



<https://doi.org/10.34142/2709-7986.2020.25.1.02>

## **PEDAGOGICAL EDUCATION IN THE CONTEXT OF NON-FORMAL EDUCATION: HISTORICAL ASPECT**

Received: 7 June 2020 / Accepted: 10 July 2020

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### **ABSTRACT:**

The **purpose** of the article is to study the organization of pedagogical education of adults by the Society 'Knowledge' in Ukraine in the second half of the XX-early XXI century in the context of non-formal education.

The research **methodology** was conducted on the basis of general scientific, historical-pedagogical, terminological and prognostic methods.

The **results** are the experience of pedagogical education of adults both positive and negative in the context of non-formal education. The tendencies, as well as directions and forms of the organization of pedagogical education of adults on an example of Society 'Knowledge' are revealed and presented. It was found out that the leading directions of pedagogical education of this Society in the studied period were lecture activities organized in different forms. In particular, 'Lectures and schools for parents', which raised the issues of upbringing children of preschool and school age. There were people's pedagogical universities for additional education of teachers on children's upbringing. A network of 'Young Mother Schools' was opened, which also raised issues of education and development of preschool children. 'Women's clubs' were also organized, where scientific and educational pedagogical activity among women was carried out. A network of research and educational centers was launched, the activities of which were aimed at providing educational services, retraining, obtaining additional professions, courses, seminars, excursions, exhibitions, distance learning courses and webinars, etc. Distance learning software was developed and used for the Adult Distance Learning System, particularly in the field of education.

The **conclusions** are the organization of pedagogical education of adults by the Society 'Knowledge' during the second half of XX – early XXI century is divided into two periods: the Soviet (1949 – 1990) and the period of independent Ukraine (1991 – 2018). The experience can be taken into account when reforming education in different countries, in particular non-formal education.

### **KEY WORDS:**

*Additional Profession, Courses, Distance Learning, Education, Non-Formal Education, Adult Education.*

## INTRODUCTION

In the context of the profound transformation of civil society, which has been particularly active in recent decades in a number of countries, civil society is playing an important role, in particular, in the development of non-formal education. Thanks to public associations, non-formal education is becoming more widespread and accessible. They contribute to its globalization and increase international competition in the market of educational services; internationalization of educational space, etc.

At the same time, their participation is provided by the Memorandum on Lifelong Learning (A Memorandum on Lifelong Learning, 2000), the Memorandum of Cooperation between Civil Society Associations in Support of Education Reform' (A Memorandum of Cooperation between Civil Society Associations, 2019), the 'National Doctrine of Education Development' (№ 347/2002) (On the national doctrine of education development, 2002) and the 'National Development Strategy of Ukraine until 2021' (№ 344/2013) (On the National Strategy for the Development of Education in Ukraine until 2021, 2013).

One of the leading ideas of modernization of education is its development on the principle of continuity, creation of a single system of continuing education, which will be an organic complex of state and public (non-state) institutions. One of the main goals of these legal documents was to create a viable system of non-formal education to achieve high educational levels, provide opportunities for continuous spiritual self-improvement of the individual, the formation of intellectual and cultural potential as the highest value of the nation.

Also in today's conditions, the strategic state tasks are to reform the education system, in particular non-formal, which involves the education of conscious citizens; overcoming the monopoly position of the

state in the field of education through the creation of non-governmental educational institutions and organizations, in particular, public associations; creating conditions for raising the professional level and retraining of the specialty; deepening and achieving a new level of language skills; introduction of modern pedagogical technologies and scientific and methodological achievements.

Since there is not much experience in the organization of adult education in the context of implementing the principles of non-formal education, which is shown by the example of public societies, the study and consideration of the experience of implementing adult pedagogical education by the Knowledge Society in Ukraine becomes relevant.

Thus, the **purpose** of the article is to study the organization of pedagogical education of adults by the Society 'Knowledge' in Ukraine in the second half of the XX – early XXI century in the context of non-formal education.

The study and analysis of historical and pedagogical and modern world literature shows that researchers have paid attention to certain theoretical and practical aspects of adult education, such as: G. Foley, Malcolm S. Knowles, Elwood F. Holton, P. Jarvis, A. Asimaki, G. Koustourakis, K. Padron, M. Celil Smith, Th. Pourchot, Sh. Walters, K. Watters, K. Jonson, Sh. Walters, K. Watters, Wildemeersch, G. Fraser, K. Johnson, T. Fristrup, S. Grut, R. Smis and others. However, the issue of organization of pedagogical education of adults by public societies is not reflected in the scientific space.

