

Latest Information Technologies in the UK Adults Education System

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Summary

Today, further education of adults in the UK is one of the developing areas of continuing education. The Open University with distance learning, in the process of which innovative forms and methods based on computer and telecommunication technologies are used, is particularly successful in the organization of additional education of the adult population. The advantages of distance learning, multimedia - the latest information technologies, which provide the combination of graphic images, video, sound with the help of modern computer tools, are noted. The basic principles and forms underlying the technologies and forms of work with the elderly are defined. The international experience of implementing "Universities of the Third Age" is summarized. The most widespread approach in adult education in Great Britain is informational. The use of computer technologies motivates a new paradigm in educational methods and strategies, which requires new approaches, forms of learning, and innovative ways of delivering educational materials to adult learners. Information technologies have gained great popularity in such activities as distance learning, online learning, assistance in the education management system, development of programs and virtual textbooks in various subjects, online search for information for the educational process, computer testing of students' knowledge, creation of electronic libraries, formation of a single scientific electronic environment, publication of virtual magazines and newspapers on pedagogical topics, teleconferences, expansion of international cooperation in the field of Internet education. The information technology of synchronous distance learning "on-line" has gained considerable popularity in the educational process today. A promising direction is the use of multimedia technologies in educational activities to create a design of a virtual computer environment by decoding audiovisual information.

Keywords:

the latest information technologies, multimedia, distance learning, adult education system, Great Britain, Universities of the Third Age.

1. Introduction

The relevance of the research topic is due to the strengthening of the role of adult education in the development of modern society, which is explained by the general processes of accelerating socio-economic, scientific-technical and socio-cultural changes both at the global and local levels; understanding that adult education is the most important tool of social development, a factor in eliminating contradictions between the increased requirements of the modern era and the modern paradigm of education. Adult education is necessary for a person's entry into modern society and for adaptation in it, it is an important element of the development of the state's competitiveness.

The study of Great Britain's experience in developing the adult education system is of great interest and can become an important source of comprehensive understanding and creative use of its positive ideas regarding computer technologies, distance learning, and multimedia education.

Therefore, the study and generalization of the British experience in the development of adult education provides an opportunity to form an adequate idea of the nature of general problems and trends taking place in the European and world educational space.

2. Analysis of recent research and publications

As noted by V. Gaidukov, O. Golubenko, and M. Chursin, innovations in higher education are often considered precisely as independent values, involving participants in educational activities in a continuous progressive movement that has neither stops nor ends. Education becomes continuous and extends to the entire period of a person's life, that is, to almost the entire active life. The crisis of education can be seen in the fact that it is turned to the past, does not keep up with the achievements of science, and is insufficiently equipped with teaching aids. During this period, a new generation of people appears - homo studiosus, homo internetus, whose feeding medium is the computer and the well-known three W (World, Wide, Web) - the worldwide network, which leads to the creation of a new, post-industrial society, whose motto there is a slogan: "Who owns information, owns the world" [14].

According to L. Lukyanova, "to work in an educational environment with adults, highly educated professionals are needed who have appropriate professional and pedagogical training based on andragogical principles" [25]. M. Knowles also drew attention to the fact that there are very few adult education professionals who received special professional training in adult education [17].

O. Kuchai in his works lights up the use of multimedia technologies in the training of primary school teachers, the conceptual principles of training future teachers using of multimedia technologies and regards ensuring the quality of higher education in the European educational space, the Importance of Multimedia Education in the Informatization of Society [21; 22; 23; 24].

Kuchai O., Yakovenko S., Zorochkina T., Okolnycha T., Demchenko I., & Kuchai T. regarding the problems of Distance Learning in Specialists Training in Modern Terms of The Informative Society During COVID-19 [20].

In the work "The use of the Internet in the organization of the educational process of the open university of Great Britain" A. Statkevich considers the information approach in the organization of distance learning using the Internet as an educational technology, analyzes the advantages of distance learning [37].

As I. Chuchmiy notes, it is useful to expand information about the experience of European countries in the creation and use of various educational technologies, especially the experience of Great Britain [6].

