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TÍTULO: Formación continua del profesorado en el sistema de enseñanza secundaria-universidad.

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RESUMEN: Este estudio tiene como objetivo ampliar la investigación sobre el problema de la formación de estudiantes de cursos por correspondencia en instituciones especializadas de educación secundaria y superior sobre la base de la educación continua. El propósito de este documento es proporcionar un análisis cualitativo y cuantitativo de los resultados de la investigación sobre la implementación de la educación continua para futuros maestros de oficios, basado en un análisis del sistema de gestión del proceso educativo en el sistema de educación vocacional secundaria y superior rusa. El objetivo de esta investigación es mejorar los materiales contenidos en el artículo que son de valor práctico para docentes de instituciones especializadas de

educación secundaria y superior que implementan programas de capacitación docente especializados.

PALABRAS CLAVES: educación continua, formación del profesorado.

TITLE: Continuing Teacher Education in the Secondary College-University System.

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ABSTRACT: This study aims to expand research on the problem of training correspondence-course students in specialized secondary and higher educational institutions on the basis of continuing education. The purpose of this paper is to provide a qualitative and quantitative analysis of the research results on implementation of continuing education for future craft teachers, based on an analysis of the educational process management system in the Russian secondary and higher vocational education system. Objective of this investigation is to improve the materials contained in the article of practical value for teachers of specialized secondary and higher educational institutions that implement teacher training specialized programs.

KEY WORDS: continuing education, teacher training.

INTRODUCTION.

The goal of the research was to provide insights into the process of craft teacher training in the continuing education system in secondary college and university.

Research objectives:

1. To determine the methodological and theoretical foundations of continuing teacher training.
2. To analyze the implementation of continuity and integration into teacher training in the system of secondary colleges and universities.

Our hypothesis was that craft teacher training would be most effective if continuing education in secondary colleges and universities ensured continuity between stages, integration of learning content, and development of independence and creative abilities in students and their engagement in research activities.

Currently, education is expected not only to provide students with a well-structured knowledge system but also to develop the abilities and skills necessary to learn and carry out cognitive activity, which determines an individual's readiness for change and perception of new knowledge.

Distance learning enables anyone with sufficient potential to rise to any educational level, regardless of their place of residence, social status, language of communication, gender, or age. Its flexibility and economic efficiency are used in extensive government-sponsored programs aimed at improving the general educational and professional background of the population.

Increasing the professional training level of correspondence-course students in the secondary college and university system is based primarily on identifying the current professional experience of students and on-the-job training features and creating conditions for improving the quality of education. The existing system of correspondence education is mainly aimed at acquiring knowledge and skills.

Innovative development of education requires the use of new learning technologies that would allow one to train qualified specialists in correspondence courses without extending the period of study. The task of creating and introducing continuity into the process of specialist training at the secondary college and university stages is relevant. Despite the negative perception of distance learning, it is becoming increasingly popular; more and more people opt for this form of education every year. The goal of our research is to elaborate on the process of craft teacher training in the system of continuing education in secondary colleges and universities.

According to L. Klinberg, the continuing education system should be based on a development concept with all the features of a dialectical process: namely, development as a qualitative process; development as self-movement, contradiction, unity and struggle of opposites as the source and driving factor; and irreversibility of development (Klinberg, 1984).

Consequently, the system of continuing education should be based on the concept of development that would provide for moving from training to self-learning. Qualitative development should ensure that students move beyond a predominantly reproductive type of activity to a creative one, beyond cognition in training to cognition in the research process.

The idea of continuing education has been legally grounded within the framework of establishing new vocational educational institutions, such as lyceums and secondary colleges. The practices used by these educational institutions have shown a viable possibility to streamline the operation of individual parts of the educational system, as well as the expediency of and the need for joint activities with higher educational institutions.

