

**UNITED NATIONS EDUCATIONAL, SCIENTIFIC
and CULTURAL ORGANIZATION (UNESCO)**

EURASIAN ECONOMIC COMMUNITY (EurAsEC)

**LENINGRAD STATE UNIVERSITY
n. a. A. S. PUSHKIN**

**THE WORLD
INSTITUTE OF REGIONAL ECONOMY
RUSSIAN ACADEMY of SCIENCES**

**INSTITUTE OF REGIONAL ECONOMY OF THE RUSSIAN
ACADEMY OF SCIENCES**

PUBLIC ORGANIZATION "CONTINUING EDUCATION FOR ALL"

LIFELONG EDUCATION

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Scientific editors

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**CONTINUOUS FORMATION AS A CONDITION
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A SOCIETY AND THE PERSON**

**Lifelong learning and the socio-economic context of education
for sustainable development: A new role for the university**

Arne Carlsen

Education for sustainable development: a changing concept

Socio-economic development: new role of universities

Lifelong Learning: an important part of sustainable development

The university and lifelong learning in the policy domains

S

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**THE RUSSIAN HIGHER EDUCATION SYSTEM:
A REVIEW OF SOME LESSONS
FROM THE ECONOMIC CRISIS**

N. A. Lobanov

**World economic crises are the price
mankind has to pay for their social well-being
and inadequate education.**

Lesson one

Lesson two

Under these circumstances, the Russian government has decided to introduce a new organizational model of science, where a portion of fundamental and industrial research will be conducted by universities and other higher education institutions.

Lesson three

Lesson four

Lesson five

what position is taken by this or that higher education institution on the rating scale of innovative development (within the scope of its specialization) and what path of innovative development it follows

Lesson six

Conclusions

work warning that they should change the way they live and work

**NON-GOVERNMENTAL INSTITUTES OF HIGHER EDUCATION
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O. I. Kosenko

*Concept of Modernisation of Russian
Education for the Period up to 2010*

On Education,

References

STRATEGIC ROLE OF WORK PLACES IN LIFELONG LEARNING

Renata Tomaszewska – Lipiec

*Education of employees,
education of adults
based economy learning society.*

*lifelong
knowledge-*

Work places

*European Employment Strategy “the
development of human capital and lifelong learning”*

¹ J. Grodzicki, *Rola kapitału ludzkiego w rozwoju gospodarki globalnej*, Gdańsk 2003, p. 197 and following

² A. Olczak, I. Kołodziejczyk-Olczak (edition), *Leksykon zarządzania*, Łódź 2005, p. 171 and following

³ After R. Gerlach, *Szkolnictwo wyższe w aspekcie potrzeb rynku pracy*, [in] T. Lewowicki, I. Ziaziun, J. Wilsz, N. Nyczkało (edition), *Kształcenie zawodowe: Pedagogika i Psychologia nr X*, Czestochowa-Kiev 2008, p. 108.

⁴ A. Kwiatkiewicz, *Ustawiczne kształcenie zawodowe w krajach Unii Europejskiej*, Warsaw 2006, p. 29-33.

*strategies of lifelong learning
training 2010*

Education and

learning organization

the

*The Fifth Discipline
intellectual*

capital

attracting the best, improving the best, keeping the best.

¹ Ibidem, p. 29-33.

² B. Mikuła, A. Pietruszka-Ortyl, A. Potocki (edition)., *Zarządzanie przedsiębiorstwem XXI wieku. Wybrane koncepcje i metody*, Warsaw 2002, p. 9 and following.

³ M. Juchnowicz (edition)., *Elastyczne zarządzanie kapitałem ludzkim w organizacji wiedzy*, Warsaw 2007, p. 13 and following

⁴ Ibidem, p. 16-19.

⁵ A. F. Smith, T. Kelly, *Kapitał ludzki w gospodarce cyfrowej*, [in:] F. Hesselbein, M. Goldsmith, R. Beckhard (edition)., *Organizacja przyszłości*, Warsaw 1998, p. 239.

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- ¹ M. Pedler, K. Aspinwall, *Przedsiębiorstwo uczące się*, Warsaw 1999, p. 20, 51-57.
- ² J. T. Hryniewicz, *Stosunki pracy w polskich organizacjach*, Warsaw 2007, p. 247-263.
- ³ Cit. after: B. Belina, *Ustawiczne szkolenie i doskonalenie kadr w przedsiębiorstwach*, [in:] J. Buiko (editor), *Innowacje-Kształcenie-Zarządzanie*, Radom 2006, p. 77.
- ⁴ K. Perechuda (editor), *Zarządzanie przedsiębiorstwem przyszłości. Koncepcje, modele, metody*, Warsaw 2000, p. 76, 86.

¹ M. Herbst, *Przedsiębiorstwa uczące się w krajach Europy Środkowo-Wschodniej*, *Studia Regionalne i Lokalne* 2 (2)/2000, [in:] J. T. Hryniewicz, *Stosunki pracy w polskich organizacjach*, Warsaw 2007, p. 260-262.

² Z. Malara, *Przedsiębiorstwo w globalnej gospodarce: wyzwania współczesności*, Warsaw 2006, p. 153.

**INNOVATIVE DEVELOPMENT OF THE RESEARCH AND EDUCATION
CENTRES OF NOVOSIBIRSK: PROBLEMS AND PROSPECTS**

**O. V. Zinevich,
N. A. Safronova**

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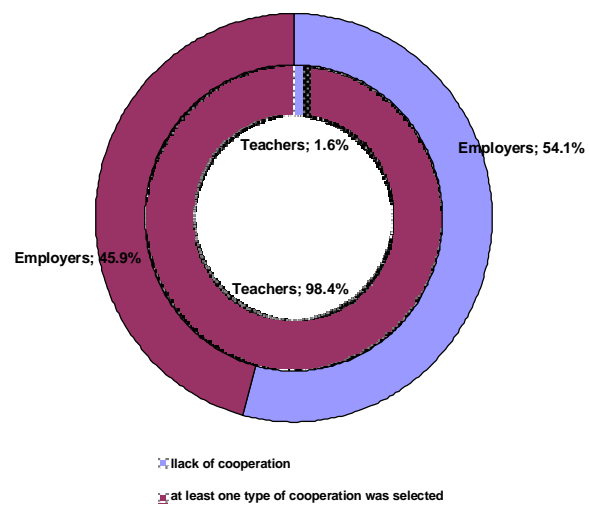
**PARTICIPATION OF LOCAL BUSINESS
IN VOCATIONAL EDUCATION.
SELECTED PROBLEMS**

Aleksandra Kulpa-Puczy ska

Table 1

Source: Self-analysis

Does your workplace collaborate with vocational schools?



Labour Fairs

Education and

the encounters with interesting people

Which institutions does your company cooperate with when recruiting employees?

Table 2

[illegible]

Edukacyjne inspiracje pracy

Strategia rozwoju edukacji na lata 2007–

2013

LIFELONG EDUCATION IN ARMENIA: CHALLENGES AND SOLUTIONS

S.H. Pipoyan

Employment and Welfare for the Unemployed Act

are

**CLIMATE CHANGE AND EDUCATION FOR SUSTAINABLE
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AND PROMISING PRACTICES**

Jeppe Læssøe

**THE CORPORATE UNIVERSITY:
REAL STEPS AND TASKS**

**A. M. Gazaliev,
A. Z. Isagulov**

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**USING OF RELATIONSHIP MARKETING
IN CONTINUING EDUCATION**

Sv. P. Vatsov

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CAN RUSSIA BE A KNOWLEDGE SOCIETY?

I. A. Grigorieva

**ORGANISATIONAL AND METHODOLOGICAL ASPECTS
OF LIFELONG EDUCATION AT DAGESTAN STATE UNIVERSITY**

M. Kh. Rabadanov

M. M. Gasanov

in the Dean's Office, with students etc.

