INTEGRATION APPROACHES TO THE "CONCEPTUAL SPHERE" OF CONTINUOUS ADULT EDUCATION IN THE POST-SOVIET SPACE

Assel Yessentayeva  
PhD student, researcher in L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Elena I. Mychko,  
Scd in Pedagogy, Professor, Professor of the Institute of Pedagogy, Immanuel Kant Baltic Federal University, Kaliningrad, Russia

Elena V. Potmenskaya,  
PhD in Education, Associate professor of the Institute of Pedagogy, Immanuel Kant Baltic Federal University, Kaliningrad, Russia

Yulia S. Mitina,  
PhD in Education, Associate professor of the Institute of Pedagogy, Immanuel Kant Baltic Federal University, Kaliningrad, Russia

Kabiba S. Shagbanova,  
Doctor of Philology, Professor, Professor of the Department of Philosophy, Foreign Languages and Humanitarian Training of Internal Affairs Officers of the Tyumen Institute of Advanced Studies of the Ministry of Internal Affairs of the Russian Federation, Tyumen, Russia  
Radogost2000@mail.ru

ABSTRACT
Acceptance or non-acceptance of the proposed changes is largely determined by how innovations are evaluated by the population, and what fundamental values and institutional foundations are associated with these or other assessments of these changes. Education, along with health care, is a basic social sphere, and therefore the assessment of the situation here is especially important in terms of the impact of the reforms. In recent years, evaluation studies have become an important element of social policy and research practice in Russia. This is due to the introduction of new principles of social policy management and large-scale reforms in education and other areas. Under the evaluation study, we, following The American sociologist K. Weiz, understand the systematic evaluation of the process or results of the social policy program, which are compared by a set of explicit and implicit parameters, in order to improve the entire direction of social policy or a separate program. The growing interest of politicians in evaluative research in the post-Soviet space leads to the need to improve the methodological framework in this area. Despite the experience of such work, currently Russia and Kazakhstan are at the initial stage of development of evaluation studies, and there is a small amount of empirical research in this area. Creative relationships are manifested in the case, if cultural codes are revealed. Joint codes are characterized by the fact that some codes will be disclosed, but some will remain undisclosed. In contractual relations, both parties recognize that part of the code is blocked for the duration of the work. And forced relationships in which codes are locked regardless of processes. In the early stages of its activities, the organizers of the Presidential program for some reason did not refer to the concept of "continuing education" in the development of the program and in the course of evaluation studies, although this concept was actively used by politicians in Europe, and 1996 was even declared the year of continuous education in the EU and at the same time there was a so-called doctrine "Third way", which was aimed at the development of continuous education in the region.

Keywords: pedagogy, continuing education, adult population, post-Soviet space, innovations, integrative processes

Introduction
Continuing education in the EU Declaration is understood to mean "all types of lifelong learning with the aim of improving knowledge, skills and competence in the individual, social,
professional fields and related to the employment perspective". The Declaration placed greater emphasis on economic objectives, while social issues remained secondary.

We will present for further review the characteristics of the theoretical concept of «continuing professional education of adults». To this end, we turned to the work of D. Konstantinovsky and V. Vakhstein, where they offer a description of the three models by which the system of continuous education can be disassembled:

1. The system of continuous education in the model "lifelong Education".
2. The system of continuous education in the model "adult Education".
3. The system of continuous education in the model of "Continuing professional education".

One of the advantages of the first model is the possibility to include in the monitoring system both within the institutions and outside the institutions of education.

Institutionalized forms, as the name implies, are those carried out within the framework of existing educational institutions in society. It is much more difficult to identify and describe non-institutionalized forms of education. An example of this form can be any ways of self-education. Such educational activities are informal.

Initially, non-formal education was distinguished from formal schooling and non-formal courses. In other words, the term non-formal learning refers to any learning that is acquired outside the formal basic and supplementary education system.

A. Anticainen gives the following examples of formal, non-formal and informal education: "formal education, such as a degree, as well as non-formal education, such as the acquisition of vocational skills in the workplace; and non-formal education, such as intergenerational education, for example, where parents learn to use computer programs with their children, or play instruments with friends". G. Dohmen offers non-formal learning to understand all the processes of self-study that take place outside the formal education system.

We decided to focus on the age criterion in determining the adult used in the monitoring of continuing education by OECD countries in identifying educational needs where, as a rule, the age range of 24-65 years is set.