A multiple tier system of continuing education with appropriately selected and structured content of education, which takes into account the required level of specialist training, is a distinctive feature of the historically formed system of education organization in secondary colleges and their connection with higher educational institutions. Standards for higher educational institutions are

focused mainly on complete secondary general school education and do not take into account the conditions of basic and secondary vocational education. This manifests itself in the fact that graduates with different levels of general educational and professional background are subject to the same conditions as they are admitted to a higher educational institution, since the federal component of higher vocational education standards is not geared towards the whole chain of continuing educational institutions at the same time. Therefore, vocational colleges that provide training together with higher educational institutions are currently deciding on how to stabilize the academic calendar, to eliminate duplication of educational content, and to maintain the education momentum.

DEVELOPMENT.

Literature review.

The life of an individual in the information society should be accompanied by a process of continuing education. Lifelong learning is the formula for one of the most important global trends in this modern stage of educational development.

According to Pidkasisty, continuing education is becoming a fundamental principle of the existence of a global educational system where individuals are involved throughout their lifetimes, gaining equal opportunities to adapt to the requirements arising from socio-economic changes and actively participating in the future of society. In the new century, the problem of enhancing people's social thinking and behavior, especially in social and occupational groups operating in the "man-man" systems, is becoming increasingly relevant (Pidkasisty, 2018).

In Russia, the issue of education continuity at the level of statutory regulation is more complex. Analyzing the problems of continuing education, Klyucharev writes that it is present in a variety of concepts and targeted programs approved by regulatory enactments, federal laws and regulations, model regulations and other documents (Klyucharev, 2005). Moreover, the interpretation of

continuing education in all documents is divergent; a standardized definition of continuing education did not appear until September 2005.

The continuing education concept development intensified in the mid-1980s. According to Leonidova and Ustinova, the essential idea is that each person at any period of their life must be able to participate in the learning process (Leonidova & Ustinova, 2012). On the basis of continuity, a unified education model was built, which includes vocational training, common cultural development, and civic education.

The Law of the Russian Federation on Education treats the educational system as a set of successive educational programs and national educational standards of various levels and orientations interacting with networks of educational institutions and educational authorities that implement them. Thus, it emphasizes not the institutional and structural basis, as it used to be in a strictly centralized educational system, but primarily its substantive foundation. This perspective determines the feasibility of a content-structural approach to building a system of continuing education, which means the priority of building up the content of continuing education over its organizational forms.

Novikov outlined principles in accordance with three different vectors of individual movement in the education space (Novikov, 2008). The first vector, an “upward motion vector,” implies movement along the levels and stages of vocational education, whereby they can consistently move from one stage of education to another (school–technical school–university) or skip over some levels (school– university). The second vector is a “the vector of sideways motion” that means that a person has the opportunity not only to continue education but also to change the profile (specialty), that is, some educational maneuverability at different seasons of life, based on the needs of the individual and socio-economic climate in society. The third vector is a “vector of forward

motion” that implies improvement of the qualifications and skills within the existing profession (specialty), technically staying at the same educational level.

Continuing vocational education (CVE) includes a wide variety of terms reflecting its numerous aspects. According to Sorokoumova, the terms most frequently used internationally are: continuing education, adult education, further (advanced) education, postgraduate education, compensatory education, etc. (Sorokoumova, 1993).

Throughout the world countries have adopted different terminologies for continuing education: the term “lifelong education” is mainly used in the United States, “renewable education” in Sweden, etc.

The major premise of lifelong learning is that it is impossible to provide students at school, college or university with all the knowledge and skills they would need to prosper throughout their lifetimes. Therefore, people need to constantly improve their expertise in order to solve current problems and participate in the process of continuous professional development. A new educational imperative is to enable people to manage their own learning in various contexts throughout their lives (London, 2011).

Analyzing the concept of lifelong learning, Abukari suggests some approaches to the concept analysis and conceptualization (Abukari, 2004). This should be a conscious process of ongoing lifelong learning aimed at meeting both individual and community needs.