COLLAPSE OF LIFELONG EDUCATION IN LATVIA AS A RESULT OF FLAWED NATIONAL POLICY

**M. Marchenoka,
A. Tatarintseva**

Introduction

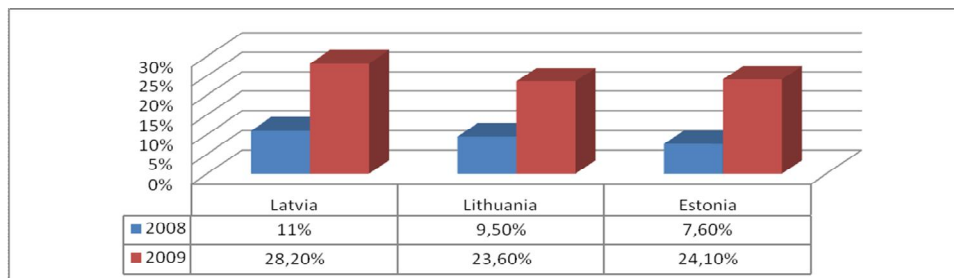
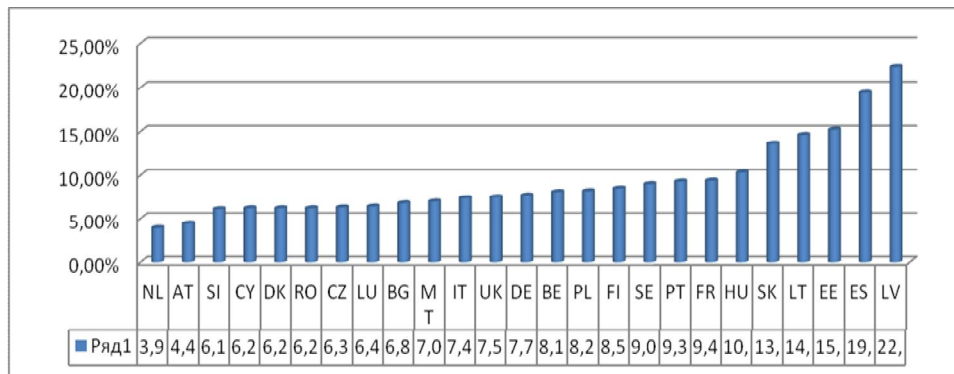
The purpose of this study

The output of this study

key words

1. System crisis in Latvian society

Unemployment



Government spending priorities

Demographic trends

2. Collapse of Latvia's education system in general, and lifelong education in particular

**"Education is in tatters,
and teachers know this better than anyone else"**

**M. Gruskiewicz, Secretary of State of the Ministry of Education
and Science of Latvia (July 2009)**

Conclusions:

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**THE ROLE OF LIFELONG EDUCATION
IN POSTINDUSTRIAL LABOR**

M. Bendyukov

¹ Beck U. Schöne neue Arbeitswelt Vision: Weltbürgergesellschaft Campus Verlag.
Frankfurt am Main/ New York, 1999

**ROLE OF HOUSEHOLDS IN MAINTAINING
THE PROCESSES OF LIFELONG EDUCATION**

L. D. Tyulicheva

Table 1

	Household	Family

Table 2

Household	Family

**LIFELONG LEARNING
FOR SUSTAINABLE DEVELOPMENT
IN THE HOTEL BUSINESS**

**E van Dijk,
O. G. Madison**

**FORMATION AND DEVELOPMENT
OF MANAGERIAL ABILITIES IN STUDENTS
DURING THEIR LIFELONG EDUCATION**

N. N. Dzhamilova

**THE ROLE OF CONSTANT EDUCATION IN THE DEVELOPMENT
OF THE INNOVATION ECONOMY**

O. L. Petrenko

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**OUTLOOK FOR LIFELONG STAFF TRAINING
IN A “KNOWLEDGE” ECONOMY**

A. E. Suleimankadieva

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**DEVELOPING AN INNOVATIVE MODEL
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IN TODAY'S COLLEGE**

E. A. Tsarkova

**GROUNDS FOR A DEVELOPMENT STRATEGY FOR A REGIONAL
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S. S. Dzavlonov

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**PRIMARY TRENDS
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IN THE STATE-OWNED CORPORATION “ROSATOM”**

**V. A. Prokoshev,
T. N. Tairov,
Yu. P. Cheremisina**

**NEW FORMS AND METHODS
IN TEACHING ECONOMIC THEORY**

**I. G. Bondarenko,
V. I. Radchenko**

**DEVELOPING THE MANAGERIAL COMPETENCE
OF EDUCATION ADMINISTRATORS
THROUGH LIFELONG EDUCATION**

E. N. Belova

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DESIGN OF INDIVIDUAL EDUCATIONAL PATHWAYS

. I. gorodnikova

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**THE TRANSITIONAL PHASE IN THE DEVELOPMENT
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DURING THE ECONOMIC AND DEMOGRAPHIC CRISIS**

T. V. Prok

**BOLONSKY PROCESS AND NATIONAL EDUCATION SYSTEMS
IN A CONTEXT OF FORMATION OF GLOBAL SYSTEM
OF CONTINUOUS FORMATION. EXAMINATION OF QUALITY
AND LEGAL GUARANTEES OF CONTINUOUS FORMATION**

**CHARACTERISTICS OF STUDENT LEARNING
IN THE CONTEXT OF LIFELONG EDUCATION**

A. M. Novikov

the learning activity of the actor is directed "at oneself"

Learning is always innovative and productive

new

The paradoxical nature of learning

freedom of choice.

The influence of age-related sensitivity on learning

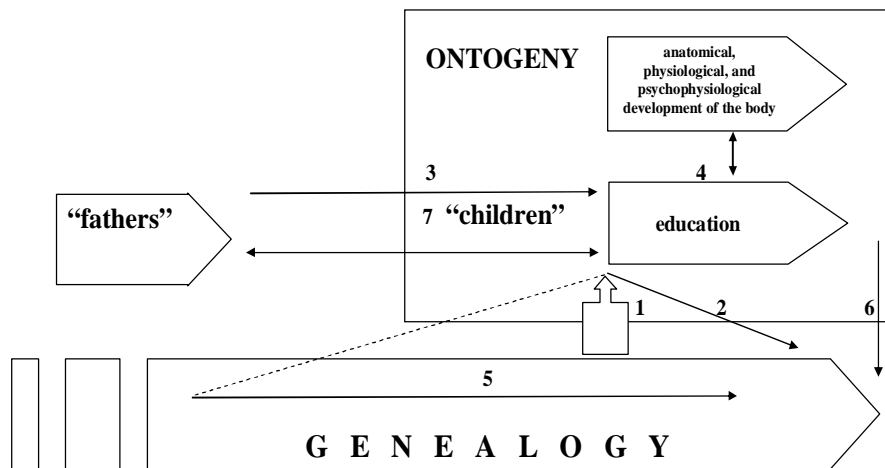
age crises

In the course of ontogeny, the learner consecutively masters methods of activity characteristic of organizational types of culture that have been formed through genealogy¹

ritual

Ontogeny

Genealogy



Learning is inevitably linked with the eternal problem of "fathers and sons".

LIFELONG EDUCATION IN THE 21ST CENTURY IN DOCUMENTS OF EUROPEAN UNION INSTITUTIONS

**E. Kula,
M. Penkovska**

The European Parliament

The Council of the European Union

The European Commission

The Court of Justice of the European Union

The Court of Auditors

Lisbon Strategy

Europass

Europass

References

**ABOUT A SYSTEM FOR QUALITY EXAMINATION
AND LEGAL PROTECTION OF PEDOGOGICAL INNOVATIONS***

S. A. Novoselov

Pedagogical Innovations

innovative educational activities

educational (pedagogical) innovation

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**ON THE INTEGRATION OF THE ACADEMIC PROCESS
OF POST-INDUSTRIAL EDUCATION**

A. K. Oreshkina

Innovative Russia,
European Higher Education,
Research and Pedagogical Staff of
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On Experimenting in Application of Test Units in the Academic
Process On Educational Loans

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**MASTER'S DEGREE PROGRAMS IN RUSSIAN UNIVERSITIES:
CHALLENGES AND SOLUTIONS**

E. N. Ivakhnenko

MA program design.

**Modular credit system as a critical precondition of success for a
Master's degree program.**
imperative

**THE VIRTUAL EDUCATIONAL ENVIRONMENT IN A SYSTEM
OF LIFELONG PROFESSIONAL EDUCATION**

M. E. Vaindorf-Sysoeva

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REGARDING EDUCATION CONTENT PROJECTING

N. N. Azizkhodzhaeva

**COMPARATIVE ANALYSIS OF DEVELOPMENTAL FACTORS
IN MODERN HIGHER EDUCATION IN THE WORLD AND IN UKRAINE**

**O. V. Plakhotnik,
A. A. Beznosyuk**

general factors
specific factors
special factors
General factors.

Specific factors

Special factors

**PRIVATE EDUCATIONAL
INSTITUTIONS IN THE SYSTEM OF LIFELONG
VOCATIONAL EDUCATION:
SITUATION, SIGNIFICANCE, PROSPECTS**

M. F. Solovyova

Ensuring the rights of citizens to affordable education.

**Improved accountability of educational institutions for the
quality of education.**

Dynamic introduction of new educational technologies.

Increased autonomy of educational institutions.

Strengthening cooperation of vocational schools and employers.

Russia's integration into the world educational space.

