



LIFELONG LEARNING CONCEPT AS A WAY OF LIFE

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Abstract: *this article is devoted to lifelong learning as a new form of learning, which is currently becoming more popular, developing as a global megatrend and becoming an important part of a person's lifestyle, regardless of age. Ideas are considered in order to determine common approaches to evaluating the effectiveness of lifelong learning, since lifelong learning is facilitated by adaptation to rapidly changing requirements in the professional environment and social changes in general.*

Key words: lifelong learning, lifestyle, knowledge, competence, continuous learning, lifelong learning, continuing education, professional life.

Lifelong learning is considered as a strategy for modernization processes in the education system.

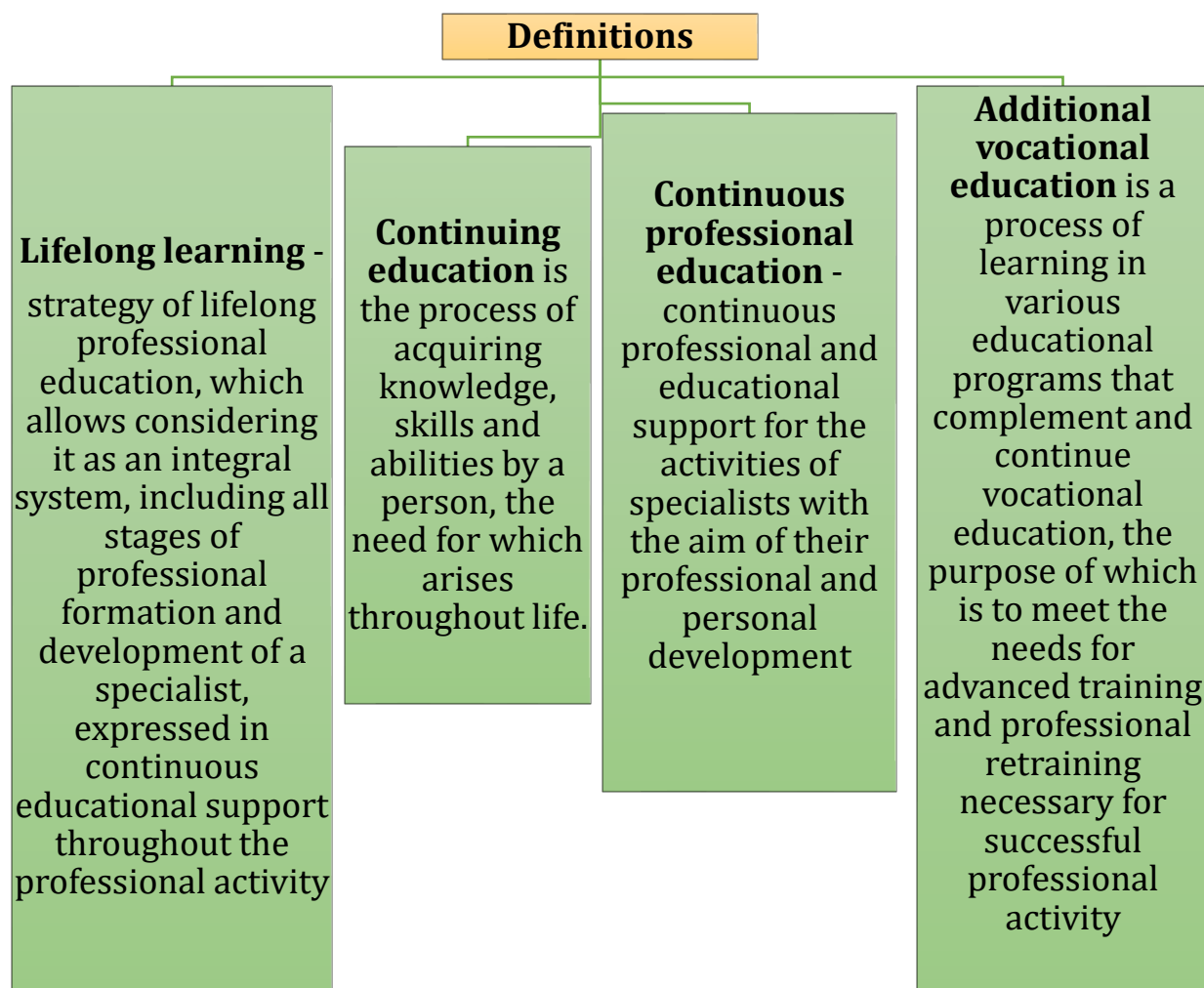
We live in a new era of knowledge. Knowledge and competence become the most important competitive advantage. Modern pace requires us to constantly update, master new tools and rethink existing ones. Whether we like it or not, the process of constant learning has become a part of the life of everyone who feels like a full-fledged person.

