

# Formation of a Continuing Education System in Modern Conditions

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*Received January 25, 2020; Revised April 10, 2020; Accepted April 27, 2020*

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**Abstract** The purpose of the article is to develop proposals for the formation of a continuing education system. The methodological basis of the study included the following general scientific methods: analysis and synthesis in the analysis of existing theoretical and methodological approaches and provisions, as well as scientific developments on the assessment of the continuing education system; structural and logical in the systematization of factors affecting the state of continuing education; factor analysis in determining the impact of factors on the level of development of continuing education. It has been established that continuing education is designed to ensure the harmonious development of each individual, individualize learning, and form a conscious need to improve the level of knowledge in each person. It has been established that continuing education in its modern state has several characteristics, the main of which are the widespread introduction of educational technologies based on information and communication technologies, openness and accessibility of education, guarantee of high-quality training while focusing on mass education, and effective support for students. It has been revealed that continuing education focuses on advancing the development of society, professional career, personal skills, and other spheres of social practice, which implies continuity and multivariance of general and professional education.

**Keywords** Career, Continuing Education, Development, Education, Knowledge, Skills, Society,

Training

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## 1. Introduction

Continuing professional education implies an update of professional knowledge and skills. In many ways, this understanding of continuing professional education coincides with additional professional education, as it includes regular professional development and professional retraining. In this case, the professionalism of the specialist will develop linearly, and will consist in the independent accumulation of knowledge and skills about developing technologies.

The continuity of education should be considered the most important global problem at the present stage of world economic and social development. Whatever scope of it may be affected and whatever aspects of education, upbringing, and human development may be considered, there is a need to express one's attitude to such aspects of education as inclusiveness i.e. unification based on a common goal and involvement of the entire population, all its socio-demographic groups.

The need for constant update of the knowledge gained as a result of education, caused by the inability to work and solve unforeseen and increasingly complex social and professional tasks in the course of work, has caused the emergence of various forms of organized postgraduate education, for example, such a social institution as professional development. At the same time, a real

assessment of the current situation encourages the search for new approaches to the qualitative change in the state of the entire education system in the Russian Federation.

Continuing education for the state and society becomes the leading sphere of social policy to ensure favorable conditions for the general and professional development of a person, a mechanism for the reproduction of professional and cultural potential, and a condition for the development of social production. The concept of continuing education has become a key one. It is the answer to the challenge that the world, where change is happening so fast, poses. The need to resume education and vocational training arises every time a person is faced with innovations that appear in their professional life.

The study of the problems of forming a continuing education system has been reflected in the works by I.A. Ardabatskaya [1], O.Ya. Gutak [2], O.A. Karlina [3], O.A. Kozyreva [4], V.I. Kolykhatova [5], E.M. Tretyakova [6], and others. Nevertheless, problematic issues regarding the formation of a continuing education system in modern conditions remain insufficiently disclosed.

## 2. Methods

The methodological basis of the study included the following general scientific methods: analysis and synthesis in the analysis of existing theoretical and methodological approaches and provisions, as well as scientific developments on the assessment of the continuing education system; structural and logical in the systematization of factors affecting the state of continuing education; factor analysis in determining the impact of factors on the level of development of continuing education.

The information base of the study consisted of legislative and regulatory acts, materials of state authorities and local self-government, and scientific publications by Russian and foreign scientists on the problems of improving the system of continuing education in modern conditions [7-9].

It is planned to develop approaches to the analysis of problems of continuing education in the research process and to substantiate strategies for the behavior of participants in the educational process. Moreover, the task is to justify the approaches to the assessment of the continuing education system, as well as to identify and

formulate the main directions of the development of continuing education in the future

## 3. Results

The problem of the research lies in the fact that education becomes one of the most extensive and important spheres of human activity at the present stage of social development, which is closely intertwined with all other areas of social life. In connection with the need to switch to an innovative development path and using scientific achievements in the real sector of the economy, the preparation of highly qualified, responsible specialists who are proficient in their profession and educated in related fields of knowledge and, therefore, competitive in the labor market, is of paramount importance. They should be not just competent, but capable of effective work at the level of the requirements accepted in the world practice and ready for continuous professional growth and social mobility.

At the same time, the central idea of continuing education is the development of a person as an individual, a subject of activity and communication throughout their life. This idea, realized by society, becomes a system-forming factor of continuing education. The purpose of continuing education is the formation and development of the individual in the period of their physical and socio-psychological maturation and stabilization of vitality and abilities, as well as in the period of aging, when the task of compensating for lost functions and capabilities is put forward.

