



Theoretical Foundations For Developing The Personal Qualities Of Future Teachers Based On The Concept Of “Lifelong Learning”

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Abstract: *This study examines the motivations, barriers, and perceptions of lifelong learning within the context of teacher education programs. Data was collected through interviews and analyzed thematically using a qualitative research design. The results underscore the importance of enhancing the culture of lifelong learning, integrating lifelong learning principles into teacher education curricula, and fostering collaboration between educational institutions and schools. The research highlights the necessity of addressing barriers and leveraging internal motivations to support teachers in becoming lifelong learners.*

Keywords: Lifelong Learning, Self-Improvement, Critical Thinking, Education, Communication, Adaptation, Knowledge, Equality, Quality, Globalization.

Introduction

In the new stage of society's development, continuous education is considered as a social phenomenon, a long-term trend in future education and socio-economic policy of countries. In addition, the guarantee of professional success and quality improvement remains relevant in today's globalization processes. In the rapidly evolving educational landscape, the role of teachers has expanded beyond traditional boundaries, encompassing a multifaceted approach that not only provides knowledge but also fosters personal qualities and lifelong learning skills in students. The concept of “Lifelong learning” emphasizes continuous growth, adaptation, and self-improvement throughout one's life as a core principle of education [1].

our President Shavkat Mirziyoyev, addressing the issue of reforming the education system, expressed his unique thoughts: “By transforming education, we can transform individuals. When individuals change, it leads to a transformation in society as a whole”

[2]. Indeed, the main executors of the reforms aimed at building a New Uzbekistan are us, the citizens of Uzbekistan. The results of these reforms directly serve to improve the well-being of our citizens' lives. In this process, highly educated and capable professionals emerge as the decisive force. a high-quality system of continuous education is precisely what can provide such qualified and skilled specialists.

It is well known that in the education systems of developed countries, adult education within the "Lifelong learning" paradigm is focused on addressing the issue of actively integrating 21st-century skills into the educational content. This task is being realized by developing and implementing educational programs aimed at students, doctoral candidates, researchers, professionals, and practitioners, based on the essence of the lifelong learning concept. additionally, international organizations, foundations, institutions, and manufacturing companies in the education sector are offering comprehensive educational programs designed to develop 21st-century skills in individuals. The foundation of these programs lies in their mission, corporate principles, educational trends, innovative approaches, sociological research, scientific ideas, and theories. In this context, continuous learning, relying on scientific approaches throughout life, constantly reading, learning, and equipping oneself with modern knowledge are recognized as key factors for human capital in today's era. Moreover, the lifelong learning paradigm involves adopting the National Program for the Development of adult Education by 2030, passing the law "on adult education", and actively integrating universal competencies such as collaboration, intercultural communication, leadership, conflict management, critical thinking, gender equality, and national values into the educational curricula of general secondary, higher, and adult education.

To ensure the broad and comprehensive implementation of continuous education based on lifelong learning, it is essential to develop the legislative framework and mechanisms, establish lifelong learning centers with educational-didactic and technological resources, and improve the recognition, certification, and accreditation of knowledge and competencies within the national qualification framework under lifelong learning programs. This also includes promoting global citizenship culture, engaging families, communities, and inclusive groups in the educational process, advancing gender equality and inclusive education, aligning the nature of education with labor market demands, expanding citizens' rights and opportunities for employment, and fostering active collaboration with civil society and social partnership entities. carrying out scientific and practical research within the lifelong learning paradigm will create unlimited opportunities to ensure the quality of this step-by-step process.

Thus, the concept of "Lifelong learning" – continuous education throughout life – also reflects the essence of the following concepts (see Figure 1).