Lifelong learning is an important part of the adult lifestyle. Knowledge, skills, tools and practices have an extremely limited shelf life [1]. The age of students is growing, both their professional and life experience are becoming more and more unique. In order to remain a sought-after specialist in the labor market, improve and

expand your career prospects, remain active and be ready at any age for changes or a change in professional activity, you need to comprehend the near future, regularly update and deepen your knowledge, keep active and mentally youthful [2].

Lifelong learning (learning throughout life) is an educational activity throughout life. It is based on an orientation towards personal development and the creation of favorable conditions for this development. Due to the absence of any age, social and organizational restrictions, this global approach to education implies the continuous acquisition of new knowledge, skills and abilities in the chosen direction and, as a result, a personal education system. There is no complete education, it lasts a lifetime, thereby allowing you to respond in time to all the innovations and changes in the modern information society. His concept is continuous learning and development, replacing outdated ideas and approaches with new methods and progressive views, using all the achievements of technological development [3].

The term lifelong learning, at first glance, is equivalent to the term lifelong education and does not carry any new information, since the education of a person begins from the moment of his birth and continues until the end of his life. However, any point of view regarding education in all its aspects has always been the subject of discussion. Vocational education, as well as education in general, in the context of changing relationships between the state, the labor market and the system of training specialists, should be maximally aimed at close relationship with organizations, which will serve as the basis for providing the economy with well-prepared specialists adapted to changes and innovations. As a result of the analysis of interpretations of the concepts “lifelong learning” and “continuous education”, their working definitions were formulated: [4]



Lifelong learning is the concept of continuous updating of knowledge and skills, both for professional and personal reasons. The concept of lifelong learning offers learning regardless of age and field of activity, and also provides the opportunity to realize and develop any needs. Understanding and agreeing with this concept has a beneficial effect on the economy and society as a whole.

Personal motivation is also one of the fundamental components. The concept of lifelong learning involves voluntary learning, so personal characteristics and the desire to learn are of great importance. Often, in order to force people to learn, one material interest is not enough, it is necessary that they are interested in learning itself, and not only in its future results. Learning can be achieved both by formal methods - education, training, mentoring, training courses, advanced training - and

informal, that is, by extracting new experience from practice [5]. However, with an increase in the duration of the period of active professional activity, their life and professional experience becomes more diverse.

It is conditionally possible to single out four main directions of learning: teaching knowledge, learning skills, learning how to interact with other people and self-development [6].

The purpose of training is to provide a person with the opportunity to liberate the intellect, form an independent judgment, develop initiative, reveal potential and abilities, acquire new knowledge and skills; extraction and development of information, practical application of the acquired knowledge, professional “longevity”, investment in education.

Lifelong learning is not the next stage in the development of the education system, but acts as a necessary part of the process of integrating science, education and production.

Lifelong learning involves expanding the scope of training for various aspects of a person’s life, teaching him not only professional skills, but also other vital, necessary, necessary and simply interesting competencies for him. Moreover, this training should not be limited only to providing the opportunity to obtain new knowledge, skills and competencies. As part of lifelong learning, a system should be created to recognize the education received, regardless of the forms and volumes of its receipt.

In today's world, to be successful, you need to improve every day. Studying does not end with obtaining a certificate or diploma - it is a life-long process. Many modern professions require the ability to improve their knowledge and skills, follow research, new developments and breakthroughs in the field. The concept of lifelong learning is to continue to develop - both professionally and personally - after graduation, as the knowledge gained quickly becomes obsolete.

Of course, knowledge lost its relevance even earlier, in order to overcome this, there were institutes for retraining specialists, but this was all much less pronounced. Now knowledge is becoming obsolete right before our eyes.

Lifelong learning - this is a theory of modern education recognized in the international community, according to which people should regularly update their knowledge, retrain and learn new things.

Everyone is interested in lifelong learning:

- ordinary people - because they develop;
- states - because they increase productivity;
- companies - because they increase efficiency, and hence income [7].

The concept of lifelong learning, the essence of which can be expressed in one phrase: "Learning is never too early and never too late." In fact, lifelong learning in today's world is more than a concept. It is a philosophy that has taken root and given life to various organizations around the world [8].

The modern world is dynamically changing every day, new technologies, discoveries appear, equipment is modernized. All this encourages a person to improve his knowledge and skills in order to keep up with the times. Today, lifelong learning is necessary for every person who wants to remain in demand, theoretically and practically prepared.

The emergence of a global economy based on knowledge has made the process of learning especially relevant throughout the world. In many countries, it becomes necessary to acquire and apply new knowledge throughout life. This is due to the fact that a rapid pace of introduction of new technologies, know-how, and various innovations is developing, which are the engine of evolution and sources of economic growth and development.

Today, the knowledge-based economy is developing at a rapid pace, so people face some difficulties. In order to overcome them, a person needs to acquire new knowledge and skills. Education of people requires a wider distribution of a new model of education and training - the concept of lifelong learning [9].