In recent years, education has become a fundamental element in many educational policies and strategies aimed at socio-economic development (European Commission, 2007) in many countries across the world.

According to the terminological dictionary of additional vocational education systems, continuing education currently refers to the process of growth of the educational (general and professional) potential of an individual during their lifetime, is organizationally supported by the system of public

and non-government (private) educational institutions and fits the needs of the individual and society.

In theory and subsequently in practice, the concept of lifelong education was developed by Dave who determined the following essential features of continuing education (Dave, 1991):

- Education covering the entire human life.
- Understanding of the educational system as holistic, including early childhood education, basic, sequential, recurrent, and parallel education combining and integrating all the levels and forms.
- In addition to educational institutions and centers for additional training, inclusion of formal, non-formal and extra-institutional educational forms in the educational system.
- Horizontal integration.
- Vertical integration.
- Universality and democratic nature of education.
- Possibility to create alternative educational institutions.
- Linking general and vocational education.
- Emphasis on self-instruction, self-education, and self-evaluation.
- Individualization of learning.
- Personal enrichment.
- Interdisciplinarity of knowledge, its quality, flexibility and a variety of content, tools and techniques, time and place of study.
- Dynamic approach to knowledge—the ability to assimilate new scientific achievements.
- Improving the skills to learn.
- Motivation to study.
- Creation of appropriate conditions and environment for learning.
- Implementation of creative and innovative approaches.

- Facilitating changes of social roles in different periods of life.
- Cognition and development of one's own value system.
- Maintaining and improving the quality of individual and collective life through personal, social, and professional development.
- Fostering an educating and teaching society; learning in order to "be" and "become" something.
- Systematicity of principles for the entire educational process.

These theoretical principles laid the groundwork for reforming national education systems in many countries across the world.

Dunn (Dunn, 2003) defines lifelong learning (LLL) as the process of acquiring and expanding knowledge, skills and attitudes throughout life to foster well-being.

Schuetze (Hans G. Schuetze, 2006) critically discusses the role of international organizations in conceptualizing and implementing lifelong learning. He argues that international organizations do not act independently but are influenced by national governments that use them to promote and legitimize their own political programs.

Chinese researchers Xinxin, Qingxi (Xinxin, Qingxi, 2012) acknowledge the fact that one absolutely needs to be a lifelong learner in the 21st century. Building a lifelong education system and a learning environment is a vital goal for future development and education reform in 20 years' time in China. Analyzing students' lifelong learning abilities, they propose some feasible and specific measures that can improve students' lifelong learning abilities.

A transition to continuous education means not only departure from the concept of finite education, whereby the acquired ready-to-use knowledge is used for the remainder of one's life, but also departure from the belief that there is ready-to-use knowledge that needs only to be learned. The transition to continuous education means recognition of the fact that ready-to-use knowledge tends to become obsolete and that all knowledge is conditional; after all, education is not only

assimilation of ready-to-use knowledge but also learning how to search for information and process it in order to obtain new knowledge and new information.

The idea of continuing education has been legally grounded within the framework of establishing new vocational educational institutions—lyceums and secondary colleges. The practices used by these educational institutions have shown a viable possibility to streamline the operation of individual parts of the educational system, as well as the expediency of and the need for joint activities with higher educational institutions.

Materials and methods.

Despite the negative image of distance learning, it is becoming increasingly popular, more and more people opt for this form of education each year.

We conducted a survey among final year students at the NEFU Teacher Training Institute, who major in Handicraft and Entrepreneurship.

We studied the distribution of goals the undergraduates pursued when they opted for correspondence higher education. Some of them (33%) consider advancing in their career plan using an academic degree and acquired knowledge to be their primary objective, while 27% expect to increase the rate of remuneration for their labor. A degree is important for 13% of the respondents because today the vast majority of professions require a university degree; 11% plan to change their occupation, and for 10% the competency that they need in order to work in their current position is decisive. The analysis of the research results has shown that within the period of study, there was little change in the goals and, according to the students themselves, they will mostly be achieved. Many of them believe that distance education has given them what they aimed for during the admission, in other words, their expectations have been fully met.

