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Lifelong Learning in Modern Strategies of Sustainable Development

Introduction

The modern world produces many challenges to humanity. The magnitude of the impact of civilization on the environment makes people not only evaluate the content of their activities, but reformatted it in a more natural, rational way. The realization of this necessary goal is possible with the condition of fundamental worldview shifts. That is why, together with the relevant international and state policies, substantial transformations will undergo the content and character of education throughout all around the world. There is an awareness of the need of lifelong learning education as a mechanism for successful social adaptation and self-realization. In general, the context of the level of education and reflection produces a strategy of naturally relevant activity, which is internationally formalized in the Declaration of Sustainable

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Development. We find out the content and connection of these concepts in view of the challenges of modern socio-culture.

There are several basic approaches to defining the content of Sustainable Development. We will give the most accurate ones:

1. H. Stoddart (2011): "This concept of conserving resources for future generations is one of the major features that distinguish sustainable development policy from traditional environmental policy, which also seeks to internalize the externalities of environmental degradation". The authors note the necessity of essential transformation of the principles of interaction between human and the world, as well as the need for systematic state and international support in the implementation of this program.

2. F. Mogensen and K. Schnack (2010): "However, a central element of the approach is to be critical of moralistic tendencies, preconceived ideas and hidden agendas when working with environmental education, health education, ESD or other teaching–learning sequences that deal with societal issues involving conflicting interests". The value of the strategy of the Sustainable Development is to set up non-conflict interaction of people in the realization of their interests and practices. As subjects of such interaction, the authors consider as an individual, society, humanity as a whole, and the environment, whose objective indicators of existence are grounds to consider as the requests and challenges of another kind of subjectivity.

3. B. Jickling and A. E. J. Wals (2008) identify the obstacles to the implementation of the idea of Sustainable Development. The authors come to the following conclusions: "The conflicts that emerge in the exploration of sustainable development, for instance, reveal the inevitable tensions among the Triple Ps (people, planet, profit) or the three Es (efficiency, environment, equity)". The goal of Sustainable Development is the desire to coordinate the pluralism of personal and state intentions in a coherent natural system of actions.

4. A. Reid and P. Petocz (2006) investigate the effectiveness of the implementation mechanism of the idea of Sustainable Development, first of all, in higher education. It turned out that both teachers and students do not have a clear emphasis on the content of this program and, accordingly, deprive it of its educational activities.The only thing common in understanding this program among the survey participants is the link between concepts of 'sustainability' and 'creativity'. "Hence, our research approach was oriented towards presenting the ideas of 'sustainability' and 'creativity' as two higher-order attributes critical to a learning environment". So, the concept of 'creativity' includes the components of

'disparate', 'overlapping', 'integrated', and the concept of 'sustainability' contains of 'distance', 'resources', and 'justice', the authors of the study note.

Consequently, the lack of ideological and philosophical analytics and the corresponding advocacy work on the implementation of this strategy is evident. An effective method of disseminating ideas of Sustainable Development is the system of formal, non-formal and informal education. The unity of these constituents forms the concept of lifelong learning.

The general methodological framework for the study and interpretation of lifelong-learning is presented in works by R. Dave (1976), reflexive learning based on an active comprehension of information in the concept of continuous education is analyzed by P. Jarvis (2004), the coordination of personal aspirations and activities in the context of continuing education is justified by Ch. Hayes (2004).

Systemic changes in education in view of its continuity

The concept of lifelong learning arises as a response to significant socio-cultural transformations. Social processes of the present have a significant impact on the content and progress of educational activities. Let's consider in more detail the content of these transformation tendencies in education.

Commercialization of education. Rapidly developing technologies make education a commodity, a service that has some value and weight in the competitive struggle inherent in the business sector. Therefore, the formation of competences acquires the signs of actualization, that is, education is considered as a capital that requires constant investment. In a competitive environment, the higher chance of success is a specialist with advanced knowledge and technology activities. It is clear that in such conditions of rapid civilization development of education acquires signs of an open system, fundamentally incomplete process.