An analysis of various documents and memorandums of leading international organizations, in which the concept of lifelong learning was reflected, made it possible to identify the positions that characterize this concept:

1. The concept of “lifelong learning” covers learning through the entire life cycle from early childhood to old age. It includes formal education, higher education, post-graduate education, non-formal education and informal learning.

2. Educational systems can no longer focus on task-specific skills, but rather should focus on developing students' decision-making and problem-solving skills and teaching them to learn independently and in a team. For successful activity in modern society, it is necessary to acquire new knowledge and develop new competencies, which become tools for the effective self-development of citizens and their inclusion in social and professional activities, which is also beneficial for the whole society as a whole.

3. Teaching people requires a new education system. Most of the existing educational systems do not provide students with the necessary competencies sufficiently. Learning based on the memorization of a large amount of information, in which the teacher is the central figure, and the entire learning process takes place in strict accordance with strict official guidelines, must give way to a new type of learning focused on the individual needs of each student. Creativity, practice, analysis and synthesis of knowledge are at the center of such training. Its basis is the parity cooperation of all participants in the process.

4. The basis of lifelong learning are the basic competencies that all students must master in order to fully realize their personal and social needs.

5. The system of teacher training is subject to significant transformation. The new concept provides for the emergence of a new role for teachers who need to master new skills, become those who learn throughout their lives to assimilate new knowledge, pedagogical ideas and technologies. As learning takes on a collaborative form, teacher professional development should help expand professional networks and transform schools into learning organizations.

6. National systems of lifelong learning should be comparable on the basis of common universally recognized standards. The units of measurement for determining the results of lifelong learning, according to which all learning can be assessed, are key competencies [10].

**Traditional learning models differ from
lifelong learning**

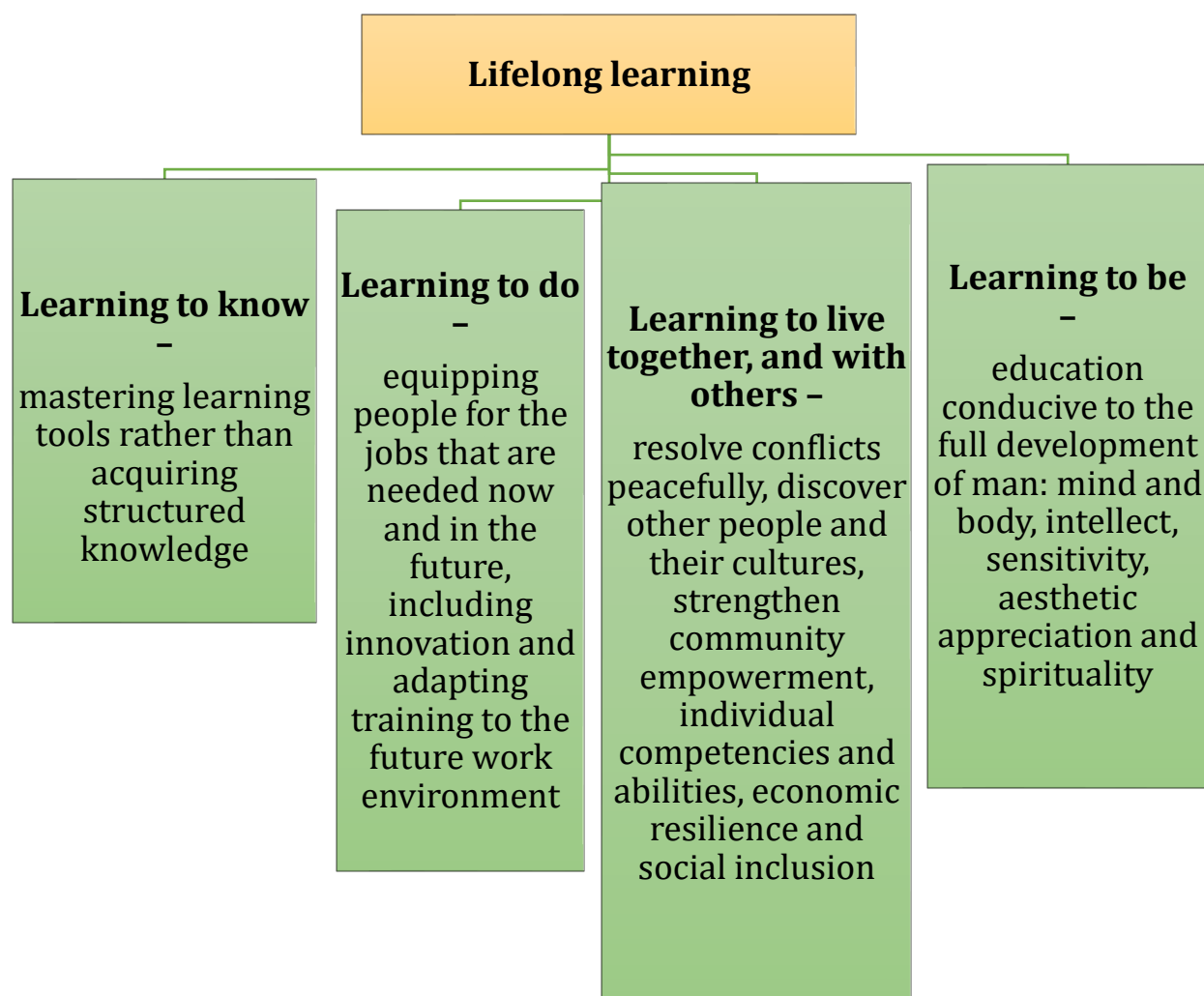
**Traditional education is
characterized by:**