Raising the status of teachers.

year of the teacher

**LIFELONG LEARNING AND EMPLOYABILITY:
KEY POINTS OF THE BOLOGNA PROCESS**

E. Tankova

From society's perspective

From an individual's perspective

sustainable employability

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LIFELONG EDUCATION AS A PROBLEM OF SELF-EDUCATION

Yu. L. Troitsky

**EXPERIENCE IN ORGANIZATION OF EDUCATIONAL
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FORMS OF EDUCATION IN AN INSTITUTION OF
HIGHER EDUCATION**

**E. A. Naumova,
A. M. Usachev**

**THE CONTENT OF THE CONCEPT
OF “PRE-UNIVERSITY TRAINING”**

Y. V. Rebikova

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**PRE-SPECIALIZATION TRAINING
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O. L. Kozhevnikov

**PSYCHOLOGICAL SAFETY
OF THE EDUCATIONAL ENVIRONMENT**

O. A. Semizdralova

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**INSTITUTIONAL RESEARCH AS A TOOL IN QUALITY ASSURANCE
(THE EXPERIENCE OF THE KAZAKHSTAN INSTITUTE
OF MANAGEMENT, ECONOMICS, AND STRATEGIC RESEARCH**

**M. M. Kainazarova,
A. Zh. Berniyazova,
V. V. Krasnikova,
M. Zh. Berniyazova**

Student assessment of teaching quality

A survey of teacher satisfaction

A survey of student satisfaction

An alumni survey

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**ADAPTING THE EUROPEAN SPECIAL EDUCATION
SERVICES MODEL FOR USE IN THE COMMONWEALTH
OF INDEPENDENT STATES**

V. A. Ruchin

EU universities

The CIS universities

Russia

THE SCHOOL MANAGER AS AN ANDRAGOGIST

**O. F. Kungurova,
I. V. Wolf**

**FORMATION OF A HEALTH-PRESERVING
EDUCATIONAL SPACE**

O. A. Semenova

PRESCHOOL EDUCATION AS A LIFE RESOURCE *

Z. V. Proshkova

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**COMBINATION OF ASSESSMENT CRITERIA
OF ECONOMIC COMPETENCES OF GRADUATES
OF PROFESSIONAL EDUCATIONAL INSTITUTIONS***

M. G. Sergeeva

cognitive-perceptive criteria

activity-based-creative criteria

personal

<i>Cognitive-perceptive criteria</i>		
<i>Action-based-creative criteria</i>		

<i>Personal criteria (economically significant qualities of the personality)</i>		
<i>Thrift (economy)</i>		
<i>Independence</i>		

**THE ORGANIZATION OF STUDENTS' SELF-CULTIVATION WITHIN
THE SCOPE OF THEIR STUDIES AT THE PEDAGOGICAL UNIVERSITY**

N. Y. Dudnik

**INTERACTIVE LEARNING FOR THE IMPROVEMENT
OF HIGHER EDUCATION**

K. S. Shodieva

**CONTINUITY OF EDUCATION: ORGANIZATIONAL
AND PEDAGOGICAL ASPECTS**

T. M. Churekova

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**IMPROVING SPECIALIZED EDUCATION
FOR REGIONAL STUDIES PROFESSIONALS**

Kh. Kh. Rashidov

Table 1

Year	Humanities	Natural sciences

Table 2

Year	Humanities and socio-economics	Natural sciences

**THEORY AND TECHNOLOGY
OF MEDICAL PEDAGOGICAL TRAINING**

B. H. Ismailova

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**FORMS AND TYPES DOPOLNITEONOGO EDUCATION IN THE
CONTEXT OF LIFELONG EDUCATION. REPRODUCTION
OF THE LABOR POTENTIAL AND INCREASE HUMAN CAPITAL**

**CONTINUING PROFESSIONAL EDUCATION
AND DECREASING STRAIN ON THE LABOR MARKET**

**V. D. Rozhkov,
B. C. Lisovik**

Pre-crisis problems of the Russian labor market.

Antirecessionary measures related to the labor market. The role of professional education.

**EXPERIENCE OF AN ANDRAGOGISTS' PREPARATION
FOR THE SYSTEM OF ADVANCED TEACHER TRAINING**

H. V. Rashidov

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**CENTER FOR CAREER GUIDANCE AND CONSULTATION
OF THE POPULATION IN THE NONGOVERNMENTAL
EDUCATIONAL INSTITUTION INSTITUTE OF CONTINUING
PROFESSIONAL EDUCATION “ATOMPROF”
AND ITS ROLE IN PROVIDING LIFELONG EDUCATION**

M. N. Fedorova

**1. Fundamental background in creation of the Center for Career
Guidance and Consulting.**

2. Center for Career Guidance and Consulting of the Population.

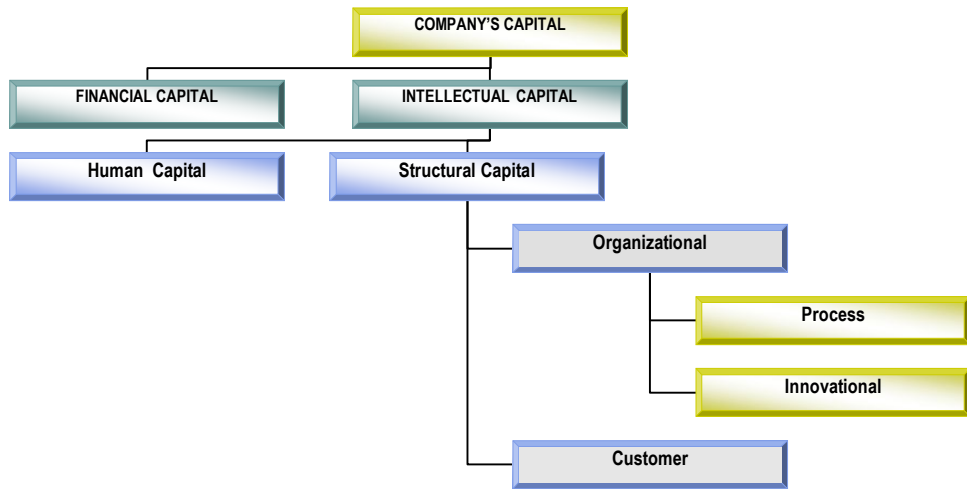
CONTRIBUTION OF LIFE LONG LEARNING TO COMPANY'S VALUE GROWTH

Violeta Kasarova,
Ralitsa Dimitrova

INTRODUCTION

capital

intellectual



LIFE LONG LEARNING AND HUMAN CAPITAL

-
-
-

the action

result

***EVALUATION OF HUMAN CAPITAL CONTRIBUTION TO THE
EFFICIENCY OF COMPANIES***

$$\mathbf{VAIC^{\text{TM}} = ICE + CEE}$$

where: ICE - Intellectual capital efficiency coefficient; CEE - capital employed efficiency coefficient

$$\mathbf{ICE}$$

$$\mathbf{ICE = HCE + SCE}$$

$$\mathbf{HCE = VA / HC}$$

where: VA - value added; HC - Human capital, measured by the expenditure on employee wages in the company.

$$\mathbf{SCE = SC / VA}$$

where: SC - Structural capital; VA - Value added

$$\mathbf{CEE = VA / CE}$$

where: VA - value added; CE - Capital employed

CONCLUSION

References

According to statistics data, in 2005 in the EU 10.2% of people aged between 25 and 64 years participated in training programs, while in Bulgaria they were only 1.3%.

**From the attached to the market profession
(military reskill programme in military forces between 1990 – 2000)**

Roman Tomaszewski

Wyszkolenie policyjne w II Rzeczypospolitej (Police education in 2nd Polish Republic),

ycie codzienne oficerów Drugiej Rzeczypospolitej (Officers' everyday life in the Second Republic of Poland)

Nast pcy Komendanta . Wojskowa polityka wewn trzna Drugiej Rzeczypospolitej w latach 1935-1939 (The successor of the chief. The inner military politics in Second Republic of Poland between 1935- 1939),

Przemiany ustrojowe – strukturalne w Siłach Zbrojnych Drugiej Rzeczypospolitej(Political and structural changes in Polish Military Forces during the Second Republic of Poland),

Wojsko Polskie 1945-1989. Próba analizy operacyjnej (Polish Army in 1945-1989. The attempt to the operational analysis)
Nowa mentalność a edukacja (na przykładzie Wojsk Obrony Pogranicza Republiki Białoruskiej), – New mentality and education (on the basis of the Border Control Forces in Bielarus), Kompetencje wyróżniające dowódcę i nauczyciela (Competences which distinguish the commander and the teacher)

