

LIFELONG LEARNING THEORETICAL AND PRACTICAL ASPECTS  
IN THE CONTEXT OF TERTIARY EDUCATIONТЕОРЕТИЧНІ ТА ПРАКТИЧНІ АСПЕКТИ НЕПЕРЕРВНОГО НАВЧАННЯ  
У КОНТЕКСТІ ВИЩОЇ ОСВІТИ

*The article is aimed at considering and analyzing the main theoretical and practical aspects of the longlife learning methodology application as one of the most effective and innovative strategies for Tertiary education teaching and learning process in general and foreign language in particular. The use of this methodology offers a more systematic approach to the knowledge level analysis, considers the student as a central person in learning, and develops his/her motivation over a long period of life. A critical feature of lifelong learning is a universal participation in education and training.*

*Learning, being a new form of labor, has become an integral part of adult activities. In the developing knowledge society, an educated person will consider learning as a lifelong process.*

*Since it is necessary for modern students, as future specialists, to possess such skills as: English language proficiency, theoretical knowledge and technical experience in their professional field of studies, combined with soft skills and Networking, the English language teaching / learning process should be based on real-life scenarios with real-work examples, case studies, and simulations. Great attention must be paid to mastering professional terminology while listening; reading scientific publications; delivering professionally-oriented presentations and mini-lectures; writing job-related analytical reviews, reports, letters, etc. Students should get acquainted with cultural diversity to cooperate with people belonging to different cultures.*

*Following lifelong learning principles is beneficial for students' personal development and career advancement opportunities. It concerns their future career growth as well as job security achieved by setting and achieving proper career goals, enhanced adaptability and, as a result, - increased employability in the International labor market.*

*Teachers of English have to implement innovative strategies for their students to become employable in their professional sphere by staying updated due to lifelong learning methodology application.*

**Key words:** *lifelong learning, innovation methodology, teaching foreign languages, motivation, career-related continuous learning.*

*Стаття має на меті розглянути і проаналізувати основні положення використання методології неперервного навчання як однієї*

*з найбільш ефективних та інноваційних стратегій викладання у закладах вищої освіти загалом та вивчення іноземної мови зокрема. Застосування цієї методології забезпечує більш системний підхід до аналізу знань, розглядає студента як центральну особу у навчанні, формує його/її мотивацію впродовж великого періоду життя.*

*Характерною особливістю неперервного навчання є постійна участь в освітньо-навчальному процесі, адже, навчання, як нова форма праці, стало невід'ємною частиною діяльності дорослих. У суспільстві знань, що розвивається, освічена людина трактує навчання як процес, що триває впродовж усього життя.*

*Оскільки сучасним студентам, майбутнім фахівцям, необхідно опанувати такі навички, як володіння англійською мовою, мати ґрунтовні теоретичні знання та технічний досвід у своїй професійній галузі в поєднанні з комунікаційними навичками, процес викладання/навчання англійської мови повинен базуватися на основі справжніх життєвих сценаріїв із прикладами реальної практичної роботи, тематичними дослідженнями та симуляціями. Велику увагу необхідно приділяти засвоєнню професійної термінології під час аудіювання; читання наукових публікацій; проведення професійно-орієнтованих презентацій та міні-лекцій; написання службових аналітичних оглядів, звітів, листів тощо. Студенти мають бути ознайомлені з культурним розмаїттям, щоб успішно та ефективно співпрацювати з людьми, які належать до різних культур.*

*Дотримання принципів неперервного навчання є корисним для особистісного розвитку студентів. Це стосується їхнього майбутнього кар'єрного зростання, а також безпеки роботи, досягнутої шляхом встановлення належних кар'єрних цілей, підвищення адаптивності та, як наслідок, підвищення можливостей працевлаштування на міжнародному ринку праці.*

*Використання інноваційних стратегій неперервного навчання в освітньому процесі закладів вищої освіти є одним із вирішальних факторів майбутніх професійних здобутків.*

**Ключові слова:** *неперервне навчання, інноваційна методологія, викладання іноземної мови, мотивація, кар'єрне зростання.*

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**The problem being regarded.** In the context of the education policy "Lifelong learning for all" adoption by the Education Ministers of the Organisation for Economic Co-operation and Development (OECD) that took place in 1996 and identified the most important features of the policy in question the main strategies of lifelong learning (LLL) implementation into the higher school academic process should be given more attention and analyzed more thoroughly taking into consideration advantages and disadvantages of lifelong learning, in particular, learning and teaching foreign languages.

**Research and publications review:** Lifelong learning is a broad term that is being considered by organizations such as the European Commission, the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Organization for Economic Cooperation and Development (OECD). The European Commission defines lifelong learning as an intentional learning activities implemented during a person's lifetime regarding different individual, social and career skills and competencies development. A more tangible definition of lifelong appeared presented by P. Jarvis – that is, "lifelong learning

refers to all processes that transform a person's body, mind, and social experiences intellectually, emotionally, and practically before they are integrated into their life story, resulting in a more experienced individual " [12, p. 39]. The UNESCO definition of lifelong learning includes all deliberate learning within the individual's life [14]. The universal definition of lifelong learning refers to both informal learning in such parts of the environment as concern, enterprise, company, shop or at home, and formal education in different settings such as schools, colleges, institutes and other learning centers [15]. According to John Dewey, education is the process of giving a person the skills over the life of an individual's existence [7].