In order to meet the needs of schools and institutions for supplementary education for teaching staff in the Republic of Sakha (Yakutia), in 2006, Namsky Pedagogical College of Technology and Design named after I.Ye. Vinokurov opened a correspondence department in two specialties: technology and pedagogy of supplementary education.

The standard time frame for a basic professional degree program by correspondence was increased by one year as compared with face-to-face training on the basis of secondary (complete) general education pursuant to the order of the Ministry of Education of Russia.

Each year, Namsky Pedagogical College admits predominantly practicing teachers and instructors of supplementary education, teaching artists who hold extracurricular activities for to children, sharing their experience and handing their trade secrets to the generation to come, who have the opportunity to acquire an education and to receive a specialist degree. Today, 142 students from different regions of the Republic study in the correspondence department.

Correspondence education is working to improve the teaching staff quality in the system of specialist training under market relations with the aim to ensure social protection and mobility in choosing teaching activities. The general logic of correspondence education development appears in the following form: from courses teaching pedagogical and technical subjects mastered during the previous years and supplemented by specialty courses in technological disciplines to teaching practice and then to integrated final certification in the form of defending a product project that has been tried and tested.

When enrolling applicants based on the Unified State Exam score, the professional and instructional orientation of the students enrolled is taken into account by an application submitted on behalf of the Department of Education. Practice has proven the expediency of this rule. Since the student of the correspondence department consists primarily of people working in the education sector, the students in the correspondence department are distinguished by their professional direction to

school, education and upbringing of children, by rather high socio-psychological maturity, and a good educational subject background.

The level of competence-based training of highly qualified specialists, which is the basis of their social security and employability, largely depends on human resources. Specialist training in the correspondence department is carried out by 30 teachers, of these six are candidates of science, five are members of the Union of Artists, three are Honored Artists, and four are applicants for a postgraduate degree.

The beginning of a school year by correspondence is defined by the college. The end of a school year is determined by an operational academic curriculum drawn up according to the National requirements and a face-to-face training curriculum approved by the principal. In the teacher training college, exams are held once a year. An exam session ensures control of students' distance learning activities and is held to identify:

- Completeness of theoretical knowledge in a discipline or a range of disciplines.
- Formedness of skills to apply the theoretical knowledge when solving practical tasks and performing work.
- Skills to independently tackle educational literature and learning materials.
- Conformity of the level and quality of training to the national requirements in the specialty.

At least, 160 hours are allocated for mandatory (classroom) studies during an academic year.

Review classes are normally given on the most complex topics of an academic discipline.

In the curricula for the specialties taught by correspondence, the largest part of hours for each course is allocated to self-directed study.

Students' individual work plays quite a prominent role in the curricula. For the first-year students of the correspondence department, introductory lectures on the self-study basics are given during the time allocated for consultations.

According to the learning process technology, various individual work types are used: drawing up summaries, tackling and citing literature, drawing schemes, filling in tables, working on design assignments, writing essays and reports, etc.

During the period between exam sessions, home-based tests are performed, the number of which in the academic year does not exceed ten in total and two in a particular discipline. Home-based tests are subject to mandatory review.

A lack of contact between the teacher and the student in the period between exam sessions and the inability to promptly receive advice on solving learning problems is another disadvantage of correspondence education, but due to the development of information and communication technologies (ICT), correspondence instruction is being constantly upgraded, becoming more and more like distance learning.

A multimedia computer can become a reliable assistant and an effective means of education for correspondence-course students if it has access to information, that is, it is equipped with modern electronic resources available via the Internet or on CDs. Therefore, there is a media library in the pedagogical college, based on the distributed information resource of a local and global network that is focused on improving the skills of teachers in using its resources in their professional activities and educational process. In other words, the use of media library contributes to the formation and development of students' information culture.

