular, O. Kukuyev and O. Ogienko, distinguish synergetic, civilizational, paradigmatic, axiological, acmeological, culturological, sociological, and andragogical approaches. Let's consider some of these approaches in more detail.

In particular, the system approach is a methodological orientation of the study and provides an opportunity to get to the heart of the mechanism of functioning of adult education (which differs in the presence of multilevel and multidimensional subsystems with numerous external and internal links); to make a clear picture of the interaction of its components. And also to learn about adult education in the perspective of development, to reveal its features like an open system that interacts with the external environment, characterized by the presence of

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<sup>69</sup>Современные подходы в образовании / ред. А. Кукуев, В. Шевченко. Изд. ИПО ПИ ЮФУ. Ростов-на-Дону, 2010.

a set of interrelated actions and functions necessary for the educational process. Thus, this approach contributes to the systematic study of all parameters of adult education (theoretical foundations, history of system development and analysis of problems, concepts, models of education, etc.).

An integrated approach involves combining formal, non-formal, and informal segments of education into complex complexes of adult education, upbringing, and development. The personal-activity approach is important. No psychological phenomenon, in particular the process, state, or property of an adult as an individual, can be properly understood without taking into account his personal specifics, interests, and needs. The consciousness and activity of an adult are not opposed to each other, but not identical, but form a unity; The psyche can be correctly understood and explained if it is considered as a product of development and the result of adult activity. And the results of learning (knowledge, skills, worldview, personal development) are revealed at the end of such activities.

The semantic approach accordingly requires addressing the content of the phenomena and processes of adult education (which are being studied), clarifying the set of their elements and interactions between them; use of facts, observational data, experience, and derivation of theoretical judgments. The formal approach involves the identification in the learning process of adults relatively independent structures (rules, operations, methods, forms), through which their content is revealed. The logical approach means the consideration of each phenomenon, the process of adult education from the point of view of the laws of logic, i.e., from the point of view of the science of laws and forms of reflection in thinking of the development of the objective world. The moral approach contributes to the ethical evaluation of the performance of adults in the process of lifelong learning in the context of preventing harm to everyone and society.

Qualitative and quantitative approaches. The qualitative approach aims to identify a set of features, properties, and characteristics of the process of adult education, while the quantitative - to identify the characteristics of various phenomena of adult education at certain levels of development or intensity of their present properties, measured in quantities and numbers. The phenomenological approach is used to describe the observed, usually variable characteristics of the process of adult education. Furthermore, the essence serves to identify the internal, deep stable sides, mechanisms, and driving forces of education and training of adults.

A single approach involves the study of individual phenomena, processes of adult education. While the general approach is aimed at finding connections, patterns, typological features of phenomena and processes of adult education.<sup>70</sup>

According to O. Ogienko, synergetic approach considers adult education as an open, complex, non-equilibrium system formed from many subsystems of different levels, structures, and content, which operates in a turbulent, unpredictable context, capable of self-organization for optimal development of internal factors. Man is given the role of a creative subject, which invents ways to optimally influence himself and, at the same time, the education system.

In particular, O. Ogienko presents the use of a synergetic approach at the integrative-regulatory and deterministic levels: metalevel, which is a synergistic interaction of the adult education system with the environment; macro-meso-, micro-levels, revealing internal integrative connections of subsystem character. According to the author, this is especially important in solving such a systemic and synergistic approach as the logic and coordination of intra-system connections of elements of higher and lower levels and the establishment between them not only direct (influence of higher on the characteristics of lower) but also an inverse (subordination) interaction of lower and higher-order elements) of mutual connections."<sup>71</sup>

O. Ogienko also proves the importance of the acmeological approach, which "should be considered as a basic generalizing concept of acmeology, which accumulates a set of principles, methods, techniques, means of organizing and constructing theoretical and practical activities focused on forecasting quality results in adult education, high productivity and professional maturity ". At the same time, the acmeological approach makes it possible to clarify the subjective and objective factors that contribute to reaching the peaks of professionalism. The level includes the level and quality of education a person has received and the subjective - his ability, competence. The features of the acmeological approach include: focus on "acme" - improvement at all stages of human life; development of consciousness and activity of groups, the conviction in the possibility of mass improvement; optimistic view of man and his future, expressed in anthropological acmeism, the use of acmeological design of higher achievements of individuals and groups. O. Ogienko notes that due to the acmeological patterns of

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<sup>70</sup> Р. Юнацкевич. Теория образования взрослых: становление, проблемы, задачи. Монография. Изд. ИОВ ПАНИ. СПб., 2009. С. 8.