Moreover, the issue of organization of pedagogical education of adults by the 'Knowledge' Society in Ukraine is not reflected in the scientific space. Particular attention was paid to theoretical and applied aspects of non-formal adult education, which are covered in the works of famous Ukrainian scientists, such as: I. Dychkivska, N. Pavlyk, O. Vasylenko, V. Bakhrushin, O. Anishchenko, O. Banit, N. Zinchenko,

O. Volyarska, N. Doroshenko, S. Zinchenko, L. Sigaeva, L. Lukyanova, S. Priyma, N. Terekhina, T. Tkach, P. Hodkinson, R. Dave and others. However, the issue of organizing non-formal adult education by the public educational Society 'Knowledge' in Ukraine was not considered in the scientific field.

### **THEORETICAL FRAMEWORK**

The analysis of this problem shows that according to the Law of Ukraine 'On Education' (№2145-VIII of 16.01.2020) (Law 'On Education', 2020), non-formal education is education, which is usually obtained through educational programs and does not provide for the award of state-recognized educational qualifications by level of education, but may result in the award of professional and / or partial educational qualifications.

According to the UNESCO Education Glossary, non-formal education is learning that takes place alongside the basic (formal) education system and can also complement formal education. However, it can be provided in the workplace and through the activities of public associations (UNESCO Education Glossary).

In terms of the topic of the article, the definition of interpretations of the terms 'public society (organization)' and 'Knowledge Society of Ukraine' becomes relevant.

Civil society (organization) is one of the forms of public association of people, which are united by a common idea, goal, program of action to achieve these ideas and goals in the field of science, culture, education, economy, etc.

The 'Knowledge' Society of Ukraine is an all-Ukrainian public society that disseminates knowledge among various segments of the population, namely the improvement of legal culture and education of citizens, scientific, educational and informational and educational activities to meet scientific, economic, social, cultural,

environmental interests of society. (Regulations, 2018).

As a public institution, this Society dates back to 1947 as a scientific and educational society for the dissemination of scientific and political knowledge (Regulations, 1947). During the Soviet era, the 'Knowledge' Society promoted scientific and political knowledge among the population of the USSR (Bondar, 2019).

The leading activity of the 'Knowledge' Society during this period was the lecture propaganda of Marxist-Leninist ideology, the explanation of the domestic and foreign policy of the Soviet state among the population (Central State Archive of Supreme Authorities and Government of Ukraine, F.4618, des.1, 1947-1989). The Society paid great attention to the decisions of the congresses and plenums of the CPSU in its public and educational activities. At the same time, a significant number of lectures were devoted to the promotion of the achievements of Soviet and world science, in particular in pedagogy, psychology, economics, law, science, agriculture, mechanization, automation and more (Central State Archive of Public Associations of Ukraine, F1, des.30, c.3247).

At the same time, from the very beginning of its activity, the leading place among the lecture propaganda was occupied by adult education, which was a certain innovation in the classical teaching methods (Central State Archive of Public Associations of Ukraine, F1, des.30, c.3247).

Since 1990, the 'Knowledge' Society has dissociated itself from any party and state subordination, is an independent organization with a commercial structure and the pursuit of democratic principles of Ukraine's development (Archive of the Knowledge Society of Ukraine, 1990-2018).

### **METHODOLOGY**

The study used a general scientific method that facilitated the analysis, comparison, systematization of archival materials and scientific literature; historical

and pedagogical method – provides the development of the structure of the study, contributed to the justification of the content of non-formal adult education by the Society 'Knowledge'; comparative – was the basis for comparing the content of the organization of adult pedagogical education in the Soviet period (1949 – 1990) and the period of independent Ukraine (1991 – 2018).

It is provided a definition of traditions and innovations in the directions and content of adult pedagogical education during a certain period; terminological analysis, which provided the definition of basic concepts in accordance with the subject of research; prognostic, which made it possible to outline the prospects for using at the present stage the experience of the 'Knowledge' Society of Ukraine in the organization of adult education.

## RESULTS

The study of archival materials of the Central State Archive of the Supreme Authorities and the Government of Ukraine, the Archive of the 'Knowledge' Society of Ukraine and the State Archives of the Kharkiv region allows us to state the fact that the 'Knowledge' Society has experience in organizing adult pedagogical education from the very beginning. Ukraine. The organization of pedagogical education of adults by the 'Knowledge' Society can be divided into two periods: the Soviet period (1949–1990) and the period of independent Ukraine (1991 – present).