Correspondence-course students study in the library independently in their extracurricular time. During the period between exam sessions, they have the opportunity to retrieve assignments for submission and any required information on the website of the educational institution on a dedicated page of the correspondence department.

To sum up, it should be said that the correspondence education, being a unique system of training, does not suit everyone. Thus, it is recommended that school graduates enter face-to-face training

departments at universities if they have such an opportunity, whereas those who have already received some work experience and professional skills in college can opt for correspondence higher education. This mode of attendance is especially good for those who seek to have a second or subsequent higher degree. This category of students has a certain knowledge base, some fundamentals, an experience of studying at a higher institution, and first-hand field experience. They enter university in order to acquire new knowledge in addition to the existing competency.

The main challenge for the teaching staff is to improve the quality of specialist training and ensure the continuity of education by improving the management framework of educational institutions.

The college graduates are theoretically, practically, and psychologically prepared for continuing education at a higher stage. The pedagogical college staff ensures that each student would have the desire and the need to acquire competency, knowledge, and skills and would strive for continuing education.

New times require rethinking and re-evaluation of continuing pedagogical education. The transition to the continuous instructional system “secondary college–university” allows one to solve organizational tasks of diverse complexity:

- Development of an integrated curriculum.
- Creation of integrated vocational educational programs.
- Training the college graduates for higher school.

The idea of continuing education has been legally grounded within the framework of establishing new vocational educational institutions—lyceums and secondary colleges. The practices used by these educational institutions have shown a viable possibility to streamline the operation of individual parts of the educational system, as well as the expediency of and the need for joint activities with higher educational institutions.

A multiple tier system of continuing education with appropriately selected and structured content of education, which takes into account the required level of specialist training, is a distinctive feature of the historically formed system of education organization in secondary colleges and their connection with higher educational institutions. Standards for higher educational institutions are focused mainly on complete secondary general school education and do not take into account the conditions of basic and secondary vocational education. This manifests itself in the fact that graduates with different levels of general educational and professional background are subject to the same conditions as they are admitted to a higher educational institution, since the federal component of higher vocational education standards is not geared towards the whole chain of continuing educational institutions at the same time. Therefore, vocational colleges that provide training together with higher educational institutions are currently deciding on how to stabilize the academic calendar, to eliminate duplication of educational content, and to maintain the education momentum.

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- Training the college graduates for higher school.

The strategies for innovation activity organization as the basis for multiple tier vocational education are devised in the joint experimental work of the Namsky Pedagogical College of Technology and Design and the Teacher Training Institute of the North-Eastern Federal University. Since the proposed vocational educational programs developed at the federal level have not been coordinated within the system of multiple tier specialist training, they cannot ensure the operation of the multiple tier vocational educational system without extensive didactic processing. Integrated curricula were developed for a number of academic disciplines to ensure continuity in the content of education.

The vocational educational programs were integrated in the course of developing the following curricula: higher education in Handicraft and Entrepreneurship (specialist qualification: teacher of handicraft and entrepreneurship) with a 5-year study period and advanced vocational education in Handicraft (specialist qualification: craft teacher) with a 3-year study period.

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In order to study the students' satisfaction with the educational process organization quality in the Namsky Pedagogical College (NPC), a survey was conducted among the on-campus and off-campus students. The results obtained after statistical processing are expressed as a percentage of

the total number of students who participated in the survey. In total, the questionnaire covers third- and fourth-year students of the correspondence department, which is 75% of the total number of off-campus students majoring in Handicraft, as well as third-year on-campus graduates majoring in Handicraft.

The questionnaire survey results for the off-campus students.

