

NEW EDUCATIONAL TECHNOLOGIES AS A PLEDGE TO PROMOTE LIFELONG LEARNING

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Abstract

Lifelong Learning implies that a person needs to learn continuously in order to enhance knowledge, skills, abilities and competencies. Learning should be implemented for the whole life span not only through natural communication or life experiences, but also benefiting from a variety of conscious educational opportunities, including new technologies. Along with formal, non-formal and informal education, the priority is given to the implementation of modern educational technologies and strategies – transition from passive to active learning, as well as to the introduction of informational technologies in the education process.

The aim of the research is to contribute to the successful implementation of lifelong learning in Armenia by using new educational technologies, based on the analysis of the theoretical foundations of lifelong learning, and thereby support the development of a person's opportunities to live in a democratic society.

Based on the analysis of foreign and local literature, this article brings up a historical overview of the experience of different countries and the approaches of the authors. The conducted theoretical-methodological analysis allowed us to assume that almost all European countries, as well as China, have moved from continuing to adult education and then to lifelong learning.

The article refers to the factors that affect the implementation of lifelong education in Armenia and presents the steps that are necessary to ensure the successful realization of the process. Recommendations were made based on the analysis and our studies.

As a result of the research, it was found that the training of teachers is the most essential step towards realizing a lifelong education system in Armenia, thus creating a number of opportunities for the future, such as:

- raising the awareness of students regarding lifelong education and encourage their professional orientation,
- using traditional and non-traditional educational methods, the latest digital technologies to create an educational environment, based on national and international experience,
- developing an appropriate materials-technical base,
- establishing cooperation with experts and technological centers of different countries.

It was also found out from the studies that in the process of development of education and reform policies, it is necessary to take into account both the historical and socio-economic development features of the given country.

Keywords and phrases: Lifelong Learning; formal, non-formal and informal education; knowledge, skills and competence; distance learning; educational technologies

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Համառոտագիր

Ցկյանս կրթությունը ենթադրում է, որ անձը անհրաժեշտություն ունի շարունակաբար սովորելու և ընդլայնելու ձեռք բերած գիտելիքները, հմտությունները և կարողությունները: Ողջ կյանքի ընթացքում այն իրականացվում է ոչ միայն բնական հաղորդակցության, կենսափորձի, այլ նաև շարունակաբար գիտակցված բազմազան կրթական, այդ թվում՝ նաև նոր տեխնոլոգիաների հնարավորություններից օգտվելու միջոցով: Ֆորմալ, ոչ ֆորմալ և ինֆորմալ կրթություն իրականացնելիս առաջնահերթ է արդի կրթական տեխնոլոգիաների ու ռազմավարությունների կիրառումը՝ պասիվ ուսուցումից ակտիվ ուսուցման անցնելը, ուսումնառության գործընթացում ժամանակի պահանջով նաև տեղեկատվահաղորդակցային տեխնոլոգիաների ներդրումը:

Հետազոտության նպատակն է ցկյանս ուսումնառության տեսական հիմքերի վերլուծության հիման վրա նոր կրթական տեխնոլոգիաների կիրառմամբ նպաստել ցկյանս ուսումնառության հաջող իրականացմանը Հայաստանում, և դրանով իսկ աջակցել ժողովրդավարական հասարակությունում անձի ապրելու հնարավորությունների զարգացմանը:

Հոդվածում արտասահմանյան և տեղական գրականության վերլուծության հիման վրա ներկայացվել է պատմական ակնարկ՝ տարբեր երկրների փորձի, հեղինակների մոտեցումների վերաբերյալ: Կատարված տեսամեթոդական վերլուծությունը թույլ է տվել ենթադրել, որ գրեթե բոլոր եվրոպական երկրներն,

ինչպես նաև Չինաստանն անցել են շարունակական կրթությունից դեպի մեծահասակների կրթության մոդելին, այնուհետև՝ ողջ կյանքի ընթացքում ուսումնառությամբ:

