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**INSTITUTIONALIZATION OF THE “LLL” CONCEPT**

**BY THE EXAMPLE OF DEVELOPMENT EXPIRIENCE**

**OF KhUH “PUA”**

**Tymokhova G.B. Institutionalization of the “LLL” concept by the example of development experience of KhUH “PUA”.**

The article contains results of investigating the special features of institutionalization and prospects for the development of the continuous education concept based on the example People’s Ukrainian Academy. Using the institutional [research](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/research.html) methodology, basic features of formation and development of educational complex are revealed. It can be concluded that the basis of success of institutionalization of People’s Ukrainian Academy “LLL” concept, was the creation of bridging social capital, binding people from the different groups on the basis of trust. The flexible strategy of realization of the continuous education concept allowed educational complex to avoid entry into the institutional trap of paid education.

*Keywords*: “LLL” concept, the trap of paid education, bridging social capital, institution behavior, educational complex of society.

Changes of Ukrainian society institutional paradigm entail structural reformatting of the education system. Institutionalization of new educational norms, rules, statuses was influenced by modernization processes of European education policy. The studies of F. Coombs about the world crisis of formal formation [1] and the conclusions of the report to the international commission of UNESCO, managed by Zh. Delora, about a change in the paradigm of the contemporary education in the European Union, accepted by the summit in Lisbon in 2000 the year, as a rule, are carried as the ideological and methodological prerequisites of the concept of the continuous education (lifelong learning ) in the scientific literature [2]. Arguments in favor of the realization of “LLL” concept formulated in these works are cited during the last thirty years.

Continuous education as a constant process of deepening and renovating of knowledge of people of different age, which combines various forms of formal, and informal education (self-education and self-development), is the key direction of the formation of the national innovation system of the country. It should be noted that at the beginning 2000-s the concept of continuous education was considered predominantly as the means of labor resources adaptation to technological changes in the society. The development of the general cultural phenomena such as “innovation economy”, “information society”, “the society of knowledge”, “the economy of knowledge”, led to a meaningful change in this concept. According to the public opinion poll that carried out among the citizens of the countries the European Union, today the motives of personal increase are strengthened in the “LLL” concept. The poll, showed that 70% of interviewed people expressed desire to learn. In this case 80% consider that the education must improve their professional life, and 72% – personal [3].

In the domestic scientific and publicistic literature continuous education is considered as the unity and the totality of entire educational process. This concept covers all aspects of education, including all its components; moreover this entire is greater than the sum of components. There is no such concept as the independent “constant” part of the education, which would not be education during entire life [4, p. 34–36].

Purpose of this article – the analysis of the special features of institutionalization and prospects for the development of the concept of continuous education based on the example of People’s Ukrainian academy.

The evolution of “LLL” concept in the Ukraine passed simultaneously with the processes of economic reformation and denationalization of the higher school in the Ukraine: the structure of higher educational institutions changed, the introduction of the two-levels model of education occurred, international collaboration was activated, information technologies were developed. On the conclusion by UNESCO, the portion of non-governmental education sector in the countries with the transitional economy is the higher, the greater the indices of the economic development of the country [5].

In studies about higher education three basic conditions for the appearance of the non-governmental sector are separated: (1) demand for the education exceeds supply; (2) demand for the specialized higher educational institutions appears; (3) the part of the [customer](http://www.babla.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/customer)s wants to obtain the education of the more high quality (status of the student’s family and prestige value of Institute of Higher Education play the large role) [6;7]. But sometimes, state can indirectly stimulate the variety of the sphere of higher education, as American researcher Daniel Levi asserts. I.e., a drop in status of state universities in the national system of education occurs when state does not increase their legitimacy in the society, does not take care of their advance and development [7]. Whereas private universities became active and begin to increase their social and political legitimation due to the connections with the business, the political and church structures. Specifically, this reason became the basis of appearance and propagation of private higher education of the Ukraine. Successful state Institutes of Higher Education ensured the significant inflow of cash resources both from the state and from households, ready to pay for the educational services. Non-governmental institutes of higher education ensured the formations of budgets only due to the paid services. So for example, by 1 July 1995 in the Ukraine, 84 institute of higher education obtained the license of the ministry of education, about 90 gave the claim for licensing and more than 300 provide services educational services, in the essence, illegally [8]. In many respects the inflow of private funds, was provided by the postponed demand, since accessibility and supply of the services of higher education was limited.

