

LIFELONG LEARNING: VECTOR OF PERSONAL DEVELOPMENT

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Acceleration of globalization and integration rates of development of socio-economic systems affects all spheres of human activity, creates new conditions for their functioning. Modern socio-economic dynamic changes require flexible adaptive changes not only of economic entities, but also of man himself as the main element of strategic management. The information society puts a person as a person with their own desires and aspirations at the forefront of the development of human capital as a driving force in the development of the state. Education is characterized by continuity and dynamism. Competitiveness of employees is based on awareness of the need for lifelong learning, expanding the scope of their own knowledge and improving acquired skills that correlate with the professions of the future.

The concept of «lifetime learning» was first presented in 1965 by P. Lengrand at the UNESCO Forum. In the theory proposed by scientists at the center of the development of society were placed human competencies, for which the state must create all the necessary conditions for the continuous development of its abilities throughout life. The impetus for the creation of the theory of continuing education was the global concept of «unity of the world», according to which all parts of our civilization are interconnected and interdependent. In this case, man is the main value and basis of all processes occurring in the world [1]. And in the late 1990s, the European Parliament and the Council of Europe adopted this concept as the basis for a new education policy to help future professionals learn to adapt to the changing labor market [2].

A significant contribution to the development of the theory of continuing education was made by R. Dave [3], who understood continuing education as the process of improving personal social and professional development throughout the life cycle of an individual to improve the quality of life of people and teams. R. Dave also identified twenty-five features that characterize continuing education, among which the most important are: education coverage of human life; understanding of the educational system

as a whole, which includes preschool education, basic, repeated, parallel education and unites, integrates all its levels and forms; inclusion in the education system, in addition to educational institutions, formal, non-formal and non-institutional forms of education. These theoretical positions formed the basis for the reform of national education systems in the world (in the United States, Japan, Germany, Great Britain, Canada, Eastern Europe and the «third world»). But no country has yet developed a sophisticated system of continuing education based on the same principles. In some countries, there are regional, national and international centers that develop issues and coordinate programs and information exchange on continuing education (mainly on adult education).

The definition of the term «lifelong learning» is set out in the European Commission's document «Making the European area of lifelong learning a reality» (published in November 2001): «Lifelong learning – all lifelong learning activities to improve knowledge and skills and competencies in the interests of personal, civic and social development, as well as / or to get a job» [4].

Awareness of the importance of lifelong learning for human development has led to the modernization of European education policy at the beginning of the 21st century. The Lisbon Summit of the Council of Europe in March 2000 adopted the Memorandum of Lifelong Learning. The Memorandum emphasizes that lifelong learning should be the main political agenda of civil society, social cohesion and employment. The definition of continuing education includes: obtaining degrees and diplomas in leisure time; professional courses, including in order to improve staff skills; adult education; second education other.

The concept of lifelong learning was formed in response to the challenges posed by the transition of humanity from the industrial phase of development to the supra-industrial information society. The main problems of this transition were [5]:

- obsolescence of current human knowledge due to the rapid change of technology during the life of one generation,
- daily work with large amounts of information,
- reducing the importance of individualism in professional activities and the need for a conscious transition to collective forms of cooperation.

In general, the process of human adaptation to dynamic socio-economic conditions, in terms of implementing the concept throughout life, allows to relieve social tensions in society, helps people achieve success in life, because continuing education and self-education are key factors in building a professional career. Increasing the level of competitiveness of the

employee is primarily associated with increasing the level of professionalism and promising career growth. At the same time, the interested party in qualified personnel is the employer, which correlates with the employee's right to vocational training, retraining and advanced training.

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ADAPTATION OF ENTERPRISES MANAGEMENT MECHANISM

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The current challenging situation in Ukraine has a particular impact on food security ensuring. Therefore, the management of agricultural enterprises requires considerable shifts for their stable activity, which requires a change in the principles, methods, and tools of modern business management. The main task is to implement an effective mechanism for managing external and internal changes, risks of economic activity, etc.

The study aims to develop a new approach to the management mechanism and create a framework for the stable operation of agricultural enterprises.

From this point of view, it is appropriate to pay attention to the compliance system implementation in agricultural enterprises' management.