Հոդվածում անդրադարձ է կատարվել այն գործոններին, որոնք ազդեցություն ունեն ցկյանս կրթության իրականացման վրա Հայաստանում, տրվել են այն քայլերը, որոնք անհրաժեշտ է կատարել գործընթացի հաջող իրականացումն ապահովելու համար: Վերլուծությունների և ուսումնասիրությունների հիման վրա տրվել են առաջարկություններ:

Հեազոտության արդյունքում պարզվել է, որ Հայաստանում ցկյանս կրթության համակարգի բարելավման համար առաջնահերթ կարևոր է դասավանդողների վերապատրաստումները, որոնց շնորհիվ հետագայում հնարավորություն կսեղծվի.

- ցկյանս կրթության վերաբերյալ բարձրացնել սովորողների իրազեկվածությունը և խրախուսել նրանց մասնագիտական կողմնորոշումը,
- օգտագործել ավանդական և ոչ ավանդական կրթական մեթոդներ, նորագույն թվային տեխնոլոգիաներ ուսումնական միջավայր ստեղծելու համար՝ հենվելով ազգային և միջազգային փորձի վրա,
- ստեղծել համապատասխան նյութատեխնիկական բազա,
- զարգացնել համագործակցությունը տարբեր երկրների մասնագետների և տեխնոլոգիական կենտրոնների հետ կապեր հաստատելու միջոցով:

Ուսումնասիրություններից պարզվել է նաև, որ կրթության զարգացման և բարեփոխումների քաղաքականության մշակման գործընթացում անհրաժեշտ է հաշվի առնել ինչպես տվյալ երկրի պատմական, այնպես էլ սոցիալ-տնտեսական զարգացման առանձնահատկությունները:

Բանալի բառեր և բառակապակցություններ. ցկյանս ուսումնառություն, ֆորմալ, ոչ ֆորմալ և ինֆորմալ կրթություն, գիտելիքներ, հմտություններ և կարողություններ, հեռավար ուսուցում, կրթական տեխնոլոգիաներ:

НОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ КАК ЗАЛОГ НЕПРЕРЫВНОГО ОБУЧЕНИЯ НА ПРОТЯЖЕНИИ ВСЕЙ ЖИЗНИ

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Аннотация

Обучение на протяжении всей жизни подразумевает, что человеку необходимо постоянно учиться и расширять знания, навыки, умения и компетенции. На протяжении всей жизни оно осуществляется не только через естественное общение, жизненный опыт, но и через постоянное использование осознанных разнообразных образовательных возможностей, в том числе новых технологий. При реализации формального, неформального и информального образования приоритетным является использование современных образовательных технологий и стратегий: переход от пассивного обучения к активному обучению, а также внедрение информационно-коммуникационных технологий в учебный процесс.

Цель исследования - способствовать успешной реализации непрерывного обучения в Армении путем использования новых образовательных технологий,

основанных на анализе теоретических основ непрерывного обучения и тем самым поддержания развития возможностей человека жить в демократическом обществе.

На основе анализа зарубежной и отечественной литературы в статье представлен исторический обзор опыта разных стран и подходов авторов. Проведенный теоретико-методологический анализ позволил предположить, что практически все страны Европы, а также Китай перешли от продолжительного образования к образованию взрослых, а затем к обучению на протяжении всей жизни.

В статье говорится о факторах, влияющих на реализацию непрерывного образования в Армении, и приводятся шаги, которые необходимы для обеспечения успешной реализации процесса. Рекомендации были сделаны на основе проведенного анализа и нашего исследования.

В результате исследования было установлено, что подготовка учителей является важным фактором для совершенствования системы непрерывного образования в Армении, благодаря чему в будущем будет создана возможность

- повысить осведомленность студентов о непрерывном образовании и поощрять их профессиональную ориентацию;
- использовать традиционные и нетрадиционные методы обучения, новейшие цифровые технологии для создания образовательной среды, опираясь на отечественный и международный опыт;
- создать соответствующую материально-техническую базу;
- развивать сотрудничество, устанавливая контакты с экспертами и технологическими центрами разных стран.

