

INTERNATIONAL EXPERIENCE OF ADULT EDUCATION IMPLEMENTATION IN
HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: This article highlights the acceleration of socio-economic development in the world, digital transformation, rapid changes in the labor market and increasing demand for human capital, the formation of the idea of lifelong learning as a strategic priority. In this system, attention is paid to the fact that adult education is an important link that ensures the renewal of knowledge, skills and competencies of a person throughout his life. The emphasis is placed on and highlights the fact that adult education not only increases economic efficiency, but also contributes to social integration, civic engagement, personal development and sustainable development.

Keywords: digital transformation, continuing education, adult education, competence, social integration, infrastructure, "lifelong learning", "Education for All", retrospective, phenomenon.

Introduction. We live in a world of constant change and change, and to give a decent answer, we need to understand and correctly assess our current circumstances. Economic development in the coming years will present mechanisms for the development of various spheres of the country's life, including the economy, social services, infrastructure, education and health. Great social change, scientific and technological progress, vast amounts of new data, and environmental change are major features of today's changing society.

Humanity's global problems were exacerbated by low levels of education, lack or non-availability of educational programs, and inefficient investment in education. Currently, against the background of various changes, the role of knowledge, skills and abilities of all members of society is increasing.

Economically prosperous countries are rapidly developing their adult education systems, as "lifelong education" ensures the successful development of society.

Results and analysis. Learning from foreign countries, especially Sweden, is encouraged by the country's decades-long traditions and its well-organized and well-functioning education system. Learning from positive and negative international experiences helps us to better understand our problems, correct mistakes, make optimal decisions and find ways to create an effective adult education system.

In the context of globalization, adult education is becoming especially relevant. This will allow people to expand the existing knowledge base, reduce the gap in education between generations that arises as a result of numerous changes, the emergence of a large amount of information and obsolescence of knowledge against the background of new professions, create



additional opportunities for improving the qualifications of people, make them competitive in the labor market and so on improves their quality of life.

Russian scientist Zotova T.P. in his scientific work "Application of the experience of Sweden in adult education in Russian pedagogical theory and practice." According to him, "the level of education of working adults is an indicator of a high standard of living in the country." Highly developed European countries with a stable and well-organized adult education system prioritize education for working adults. Adult education issues are reflected in UN recommendations adopted in 1976. This document is aimed at solving the problems associated with obtaining quality education outside the age boundaries of the world community. UNESCO's global vision for Education for All also focuses on adult education. According to this concept, study was recognized as a natural part of human life. A retrospective analysis of the formation and development of the educational systems of Sweden and Uzbekistan, as well as their current state, content, forms and principles, allows us to take a fresh look at adult education in our country.

We reflect on what is even more relevant in this article. The goal of adult education is to close the education gap between generations and segments of the population, improve skills and improve the quality of life of people to enter the constantly changing labor market. UNESCO introduced the concept of "functional illiteracy." The problem of "functional illiteracy" is relevant today, and there is a big difference between the knowledge and skills acquired by specialists 10-15 years ago, the introduction of new technologies and the requirements imposed on them by society as a result of socio-economic transformations. When a highly qualified specialist becomes unfit for further work, his knowledge becomes very outdated due to the rapid development of technology and the emergence of a huge amount of new data. Having graduated, many people spend their entire careers, but finally reach a high position and, "often without modern knowledge," become simply high-level intellectual bankruptcies.

More and more people are left with untapped experience and potential. They develop the syndrome of "sunset philosophy."

Studies conducted by Swedish scientists have shown that participation in educational programs designed specifically for them affects adults. People are experiencing new opportunities for career development and self-awareness. Their spiritual well-being will improve and their competitiveness in the labor market will increase. Third, older people, or retirees, experience better overall health because they have the opportunity to learn and feel needed by society.

According to the UN quality of life report, Scandinavian countries are in the lead in the top three, while Sweden ranks third.

- As you know, the quality of life directly depends on the level of education of the population. The Swedish government has provided grants to unofficial adult educational institutions (folk secondary schools, educational associations). In 1991, the Government Grants for Unofficial Adult Education Ordinance changed the system of grants. State grants allocated for unofficial adult education are aimed at: stimulating activities that allow people to shape their lives and actively participate in the development of society;

- Strengthening and development of democracy;



- Expanding cultural interests in society, increasing public participation in cultural life, stimulating cultural events and the creativity of their participants;

According to statistics given in the 2005 sheet of the Swedish National Council for Adult Education (Folkbildingsradets fakta at folkild), public schools provided a lot of money. It follows that funding for unofficial education from government sources has gradually increased. The state system of continuing education flourished in the country. Adult education issues rarely become the subject of dissertation research.

Conclusion. In Sweden, which spans more than a century and a half, informal open adult education is especially relevant at a time of global change. Significant state and legal assistance will help develop non-state educational institutions and education for adults without education. This area of education is widespread in Sweden. Sweden's unofficially open adult education system addresses differences between different segments of the population and provides every adult with ample opportunities to replenish, renew and improve their education level.

Freedom and voluntariness, democracy and openness are the basic principles of informal open adult education. Swedish folklorist helps people get a full education, promotes democracy, equality and good relations between various social and cultural groups, and increases the cultural level of the nation. Various organizational and legal forms provide a wide coverage of the adult population. A third of Sweden's population regularly participates in various adult education programs.

Important and meaningful features of concepts such as bild, utbild, wuchenbild, fortbild and folkbild significantly expand the conceptual and categorical apparatus in the context of the research topic. The Volkleld phenomenon is included in the field of didactics, whose philosophy is based on the fact that all citizens are free and independent and have the right to participate in all spheres of the life of a democratic society, which encourages interest, activity and critical thinking.

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