<sup>71</sup> О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / За ред. Н. Ничкало. Вид. Еллада. Суми, 2008. С. 65.

development and self-realization of an adult, it is possible to determine the features of his learning.<sup>72</sup>

O. Kukuyev emphasizes that the construction of the theory of adult education requires an andragogical approach focused on synergetic methodology. However, it draws attention to the fact that in some studies (A. Glazyrina, S. Filina, L. Linevych, S. Zmeyova) andragogical approach is considered only in creating optimal conditions for the implementation of the educational process of adults. Instead, in none of them, this approach is considered as a methodological category of pedagogy. And notes that the andragogical approach should be used in the context of the paradigm of humane pedagogy, the highest value of which is the human person.<sup>73</sup>

The civilizational approach can serve as one way to reveal the essence, perspectives, and strategies of adult education development. An essential mechanism in the civilizational approach is the traditions that ensure the formation, transmission, and functioning of the phenomenon of culture. It is through them that the past connects with the present. G. Kornetov highlighted the traditions of pedagogical civilizations, namely: culturally conditioned stereotypes that determine the nature of pedagogical influence as social action; ratios, priorities in the education of intellectual-cognitive, motivational-value and moral-practical spheres; tendencies of the dominant orientation of socialization mechanisms based on reproductive reproduction or on free creativity; stereotypes of statement and the decision of a problem of parity of personal and public.<sup>74</sup>

The essence of the paradigmatic approach is seen in the combination of value orientations, theoretical ideas, methods, and means of scientific activity. This approach allows the disclosure of general and specific historical forms of education, determining the genesis of many pedagogical phenomena and processes, identifying trends and conceptualization of pedagogical knowledge, choosing the form of formulation, and solving educational problems. At the same time, the methodological space in this area is a kind of rhizomorphic structure, in which different directions and approaches to the paradigmatic understanding of the phenomenon of education intersect. However, they all consider the purpose of education, the core values, the type of relationship between learners and learners, and the results of the education process.

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<sup>72</sup> О. Огієнко. Акмеологічний підхід у контексті освіти дорослих. URL: [http://lib.iitta.gov.ua/6043/1/Огієнко\\_О.І.\\_пед.\\_майстер.\\_І.\\_Зязюна.pdf](http://lib.iitta.gov.ua/6043/1/Огієнко_О.І._пед._майстер._І._Зязюна.pdf)

<sup>73</sup> А. Кукуев. Андрагогический подход в педагогике. Изд.: ИПО ПИ ЮФУ. Ростов-на-Дону, 2009. С. 11.

<sup>74</sup> Г. Корнетов. Цивилизованный подход к изучению всемирного историко-педагогического процесса. Изд. ИТПИМИО. Москва, 1994. С. 86.

The application of civilizational and paradigmatic approaches in the study of the theory and problems of adult education presupposes the use of axiological and culturological approaches. In particular, the axiological approach allows identifying the influence of social ideals on the purpose, content, and other aspects of adult education. Conclusions about values as higher principles, on the basis of which understanding is provided both in small social groups and in society as a whole, have become relevant. Geopolitical, social, historical, and cultural factors of the development of citizenship and patriotism are revealed as well as ideas about the values associated with the survival of man and humanity as a whole, and values focused on human self-realization. In comparison, the culturological approach is explained by a certain relationship and interaction of culture, human experience and education.

This makes it possible to consider adult education as a cultural process carried out in a culturally appropriate environment, all components of which are filled with human meanings and serve man, provide an opportunity to realize cultural self-development and self-determination in the world of cultural values.

