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### **TENDENCIES IN DEVELOPMENT OF ADDITIONAL PROFESSIONAL EDUCATION ABROAD\***

*SUMMARY. This article shows that national educational institutions in the modern world differ in a number of peculiar functional aspects, by a distinction of forms and dominant technologies that is conditioned not only by a variety of sociocultural terms, civilization differences, specific of types of rationality, but also by levels of social-economic development. It is determined that the study of different national models of additional professional education, getting institutional status, appears very relevant for an analysis and adjustment of the practical development of the Russian system of additional professional education.*

*KEY WORDS. Additional professional education, technologies, corporate educating.*

**Article applicability.** Living in the 21st century requires every person to have more personal responsibility, as well as to be more independent, socially active and competent. In the rapidly changing world, it is the effective system of additional professional education that helps acquire these essential qualities. The study of such practice abroad shows that different systems of additional education have different ways of teaching, such as various courses that do not provide a diploma (informal education); educational programs meant for acquiring a new profession or professional qualification; independent learning that allows a person to pass an examination and get a diploma, certificate or licence.

**Purpose of the article:** to study international trends in the development of additional professional education.

In developed countries, a person becomes a worker and a professional in a situation that provides a relatively high standard of living in socially oriented economy [1].

Nowadays we can distinguish several models of additional professional education existing in different countries. For example, in the USA training and professional development in the sphere of business, industry and social work is called "continuing education" [2]. It consists of two aspects: education started on the initiative of a learner pursuing his/her personal or professional goals and education according to special teaching programs that include some practice.

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A lot of professionals take university continuing education courses not only for the sake of acquiring a new profession, getting a license or a degree, but also for the sake of personal development and helping the local community. Some view such courses as additional training that contributes to professional growth.

Unprecedentedly rapid, constant changes in society, the economy and the labor market have brought the necessity of acquiring new knowledge and skills not only during professional training but during one's working career as well. This function is partially performed by professional associations, however the leading role belongs to universities that organize special courses. These courses are based on the close connection between universities and employers and provide opportunities for professional development. For example, Massachusetts Institute of Technology in the USA has created a program of "lifelong cooperative education". The program supposes that not only the University, but also the company an engineer is working at is responsible for his/her continuing education. The additional professional education of engineers includes widespread use of modern technologies such as interactive television, educational software, etc.

In France, continuing education is mainly provided by university centers of continuing education. Their aim is to help people who work enter university. That is why they create special educational programs meant for groups with different attainment levels. Besides, the centers offer short-term (about 120 hours) courses that are specifically planned according to the wish of learners or their employers who finance the program in order to enhance the professional qualifications of their staff. Training can take place both at the university and in the company. In the latter case, the center is responsible for the organization of the educational programs, and for providing faculty.

There are several types of co-operation between employers and university centers of continuing education. One type is collaboration based on long-term agreements. In this case the company controls arranging and realization of the program, and training can take place either at a university or in the company. Another type of co-operation occurs if a company has its own educational institution. Then the centers only provide tutorial help and, if necessary, qualified teachers. Such centers function, for instance, at Strasbourg University of Humanities, which offers a broad spectrum of programs aimed at professional development of the personnel at hotels and hospitals, teachers, specialists in the spheres of environmental protection and communal services.

A very important place in the French system of continuing education belongs to the National Association for Adult Vocational Training (AFPA). It regulates the labor market, fights against unemployment, trains workers and helps specialists adapt to the changing requirements of employers. The Association includes 130 training centers, among which seven work on designing methodologies and training materials. There are 23 psychological centers dealing with the professional selection of learners. The Association also includes advisory structures such as professional advisory committees, whose task is to attract professionals into the AFPA for creating educational materials.

The education is extramural and covers numerous qualifications and different economic sectors: information technologies, management, accounting, international

trade, tourism, etc. At the end of the course, students get high-level qualifications and AFPA diplomas [3].

Another interesting form of additional professional education is the so-called "experience-based education" that is widespread in the USA and Canada. It can be characterized by a close link with the professional work of the students. Training according to these programs takes place directly in the workplace.

It is worth mentioning that the "experience-based education" model pays special attention not to the training itself, but to the educational activity of students. According to L. Nadler, training contributes to the perfection of worker's skills, while educational activity contributes to self-improvement and development of one's own professional qualities [4].

This model is similar to the Japanese "quality circles" concept that implies analyzing the work of one's colleagues and their mistakes, self-directed learning and other informal ways of acquiring new professional skills.

Unlike experience-based education, cooperative education (in the USA) or sandwich courses (in Great Britain) combine classroom-based education with practical work experience. This type of additional professional education is meant mainly for graduates from secondary schools. Usually, a cooperative education program combines four-months' work at five or six different workplaces with theoretical courses. Average cooperative education courses are one year longer than courses based on traditional programs. In the USA 1/3 of all universities provide such opportunities. In the universities of Canada, 40% of students are taught according to cooperative education programs. Research shows that gradually these programs become adapted to the requirements of the labor market, however they are mostly aimed not at the development of specific professional skills, but they help acquire general experience and knowledge in various spheres.

This principle also holds true with sandwich courses in Great Britain. They are most popular at polytechnic colleges and universities. However, contrary to those in the US and Canada they can take place not only in educational institutions, but also in companies. Sandwich courses can be found in a variety of subjects such as engineering, business-related subjects, architecture, the humanities and social sciences.