In contrast to the designating above tendency, the purpose of the appearance of a humanitarian university “People’s Ukrainian Academy” (further PUA) in spring 1991 year, is the attempt to create the original model of the educational institution, which allows full possibility for the self-perfection of personality during entire life. The development of the author's concept of the creation of new educational model was conducted during 80th years of past century, theoretical searches (preparation and defense of candidate and doctoral dissertations, scientific publications, conference and seminars), and sociological studies, and experimental search were included. Specifically, this private educational complex from the first days of its creation set as a goal to realize the model of continuous education under the motto “Education. Intelligence. Culture”. There are the children's school of early development, general education economic and law school and strictly humanitarian university with the graduate study and doctoral study students and institute of additional education in the structure of complex. The basis of the realization of **“**LLL” concept was assumed the triune task of education and teaching work, which each Institute of Higher Education was [necessary](http://wooordhunt.ru/word/necessary) called for solving, and that this more experimental integrated complex, such as PUA is:

1. Creation of the [appropriate](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/appropriate.html) cultural and educational environment, capable to ensure favorable conditions for the [teaching](http://wooordhunt.ru/word/teaching) and [upbringing](http://wooordhunt.ru/word/upbringing) on the principles Life Long Education and representing the professional, educational and cultural space, created by concrete educational institution and its pedagogical system for the purpose of the formation of spiritual and moral values and healthy means of the life of all subjects of education and teaching process.
2. Formation of the human resource capacity, which understands and which assumes the special features of pedagogical work under the new historical conditions, which realizes that, a personal example of educator – the main vector of educational work. Creation and improvement of the system of training educators.
3. Development of theoretical bases and system of the practical measures, which ensure succession and active participation, initiative of all subjects of education and teaching process in the solution of the [problems](http://wooordhunt.ru/word/problems) [facing](http://wooordhunt.ru/word/facing) the collective body of the university.

The program of experiment provided the creation of the multistage educational module, which ensures integration processes horizontally (interaction, the interpenetration of all forms of activity between the faculties, the specialties, the departments and the subdivisions), as well as vertically (jointing all educational and qualification levels, the creation of united “through” training plans and programs, united educational subdivisions, services ext.). There are following stages of the KhGU PUA experiment realization:

First stage – 1997–2002 yr. Already in this stage of experiment first results of scientific studies of the problems of continuous education appeared in the publications PUA; the first regional and international scientific conferences on this problems took place on the base PUA and for its initiative. To the end of the 1990's PUA [accomplish](http://wooordhunt.ru/word/accomplish)ed planned indices of the creation of the fundamentally new model of educational complex, which is characterized by the cardinal structural innovations, based on the world-wide tendencies. Since March 2000 the laboratory for the study of [formation](http://wooordhunt.ru/word/formation) and development of continuous education as the structural subdivision of the institute of higher education of the academy of pedagogical sciences of the Ukraine works on the base PUA.

Second stage – 2002 – 2007 yr. During the second stage of the experiment conferences, defenses of theses and preparation of monographs on the thematics of continuous education formed the clearly adjusted system in PUA. Since 2005 three doctoral and 14 the candidate theses on the problems of continuous education have been defended in PUA. That works were dedicated to the generalization of the first experiment of the formation of continuous formation in the Ukraine. As a result - for the fulfillment of assignments of experiment the collective body of the People’s Ukrainian Academy has significant scientific and pedagogical potential. Scientific schools, which achieve the all-out support of the main direction of experiment, are advanced.

In the third stage – 2007 – 2012 yr. – within the experimental work “through” curricula, thematics of scientific research works – from the course to the doctoral were developed. The author's system of [postgraduate](http://wooordhunt.ru/word/postgraduate) and corporate education was proposed, the departments of additional specialties and pre-[tertiary](http://wooordhunt.ru/word/tertiary) preparation were created. There are inculcated programs: “Management of the quality of training process in NUA”, “Human resources”, “Continuous practical training of [school pupil](http://wooordhunt.ru/word/school%20pupil)s and students”, “Tracking of graduates”, “Civil and patriotic education”, “Artistic and aesthetic education” and other. Completing of this five-year stage of the experimental site activity gave the essential results, which were represented in 14 monographs, 856 articles, 708 [methodical](http://wooordhunt.ru/word/methodical) developments.

Fourth stage – 2012–2020 yr. This is the new stage of experimental work, in which today the complex appears under the conditions of activating the processes of the entry of the Ukraine into the European space of higher education. All components of the created system successfully work: the children's school of early development – average economic and law school – humanitarian university (in-person, remote distance education) – the [postgraduate](http://wooordhunt.ru/word/postgraduate) education, which includes instruction in the groups «50+» ext.