The application of the sociological approach in the study makes it possible to identify social functions and contradictions, the place and role of adult education in the system of social relations and processes, in the dynamics and transformation of society.<sup>75</sup>

### **Philosophical trends and theories as a methodological basis for adult education**

The results of basic research in the field of adult education are generalizing concepts that summarize the theoretical and practical achievements of adult pedagogy or offer models for the development of pedagogical systems of adult education on a prognostic basis. The concepts themselves are usually based on leading philosophical trends and theories that allow to reveal the dialectic of adult education, identify and resolve its contradictions, identify the relationship between quantitative and qualitative changes, explore stages of progress, and consider adult education as an important factor in personality development and society. Such fundamental philosophical trends and theories include liberalism, pragmatism, behaviorism, progressivism, technocracy, radicalism, constructivism, humanism and others.

#### **Liberalism**

Central to liberal philosophy is the individual, his rights, and his freedoms. The leading idea of liberalism is to provide access to education for all people, regardless of their level of

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<sup>75</sup> О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / За ред. Н. Ничкало. Вид. Еллада. Суми, 2008. С. 71.

well-being and social status. Education plays an important role in acquiring skills and knowledge that shape the political and civic activity and competence of individuals, their social experience and economic growth. Proponents of liberalism N. Butler, K. Gole, J. Newman, J. Russell, and others believed that an educated society should ensure higher living standards of its citizens, as well as social stability and balance. Therefore, the goal of adult education should be to train intelligent, cultural, informed, and spiritually enriched citizens. According to them, adult learning should be based on the cultivation of intelligence, mastery of factual knowledge, systematic learning and the formation of analytical thinking skills.

In liberal adult education, it is believed that:

1. The most important is the development of intellectual abilities in a broad sense (mental, moral and spiritual);
2. Human knowledge and development are more important than information;
3. The content of adult education should meet their needs, and education should become continuing.

Liberal adult education pays great attention to theoretical thinking, puts philosophy, religion, and the humanities above the natural sciences. In the philosophy of liberalism, the teacher is an expert who occupies a leading place in the educational process. Elaes and S. Merriam note: "As long as a person is engaged in the search for truth, the development of their moral qualities, the pursuit of spiritual and religious views, the beautiful in life and nature, the liberal tradition in education will be a powerful force."<sup>76</sup>

### **Pragmatism**

The philosophy of pragmatism is a philosophy of success and personal gain. Proponents of the philosophy of pragmatism E. Lindeman, D. Fischer, and others believe that the purpose of education is the development of society through the personal growth of each citizen. The founders of pragmatic pedagogy J. Dewey, W. James, and Charles Pierce argue that the path to success lies through education, and human life, its growth (social and professional steps) due to a set of innate instincts inherited from parents. In particular, J. Dewey attaches special importance to the role of public education, able to protect society from any social upheaval. J. Dewey's theory traces the origins of the popularity of education, especially higher education.

Pragmatism develops empirical epistemology (as opposed to idealism and rationalism), appeals to experience, and interprets it through human experience. Pragmatists emphasize the

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<sup>76</sup> J. Elias, S Merriam. Philosophical Foundations of Adult Education. Krieger Publishing Company. Malabar, 2004.P. 42.

incompleteness, the randomness of human experience, and its consequences. Education for them is an experimental process; a method by which problem situations that arise during human interaction with the world are solved. During its existence, pragmatic pedagogy has undergone significant changes. In the 1970s, due to the focus on socialization and adaptation of the younger generation, it received its second life in the form of neo-pragmatic pedagogy. Its representatives are P. Goodman, L. Kremin, D. Swift, W. Feinberg, and others. turned to the ideas of J. Dewey and developed the basic provisions of pragmatic pedagogy, taking into account the requirements of modernity.<sup>77</sup>

M. Berube, T. Brameld, F. Newman, G. Shane, and others argued that the education system could be the main means of social change and the development of society. According to them, the purpose of training is to teach people not only the ability to survive but also to adapt to the environment and influence it.