Thus, in 1949–1950, 'Lecture halls for parents' (32 lecture halls) and 'Schools for parents' in Ukraine were organized at secondary schools. There were also pedagogical radio lectures, parent conferences, question-and-answer evenings, and debates. In these lecture halls, schools and during the events there were active lecture activities among parents by teachers-lecturers on the topics of upbringing of preschool and school age children.

Topical topics were: healthy lifestyle, hygiene, physiology of children; the question of the responsibility of the pernicious example of adults in alcoholism, smoking; communist upbringing of children; promotion of working professions for school graduates, etc. In general, lecture pedagogical activity was carried out in industries, schools, clubs, parks, etc. (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des. 1).

At the same time, folk pedagogical universities became widespread. Their purpose was additional teacher training, which provided for a two-year program in pedagogy, which included topical issues of education, development of children in extracurricular activities, as well as the content, forms and methods of educational work (Koropatnyk, (2006).

Later, in the 1960s, the 'Schools of the Young Mother' were added to the above-mentioned areas of organization of pedagogical education of adults. These schools reveal the issues of education and development of preschool children. 2,300 such schools were opened. They worked at secondary schools, clubs, parks, which conducted scientific and educational propaganda on the issues of communist upbringing of children, their health and development. Also important topics were improving the quality and effectiveness of maternity and childhood care. Classes in these schools were conducted by teachers and doctors who had significant experience (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des.1).

Another separate area of pedagogical education was 'Women's Clubs'. Their appearance dates back to the late 1960s. These clubs worked on weekends, where women lecturers of the 'Knowledge' Society conducted scientific and educational pedagogical activities among working class women. The lectures raised the issues of responsibilities and tasks of women in the

family, the participation of father and mother in raising children, the role of women in society (Central State Archive of Supreme Authorities and Government of Ukraine. F. 4618. des.1).

Since the 1980s, the organization of adult pedagogical education by the 'Knowledge' Society has declined somewhat and acquired a predominantly journalistic character. There were separate columns in magazines, newspapers and brochures on pedagogical topics (Goncharenko, Kuserets, Nedolny, 1983; Ivashko, 1985; Levchuk, 2012).

As a result of the reorganization and 'decommunization' of the Society, in 1991, the above areas of pedagogical education of adults have declined and lost relevance (Archive of the Knowledge Society of Ukraine, 1990-2018). This fact is due to the fact that the activities of pedagogical areas of education closely bordered on the promotion of the socialist way of life and the education of all segments of the population in its spirit.

Instead, after the reorganization and determination of a democratic course of activity, the 'Knowledge' Society developed a new effective direction of adult education, launching a network of research and educational centers (REC), Pedagogical education also took a prominent place in their activities (Kuserets, 2018). The peculiarity of the REC, in particular the pedagogical direction, was the promotion of national ideas, the Ukrainian language, culture, science (Archive of the Knowledge Society of Ukraine, 1990-2018).

Thus, REC 'Ukrainian studies', 'Ukrainian Center for Spiritual Culture', 'Spiritual Revival of Ukraine 'Sophia of Kiev' have experience in pedagogical education of adults in the field of patriotic education, as well as providing educational services for retraining specialties, courses with the possibility of providing state certificates, as well as organizing seminars, conferences, webinars, thematic exhibitions, excursions,

etc (Archive of the Knowledge Society of Ukraine, 1990-2018).

Also, the Center for Translation and Language Studies and the Kyiv Planetarium are aimed at mental education and the formation of the worldview of adults (Archive of the Knowledge Society of Ukraine, 1990-2018).

A network of paid seminars, retraining courses for legal professionals, and legal education consulting services were established at the International Policy Center for Conflict Studies and Negotiations (Archive of the Knowledge Society of Ukraine, 1990-2018).

The main forms of work of scientific and educational centers on the basis of the Society 'Knowledge' were lectures, talks, consultations, thematic evenings, round tables, clubs, exhibitions, tours and more.

During the second period, the 'Knowledge' Society sought not only to use effective and efficient forms of information and educational needs of the population, but also developed new technologies for knowledge dissemination – telecommunications and computer networks, software. Thus, since 1999, the 'Knowledge' Society has developed software for the operation and provision of distance learning educational services.

Thus, on the basis of this software, in 2007 the Distance Learning System for Adults was launched. Providing the opportunity to use the following services: organization of the pedagogical process on its own server or the customer's server (creation and adjustment of the customer's individual interface); creation of distance courses, webinars on pedagogical issues; creation of video illustrations to educational materials with the use of video lectures by authors and teachers, fragments of documentaries and thematic TV programs; creation of Web-TV-channel of educational character; preparation for replication of distance learning courses on electronic media (Archive of the Knowledge Society of Ukraine, 1990-2018).