- the teacher is the source of knowledge;
- control and evaluation of the results of mastering the educational material are an obstacle to the transition of the student to other subjects of study;
- all students are engaged in one activity;
 - teachers undergo only basic training, and the rest of the necessary skills are acquired "on the job";
- "good", from the point of view of the control carried out, students are selected and given the opportunity to continue their education

Lifelong learning has other characteristics:

- in the center of such training - creativity, practice, analysis and synthesis of knowledge;
- teachers refer to sources of information;
- in the process of this training, individual training plans are developed;
- teachers themselves learn throughout their lives, expanding and constantly replenishing their basic professional knowledge and skills;
- learning occurs through the implementation of any specific activity;
- learning takes place in groups and people learn from each other;
- taking into account individual abilities, the results are evaluated to develop a further strategy and possible areas of study;
- people have access to learning throughout their lives and can log in and out of the system at any time

Lifelong learning in the broadest sense is lifelong learning that is flexible, diverse and accessible at different times and places. This definition is based on four “pillars” of the education of the future [11]:

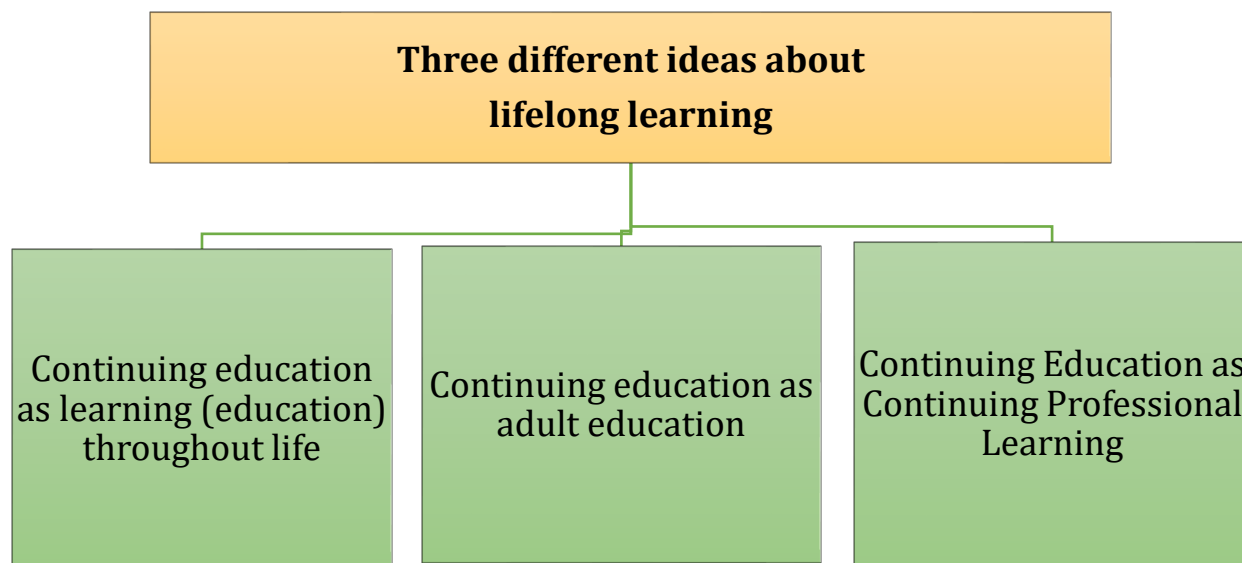


Lifelong learning is rooted in the integration of learning and life. It covers learning activities for people of all ages, in all life situations and through a range of methods that together meet a wide range of learning needs and human needs. Education systems that promote lifelong learning adopt a holistic and sectoral approach that includes education, work and community in order to provide learning opportunities for all people. Learning should not be limited to public institutions: it can take place in flexible ways in the workplace, in the family, in civil society organizations and on a voluntary basis. Lifelong learning contributes to inclusive

and sustainable economic growth and peace and the sustainable social and cultural development of society.