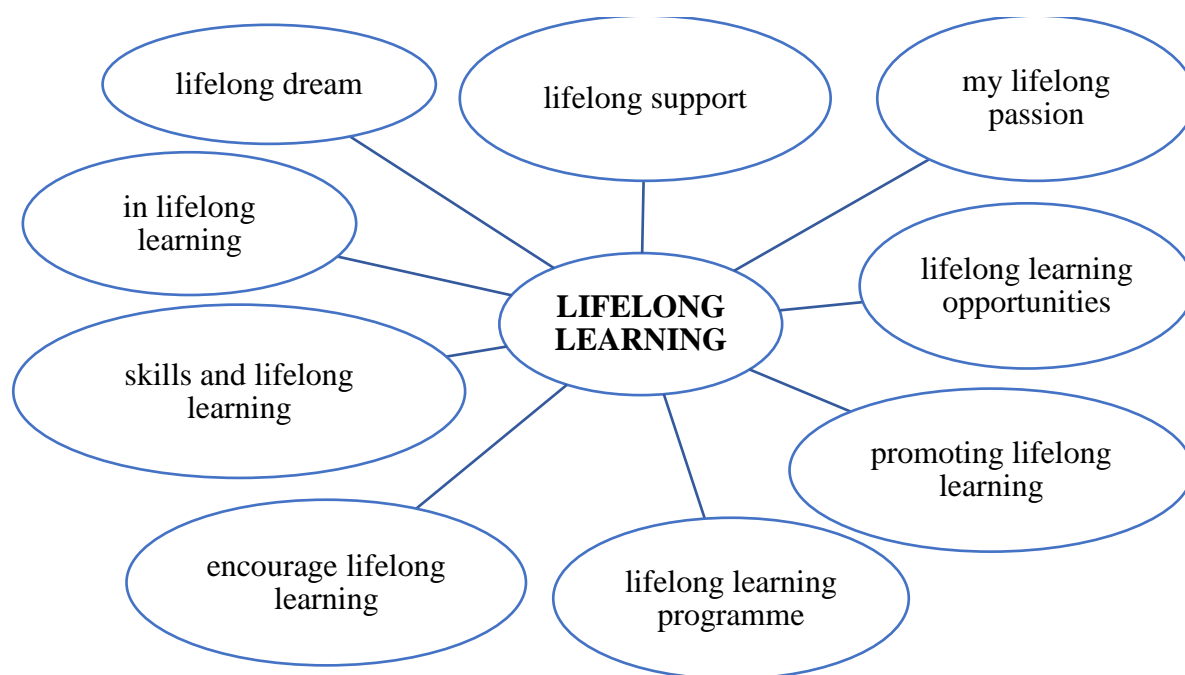


Figure 1. The system of connections within the essence of “Lifelong learning”.

as future teachers, educators must not only possess expertise in their subject matter but also cultivate various personal qualities that enable them to communicate effectively with students, create a positive learning environment, and adapt to the dynamic demands of education. Development of personal qualities in future teachers includes pedagogical and psychological views. This solid framework serves as a guiding principle for understanding the interaction between individual characteristics, the educational process, and social factors that shape teacher personality [3]. By studying the theoretical foundations of personal development in the context of lifelong learning, teachers can gain an understanding of the essential qualities and skills needed to excel in their roles as guides of knowledge and mentors of character.

The concept of “Lifelong learning” is an educational approach that encourages learning throughout life. It motivates individuals to continuously acquire new knowledge and skills beyond their school years, ensuring they stay up-to-date with the latest information in a rapidly changing world. Lifelong learning can take place at any age and at any level, in various formats such as:

- formal educational institutions;
- professional training programs;
- online courses;
- seminars;
- workplaces;
- personal research, and more complex forms.

This process arises from the need for individuals to continuously update their knowledge and life skills due to the rapid changes in the work world driven by socio-political and technological developments. Lifelong learning helps individuals work on

themselves, engage in self-development, remain responsible and adaptable, achieve high success in their careers, continue personal growth, and overall improve their quality of life.

International experiences worldwide show that various programs and policies have been developed to promote lifelong learning in different production companies and organizations. These programs focus on offering free learning resources, providing financial support, and encouraging individuals to continue their self-study and development. Naturally, the concept of “lifelong learning” is a blend that motivates people to develop themselves and acquire new knowledge and skills throughout all stages of their lives. It encompasses not only the traditional relationship with education and learning but also encourages adaptation and learning in response to changing conditions and requirements at every stage of life.

Lifelong learning encompasses various forms of learning, including formal, non-formal, and informal education. It also involves the skills, knowledge, attitudes, and behaviors that individuals gain through their daily experiences.