It should be noted that pedagogical education organized by the 'Knowledge' Society during the second period was carried out with the cooperation and support of state authorities and institutions (Presidential Administration, Ministry of Education and Science of Ukraine, Ministry of Internal Affairs of Ukraine, Ministry of Health, Ministry of Ecology, Ministry of Finance), Ministry of Fuel and Energy, Ministry of Transport, National Academy of Sciences of Ukraine, GS Skovoroda Institute of National Academy of Sciences of Ukraine, Taras Shevchenko National University of Kyiv, Vadym Hetman Kyiv University of Economics, Institute of State and Law of the Academy of Sciences of Ukraine, etc.). The 'Knowledge' Society also established cooperation with the countries of the European Union, the United Arab Emirates, and the United States on the organization of adult pedagogical education. In particular, in 2001–2005, the Coordinating Committee for Aid to Ukraine (USA) provided sponsorship assistance for the development of licensed programs in 'Ukrainoznavstvo' research and education center, and granted a state license to the Ministry of Education and Science of Ukraine.

The Scientific and Educational Center 'Ukrainoznavstvo' on the basis of the Society 'Knowledge' organized refresher courses for national staff in Ukrainian studies. Teachers of universities, technical schools and educators from different regions of the country improved their skills at these courses. The topics of the courses were devoted to current language issues and the history of Ukraine. Leading scientists were involved in the lectures, among them – I. Bilas, T. Hunchak, J. Kalakura, P. Kononenko, E. Sverstyuk, V. Sergiychuk, Y. Shapoval and others.

In the same years, the 'Knowledge' Society promoted the idea of mass continuing adult education. Training and production complexes were actively created at the regional and district levels. For example, in the city of Skole, Lviv region,

until 2001, the training and production complex 'Impulse' was created, in which students increased the level of knowledge of 25 modern professions and specialties, such as: investment manager, broker, image maker, realtor, broker, auditor, declarant, advertising agent, etc.

Within the second period, popular science literature became an important component in the organization of pedagogical education of adults, such as magazines: 'Knowledge and Work', 'Science and Society', 'Man and the World', 'Tribune', 'In the World of Mathematics'. 'Man and Law', 'World of Science', etc. There was close cooperation with the libraries of Ukraine, which took place in printed and electronic formats, in particular in the organization of book exhibitions, presentations of new publications, meetings with authors.

## DISCUSSION

In our opinion, public associations can serve as a platform for testing, implementing innovative methods and tools for organizing non-formal education. In particular, to promote the adaptation of education to the new realities of the XXI century, where non-formal education, as stated in the Memorandum of Continuing Education, is designed to become the main political program of civil society (A Memorandum on Lifelong Learning).

In our opinion, the 'Knowledge' Society is a positive example of the organization of non-formal education, namely in the implementation and development of the organization of pedagogical education of adults.

At the same time, we share the opinion of N. Terekhina (2014) that the development of adult education in the mid-twentieth century was due to political and economic realities: the revival of public education, the restoration of educational institutions, and the fight against illiteracy of the adult population.

However, in our opinion, the pedagogical education of adults, which was

organized by the Society 'Knowledge' in the middle – late twentieth century. Provides not only pedagogical education of adults in matters of education, children's education, organization of life, family relations, the role of man or woman in the Soviet system, but also had the characteristics of a platform for ideological propaganda.

According to O. Anishchenko (2016), in the 1990s non-formal education (lifelong learning) in Ukraine was introduced on the principle for the development of knowledge of society in a market economy, and in the third millennium is an urgent human need due to personal preferences, interests and capabilities; intellectual orientation; communicative orientation; typo-logical orientation; health-saving orientation related to the state of health of the individual' (Pukhovska, 2011) believes that non-formal education contributes to the unification of educational resources of the community and society, the formation of social partnership as a component of civil society.

We share these beliefs, as the data of our study show that in the late twentieth – early twentieth century. The 'Knowledge' Society itself became a full-fledged component of civil society, which introduced the multifaceted functions and tasks of non-formal adult pedagogical education and became one of its founders in the principles of formation and development. In particular, scientific and educational centers for educational services on the basis of the 'Knowledge' Society and the organization of distance learning became a good example.

Taking into account the experience of the 'Knowledge' Society, it can be argued that the public society is a link in the implementation of educational needs, in particular in distance learning, using modern educational technologies. Also taking into account the experience of the researched Society, we state that the public society is a platform and example for additional pedagogical education of adults,

retraining of specialists, organization of seminars, courses with a generally accepted document on education (certificate), as well as professional consultations and online webinars.

