



## TO THE QUESTION OF REFLECTING THE COMPETENCES OF THE XXI CENTURY IN EDUCATIONAL PROGRAMS IN DISCOURSE LIFELONG LEARNING PARADIGMS

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### ABOUT ARTICLE

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**Abstract:** The article deals with the problems of implementation (through content analysis) of the competencies of the 21st century in the world educational systems, curricula in the context of the educational paradigm of lifelong learning. In this context, the scientific literature and modern research on the issues under study are analyzed.

The purpose of this study is based on the analysis of the situation, the development of practical proposals and recommendations on this issue.

The study used methods of comparative analysis, content analysis. The empirical source of the study is scientific, theoretical and sociological research related to the field of sociology, andragogy (adult education).

### INTRODUCTION

The system of higher education in the developed countries of the world, postgraduate education, the system of advanced training and adult education are actively introducing the competencies of the 21st century into the content of education in the context of the educational paradigm lifelong learning (LLL).

The pedagogical paradigm and the educational paradigm, as well as its essence, structure, basic principles, conceptual classification and general categories, are the most complex and still insufficiently studied problem in the theory of pedagogy (Khalikova 2021).

In the conditions of a post-industrial society, knowledge society, global socio-economic processes, innovative and technological changes, the dynamics of scientific thinking, scientific analysis of the features of formation, the genesis of the value system of the LLL paradigm is of great importance.

It is known that the widespread use of the term "paradigm" in the field of science is directly related to the name of the American physicist and philosopher Thomas Samuel Kuhn. Thomas Kuhn considers the concept of "paradigm" to be the most important model of the metatheoretical foundations of science. Kuhn describes the theory of scientific revolutions, assigns the most important place in it to the paradigm and describes the paradigm as a model for solving problems for the scientific community for a certain period of time (Thomas Kuhn 2021).

Within the framework of the concept of lifelong learning, educational programs are being developed for students, doctoral students, researchers, specialists and practitioners.

Also, governments, international organizations in the field of education, foundations, institutions, manufacturing companies based on their mission, corporate principles, offer a wide range of educational programs aimed at developing the competencies of the 21st century in an individual based on innovative approaches, educational trends, sociological research, scientific ideas and theories.

Based on the global goals of the knowledge society and the information society, modern education is aimed at meeting the conceptual requirements of a world in which the spiritual, moral and professional image of people is rapidly changing. The social and pragmatic reality of the information society requires the active implementation of the lifelong learning paradigm, which is a competency-based approach, into the world's educational systems. In this regard, in scientific research on sociology, andragogy and social pedagogy, the problems associated with the active implementation of the competencies of the 21st century in the world's educational programs in the context of the educational paradigm of Lifelong Learning become relevant.

It should be noted that in modern studies of social pedagogy, andragogy, and educational management there is no unified system of the most important competencies for the professional and social activities of a person in the 21st century.

## **MATERIALS AND METHODS**

The transformational processes taking place in the world community in connection with the transition to a digital, "knowledge" economy, the introduction of innovations in all spheres of life, have changed approaches to the implementation of the educational paradigm.

The principles of lifelong learning, published by UNESCO in 1972, defined the requirements for it.

In the discourse of the modern information society, education plays a leading role, as it forms a system of values and principles that form the moral and humanitarian component of the processes of innovative development.

Theoretical and methodological foundations and basic concepts of "lifelong learning" were developed by such scientists as Eduard Lindeman (1961) and was developed in the studies of Peter Sutton (1994), Michael Hatton (1997), Richard Edwards (2000), Robin Usher (2010).

The European Summit, held in Lisbon (Portugal) in 2000, plays an important role in the development of the lifelong learning (LLL) paradigm. The summit recognizes that humanity entered the "epoch of knowledge" and saw a successful transition to the economy and society, based on knowledge, and it corresponds to the paradigm of lifelong learning. The Memorandum adopted at the Summit defines lifelong learning as "a complex educational activity carried out continuously with the aim of developing knowledge, skills and professional competencies", and this paradigm is based on adaptation to the requirements of the socio-economic transformation of society.

Commission of the European Communities, which took place in Brussels in 2006 runs under the motto "It is never too late to learn" also emphasizes the importance of lifelong learning for competitiveness and employability, as well as for social inclusion, active citizenship and personal development. The

report argues for the need to remove barriers to participation in adult learning, motivate, empower and support, encourage people to participate in learning by improving the quality of learning, increase participation in adult learning and make it more equitable. Teaching materials and methods should take into account the specific needs and approaches to adult learning. At the same time, government agencies should play a leading role in removing barriers.

