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LIFELONG LEARNING: NEW PARADIGMS AND SUSTAINABLE PERSPECTIVES

Abstract. In this article, the author deals with the importance of the concept of "lifelong learning", highlighting life situations and the culture of education and employment, creating a comparative and causal analysis of the theory of lifelong learning. The author also gives possible ways of developing this direction and the results we will encounter in the future.

Key words: lifelong learning, design principles, development of study programs, academy, industry.

Introduction

At present, the Uzbek society is adapting to the new market conditions of functioning of production organisations, and the criteria for professional and qualification potential are changing, which will ultimately contribute to the growth of the national economy. The level of professional and qualification potential depends on the level of professionalism, which is largely determined by an effectively built system of professional training, personnel in the organisation. Education plays a fundamentally new role in this chain. Today, it is the ideology of lifelong learning that conceptually defines education policy.

In recent years it has come to be realised that traditional forms of higher education, in view of the increasing demands on workers' skills and rapidly changing technology, must undergo major changes. The increasing role of intellectual capacity in modern companies makes it necessary for them to become a learning organisation.

The fundamentalisation of knowledge is one of the requirements of modern production. The saturation of the national economy with personnel unprepared to work in an



environment of constant innovation, focused mainly on solving operational tasks, is in no small measure the result of "education for the sake of a diploma".

Main body

The idea of lifelong learning, which involves realising and ensuring that a person's knowledge needs are met throughout his or her life, is also not so one-sided and straightforward. In our country, continuing education is interpreted as a vital necessity under conditions of constant modernisation of science and production, and rotation of the production base. In both cases there is a motivation of lifelong learning related to professionalization and adaptation of a person to the conditions of production. That is, continuing education acts as a means of social protection of a person under conditions of technological revolutions. This understanding of lifelong learning is more similar to compulsory professionalization dictated by economic conditions. In this case, there is no reason to expect a positive attitude towards education, for which continuing education should become a system based on certain strategies supported by purpose, methods and assignments, and the main motive of its subjects should be the need to develop the creative abilities of an individual.

The problem of teacher motivation in continuing education is particularly challenging against the background of decreasing student motivation to learn, caused by unemployment and insecurity, lack of skilled labour vacancies, low salaries for many professionals with higher education and the like. On the other hand, pupils' apathy and their negative attitude towards the learning process may lead to emotional exhaustion of teachers and provoke "emotional burnout" in teachers.

On the other hand, it is worth noting that the volume of educational, methodological, reference and other psychological and pedagogical literature today is no longer able to provide self-education for the teacher. The widespread use of information and telecommunication technologies is necessary.

In its totality, a lifelong learning system is designed to ensure that the interests of all stakeholders in education are aligned and fulfilled. But is this really the case? And why has the continuous modernisation of the education system carried out in Russia for more than twenty years not yet yielded the expected results? As an institutional concept, "lifelong learning" has appeared relatively recently, and there is still a debate about its definition. There are several approaches to the definition of this concept in the domestic literature, which differ significantly from each other, both in terms of possible models for ensuring lifelong learning and models for coordinating the interests of the key actors in the educational process.

The development of continuing education has always responded to the changes that have taken place in the economy and society. In previous periods, when the external environment was fairly stable but there were spatial (across territories) and level gaps in the formal education system, lifelong learning, including through additional education, played a largely compensatory role. It equalized these gaps both in the system of pre-professional (various preparatory courses for entering higher education institutions) and in the system of professional education (advanced training courses, allowing to successfully master programs of higher professional education), providing everyone with equal opportunities for personal and professional growth. In a stable external environment, the need for frequent career changes was not widespread. Education was therefore perceived as "education for life". Theoretical knowledge was stable, and its practical application was quite easily formalised into normative their practical application was quite simply formalised into



normative, instructive or "procedural" knowledge. This was not interdisciplinary in nature and was implemented quite effectively both independently and through effectively implemented both independently and through continuing education programmes. An important feature of education An important feature of education in this period was its educative function. An important feature of education in that period was its educative function, realised through the teacher's role in the process of personality formation The role of the teacher is realized through the teacher's role in the process of personality formation at school age The role of the educator was an important feature of education in this period.