According to the studies [9; 10] educational establishments mostly focus on conformity with institutional environment rather than effectiveness and meaningful result. It can be argued that the experience of realization of the PUA **“**LLL” concept, oriented to the meaningful result, gave stimulus for the development of the concept of continuous education and its further scientific [discourse](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/discourse.html), in the form of the educational complex organizing. As Bashnyanin G.I., Svintsov A.M, Gavrilko P.P., Shmorgay M.B. assert, integrity of information and communication knowledge, and also the methods of their formation and direction of use in their infrastructural integrity are called the educational complex of the society [11]. The educational complex of society as indirect structural component of economic system specifies the economic effectiveness of the last one and in turn, itself depends on this effectiveness.

The theory of new institutionalism concentrates its attention in the homogeneity (uniformity) in procedures, methods, structures, which are manifested in the course of time in organizations, which are located in one sphere of action. Specifically, this is the result of their institutional behavior: following institutional rules in their actions, organizations all greater become similar to each other. The experience of the “LLL” concept realization in the form of educational complex, initiated creating new institutional practices, which were further successfully used for the development of the continuous education concept in the Ukraine. Educational complexes with the continuous learning actively function also on the base of the public education institutions: The National Technical University "Kharkiv Polytechnic Institute" and Computer Technological College, V. N. Karazin Kharkiv National University and university’s lyceum, Yaroslav Mudryi National Law University and law [lyceum](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/lyceum.html), Kharkiv State Academy of Design and Arts and [Lyceum](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/lyceum.html) of Arts and other. Given educational complexes solve the problems of professional formation and development of personality already in the stage of secondary education, supporting succession and developing the traditions of their educational institutions at all steps of education.

It can be stated that, one of the basic reasons for the success of “People’s Ukrainian academy” educational complex is precisely, competently selected weighed strategy of the realization of the continuous education concept. That made it possible to avoid entry into the institutional trap of paid education. The trap of paid education [appear](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/appearance.html)s in reduction in the general quality of educating because of the focus not on the possibility of the mastery of educational program, but on the solvency of potential trainees. The results of employers of the graduates of PUA [interview](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/interview.html), carried out by the laboratory of planning the career KhGU PUA, have shown sufficiently appreciations of the quality of preparation. 83% of [head](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/head.html)s of enterprises are completely satisfied or rather satisfied, than no. More than 78% of [interview](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/interview.html)ed persons noted that the graduates of PUA differ “against the background” of other young specialists. The graduates of PUA have more expressed in comparison with others such characteristics as the ability to study, written and oral communication, computer literacy, team work, general culture and other. It is sympathetic, that such characteristic, as the ability to study occupies the first position, thus confirming the effectiveness of the continuous education concept, injected in PUA. [Interview](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/interview.html)ing graduates also testify this, 93% of them are constantly justified to increase their professional competence in various educational forms, but to realize this orientation, unfortunately, was able only half of them [4, p.89].

Today the working model of the nontraditional educational institution has been already created in KhGU PUA. That involves experiment on the integration of all elements of education and teaching process horizontally (finalizing innovation procedures of instruction and pedagogical work at the different steps of education) as well as vertically (integration of training plans, programs, forms and methods of operation on the most complex “joints” – between the [primary](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/primary+school.html)  and base schools, between secondary school and [university](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/university+education.html)  end other).

[Analysis](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/analysis.html) of the experience of educational complex functioning reflects that the basis of success of the People’s Ukrainian Academy “LLL” concept institutionalization was the creation of bridging social capital, binding people from the different groups on the basis of trust. Bridging social capital contributes to the creation of wide public coalitions (“Putnam’s groups ”) and to formation of the civil culture in the society based on the universal morals principle, which means that “people are treated regardless of [familiar](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/familiar.html)ity to you approximately with same measures”[12].

Basic trends in further development of the continuous education concept on the base PUA are [tendencies](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/tendencies.html) indicated at 46-th session of the World Economic Forum (WEF), and in the report “Future Work Skills 2020»:

1. Creation of formal, informal and unofficial possibilities for learning of people of all ages

2. The creation of sense, social intellect, new adaptive views, cross-cultural competence, computational thinking, media literacy, design thinking, trans [disciplinary](http://www.linguee.ru/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9-%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4/disciplinary+authority.html), cognitive control and virtual collaboration – these are those skills, which must possess the specialist and professional in any field by 2020 yr., continuously renewing them and renewing with their aid, against challenges of the unpredictable future.

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