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PROBLEMS OF MODERN ADULTS EDUCATION IN UKRAINE

Nowadays, the concept of continuing education, in contrast to the traditional educational paradigm, does not recognize the final completeness in the development of personality; it concerns both professional and personal potential of a human. The problems of comparative analysis of the continuous education process development in general and the education of adults in particular are becoming topical issues.

One of the most pressing problems of adult education in Ukraine is the problem of forming professional culture of future specialists, their competitiveness, adaptation to modern conditions and requirements of the labor market.

Among the reasons of adult education lagging in Ukraine from the practice of technologically advanced countries, the following can be distinguished:

- Assessment of the potential of adult education;
- Lack of scientific substantiation of educational policy as a whole;
- Focusing on issues of child and youth education;
- Absence of the necessary legal and regulatory framework;
- Insufficient study of foreign experience in this field;
- Lack of recommendations for international organizations.

That is why it is necessary to study the historical and comparative-pedagogical aspects of the adult education development, as well as to identify the connection with modernity.

Among the leading humanistic tendencies in the development of adult education, it is possible to define the development of national adult education systems in the leading European countries, its reformation and modernization in the second

half of the XX century, the development of methodological foundations for continuing education in the EU countries at the present stage and in the process of their historical formation. However, various interpretations of the comparative studies methodology in the field of adult education, in particular - categories, laws, functions, philosophy, interdisciplinary approach, methodology of andragogy, scientific knowledge, scientific research, development of adult thinking are needed.

Consequently, the attention of both domestic and foreign scientists attracts the problem of developing national democratic traditions in adult education. In the context of this problem, it is important to determine the methodological principles of a systematic approach to the analysis of trends in the national development of adult education, the methodological foundations of a systematic approach to comparative study of world trends, as well as the development of continuous education in a global dimension, conceptual characteristics of the adult education evolution in the second half of the XX century, on the basis of which there should be a systematic approach as a theoretical and methodological basis of these tendencies.

The modern stage of world development of education is characterized by the growing role of adult education in ensuring the positive changes in various aspects of society's life. In such an education it is important to take into account the characteristics of an adult, in particular, his life experience, which should be used in learning as a component of the content.

Adult education differs from the education of children and youth by their values and motives, goals and objectives, content and forms of organization, methods of control and evaluation, and therefore its results. To ensure the efficiency of the adult education content, it should be open, and its organization should allow continuous adjustment of curricula and plans. It should take into account the important requests of adults, their needs, the relevance of scientific knowledge, as well as changes that occur in the socio-economic and political situation in the country.

So, it can be argued that there is a need to solve the actual tasks set by the present for the education of adults, which is impossible without the awareness of the

leading trends in this field, an adequate and interested attitude of this industry to the public, professionals and, importantly, representatives of various government agencies and public organizations, movements, establishing constructive cooperation between them. This will be a prerequisite for forming an appropriate attitude to this problem in the public consciousness, which is still the necessary basis for the development of a conceptual vision, the search of scientifically grounded and practically oriented methods of its solution.

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