Concerning the essence of continuing education in the presented interpretation, it is the development of a person as an individual throughout their life's journey. In addition, the main system-forming factor of continuing education is the individual as the goal and result of the process of constant and steady ascent to new heights of knowledge and transformation of the world.

The process of continuing education is to create the necessary conditions for the comprehensive harmonious development of the individual regardless of their age, originally acquired profession, specialty, and place of residence with the obligatory consideration of their characteristics, motives, interests, and values (Figure 1).

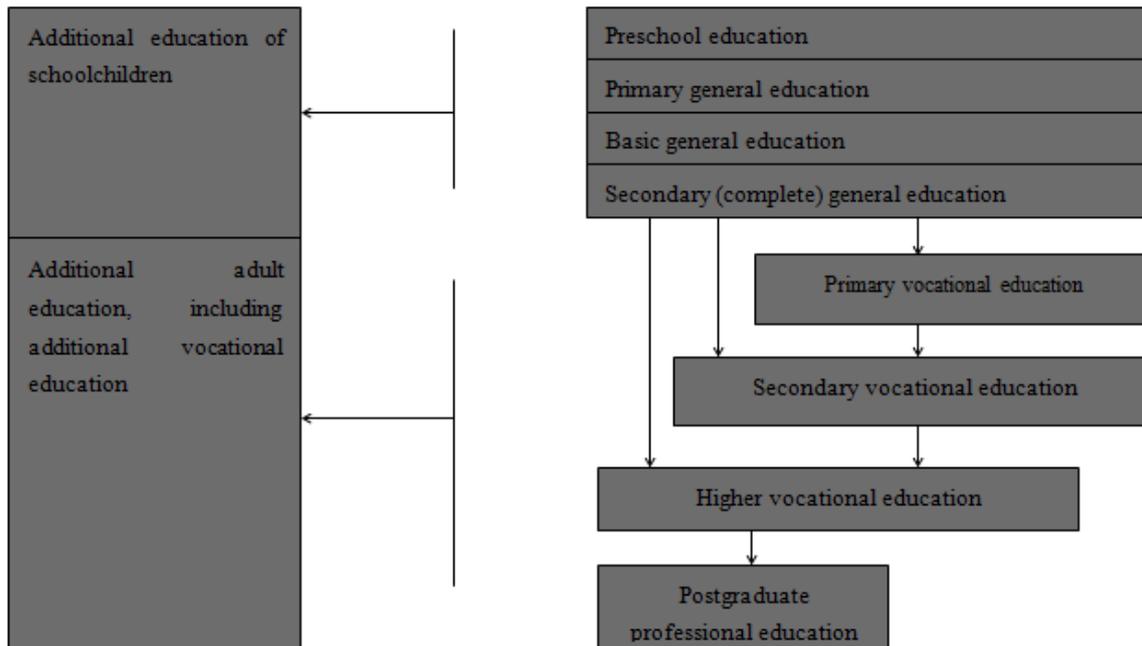


Figure 1. The system of continuing education in Russia

At the same time, the uniqueness of the socio-cultural and economic situation of the Russian Federation lies in the fact that the need for transformations in society poses the problem of human development as a priority. One of the ways to solve this problem can be the implementation of the continuing education concept, as opposed to discontinuing – having its specific time frame and the final, achievable result.

Practice shows that intermittent forms of training do not cover the wide range of tasks that specialists face, based on modern requirements. The receipt of initial professional education can be combined with work on the basis of acquired knowledge. Then labor activity can be interrupted and higher-level education can be continued. The study can also continue on-the-job.

The discontinuity of the educational process does not contradict the idea of continuing education. Continuing education is designed to ensure the harmonious development of each individual, individualize learning, and form a conscious need to improve the level of knowledge in each person. Each student must be provided with the conditions for obtaining the knowledge they need. A person, an individual with their interests is placed at the center of any stage and level of continuing education and upbringing.

In addition, continuing education involves the diversity and flexibility of the types of training used its humanization, democratization, and individualization. An important feature of continuing education is its aspiration to the future, to solve the problems of the development of society on the basis of the use of the acquired professional knowledge to obtain the highest qualification, as well as retraining and transition to a more complex and prestigious profession.