В ходе исследования выяснилось, что в процессе разработки политики развития и реформирования образования необходимо учитывать как исторические, так и социально-экономические особенности развития данной страны.

Ключевые слова и словосочетания: непрерывное обучение, формальное, неформальное и информальное образование, знания, навыки и умения, дистанционное обучение, образовательные технологии.

Introduction

As a result of the progress and development of modern society, the integration of a person into society comes to the fore. That is, from an early age he assimilates social values and social experience, but the formation of a person takes place on the basis of lifelong education [7].

New theories have emerged in modern times to prove that during human learning, mental activity is not conditioned only by the transfer of knowledge, its assimilation or perception. Learning has a lot to do with the environment, it depends on the culture of the given region's community and the economy where people live. Due to this, the role of communication is very important, especially in the case of long-term learning.

Closed learning environments – classrooms, auditoriums and etc. – lose their relevance and necessity, and there is a need to look for alternative ways to develop skills

and abilities outside of closed spaces using non-formal education. The latter lead to the idea that Lifelong Learning serves as a tool for a person to understand how they can best perceive and acquire new skills [11].

Therefore, the peculiarities of the historical socio-economic development of the given country should be taken into account in the process of devising the policy of education development and reforms. The process of Lifelong Learning can change the theory and practice of education in the country, including vocational education.

Approaches to Lifelong Learning

Lifelong Learning implies that a person needs to learn continuously in order to enhance knowledge, skills, abilities and competencies. Learning should be implemented for the whole life span not only through natural communication or life experiences, but also benefiting from a variety of conscious educational opportunities including new technologies [3; 1].

The concept of Lifelong Learning is becoming more and more popular, especially in European countries. Discussions on this topic are organized, research is conducted, articles are written, various programs and projects are created. According to the above definition, Lifelong Learning is a continuous process of acquiring and developing knowledge and skills which lasts a lifetime. Here the learner knows exactly why to learn and how to learn [1].

Why to keep learning. To learn in order to specialize, to deepen the knowledge, to expand the worldview, to become self-confident in contacts with people, to develop the desired qualities in the character.

How to learn. To be motivated to acquire new knowledge, treat any problem as solvable, apply information technologies, possible sources of knowledge, teach others, share experiences, make the process of acquiring new knowledge a part of life and just enjoy it.

Lifelong learning is seen as a complete picture of education and recognizes learning in different environments. It is expressed on two levels: individual and social.

1. Lifelong learning at the individual level is the ideological basis by means of which an individual can learn at any stage of life.

2. At the social level, lifelong learning is a comprehensive education system that recognizes formal, non-formal, and informal education.

At the individual level, lifelong learning is more perceptible, less problematic, and reflects an individual's idea of lifelong learning.

As knowledge and skills may lose their applicability, the individual is required to continually update them through the development of skills in order to manage uncertainty and to fit the requirements for communication within cultures, subcultures, families and communities.

Lifelong learning at the social level is more difficult to implement. It is very extensive, consisting of many different types of learning.

The history of human life shows that without education a person is left out of the general process of life, so the education received by a person is always of consequence,

especially a systematic, continuous education. As for adult education, it has strengthened its position in civilized and developed societies, and great resources and efforts are directed to the effectiveness of its implementation [14].

In educational policies LLL predominantly refers to education across one's lifetime, an institutional act inviting to change through planned programs offered by educational institutions and workplaces and reflecting institutional needs and interests [4].

A historical overview of Lifelong Learning in different countries

Theoretical-methodological analysis suggests that almost all European countries, as well as China, have moved from adult education to continuing education and then to Lifelong Learning.