When we turn to the continuing education of adults, we must understand that this age has some peculiarities. Adults generally already have formal education and practical experience. They call with specific queries when search of programs of additional education. Adults have time limits because they have to study and work at the same time. However, adults are usually more motivated to learn.

Despite the institutional diversification, the state is still the main agent influencing the activities of educational institutions. In addition, professional education is closely connected with production and business, conducting partnership programs with them. This, in turn, can contribute to mutually beneficial cooperation and effective use of intellectual and scientific resources to supply the business with qualified specialists, joint projects and innovation. From the point of view of neoliberals,


7 OECD Employment Outlook, 2004

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it is necessary to reduce public funding for education, institutional diversification and the introduction of market principles.

The economic situation of the country depends on the development of new information knowledge and technologies that allow capital to move electronically around the world almost instantly.\textsuperscript{8} The new economy creates conditions for the prosperity of some countries, but also leads to the economic exclusion of other countries.

**Materials and methods**

Theoretical and methodological basis of the study are: "auxiliary measurement theory" by H. Blaylock, the method of conceptual maps by W. Trochim, works devoted to the concept of "continuing professional education of adults".

Auxiliary measurement theories are an explicit formulation of the transition from theoretical concepts to variables available to observation and measurement. The construction of models corresponding to a particular case, characterizing the relationship between their multiple indicators and latent variables, is called the process of conceptualization. In accordance with this concept, the meaning of the diagnostic procedure is that the auxiliary measurement theory is built on a preliminary stage. On its basis, the study and evaluation of the relationship of "construct" and its empirical indicators. In this case, diagnostics implies conceptualization of stable complexes or groups of variables.

An important step in the development of the methodology of evaluation studies was The method of constructing conceptual mapping of W. Trochim.

The empirical base of the research is the materials of the "Presidential program of management training", which has been operating since 1997. This program provides an opportunity for middle and senior managers of Russian enterprises to receive additional education in the field of marketing, management or financial management. The program is valid throughout the Russian Federation. Participants of this program are trained in more than 80 Russian universities. Six months after completion of the training, participants are interviewed about the results. This concept appeared in the works of European researchers in the field of education only at the end of the XX century. We pay great attention to the reasons for the sharp growth of interest in this concept in Europe and give a brief overview of such concepts as adult education and vocational education.

According to R. Edwards, the academic literature does not give a single universally recognized definition of "continuing education", but instead there is a whole "conceptual sphere" (conceptual space). This area includes several concepts that are related to the continuous education of adults, such as: human capital, learning society, information, knowledge. The model of education of managers in Russia fits into the concept in the best way.

To build a model of "continuous education" let us turn to the analysis of the "conceptual sphere" of continuous adult education: learning society, learning organization, human capital, social capital. And also we are interested in several key actors of the model: the state, university, organization, adult.

**Results**

Adult education is characterized by a wide variety of methods such as: telecast or distance learning programs; distance learning courses; discussion clubs or support groups; language courses, on-the-job training; full or partial training in classes or courses in which the mentor or teacher has a formal role.

Several types of adult education can be distinguished as follows:

1. Education to improve vocational, technical, and professional knowledge. This type of education prepares an adult for an existing job or a new job, and it can contribute to the acquisition of additional knowledge when changing jobs or changing professions.

2. Education aimed at a healthy lifestyle and well-being. This type of education includes all types of education for healthy lifestyles, relationships, consumer literacy, early child development, cleanliness, health care, etc.

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3. Education aimed at the development of knowledge in the field of civil and political literacy and competence of associations. This type of education provides all kinds of training related to forms of government, social development, interaction of public and international organizations, knowledge of the mechanism of Federal and regional interaction and participation in political life, etc.

4. Education for the development of personal abilities of the individual. This type of education includes all educational humanitarian programs in the following areas: singing, painting, dancing, design, music, literature, applied arts. These programmes are aimed at learning for self-realization rather than at achieving the goals included in other adult education.

5. Remedial education: basic education and literacy. Such education appears to be the basis for all of the above types of adult education and therefore as a type is a little away from other types of adult education.

In many respects, the proposed concept of continuing education is identical to additional professional education, since it also involves continuous retraining. The difference is that additional professional education should in principle be related to basic education, and continuing professional education, in turn, focuses more on the continuity of training in the professional sphere and is not necessarily related to the profile of basic education.