The purpose of the article: to study the experience of Great Britain in the development of the system of adult education by means of the latest information technologies of education.

3. Research methods

The article uses research methods: theoretical (analysis of philosophical, pedagogical, psychological literature) to justify the initial provisions of the research; interpretative and analytical method, based on which Ukrainian and foreign sources are studied using synthesis, analysis, systematization and generalization; a method of comparative and historical analysis to identify the development trend of adult education by means of the latest information technologies.

4. Remarks

Despite the fact that there were many different forms of obtaining education, a significant number of adults, especially representatives of the working class, under certain circumstances, could not receive higher education. The solution to this problem was facilitated by the establishment in 1964 of the Open University of Great Britain [40], the form of education of which was mostly remote.

Today, additional adult education in Great Britain is one of the developing areas of continuing education. The Open University with distance learning, in the process of which innovative forms and methods based on computer and telecommunication technologies are used, is particularly successful in the organization of additional education of the adult population. Let's note the advantages of distance learning: availability of education; ensuring a continuous learning process: training, advanced training, retraining, obtaining additional professional education; the possibility of studying at the same time in several educational institutions; ensuring high quality of education through the use of automated training systems, operational updating of methodological support of the educational process, etc. [28].

The advantages of distance learning also consist in the fact that everyone who wishes is enrolled in distance learning university programs, regardless of the initial level of knowledge; in addition, education can be obtained at home or at the workplace.

Recently, the role of the faculties of additional education of the adult population of the universities of Great Britain has been increasing. In addition to providing additional professional education, retraining, they include training of teachers for teaching adults, conducting research in the field of adult education, writing articles, books; holding conferences on the problems of additional education. It should be noted that the role of local authorities in the organization of adult education at the beginning of the 21st century is not as significant as it was, starting with the areas of adult education:

- in the organization of additional education, the Open University with distance learning is particularly successful,

in the process of which innovative forms and methods based on computer and telecommunication technologies are used;

- various forms of adult education are developing: formal education, informal education, informal and incidental education;

- in order to implement the principle of continuity in education, the modern structure of the adult education system provides for a combination of formal and informal periods of education;

- there is an expansion of the educational age limits of the adult population.

An important feature of the modern stage of education is multimedia - the latest information technologies that provide the combination of graphic images, video, sound with the help of modern computer tools [26].

Distance schools, which were in high demand in Europe in the 19th century, are considered the first organized institutions of adult education (Germany, France, Great Britain). For example, in 1840, the English educator I. Pitman taught shorthand by correspondence. Later, lyceum teachers held discussions, attended lectures, and seminars. Traveling groups were created that gave lectures in various European cities.

Voluntary groups that arose in Europe during the Industrial Revolution were responsible for spreading adult education among the population. Educational organizations and their lectures became extremely popular at the beginning of the 20th and led to the formation of a social movement regarding the recognition of the idea of the importance of education as the basis of the formation of new advantages for the population [44].

One of the main tasks in the development of adult education in European countries is the creation and implementation of a long-term program of international cooperation in this field; the development of effective mechanisms for entering the educational and scientific programs of international organizations, foundations, etc., the implementation of the information support system for international cooperation [15].

In the 1980s, international cooperation in the field of higher education began. In 1974, Cedefop was created - the European Center for the Development of Vocational Education, an information platform aimed at collecting data from national systems for providing educational services within extracurricular and university programs: courses, circles, training studios, camps organized for people of all ages population [31].

Education policy worked mostly to overcome youth unemployment in most European countries. Studying during vacations, acquiring professional skills in a short time were key elements of the educational policy aimed at reducing unemployment. The European Social Fund played a key role in this strategy. In 1984, 75% of its budget was spent on projects to support the formation of professional skills and youth employment.

International organizations such as UNESCO, the Organization for Economic Cooperation and Development (OECD), UN, etc., are guided by the idea of adult education in their activities.