### **Behaviorism**

Behavioral direction is based on the idea that a person can be formed according to a predetermined desired pattern. For behaviorists, behavior is a set of observed and fixed responses to environmental stimuli. The set of stimulus-response relationships is observable and descriptive. Hence, the behavior of an adult in the learning process can be seen as the ability to solve problems through trial and error until he achieves the desired success. Such a reaction can be automated with repeated repetition. Thus, behaviorism ignores the subjective world of man, making it exclusively the object and result of external influences.

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Since behaviorism is fundamentally aimed at individual and social survival, the emphasis is on the formation of skills and abilities how to learn. The teacher must create an optimal environment for the formation of behavior that ensures survival. He manages the learning process and directs learning. Behavioral concepts view education on the basis of standards.

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<sup>77</sup>Теоретико-методологічні засади розвитку освіти.  
<http://book.net/index.php?p=achapter&bid=18982&chapter=1>



Students are active and able to demonstrate behaviors that can be learned and measured. Important features in behaviorism are accountability and punctuality - the rules that teachers and students must follow for successful learning. The strength of behaviorism is the establishment of clearly defined goals and the choice of material that works for such goals and objectives. Vocational training and teacher certificates are behavioral practices.<sup>78</sup>

### **Progressivism**

Progressivism considers adult education from an empirical point of view. Based on the human experience as the basis of the learning process, it substantiates the feasibility of providing practical knowledge and skills, increasing human social responsibility, which allows not only to adapt in society but provides knowledge and skills for creative action to improve society. Like behaviorism, progressivism seeks to ensure that the goal of education is individual and social. However, the goal of progressive education is to improve rather than survive through student emancipation.<sup>79</sup>

According to progressive doctrine, the teacher is not a "sage" as in the liberal tradition. Instead, he becomes a "guide" who helps the adult (as a student) to organize, stimulate, implement and evaluate the learning process. Priority is given to experimental and problem-based approaches to learning.

Progressives are unanimous in their views on adult learning, free from the authority of the textbook, memorization, and memorization. Instead, they point to its practical orientation based on the life experience of students. The modern way of development of the progressive pedagogical school is a way of its transformation into doctrine in which the ideas borrowed from pedagogical, philosophical, anthropological, psychological, and sociological concepts are combined.<sup>80</sup>

### **Technocracy**

Among the latest trends in the philosophy of adult education is known technocratic, the development of which is associated with the influence of the scientific and technological revolution, modern production and philosophical and sociological theories of "technotronic society" (Z. Brzezinski), "post-industrial society" (D. Bell), " new industrial society "(J. Galbraith)," scientific society "(P. Drucker), etc.

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<sup>78</sup> ЯІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. Суми, 2015. С. 147.

<sup>79</sup>Ibidem.

<sup>80</sup> J. Elias, S. Merriam. Philosophical Foundations of Adult Education. Krieger Publishing Company. Malabar, 2004. P. 68.

Representatives of technocracy, in particular R. Hutchins, argue that the society of the future is based on knowledge, in which education plays a key role. Such positions are defended by V. Garman, who believes that in the future the world will be ruled by the scientific and technical elite, which has received thorough scientific training in colleges and universities. The influence of technocracy was manifested in the strengthening of the teaching of natural sciences and mathematics as the main way of training the scientific and technological elite, as well as in solving the problem of accessibility to higher education. Various members of the American pedagogical community believe that technocratic educators underestimate the role of the social, psychological, and emotional components in defining modern education and overly believe in the progress of science that will improve human life. And that technocratic pedagogy considers science and technology in isolation from social relations, making higher education primarily a requirement for quality training of competent future employees with a significant amount of intellectual skills and abilities.

### **Radicalism**

The radical trend is based on Marxist ideas about the need to carry out radical revolutionary measures in various social spheres for development. The philosophy of radicalism emphasizes the social role of adult education and identifies socio-political and economic changes that require critical thinking and personal participation. Proponents of the radical philosophy of adult education are P. Freire, I. Ilyich, J. Mezirow, J. Holt, G. Giroud, P. McLaren, and others.

