

FEATURES OF THE PEDAGOGICAL SUPPORT OF ELDERLY PEOPLE IN THE SYSTEM OF CONTINUOUS EDUCATION

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The article deals with the issues related to the pedagogical support of older people in order to realize their basic human needs and as a consequence improve the quality of their life.

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In recent decades, there has been a steady increase in the number of older adults worldwide. If the developed countries faced the problem of population aging before anyone else, by now the process of demographic aging of the population has covered the whole world. According to UN forecasts, by 2050, one in six people in the world will be over 65 years old (16% of the population). The increase in the number of people over the age of 60 worldwide has become a subject of interest not only in medicine, gerontology and andragogy, psychophysiology and age psychology, but also in pedagogy, which considers pedagogical activity with representatives of this age from the point of view of the implementation of lifelong education.

Teachers and researchers involved in the issues of pedagogical support for older people, state a number of characteristic features of this area of research. Robotova A. S. [1] notes that "emphasis on psychophysiological, social, organizational aspects of training of elderly people prevails" ... we see the predominance of social orientation of education, supporting, serving the solution of medical, housing, household problems of aging people, i.e. ensuring the maintenance of their purely physical existence".

People over the age of 50, and especially in the period of retirement age, often face a new life situation, which is mainly associated with a change in the type of activity (retirement, transition to a new job due to health conditions, lack of demand for the former type of employment due to technological progress, etc.). Such a crisis of life situation requires pedagogical support in the search for self-determination.

In the process of realizing the material and social needs of older people, in particular the need for work, a special role belongs to continuing education and gerontology. In this context, the expansion of the sphere of continuous education has allowed people of every age to maintain competence and competitiveness in the labour market, to realize themselves in social activities that is most relevant to people who have surpassed the 50 year mark: "continuing education throughout life allows a person of the "third age" re-qualify, acquire new knowledge that open opportunities for personal self-realization as well as to make extra money" [2].

In the structure of spiritual needs of older people an important place is occupied by self-actualization by means of self-realization in socially significant work. Researchers [3], dealing with the self-assessment of older people after retirement, state that "the self-esteem of non-working elderly people tends to decrease compared to the sample of working pensioners", and emphasize the need to "organize special work to prepare people for retirement". The content of such work, according to the author, can have both a mass orientation (in order to familiarize them with the peculiarities of entering a new social environment for themselves), and more individual orientation or working with small groups (consultations on specially designed programs aimed at developing mechanisms to stimulate activity, to find new ways of inclusion in social groups, taking into account interests, to master new social roles). Such work has long been carried out in developed countries, such as Germany, where both state and non-state structures are involved in the education of older persons.

Thus, in light of the latest global demographic changes not only the need for more effective integration of future retirees in public and meaningful employment arises, but also we need evidence-based organization of the process of adaptation of seniors to a new social status, using for this purpose advanced foreign experience and taking into account individual and gender features of the personality.

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