In particular, UNESCO is the largest intellectual center of intergovernmental cooperation on education, science and culture, which includes 188 countries. These are almost all countries of the world, with the exception of the USA: American specialists are widely represented in this organization as experts. About 600 governmental organizations work under UNESCO, the purpose of which is to guarantee the right to education for every adult. Theoretical research in this field of knowledge is led by the UNESCO Institute for Lifelong Learning (Hamburg) and the International Institute for Educational Planning (Paris). These institutions are the largest information centers that carry out thematic coordination of research problems in the field of adult education (civic education, literacy, national minorities, migrants, education in places of deprivation of liberty, as well as education of the disabled, etc.) [34].

The UNESCO Institute in Hamburg significantly influences the formation of European policy in adult education and provides a number of services to national networks, organizations and specialists - training and scholarship programs [41].

With the support of the UNESCO Institute of Education (since 2006 – the UNESCO Institute for Lifelong Learning), Adult Education Weeks are held annually in most European countries. The main goal of the Weeks is to achieve recognition of adult education as a necessary condition for the development of a learning society and to overcome a limited perception of education [16].

As L. Sigaeva notes, in many countries of the world - Australia, Austria, Benin, Botswana, the Czech Republic, Egypt, Estonia, Finland, Malta, Belgium (Flanders), Germany, New Zealand, Portugal, Palestine, the Philippines, Slovenia, Switzerland, Great Britain, Burkina Faso, Cape Verde Islands, Ghana, Guyana, Denmark, Iceland, Indonesia, Iran, Madagascar, Mali, Netherlands, Nigeria, Romania, Italy, Saudi Arabia, Senegal, Singapore, Swaziland, Zambia, Kenya, Japan, Brazil, National Adult Education Weeks are held in Mexico, Albania, Bulgaria, Lithuania, Norway, the Russian Federation, Sweden, in the states that emerged on the territory of the former Yugoslavia, and in Cyprus. Weeks (in most countries of the world – Festivals) are held at the interstate and interparliamentary levels, taking into account the regional coordination of the activities of non-governmental organizations on the basis of international departments of national organizations for adult education, etc. UNESCO is the coordinator of this cooperation. Recently, there has been a noticeable increase in the number of relevant educational institutions and organizations that directly deal with the problems of adult education. Among them are the Pan-African Association for Literacy and Adult Education, the Arab Network for the

Promotion of Literacy and Adult Education. The propaganda role of the South Asian and Pacific Bureau of Adult Education was intensified. In Latin America, an office for gender education and upbringing has been opened, specializing in the problems of adult men and women. The North American Alliance for Public and Adult Education promotes the development of distance education for the people of the Caribbean.

Significant centers for the development of adult education are considered to be: International Institute of Education (USA), Swiss Organization of Adult Education, International Pedagogical Center (France), International Institute for Pedagogical Research (Germany), etc. In the developed countries of the world, adult education has long become an independent direction of state policy [34].

In world practice, multi-level structures of governmental and non-governmental organizations operating in the field of adult education have developed: global level (International Council on Adult Education); continental level (European Association for Adult Education); regional level (Northern Council for Adult Education); national level (Adult Education Council in a particular country). The International Council for Adult Education (ICAE), the European Association for Adult Education (EAEA), the Asian Bureau for Adult Education (ASPBAE) and the Institute for International Cooperation of the German Association for Adult Education (DW) are fruitfully working to investigate various aspects of the funding problem adult education.

National organizations of individual countries in the field of adult education are of particular interest, in particular:

1. National Institute of Adult Continuing Education England and Wales;
2. German Institute for Adult Education;
3. The Irish National Association of Adult Education (Dublin, Ireland);
4. Finnish Adult Education Association (Helsinki, Finland);
5. The Association of Estonian Adult Educators, Tallinn, Estonia [12].

Regarding the issue of human aging in the international aspect, scientists T. Skoryk and I. Shevchenko note: "In 1982, the United Nations held the World Assembly on Aging Problems, and the General Assembly approved the International Action Plan on Aging Problems. In 1990, the Assembly proclaimed October 1 as the International Day of Older Persons, and a year later adopted the "UN Principles on Older Persons", the implementation of which is aimed at social work with this category of the population.