In particular, P. Freire defines the purpose of education - to free a person from any humiliation. He sees the ontological mission of man in being a subject, in abandoning the so-called "culture of silence." It also proves the need to involve the general public in the adult education system, which contributes to the radical transformation of society. According to him, the concept of "problem statement" is promising, according to which education provides an opportunity for teachers and students to become subjects of the educational process. According to P. Freire, the main goal of adult learning is to create conditions for the development of critical thinking, which will give a person the strength and energy to force him to act and radically change the situation in society.<sup>81</sup>

The representative of this direction of the philosophy of education I. Ilyich in the book "Deschooling Society" presents the concept of man in the system of open education. The essence of his idea is as follows: 1) denial of the monopoly of educational institutions on

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<sup>81</sup> P. Freire. *Pedagogy of the Oppressed*. Herder and Herder, New York, 1970. P. 32.

education, their deinstitutionalization through the ability to preserve and replicate stereotypes, myths, ideological stereotypes and support inequality in education; 2) diversification of education through the creation of a kind of network for knowledge exchange, 3) rejection of Homo Faber as an educational ideal, which is focused on the active transformation of the environment. According to I. Ilyich, the educational ideal should be a person who recognizes the autonomy and importance of individual freedom in interpersonal communication, builds relationships with people and nature on the basis of mutual respect, creativity, ethical self-worth.<sup>82</sup>

Another representative of radical change in education, J. Mezirow, enriched the theory of adult education with the concept of "perspective", which is of particular importance to the subject of the educational process. Perspective is a field of individual characteristics within which a person realizes himself as a person. The limits of perspective are determined by the social roles of man. According to him, the learning process is not so much about gaining new knowledge or skills, but about expanding the boundaries of perspective and understanding of reality. Mezirow pointed out that in the process of learning a new interpretation of previous experience appears, which opens opportunities for entering public life in a new capacity.

### **Constructivism**

The works of C. Adelman, J. Dewey, J. Piaget, and A. Schutz are devoted to the ideas of constructivism as a philosophical trend. An essential characteristic of constructivist didactics is the activity approach based on the activity of the learner. Technologies developed within the framework of constructivism are related to many developmental concepts and technologies, in particular, such as project-based learning, the concept of human self-realization, and others. From the standpoint of constructivism, each person throughout life constructs his own understanding of the surrounding reality. That is why each person is unique in his vision of the world, beliefs, worldview, and values. Hence, the key ideas of constructivism are theoretical and conceptual relativism, the importance of context, critical thinking, and so-called transformational learning.

Its main representatives in the theory of adult education - J. Mezirow, S. Brookfield, and J. Habermas, whose concepts are based on the following provisions: - knowledge cannot be transferred to the learner, but only appropriate conditions can be created for their independent acquisition; - motivating learning through the involvement of learners in the search, research

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<sup>82</sup> Філософія освіти: навч. пос. / за ред. В. Андрущенко, І. Передборської. Вид. НПУ імені М. П. Драгоманова, Київ, 2009. С. 51-52.

and solution of problems directly related to the real situation; - designing the content and methods of teaching in accordance with the needs of learners; - creating conditions for the implementation of an individual approach to solving the problem, the development of critical thinking in those who learn by clashing opposing views, the disclosure of contradictions during the discussion; - concepts, theories, algorithms, and laws are considered as abstractions that a person creates in the process of studying the real world. According to these abstractions, learning is derived from the actual study of the surrounding reality. That is why constructivism presupposes the learner's focus on "living" rather than artificial learning, on working with the original rather than its derivatives, thus encouraging learners to study independently, formulate hypotheses, and discover laws; - the teacher acts only as a consultant, organizer, and coordinator of research, educational and cognitive activities of adults who are full participants in the learning process and share responsibility for the results of the process and learning.<sup>83</sup>