Capitalism as a paradigm of market relations forms the motivation base for neo-conservatism, in the content of which one of the leading criteria of integrity and value of the individual determines the success. Issues of social prestige, economic well-being, and effective self-realization are important in determining the meaning of lifetime ornamentation of people of different age groups. Thus, there is a significant demand for educational services from the part of the elderly, the corresponding concepts of <u>heutagogy</u>, the universities of the second generation and other forms of educational activity are created. "Lifelong learning, especially

in developed countries, is becoming increasingly important in the field of educational services. Today there are three main forms of education: formal education – primary, general secondary education, secondary vocational education, higher education, post-graduate education (post-graduate and doctoral studies), advanced training and retraining of specialists and managers with higher and secondary vocational education in institutes, in faculties and courses of advanced training and professional retraining; non-formal education – professionally directed and general cultural training courses in adult education centers, in lectures of the "Knowledge" society, on television, in various intensive courses; informal education is a general term for education beyond the standard educational environment – individual cognitive activities that accompany daily life, realized at the expense of their own activity of individuals in the surrounding cultural and educational environment; communication, reading, visiting cultural institutions, travel, media, etc". In this case, a person transforms the educational potentials of society into effective factors of its development. Consequently, the general cultural trends in education are becoming more and more numerous. Therefore, under the well-known formula of capitalism, the demand generates a proposal. The study of the problem of life-long learning is extrapolated from the conceptual and theoretical framework to the sphere of pragmatic implementation.

Diversification of funding sources in education. Formation of the market for educational services determines the investment attractiveness of educational activity. Thus, the export of educational services forms a significant part of the state budget of the leading countries of the world: the USA, Great Britain, France, Germany. But not only public education institutions offer training services. Various commercial institutions offer a comprehensive network of training and coaching programs around the world, and in particular in Ukraine. In this respect, there are two opposing trends. On the one hand, training programs implement the principle of optimizing the educational process and provide those educational services that are not available in the state education system. On the other hand, the issue of competence of coaches and tutors who implement the corresponding education services becomes relevant. The state apparatus of management of this activity is not sufficiently developed in Ukraine, and the laws of market relations are noteffective in their verification and implementation. Therefore, mechanisms for the introduction of lifelong learning in Ukraine urgently require a sound policy and strategic management.

Intensification of application of telecommunication technologies in education. Technological innovations considerably expand the range of

opportunities for providing educational services. Distance education, gamification, virtual educational platforms, digital libraries and encyclopedias, educational channels and educational videos for the general public make up the content of the phenomenon of the information society. It is natural that with the condition of free access to information, the competence of critical thinking and analytical skills becomes of particular importance. And they are achieved, first of all, on the basis of a systematic approach in education. Fragmentation, operationalism, the "clientele" of modern culture and civilization form a serious problem in the quality of education. In addition, pragmaticism, which is inherent in contemporary social culture, requires considerable attention in the issue of the practice of acquired theoretical knowledge. The practical application of the acquired knowledge lies at the basis of motivation and self-realization. When it comes to lifelong learning, the consumer of educational services is clearly motivated by a certain type of activity. Therefore, there are grounds to argue that higher education is more effective in non-formal and informal lifelong learning.

Internationalization of education. The tendency of internationalization of education has a range of advantages and negative consequences for the state education system. The undeniable achievements of internationalization of education should include the rapid increase in the quality of knowledge, the reorientation to the international level of interaction, the integration into advanced production technologies and management strategies. Negative for the state education system the consequences of internationalization are the unification of the educational model (English as the modern international language of communication, the formation and implementation of a single educational model, the hegemony of a separate discursive practice in education) and asymmetry in international interaction. This asymmetry is, of course, provoked by the general processes of globalization. Globalization in the general sense means the formation of transnational forms of life, leveling the influence of the national tradition on the consciousness and content of daily practices.On the one hand, these trends are expanding the context of educational opportunities and professional self-realization. On the other hand, it exacerbates the conflict of generations and creates additional difficulties for the re-socialization of the older generation. Under such conditions, the value of lifelong learning is concentrated in stabilizing social tension, optimizing the interaction between tradition and innovation.