The following principles were defined:

- independence;
- participation (active participation in society, the obligation to share knowledge and experience with the younger generation);

- care;
- realization of one's potential;
- dignity, which are the basis of technologies and forms of work with elderly people.

The following basic forms of social work with elderly people have been identified: material assistance; support in the form of food, fuel, medicines, etc.; social service at home and in stationary institutions; psychological and social support; involving the elderly in educational forms of activity (self-development); organization of cultural leisure.

"One of the newest forms of social work with the elderly is the provision of the social and pedagogical service "University of the Third Age", which can be considered as one of the modern forms of social integration of the elderly" [36].

In the last quarter of the 20th century in Great Britain, universities of the third age arose, originating in France, which is the birthplace of the University of the Third Age, founded in Toulouse in 1973 on the initiative of Professor Pierre Vellas. Subsequently, this form of adult education (universities of the third age) appeared in Great Britain, Canada, the USA, etc.

The process of population aging that has taken place during the last decades in the developed countries of the world (due to the increase in overall life expectancy) and in the developing countries (due to the decrease in the birth rate and migration), as well as economic and social factors encourage older adults (this group includes and the elderly) to participate in various educational programs. The most widespread and developed institutions of education and socialization of the elderly (third) age are the universities of the third age, which, fulfilling their main function - educational and social - increase the level of social integration, self-realization of the individual and the quality of life of the elderly, as well as contribute to the realization of the concept active and positive aging. Universities of the third age mainly offer educational programs that focus on medical and social issues related to aging, which contributes to the development of older people's responsibility for their own health (the programs include courses on health care, healthy lifestyle and first aid). Modern information technologies help universities of the third age in creating educational portals, electronic courses for distance learning and communication of elderly people who do not have the opportunity to visit the institution [5].

There are various organizational forms of adult education. As for the organizational forms of adult education, we note that such forms of education as: learning organizations (entrepreneurs organize training for employees of their enterprise); labor education associations; adult education centers; distance education; evening and extramural schools for adults can be divided into joint forms of adult education of the named countries. Such progressive forms of adult education as online courses, distance learning programs, open educational institutions, consortia, and

teleuniversities operate in Great Britain, Canada, Germany, and the United States. Most of the conceptual provisions regarding the adult education system were developed in Great Britain.

It is also noteworthy that there is the admission of students to part-time teacher training courses for the PYCE certificate, which operated at the center of distance learning in Great Britain - the Open University in London, as well as the creation in the country in 1992 of the Office of numerous - advice to the teacher and school administrator, for whom recommendations were developed regarding preparation for the inspector's inspection and work after the completion of the inspection for the named categories of educators. In addition, in the same year, the Office for Standards in Education of Great Britain was established, which implements programs for evaluating the quality of work of educators in accordance with established national standards. In 1992, the Office for Standards in Education was created in the country, which contributed to the fact that the center of gravity in the system of teacher training was transferred to the school. It should be noted that in the British standards of higher education, the emphasis is placed on the requirements for the level of mastery of educational material and the formation of professional practical skills [33].

Initially, universities of the third age were an institution that spread in French-speaking territories, in particular in France, Belgium, Switzerland, Quebec, and later spread in European and Scandinavian countries: Italy, Spain, Poland, Sweden, Finland. In the early 1980s, universities of the third age spread in English-speaking countries: Great Britain, and later in Australia, New Zealand, Malta and Cyprus. Of course, in each country, to one degree or another, there are differences in the organization and implementation of the idea of education for the elderly, but the main types and forms of education of the third-age community remain common.

The international experience of implementing "Universities of the Third Age" can generally be reflected in 5 models: the Western European or "Vellas" model, which is closely related to the university, or is a component of it; the Anglo-Saxon model, which is especially practiced in Great Britain and other English-speaking countries, where the dominant feature is self-organization in education; the North American French-speaking model "Vellas"-model, however, with significant participation of students in course planning; the South American model, based on "Vellas" with the involvement of mostly the entire elderly population in training; a Chinese model focused on community life and the preservation of traditional culture.