During the second period, the 'Knowledge' Society through sociopolitical transformations in the state freed itself from the role of propagandist of communist ideology and became a strategically important platform for forming the intellectual component of the new society, in particular through pedagogical education of adults.

### CONCLUSIONS

The study revealed that the organization of pedagogical education of adults by the Society 'Knowledge' during the second half of XX – early XXI century is divided into two periods: the Soviet (1949 – 1990) and the period of independent Ukraine (1991 – 2018). During the Soviet period, pedagogical education of adults was directed in the following areas: lectures and schools for parents, folk pedagogical universities, and schools for young mothers, women's clubs.

Pedagogical education in this period bordered on the propaganda of the socialist way of life. During the period of independent Ukraine, the characteristic feature of pedagogical education of adults was the focus on the development of democratic and national principles of Ukraine, such as: promotion of national ideas, the Ukrainian language, culture, patriotic, intellectual, education and formation of adult worldview.

During the second period, pedagogical education was organized mainly in scientific and educational centers. Also during this period there was an organization of distance education for adults. These studies can be taken into account when reforming education in Ukraine, in particular non-formal education.

Also, the distance form of education can be an example to follow and a means to

use in today's environment caused by COVID-19. Public-educational activity of the Society 'Knowledge' of Ukraine in the organization of pedagogical education of adults, promotes mass and accessibility of non-formal education in Ukraine. Promotes its globalization and intensification of international competition in the market of educational services; internationalization of educational space; is a platform for a wide

exchange of domestic and foreign professional experience, taking into account the needs of the labor market.

#### ACKNOWLEDGMENTS

The author expresses gratitude for the support from the Department of General Pedagogy and Higher School Pedagogy of H. S. Skovoroda Kharkiv National Pedagogical University, Ukraine.

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

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### ДОСВІД ПЕДАГОГІЧНОЇ ОСВІТИ ДОРΟΣЛИХ У КОНТЕКСТІ НЕФОРМАЛЬНОЇ ОСВІТИ: ІСТОРИЧНИЙ АСПЕКТ

#### АНОТАЦІЯ / ABSTRACT (in Ukrainian):

Мета статті – вивчення організації педагогічної освіти дорослих Товариством «Знання» в Україні другої половини ХХ-початку ХХІ століття в контексті неформальної освіти. Методологію дослідження проведено на основі загальнонаукового, історико-педагогічного, термінологічного та прогностичного методів. Як результат у статті представлено досвід педагогічної освіти дорослих як позитивний так і негативний у контексті неформальної освіти. Виявлено і представлено тенденції, а також напрями і форми організації педагогічної освіти дорослих на прикладі Товариства 'Знання'. З'ясовано, що провідними напрямками педагогічної освіти цього Товариства в досліджуваний період була лекційна діяльність організована за різними формами. Зокрема, 'Лекторії та школи для батьків', де порушувалися теми виховання дітей дошкільного і шкільного віку. Діяли народні педагогічні університети для додаткової освіти вчителів із питань виховання дітей. Було відкрито мережу Шкіл молоді матері, де також порушувалися питання виховання й розвитку дітей дошкільного віку. Також було організовано 'Жіночі клуби', де проводилася науково-просвітницька педагогічна діяльність серед жінок. Започатковано мережу науково-просвітницьких центрів, діяльність яких спрямовувалася на надання

освітніх послуг, перекваліфікацію, отримання додаткової професії, проходження курсів, семінарів, екскурсій, виставок, дистанційних курсів та вебінарів тощо. Було розроблено програмне забезпечення для дистанційного навчання, яке використовувалося для системи дистанційного навчання дорослих, зокрема в освітній галузі. Висновки: організація педагогічної освіти дорослих Товариством «Знання» протягом другої половини ХХ – початку ХХІ століття поділяється на два періоди: радянський (1949 – 1990) та період незалежної України (1991 – 2018). Отриманий досвід може бути врахований при реформуванні освіти в Україні, зокрема неформальної.

**КЛЮЧОВІ СЛОВА:**

дистанційне навчання, додаткова професія, курси, навчання, неформальна освіта, освіта дорослих.

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**CITE THIS ARTICLE AS (APA style):**

Bondar, T. (2020). Experience of Adult Pedagogical Education in the Context of Non-Formal Education: Historical Aspect. *Educational Challenges*, 25(1), 21–30. <https://doi.org/10.34142/2709-7986.2020.25.1.02>

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