The average age of 80% of the students who participated in the survey was from 25 to 30 years, from 30 to 45 years old—20%. The decision to enter the NPC had been taken by the students themselves. The vocational choice was influenced by personal convictions and a creative nature of work for 90% of the respondents, while for 10% the reasons included the fact that it was the most accessible educational institution, the parents' insistence, and the influence of friends.

70% of the students chose the correspondence department in order to combine work with studies, 30%—because of marital status, 10%—because of age.

They entered a teacher training institution because they like the creative nature of the activity, are interested in a particular school subject, like children, and feel they have the talent.

30% of the students would like to continue their studies in the selected specialty at university, 20% would like to continue studying in another teaching specialty, since they will not be able to find a job in this profession, and 50% of the students surveyed intend to continue the career.

The survey results among resident students.

The average age of 80% of the students who participated in the survey was from 20 to 22 years. The decision to enter NPC had been taken by the students themselves. The vocational choice was influenced by personal conviction and a creative nature of the work for 80% of the respondents, while for 10% the reasons included the fact that it was the most accessible educational institution, the parents' insistence, the influence of friends, and receiving a degree regardless of specialty.

When asked “Are you sure that this profession will prove useful to you in the future?” 60% of the students were sure that they would go into this profession, while 40% answered that it might be useful.

60% of the students would like to continue their studies in the selected specialty at university, 20% would like to continue studying in another teaching specialty, since they will not be able find a job in this profession, and 20% of the students surveyed intend to retrain.

The implementation of continuing education and agreements on joint specialist training involves further training for the college teachers through postgraduate studies and attending lectures given by leading teachers of the institute. This focus area contributes to establishing close creative contacts between the college and the institute teachers.

Also, the national standard of higher vocational education provides for vocational education programs that differ in terms of standard training duration, content, and purpose, complementing the conventional Russian specialist training system with new bachelor’s and master’s programs. Thus, a graduate of a teacher training college has the opportunity to receive a bachelor’s degree in four years. At the undergraduate stage, the student receives a quality professional education in a shorter timeframe, which means that they receive general fundamental and specialized practical training sufficient to execute job tasks. At the master’s stage, in-depth training is carried out in a specific field of activity and a highly professional specialist is developed based thereon—a researcher, a developer, an analyst, a manager.

In the context of continuing teacher education, a system has been developed to include the students of Namsky Pedagogical College of Technology and Design and those of the Teacher Training Institute into research activities consisting of the following stages.

The first stage is related to the research activities of Namsky Pedagogical College students, who in the first year acquire general professional skills and abilities, as well as cognitive and research skills

in writing essays, and attend the conference “Science. Education. Art” as observers. The subject “Fundamentals of Educational and Research Activities” renders practical assistance in the organization of students’ research activities during their studies at college and in their future professional activities. In the second year, students master the skills of psychological and educational research, delivering a term paper (practical or experimental), and teaching practicum. The best term papers are then presented at the annual republican scientific conference “Science. Education. Art.” When choosing the topic of a term paper and subsequently a graduate qualification work, the supplementary educational courses “Уһуһаан” play a major role, as well as a project-based method that is the most effective and efficient means of forming research skills.

The necessary facilities, resources, and courseware have been provided to ensure operation of these courses in college. Out of 23 types of supplementary education courses, the most popular ones with students are bone carving, national dress-making, apparel design, horse hair stitch, gold work, artistic material processing, etc. The basis for teaching masters’ training is a system of courses of fine art, technology and design, such as composition, color science, art history, drawing, designing and modeling, computer graphics, etc.

One of the first supplementary educational courses aimed at reviving traditional folk crafts is the course “Уһуһаан” on national dress-making. By delivering term papers and graduate qualification works on national dress-making, future teachers solve complex technological problems of clothing engineering, using skills in composition, color science, fine arts, and carry out extensive creative projects.

Upon graduation from the college, the modern teacher develops an ethnopedagogical competency that meets the following criteria: they know and can use the methods and technologies of traditional knowledge of folk pedagogy; live and promote a healthy lifestyle; recognize and respect the traditional culture of other nations; are able to organize integrated educational activities in

educational institutions; develop the cognitive and creative activities of students through the mastery of traditional folk crafts.