### **Humanism**

Humanistic philosophy (founders A. Maslow and K. Rogers) considers the adult as an active subject of the educational process, which contributes to its development and improvement. Human development is presented as the development of innate tendencies to self-actualization. Independence is considered a natural property of an adult. It helps to justify self-government, self-organization as the most acceptable method of learning in adulthood. According to scientists (A. Maslow, M. Knowles, K. Rogers), the purpose of adult education is to develop their personal potential. Among the main provisions of humanistic philosophy, which substantiates the possibilities and prerequisites for adult learning, are the following: from birth, a person is a positive being; individuals are free and autonomous so that they can make their own decisions; each individual is unique with unlimited potential for their development; individuals strive for full self-actualization; people feel responsible for themselves and others. Adult education is seen as an incomplete process that is not subject to rigid planning and due to human needs at different stages of his life.<sup>84</sup>

The humanistic philosophy of adult education follows some basic principles, namely: human nature is a natural good; behavior is influenced by will and autonomy; individuality and opportunity are boundless and must be nurtured; the concept of self presupposes self-

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<sup>83</sup> О. Огієнко. Тенденції розвитку освіти дорослих у скандинавських країнах: монографія / О. Огієнко / За ред. Н. Нічкало. Суми, 2008. С. 60.

<sup>84</sup> В. Витярис. Теоретико-методологические подходы к исследованию проблемы образования взрослых. URL: <http://cyberleninka.ru/article/n/teoretiko-metodologicheskie-podhody-k-issledovaniyu-problemy-obrazovaniya-vzroslyh>

realization; behavior is explained by the perception of the world; individuals are responsible for humanity.

The foundations of humanistic education consist of the following components: the concept of self; that the adult defines himself in terms of the accumulation of a unique set of life experiences; that an adult's willingness to learn is related to developmental challenges unique to this stage of life; that adults are motivated to apply the acquired knowledge immediately.<sup>85</sup>

According to the humanistic approach, the teacher helps in learning but does not manage the learning of students. Teachers and students are partners. Concepts that define humanistic philosophy include experimental learning, individuality, self-control, and self-actualization. Within the humanistic idea, the success of the process of adult learning depends on the determination and ability to mobilize their own efforts for systematic hard work on themselves, overcoming difficulties in climbing to their own creative individuality. The role of knowledge is of great personal importance because knowledge contributes to the development of the inner world of man, his feelings, emotions, help to understand his inner world. Adhering to this opinion, humanists put forward the concept of the relevance of the content of education as a criterion for the selection of educational material.

The psychological basis of humanistic pedagogy is the well-known theory of needs by A. Maslow, which presents a kind of classification of needs. According to the author, everyone is born with a certain set of needs. After satisfying lower needs, their place is taken by higher ones. A conscious need usually becomes a motive for activity. Many motives are in the subconscious, instincts. After "bringing" them to the level of consciousness, they help to solve the problems of preservation of the individual and his progress. Needs of a higher-order strongly correlate with a sense of personal autonomy and the desire for self-realization than the needs of a lower level. This fact confirms the main thesis of A. Maslow's theory. V. Vityaris notes that one of the leading tasks of education is to enrich the motivation of adults.<sup>86</sup>

In addition, to develop a correct understanding and practical organization of the learning process of adults, andragogy theorists also turn to Gestalt psychology, cognitive and activity theories. In general, the evolution of the ideas of the philosophical and psychological sciences has led to the realization of the leading role in the learning process of the learner. This served

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<sup>85</sup> ЖІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. Вид. Університетська книга. Суми, 2015. С. 147.

<sup>86</sup> В. Витярис. Теоретико-методологические подходы к исследованию проблемы образования взрослых. URL: <http://cyberleninka.ru/article/n/teoretiko-metodologicheskie-podhody-k-issledovaniyu-problemy-obrazovaniya-vzroslyh>

as an essential basis for scientists to develop the concept of andragogical approach to the organization of the educational process.