Therefore, the relations between the elements of the subsystem of basic education are built on the principle of hierarchy; each subsequent link gives higher-level education. The links are independent and self-sufficient in the subsystem of additional education, exist parallel to each other. Additional education is not a higher-level education but basic education. There are basic and additional, basic and parallel, state and non-state educational institutions and advanced training, cultural, sports, and tourism institutions in each of the subsystems.

Continuing education at the level of the education system is carried out through the reproduction, change, and development of educational institutions and the nature of the relationships between them, as well as combining (synergy) of the efforts of communities and individual efforts of individual subjects of educational activity in solving the problems of pedagogical controllability, self-organization, self-development, and self-improvement in conditions of instability, variability, and speed of circulation of information and requirements of society to the nature of educational services. In this context, the structure of continuing education should include the following components:

- 1) reproduction, change, and development of education as a state-public institution, taking into account specific historical requirements, concentrated in the aggregate of the socio-economic, political, moral, legal, and cultural needs of society in educated and developed people;
- 2) reproduction, change, and development of the appropriate infrastructure, which is able to meet the needs of society for a culturally and spiritually developed person, a high-quality specialist and the

educational process that meets the requirements of functionality, manageability, and adaptability;

- 3) reproduction, change, and development of the education system promoting individually-personal self-movement of the student, disclosure of abilities, gifts, talents, and interests, as well as the formation of the special psychological qualities helping to eliminate in individual consciousness and abilities stereotypes of habitual thinking and to form an individual algorithm of knowledge.

Continuing education at the level of society includes the reproduction, change and development of ideas about education as the main social value, as well as the focused activities of society (institutions, organizations, social groups, communities, and individuals) to actualize individual actors in social reality and transform social reality in accordance with modern capabilities and human needs.

At the same time, awareness of new opportunities and human needs to solve the problems of education has led to the need to create new conceptual approaches to pedagogical activity, methods, and techniques of pedagogical impact, as well as a new image of pedagogical effect. In addition, the information society dictates to a person a new perception of knowledge, ways of obtaining knowledge and presenting information, and the need for forecasting, programming, design, and modeling of the studied situation in a rapidly changing unstable environment.

Thus, the main purpose of training is the formation of knowledge, skills, and abilities to obtain a new portion of information and the construction of reality to solve practical problems of increasing the functionality, efficiency, and manageability of various social structures and human self-development. The solution to such a goal requires finding a new point of reference in the development of the mental activity, the integration of scientific knowledge, and the creation of a new model of an educated person – a researcher.

In addition, simple passive possession of knowledge in various fields characterizes an expert, but not a researcher. A scientist needs active creative mastery of it, expressed in their research development. The traditional education system is focused on students gaining knowledge and skills; thus, knowledge becomes the goal and erudition is the ideal result. The continuing education system is focused on the formation of an individual cognitive algorithm and the goal of this is to transform information and form a sustainable research information handling skills and the result is a neologism.

Studies show that the system of continuing education cannot exist discarding the practice of the traditional education system. At the same time, the traditional education system does not meet the needs of the present in the form, in which it exists now and inhibits the development of human potential. Therefore, it is possible

to talk about the need to reform education, which consists in the transition to a system of continuing education, which includes the traditional education system, using its experience, while maintaining the priority of the value of new formation in comparison with the values of simple accumulation and reproduction of knowledge.

Thus, the traditional education system will perform the function of a structurally stable, unbreakable unit of the system of continuing education, which absorbs new knowledge, without changing either the relationship or the nature of the previously accumulated information. The system of continuing education at the level of creating a new portion of knowledge will perform the function of a phantom that is, modeling, constructing images of future knowledge (variants of interpretation of knowledge).

Interaction, communication, and cooperation of the continuing education system and the traditional education system are carried out through the properties of individual and social memory, that is, the ability to store information for a long time and repeatedly introduce it into the sphere of consciousness and behavior, thus realizing a new formation. A new formation is a scientifically formed knowledge, ready for implementation in practice and reproduction in social experience (project, program, strategic plan).

## 4. Discussion

The reliability of the presented approaches is confirmed by the fact that the key idea of continuing education is the development, disclosure of individual creative potential, and human improvement [10-12]. One of the main problems of continuing education is the loss of the idea of the inherent value of development and the weakness of motivation to develop "in the name of development". One of the reasons is the excessive pragmatism of today's life and the transformation of the values of the modern person in a world where everything is for sale and has its price, as well as the increasing consideration of education as a set of "educational services" and the neglect of fundamental research.