The research work carried out by the college students is continued by them in the course of their studies at the second stage of continuing teacher education at the Teacher Training Institute of the North-Eastern Federal University. It consists in productively applying at a higher stage the skills acquired at the previous stage, continuing the work on the chosen subject, and participating in student research and practice conferences.

As the basis of higher education in the system of multiple tier education, the college applies requirements to the quality of teaching. For this purpose, the college and departments and the institute sub-departments analyze and improve the teaching methods, process the curricula, and model the professional activity of future specialists in the educational process. In an effort to raise the quality of specialist training to a new level, modern educational technologies are being introduced into the college educational process, which make it possible to form both professionalism and competence.

The learning outcomes of the principal bachelor's program are determined by the competencies acquired by the graduate, that is, their ability to apply knowledge, skills, and personal qualities in compliance with the professional goals.

Results.

The integration of vocational educational programs was implemented during the elaboration of the operational curricula: a degree in Handicraft (specialist qualification: craft teacher) with a 5-year study period and advanced vocational education in Handicraft (specialist qualification: craft teacher) with a 3-year study period.

It was established that the content of secondary vocational education in Handicraft was similar to the content of higher vocational education in a related profession, whereby it was justifiably

reduced in the specialist training program on the basis of secondary education in a related profession. At the same time, the coincidence of similarly named cognate disciplines was observed in 55% of cases on average (66% of coincidences in general disciplines of the humanities, social and economic sciences, 71% in science, 50% in general professional disciplines, 32% in specialized disciplines).

The curricula of higher vocational education three and a half years long provide for 2,527 hours more than the curricula of secondary vocational education. It should be noted that in the first two years at university no practical training is applicable, while in the third year, ten weeks are allocated to practical training, which is 360 hours. However, during the college studies, the practice takes 648 hours. This leads to successful adaptation and training of students who are enrolled in the Teacher Institute in the third year after graduating from NPC.

The analysis has shown that some academic disciplines studied by students in college receive enhanced coverage in the third and fourth year at university; while at college the students learned the basics of disciplines, the content of disciplines becomes more extensive and complex at university.

The academic disciplines were analyzed without taking into account professional internship. It was found that the ratio of the number of school hours allocated for the blocks of academic disciplines in the secondary college-university system has the same distribution pattern in various educational institutions. Thus, the largest number of hours in the curricula of secondary vocational education and higher vocational education is allocated for the block of specialized disciplines (63% and 55% respectively). The block of general professional disciplines is in the second position (17% and 19%), general humanities and socio-economic disciplines are in the third position (14% and 14%), and general mathematical and, of course, scientific disciplines (6% and 12%) are in the fourth position.

Following the detailed analysis of the curriculum data, we concluded:

1. The standard period of study for a degree in Handicraft by correspondence is five years. Given the elaboration of an integrated curriculum, the study period is reduced to 3.5 years. The bachelor's degree program takes four years.

2. According to the general requirements, provided that a student of Namsky Pedagogical College that had already studied for three years entered any higher educational institution, they would have to study for another five years. As a result, to obtain a higher education young people had to spend eight years, while the amount of knowledge and skills in general professional disciplines taught in institutions of secondary vocational education and in higher educational institutions is the same.

Due to the organization of two-tier education, the graduates of Namsky Pedagogical College have the opportunity to continue their studies from the third year in higher educational institutions. Thus, young people study for six and a half years or seven years if they pursue a bachelor's degree, while gaining practical knowledge (in a specialized secondary institution) and theoretical knowledge (in a higher educational institution) in the chosen specialty.

3. In the case of two-tier education, individual disciplines in a specialized secondary educational institution are studied in a higher educational institution and have an identical name, but the basic content of educational disciplines is deepened and acquires a theoretical character.

