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<https://doi.org/10.48081/HKOS1842>**E. S. Pshembayeva, N. E. Pfeifer**Toraighyrov University,
Republic of Kazakhstan, Pavlodar**LIFELONG LEARNING AS A PRIORITY AREA
AND A CONDITION FOR SUCCESSFUL
PERSONAL CAREER DEVELOPMENT**

The article is devoted to the study of the organization of lifelong learning process as a condition for the individual's successful career development. The importance of the accession of the Republic of Kazakhstan to the European educational space is determined. Continuity of the education process, today, is one of the basic principles in the educational policy of Kazakhstan. The article presents the characteristics of such concepts as «formal education», «non-formal education», «informal education», according to the special terminology of UNESCO (formal education is a process of acquiring knowledge that takes place in a well-organized and hierarchically ordered context, culminating in the issuance of a state sample; non-formal education, in turn, is characterized by the acquisition of knowledge outside the specialized educational space; informal education is an individual human activity aimed at the cognitive process and does not always have a specific result). The article proves the need to merge formal, non-formal and informal education, which, in turn, makes it possible to prepare a person for life in a rapidly changing environment and ensure full-fledged career development of the individual, preserving his individuality, and satisfying his career and life needs.

Keywords: lifelong learning, formal education, non-formal education, informal education, career, individual's career development.

Introduction

In the modern changing world, lifelong education is becoming a necessary component of human socialization, creating conditions for the formation of new and constant development of existing competencies, which ensure its relevance at different stages of life. In the concept of the model of Kazakhstani education, the idea of lifelong learning is the leading one. According to this concept, lifelong education should not be

perceived as an additional opportunity to gain knowledge to fill the gaps in basic and previous special training, but as a basis for career growth and constant maintenance of professional skills and abilities at the proper level.

The aim of the study is the theoretical substantiation of lifelong education as a condition for the success of a person's career development.

The object of the research is the system of lifelong education.

The subject of the research is the career development of an individual.

Research methods: theoretical analysis of scientific literature on the research problem, analysis of legislative and regulatory documents in the field of implementation of lifelong education, analysis and generalization of pedagogical experience.

One of the priority tasks of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 is to ensure the continuity of education and vocational training in accordance with the needs of the economy and regions. According to the program «The content of education at each level of education is based on different goals and expected results, not united by a common methodological framework», in connection with which a single concept of lifelong learning is needed, which determines the model (image) of a citizen of Kazakhstan with the necessary set of knowledge and skills and competencies [1].

According to the Communiqué of the Conference of European Ministers Responsible for Higher Education in Leuven / Louvain-la-Neuve «Lifelong learning is based on the principle of social responsibility. Availability, quality of provided services, transparency and information must be ensured. Lifelong learning involves gaining qualifications, expanding knowledge and understanding, acquiring new skills and competencies, or enriching personal growth. Such training assumes that qualification requirements can be obtained through flexible learning paths, including part-time training, as well as focus-based work» [2].

In March 2010, Kazakhstan officially joined the Bologna Declaration and became the 47th member of the European Higher Education Area and the first Central Asian state to be recognized as a full member of the European educational space. Today, Kazakhstan, as a full member of the European Higher Education Area, is actively introducing the parameters of the Bologna Process into the higher education system. Thus, in the system of higher education in Kazakhstan, a three-level model of training personnel for bachelor's, master's and PhD programs was introduced. Continuity of the education process, ensuring the continuity of its levels is one of the main principles of the educational policy of Kazakhstan. It is possible, after the successful completion of the program of the first cycle, to gain access to the program of the second cycle, and upon completion of the second – to the program of the third cycle [3].

The main principles of the lifelong learning system, formulated by the UNESCO International Commission on Education and expressing the essence of this process, are

«Learn to know»; «Learn to implement»; «Learn to live together»; «Learn to live». In this regard, the conclusion is obvious that it is necessary to change the concept of educational policy that has existed until now, which leads to the development of adult education, which includes new educational programs, new approaches to organizing the educational process, new forms of teaching classes and other relevant changes [4].

Along with this, there is a recognition of various types of education, including those that did not exist before. UNESCO introduces special terminology that reflects the different degrees of organization of educational services: formal, non-formal and informal education (Figure 1).

Formaleducation	Non-formaleducation	Informaleducation
<p>- the process of acquiring knowledge takes place in a well-organized and hierarchically ordered context, culminating in the issuance of a state-approved form – a diploma of primary / secondary vocational or higher education or a school leaving certificate;</p> <p>- this process has a duration established for different programs, based on the state curriculum and state education standards, which is organized mainly by formal, registered organizations [5].</p>	<p>- the process of acquiring new knowledge often takes place outside the specialized educational space, while there are specific goals, methods and techniques, and most importantly, the learning outcome;</p> <p>- can be conducted by educational or public organizations, various clubs and circles, sections, while training with a teacher or trainer individually, and is a variety of trainings, courses, seminars, round tables, which are accompanied by the issuance of a document confirming additional professional development – participant certificate, diploma advanced training, certificate [5].</p>	<p>- individual human activity aimed at the cognitive process that accompanies his daily life, in which a specific result does not always exist;</p> <p>- is of a spontaneous nature, is realized by activating people in a cultural and educational environment, namely communication with each other, reading, visiting theaters, museums and various cultural institutions, traveling, watching the media, etc., where an adult transforms all the means of the educational potential of society into the tools of their self-improvement, the result of daily work, family and leisure life, which does not have a clear structure [5].</p>

Figure 1 – Types of lifelong learning

Personal career development occurs in the process of lifelong education and self-improvement throughout life. According to Ye. I. Burdina, lifelong learning should be considered as a fundamental principle of building a new model of education, where the system-forming factor is integrity, due to which the order of activity of various educational structures is determined: basic and parallel; basic and additional; state and public; formal and informal [6].