This discrepancy is of great importance, as it implies a different logic of building a professional career.

In the structure of additional education it has a linear nature and is associated with a consistent change of technology; while in continuing education it is not linear and is due to the constant change of technology, forced the need for the employee to move to other areas of activity and, consequently, to change professions many times during professional life.

Modern universities are influenced by McDonald's, which is described in J. Ritter. There are four dimensions to formal rationality: efficiency, predictability, miscalculation, and control through the replacement of human technology with the unification of operations. Efficiency refers to the optimal method of ensuring the transition from one state to another. Miscalculation means an emphasis on the quantitative aspects of the goods sold (portion size, cost) and services (the time it takes to get something. McDonald's also offers predictability, a guarantee that all products and services will be the same anytime, anywhere. The fourth success factor of McDonald's, control, is attached to all the people who enter the world of McDonald's9. That, in fact, turns the UNIVERSITY into a flow conveyor, which is dominated by Fordist character.

Discussion

There are difficulties in the definition of continuous/ lifelng education (lifelong learning). Various authors give several definitions of this concept: continuing /adult / lifelong education (continuing / adult / lifelong education).10 A review of the work of British researcher Robert Edwards, the Greek Professor N. Kokosalakis the Russian scientist T. Y. Lomakina will provide an opportunity to understand the causes of the variety of definitions. Edwards 'work is a historical narrative, a picture of the emergence and development of continuing education as a combination of policy and practice in this field. The author discovers the absence of a single definition of lifelong learning and gives a lot of interpretations11. Edwards provides an overview of the work on continuing education and analyses statistics on education.

In the works on continuing education there is no single definition, as it covers the following concepts: continuing education (lifelong education), adult and old people education (adult education), continuing education (continuing education). Sutton writes that in the English language the concept of lifelong education emerged in the 1920s but different formulations have arisen in connection with translation of source definitions into other languages in the numerous documents of the world organizations - the OECD and UNESCO.


The British education Index indicates that the concept of "lifelong learning" was mentioned only four times between 1986 and 1998 (Page and Thomas, Cullen, Jarvis, Sutton). Sutton in his works gives several definitions simultaneously (lifelong education, recurrent education, lifelong learning). Cullen sees re-education as a planned strategy for lifelong learning.

Recently, more and more attention is paid to the use of ethno-psycholinguistic teaching methods, individually differentiated approach to the concept of education. At present, there are a huge number of definitions of continuing education in foreign literature.

The initial increase in public attention to adult education occurred in the late 1950s. The reason for this attention was: on the one hand, the interest of social reformists (for the emergence of training opportunities for workers) and on the other hand, the interest of Industrialists (for the growth of profits by improving skills in the workplace). With the assistance of social democratic reformists, programmes such as the "second education" programme in Scandinavia, the "Open University" in the UK, and the "150 hours of training" programme in Italy have emerged.

Carrying out any classification of agents and institutions included in adult education is a very difficult task, because there is a wide variety of institutions that carry out this type of education.

Popular schools there are currently. Each school has its own specialization, but the diploma of such a school is not a certificate of a specialty.

The adult education centres, which are the most distributed specialized adult education agents, included such educational forms as the workers' Academy in Finland, the people's high school in Germany and Austria, the adult education centre in the UK and the people's University in the Netherlands, Italy and Switzerland. An important characteristic of these institutions is that they are independent of state institutions, at least in the definition of programmes; that student attendance is voluntary and students are part-time; teachers and administrators are either volunteers or professionals, for whom this work is additional.

Such schools do not prepare students for exams and do not teach the necessary vocational skills. Traditionally, the curriculum includes the teaching of practical skills, art, music, drama, techniques to solve family and social problems, foreign languages, as well as courses designed to give adults a chance to be trained in the basic education program.

R. Edwards believed that the reason for the broad interpretation of the term learning society, due to the fact that it is not enough conceptual transparency, and this leads to the fact that it may mean different concepts. In his concise review of international discussions about the learning society, he identifies three concepts:

1. The concept of democratic, free education, implying for all its members similar opportunities to obtain formal educational services (which should be expanded). This concept was developed mainly by urban, liberal teachers in European countries in the 1960s and 1970s.

