

9	Institutional support
10	Credit transfer

Reference

- [1] Cross-Border Higher Education and Development. www.oecd.org, 2008.
- [2] Daniel Obst and Matthias Kuder, International Joint- and Double-Degree Programs, International Higher Education – Number 66 Winter 2012 pp. 5-7.
- [3] www.wikipedia.org, September 2013.
- [4] Vincenzo Raimo, Nottingham University. Do transnational education (TNE) developments take us beyond the rhetoric of internationalization? Presentation materials from seminar, Madrid, April 22-24, 2013.

LIFELONG EDUCATION AS A BASIS FOR SUSTAINABLE DEVELOPMENT OF FUTURE GENERATION

Baymakov A.U.

The article is devoted to the trends and main processes in the ensuring of lifelong education in Uzbekistan and the main changes and perspectives of development of lifelong education in other countries.

UZLUKSIZ TAʼLIM KEDAJAK AVLODNING BARQAROR RIVOJLANISHI ASOSI SIFATI DA

Баймаков А.У.

Ушбу мақола Ўзбекистондаги узлуксиз таълим тизимининг йўналишлари ва асосий жараёнларига ҳамда бошқа давлатлардаги ушбу тизимнинг туб ўзгаришлари ва истиқболларига бағишланган.

НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ КАК ОСНОВА ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ БУДУЩЕГО ПОКОЛЕНИЯ

А.У.Баймаков

Статья посвящена направлениям и основным процессам по обеспечению непрерывного образования в Узбекистане и основным изменениям и перспективам развития непрерывного образования в других странах мира.

The Uzbekistan has entered a phase of history in which change in higher education is one of the essential features of development of the country; it is a change that is radically different from that experienced in the past. The President's

recent Resolution “On Improving the System of Training and Attesting of Highly Qualified Scientific and Pedagogic Personnel” adopted as of July 24, 2012 and the Resolution of the President of the Republic of Uzbekistan “On Measures of Further Enhancement of Learning Foreign Languages System” as of December 10, 2012 are proof of it.

The very structure of society is changing; the proportions of the different social groups making up the population are perceptibly evolving. New needs and new aspirations are coming to light. Changes in economic activity are transforming the conception and conditions of employment. The development of education and health services ultimately has major social consequences. The revolution in the sphere of information and communication technologies has speeded up change tremendously. Its effects, already considerable in many fields, will continue to make a deep impact in other fields, education in particular, in which they are just beginning to be felt.

The main objective of the system of higher education is to provide Lifelong education, which is the main aspect of sustainable development of future generation. Lifelong education is being recognized by traditional colleges and universities as valid in addition to degree attainment in many countries of the world. Some learning is accomplished in segments or interest categories and can still be valuable to the individual and community. The economic impact of educational institutions at all levels will continue to be significant into the future as formal courses of study continue and interest-based subjects are pursued.

The Order on “National Programme of Preparing of Personnel” was adopted by the initiative of the President of Uzbekistan Islam Karimov in 1997. Preparing of personnel is being implemented in three phases:

First phase (1997-2001) – ensuring juridical, scientific, methodic and financial conditions in reforms of the system of education by saving positive features of the present system of training personnel.

Second phase (2001-2005) – qualify the system of training of personnel taking into account development of the labour market and real social-economic condition. Transfer to leveled (rank) education according to the compulsory general and professional education, and according to skills and possibilities of teachers.

Third phase (2005 and further) – further development of the system of preparing of personnel by analyzing and summarizing of gained experience according to the perspective of country’s social-economic development.

Nowadays on the basis of principles of the National Programme of Preparing of Personnel the Model of Preparing of Personnel was adopted, it consists of **person-state and society – lifelong education – science - manufacturing**.

The acceleration in the advance of knowledge means that individuals must constantly update their knowledge. What is more, the advance of knowledge leads increasingly to technological innovations which disrupt the employment structure, create personnel needs in new fields and specializations, increase the needs in certain existing fields while in many cases altering the qualifications and skills

required, and at the same time reduce or do away with personnel needs in certain fields and in certain traditional occupations.

Learning occurs throughout life. Education cannot be envisioned as a finite thing, a “preparation” for life, but must be viewed as a part of life itself. (2, 33) People can no longer view the end of compulsory education with relief or value freedom from educational obligation more highly than the continuation of intended learning.

