

**STRATEGICS FOR THE DEVELOPMENT
OF ADDITIONAL ADULT EDUCATION
IN THE REPUBLIC OF BELARUS
IN THE CONTEXT OF COOPERATION
WITH HIGHER EDUCATIONAL INSTITUTIONS
OF EUROPE**

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Currently, the system of additional adult education in Belarus is developing in conditions of free scientific creativity. Liberation from the hard ideological dictatorship and the “directives from the above” of the Soviet past has opened up the possibility for the objective study of aspects of the world experience, providing a new approach to the development of a rich historical heritage of the theory and practice of national adult education. However, it turns out that work in conditions of creative freedom has become much more difficult and responsible, because freedom is not permissiveness, but rather a specific responsibility of a scientist, a teacher or a manager for the results of their labor.

According to the “Code of the Republic of Belarus on Education” [5], studying additional educational programs for adults (and there are 12) is aimed at developing the motivation of a listener for a continuous improvement of knowledge and mental activity and a conscious need for learning “throughout life”. In this regard, additional adult education is one of the strategic directions for improving the competitiveness of a specialist and his or her demand in the labor market. Not surprisingly, the school and higher education of the first and second stages of training in the modern educational environment of any state is necessarily complemented by “additional adult education”, as in the Republic of Belarus, “postgraduate studies”, as in Russia, or “lifelong education”, as in Germany, without which we cannot imagine the modernization process of production and the process of the intellectual development of society as a whole. At all stages of education in the higher school, including the system of additional education for adults, there is an overcoming of the reproductive teaching style and a transition to the new educational paradigm. It is creative and provides for cognitive activity and independence of thought as well as the mobility of students in obtaining and using constantly updated information aimed at improving the quality of training of specialists for the industries of the dynamically developing social and economic sphere. It is no coincidence that new requirements are placed on the system of further adult education in society. It must be practice-oriented and possess different vectors, where each student can receive an education within a specific field of specialization and choose it according to his or her will and intellect, needs and abilities and its demand in the labor market. In this respect, within the system of additional adult education of we must consider issues related to the establishment of joint educational services within the framework of a multicultural education and the issues of cooperation with higher educational institutions of Europe to be quite promising.

In this regard, we think that in the context of the rapidly developing reformation processes performed by the Ministry of Education of the Republic of Belarus and the universities and creative teams, in collaboration with scientists, educators, psychologists and administrators, the role and significance of a scientific and theoretical understanding, including philosophical and methodological understandings, of new educational realities and processes dramatically increases. That is why co-operation in the field of provision of mutually beneficial educational services for students of different states can be regarded as one of the most effective resources to improve the quality of adult education. To do this, it would be desirable to establish in the framework of cooperation between universities in Europe and the CIS a joint International Scientific and Methodological and Training Center, where leading scientists (lawyers, psychologists, educators, for example, from Russia, Belarus, Poland, Germany, etc.) could be invited to carry out long-term work. In the framework of this Center it would be possible to develop and continuously adjust the international legal and scientific-methodological documents regulating the activities and functioning of scientific laboratories, schools and counseling centers established on sites.

The cultural studies concept of educational content [3] within the framework of international cooperation becomes of great importance for further adult education, especially in light of recent events in Ukraine. It would support the whole structure of work aimed at modernizing the content of education in the multicultural space of Belarus, Russia, Europe and the world, and consolidating a multicultural society. In line with the proposed international scientific teaching and learning laboratories intended to provide joint educational services in the system of additional adult education each state, it is possible to develop curricula to improve professional skills, which would include questions of compulsory study of national and foreign culture and its functioning in the ethnic environment of the audience. It will allow scientists of all countries together within mutually beneficial conditions to develop and quickly implement scientific and methodological research projects and to present to different audiences not only their achievements in the economy, but also the culture of their use in their ethnic environment. While implementing the content of the curriculum, you can exchange the specific approaches to teaching the humanities and scientific and mathematical sciences in an innovative environment in order to promote the best practices, thereby increasing interest in innovations.

Unfortunately, the solving of these issues in the CIS and Europe today remains incomplete. It is enough to say that in the system of additional adult education in the Republic of Belarus, for example, there is not enough hours allocated for the study of domestic and other national cultures. Only in such areas of additional training as, for example, "Tour operator and travel agency activities" is there a course titled "Culture studies and religious studies" (28 hours, 16 of which are classroom work hours, 12 independent work hours), and in such an area as "Russian as a foreign language" there is a course titled "Multicultural education of youth" (50 hours, including 26 classroom work hours). Of course, such a superficial acquaintance with a different nationality and national literatures and cultures, which describes the experience of many generations and civilizations, reduces interest in the inner world of a man. Spiritual qualities are replaced by such qualities as dry

pragmatism and calculations, which ultimately result in a devaluation and lack of demand for those qualities that at all times were the heart and pride of any nation or state, such as conscience and responsibility as well as honor and dignity. So today, in the era of technologization, it is necessary within the framework of cooperation between universities of Europe and the CIS countries to revive the teaching of the humanities at all levels of specialist training in every field, including within the additional educational system, otherwise the consequences could be irreversible.

It is important to note that in any country of the world, the system of additional education of adults is very specific and requires special teaching materials designed to be used by an experienced professional. Therefore, the joint work of scientists from different countries of the world in the International Scientific-Methodological and Training Centers can help to solve this problem. The International scientific laboratories could conduct joint research in the educational environment of adults; create educational materials for specific multicultural environments; and implement joint research and practice-oriented projects, scientific conferences, seminars and trainings. For example, such an important theme as "Family and Society" could be effectively developed on the Belarusian-Russian, Belarusian-Ukrainian, Belarusian-Polish and Belarusian-Polish-German Borderlands. This would help to solve the common problems of these regions related to communication and education in a multicultural family; problems of awareness and communication; problems of rendering help to people addicted to smoking and drugs; and problems of incomplete and young families.

The problem of communication, including the study of Slavic languages as languages of border business communication, is no less important for cooperation between the universities of Belarus, Poland and Germany. Despite the fact that this problem is solved positively in our Institute of Training and Retraining, it would be advisable to work together to solve another problem related to the organization of internships in the language environment.

Today we need to "make" the environment of Institute for Advanced Studies pedagogical, where specialists from various industries are trained, to fundamentally change the organization of the whole educational process. In our view, the process of organization of self-education of students is important, and it is necessary to define special bases for internships that meet all modern requirements. These must be the best institutions and enterprises in the city, employing capable, creative professionals, who, by means of personal example, arouse interest of their audience in order to demonstrate a love and respect for the individual student. It is important to take care of the adaptation of a specialist/trainee in order to create conditions for his or her creativity. We should understand what factors determine the susceptibility of potential customers (companies and institutions) of additional adult education for innovations, which determines the effectiveness of their implementation. For Belarus, which is now actively educating foreign students as well, the problems with developing multicultural education [2] are also relevant, including the system of additional education for adults. Here we need new approaches to learning, based on a respect for the culture and character of different peoples.

At the present stage, it is impossible to ignore the global processes in business education [4], because graduates will have to work in the global business environment. This will require new approaches of the educational system and the development of the necessary skills and competencies of specialists and students, as well as the resolution of the actual problems closely related to business practices [1].

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