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РОЛЬ ДОПОЛНИТЕЛЬНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В НЕПРЕРЫВНОМ ОБРАЗОВАНИИ ЛИЧНОСТИ

Статья посвящена дополнительному профессиональному образованию как педагогическому и социально-экономическому феномену. Автор обозначает место и роль дополнительного профессионального образования в структуре непрерывного образования личности, обосновывает его важность для профессионального и личностного становления человека в современных условиях. Приводятся основные трактовки рассматриваемых понятий и подходы к их изучению.

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The article is devoted to further vocational education as a pedagogical and social-economic phenomenon. The author identifies the place and role of further vocational education in the structure of a personality's continuing education, substantiates its importance for an individual's professional and personal formation under the modern conditions. The main interpretations of the notions under consideration and approaches to their studying are presented.

Key words and phrases: educational space; vocational education; further education; advanced training; adult education; continuing education.

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FURTHER VOCATIONAL EDUCATION ROLE IN PERSONALITY'S CONTINUING EDUCATION

The idea of the importance and value of obtaining new knowledge throughout life for human development is by no means new and has been expressed by thinkers since ancient times, including one of the founders of pedagogy as a science J. A. Comenius. He put forward a general idea that all people should equally have the opportunity to learn and develop throughout their lives. However, it was precisely in the XVIII-XIX centuries, when the pace of emergence of new knowledge and the ways in which human activities (primarily production) changed with the help of it began to increase, when the ideas of lifelong learning began to take on an applied character.

In his fundamental work "Democracy and Education: An Introduction to the Philosophy of Education", the well-known philosopher and educator J. Dewey advanced the thesis that education should not stop with leaving school, and the purpose of an educational organization is to ensure continuation of education through the involvement of forces that guarantee development. Accordingly, the value of school education should be determined by the extent to which it forms the desire for continuing development throughout life. According to the researcher, education is one of the most important foundations for a full-fledged life of a person in the society, since it can be laid not only and not necessarily in childhood or adolescence, but in any period of human life as well [1; 5].

We can state that the ideas of these thinkers were somewhat ahead of their time, serving in a certain way as a prediction of social development in the second half of the XX – early XXI century. In the conditions of scientific and technological progress, political and socio-economic changes, the theory of lifelong learning has become widespread in western countries, and with the transition to market economy, it has become increasingly important in our country.

Already in the middle of the XX century, continuing education was often reduced to forms of education in industry. The terms "continuing education" and "renewing education" appeared, which in fact signified various forms of advanced training and the general educational level of adult population. Thus, people employed in the workplace were given an opportunity to either continue their education or resume it, alternating periods of work and study.

S. I. Zmeyev writes that "at the same time, the initial period of study (at school, university, secondary vocational school) was left aside, was not considered in the framework of continuing education. It turned out that a person's continuing training throughout his life began... after he had acquired some kind of education and begun to work. That is, many scientists and practitioners reduced lifelong education to informal and non-formal education" [4, c. 48].

In the XXI century, the research intensity of technologies that a person has to face in life, especially in professional activities, does not allow actualizing knowledge, skills and abilities based only on self-education using publicly available sources (books, information resources, etc.). In such conditions, institutional forms of lifelong education play a significant role.

Its space today is a combination of formal, non-formal and informal education consisting of a variety of educational systems, which are its sub-systems, and types of education with system features inherent in each of them (goals, objectives, methods, principles, forms, etc.). Formal education is realized in educational organizations and is distinguished by consistency and purposefulness. Informal education is also systematic and purposeful, however, it is carried out not in educational institutions and not always by professional teachers (for example, on-the-job training by fellow workers). Informal education is unorganized education, it is acquisition of information by a person throughout life from various sources outside educational environment; self-education can also be included here.

In this regard, it appears that one of the most capacious definitions of a personality's continuing education in our country was given by A. P. Vladislavlev, according to which "by continuous education, we understand the systematic, purposeful activity of obtaining and improving knowledge, skills and abilities both in any kind of general and special educational institutions and by self-education" [3, c. 33].

Continuing education can be interpreted more widely, in particular, S. I. Zmeyev defines it as "a way of human life, a process of acquiring necessary knowledge, skills, abilities, personal qualities and value orientations as the need for them arises, which occurs throughout a person's life" [4, c. 49]. That is, in continuing education, the author sees not only an instrumental, but also a value meaning. At the same time, the idea of value is expressed at two levels: continuing education as a process of acquiring values and as a person's life orientation, that is, as a value in itself. Such ideas are a leitmotif of continuing education interpretations by most researchers.

Today, in our country, the focus of problems of continuing education and its development is on the issues of adult education, especially education, which an adult person receives after or in addition to the basic higher education. Such topicality of the problematic, in our opinion, is caused by the following reasons.

1. General education in Russia is compulsory (secondary general education is compulsory until a citizen is 18 years old, and the compulsory character of basic general education is not limited by age) [6], that is, school (or school and secondary vocational) education should be continuous by law.

2. Higher education is not obligatory in our country, but one of the main modern development trends, the mass character, makes it obligatory in fact [8; 15]. P. S. Probin notes that “from the point of view of the labor market conjuncture, higher education, in fact, has lost its former position. Indeed, at present, it represents a certain minimum educational level allowing a suppliant to apply for more or less qualified work. Secondary specialized education, which guaranteed a person stable job within specialty, probably without career prospects, in the Soviet time, now does not guarantee the former “minimum of life” and is perceived by many people not as a definite professional level, but as a step towards the university diploma” [10, c. 12].