There are other types of cooperative education that link additional professional education to industrial practice. For example, senior students of the Engineering Faculty at McGill University, Canada, work together with their teachers on projects that will be afterwards applied to different industrial spheres. Students are often taught by the leading specialists from the companies. Such practice is beneficial for all participants: students acquire professional skills, necessary for their future work, while specialists enrich their theoretical knowledge and thus raise their qualification level.

"Recurrent education" is another interesting type of additional professional education. Its main aim is to create an alternative educational system in order to strengthen the bridge between education and the sphere of production. The idea of recurrent education has become popular in a number of European countries such as Germany, Great Britain, Sweden and France. It is meant for getting education at certain intervals, while working, during the whole life of a person. The interchange

of work and study has already become a usual practice in the system of education for adults, especially, in postgraduate and undergraduate training.

Today many enterprises in the USA use the LTC (Learn, Think and Create) strategy. 400 companies and over 20 specialized educational institutions work on educational programs for engineers. Such programs comprise special scientific workshops; companies provide video and computer laboratories. The aim of these programs is to teach employees to be creative.

France has very rich experience of recurrent education, which is defined there as “lifelong professional training” and carried out mainly in the workplace. Recurrent education is considered to be a very effective and convenient way of training since it, first of all, quickly reflects changes in the needs of the economy, labor market and individuals. Secondly, it has a great diversity of forms and includes not only education in the workplace, but also extramural and distance education. The main goals of recurrent education are the following:

- assistance in the development of the economy and modernization of companies;
- solving the problem of social inequality;
- helping the unemployed to return to an active career [6].

French law supports the development and popularization of continuing education for adults in the country. Workers in the private and public sectors of the economy have the opportunity to participate in this or that educational program within a company’s training plan or during their individual paid educational leave. The law makes employers take part in the development of recurrent education. Workers have the right to get individual paid educational leave to attend not only educational courses, but courses contributing to the general cultural enrichment of the individual.

At the same time, the majority of Western countries provides financial support for workers to participate in various programs of additional professional education. According to the statistics, 35.000 dollars invested into the training of the personnel can provide an income of one million dollars [7]. Thus, Western companies follow the ancient proverb: “When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people”.

In Germany, additional professional education is provided by universities. Large companies have begun to organize corporate universities that play an important role in the inside training of the personnel. A significant role in the development of additional professional education belongs to the chambers of commerce that are formed according to the territorial principle and obliged by the law to monitor and control the organization and realization of additional education programs.

One of the new types of additional educational training in Sweden is professionally oriented courses. They last for only a term and are aimed at the retraining and qualification development of manufacturing specialists. A popular form of additional professional training in France is *on-the-job training* that includes attending special courses, which last for several days or 3-5 weeks, and getting a certificate in the end.

A form of distance education also worth mentioning is so-called “independent” education. It is similar to Russian extramural education, but has a number of distinguishing features that make it a part of additional professional education

for adults. Charles A. Wedemeyer from the University of Wisconsin defines independent education as education in the process of work, in the environment that differs from traditional classroom environment [8].

Another aim of these educational institutions is to provide greater opportunities for getting education. Thus, recently we have observed the increase in the number of adult students. For example, according to the survey conducted by the US Department of Education in 1995, 5 out of 12 million students were adults receiving additional professional education. In recent years this number has increased by 114% [9].

The analysis of the systems of additional professional education shows that the majority of them have advantages that cannot be denied. However, there are some drawbacks and difficulties that these institutions face. One of the main problems highlighted by most of experts abroad is the problem of coordination of work, both among additional education structures themselves and with initial educational institutions. Partially, this problem has resulted from the great diversity of additional education programs, which has led to confusion among teaching staff because sometimes teachers working in additional education do not consider themselves as such. On the other hand, it often appears that initial educational institutions are rather reluctant to cooperate with additional ones. This happens, firstly, because of the differences in methods, forms and ways of organizing the educational process. Secondly, there are difficulties of a social and psychological nature: universities want to be arbiters who impose a certain system of values in the sphere of education.

The majority of experts abroad believe that these problems could be solved by uniting initial and additional education into one system that would be able to meet the various needs of people [10].

Today additional professional education should not be viewed as narrow special education, retraining or acquiring a new profession, but as a complex unit oriented towards the new economic conditions, various skills and qualities, flexibility and constant professional training, readiness for high labor mobility within regions, countries and international cooperation.

Globalization — one of the realities in which global politics and economy are developing — makes additional professional education consider the necessity of political and economic communication between nations [10].

Nowadays distance education is becoming increasingly popular [10]. It makes additional professional education flexible, but it implies individual education and is oriented not to a teacher but to materials and processes.

The new concept of additional professional education means that education will be more and more closely connected with work, until they become a unit. Moreover, today in developed countries we can observe that professional education is spreading outside universities and more and more often becomes a part of the applied sphere.

**Conclusion.** The analysis of the development of additional professional education abroad gives us an insight into the system of additional professional education, its various forms, aims, and values. Despite its problems and contradictions, additional professional education abroad is a well-developed educational structure, that meets the needs of modern social, cultural and economic situation and helps to better

protect individuals facing constantly changing professional requirements. The study of national systems of additional professional education abroad can be useful in the development of the Russian additional education system oriented towards the social, cultural and educational traditions and specific aspects of the economic and human resource situation in our country.

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