The global nature of modern socio-cultural processes is also important. It is impossible to isolate a sphere that would remain aside from these transformational processes. Therefore, in addition to re-socializa-

tion, lifelong education has the potential to solve self-identification problems for adults. Indeed, globalization produces an intensification of social relations, acceleration of the tempority of everyday life. Therefore, it is even psychologically difficult for an adult generation to adapt to the motley situation of the present day. It is expedient to reduce the level of anxiety and apathy with productive educational activities.

Institutionalization of education. The inadequacy of rational regulation of educational activity is clearly understood by the world community. Accordingly, international organizations that direct and coordinate the delivery of educational services (UNESCO, relevant committees of the European Commission, the World Bank) are developing at the highest international level, and are developing strategic programs for the direction and content of educational activities. So, in 1976, "The XIXth General Conference of UNESCO has identified lifelong learning as unlimited in terms of time, neither in terms of space nor in terms of teaching methods – it combines all activities and resources in education and aims to achieve harmonious development of the potential abilities of the human person". (UNESCO, 1976) The basis of this resolution was adopted the theoretical and analytical concept of a team of scientists led by R. Dave. In particular, the following principles of continuing education were indicated: 1. Coverage of the education of all human life. 2. Universality and democratic education. 3. Ability to create alternative structures for education. 4. Communication of general and vocational education. 5. Focus on managed self-education. 6. Focus on self-education, self-esteem. 7. Individualization of training. 8. Education in different generations (in a family, in a society). 9. Expanding the horizons. 10. Interdisciplinarity of knowledge, their quality. 11. Flexibility and variety of tools and techniques, time and place of study. 12. Dynamic approach to knowledge – the ability to assimilate new advances in science. 13. Improvement of training skills. 14. Stimulation of motivation to study. 15. Creating the appropriate conditions and atmosphere for learning. 16. Realization of creative and innovative approaches. 17. Facilitating the change of social roles in different periods of life. 18. Knowledge and development of own value system. 19. Support and improvement of the quality of individual and collective life through personal, social and professional development. 20. The development of a training and educational society, to learn to "be", "to become" someone. 21. The system of principles for the whole educational process". (Dave R.H., 1976) Therefore, it is absolutely clear that the concept of lifelong learning are theoretically well-balanced and socially demand. The main issue with regard to continuing education is the procedure and mechanism for its implementation.

The low-level sign international declaration on the meaning and significance of education in modern society should be called the concept of Sustainable Development. The initial stratagem of this concept focuses on the problem of harmonizing social relations both in synchronic and diachronic terms. So, *Sachs Jeffrey D. (2015)* formulates the idea of Ssustainable development in the following definitions: "socially inclusive and environmentally sustainable economic growth".

According to the UN Conference held in 1992, the most important problems of the modern world require a comprehensive solution. Sectoral pragmatism is not recognized as effective, it is possible to ensure stable development of mankind only by systematic means. Problems of social justice, war and peace, economic feasibility and environmental compliance are accumulated in the Earth Charter – an outlook and motivational system that defines priorities and mechanisms for exploration of human activity in order to ensure sustainable socio-cultural development.

The globalized system of international cooperation is compelled to formulate and implement universal principles, values and guidelines for the activities of society. Thus, the main constants of the interaction of the world community with a view to ensuring Sustainable Development are information, integration and participation. After all, every person in public life is the user of information in the general integrated interaction space.

Therefore, there is a need to coordinate joint activities in the general communicative community with a view to social, economic and environmental equilibrium. Undoubtedly, the implementation of this strategy requires appropriate educational work. It is therefore logical that the implementation of this resolution as a necessary component implies a systemic educational activity. And it is clear that this system of education is not limited to the work of state formal educational institutions.

Conclusions

Implementation of the Sustainable Development Strategy by means of lifelong learning is important for the following reasons.