The initiative to officially introduce the concept of “lifelong learning” belongs to such leading international organizations as the Council of Europe, the Organization for Economic Cooperation and Development, UNESCO, UNICEF, UNDP, the World Bank, etc. It became a reaction to a specific order of the professional sphere. In other words, this approach focuses on the system of providing such a quality of education that would meet the demands of the modern world labor market. Thus, the concept of lifelong learning is an attempt to reconcile, on the one hand, the need of the individual to integrate into society, and on the other hand, the need of society to use the potential of each individual to ensure their economic, cultural and political self-development.

Currently, there are three different ideas about lifelong learning [12]:



The definition of lifelong learning (LLL) was fixed by the European Statistical Service on the basis of the documents of the European Employment Strategy (Luxembourg, 1997) and the European Commission message “Making

lifelong learning a reality in the European space” in 2001. [13]. In accordance with these documents, lifelong learning is understood as “all learning activities implemented throughout a person’s life in order to improve his knowledge, skills and competencies in the framework of personal, civic, social and labor employment.”

The concept of lifelong learning blurs the boundaries between periods of human life and suggests continuing to learn constantly. Education and development is not tied to school, university and a certain age, it includes:

- Self-learning (at home, in libraries, using online courses and applications on the phone).
- Education in adulthood (second higher education, advanced training courses, “free students” at university courses).
- Communication in professional groups (Internet communities, co-working spaces).
- Trainings (social, volitional, intellectual competencies of individual training and in groups).
- Travels.
- Physical development and sports.

The notion that learning is always necessary is far from new. The development of the concept of lifelong learning occurred due to a number of social and economic factors. On the one hand, in developed countries, the population is rapidly aging. By 2025, according to the UN forecast, one in six people on the planet will be over 60 years old. This means that the share of mature-aged specialists in the country's economy will only grow, and these specialists must constantly learn and be “in good shape”. On the other hand, the demand for professions changes over time - some professions appear, while others leave. And in order for a person to feel needed, at any age to be ready for changes and a change in the professional sphere, he needs to maintain spiritual youth and activity.

Basic principles of the lifelong learning concept

Helps people to experience changes more easily, and with this lifestyle it is easier to find its meaning for themselves

Consistency and complementarity of all forms of obtaining formal, non-formal and informal education in accordance with the needs of the individual

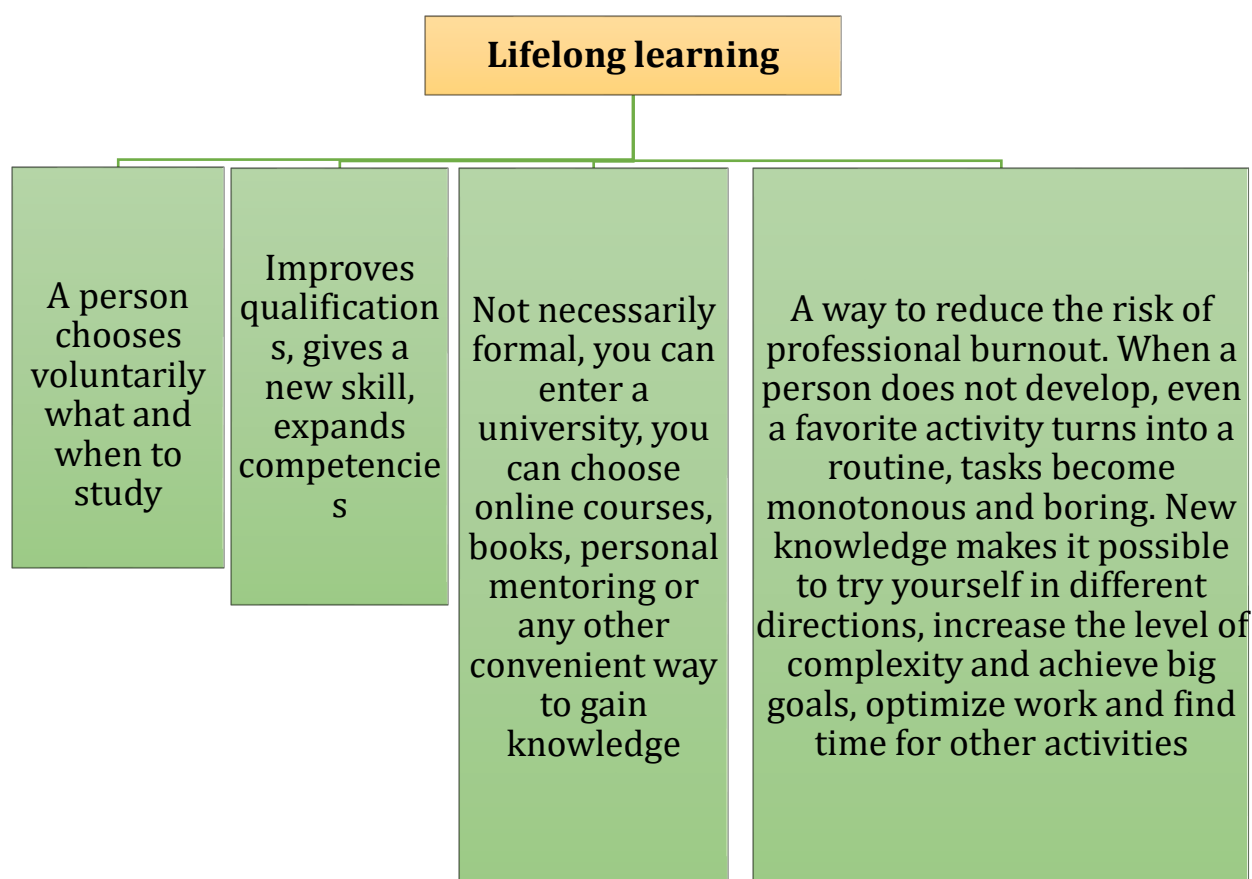
Mobility of labor resources - the possibility of changing the profile of activity and parallel obtaining professional education in various areas