2. The concept of a free educational market, where different educational institutions provide training on a competitive basis, is aimed at improving the quality of mass (vocational) training and

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12 The UK education index is a subscription database of information on British literature that includes educational resources, policies and practices. http://leeds.ac.uk/bei/bei.htm


raising the level of qualification in order to increase economic competitiveness. This concept has been
the brainchild of a time of economic uncertainty since the mid–1970s and has served the interests of
industrial associations and conservative governments.

3. A modern concept of open learning networks that promotes a wide range of abilities and
skills. This concept implies that students use networks independently and creatively to meet their
learning needs according to their interests.

The concept of continuing professional education of adults also correlates with the concept of
learning organization, as a specialist who has completed his studies in an educational institution, then
enters the labor market and applies his knowledge in the workplace. Differences in the social
distribution structure within an organization increases the importance of learning.

Conclusion

Thus, adult education centres were not originally established by the state, and were aimed at
acquiring different skills, although preference was given to professional skills that promote upward
social mobility.

When considering the concept of "institutionalization of reflexivity" the most important of the
plots is analytical skills. The process of lifelong learning is based on the student's ability to find
information to solve specific problems. If in the earlier stages of education, primarily associated with
the school, having a number of negative qualities, and often have psychological barrier to further
education, a new, modern society in its consumer form encourages a growing distinction between the
formal and informal education. Last term, apparently, is better corresponds to the concept of
"deinstitutionalisierung".

So, let us generalize the distinctive features of the concept of " continuing professional
education of adults»:

1) education can be provided in both institutionalized and non-institutionalized forms of
education,
2) student age 25 – 60 years,
3) continuous improvement of professional knowledge and skills,
4) continuing professional education focuses on the continuity of the learning process and has
nothing to do with the nature of basic education.

In the traditional linear model of education, it is assumed that the majority of individuals
acquire education in school and higher education, and then a small part of them get a chance to receive
additional education (army, medical courses, trainings). The traditional model is unacceptable for
modern society on several grounds. First, in accordance with the concept of an educated person, a
person does not finish training at a certain age, but feels the need for additional education. Secondly,
professional requirements are constantly changing during a person's life and he needs to get additional
education. Third, it is a mistake to think that in school and in vocational training, a person learns
knowledge and skills in the learning process.

The concept of learning organization covers the terms: business learning, intellectual
organization, corporate classroom. In the process of globalization, there is a need to combine
production and training in organizations. Industrial training includes formal training in the
organization, and non-formal training directly in the process of employment.

Special training provides the employee with skills and knowledge that are of interest only in
the company where the employee received them. During the period of General training, the employee
receives skills and knowledge that will be applicable in other firms. General education is indirectly
paid for by the employee himself / herself when, in order to improve his / her skills, he / she agrees to
a lower salary during the training period, and he / she also receives income from General investments.

Meanwhile, special training is paid mainly by the firms themselves, which gets the main
income from it. The concept of special human capital makes it possible to characterize why
employees who have been working at the same place for a long time have a relatively lower turnover

20 Zinaida Vasilievna Polivara, and Irina Sovetovna Karabulatova. The Features of Speech Dysfunction in

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and why the filling of positions in organizations occurs mainly through internal career growth, rather than through external recruitment.

In this situation, education is analyzed in the context of the firm's performance indicators, and hence with the increase in its profitability. Many organizations are experiencing a shortage of specialists with good skills. It should be noted that for modern companies such skills as foreign language skills and personal qualities (communication skills, teamwork, creativity, entrepreneurship, leadership skills, initiative, management and presentation skills, ability to learn) are becoming more important. The concept of "learning organization" provided not only training in the workplace, but also a space for social development in the learning society. This function is implemented if the organization is divided into three parts: periphery, permanent core, contractual edge. In private and public firms, there are cases of discrimination in hiring, promotion and direction for training. If we consider this in a broader sociological context, such mechanisms of social discrimination of employees in the distribution of benefits within the organization increase the risk zone for a number of employees. First of all, they relate to the possibility of contractual edge and periphery in the availability of training. These categories are at risk.

This concept was actively used in a number of European countries in the field of education only at the end of the XX century. Adults have always enjoyed additional education, but during this period there are a number of changes in society that have led to changes within the state, educational institutions and business organizations. To do this, we also consider several concepts that are inextricably linked with continuous learning, such as learning organization, learning society, symbolic capital, human capital.

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