This twofold process, which will become more and more marked, makes it necessary for higher education constantly to update its courses and the range of subjects taught and to review the educational process so that it contributes to learning to learn and learning to be enterprising. Furthermore, it places **higher education before the task of implementing both new courses of the traditional type and an increasingly wide variety of courses of new types for graduates or non-graduates who are seeking to update or refresh their knowledge and skills, to retrain, to change career or to broaden their general education.** In many countries higher education has already applied itself to this task to varying extents, and some of its institutions have taken the initiative of establishing partnerships with companies and other social actors and organizing training courses for specific socio-economic or purely cultural purposes. However, it is now a question of regarding this activity as an organic function whose importance is bound to increase. Flexibility and the capacity to cope quickly enough with the evolution of needs, and to make the necessary internal changes, to anticipate this trend and help shape its direction, are becoming characteristics necessary to higher education if it is to accomplish its mission in society to the full.

Another socio-economic trend is a powerful factor in the expansion of higher education. On the one hand, an ever-increasing number and proportion of jobs and activities require knowledge and skills of a high level. Higher studies thus become necessary to fill these jobs, and the social demand for higher education is tending to increase continually as the role of advanced rational knowledge in human activity increases. On the other hand, in increasingly complex societies, participation in the political, social and cultural life of the city, the exercise of human rights, and everyday life which is also increasingly complex, incline and encourage young people and adults of all ages to broaden their general education throughout their lives and to acquire the knowledge and skills required in a knowledge society.

These processes have two major consequences, which are already operative and which will lead in the long run to a radical change in all educational activity in both quantitative and qualitative terms. First, together with the substantial expansion of secondary education, which has already become almost universal in the developed countries and is on the way to becoming so in a growing number of other countries, these processes are at the origin of growth rates in higher education even more spectacular than those in secondary education. Their combined effect, reinforced by the new opportunities opened up by the information and communication technologies for the widening of access to higher education, is

resulting in a strong trend towards the generalization of higher education, either sooner or later according to the country. This generalization will not resemble that of secondary education and will not lead to direct promotion for all from secondary to higher education without a break. It means that practically everyone will go through one form or another of higher/post-secondary education, but at various stages in their lives. It will often happen in new and increasingly diverse ways, with increasingly varied, and even customized, study objectives, entry paths and chosen course lengths. The only solution will be to see higher education institutions as a place for lifelong education. **In view of the nature of the factors which are at the origin of this tendency towards the generalization of higher education**, which will benefit people at one period of their lives or another, the trend seems irreversible in the long run and stands out as one of the major challenges higher education and societies will have to meet in the twenty-first century.

Secondly, in the light of the above-mentioned processes and trends, it is becoming necessary to rethink education as a whole, since none of its levels or forms, including higher education, can be regarded as truly final any longer, and since its structures and courses cannot remain fixed once and for all, but will have to evolve, vary and become more flexible in order to respond to the evolution of societies, needs and aspirations or, better still, to anticipate and help shape their direction. **The great change that is imperative in the field of education is therefore its transformation with a view to the goal of lifelong education for all**, defined in the Recommendation on the Development of Adult Education adopted by the UNESCO General Conference at its 19th session (1976) and presented and explained in the major reports prepared under UNESCO's auspices by two independent international commissions under the titles, 'Learning to be' (1973) and 'Learning: The Treasure Within' (1996). For higher education, from the institutional, functional and curricular standpoints, this radical change means its full integration in an overall project for continuing or lifelong education. 'The nature of present-day knowledge, owing to its constant renewal and breathtaking expansion, is in keeping with the concept of lifelong education'; 'the lifelong education model must be integrated without delay' (Havana). 'The concept of lifelong learning is of utmost importance' (Tokyo, Beirut). '... strong support is needed for the renewal of systems through new policies and new paradigms for higher education founded on such concepts as [...] *lifelong education* ...' (Tokyo). 'Lifelong learning for personal and professional development, for career change, transferable skills and to match supply and demand for highly trained personnel is essential' (Palermo).

Lifelong learning is more than adult education, which often is restricted to providing people with opportunities to engage in (school-like) learning activities during their adult life. The challenge for lifelong learning is to fundamentally rethink learning, teaching, and education for the information age in an attempt to change mind-sets. Lifelong learning involves and engages learners of all ages in acquiring and applying knowledge and skills in the context of authentic, self-

directed problems. By integrating working and learning, people learn within the context of their work on real-world problems.