Interaction between various institutions - the state, educational organizations, business and citizens to ensure a system of learning throughout life

Equal value of learning outcomes regardless of the type of educational programs in the framework of formal, non-formal and informal education

Lifelong learning is a constant, voluntary and self-motivated search for knowledge for personal or professional reasons, a key factor in the competitiveness of an individual, a professional.

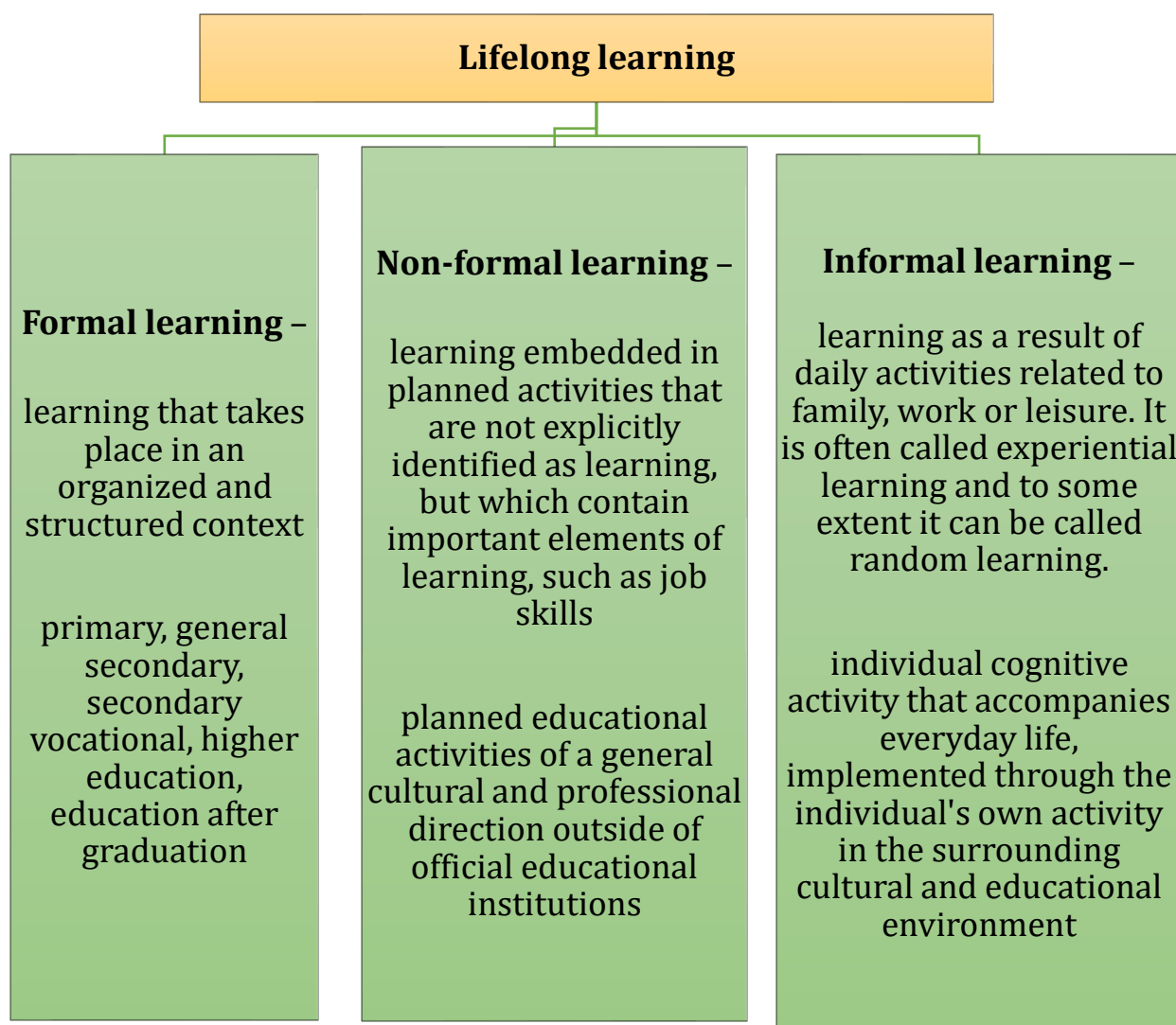
The idea of lifelong learning is now unquestioned. Lifelong learning is in demand due to dynamic changes in life itself, the need for a person to act in rapidly changing living conditions, situations of uncertainty. A person does not have enough knowledge, as well as competencies obtained in the course of general and professional education, since there is a rapid increase in professional knowledge, mobility of the conditions of professional activity, therefore, a person needs to learn and relearn all his life. The European Summit of 2000, held in Lisbon, defined lifelong learning as a comprehensive learning activity carried out on an ongoing basis in order to improve knowledge, skills and professional competence [14].