In Kazakhstan, along with formal education, non-formal education is rapidly developing. This is evidenced by the variety of educational programs, voluntary participation in them, as well as the use of personality-oriented methods in teaching.

In the framework of personal career development, informal education is also an important factor. Career is defined as one of the indicators of a person's individual professional life, as promotion, growth, striving to achieve the desired position in society, fame, high quality of life with the active use of their skills and abilities, but the main thing in a career is the external activity of the subject, external determination his life, setting the means to achieve the result [7].

Informal education has a positive effect on the career development of an individual, as it is focused on self-realization, focusing on the student's personal growth and further management of one's own educational space; taking into account personal interests, desires, needs, opportunities; interpersonal interaction that saturates the socio-cultural environment; it is flexible, mobile, generally accessible, does not depend on gender, age, it is able to satisfy personal and professional interests based on one's own or someone else's experience, which is a source of learning; it is distinguished from other types of continuing education by a high degree of self-regulation (self-control, introspection, self-education, etc.).

Regarding the Kazakhstani education system, non-formal and informal education, for all their prevalence, do not yet have due official recognition. Since 2016, the republic launched the project «Development of labor skills and stimulation of jobs», within which it is expected to introduce a system of independent assessment and certification of qualifications, ensuring public confidence in their results will be ensured by the leading role of industry associations of employers in the management of independent certification centers [8].

Conclusion

The combination of three types of education (formal, non-formal and informal) in the system of lifelong education allows for a mobile reorientation of the education system to prepare a person for life in rapidly changing conditions and encourage him to search for new approaches, to its qualitative change. It is the systematization of the three types of education that creates the integrity of the system, which has a continuous character. This makes the modern education system a mechanism for the development of the personality as a subject of

the educational process, preserving his individuality, as well as satisfying his professional and life needs.

Thus, when shaping the policy in the field of lifelong education, it is necessary to pay attention not only to its economic necessity, caused by the characteristics of the changing labor market, but also to its socio-cultural significance. Education is becoming a key factor in not only professional but also personal success. Just as education now plays a major role in building a person's career, so in the future it will be decisive for his inclusion in society.

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Э. С. Пшембаева, Н. Э. Пфейфер

Үздіксіз білім беру тұлғаның мансаптық дамуының басым бағыты мен шарты ретінде

Торайғыров университеті,
Қазақстан Республикасы, Павлодар қ.
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Э. С. Пшембаева, Н. Э. Пфейфер

Непрерывное образование как приоритетное направление и условие успешности карьерного развития личности

Торайғыров университет,
Республика Казахстан, г. Павлодар.
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Мақала тұлғаның табысты мансаптық дамуының шарты ретінде үздіксіз білім беру процесін ұйымдастыруды зерттеуге арналған. Қазақстан Республикасының еуропалық білім беру кеңістігіне қосылуының маңыздылығы айқындалды. Бүгінгі таңда білім беру процесінің үздіксіздігі Қазақстанның білім беру саясатының негізгі қағидаттарының бірі болып табылады. Мақалада ЮНЕСКО-ның арнайы терминологиясына сәйкес «ресми білім беру», «бейресми білім беру», «ақпараттық білім беру» сияқты ұғымдардың сипаттамасы берілген (ресми білім – бұл жақсы ұйымдастырылған және иерархиялық реттелген контексте өтетін, мемлекеттік үлгідегі бланк берумен аяқталатын білім алу процесі; бейресми білім, өз кезегінде, мамандандырылған білім беру кеңістігінен тыс білім алумен сипатталады; ақпараттық білім – бұл адамның танымдық процеске бағытталған жеке іс-әрекеті және әрқашан нақты нәтижеге ие бола бермейді). Мақалада ресми, бейресми және ақпараттық білім беруді біріктіру қажеттілігі дәлелденді, бұл өз кезегінде адамды тез өзгертін жағдайда өмірге дайындауға және жеке басын сақтай отырып, сонымен қатар оның мансаптық және өмірлік қажеттіліктерін қанағаттандыра отырып, тұлғаның толыққанды мансаптық дамуын қамтамасыз етуге мүмкіндік береді.

Кілтті сөздер: білім берудің үздіксіздігі, ресми білім беру, бейресми білім беру, ақпараттық білім беру, мансап, жеке тұлғаның мансаптық дамуы.

Статья посвящена исследованию организации процесса непрерывного образования как условия успешного карьерного развития личности. Определена важность присоединения Республики Казахстан к европейскому образовательному пространству. Непрерывность процесса образования, на сегодняшний день, является одним из основных принципов в образовательной политике Казахстана. В статье представлена характеристика таких понятий, как «формальное образование», «неформальное образование», «информальное образование», согласно специальной терминологии ЮНЕСКО (формальное образование представляет собой процесс получения знаний, который проходит в хорошо организованном и иерархически упорядоченном контексте, завершающийся выдачей бланка государственного образца; неформальное образование, в свою очередь, характеризуется получением знаний вне специализированного образовательного пространства; информальное образование представляет собой индивидуальную деятельность человека, направленную на познавательный процесс и не всегда имеет конкретный результат). В статье доказана необходимость слияния формального, неформального и информального образования, что, в свою очередь, позволяет подготовить человека к жизни в стремительно меняющихся условиях и обеспечить полноценное карьерное развитие личности, сохраняя его индивидуальность, а также удовлетворяя его карьерные и жизненные потребности.

Ключевые слова: непрерывность образования, формальное образование, неформальное образование, информальное образование, карьера, карьерное развитие личности.

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