Historia wojen (the history of wars),

**PRACTICAL METHODS AND SPECIFICS
OF ADULT EDUCATION IN INFORMATION TECHNOLOGY**

**T. E. Aladova,
L. N. Pletneva**

**TEACHERS' EXTRAMURAL STUDIES
AS A FORM OF LIFELONG EDUCATION
IN POLAND AFTER WORLD WAR II**

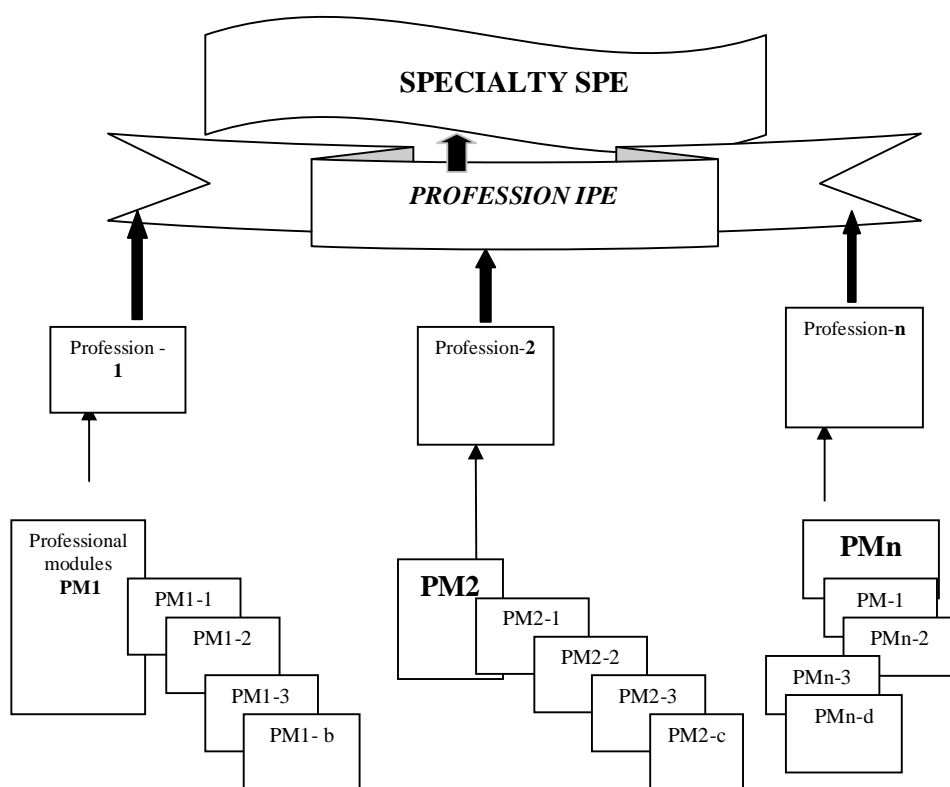
**Romuald Grzybowski,
Danuta Grzybowska**

References

**A MODEL OF THE MODULAR COMPETENCY-BASED APPROACH
IN THE IMPLEMENTATION OF PROGRAMS
FOR VOCATIONAL TRAINING, RETRAINING,
AND UPGRADE OF QUALIFICATIONS**

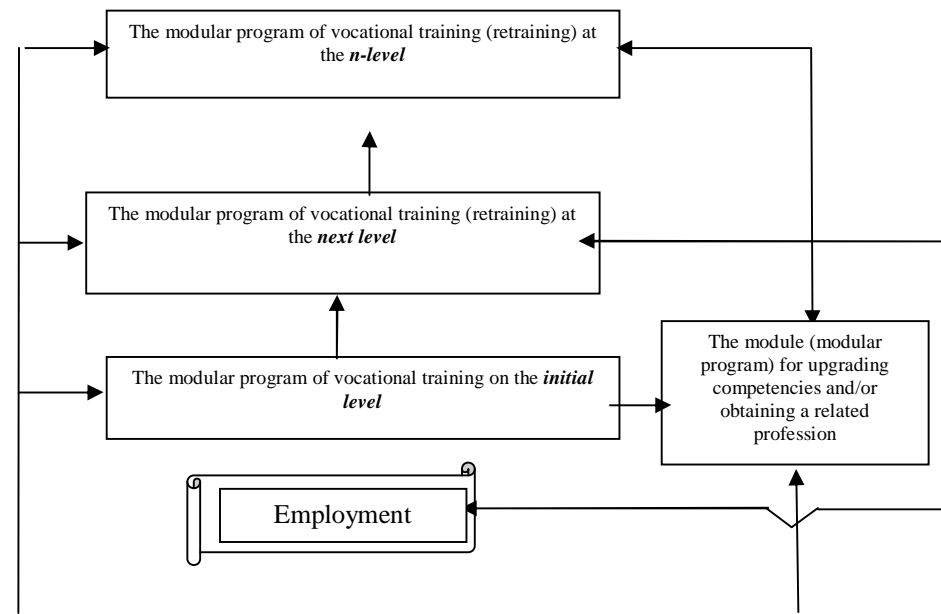
**A. A. Kiva,
T. A. Vasilkova**

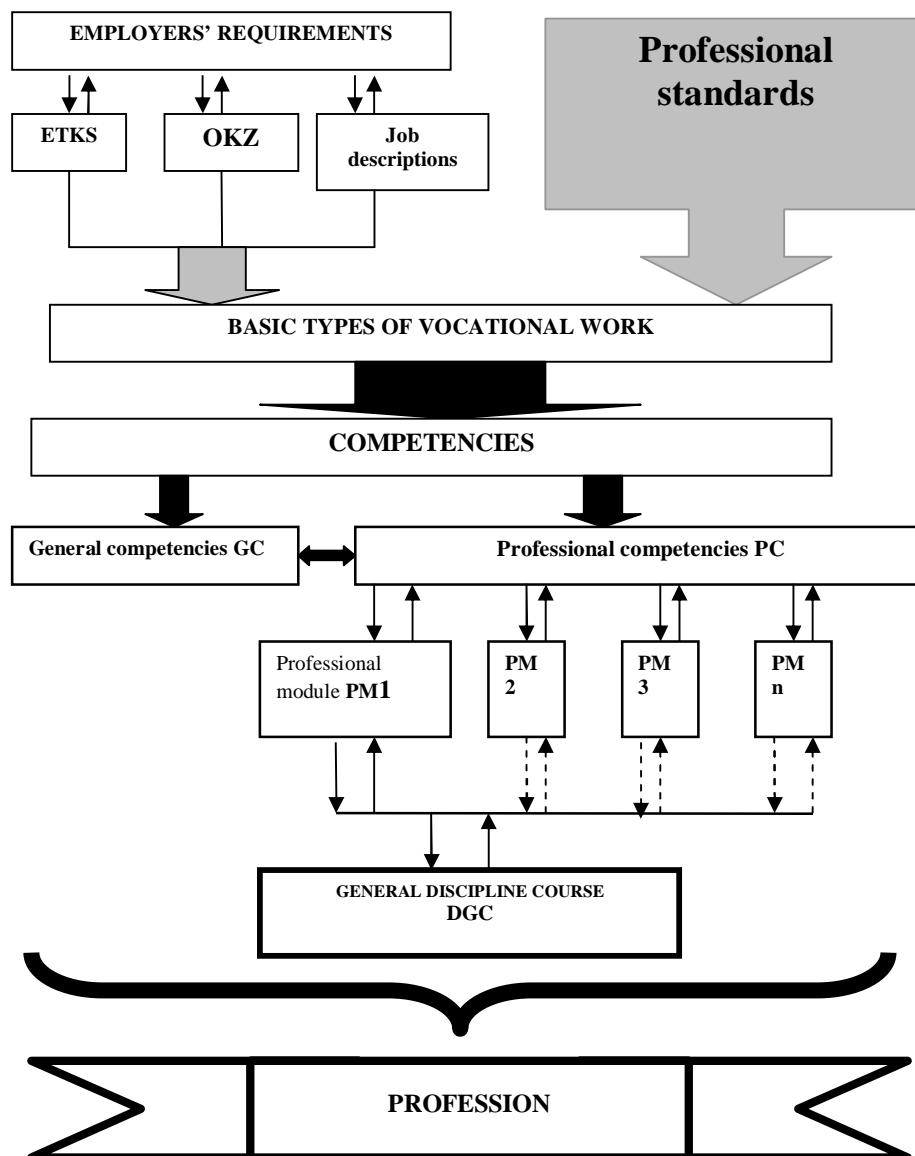
*Russian National Classification of Occupations
of Employees, Positions of Civil Servants and Wage Category*



(ETKC),

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CYBERSPACE FOR LIFELONG LEARNING

**K. Spirov,
M. Ilieva**

Introduction.