This process is often transcending the limits of education and signifies the loss of mastery associated with postmodern notions of shilly-shallying and confusion [8]. An overview of research literature in lifelong learning helps in understanding critical concepts and conducting empirical research. In the framework of different concepts presented from different perspectives we can name such famous scholars as S. Black, A. Green, Adams D, Elken M. and others who expressed their vision of the issue in question. [1; 2; 9; 11]. Presenting quite interesting theoretical material on lifelong learning their studies lack a somewhat empirical approach over its significance.

#### **Issues requiring further consideration.**

The most important issues which need further consideration should include such practices that could give the answers to the following questions: What are the most important skills needed for effective lifelong learning? What is the role of higher educational institutions in this process? What kind of motivation should be practiced to foster lifelong learning? What is the role of digital technology in promoting lifelong learning strategies? [6]

**The aim of the article.** The article is aimed at considering and analyzing the main characteristics and strategies of lifelong learning and their implementation into the English language teaching and learning process.

**The main body.** In the modern world overloaded by information, the emergence of high functional systems, and rapid technological rise have created a new vision regarding education and training. Today advanced knowledge should be mastered past the age of formal studies, but transcend over it. Learning needs to be acquired during an individual's lifespan because the previous model of education followed by work is no longer appropriate [10].

Learning has become an integral part of adult work activities. Learning is a new form of labor; in the developing knowledge society, an educated person will consider learning as a lifelong process.

Researches on lifelong learning defined several characteristics which transform 'education and training' into the concept of 'lifelong learning':

The first characteristic of lifelong learning is that it covers both formal and non-formal/informal types of education and training. Formal learning includes the traditional school system that proceeds from primary school via the university and different programs designed for technical and professional training. In such a way informal learning describes a lifelong process with the help of which people get skills and knowledge from daily practice and educational strategies as well as resources from the social and cultural environment [4].

The second characteristic of lifelong learning is self-motivated learning. This is the need for individuals to take responsibility for their learning. The learners therefore are not defined by the type of education but by some personal characteristics. Personal characteristics of individuals who would be engaged in learning, either formally or informally should acquire necessary skills for learning such as literacy and numeracy skills, a feeling of loyalty to education and wish and motivation to learn.

A number of motivational barriers have to be identified and considered in order to participate in education and training. Some of these barriers are economic and can be overcome with financial assistance, other ones are related to social and personal factors [16].

The concept of self-funded learning is related to the characteristic of self motivated learning. It emphasizes the responsibility of individuals to finance their own continuing education and training, to spend much time and mentality in this process.

A critical feature of lifelong learning is a universal participation in education and training. It proposes four main characteristics for lifelong learners, namely, – "learning to do (acquiring life skills),  
- learning to be (promoting personal fulfillment),  
- learning to know (mastering learning tools) and  
- learning to live together (exercising tolerance and mutual respect)" [5, p. 41].

The main competencies within lifelong learning proposed by the European Union Commission on education identified eight competencies, namely,

- (1) literacy,
- (2) linguistic diversity,
- (3) mathematical and scientific skills,
- (4) digital competencies,
- (5) the capacity to learn new skills,
- (6) innovation,
- (7) active citizenship, and
- (8) expression of cultural diversity [3].

For English teachers who must continue to be incorporated into the new type of global society, it is a lifelong learning process – making their students' employability of the highest priority that should be trained constantly in the classroom. Thus, we come to the conclusion that a combination of education, work experience, and skills make English learners more employable. An English learner should possess such skills as:

English language proficiency: Being able to understand, speak, read, and write English at a level that is quite high to meet the demands of the new world.

Modern skills and experience: Possessing the technical and professional knowledge.

Educational parameters: Possessing corresponding degrees or certificates that are necessary for the job.

Soft skills: Illustrating qualities such as communicative skills, motivation, flexibility, and interpersonal skills.

Networking: Team building by connecting with potential employers, and through personal contacts.

Cultural competence: Be aware of the phenomenon of cultural diversity and work efficiently with people belonging to different cultures [17].

In order to implement the skills mentioned above the teachers should leverage such kind of activities as:

(1) Real-life scenarios with real-world examples, case studies, and simulations.

(2) Critical thinking and problem-solving skills with the focus on teamwork, problem-solving, decision making and time management.

(3) Assessment that includes different types of presentations, report writing, job performance reviews and group work.

(4) Communication skills that incorporate succinct writing, effective public speaking, and active listening. Much work should be done mastering professional terminology.

(5) Digital literacy is the strategy of introducing students to technological tools, such as online collaboration platforms. Some issues to talk about include using technology for research, online communication, and digital safety [17].

The Lifelong Learning Platform (European Civil Society for Education) currently represents more than 50 000 educational institutions and associations active in the field of education, training and youth associations covering all sectors of formal, non-formal and informal learning. Its position paper on 'Key Competences for All: a Lifelong Learning Approach to Skills' underlines the fact that learners requiring to be active participants in their learning journey, 'do not need only skills, but also knowledge and attitudes if they are to thrive in a sustainable way' and 'to adapt to any future societal challenge' [13].

Following lifelong learning principles is beneficial for students' personal development and career advancement opportunities. It concerns their future career growth as well as job security achieved by setting and achieving proper career goals, enhanced adaptability and, as a result, – increased employability in the International labor market.

**Conclusion.** Lifelong learning is a complex concept which implies that we have to rethink, reinvent and redesign the way we think, work, learn, and collaborate in the future. The teachers of English have

to design new programs, master new skills and strategies that help students to become employable and orient them not to be lost in the social and cultural environment. These findings may prove useful both on a national and Global level. Our study has certainly some limitations, which lead to suggestions for further research.

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