Scientists T. Skoryk and I. Shevchenko claim that the "University of the Third Age" can be characterized as one of the modern models of integration of elderly people in modern society, which by activating their life activities

generally improves the quality of life, and thus contributes to solving the demographic problem of active old age [35].

The most widespread approach in adult education in Great Britain is informational. The use of computer technologies motivates a new paradigm in educational methods and strategies, which requires new approaches, forms of learning, and innovative ways of delivering educational materials to adult learners. The functioning of the Internet has expanded learning opportunities within the global perspective, opened access to adult students to educational resources and information around the world [19].

The intensive development of technology in the second half of the 20th century led to the emergence of a number of new multimedia: video, satellite television, computers, and the global Internet. The 21st century is the era of information and communication. The main new attribute is a computer with access to the Internet, which enables a person to communicate with the whole world.

Currently, information technologies are widely used in pedagogy as a science, as well as directly in the practice of the pedagogical process. Adult education is no exception. Information technologies have gained great popularity in such activities as distance learning, online learning, assistance in the education management system, development of programs and virtual textbooks in various subjects, online search for information for the educational process, computer testing of students' knowledge, creation of electronic libraries, formation of a single scientific electronic environment, publication of virtual magazines and newspapers on pedagogical topics, teleconferences, expansion of international cooperation in the field of Internet education. A promising direction is the use of multimedia technologies in educational activities to create a design of a virtual computer environment by decoding audiovisual information.

Modern media civilization generates a new model of society, changing everything around, including school. Radical changes affected the youth above all. The current young generation is positioned as a screen generation, brought up on television, video clips, action movies and short messages [8].

At the beginning of the 21st century, the development of computer technologies made it possible for teachers to combine text, graphics, audio and video resources in computer programs.

Multimedia is a necessary element of a properly organized adult education process. In addition to assisting in learning, these technologies contribute to the improvement of the educational process. The computer is used in many projections of the education of adult students, young people, because it has powerful resources [30].

A. Statkevich notes that the emergence of computer telecommunications Web technology (Web-based learning) at the end of the 20th century created prerequisites for the

development of information technologies, which stimulated the formation of distance learning based on the Internet (learning on the Net/Internet) and a new information "online" technologies (Online learning). Computer-based communication tools include several forms: e-mail, electronic conferencing, video conferencing, and Internet technologies that allow tutors and adult learners to share information and participate in problem solving. Computer communications are also a means of accessing such Internet technology as the WWW (World Wide Web), which consists of hundreds of millions of information sites connected by hyperlinks. Such an environment stimulates the activity and independence of students. The organization of distance learning of the Open University of Great Britain is based on the appropriate infrastructure of distance learning, in which two independent directions can be distinguished: asynchronous distance learning; synchronous distance learning.

Asynchronous distance learning combines e-mail and computer conferencing, which are used to exchange information between an adult learner and a tutor. The Open University has a local network where you can use e-mail without going online. Electronic conferences are also organized within the local network of the university for conducting seminars and discussions.

The information technology of synchronous distance learning "online" has gained significant popularity in the educational process of the Open University of Great Britain. In particular, there are attachments here: electronic schedules and the curriculum on the web page; lectures, task and test modules; audio and video conferences. The latter expand the scope of educational cooperation between the participants of the educational process, thanks to which the formation of personal views is carried out, which students learn to substantiate [37].

The British University of Coventry set itself the task of introducing a technological platform in its Serious Games Institute (SGI) unit, on the basis of which it would be possible to build a digital model of the premises of the institute so that regardless of the location of the student (in a real building or its digital copy), he was given access to the necessary educational materials, and the method of delivery of educational materials should correspond not only to the location of the student, but also to the devices he is using at the moment. Using the experience of the laboratories (Sisso and Giunti Labs), the SGI Institute received a set of virtual learning functions, in particular, such as obtaining virtual educational material using simple drag-and-drop technology, which involves the use of a computer mouse or touch screen), order and control the delivery of educational material using abamap (software for the design of exhibitions and showrooms). [6].