There is not a scientific, best way to learn and work because real problems are ill-defined. Thinking, doing, and learning are integral to one another and not separate activities. Understanding is partial, and situated; total coverage is impossible. Much knowledge is tacit (unspoken) and relies on tacit skills. Thus, all relevant knowledge cannot be explicitly articulated.

The learner's involvement in goals setting is a prerequisite to motivated and self-regulated learning. Goal setting implies the personal commitment of the learner and is an integral part of learning in life. The learning is rewarding because the learner is in the process of realizing his or her goals. In traditional learning, motivation is often lacking because students are not involved in goals setting.

Learning goals are often unclear to students and seem to have no clear relation to life goals. Students are often not compelled to feel that these are their goals, but rather those of the teacher, the school, or society. The goals are fixed and predetermined, providing students with little or no chance of involvement.

Traditional learning tends to motivate by extrinsic rewards, such as praise from the teacher or others, grades, or financial compensation. As a result, students can develop a dependency on praise, leading to feelings of insecurity and non-development of task motivation.

Learning flows from a variety of activities, for example, observing how other people do something, discussing with others, asking someone, looking up information, trying something for oneself and learning from trial and error, and reflecting on all the previous activities. The mental activities involved in learning may be divided into four categories: (a) social interaction, (b) processing verbal and other symbolic information, (c) direct experience, and (d) reflection (3, 45). Learning in real life usually combines activities from different categories and is always interwoven with the sociomaterial world. In contrast, traditional school learning tends to focus mainly on one type of activity, processing symbolic information.

Evaluation of learning in life is directed toward achieving life goals. Evaluation is not an end product, but leads to renewed orientation, other learning activities, or a change in goals. The learner decides if and why the gained knowledge and skills were satisfactory. At school, the teachers and administrators decide on the criteria and also decide whether the students have satisfied the criteria or not. Traditionally, criteria are often related to the learning goals, but not to life goals. In real life, learners decide on the type of activities in which to engage, often with input from others, but the final responsibility is with the learner. In traditional learning, most of the regulating is done by the teacher and educational system. This makes learning look like a neat, step-by-step procedure, from the beginning of the book to the end, from the start of the program to the examination. Learning processes in real life are much less predictable and straightforward.

Lifelong learning is largely self-directed learning. Self-directed learning is “a process in which learners take the initiative, with the support and collaboration of others; for increasing self- and social awareness; critically analyzing and reflecting on their situations; diagnosing their learning needs with specific reference to competencies they have helped identify; formulating socially and personally relevant learning goals; identifying human and material resources for learning; choosing and implementing appropriate learning strategies; and reflecting on and evaluating their learning.” (4, 182) This humanistic characterization of self-directed learning implies a sense of social awareness and responsibility, self-actualization, and the acceptance of personal responsibility for one’s own learning.

An individual’s learning potential and the development from novice to expert depend on the development of expertise in learning to learn (knowing what and how to learn), having access to a relevant knowledge base to build on, and being motivated to learn. When competency in a domain increases, the learner begins to develop his or her own domain-related goals, chooses and employs more adequate strategies, and shows increasing ability to operate independently. An expert does not only possess a vast amount of domain knowledge, but is also expected to contribute knowledge to the domain. The expert’s motivation comes from strong internal goals, such as a desire for personal growth, capitalizing on existing knowledge to supplement professional competence, and ensuring accountability for practice through renewed clinical competence.

Conclusion

Lifelong learning is now recognized by educators, governing bodies, accreditation organizations, certification boards, employers, third-party payers, and the general public as one of the most important competencies that people must possess. Promoting lifelong learning as continuous, collaborative, self-directed, active, broad in domain, everlasting, positive and fulfilling, and applicable to one’s profession as well as all aspects of one’s life has emerged as a major global educational challenge. Meeting this challenge will require changes in the way teachers teach and learners learn, as teachers take on a more facilitative role and learners take more responsibility for setting goals, identifying resources for learning, and reflecting on and evaluating their learning.

References

1. I.Karimov “National Programme of Preparing Personnel” Tashkent, 1997.
2. BallC. *Learning pays: the role of post-compulsory education and training (Interim Report)*. London, England: Royal Society for the Encouragement of Arts, Manufacturers and Commerce, 1991.
3. WainK. *Philosophy of lifelong education*. Kent, England: Croom Helm, 1987.
4. TitmusC. *Concepts and practices of education and adult education: obstacles to lifelong education and lifelong learning*. *Int J Lifelong Educ*1999; 18(3): 343–354.