

Results. *In the framework of our research, the mechanism of formation of value orientations of future specialists of creative specialties, namely designers, sculptors, painters, musicians, etc., is of particular interest. An important link in the formation of a future specialist in the field of culture and art is the formation of its value orientations, an important component in the structure of the individual, since the essence of their profession is directly related to the activity, whose results are certain changes in the objective environment of a person, and, in general, in the environment her residence*

While studying in high school students develop a certain hierarchy of values, which defines the orientation of the individual's attitude of life and influences the awareness of the importance and content of the future profession.

Conclusion. *Valuable pedagogical interaction, based on dialogue, provides an indispensable incentive for self-development for all participants in the educational process in higher education where understanding of values is the result of continuous development and improvement of their personal qualities.*

Key words: *value; hierarchy of values; value orientations; pedagogical interaction; teacher; student; pedagogical process; art.*

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HISTORICAL PECULIARITIES OF DEVELOPMENT OF INFORMAL ADULT EDUCATION IN THE USA

Анотація. *Виокремлено основні чинники політичного, економічного, соціального і культурного характеру розвитку неформальної освіти дорослих у Сполучених Штатах Америки. Здійснено компаративний аналіз періодизації розвитку неформальної освіти дорослих, що були запропоновані дослідниками різних наукових шкіл. Досліджено дефініцію «неформальна освіта дорослих». Окреслено особливості розвитку неформальної освіти дорослих у США в першій половині XIX століття.*

Ключові слова: *освіта дорослих; неформальна освіта дорослих; США; періодизація; чинник; Національна Асоціація Університетів; перша світова війна, бібліотека; Американська Асоціація Освіти Дорослих.*

Introduction. Informal education in the USA has a long history that determines necessity of its historical analysis, for it is difficult to understand modern level of its development and determine its future development. Dialectics as a method of cognition, historical principle supply us with opportunity to study subject of research taking into account many points of view in its development, which is predetermined by external and internal factors, that in turn helps to identify its traits and links taking into account peculiarities of a certain stage.

Analysis of the latest research works. Conducted analysis of modern sociological and pedagogical sources testifies that the process of development of informal adult education in the USA was worked out by many scientists. Peculiarities of informal adult education development were disclosed in works of R. Hiemstra,

M. Knowls, J. Moril, T. Sticht, J. Terner. Factors of informal education development were singled out in works of M. Kartright, A. Linman, G. Stublfield. But there are no scientific works, which are devoted historical peculiarities of informal adult education development in the USA.

Purpose. The aim of our article is to trace historical peculiarities of informal adult education development in the USA. The main assignments of the article are to single out political, economic, social factors of informal adult education development in the USA; make comparative analysis of periodizations of informal adult education development; characterize informal adult education development in the first half of the XIX century.

Results. Retrospective analysis of adult education gives us possibilities to make a conclusion that the term adult education appeared in 1924. Before this period many forms of adult education existed, but they were not systematized. But their existence coincided with demands of those times and needs of society and gave possibilities for adult education development. Launching of the first printed works, spread of mass media influenced adult education greatly, for it stimulated adults to get education. For example, one newspaper appeared in 1690, while in 1782 ten newspapers were released. Opening of libraries was a great impulse for adult education development [1].

G. Stublfield underlined importance of coffee houses in ports, as first establishments of adult education, for people had opportunity to listen to stories of sailors, communicate, and learn news, read newspapers.

Puritan church plaid important role in adult education development, which was interested in literal people, who were able to read Bible, for this reason it stimulated people to get education and open church schools. We think that important factor of adult education development was enactment of Massachusetts law in 1647, according to which every settlement that had fifty houses must have a teacher and pay him salary. It promoted adult literacy motivated them to get education.

Scientific analysis testifies that development of informal adult education in the USA is connected with creation of civil communities. The first community was created by B. Franklin. The members of this community gathered in café to get additional education. This community existed for thirty years and supplied others with example. Besides this community had library, which could be used.

In the times of war, important decision was made – to give report in written form and it meant that soldiers and sailors must learn basics of literacy. It was the function of teachers and prayers [2].

Important event in adult education development was the end of the war for independence (1784). M. Knowls wrote that young American republic understood importance and necessity of adult education development taking into account necessity of converting American people into active citizens.

New educational establishments, civil associations, agrarian and scientific circles, clubs, libraries were founded at that time, which broaden access to education and self-education. Museums, that propose different exhibitions, become a new form and place of getting knowledge by adult Clubs and coffee houses are opened.