Lifelong learning refers to the ongoing process of building skills and acquiring knowledge throughout one’s lifetime. It fosters social inclusion, active citizenship, and personal growth while also boosting competitiveness and employability. The concept of “lifelong” in relation to education or learning has been in use for over 25 years [4]. It is highlighted that lifelong learning necessitates linking learning outcomes across various environments and situations.

cedefop has outlined the fundamental concepts of different learning forms as detailed below:

- Formal education involves learning that takes place in an organized and structured setting, such as in formal schools or company training programs, and is intentionally designed for educational purposes. This type of education often results in formal credentials, like diplomas or certificates;
- Non-formal education involves learning that takes place in organized activities not specifically labeled as learning, but which include important educational aspects, like job-related skills gained in the workplace;
- Informal education refers to the learning gained from daily life activities involving family, work, or leisure. often called experiential learning, it is generally seen as a form of unintentional or incidental learning [5].

Hildebrand D.S. has highlighted five major benefits of lifelong learning:

1. ***Keeps the mind sharp:*** ongoing learning throughout life helps maintain mental sharpness and enhances memory. It is widely recognized that learning positively impacts the brain overall. Studies indicate that individuals with higher education levels have a lower risk of developing dementia as they age.
2. ***Enhances confidence:*** When someone has been stuck in their routine for a long time without taking on new challenges or engaging in new learning, the prospect of doing so can seem intimidating. Lifelong learning helps to overcome this apprehension more easily. It fosters confidence in one’s learning abilities and in sharing knowledge with

others, while also strengthening self-assurance about our identity and what we have to contribute.

3. **Enhances interpersonal skills:** Social interactions provide valuable opportunities to improve our interpersonal abilities. Engaging in learning keeps us active in life and connected with those around us. By sharing our knowledge, we not only assist others in their learning but also strengthen our relationships.
4. **Enhances career prospects:** For those aiming to advance their careers, lifelong learning is essential. It not only builds on existing skills but also offers the chance to acquire new skills or trades, thereby improving opportunities for career advancement.
5. **Improves communication skills:** Learning typically involves reading, listening, and writing – key skills for effective communication. By developing these abilities, we enhance our capacity to draft business letters, create marketing reports, deliver departmental presentations, or even converse directly with the company president [6].

Methodology

Within the framework of the “Lifelong learning” concept, there are various educational methods for developing and continuously enhancing the professional competence of future teachers, based on both international and national program experiences (see Table 1).

Table 1.
The content of educational methods within the “Lifelong learning” concept

No	Educational methods of the “Lifelong learning” concept	Directions
1	open and distance education	<ul style="list-style-type: none"> - online courses; - webinars; - distance learning platforms.
2	Mixed education	<ul style="list-style-type: none"> - a blended approach combining traditional classroom sessions and online teaching; - independent learning, practical work, and teacher-assisted education.
3	Vocational training	<ul style="list-style-type: none"> - practical training in enterprises and organizations; - professional development;

		- skills enhancement for personnel.
4	Problem-based and project-based learning	- independent problem-solving by students; - working on projects and presenting results.
5	Social education	- group work, collaborative teaching; - sharing experiences; - mutual support.
6	Heuristic and individual approach	- developing creative and unique approaches; - fostering the individual abilities of students.
7	andragogical approach	- adapting teaching to the unique characteristics of adult learners; - promoting self-management among students; - considering experience and needs.
8	Experience-based learning	- teaching based on students' practical and life experiences; - connecting new knowledge and skills with existing experiences.
9	Reflective approach	- students' understanding and analysis of their own learning activities; - self-assessment, monitoring of learning achievements, and improvement.

10	Interactive learning	<ul style="list-style-type: none"> - active communication and collaboration among students; - activities that ensure students' active participation.
11	active and motivational teaching	<ul style="list-style-type: none"> - increasing students' motivation and engagement; - organizing interesting and engaging activities.
12	cognitive development approach	<ul style="list-style-type: none"> - developing critical thinking and creative approaches; - cultivating skills for independent problem-solving.
13	competency-based approach	<ul style="list-style-type: none"> - developing students' practical knowledge, skills, and competencies; - shaping professional and life competencies.
14	Modular teaching	<ul style="list-style-type: none"> - presenting learning materials in the form of independently studied modules; - allowing students to learn at their own pace.
15	Electronic educational resources	<ul style="list-style-type: none"> - multimedia learning materials, interactive simulations; - online tests, assessment systems, and databases.