Discussion.

According to the definition of Colardyn & Bjornavold (2004), lifelong learning is the leading policy that ensures economic competitiveness, employability, self-development and self-fulfillment.

Friesen & Anderson (2004) explored the term "lifelong" in terms of the rapidly changing world of information and educational technologies, as well as in terms of various interaction concepts.

Masclé (2007) identified five major benefits of lifelong learning.

Nordstrom & Merz (2006) believe that lifelong learning is an incredibly important tool for satisfying needs within 50 years. They give detailed instructions on how to lead an active, fulfilling life after the retirement by means of educational tours, volunteering, civil action, and more.

CanLearn (2009) defines the concept of this term, while at the same time briefly describing the main advantages created by the duration of training. Lifelong learning means that education is diverse, adapted to the individual and accessible throughout the life. The greatest benefits can be grouped into three categories: coping with the rapidly changing world, scaling up wages and providing employment opportunities, and the last one is enriching life a giving a sense of purpose. Lifelong learning is seen as a strategy that allows people to learn throughout their lives.

Green (2002) analyzes an increasing discourse about lifelong learning in Europe and the diversity of national policies in this area. The duality of converging rhetoric and divergent policy is considered in practice as an educational policy analysis problem that requires interpretation at multiple levels.

Marjan and Peyman (2012) make an attempt to present primary benefits that follow lifelong learning.

Chen (2003) has developed recommendations for creating and maintaining effective online educational communities.

Ursin and Paloniemi (2019) analyze the concept of teacher training among university graduates, named “Pedagogical research for teachers for adults”. Based on a qualitative thematic analysis of free-answer questionnaires, three main conceptual categories were identified: (1) pedagogy as an activity, (2) pedagogy as a personal character, and (3) pedagogy as a process.

CONCLUSIONS.

The main trends in the development of craft teacher education in the system of continuity are conditioned by socio-economic, scientific, technical and socio-pedagogical paradigms and positive innovation processes of specialist personality formation at the present stage of social development.

The students' needs and motivation were analyzed; this sphere reveals the technological and pedagogical orientation of students, which is one of the leading characteristics of the socio-integrative personality type formation, personal mobility, maximum manifestation of abilities and potential, focused on the fulfillment of vocational and educational needs.

The results of the professional orientation research show that the professionalization stage in secondary college ensures enhanced motivation to improve the level of technological and pedagogical training and professional and personal development of a future Handicraft specialist.

Exploring the continuous system of vocational training, we conclude that the most significant period of professional development of a craft teacher is the period of employee personality formation, associated with training in the teacher training college.

The structural component of the system of formation of professional and personal qualities of a craft teacher's personality that determines the systemic nature of its construction is the educational process of craft teacher training based on the standard educational program and curriculum for the specialty.

According to the questionnaire survey results and comparison of the overall level of performance in special subjects, the need to study training courses that would enhance the development of professional qualities to promote professional adaptation in the educational field of Handicraft has been confirmed.

Organizational and pedagogical conditions in an educational institution influence the development of internal professional psychological mechanisms of a future craft teacher, contributing to

sustainability in the choice of professional activity area, increasing students' motivation to master knowledge and skills, and cultivating interest in self-improvement of professional skills, which ultimately ensures permanence of young professionals in the educational institutions.

Evaluation of the organizational and pedagogical conditions of education in the correspondence department pointed out the qualitative characteristics of the level of students' professional development, their conscious choice of the teaching profession, the sustainability of professional intentions, the need for professional self-education, self-study, self-improvement, the desire for self-assessing the level of achievement in teaching and educational activities, and a focus on creativity.

Analysis of the reporting documentation of the State Certifying Commission (SCC) and the State Examination Commission (SEC) working in Namsky Pedagogical College from 2010 to 2016 has confirmed the improved level of professional training of graduates and their adaptability and permanence in the educational institutions of the republic.

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