Globalization, despite the range of assessments and opinions, is taking on and gaining ever greater influence. Therefore, the observance of a single strategy for human life becomes as necessary as democracy, liberalism, or capitalism of market relations. The main objective of the strategy of Sustainable Development is the peace and prosperity of all people on the planet. Leveling conflicts and optimizing production,

raising the principles of nature-related behavior are designed to balance organic, personal and social. Awareness and acceptance of such standards of behavior require a high level of reflective and analytical activity. Therefore, education itself has the potential to solve the problem of implementing this strategy.

Expanding the context of environmental interpretation involves a new way of understanding the feasibility of activities. Optimizing activities, balancing goals and means of activity, cyclical processes of production and utilization is also an indicator of the level of culture and education. And besides, these requirements are absolutely necessary at the present stage of human existence.

A priority in the strategy of Sustainable Development is the eradication of poverty in all its manifestations. There is a widespread view that poverty is a purely economic indicator, which requires primarily business solutions to resolve. Fair statement, but not absolute. Because poverty is a consequence of a particular ideological and motivational paradigm. Comparing the economic indicators of living standards in Ukraine and some of the poorest countries in Africa, the numbers are not very different. But the overall standard of living and social relations in Ukraine is incomparably different. In addition, there is a close connection between the level of education and the standard of living in society and its duration. This is explained by the fact that the general logic of the development of society is determined not only by the work of the central authorities, but also by the content and nature of the activity of ordinary citizens and the community. From the totality of personal efforts the general context of social insanity forms. Therefore, the implementation of the idea of Sustainable Development depends not only on state and international policy, but primarily on educational activities and reorientation of daily practices.

A rapidly changing world requires a swift response to the challenges of our time. The Biblical story of a journey through the desert of the God-chosen people for 40 years, during which a generation of people born, whose consciousness is fit for life in the promised earth, is born, does not correspond to the pace of the participatory socio-cultural life. In other words, meaningful changes in consciousness should occur throughout human life, given changes in the surrounding reality. There is a need for shaping the consciousness of plastic and flexible in responding to environmental changes, but integrated and systematic in implementing the chosen strategy of life. Therefore, we consider it necessary to introduce continuous education in the whole world, and in particular in Ukraine.

The establishment of lifelong learning in Ukraine requires systematic, constructive decisions on the part of the respective authorities. Issues of the content, coordination and legitimization of continuing education should be solved at the highest state level, based on the best international experience. Universities and colleges, or formal education institutions, have to play a role in the implementation of the principles of lifelong learning. This type of activity is a great way to apply the existing educational potential and pedagogical experience, as well as an effective source of diversification of sources of funding for educational institutions. In addition, it is absolutely essential to use modern telecommunication technologies to increase the general educational, cultural and motivational level of the population and to promote the ideas of Sustainable Development.

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(STRESZCZENIE)

Ze względu na plastyczność i dynamikę współczesnego życia społeczno-kulturowego można zauważyć, że edukacja przedstawia się obecnie jako system otwarty, tzn. taki, w ramach którego nie da się zaproponować pewnych stałych i niezmiennych rozwiązań. Zdaniem autorek artykułu oznacza to, że zmienność i dynamika problemów społecznych, ekonomicznych, psychologicznych czy środowiskowych determinuje konieczność podjęcia przez współczesnego człowieka tzw. kształcenia ustawicznego. Autorki podkreślają, że wdrażanie w społeczeństwach procesu kształcenia ustawicznego w obecnych warunkach społeczno-kulturowych będzie sprzyjać zrównoważonemu rozwojowi zarówno całej ludzkości, jak i poszczególnych społeczności.

LIFELONG LEARNING IN MODERN STRATEGIES OF SUSTAINABLE DEVELOPMENT

(SUMMARY)

Due to the plasticity and dynamics of modern socio-cultural life, it can be noted that education is now presented as an open system, i.e. one in which it is impossible to propose certain permanent and unchanging solutions. According to the authors of the article, this means that the variability and dynamics of social, economic, psychological or environmental problems determines the necessity for the modern man to take the so-called. lifelong learning. The authors emphasize that the implementation in the societies of the process of lifelong learning in the current socio-cultural conditions will be conducive to the sustainable development of both the entire humanity and individual communities.

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