3. Adult education, different from higher education, is not yet a mass phenomenon in our country, especially it concerns formal (institutional) adult education. However, due to the fact that the country cannot stand aloof from global socio-economic trends and processes (Russia’s entry into the single European educational space confirms it) [12, c. 22-23], the promotion of lifelong adult education in institutions, which serves as a pledge for the development of this system, should be considered an important social and pedagogical task. Nevertheless, very often one can still encounter the opinion that an adult who has good basic vocational education must be oriented towards realizing his potential in the professional activity, especially if he succeeds in it; attending an educational institution is an extra and unnecessary activity for him.

The research by M. Knowles shows that adults attending educational institutions can solve a whole range of problems of their own development, while many of these tasks are not professional and educational, but social in nature (family formation, meeting interesting people, finding and implementing a hobby, social life, etc.). The institutional system of adult education has all the possibilities to help in the realization of these plans, since it is, in fact, social environment, many representatives of which have similar interests, world outlook, life values and guidelines, etc. [18].

However, the development of formal adult education is also important from the organizational point of view. According to R. I. Yunatskevich, today, there is a tendency to integrate continuing education programs with the system of institutional training to obtain a coordinated, comprehensive system of continuing education consisting of the basic phase (secondary + basic higher education) and subsequent renewable educational phases [17, c. 28]. V. G. Onushkin adheres to a similar point of view believing that the concept of continuing education is based on the idea of combining vocational education or advanced training with general education at various levels in one form or another [16, c. 145].

In the modern pedagogical encyclopedic dictionary, continuing education is defined as “the process of growth of the educational and professional potential of an individual throughout life supported organizationally by the system of state institutions” [7, c. 168]. In this definition, continuing education appears in fact as an institutionalized phenomenon.

Thus, institutionalization and integration are among the main trends in the development of continuing education for adults today. At the same time, this fact does not mean a decrease in the importance and significance of informal education, which is located outside institutional space. Informatization of the society as a phenomenon of the XXI century affects not only the professional and social, but also the personal life of a man. Being constantly in information space means not only obtaining new knowledge from areas that are far from the professional one, but selecting it based on the critical assessment of information as well. The ability to carry out such a selection quickly is now called information competence [9; 11; 13]. Informal education also plays a significant role in the development of such a quality at all the levels (professional, public and personal ones), since it accompanies a person at any time and in any of the activities.

On the other hand, institutional education is able to adapt a person to changing socio-economic space much better, since it itself exists in institutional and, therefore, socio-economic environment.

Indeed, if we take into account that in the conditions of market economy and the labor market situation, obtaining institutional education is conditioned by professional and socio-economic motives, then the opportunity to apply the acquired skills not only at the current place of work, but in the labor market as a whole as well makes a document confirming further education the most significant factor in the choice of educational programs for adults [2]. The Law on Education also mentions the “changing conditions of professional activity and social environment” [6]. In this case, the received education becomes, firstly, “convertible”, and, secondly, it is a fact of a specialist’s educational biography. A diploma confirming further vocational education today is usually indicated along with the main education in the chief section of a resume. As for non-formal education, certificates obtained at trainings, seminars, workshops and other institutional forms of this type of vocational education are noted, as a rule, in the additional column, because a person can have a very large number of such documents due to the short-term nature of such programs or activities.

So, we can say that among all the additional educational programs for adults, vocational ones are the most sought-for today. This happens for the following reasons:

1. In modern conditions, a working person doesn’t have much free time: attending an educational institution only for the sake of one’s own development may be considered inexpedient.

2. Low incomes force many people to save on non-essential services, to which an adult may attribute an additional general education (general development) program that does not provide professional prospects [14, c. 761].

3. The age characteristics of an adult and the status of professional activity mainly determine one’s interests in the professional sphere. Thus, an additional vocational program can also satisfy personal development needs, that is, perform general developmental functions.

4. An additional vocational educational program is an opportunity for an adult satisfying his interests and solving the problems of his development at the same time increasing competitiveness in the labor market.

So, the system of further vocational education is a part of the additional education of adults, which, in turn, is a part of formal education in the continuing education area. The notion of “continuing education system” implies a set of interrelated types of education, educational institutions, educational organizations, subjects of educational activities, as well as practical approaches and theoretical and methodological foundations for organizing continuous educational process [4; 17].

This system has some weak points concerning the connections of its components. First of all, we should speak about the integrity of the types of continuing education. Continuity in practice is often traced neither at the chronological “vertical” level (school – college – university – work), nor at the synchronic (various educational channels) one. For example, when a Master’s degree student or postgraduate does not work within his specialty and gains experience and knowledge which are different from his future profession; or when there is a small number of popular informational educational channels (television, radio programs and Internet resources) devoted to professional issues that could be used by an adult specialist.

Obviously, these problems are not purely pedagogical: they have rather economic, political and social context. Thus, both further vocational education and continuing education are interdisciplinary areas of research with many approaches and, as a result, with many points of view on the prospects for their development in the country.

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Статья посвящена дополнительному профессиональному образованию как педагогическому и социально-экономическому феномену. Автор обозначает место и роль дополнительного профессионального образования в структуре непрерывного образования личности, обосновывает его важность для профессионального и личностного становления человека в современных условиях. Приводятся основные трактовки рассматриваемых понятий и подходы к их изучению.

Ключевые слова и фразы: образовательное пространство; профессиональное образование; дополнительное образование; повышение квалификации; образование взрослых; непрерывное образование.