National program of adult education, which was named American lyceum plays important role in adult education development. 3000 American lyceums were opened before 1838. The main merits of this program are opening of free schools, libraries and museums, conducting of lecture – discussion for members. The program was ended in 1845, but such form as lecture-discussion was actively applied in civil movements.

Shutter University became an important element of adult informal education in the USA. It was created in 1874 as summer school for teachers of Sunday school, but became an adult education establishment. It proposed not only college education, but possibility to attend

university courses to learn about university research work. Extra-mural education at university promoted development of adult education. M. Knowles thought that extra-mural schools supplied adults with opportunity to get education in comparison with other educational establishments.

J. Turner and J. Moril organized movement for access to education. In 1850 J. Turner proposed law that gave every member of society right to get education. In 1862 Morrill's law was enacted, according to which land was granted to states to promote development of land-granted colleges. It promoted adult education development.

Smith-Lever law promoted spread of information about new achievements in science, agriculture and economics among adults. At the end of the XIX century summer schools were created to promote adult education development. Nowadays they function as recreational summer centers on the banks of rivers.

Establishment of different associations, which united people according to different professions (association of doctors, association of mechanics, association of teachers, association of librarians) and common interests (association of household, association of booklovers, association of healthy life style) became an important factor of adult education development at the end of the XIX – beginning of the XX century. Scientists adhere to the position that most adult education associations were created at that time.

Important factor of adult education development was establishment of National Association of Universities, which at that time was an important element of country's educational system [3].

Analysis of scientific literature testifies that scientists propose different approaches to development of adult education in the USA.

T. Schlicht singles out periods of adult education development taking into account social, economic and historical events that took place in the USA. The first period is a colonial and foundation of a new republic (1600–1799), the second period (1800–1899) includes pre-civil war years, civil war years and after civil war years, the third period (1900–2000) scientists determines as development of adult education and literacy. We think that this periodization is rather general, for it includes long periods and doesn't determine events which influenced adult education development, chronological borders of periods are not proved.

R. Hiemstra uses the similar approach, but he singles out important historical events, that influenced development of adult education. For example foundation of libraries, lyceums, universities, scientific circles, enactment of laws, foundation of organizations.

N. Biryukova adheres to the point of view that historical, political, social and cultural factors predetermined development of adult education. She singles out periods of adult education development taking into account the following events: creation of the first colleges and universities (Harvard, Yale, Dartmouth, and Queens), development of republic, development of T. Jefferson ideas of civil education. But scientist investigates development of adult education not sufficiently.

N. Goruk proposed periodization of women's education development in the USA taking into account theoretical investigation in the field of adult education. Scientist singles out four periods: the first period is (1920–1950), which is limited by the functioning of women's clubs; the second period (1960–1970) is predetermined by the development of feminist movement and women's organizations; the third period (1970–1980) is characterized by the appearance of centers of feminist studies; the fourth period (1990 – XXI century) is characterized by the increase of informal women's programs.

M. Knowles proposed periodization of adult education development. He stressed that education starts with appearance of the first inhabitants in the new world, when the first inhabitants started to use experience of Indians. M. Knowles singles out colonial period

(before 1864); period from 1865 to 1914, which is characterized by the movement of inhabitants for civil rights, creation of associations; after the first world war period – period of modern adult education.

Our scientific analysis gives us possibilities to state that the most widely spread periodization of adult education development was proposed by G. Stablfild and P. Kin. Scientists singled out four periods in adult education development: colonial period (1607–1783) lower chronological border of which is connected with appearance of immigrants in the new world and upper – with the end of the war for independence of the USA; period of republic formation (1784–1865) lower chronological border of which coincides with after war period and upper with the end of the civil war; period of economic modernization (1866–1918), which includes period of the end of the civil war and the first World War; period of crisis and economic development (1919–1945), which includes period between the end of the first and the second world war; era of adult education (1946–1980).

Upper chronological border is connected with official inclusion of concept «adult education» in theory and practice of education, establishment of American association for Adult Education and beginning of singling out of adult education in a branch of science. 1924–1945 structural changes in informal adult education took place. Lower chronological border is connected with the end of the Second World War and enactment of G.I. Bill in 1944. M. Knowls states that difficult time after the First World War, Prosperity epoch, ten years of depression became key factors of adult education development [5].