1. Lifelong learning aided by computer technology

their

Definition

2. Cyberspace for Lifelong Learning.

Moodle,

Moodle

Dokeos,

ATutor

References

**RELEVANT ASPECTS OF DISTANCE LEARNING
IN THE SYSTEM OF PROFESSIONAL LIFELONG EDUCATION**

R. N. Bombin

Distance learning is convenient in that it allows one:

Shortcomings of distance learning can be identified as:

A system of distance learning is needed by:

The social aspect

The worldview aspect

The theoretical and methodological aspect

The legal aspect

The didactic aspect

The technological aspect

The financial i nonal

Quality and Effectiveness of Vocational Training for Adults

Chavdar Katansky

see 1

external training quality evaluation

internal quality evaluation

1. Defining Training Quality and Effectiveness

a)Effectiveness

б)Quality

for more details see 10,

p. 230-231 and 8

2. Indicators

a) Training outcomes

b) State of the process

c) Training organization

d) Innovation of training as a system and as a process

see 7, 60–61

3. Factors for quality and effectiveness

3.1. Factors of decisive importance for the quality and effectiveness

3.1.1. Involvement of the managing staff in quality and effectiveness issues

2.1.2. Preparation of trainers

2.1.3. Orientation to trainees

2.1.4. Training documentation

for more details see 2

2.1.5. Encouraging both trainees and trainers

2.2. *Assisting Factors for quality and effectiveness*

2.2.1. Training facilities

2.2.2. Administrative services

2.2.3. Number of trainees

2.2.4. Trainer's rhetorical skills

2.2.5. Others

details see 3, p.37 – 38 and 4, p.30-31

Conclusion

for more

References

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ü

ü

**THE PROBLEM OF INCREASING THE LEVEL OF TRAINING
OF SOCIAL WORKERS IN THE CONTEXT
OF LIFELONG EDUCATION**

A. B. Wozniak

**USE OF DISTANCE TEACHING AND LEARNING IN THE SYSTEM
OF TEACHING STAFF COMPETENCE DEVELOPMENT**

I. V. Varganova

References

**PROSPECTS FOR JOB PLACEMENT OF GRADUATES
FROM RUSSIAN INSTITUTIONS OF HIGHER EDUCATION
DURING TRANSITION
TO A TWO-TIERED SYSTEM OF HIGHER EDUCATION**

A. Yu. Lisovskaya

Times Higher Education

**LIFELONG EDUCATION AS A FACTOR
OF LABOR POTENTIAL DEVELOPMENT**

L. K. Kuzmina

**CONTINUING ECONOMIC EDUCATION
AS A FACTOR IN PROFESSIONAL AND CAREER GROWTH**

N. G. Boiko

References

**ORGANIZATION OF PROFESSIONAL RETRAINING
FOR MILITARY PERSONNEL IN CIVILIAN OCCUPATIONAL
SPECIALIZATIONS
IN THE NONGOVERNMENTAL EDUCATIONAL
INSTITUTION OF CONTINUING
PROFESSIONAL EDUCATION “ATOMPROF”**

**E. A. Batrakova,
M. V. Gorelova,
S. N. Protsenko**

History of the matter.

The legal basis of retraining of military personnel

Alternation of subjects in the program

Completion of the course.

Job placement

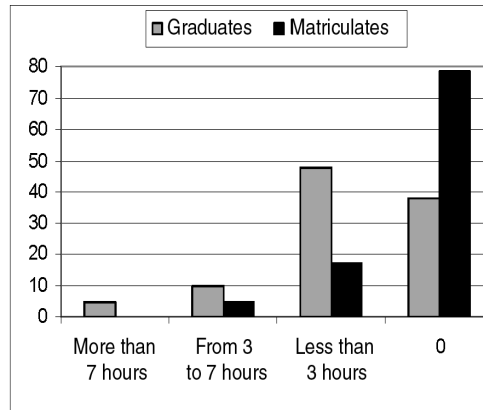
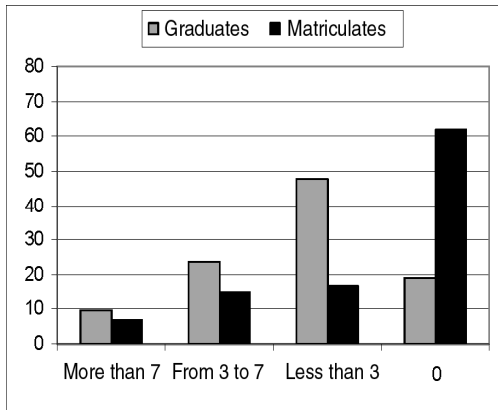
SPECIFICS OF ADULT EDUCATION

A. A. Zakirov

**LIFELONG EDUCATION
AND ELECTRONIC LEARNING
FOR ELDERLY PEOPLE**

M. A. Bakayev

Table 1



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- Demographics of Internet*
- Users*
- The Internet in Britain*
- 2009*
- Journal of Management*
- Information Systems*
- Univ Access Inf Soc*

**AN INNOVATIVE APPROACH TOWARD
THE ADVANCED TRAINING OF EDUCATORS**

. Tashkhanov

**ASSIMILATION OF EDUCATORS' ASSESSMENT METHODOLOGY
IN THE PEDAGOGICAL RETRAINING SYSTEM**

N. Z. Mamedova

References

The priority nature of development of socio-economic conditions of activity of pedagogues of general education and middle professional schools

Development of lifelong education of pedagogues working in schools, lyceums and colleges

Raising the quality of pedagogical activity,

**Formation of a positive image of the modern Russian
pedagogue.**

**MODERN APPROACHES
TO PEDAGOGUES' SELF-EDUCATION**

**T. Yu. Lomakina,
A. V. Korzhuev**

The first problem

The second problem

The third problem

References

**THE TEACHER'S ROLE IN THE CONTEXT OF MODERN SOCIETY'S
SOCIO-CULTURAL IDEAS AND VALUES**

O.S. Bobrenko

References

**THE LEADERSHIP ROLES OF THE SECONDARY SCHOOL
ADMINISTRATORS FOR ENSURING THE PROFESSIONAL
DEVELOPMENT OF TEACHERS – THE VIEWS OF TEACHERS
ACCORDING TO WORK YEAR VARIABLE**

Fatma OZMEN

ABSTRACT

Key Words:

**AN EXPERIENCE OF SETTING UP CONSTANT EDUCATION FOR
YOUNG PEOPLE WITH LIMITED ABILITIES IN THE “KINDERGARTEN –
SCHOOL – INSTITUTION OF HIGHER EDUCATION WITH
CONCENTRATION IN ECONOMICS” SYSTEM**

V. G. Podoprigora

1. Professional orientation and professional education

Qa " pet)

taÊe

4. Social and cultural rehabilitation and social adaptation.

THE CONCEPT OF EDUCATIONAL RESULTS AS A COMPONENT OF INNOVATIVE PEDAGOGICAL THOUGHT IN THE 21st CENTURY

E. V. Chernobai

motivational resources

operational resources

cognitive resources

Personal growth results

Meta-subject results

Subject results

References

TEACHER-TO-STUDENT INSTRUCTIVE COMMUNICATION DESIGN

M. I. Teneva

1. Students' needs assessment

2. Goal setting, planning and contracting

3. Managing the learning environment

4. Interaction management

5. Evaluation

**AN INSTRUCTIONAL SERVICE
AS A COMPONENT OF TRAINING TECHNIQUES**

**A. A. Kiva,
Yu. V. Kirsha**

**THE INTEGRATIVE EDUCATIONAL APPROACH TO GIFTED AND
TALENTED STUDENTS THROUGH THE RECOGNITION AND
DEVELOPMENT THEIR LEARNING STYLES**

**Anna Tatarinceva,
Marina Marchenoka**

Abstract

Key words:

Introduction

PROBLEM

PROBLEM

PROBLEM

AIM

METHOD

The Uniqueness of the Gifted and Talented Students

the human factor holds the key to an accurate assessment process.

teaching students how to learn, think, to be intelligent in as many ways as possible, to implement his/her own preferable style of learning to reach success in their learning is the main goal of education.

the humanistic account which takes into

- *individual needs and goals,*
- *differences,*
- *cognitive,*
- *physical,*
- *psychological factors,*

Self

*the
uniqueness of the talented and gifted students in our modern*

the public schools are a mirror of our society.

engineers, orators
 artists
 writers

 intuition logic intelligence,
 imagination

“The gifted and talented students are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are persons who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society”.

- ♦ *General intellectual aptitude;*
- ♦ *Specific academic aptitude;*
- ♦ *Creative or productive thinking;*
- ♦ *Leadership ability;*
- ♦ *Visual and performing arts*

“4*4” Model

intellectual ability *general intellectual ability* *specific*
original/creative thinking and specific creative talent *general*

- ✓ *profoundly gifted,*
- ✓ *moderately gifted,*
- ✓ *mildly gifted,*
- ✓ *non-gifted*

two

- *learning environment.*

three

home, school, community.