LLL is a worldwide process today and it's not just an Armenian issue. Various countries have documented best practices, including France, China, Finland, Norway, Russia, etc. [18]

Only a high level education can promote sustainable development where education becomes an institution of knowledge reproduction in an ever-changing environment.

Continuing education not only fulfills a humanitarian mission, but also contributes to the development of the state and its competitiveness in the world arena. This example is followed by Finland [2]. High schools are especially popular in this country, where state-level educational retraining (pre-vocational) and learning are provided [13; 16]. The improvement of pedagogues' skills is of great importance.

According to studies, professional development through training in 28 educational systems of different countries is considered a professional duty. In 6 countries (Luxembourg, Hungary, Malta, Portugal, Romania and Finland), the minimum number of hours is provided for teachers for professional development. In some countries in order to form professional skills a minimum number of hours are given, but it is necessary to maintain a professional status.

For countries like Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia the professional development is the condition for professionalism, and it promotes career growth and salary raise. In Denmark, Ireland, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' participation in advanced training courses are not included in their professional responsibilities. However, in France and Poland, professional development is clearly connected to career development. Even if being professional is not an obvious requirement, it is still considered a trump card [19].

Thus, the lifelong professional training is a necessary and compulsory condition to implement the process and it gives opportunity to become a professional. The idea of lifelong learning has been completed by leading theorist Paul Lengrand (Denmark), who was born in 1965. He developed the concept of lifelong learning and presented it to UNESCO [9]. His interpretation is based on the idea of putting an individual in the center of all learning processes. During the following years the theory has changed according to the scientific and technological innovations and social requirements.

In the 1980s, Tzu (China) called to allow non-privileged members of the society to benefit from the wide range of education opportunities in order to improve their quality of life, as a way to develop a free, just and democratic society. The idea of Tzu has been reflected in the three major international organizations: in the documents of the Organization for Economic Cooperation and Development (OECD), in the documents of UNESCO and European Council with the headings "Periodical education", "continuous education" and "adult education" [17].

The most notable in this regard is the United Kingdom, which is considered to have the best practice of lifelong learning implementation among developed countries [22]. The entire population of the UK is actively involved in the process of lifelong learning, with the support of the state giving people the opportunity to receive free education in various organizations. In other words, the state directly funds the society to acquire new skills and knowledge. The example of the UK shows that both the society and the government realize that it is impossible to have a prosperous society without studying or being educated. Developed countries actively support people in creating happier and better opportunities for living (including education).

LLL Methodology

LLL can be implemented through formal, non-formal and informal education. Although LLL can be implemented in formal i.e academic, non-formal and informal ways, it attaches particular importance to the opportunity to receive non-formal education based on a change the target group's basic civic values and thinking [17].

The most important issues are the modern educational technologies and methods in the educational process, in general, the transition from passive to active learning, the introduction of information and communication technologies in education over time. One of the most effective ways to transform an individual's cognitive perception is to develop independent, critical thinking, which will enable the learner [31] to expand knowledge, develop skills and abilities to make independent decisions.

Technological changes in the world and globalization movements imply changes in all sectors of the economy, including the education system. From this point of view, the globalizing world is, on the one hand, a challenge, a threat, and on the other hand, an inexhaustible opportunity for development, including in terms of the modern requirements for education systems and necessary transformations.

Pedagogical technologies are coming to replace the active strategies and sets developed for the learning process. Recently, design technology has received a lot of attention in pedagogy in different countries. It was developed by the American philosopher-pedagogue John Dewey and his apprentice W.H. Kilpatrick, who was a bearer of humanitarian ideas in pedagogy and philosophy. They offered to organize the training taking into account the learner's interests, their active, independent, purposeful individual or group activities, during which a certain problem could be solved [20].

Projection is widely used in various fields of human activity. In the learning process, project technology is considered to be interactive, it contributes to the acquisition of

students' independent knowledge, develops special abilities and skills to orient themselves in the information field, to carry out research, to find non-standard solutions, to develop critical thinking [12].