Lifelong learning should be a process of continuous professional, scientific and cultural self-education aimed at meeting the individual's need for lifelong learning. In the modern information society, lifelong learning has moved from the area of individual needs to the area of social needs, has acquired the form of a social imperative.

This concept, which has been formed as a categorical imperative since the middle of the 20th century, has become an integral attribute of public and private life and has had a direct impact on many aspects. At a new stage in the development of mankind and in the conditions of the fourth industrial revolution, lifelong education must be considered as a social phenomenon, the education of the next period and the long-term trend of the socio-economic policies of the countries, as a guarantee of professional success (M. Khalikova 2022).

The paradigm of continuous learning has practically changed the spatio-temporal reality of classical education and at the same time expanded the boundaries of knowledge and filled the information and educational environment with deeper and more specialized scientific knowledge.

Educational institutions in the developed countries of the world are actively introducing the Lifelong Learning educational paradigm into the content of education and, within the framework of the concept, offer a wide range of educational programs aimed at developing the competencies of the 21st century among students, doctoral students, researchers and practitioners. continuous learning.

The European Union Lifelong Learning Platform promotes European cooperation based on the knowledge, skills and experience of citizens in the field of lifelong learning /

In 1997 the Council of Europe proposed the following system of competencies: learning ability (accounting for experience, combining and systematizing various knowledge, organizing one's own learning process, ability to solve problems, responsibility); search (obtaining information, comparing various sources of information, taking into account the opinions of experts); critical thinking; work in conditions of uncertainty and complexity); communication; cooperation; decision-making; Conflict Management; skills in the use of information technology; be flexible in relation to rapid changes; development of new solutions (Walo Hutmacher 1996).

The European Union has developed several qualifications frameworks for education. Their notable forms are the European Qualifications Framework (EQF), the European Key Competences Framework. In 2014, the Government of Canada adopted a new approach to defining and measuring 21st century universal competencies. The need for their introduction into the educational process is explained by a number of factors, such as the transition from the industrial economy to the "knowledge economy", the formation of competencies for successful development in the face of turbulence and uncertainty. The Canadian model for the development of competencies in the 21st century includes the following 6 groups of competencies:

- character education (the ability to act constructively in changing and uncertain conditions, perseverance, flexibility, personal development values);
- citizenship education;
- creativity;
- communication;

- Critical thinking and problem solving skills.

In recent years, PISA results from Ontario, British Columbia, Alberta, and Quebec show that the improvement of teachers' professional skills in core competencies is reflected in the ratio of student development opportunities for competencies .

The national educational standards of Finland reflect 7 universal competencies:

- participation in building a sustainable future;
- thinking, learning to read;
- cultural competencies, cooperation, communication;
- taking care of yourself;
- multiliteracy;
- IT literacy;
- career and entrepreneurship.

The oldest law school in the United States - Harvard Law School (Massachusetts, founded in 1817) offers the Negotiation and Leadership program.

The program, in particular, is designed to develop the following competencies:

- leadership skills;
- possession of negotiation technologies;
- mediation in negotiations;
- conflict management .

The Center for Development and Certification of Competences of St. Petersburg State University of Economics (Russia) offers a "Multi-level Competence Certification Program". The Center for Development and Validation of Competencies was established in 2015 to carry out research and educational activities. The mission of the center is to create conditions for the development of the state, society, workers, citizens of working age and pensioners based on the development of professional and personal competencies in the process of continuous education.

Osher Lifelong Learning Institute (OLLI) is part of the University of Delaware (USA). This institute is an academic platform for research in adult education, adult collaboration, exchange of ideas and communication, with more than 80 individual courses planned, as well as about 200 online courses .

The Jagiellonian University (Uniwersytetu Jagiellonskiego), one of the centers of lifelong learning in Poland, is involved in promoting open education in the country.

The UNESCO Institute for Lifelong Learning (UIL) is an international research center for non-formal and informal education, adult education and lifelong learning .

The Partnership for 21st Century Skills (P21) was founded in 2002 as a non-commercial organization, consisting of members of the national business community, representatives of education administrations, politicians and private individuals, the National Education Association, the Department of Education, and the Ministry of Education USA, Apple Computer, Cisco Systems, Dell Computer Corporation, Microsoft Corporation.

P21, in further research, also introduced a system of competencies called the Four Cs:

1. Collaboration.
2. Communication.
3. Critical thinking.
4. Creativity .

In particular, the first studies of critical thinking were carried out by the educator, psychologist John Dewey, who used the term "reflexive thinking" to explain this process. Dewey defines critical thinking

as the process of actively, consistently, and carefully considering any idea or putative form of knowledge and suggests that critical thinking occurs when the learner is confronted with a particular problem situation (Dewey 1997).

