



## Functional and Structural Characteristics of the Lifelong Education System

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**Abstract:** *The article provides information about its main features in accordance with modern ideas about the system of lifelong education. It is also reported that continuing education leads to the need to focus on the constant development of a person with knowledge and skills, capable of making decisions and taking various actions.*

**Keywords:** *lifelong education, knowledge, skills, human personality, integrative education. One of the most important rules that determine the initial methodological position of this study is the teacher's vision of education as one of the subsystems of the lifelong education system.*

### Introduction

Our understanding of the term “Lifelong Education System” by B.S. It fully reflects the definition given by Gershuneki. B.S. According to Gershuneka, the system of lifelong education is a whole system of formal (state) and informal educational institutions, which, together with various forms of human self-development, includes the state-collective educational potential of this society, and the education that every person can freely use throughout your life. Determines the range of possibilities

Uzbek scientists made a great contribution to the creation of the conceptual foundations of lifelong education, to the formation of the structure and functions of professional pedagogical activities of teachers in the system of lifelong education

In accordance with modern ideas about the system of lifelong education, its main features are:

progressive nature of the content and orientation of the educational process;

- flexibility and variety of tools, methods and organizational forms used;
- openness of the education system to self-improvement and development

The speed of the changes taking place is associated, first of all, with the advent of a new stage in the development of mankind, which the famous American scientist Tofflers describes as the rise of the third wave. The third wave is the beginning of the information revolution after the agricultural and industrial revolutions, the birth of a post-industrial civilization in which there is no place for “standardization, synchronization, centralization, concentration of energy, money and power.”

It can already be said that “information has become a global, in principle, inexhaustible resource of humanity, which has entered a new era in the development of civilization - the era of the development of information resources.” Civilization rivojlantirish strategy One of the reasons for the change of art is the crisis of technogenic culture.

The crisis of human civilization is manifested in many global environmental problems that threaten not only the further growth of well-being, but also the very existence of humanity. Undoubtedly, at the end of the 20th century, the history of mankind, in which man was the master



and nature was the overflowing pantry, in a certain sense ended. A need has arisen for rational interaction between man and nature, in which nature is not a collection of resources that can be used endlessly, but serves as the basis of life, sometimes not excluding the transition to new species.

At the present stage of development of society, the leading quality of a person is his willingness to take responsibility in critical situations, that is, to be a leader. "The sustainability revolution requires every individual to act as a learning leader at their own level: from family to community to nation to humanity as a whole. We, in turn, are required to support the training of leaders at all levels, create an environment that allows them to embrace uncertainty, experiment, and admit mistakes. We need decisive action, courage and responsibility."

In this regard, B.S. Gershunsky's idea of the inseparability of society and education seems very important to us. "This is one system," he writes, "and we have not yet fully understood the true scale of this system." One thing is certain: any global problems faced by society, civilization as a whole, inevitably affect the state of the education sector. It is the sphere of education that is capable and obligated to look for unique opportunities to solve emerging social problems and to anticipate undesirable changes in events."

The lag of education from the rapid pace of changes in other social spheres has serious negative consequences in people's lives, and updating the existing education system is an urgent task of our time. Based on the objective reality of the modern world and the prospects for its development, an increasing number of scientists and teachers believe that the principles of lifelong education should become the basis for updating educational systems.

The conscious social need for the continuous development of the individual acts as a system-forming factor in lifelong education and determines the order of various educational structures. Their interconnection and interdependence, mutual subordination by levels, consistency in directions and goals, ensuring relationships between them transform the entire set of such structures into a single system. The goals of lifelong education as a system and the unity of specific tasks of each of its links are inextricably linked with various types of educational institutions, pedagogical technologies and forms of state and non-state management.

The task of forming a more comprehensive, harmoniously developed personality in the system of lifelong education subordinates all other principles of a lower level to it. V. G. For the authors of the collective monograph "Theoretical Foundations of Lifelong Education" under the leadership of Onushkin, in order to fully and comprehensively describe lifelong education in one volume or another, it is enough to reflect its main features in six interrelated principles: continuity, aspiration, planning, integrativeness, consistency and self-development. At the same time, principles following the principle of continuity supposedly reveal the main aspects of the problem in a hierarchical sequence and steps that ensure the consistency of its content.

The principle of aspiration ensures the ascending nature of the educational process, ensuring the consistent movement of a person from one stage of social, civil and professional maturity to another, to a higher level. Thus, aspiration is understood here as a process of development in a direction directed towards the ideal of the individual.

Planning is a principle, the implementation of which ensures the progress of the educational process. Its significance lies in the fact that in creating an effective education system, the strict theoretical validity of the social forecast and the accuracy of the forecast of social needs are very important.

The principle of integrability presupposes the inclusion in the educational process of a planned beginning, developing along an ever-growing line, which is only possible when it represents an



inextricable whole, and not a simple sum of basic and additional training. . The meaning of the integration of the educational process, A. As noted in the works of P. Vladislavlev, it lies in the selection of the optimal composition of lifelong education, that is, the distribution of general and private educational tasks between its various stages, which ensures maximum efficiency of the educational process.

The principle of integrity is a necessary condition for achieving continuity, aspiration, planning and integrativeness of the educational process. The principle of integration is the most important factor in increasing the effectiveness of education and involves the maximum use at each stage of learning of what was achieved at the previous stages. This requires consistency in the study of individual subjects, sections and topics, the interdependence of general theoretical, special and applied subjects in the content of education, etc. But, first of all, the continuity and internal consistency of the content of education at all its levels is ensured by the developmental nature of education and upbringing, based on the creative activity of the individual. The fundamentalization of its content also contributes to the implementation of continuity of lifelong education. Having a core of knowledge, a person can choose the types, effectiveness and conditions of training, carry out targeted activities through self-development to acquire and improve knowledge, skills and abilities.

The set of principles we have considered, which serves to reveal the main structural and functional features of lifelong education, ensuring the progressive and coordinated nature of the development of professional skills and civic qualities of the individual, allows us to characterize it as the Process of purposeful formation of a comprehensively and harmoniously developed personality, starting from primary and additional education, consists of , and at the second stage allows us to describe a process that involves the consistent replacement of educational activities in the system of specially organized institutions for social and practical activities in the field of professional activities

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