- *individual differences*

age, gender socioeconomic status culture
subculture personality characteristics task commitment, 2.
learning style autonomy.

first general intellectual ability
overall general intelligence,

second specific
intellectual ability,
science social science literature, or drama,
music, art.

a good ear third

general original/creative thinking,

imaginative, clever, elegant, surprising.

ideational fluency, curiosity, fantasy, imagery, problem-finding, metaphoric production, selective attention deployment. Original thinking

They perceive and define problems differently and notice things that others ignore

They probably store and retrieve information differently as well.

they produce unique and imaginative solutions.

fourth specific creative talent,

language

the ability to retain; recognize and reproduce a short musical phrase; to have absolute pitch; to recognize intervals; to have a feeling for tonality; to have general intelligence.

the ability to study languages

something made up of a hierarchy of talents, many of which are independent of one another; talent for study languages comprising a number of elements subsumed under a general factor of personality

tests

tests

the intellectual
cognitive aspects

giftedness

subculture age, gender, culture,
personality characteristics

negative effects
have been noted, particularly with gifted learners, when learning style of them is ignored

Many creative learners became adolescent dropouts when they were required to learn in programs antithetical to their learning styles

learning styles the conditions under which each person begins to concentrate on, absorb, process and retain new or difficult information and skills.

t learning style is the preference in the use of abilities.

learning style is the cognitive, affective and psychological trait that is relatively stable indicator of how learners perceive, interact with, and respond to the learning environment

learning style is the identifiable individual approach to learning situations.

learning styles the generalized differences in learning orientations based on the degree to which people emphasize the four modes of the learning process as measured by a self-report test called the Learning Style Inventory -

concrete experience, reflective observation, abstract conceptualization, active experimentation.

learning styles of individual student's reactions to 23 elements of instructional environments:

- *immediate environment*
- *emotional*
- *sociological preference*
- *physical characteristics*
- *psychological inclinations*

if new and difficult information introduced through a student's primary perceptual strength , then is reinforced through the secondary his/her perceptual strength, learning achievements of this student will increase significantly.

learning styles the ways that individuals use to focus their knowledge and skills on problem situations that may not previously have been encountered.

Sound

*a quiet environment
preference for noise*

type of English task

brightly illuminated
dim light
warmth cold

sociological preferences *the*
gifted preferred learning alone significantly more often than the non-gifted.

An auditory learner can remember about 75% of information from hearing.

The gifted and highly gifted demonstrated highly significant preferences for right hemispheres and integrated processing... holistic

such as *Space-oriented tasks, Synthesizing tasks; Nonverbal tasks; Tasks, connected with images, pictures, metaphors; Tasks, connected with dreams; Tasks, connected with intuition, insight.*

gifted learners always seek a reason for learning and knowing something, they look for the personal meaning through an experience.

- *rhythmic patterns*
- *vocal sounds/Tones*
- *music composition and creation*
- *rapping*
- *environmental sounds*
- *instrumental sounds*
- *singing / humming*
- *tonal patterns*
- *musical performance*
- *musical / rhythmic “schemas“*
- *musical-rhythmic games*
music recognition games “

. music creation games

rhythmic patterns sound recognition

*rhythmic pattern sound creation Going on a
Lion Hunt”,*

♦ *Musical-Rhythmic Discussion Questions*

Conclusion

*customize
customize*

*to individualize the curriculum,
the instructional process, and to develop a creative classroom environment,
according to your students' learning styles*

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Developing Talent in Young People

The effects on reading comprehension of the interaction of individual sound preferences and auditory distractions which vary in intensity and kind.

Individualizing Instruction for Mainstreamed Gifted Children

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7. *The Conditions of Learning*
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Counseling Students through their Learning Style.
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Student Learning Style: Diagnosing and Prescribing Program
Learning Style Inventory
Tests and Measurements in Music
Education of the Gifted and Talented
The 4MAT System: Teaching to Learning Style with Right/Left Mode Techniques.
Teaching Gifted and Talented Learners in Regular Classrooms
Administrative determinations concerning facilities utilization and instructional grouping
Perceptual Comparisons Through the mind's Eye. Memory and cognition
An investigation of the relationships between selected acoustic environments and sound
Conditions for Second Language Learning
Some Creativity Dimensions to the Issue of Identification. In Issues in Gifted Education

PEDAGOGICAL INNOVATION AS A PRECONDITION OF PROGRESS IN VOCATIONAL TRAINING

L. T. Ahmedova

Learning through problem-solving

Project-based methodology

Modular teaching

Learning games

Use of visual aids

**FORMATION OF PROFESSIONAL LEADERSHIP QUALITIES
IN THE LIFELONG TEACHER TRAINING SYSTEM**

A. A. Petrenko

Qualifying Characteristics of the Positions of Educators

*On Approval of the Single Qualifying Directory of
Positions of Leaders, Specialists and Employees*

FORMATION OF MOTIVATION FOR THE LEARNING PROCESS AMONG STUDENTS

**F. A. Shukurov,
F. T. Khalimova**

Relevance.

The first stage

The second phase

The third stage

References

METHODOLOGY AS A KEY COMPONENT OF TEACHING

G. V. Marchenko

**TECHNOLOGICAL SUPPORT OF CREATIVE ACTIVITY ORIENTED
NATURAL SCIENCE TRAINING OF A FUTURE TEACHER**

R. N. Afonina

Table 2

Study mode	Function	Didactical purpose

References

.

**PREPAREDNESS OF TEACHERS
FOR A LEARNER-CENTERED
EDUCATIONAL PROCESS IN SCHOOL**

F. Z. Umarova

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THE ROLE OF TEACHERS IN THE EMERGENCE OF LIFELONG EDUCATION SYSTEMS

E. V. Korneychik

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**NEW PEDAGOGICAL TECHNIQUES
IN THE TRAINING OF NURSES
WITH HIGHER EDUCATION**

**R. K. Salikhodzhaeva,
B. T. Khalmatova**

problem-based exposition of the educational material

partial search activity

independent research activity

**THE DEVELOPMENT OF PROFESSIONALISM
IN THE CONTEMPORARY TEACHER**

**O. N. Machekhina,
O. V. Poldyaeva**

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**SELF-EDUCATION OF THE TEACHER IN A SYSTEM
LIFELONG PEDAGOGICAL EDUCATION**

**G. B. Turtkaraeva,
A. B. Akhmetova**

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**INNOVATIVE PEDAGOGICAL PRACTICE
IN THE SYSTEM OF PROFESSIONAL EDUCATION**

M. T. Mirsolieva

**THE IMAGE OF A LECTURER
AS INTEGRAL TO HIS PROFESSIONAL CAPACITY**

E. S. Belous

imagology

teacher authority

**DISTINCTIVE FEATURES
OF COMPARATIVE PEDAGOGIC RESEARCH
METHODOLOGY**

A. V. Shin

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INNOVATIVE TECHNOLOGY IN VOCATIONAL EDUCATION

N. V. Peresheina

education

innovatio

technologies, project-based method *interactive educational*
computer technology
Interactive educational technologies.

Project-based method

Computer technology.

**THE CHARACTERISTICS OF AN ADULT LEARNER AS A FACTOR TO BE
TAKEN INTO CONSIDERATION FOR CONTINUING SUPPORT
OF A TEACHER'S SELF-EDUCATION**

E. V. Tarasenko

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**INTERACTIVE TECHNOLOGY FOR PROFESSIONAL DEVELOPMENT TO
PREPARE EDUCATORS FOR TEACHING CHILDREN LIVING WITH HIV**

L. A. Yemelyanova

techtology *Techtology*

folk

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**COMPLETING ONE'S EDUCATIONAL PATH
THROUGH DISTANCE EDUCATION***

M. A. Tappaskhanova

**THE PEDAGOGICAL SUPPORT
OF GIFTED CHILDREN**

N. N. Zhurba

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**CREATION OF A HEALTH-PRESERVING
EDUCATIONAL TERRITORY
IN COLLEGE AS AN INSTRUMENT
FOR MANAGING EDUCATIONAL QUALITY**

G. S. GrenoGre M

References

**PSYCHOLOGICAL ASPECTS
OF FORMATION OF A CREATIVE PERSONALITY
IN THE CONTEXT OF AN EDUCATIONAL INSTITUTION**

N. I. Scherbakova

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**THE USE OF MEDIA EDUCATION
IN VOCATIONAL TRAINING CLASSES
FOR SCHOOLSCHILDREN**

M. Yu. Kormilitsyna

**OBJECTIVES AS AN IMPORTANT TECHNOLOGICAL CATEGORY
IN VOCATIONAL EDUCATION**

**G. M. Anarkulova,
G. N. Ibragimova**

**SOCIOCULTURAL ACTIVITY AS A NECESSARY CONDITION OF
PROFESSIONAL AND PERSONAL DEVELOPMENT IN PEDAGOGICAL
VOCATIONAL SCHOOL STUDENTS**

. Mamadzhanova

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**THE DEVELOPMENTAL PEDAGOGICAL ASSESSMENT
AS A COMPONENT OF THE PEDAGOGICAL SYSTEM
OF PROFESSIONAL EDUCATION**