Over the past three decades, a new direction in the philosophy of adult education, the main purpose of which is to analyze and justify personal and social cognitive-communicative transformation - the philosophy of transformative adult education, which sees the prospect of education in the transition to a new way of civilization – informationalism.<sup>87</sup>

### **Adult education concept**

It is known that concepts (from the Latin conception - view) are created in order to determine the direction of many subsequent judgments about their subjects in a certain main way and to set special, special conceptual directions of activity for many projects and people.<sup>88</sup>

The concept of "survival education", which appeared in the early 1970s in the United States, became especially popular. The main representatives of this concept were R. Amara, J. Jones, D. Kaufman, D. Mann, F. Newman, M. Skriwen, who believed that the main purpose of education is to learn to survive in conflicts and conflicts. They identified two ways to develop education within survival. The first - special training and education programs that include social and personal issues. Proponents of this path ignore the challenges of comprehensive and, especially, mental development, arguing that knowledge of social and personal issues is more important than cognitive development of abilities.

Instead, proponents of the second approach viewed *"survival education"* as involving students in community life. The idea of learning through communities has gained wide resonance and crystallized into an independent concept of community education. In the American pedagogical literature, this concept corresponds to different names: *"learning through participation"*, *"learning through acting"*. The main purpose of such training is to promote mutual understanding between community members, to solve existing problems or difficult situations in the community. The peculiarity of such training is the voluntary consent to participate, the frequency of changing roles in the group. M. Knowles called the community learning laboratories that help students and groups solve their problems better and more successfully, that is, a natural environment for implementing adult programs.

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<sup>87</sup> ЯІ. Горбунова. Філософія трансформативної освіти для дорослих: університетські стратегії і практики: монографія. – Суми: Університетська книга, 2015. –С. 149.

<sup>88</sup> А. Теслинов, В. Безлепкин, В. Петров. Обоснование Российской концепции непрерывного образования взрослых: монография. Изд. МИМЛИНК. Москва, 2014. С. 6.

The main thing that distinguishes children's learning from adult learning is the presence of experience in the latter and its use in education. It is the experience that gives a person maturity, and at the same time, creates problems that adults seek to solve in the learning process. The learning process is a means to solve one's own difficulties in real life - this is the perception of an adult student. Based on this position, abroad developed empirical theories of study (M. Knowles, E. Husserl, A. Knox, D. Kolb, R. Fry, P. Jarvis, D. Sean, etc.).

In particular, M. Knowles, in his study on the organization of adult learning, made assumptions about the characteristics of adult students, namely:

1. *Self-esteem.* Adults are more independent (than children) and capable of self-control and responsibility. It is best to make learning unobtrusive by providing guidance and support to students. At the same time, they should be able to discover new information on their own and apply it according to their own educational needs.

2. *Experience of adult students.* As adults, they have a wealth of experience and memory to build on. Adult learning is more focused than children's learning. Hence, it is important to use their specific experience to show how the learning material relates to the student.

3. *Willingness to learn.* Adults will be more interested in studying material focused on specific tasks related to professional and social development.

4. *Focus on learning.* Adults look at learning differently: they are more focused on the urgent need for knowledge than on their longer-term application. Their educational needs are focused on specific tasks rather than on the subject as a whole. For example, a child learns algebra, and an adult can study the scope of a certain type of equation to solve a specific financial problem. Real-life examples are designed specifically for students or the organization in which they work best.

5. *Motivation to learn.* While most children have an external motivation to learn (teachers, parents), most adults have their own motivation and attitude to the result.

M. Knowles also identified a set of principles important for the successful organization of adult learning, in particular:

- it is necessary to reveal to adult students the prospects of individual development and self-improvement;
- help them realize their own interests and expectations from learning;
- to establish a connection between life problems and learning opportunities (new job, the birth of a child et al.);

- address students as individuals with a large baggage of life experience; • encourage an atmosphere of trust and mutual assistance in the study group;
- the teacher must take an equal position with students in discovering new knowledge;
- to support active interest and motivation to study in every possible way; • be able to work at the level at which the students are;
- help to combine new knowledge with existing practical experience of students;
- to form the habit of controlling one's own development in the educational process.
- for the effectiveness of training modules, students must be able to apply knowledge in professional activities or in life;
- didactic material should focus on clear and specific tasks and not on a specific generalized topic.<sup>89</sup>

According to the logic of M. Knowles, these principles are consistently implemented at the following stages of the educational process: creating conditions conducive to learning; working out the mechanism of interaction with listeners (in all directions); determination of priorities and objects of study; determining what life experience each student has; development of the most optimal (from the point of view of all participants of the process) methods and forms of training; analysis of the mastered material and setting new tasks. Thus, the most important requirement M. Knowles considers the recognition of an adult student as an autonomous and responsible subject of the educational process, whose opinion is as important as the teacher of the institution.