These systematically applied methods align fully with the principles of “lifelong learning” and ensure a more effective continuous learning process. These methods reflect the core principles of the “lifelong learning” concept, embodying new, technological, and active approaches, and contribute to the effective organization of continuous education.

This study adopts a qualitative research project to explore teachers' perceptions and experiences related to lifelong learning. Qualitative methods provide an opportunity to

deeply investigate participants' worldviews, attitudes, and behaviors, offering rich and nuanced insights into the phenomenon under examination.

Participants in this study are teachers enrolled in teacher training programs at various universities. The purposive sampling method is used to select participants who represent diverse backgrounds, experiences, and perspectives related to lifelong learning.

Result

It was especially emphasized that the concept of Lifelong Learning incorporates global pedagogical experience and achievements. This includes the educational and instructional recommendations of the European Union, the U.S. focus on individual freedom, entrepreneurship, and striving for success, South Korea's emphasis on instilling traditions and moral ideals in the minds of youth, Japan's "character-building focused education", and china's pedagogical practices aimed at cultivating virtues such as kindness, honesty, purity, wisdom, and trustworthiness.

The concept emphasizes the work being done to reform youth education and upbringing in Uzbekistan on a modern, scientifically-technological basis. It focuses on shaping this process according to scientifically grounded core competencies and qualities that align with the needs of today. To achieve this, the social-pedagogical cooperation between families, preschools, general secondary, secondary specialized vocational education institutions, higher education institutions, and local communities will be raised to a new level.

The tasks set by the concept:

- develop scientifically grounded indicators for assessing moral and ethical education;
- develop and implement a methodology for education that starts from pregnancy and is based on the principles of gradual development and continuity;
- effectively use the advanced achievements of both national and modern pedagogy in the system of continuous education;
- regularly improve the knowledge and skills of both educators and learners;
- establish an effective cooperation mechanism between families, educational institutions, local communities, as well as the media and other social structures;
- base moral education on the principles of gradual development and continuity [7].

Undoubtedly, various activities such as lessons aimed at developing students' spiritual consciousness, measures, and discussions about moral and ethical values play a special role in this process. organizing, financing, and conducting fundamental, practical, and innovative research aimed at restoring national educational traditions and values in society, strengthening and developing the institution of the family, and introducing modern family spirituality criteria, as well as implementing the results of these studies in real life, can be an effective path to achieving such outcomes.

Discussion

The concept of Lifelong Learning is a comprehensive program aimed at fostering the holistic development of individuals. It is based on the belief that science, spirituality, and

enlightenment are essential aspects of human life and that they help individuals lead more fulfilling and meaningful lives. This concept inherently involves organizing various activities such as discussions on moral and ethical values and practical exercises that aid in the development of individuals' spiritual intellect. The concept is based on the following principles:

1. Spirituality is an essential aspect of human life.
2. Spiritual development is a continuous process.
3. Spiritual education must be holistic and practical.
4. The spiritual-educational program must be tailored to the individual's needs, including adaptability [8].

Due to the extensive reforms and development initiatives taking place in our country, there is a noticeable shift in the consciousness, mindset, and worldview of our people. The value of the transformative concept "from national revival to national growth" is becoming more apparent in the development of a legal state and civil society. Despite considerable efforts in this area, several systemic problems persist, affecting the effectiveness of spiritual and educational reforms amid social, economic, and political changes. Specifically, there is a lack of a cohesive system for managing spiritual and educational processes. Additionally, there is a shortage of organizational, practical, and scientific research aimed at shielding our people, particularly the youth, from spiritual threats. Furthermore, effective social partnerships among government bodies, civil society organizations, the media, and the private sector have yet to be developed.

Conclusion

In conclusion, Lifelong Learning is education that can be received throughout a person's entire life. Lifelong Learning implies that its development is continuous, divided into several progressively related stages, where each stage provides an opportunity to advance to a new, higher level. The Lifelong Learning system is considered a unified educational system, interpreted as a lifelong process that ensures the regular development of an individual's creative potential and enriches their spiritual world in all aspects. The system allows for the development process of an individual, enabling decision-making in a "staircase" manner, where each step of the "staircase" represents a progressive effort towards achieving a higher level in one's educational journey.

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