Project technology requires integrated knowledge based on different areas. It enables learners to draw conclusions. Design activities are based on the active use of research elements, it helps to strengthen the motivation and provides high quality information [5].

The Need to Implement Distance Learning as an Imperative of Our Time

Transition to distance learning is conditioned by the need to provide quality, mass-personalized education. Existing forms of education, from an economic, security, organizational point of view, do not provide the above mentioned characteristics in practice, but distance learning, which is based on the widespread use of information and communication technologies, solves this problem.

Distance learning is a qualitatively new form of education that emerged in the late twentieth century through information and communication technologies. From a scientific point of view, this type offers greater opportunities for education than the correspondence one. It is not considered an advanced form of correspondence education. Distance learning is a systematized learning, when the process of direct and indirect learning between the learner and the teacher is carried out mainly through information technologies and telecommunications [30].

The purpose of distance learning is to enable students of vocational education institutions to acquire basic, additional vocational education programs directly at their temporary or permanent residences. The need for distance learning has become especially important during the COVID-19 pandemic [21].

The predictions about distance learning are unambiguous. This market will grow rapidly in the coming years. Today, the Internet is an integral part of the society. Most modern learners actively use it in life and education. Instructors are aware of the need to use modern information and communication technologies in the educational process. In case of distance learning via internet, the learner:

- 1) chooses the most convenient time;
- 2) learns "at their own speed" in a convenient mode;
- 3) focuses on certain parts of the educational material;
- 4) tests his knowledge every day;
- 5) cooperates more with the teacher;
- 6) gets the necessary information faster.

Today, an ongoing digitization of education is taking place. Digitization of workplaces and education has been jumpstarted by the COVID-19 pandemic, with technology increasingly mediating human activity. Evolving automated data-driven algorithms, referred to as artificial intelligence (AI), continue to form a part of everyday technologies, gradually permeating our life and work [6].

Necessity for transition to LLL system in Armenia

Today, because of the unfavorable worsening of the socio-economic conditions, it is important to overcome the situation with human resources and ensure further developments. There is a need for new specializations. Therefore, it is necessary to improve human resources and to demonstrate educational and cultural successes that have been achieved in our time.

The primary goal is to have such kind of knowledge, abilities and skills that will enable a person to make independent decisions at all ages, evaluate and change his/her profession, depending on the socio-economic needs, highlighting the need of lifelong learning. Accordingly, lifelong learning should be perceived not only as a process of transitioning from one level of education into another and the process of acquiring appropriate skills, but also as a complex system of various interconnected educational opportunities, including professional tutors [8].

Transforming education means empowering learners with knowledge, skills, values, and attitudes to be resilient, adaptable, and prepared for an uncertain, complex future while actively and creatively contributing to global human well-being and sustainable societies.

During the Marrakech Framework for Action at the Seventh International Conference on Adult Education (17 June 2022, Morocco) organized by UNESCO, it was discussed how to use the transformative power of adult learning and education for sustainable development, in the context of challenges such as the climate crisis, rapid technological advance and the changing environment of the workplace. The Prime Minister of the Kingdom of Morocco Aziz Akhannouch stated: “Given the rapid changes affecting the world, it has become necessary today to give adults lifelong opportunities to acquire new skills that effectively empower them to improve their living and health conditions and enjoy decent lives” [23].

Our research has shown that lifelong learning is not fully implemented in Armenia. It is due to a number of factors [24].

- socio-economic condition of RA;
- the rapidly advancing scientific and technological changes in the modern world that are not accessible to everyone;
- the lack of data on current and projected requirements of the labor market in the country;
- insufficient conditions for the investment and development of lifelong learning;
- insufficient formalization of informal education system;
- insufficient flexibility of the educational system;
- the absence of mechanisms for recognizing the knowledge and capacities acquired as a result of informal and informal education;
- the absence of newly compiled educational programs, teaching-methodological materials [14].