At the World Economic Forum held in 2015, the report "A New Vision for Education: Technological Potential" was published, dedicated to the urgent problems of organizing the educational environment in the 21st century.

The forum lists a set of competencies that are important for the development of an innovative economy in education in the 21st century:

Literacy and numeracy;

Scientific literacy;

ICT literacy;

Financial literacy;

Cultural literacy;

Cooperation;

Leadership;

Social and cultural consciousness .

In the concept of development of the system of higher education of the Republic of Uzbekistan until 2030, the strategic objectives of the education system are outlined as follows: "to improve the quality of training of highly qualified personnel for the modernization of the country, social and economically stable development, development of human capital based on the requirements of the labor market; increase the level of enrollment in higher education, train highly qualified, creative and systematically thinking personnel capable of making independent decisions based on international standards, create the necessary conditions for the manifestation of their intellectual abilities and formation; formation of a healthy competitive environment in the industry, increasing its attractiveness, ensuring global competitiveness; to ensure the harmony and consistency of programs of general secondary, secondary specialized and higher education in order to achieve continuity of education" .

## **RESULTS, DISCUSSION AND RECOMMENDATIONS**

The results of the study allow for a comparative comparison of the world's educational systems in terms of the implementation of the competence-based approach in the context of lifelong learning and understanding the regional features of the competence-based approach.

This is necessary to create a national development strategy, to transform the educational process, teaching methods and legislation; to build a successful career for a future specialist, develop a personnel strategy for companies, strategic planning and formation of a corporate culture for managers, develop educational content for educational institutions.

Thus, each country determines its own strategy, taking into account its historical, cultural, mental-cognitive, socio-demographic and economic characteristics.

However, content analysis of the content of private educational strategies, national standards (curriculum, educational programs, distribution of study time, forms of education) shows that there is a commonality in all concepts:

1. The system of universal competencies, the need for their application to the content of education is based on national legislation.
2. Competencies are systematized based on the socio-cultural context and based on the importance for a particular country.

3. Universal competencies are classified according to intersectoral, interdisciplinary, subject competencies.
4. A system of special competencies has been developed within each subject.
5. When classifying competencies, historical, cultural, socio-economic development, as well as foresight forecasts, demographic factors, and geopolitical features of the country were taken into account.
6. The characteristics of national education systems reflect the system of support for the professional professionalism of specialists and the development of adult education.
7. Evaluation of the quality of education in the educational strategy of countries occupies an important place as an integral part of educational policy.
8. The development of universal, basic competencies is placed accordingly, depending on the characteristics of the student (age, needs for knowledge and training, personal professional and life goals).
9. An important place is given to metadisciplinarity in the development of competencies in the aspect of the information society and the convergence of knowledge.
10. The concept of lifelong learning is a tool that contributes to the well-being of young people and adults, helps them realize their rights and helps them meet the growing demands of the labor market. In the context of lifelong learning competences XXI includes the skills, abilities, and competencies necessary for success in social and professional life by public authorities, business leaders, employees, and professionals.

The world experience in implementing the competency-based approach in the education system confirms the relevance of the formation of universal competencies. This factor corresponds to business models in the discourse of the innovative economy, global trends typical for the 21st century, expectations and expectations of leading companies.

Based on the above goals, it is necessary to implement the following tasks in order to implement the lifelong education model in Uzbekistan:

- modern material, technical and resource base;
- collaboration of employer and partner universities;
- the practice of participation in the development and implementation of educational programs of a large company, consortium, employers;
- practice orientation;
- improvement of the system of forecasting the need for management personnel and specialists of high-tech branches of industry;
- formation of a set of professional competencies regulated by educational standards;
- introduction of highly qualified personnel training system based on innovative ecosystem;
- cooperation, collaboration of higher educational institutions, scientific structures.

The conducted research provides the basis for the following proposals in terms of the Lifelong Learning paradigm:

- adoption of the national doctrine of the Republic of Uzbekistan for the development of adult education until 2030;
- adoption of the Law on Adult Education Republic of Uzbekistan;
- active implementation of universal competencies such as collaboration, intercultural communication, leadership, conflict management, critical thinking, gender sensitivity, metadisciplinarity ;



- development of a legislative framework and mechanisms to ensure a wide and comprehensive introduction of lifelong education based on lifelong learning;
- conducting foresight research within the framework of the lifelong education paradigm.

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