The latest pedagogical technologies can be used for more effective teaching of students and adult students. In particular, students can improve the quality of their written

work on any subject with the help of text editors that allow them to analyze their work and make appropriate changes to it. Complex concepts can be more easily understood thanks to animated graphics and computer simulations. The use of the latest pedagogical technologies based on ICT helps to increase the motivation of adults to learn, students become more confident and able to solve problems independently [7].

The formation and development of a single system of continuous education is a complex and complex problem of an interdisciplinary nature, for the successful solution of which it is necessary to involve specialists from various sciences and fields - philosophers, sociologists, economists, psychologists, engineering and technical workers, cultural and artistic workers, and many others, that occupy a certain place in the general philosophical teaching about man [2]. Hence the need for an interdisciplinary approach to adult education.

The specificity of the individual approach involves adapting the forms and methods of pedagogical influence to the individual characteristics of an adult in order to ensure the development of his creative personality [3].

In Great Britain, the individual approach in adult education is based on attention to each student by adapting the educational material to his goals. This approach is also used in the organization of open education with the use of a computer and the development of an individual study plan for an adult student with the condition of combining it with a distance form of education. This approach is important for the education of adults, because the composition of educational groups of adult students is heterogeneous.

The professional training of pedagogical specialists in Great Britain is based on the competence approach, according to which the educational process, as noted by I. Brandybura, is based on student-centeredness, and the main indicator of success is the mastery of not only relevant knowledge, but also skills and abilities, values and attitudes, which ensure the professional integrity of the future specialist and his readiness to perform professional duties [4].

The competence approach is aimed at the development of the ability to learn throughout life, at the development of existing and acquisition of new competences. Therefore, we consider this approach productive for adult education.

Analyzing the method of distance learning, it is worth emphasizing the interaction of students and teachers with the help of modern telecommunication tools: computer information sources, video and audio library, electronic library, training manuals. Such an environment promotes the acquisition of knowledge by adults both independently and under the guidance of personal tutors who are assigned for the entire period of study to provide adult students with scientific and methodological assistance. They also form the division of educational material into parts, with the help of which adult students can: differentiate the educational

process; individualize training; exercise self-control; to use the reserve of study time due to the computer's performance of time-consuming computational work; conduct laboratory work simulating a real experiment on a computer; to form the ability to choose the optimal solution in various situations [2].

A differentiated approach consists in the selection of educational material of a certain degree of complexity, in the purposeful activity of the teacher regarding the use of various methods and techniques, which depends on certain factors (goals and stages of learning; material studied by adult students; their age and individual characteristics) [45].

In the process of applying the activity approach, which requires special efforts aimed at organizing the activities of adult students, activating and transferring them to the position of subjects of knowledge, work and communication, when an adult student acquires the ability to plan activities, perform, analyze and evaluate their results, activity is recognized as a crucial condition for personality development.

The andragogical approach in pedagogy is the theoretical and methodological basis of the theory of adult education [42]. The principles of andragogic approach allow to select methods of continuous education, to ensure learning motivation, creative development of adult students in the system of postgraduate pedagogical education,

In the UK, adult students return to education several times in their lifetime due to scientific and technological progress. Their number is increasing significantly, which is presented in the Table. 1.

Table 1: The dynamics of the growth of the number of adult students in higher education institutions of Great Britain

Year	1962 a.y.	1994/95 a.y.	1997/98 a.y.	2001/02 a.y.	2017/18 a.y.
The number of adult students in % of the total number of students in the higher education sector	6%	27%	31%	41%	52%

Source: compiled by the author based on the source [18].

This table indicate a significant increase in the number of adult students during the second half of the 20th - beginning of the 21st century.

Public and volunteer structures play a significant role in the organization of adult education in Great Britain; the

funding of research work on adult education and the network of educational institutions is increasing. The leading educational policy of the adult population is determined by the needs of the country's economy; the functions of local authorities are narrowing. The new economic paradigm required a focus on the training of specialists whose qualifications are related to the advanced directions of scientific and technical progress: computerization of production, software management, information technologies, etc.