As a result of the strict centralization of the current educational system of the Republic of Armenia, social partnership and social dialogue are not sufficiently developed in the field of Lifelong Learning, it requires the cooperation of a large number of partners: the government, social partners, local self-government bodies and the public at large, which is regularly implemented by UNESCO [15].

Surveys show that Lifelong Learning can change a person's life. If about 20 years ago in the Armenian reality the idea of getting a higher education or changing professions might have been perceived as strange, today it is relevant.

"In the previous society, people, once receiving education, seemed to be firmly try to have a place in society, they worked in one institution and participated in a few trainings. Life is flowing now, technologies are changing so fast that the graduates of 2-3 years ago cannot meet the new conditions, in that sense they constantly need trainings. In other words, they must acquire new skills that will make them more flexible" [10].

Non-formal education has been introduced in Armenia since the early 1990s, but lifelong learning still needs to be widely recognized, as few are aware of the opportunities provided by LLL.

Lifelong Learning is important for Armenia, as our country needs development in the social, economic, civic and ecological spheres. It is necessary to develop and implement Lifelong Learning programs. A healthy mind leads to a healthy environment, a healthy state, and finally a healthy Armenia. Our society needs educational institutions (schools, universities) that will be aimed not at damaging the individual, but at developing the mind and soul. Our education system needs reforms. The learner should know the answers for "Why to learn?", "What to learn?", "How to learn?".

The research revealed that the following steps are needed to start the lifelong learning process:

- Inform persons providing general education, primary and secondary vocational education, about the world's best practices;
- use the latest strategies and teaching technologies to build skills, abilities and values that will make learners more competent and flexible in order to achieve lifelong formal, informal, and self-learning education;
- promote international cooperation through social partnership and social dialogue networks and programs.

The reforms implemented in the sphere of lifelong learning in Armenia are:

- General assessment requirements and standards of non-formal education are being changed;
- A gap between the formal qualification and the rapidly changing labor market is being overcome;
- Effective partnership between state and private institutions and civil society is being established;

- Training courses for non-formal education implementators are being developed [24].

Expected results

As a result educational methodological materials will be renewed, the bank of strategies and technologies will be enriched, the knowledge of ICT technologies will be expanded to study the international experience. Along with these, teacher trainings should be carried out. Trainings will be organized and trainers will develop:

- professional-entrepreneurial competencies;
- ability to implement new projects;
- willingness to implement new social initiatives;
- collaborative work planning and implementation skills which are necessary preconditions for ensuring intra-community cooperation and building a sustainable developing community;
- willingness to be engaged in LLL, ensuring professional and personal growth of students.

Conclusion

Serious civilizational changes are taking place in the world, which lead to the need to introduce Lifelong Learning process both in different countries and in Armenia.

Our theoretical research on LLL has been conducted in the fields of general education and primary vocational education systems, as general education applies to everyone. The purpose of general education is to develop the quality of human capital. The demand of the society is that today's learner be endowed not only with knowledge, but also with the qualities necessary for the society - abilities, strong, competitive cooperation, which will contribute to the development of collective thinking as the main means of cooperation.

In order to improve the LLL system in Armenia, it is necessary:

- raise public awareness on lifelong learning in the Republic of Armenia, which will help the public to understand the potential of LLL, including its benefits, such as additional income, improved career prospects, integration into social networks, etc.;
- encourage professional orientation and consulting activities in accordance with strategic developments and labor market requirements;
- use traditional and non-traditional ways to create a learning environment;
- create a methodological base of educational materials;
- establish close cooperation with leading international industrial and technology centers.

And finally, in line with the current needs of our country, we can expect that in the short term, based on scientific research, the educational and scientific systems can be transformed to meet the modern requirements of general education, pre-professional education, and contribute to the formation of common thinking.

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