In the context of research on the phenomenon of adult education, the problem of intellectual and moral development of the individual, his ability to learn at any age is relevant. Analysis of methods of testing intelligence is contained in the works of K. Cheyet and S. Willis. M. Commens, F. Richards, and K. Armon point out the important cognitive abilities at a later stage of adulthood, which go far beyond formal-operational ones. Classification of learning abilities that develop only in adulthood are contained in the works of S. Brookfield.<sup>90</sup>

The stages of J. Piaget's cognitive development became the basis for adult learning models developed by W. Perry, M. Belenki, B. Klinshi, N. Goldberger, and J. Tarul. The modern theoretical basis of research in adult education are the ideas and provisions of the concept of continuing education, which has become one of the main components of humanistic pedagogy,

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<sup>89</sup> М. Ноулз. Современная практика образования взрослых. Андрагогика против педагогики. Изд. Педагогика. Москва, 1970. 236 с.

<sup>90</sup> Стадії когнітивного розвитку Ж. Піаже стали основою для моделей навчання дорослих, які розроблено В. Перрі, М. Беленкі, Б. Клінши, Н. Голдбергером, Дж. Тарулом.



as it indicates the need to create optimal conditions for continuing education, which should lead to a high level of general and professional development. The philosophical and pedagogical idea of continuing education involves goal setting as a set of several semantic components. First is the individual's prolonged purposeful assimilation of socio-cultural experience using all parts of the educational system. Second is compliance with the principles of organization of the current education system, an educational policy aimed at creating conditions for human learning throughout his life. The third is ensuring the logical connection and continuity of different levels of education. Particular emphasis in adult education is placed on professional development, retraining in the process of changing professions, adaptation to changing social conditions, i.e., processes that take place outside of basic education.<sup>91</sup>

The concept of continuing education is an idea that enlivens the entire educational process and requires the comprehensive and balanced development of society as a whole. It is a commandment of a new way of life, in which work and study are intertwined. It is a way of its intellectualization. Continuing education also means the actual and necessary connection of education and upbringing with the country's political, economic, and social system. In light of this concept, learning and life are closely intertwined, enriching each other. Education, like work, is becoming a means of human existence in the XXI century.

Theoretical research on the organization and international interaction of continuing adult education is led by various international institutions, including the UNESCO Institute for Education (Hamburg) and the International Institute for Educational Planning (Paris). A significant contribution to the spread of adult education in the world is made with the assistance of the International Institute of Education (USA), the Swiss Organization for Adult Education, the International Pedagogical Center in France, the National Institute of Adult Education in Great Britain, the International Institute for Pedagogical Research in Hamburg and others.

## **Conclusions**

The considered general scientific approaches testify to the multifactorial, multidimensional phenomenon of adult education and indicate its interdisciplinary nature. Their integration allows to comprehensively explore various aspects of the functioning of the adult education system, to identify its connection with society, culture, ideals, and values of society, as well as to justify trends in its development. The study of the influence of progressive philosophical trends and theories on the development of adult education allows us to say that modern adult education is

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<sup>91</sup> Лук'янова Л. Концептуальні положення освіти дорослих. URL: [http://www.rusnauka.com/7\\_NND\\_2009/Pedagogica/43099.doc.htm](http://www.rusnauka.com/7_NND_2009/Pedagogica/43099.doc.htm)

based on a set of ideas that can significantly change its main goals and objectives in accordance with the social requirements of a modern democratic society.

Despite the different theoretical views of scientists, adult education is mainly seen as a lifelong process whose task is to create conditions to meet the educational needs of citizens, their opportunities for professional development and self-realization, increase the efficiency and effectiveness of their lives. The search for new theoretical concepts is considered a key issue for the further development of the adult education system.