After the First World War development of the United States is characterized by economic development, beginning of the prosperity epoch, which continued to 1929. The USA became a leader of economic development in the World. Country produced the same amount of production as other countries in the world. The level of unemployment was very low 3-5%. Intensive immigration was observed. The number of citizens was higher than the number of village inhabitants. Such changes in economic development demanded changes in educational sphere. At the same time democracy in society, increase in social conscience became an essential feature of American society. For this reason adult education is viewed not only as essential factor of economic increase, but also as an instrument of civil society formation.

At this time many foundations and organizations, charity funds were organized. In 1911 Carnegie Corporation was established, which at the beginning of the XX century began active support of adult education, viewing adult education as a means of knowledge giving, which is able to renovate in adults possibility to make important life decisions.

Conducting research on adult education organization director of the Corporation arrived to decision that the term «adult education» is not used in names of organizations, which are engaged in adult education, every organization works alone, there are no connections between them. For this reason work on organizations union started, scientific research was organized. As a result American Association of Adult Education was established in 1926.

American Association of Adult Education played important role in development of informal education of adults in the United States. It became a center of uniting teachers, scientists, and adult students. Annual conferences, which were conducted by association, became strategic directions of adult education development in the XX century. Results of scientific work were published in magazine «Adult Education», which was released by association [6]. Number of adults, who studied according to Carnegie Association, was 14881500 students in 1924, while in 1934 this number was 2231100 students.

M. Kartright stated that after the First World War adult education solved important problem – literacy of soldiers who came home. For this reason many schools and courses were organized. Due to the works of A. Lindmann came understanding of importance and necessity of adult education as an element of making democratic society. Scientist, taking into account ideas of pragmatism and progressivism, arrived to conclusion that there is connection between existence of information about events, which took place in society and opportunity to express thoughts freely and development of democracy. It actualized social aims of informal adult education, especially in 30 years of the XX century, when there was great depression, industry decreased and unemployment increased.

We adhere to the position that works by E. Torndeik and G. Sorens played important role in adult education development, for they disclosed facts that adults were able to study and with age their possibilities do not decrease, but adult education differs from children's education and demands different approaches and methods of teaching. It gave a push from departure from lectures to interactive techniques of teaching, search of new forms of adult education. In 1924-1926 American Librarian Association creates Commission on Libraries and Adult Education. It helps to develop work with different groups of readers: workers, students, immigrants, promote development of social partnership. In 1936 - 1940 term «adult service» appears which underlines necessity of taking into account of psychological, pedagogical and age peculiarities of adults.

Discussion groups, which were organized in libraries, gain popularity at that time. S. Emil states that their topicality concerned mainly educational problems in 1929 and at the end of the 40th year's concerned political problems.

The answer of the Council to economic crisis of the 30th was opening of adult education programs to lower the level of unemployment. President F. Roosevelt proposed a new course of politics, which initiated a system of means aimed at crisis obliteration, in particular Federal Administration of Crisis Solution, which a head a department of problems in education, there was given help for federal programs in education, clearing houses were opened, which gave information on education acquisition.

Taking into account problems of mass unemployment, council creates and finances evening course of adult education, which gave opportunity to accustom to new economic realities, uniting work and professional training. In 1939 Association of evening courses was created in New York.

Conclusion. Conducted research showed that informal adult education is economically, politically, socially and culturally predetermined phenomenon. The main establishments, which influenced adult education development, were church, civil associations, libraries and scientific circles. The main associations that influenced informal adult education development were Associations of doctors, Association of Librarians, Associations of Mechanics, National Associations of Universities, and American Association for Adult Education. The common feature of periodizations, which were worked out by scientists, are their social, historic and economic criteria. At the beginning of the XIX century informal adult education was viewed mainly as a source of democratic society creation, for it takes into account psychological, pedagogical and age peculiarities of adults. Future research work will be directed towards analysis of informal adult education development in the second half of the XIX century.

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Abstract. Terenko O. O. Historical Peculiarities of Development of Informal Adult Education in the USA.

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Originality. *The common feature of periodizations, which were worked out by scientists, is their social, historic and economic criteria. At the beginning of the XIX century informal adult education was viewed mainly as a source of democratic society creation, for it takes into account psychological, pedagogical and age peculiarities of adults.*

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Key words: *adult education; informal adult education; USA; periodization; National Association of Universities; the First World War; American Association of Adult Education.*

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