. Z. Zuparkhuzhaeva

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**ON THE MATTER OF LIFELONG CHEMISTRY EDUCATION
IN THE SCOPE OF STABLE DEVELOPMENT**

N. N. Dvulichanskaya

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Pedagogical components	Educational stages	Axiological components

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**CONTINUING EDUCATION AS A COMPONENT OF NATIONAL CULTURE
AND CULTURAL STUDIES AS A GLOBAL MISSION**

LIFELONG EDUCATION AND THE DYNAMIC OF CULTURE

M. I. Vishnevsky

inter alia

milieu

GULAG Archipelago

suffering

Kalina Krasnaya

War and Peace

kenosis

Truth

Conciliarity

gifts, not our property

untruth

extinguished

**THE EXPERIENCE OF LIFELONG EDUCATION
AND ENLIGHTENMENT IN THE SYSTEM
OF THE “ZNANIE” SOCIETY OF SAINT PETERSBURG
AND LENINGRAD OBLAST**

S. M. Klimov

LIFELONG EDUCATION AS A VALUE-BASED EDUCATION MODEL

D. K. Kamenova

Introduction

Component 1: Need

*continuing transfer of daily-life and scientific knowledge method for
from one generation to another*

for survival

valuing

activation

survival

Component 2: Actor

outcome

recognized

motivation

learn

recognize

Component 3: Method

development

education to self-development *transition from development through*

the transition from development to self-development

develop

influencing

personality-centered education

an interaction

knowledge

techniques *interaction* *teaching*

motivating, guiding and exercising *specifically*

Conclusion

References

**LIFELONG EDUCATION
AS THE STARTING POINT IN THE MEANING
OF THE LIFE OF A SENIOR CITIZEN**

M. Žumárová

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World.
- Senior Citizens in the Spectrum of Contemporary*
World of Senior Citizens – Senior Citizens in the
Education of Senior Citizens
- Will the Meaning of Life.*
Having to Live for.
Adult Education in the Scope of Cities and
Municipalities.

THE ROLE OF SPIRITUAL AND MORAL EDUCATION IN TODAY'S LIFELONG TEACHER TRAINING SYSTEM

V. A. Belyayeva

On Education

priori

a

References

LIFE FOR LEARNING OR LEARNING FOR LIFE

Snezana Stavreva-Veselinovska

Introduction

Life for learning

Learning for life

Learning for sustainable development

*Without learning there is no
adaptation or overcoming of the unsustainable states and states in general*

Summary

References

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**THE PEDAGOGICAL CONDITIONS AND METHODS FOR ENSURING
A CONCEPTUAL ORIENTATION IN MODERN EDUCATION**

E. G. Belyakova

The stage of foregrounding preunderstanding

The stage of cognitive understanding

The stage of interpretive understanding

The stage of existential understanding

**AN ESTIMATION OF THE VALUE OF LIFELONG EDUCATION
IN THE CULTURAL SPHERE**

I. G. Vasiliev

**LIFELONG EDUCATION OF ADULTS
IN THE PERSPECTIVE OF LEARNING SOCIETY**

Ryszard Gerlach

Wiedza i praktyka Dylematy cywilizacji informatycznej

*Spółecze stwo pokapitalistyczne,
Wiedza*

Zderzenie cywilizacyjne
Trzecia fala
Zderzenie

Szok przyszło ci *Trzecia fala*
ycie na przemian

-
-

-
-
-

2010 Zarządzanie wiedzą w społeczeństwie uczącym się
Edukacja w Europie: różne systemy kształcenia i szkolenia – wspólne cele do roku

Szok przyszło ci,
Przyszło światu

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Trzy wymiary uczenia się
Kreowanie w przedsiębiorstwie organizacji inteligentnej, Przedsiębiorstwo
przyszłości
Nauczanie i uczenie się. Na drodze do społeczeństwa uczącego się

**BETWEEN HISTORY AND FUTURE OF ADULT EDUCATION:
NICOLAJ GRUNDTVIG AND HIS CONCEPT OF LIFELONG LEARNING**

T. Maliszewski

school for life

uniwersytety ludowe

narodnyje uniwersityety

"School for Life"
Behavioural Sciences

*Scandinavian Inspirations: Looking for a True
Anthology of Social and*

History of Polish Education 1795-1945

*The Land of the Living. The Danish Folk High School and Denmark's
Non-violent Path to Modernization*

folk high school

inter alia

folk

high school

school for life

skole for livet

inter alia

skole for døden

school for life

school

important needed

vide

school for life

Education for Sustainable Development. Proceedings of International Cooperation *Continuous*
Life *Folk High School – School for*

**CORPORATE CULTURE – AN IMPORTANT COMPONENT
OF THE EFFECTIVE FUNCTIONING OF AN EDUCATIONAL INSTITUTION**

G. V. Gerasimova

**THE IDEA OF CONTINUOUS LEARNING
IN THE TRADITION OF WESTERN EUROPEAN
AND POLISH PEDAGOGICAL THOUGHT**

**V. Jamrozek,
K. Jakubiak**

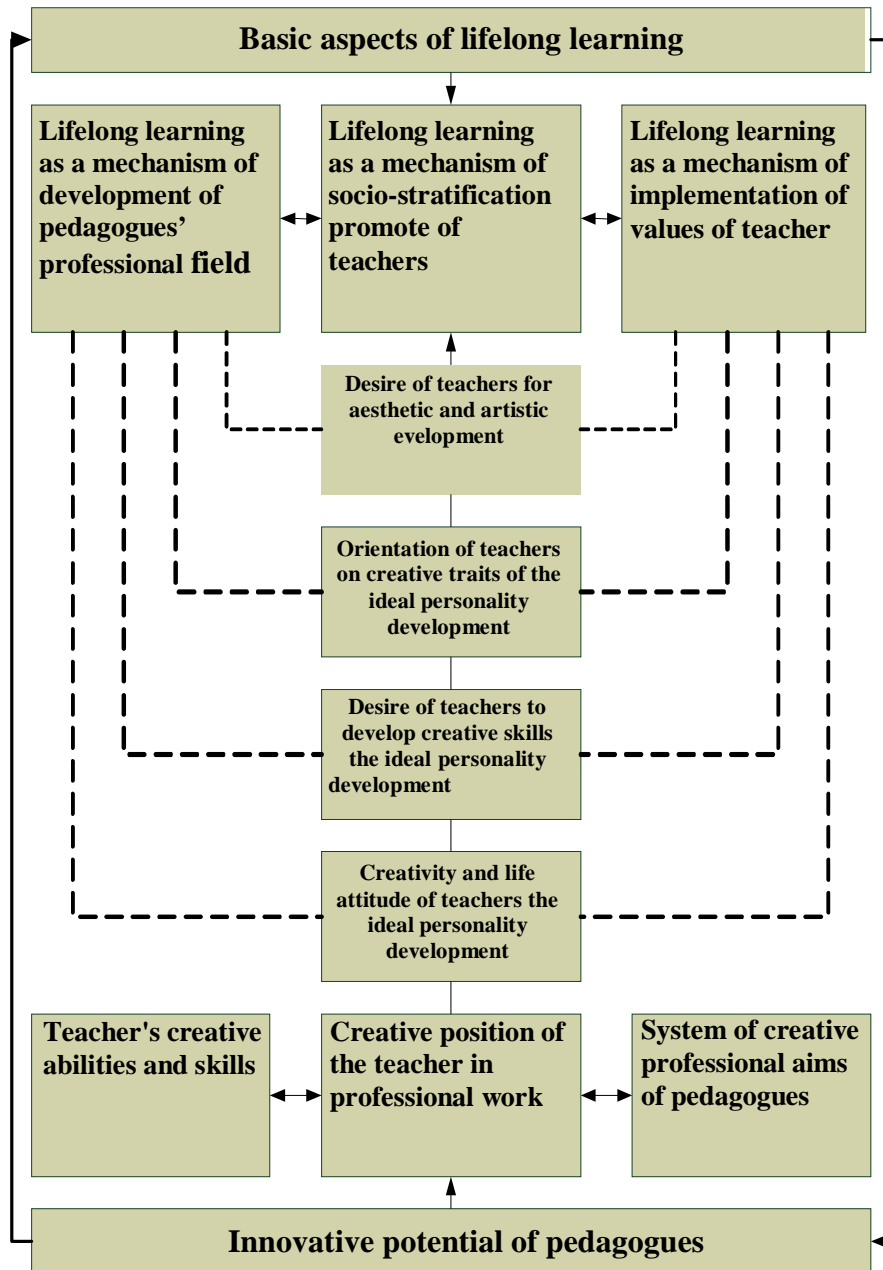
Pampaedia

Apprendre à être
Learning to Be

Treasure Within

Education: the

References



Relationship of innovative potential of teachers of colleges with their continuing professional education

During phase two of our research,

During phase three of our research,

**THE DANGERS OF FALSE OR DOUBTFUL OPINIONS
AND INAPPROPRIATE APPROACHES IN TEACHING,
ESPECIALLY IN BIOMEDICAL SCIENCE DURING
THE LIFELONG LEARNING**

W. A. Turski

General conclusions (remarks).

