

**DEVELOPMENT TRENDS FOR ADULT EDUCATION AT THE  
BEGINNING OF THE XXI CENTURY: THE EXPERIENCE OF THE  
SLOVAK REPUBLIC**

The modern world postulates the tendency towards continuity in adult education, life expectancy. The question of adult education in time in the educational policy of the countries of the European Commonwealth: it acts as a factor in increasing the bone of life of citizens. Ukraine, with its aspirations to become a full member of the European Union, needs to study the experience of European countries in adult education in order to extrapolate it. In this context, the Slovak Republic can serve as a benchmark for introducing reforms into the domestic adult education field.

The purpose of the article is to analyze the trends of adult education at the beginning of the XXI century in the Slovak Republic against the backdrop of European experience. Methods of research: on the basis of analysis and systematization of statistical information, normative legal documents, theoretical developments of Slovak scholars, a generalization of trends in the development of adult education in the Slovak Republic at the beginning of the 21st century.

Identified during the study of trends in the development of adult education in the early 21st century show the public demand in adapting the existing educational content to the modern challenges of the present. The experience of the Slovak Republic confirms the effectiveness of the Eurointegration orientation of adult education development in the policy of increasing the competitiveness of a specialist in the labor market.

Considering the stages of the development of adult education in Slovakia, the transformation of the content and goals of adult education in the countries of the European Union, the main tendency of the development of adult education in the beginning of the 21st century is the European integration orientation of education in general and adult education in particular. Globalization, internationalization and informatization of social processes have led to the emergence of specific trends in adult education, in particular:

The emergence of a global, innovative real-time educational environment that creates knowledge. This type of content is called an open educational resource. With unrestricted dissemination and accessibility of technology, open educational resource has considerable potential to create a community of users who use, share and continually supplement open educational resources with information, thereby enhancing educational content. The advantage of open educational resource as a source of educational content is that joint ad hoc working groups that participate in regular and meaningful open educational resource saturation work more effectively than authors who work alone.

Enhancing non-formal and informal education that has responded to dissemination in society, the tendency to change the paradigm of learning from «a person who knows a lot» to the paradigm «a person with an orientation to the value of education as a leading activity in the structure of their own way of life». This is due to the need to resolve the problem of the inconsistency of existing information society education systems and to raise doubts in the scientific community about the need for systematic transfer of knowledge, skills and values.

In Slovakia, non-formal adult education is represented by public activities (Association of Adult Education Institutions in the Slovak Republic (AIVD SR), Association of Third Age Universities (ASUTV), Association of Coaches and Career Advisers (ALKP), Association of Employer Organizations and Employers AZZZ SR), Platform for Non-Governmental Organizations (MVRO), Employers Union of the Slovak Republic (RUZ), Slovak Academic Association for Lifelong Learning (SAACV), Slovak Academic Association for International Cooperation (SAAIC), Association for Career Development and Counseling (ZPKPRK) and state institutions (State Institute for Vocational Education (SAAIC), National Agency for Erasmus +) institutions. The purpose of their practice is to «develop effective adult learning methods in the context of lifelong lifelong learning».

Strengthening the role of organizations responsible for certification of learning outcomes. Online education takes over the functions of standard educational institutions. So, it will borrow the appropriate standards: classification and ranking of

educational centers. Experts will evaluate the quality of teaching and work of adult education professionals by a number of indicators, forming objective ratings.

The Slovak Republic has experience in recognizing non-formal and informal learning outcomes through a validation system – a process of identification, recognition and certification of prior learning that aims to enable an adult (individual) to recognize their competencies no matter how, where and when it was previously education, skills and qualifications.

The issue of recognition of non-formal and informal education outcomes in the Slovak Republic has arisen in connection with the formulation of Recommendations for the validation of non-formal and informal education (20 December 2012) by the Council of the European Union – validation of non-formal and informal learning (VNIU).