However, no matter how one relates to current trends, it should be recognized that there is no alternative to the idea of competitiveness in today's conditions as a condition for ensuring human welfare and national security of the state. Therefore, one of the tasks of continuing education is to change the content of competitiveness, make it more human, and subordinate it to the vector of development in the name of development.

There is a problem and technical component of continuing education, which is to create the necessary conditions for the implementation of citizens' individual educational trajectories by introducing various levels of education, forms and methods of development of educational programs in space and time, as well as the unification of tools and evaluation (Figure 2).

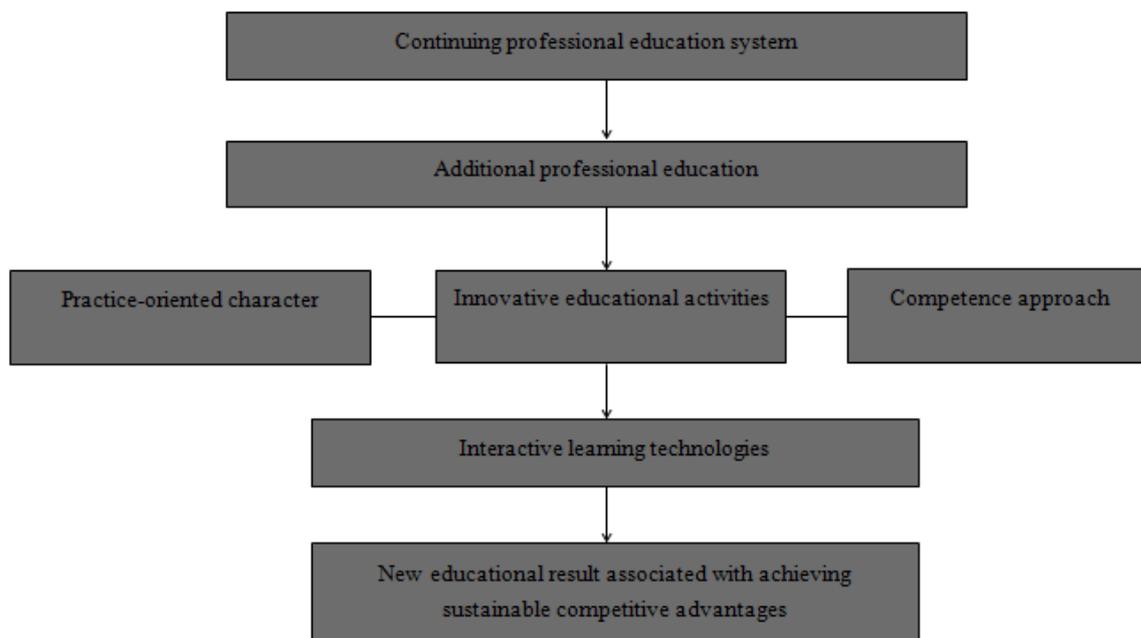


Figure 2. Model of continuing education in modern conditions

The success of solving this component depends largely on the success of solving the problem of creating a unified national educational space, the necessary equipment of educational institutions, and the interstate integration of educational spaces. At the same time, one of the basic problems of continuing education is the problem of ensuring the integrity and continuity of educational programs. Part of the problem can be attributed to a technical problem. In these conditions, the main difficulty lies in the use of different approaches at different levels, their authors' diversity, as well as weak representation of the content of the teaching side of age characteristics and target settings of the developing person.

## 5. Conclusions

In conclusion, it can be noted that continuing education is designed to ensure the harmonious development of each individual, individualize learning, and form a conscious need to improve the level of knowledge in each person. Each student must be provided with the conditions for obtaining the knowledge they need. A person, an individual with his or her interests is placed at the center of any stage and level of continuing education and upbringing.

It has been established that continuing education in its modern state has a number of characteristics, the main of which is the widespread introduction of educational technologies based on information and communication technologies, openness and accessibility of education, guarantee of high-quality training while focusing on mass education, and effective support for students.

At the same time, the content of continuing education is focused on advancing the development of society,

professional career, personal skills and qualities, and other areas of social practice. In this case, the continuity and multivariance of general and vocational education are assumed. In addition to the knowledge, skills, and abilities themselves, the content may include the process, the experience of their acquisition and practical application, as well as the ways and means of self-production, search and discovery.

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