The state and business, interested in effective economic growth both at the level of an individual company and the economy as a whole, are now becoming the customers of lifelong learning. The need to bridge the gap between business requirements for employee competences and the ability of universities to train students in accordance with these requirements has arisen in its own right. Under the influence of technological innovations, including information technologies, the needs of business in new employee qualities were growing faster than the universities were able to form and develop these qualities. Universities began to lag disastrously behind the needs of business, and this gap.

There has been a growing gap between the educational outcomes, knowledge and competencies acquired by students in the multi-level education system, and the expectations of business and government as the main consumers of these outcomes. As a result, the interests of the main subjects of education have been violated, both of the state and business, as well as of the individual, whose competences acquired over a long period of education have not been professionally demanded. Perhaps this can to some extent explain the fact that, according to research data, in some regions of the country over 50 % of university graduates and up to 64 % of graduates of secondary vocational schools change their profession immediately after graduation. This has led to a change in the compensatory value of continuing education. Today, its aim is to bridge the gap between education and business from the perspective of forming and developing the knowledge and competencies that will allow an individual not only to successfully adapt in the changing external environment, but also to build his/her personal potential for professional growth.

Continuing education today is increasingly comprehensive, but it is predominantly focused on the development of a person's professional potential.

The paradox of the development of lifelong learning lies, in our view, in the fact that its compensatory nature is both a threat and an opportunity for the development of the entire education system. The opportunity manifests itself in bridging the gaps that inevitably arise in the formal education system due to its high inertia. This contributes at each stage of lifelong learning development to the reduction of contradictory interests of all actors in the educational process and their subsequent reconciliation. The threat lies in the fact that in the system of lifelong learning is essentially "patching up the holes" in formal education. This in turn leads to:

- overlapping of functions in the system of basic and supplementary education;
- increasing the risk of inefficient competition between educational institutions for the same educational resources;
- to decrease the economic efficiency of the use of both educational resources and students' time.

And, most importantly, the problem of "ahead of the curve" education is not solved, since the compensatory education model itself is more inclined to The problem of "ahead of

the curve" is not solved, as the compensatory education model itself is more oriented to adaptation to the changes taking place rather than to their anticipation and prevention.

The essence of "ahead of the curve" education is not to catch up with the past, but to create the future. And this should be the goal of lifelong learning in the short term.

In order to meet this requirement, a major restructuring of the entire education system is required. First and foremost, the priority of interests in the educational model should be changed. It is the individual, rather than society, state or business, that should be the decisive interest in education. This is due to the fact that an individual should feel a strong need to constantly build up his/her personal potential through education, and other subjects of the educational process should create all necessary conditions for this: social, organizational and material. "Lifelong learning" has to turn into to **"learning as a lifestyle"**.

Advanced education should be aimed at the continuous production of innovations. An innovation is defined as a new or improved product or technology used in practice. Innovation has the systemic property of emergence, i.e. it gives an organisation, a business, a process additional systemic properties not previously inherent in them, which manifests itself in the growth of their efficiency.

In the future, continuing education will aim to create learning and self-learning conditions for individuals so that their occupational dynamics are in harmony with their personal development. The focus on conceptual knowledge creation and innovation must begin in school education and continue at all levels, including further education.

Conclusion

New approaches to the organization of the learning process, its methodological support, the development of forms and methods of independent learning will be needed. The role of the teacher will increase again, but in a new capacity - as a mentor and partner, while learning itself will take the form of group interaction: many by many. There will be a need to develop schools of thought on a new level.

There will be a need for the development of scientific schools on a new level. The first attempts at such changes are already underway. These include advanced training, group project activities, mentoring, and research projects developed jointly with business representatives. But all of them are still based on enthusiasts, are non-systemic, fragmented and are not determinative.

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