Education of people of the third age is a structural element of continuous education. When working with such categories of people, it is necessary to take into account the psycho-physiological changes that occurred during the aging process: rapid fatigue, reduced ability to concentrate, reduced memory capacity, etc. In this regard, the following requirements have been developed for a teacher who works with such people:

- creation of a positive, comfortable learning atmosphere;
- consideration of students' experience;
- showing respect, tolerance, taking into account age-related physiological and mental disorders of listeners;
- studying the needs and interests of students and developing the program and content of education based on them;
- involvement of students in the development of the study program and the conduct of classes (especially the practical direction);
- constant monitoring of classes with the aim of adjusting the content and teaching methods [36].

There are around 200 registered organizations in the UK that have the right to award qualifications. Often they delegate this function to assessment centers (assessment centers), which are created on the basis of providers of educational services.

For adult students, preparatory courses (access courses) for admission to institutions of higher education are popular - one-year (for full-time study) or two-year (part-time). Such preparatory courses are organized by: two-year sixth form colleges, institutions of higher education, adult education centers, other education providers, the most active of which are further education colleges.

Implementation of the principles of continuity and flexibility of adult education is ensured in Great Britain by the Credit Accumulation and Transfer Scheme. A certain number of credits is determined for each level. If we take into account that one credit unit is equal to 10 conditional study hours, then in order to obtain a certificate of higher education, which involves the accumulation of 120 credits, it is necessary to complete 1200 hours of study load, to obtain a certificate or diploma of intermediate qualification - 2400 hours, bachelor's degree with honors - 3600 hours.

In addition to the system of accumulating credit units in Great Britain, they use the system of accrual of credit units

for prior learning experience (Accreditation of Prior Learning) based on the portfolio presented by the applicant (work plans, letters of recommendation, reports, conference materials, characteristics from the workplace), which is evaluated by the examination board, which awards credits to students aged 25 and older. This is especially effective when using modular learning [32], which contributes to meeting the educational needs of the adult population with high economic pace of the country's development.

Distance education became the basis of the new educational paradigm. Currently, distance learning is characterized by the following components: lack of direct contact between teacher and student; active use of information technologies and mass communication tools in the educational process; the possibility of interactive learning with a tutor [29]; students can choose their own term, learning pace, model their own curriculum by choosing courses; reduction of costs for the maintenance of dormitories and educational buildings; avoiding the costs of moving to the place of study [27].

Educational institutions in the UK that offer distance learning programs are based on certain models, such as:

- autonomous educational institutions such as – the British Open University (OU UK), which serves 22% of British part-time students, the average age of which is 34 years [13];

- consortia of several educational institutions: British consortium "Commonwealth of Learning", which includes HEIs of the Commonwealth countries that are connected to the distance education network; international virtual university (E-university), in which students receive higher professional education "electronically";

- informal distance learning based on multimedia programs designed for adults who have gaps in functional literacy [9].

So, the end of the 20th - the beginning of the 21st century is characterized by the following trends in the development of the adult higher education system in Great Britain: variability of higher education institutions; growth in the number of adult students; introduction of a qualification scale for institutions of higher education, which is ensured by the use of the system of accumulation and transfer of credits (multi-level higher education); use of distance education in the educational process; strict control - financial and administrative.

The implementation of the idea of public education in Great Britain according to the concept of "Adult education and public education" takes place in various educational institutions and institutions, including the following main types:

- continuing education department at institutions of higher education and colleges of further education, which are in almost every institution of higher education in Great Britain. Most non-formal courses are intensive (short-term),

held in the evenings or during holidays (summer schools) with the option of living on a university or college campus;

- workers' education association - provider of non-vocational further education - organizes training courses and programs in 650 branches across the UK on interests led by a tutor for 2-3 hours in the evening or at weekends in community centres, country clubs, primary schools etc. [1];

- community colleges and centers of adult education, focused on specific categories of listeners (ethnic groups, refugees, unemployed, persons with special educational needs, etc.);