**LEARNED THINKERS OF THE MEDIEVAL EAST
ON THE IDEAL PERSON**

D. A. Zakhidova

HIGHER EDUCATION, THE LEARNING SOCIETY AND THE LABOR MARKET

Inta Lismane

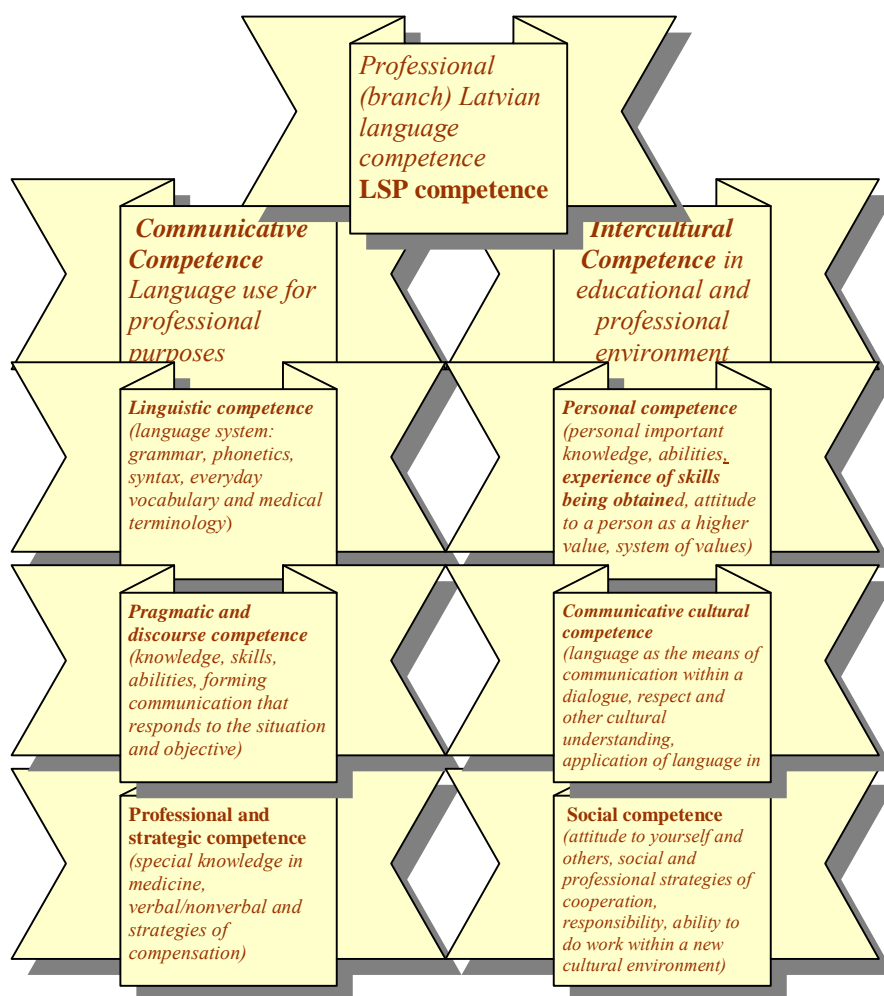
Abstract

Introduction

Situation

.

Knowledge and skills for life



Conclusions

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**THE TEACHING OF PROVERBS AND SAYINGS USING INFORMATION
TECHNOLOGY IN THE LIFELONG EDUCATION SYSTEM**

F. S. Azizova

**A STUDY COURSE IN THE RELIGIOUS AND PHILOSOPHICAL CULTURE
OF RUSSIA AND ITS IMPORTANCE FOR LIBERAL EDUCATION**

D. A. Tsyplakov

**CITIZENSHIP AND CULTURAL DIVERSITY EDUCATION
IN INITIAL AND CONTINUING TEACHER TRAINING
PROGRAMS IN THE UK**

Y. V. Poliakova

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**EDUCATION IN A SYSTEM OF LIFELONG EDUCATION:
PSYCHOLOGICAL ASPECTS OF THE SUPPORT
PROCEDURES FOR FOSTER FAMILIES**

M. Yu. Lobanova

**HESYCHASM AND HUMANISM AS THE SPIRITUAL DETERMINANTS
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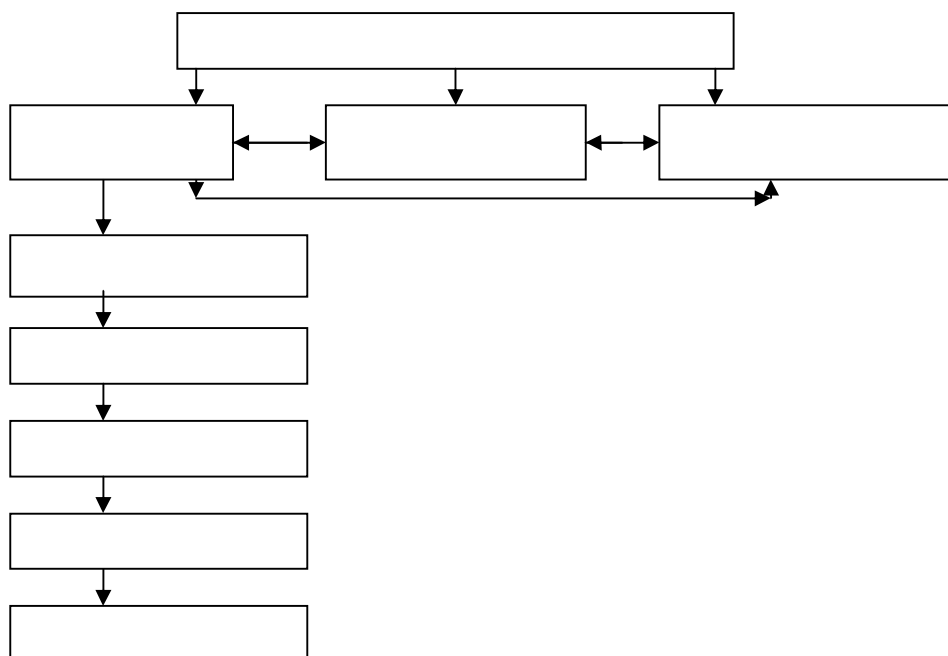
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dvv international

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subject *object*
image of a person's life attitude
image of
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1. Lifelong education as a stage and integral process.

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4. Structural characteristics of lifelong education.

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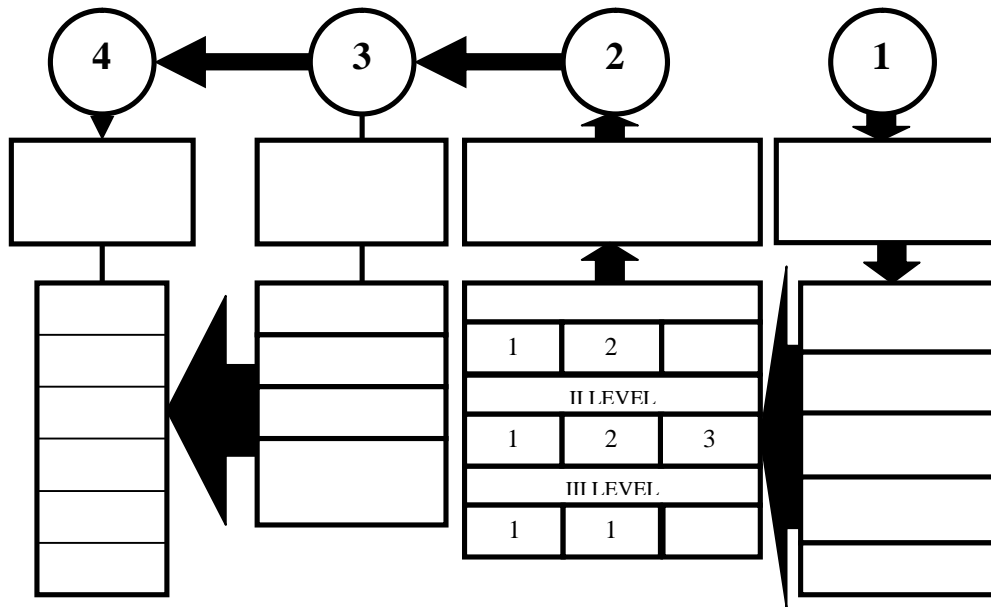
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A. Y. Tyulicheva

Information on authors

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Makhachkala)

Gerasimova Galina V.

Ilieva M.

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Makhachkala)

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