- short-term residential colleges offer highly specialized courses lasting from two days to two weeks, which gives an opportunity to focus on the cognitive process and obtain the necessary information in the following areas: foreign languages, literature, drama, natural sciences, ICT, crafts etc. [43];

- centers for the organization of education and leisure at enterprises represented by community colleges and adult education centers. A special role in the organization of informal programs for adults is played by adult education centers, which provide educational services in the morning, afternoon and evening in special and intellectual development, mostly remotely. Courses last from several weeks to a year, during which adult students master languages and practical crafts [18];

- universities of the third age (U3A), which complement the network of informal institutions for older people. This model was not supported by institutions of higher education, so the activity of U3A relies on the initiative of its students, which revives the tradition of public education. In Great Britain, there are more than 500 groups of older people, in which more than 130,000 trainees are trained [39] and their number is increasing in the future, after all, according to statistics, if at the beginning of the 21st century there were about 10 million elderly people (18.5% of the total population), then by 2025 this figure will increase significantly: by 70% of people over 60 years old and by 115% are over 80 years old. At the same time, the country's population will grow by a total of 6%. Links between local U3A branches are gradually being strengthened through the National Subject Networks, which organize seminars and conferences for foreign language, art and music groups, traveller's clubs, science and technology, etc. Classes are held in libraries, schools, at home, in community centers, etc. [10].

Recently (the 1990s - the beginning of the 21st century), the concept of the "Learning Organization" has been spreading in Great Britain, one of the tasks of which is the development of a person at the enterprise in terms of education, professional and personal. The most active providers of staff development and support programs are mainly large companies and concerns that have significant financial potential and offer staff an increase in the level of professional qualifications, further professional

development and solving other educational problems, that is, they create opportunities for training at the workplace; the trend of professionalization of such programs is increasing [11].

Since 1994, the Open University in London - the center of distance learning in Great Britain - has started accepting students - it is a part-time teacher training course for obtaining the PGCE certificate [38].

5. Conclusions

On the basis of the material presented, it can be concluded that in Great Britain, for the education of the adult population, universities have created faculties or departments of further professional education, which run a variety of courses, both short-term and long-term, which create conditions for further professional development of adults. because the course programs are provided by highly qualified specialists.

The courses use the following forms of work: lectures, seminars, evening classes, summer classes, online classes, group work, discussions, conferences, presentations, writing essays, research papers, reports. As a result of training, an adult can receive: a certificate of postgraduate education or a diploma of postgraduate education.

Training and advanced training programs in institutions of further professional education contribute to the improvement of the effectiveness of organizations through the continuous professional development of the population, the knowledge gained by those who study, and the improvement of motivation and technical capabilities; increasing the professionalism of specialists.

One of the areas contributing to the improvement of adult education in Great Britain is computer-based learning with the use of computer programs. Computers can be used in the process of familiarization with new material and in the process of training. Advances in information technologies allow to organize the education of adult students in a new way.

In the content of continuing education, attention is paid to three main components related to the education of the adult population: literacy in the broad sense, including computer, functional, social and other areas; professional training, including professional training, retraining, advanced training; general cultural additional education not related to work. Training and professional development programs in further professional education departments created in Great Britain contribute to increasing the effectiveness of organizations through continuous professional development of the population, knowledge gained by those who study, improvement of motivation and technical capabilities; increasing the professionalism of specialists.

The main features of adult education reforms in Great Britain are: development of the national qualification scale for professional and higher education; continuous improvement of the qualifications of adults in order to meet the needs of the economy by means of computer technologies; interaction of production and science during distance learning to ensure competitiveness in the labor market; enterprise managers giving preference to workers who have a bachelor's degree with honors; increase in the number of adult students and institutions of higher education for their training; implementation of the idea of public education through various types of informal educational institutions; active introduction of remote technologies, etc.

The use of computer technologies motivates a new paradigm in educational methods and strategies, which requires new approaches, forms of learning, and innovative ways of delivering educational materials to adult learners.

A promising direction is the use of multimedia technologies in educational activities to create a design of a virtual computer environment by decoding audiovisual information.

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