The basis of lifelong learning is the fusion of learning and life, encompassing the activity of teaching people of all ages in all life situations through various methods (formal, informal and informal), which together correspond to a wide range

of needs and demands. Adult learning and education provides a wide variety of modes and flexible learning opportunities, including “second chance” programs, to fill gaps in initial learning, including for people who never attended school, left school early or dropped out of school [15] .

The term “lifelong learning” indicates not only the constancy of the learning process, but also the diversity and interpenetration of its forms - formal, non-formal and informal as a kind of non-formal education [16].



Let's consider the existing definitions of formal and non-formal education, characterize the features of these forms of education and highlight the features.

Formal education is education that includes all types of knowledge acquisition within the framework of the national education system. It is typical for formal

education that the process of obtaining knowledge takes place in an organized and hierarchically ordered context, culminating in the issuance of a state document.

Non-formal education is usually associated with the hobbies of students in some area of science or art, is carried out in order to broaden their horizons or acquire the knowledge and skills necessary in the field of personal communication [17].

- Informal education is characterized by:

- orientation to the realization of the interests, needs of the individual, personal development. This may be acquaintance with world cultural traditions, broadening one's horizons, in-depth study of certain areas of reality, the acquisition of practical skills. Thus, non-formal education acquires the properties of personal orientation. The main thing in non-formal education is attention to the personal development of the student;

- flexibility, focus on compensating for the deficits of formal education. The absence of a coercive nature, relying on the students' own motivation. Informal learning is discrete: a student can interrupt learning at any time or, after completing one course, move on to master a new direction;

- the presence of personal meaning, the priority of personal motivation. The phenomenon of non-formal education is based on a high level of student motivation aimed at the realization of his educational needs;

- practical orientation. The mentor forms precisely those competencies in which the student is experiencing a lack at the moment for the successful completion of certain tasks in practice;

- high efficiency, purposefulness, meaningfulness of educational activities. The student clearly formulates the request to the mentor. The mentor clearly defines the goal, the timing of the goal and builds an individual educational route to achieve the result.

Informal education provides for individual educational and cognitive activities within the framework of self-education: obtaining knowledge and skills

independently through the study of literature, study tours, visiting exhibitions, libraries, online, etc.

If we consider additional education based on the identified characteristics of formal and non-formal education, we can see that it occupies an intermediate position, having the characteristics of both formal and non-formal education [18].

Lifelong learning can be a factor that has a very positive impact on the socio-economic environment. But besides this, the concept carries a powerful ethical, humanistic charge. It is based on such values as knowledge, research spirit, service to man and society, the unity of the development of mind, spirit and body.

Specific strengths of lifelong learning can be listed:

Advantages lifelong learning

Development of innate human potential

Support curiosity and the pursuit of knowledge

A way to always be an active member of society

Formation and strengthening of a healthy intellect

Search for new acquaintances and communication

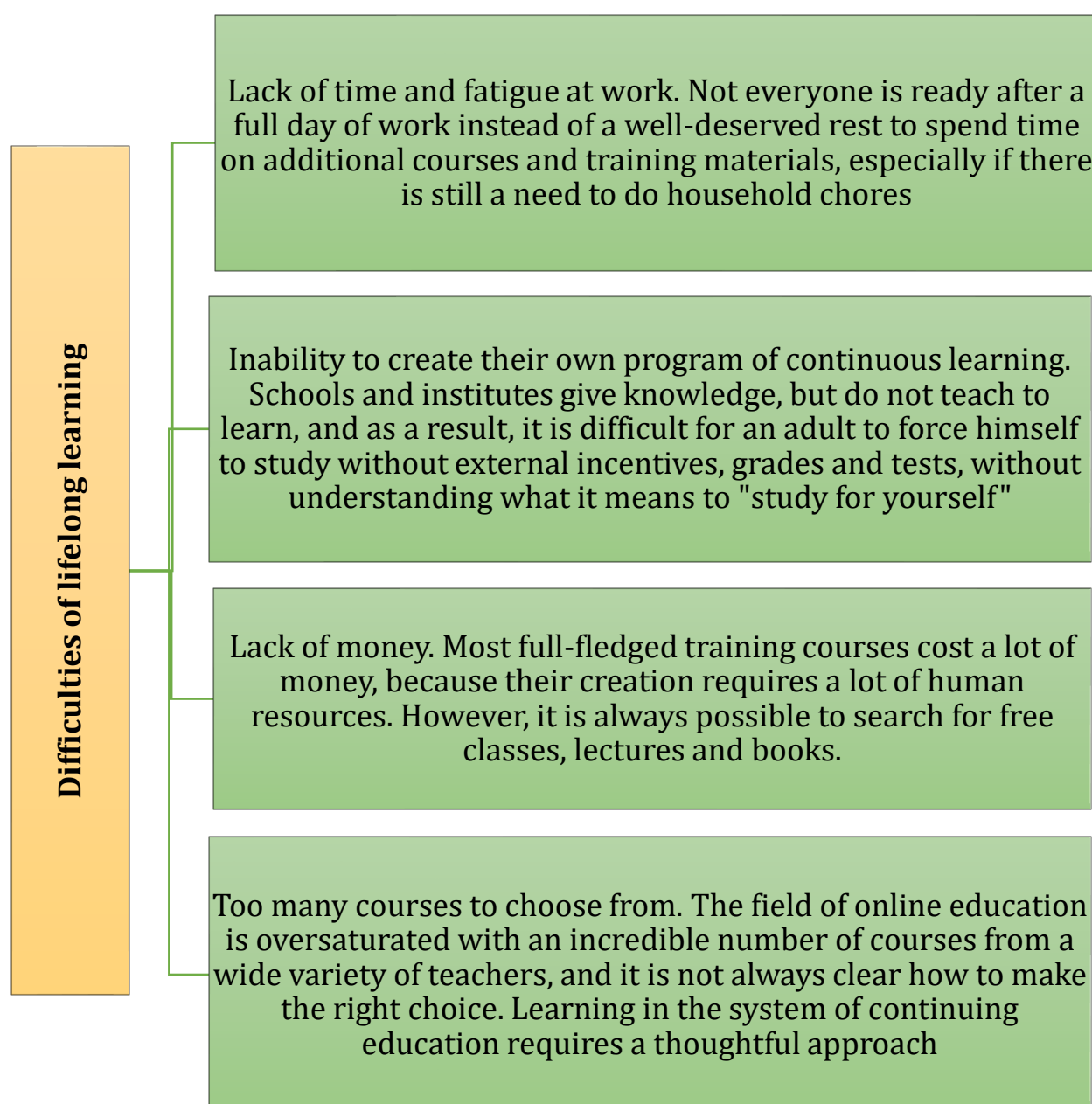
Skill and Career Development

Helps people to experience changes more easily, and with this lifestyle it is easier to find its meaning for themselves

Enriches life and makes it richer

It is fair to say that the ideas of lifelong learning, for all their merits, face a number of problems in practice. When it comes to adults, we should not forget that

they are, for the most part, convinced that they are already specialists in their field, their professional level is quite high due to the theoretical training received during training and the accumulated knowledge in the process of practical activities. Therefore, they often lack the motivation to continue their education. There are many reasons for this: from lack of time and money to the inefficiency and formality of the system of advanced training.



Of course, in order to implement the concept of lifelong learning, it is necessary that certain conditions are observed in society, any forms, formats and methods of learning are recognized, and a universal culture of learning is formed. Education should be valued and made available to everyone. It should become an integral part of labor relations.

Lifelong learning is a comprehensive development of the individual, on the one hand, and a way to promote the development of the whole society, on the other hand, allows a person to feel young and in demand, regardless of age.

Thus, the main characteristics of lifelong learning are [19]:

- flexibility, adaptability, the sequence of all stages of education and the unity of all its forms;

- equipping all students with a set of competencies that will ensure their readiness to fully function in today's rapidly changing world, the ability to respond quickly to the demands of the time, and expand the opportunities for citizens to participate in cultural, social and political activities;

- humanization of learning, which consists in affirming a person as the highest value, creating conditions that maximize his intellectual and cultural development, disclosure and satisfaction of various educational needs, transforming the learning process into a continuous process of human self-improvement;

- the active and creative nature of learning, the formation of cooperation relations between all participants in the pedagogical process, the development of a new pedagogical system, in which the teacher is required not to directly broadcast ready-made knowledge and information to students, but to provide pedagogical support and assistance in organizing individual learning activity [20].

In the 21st century, the idea of “lifelong learning” is gaining key importance, responding to the challenge of the rapidly changing actual world. Transformations are conditioned by social, political, economic and cultural factors. Studies conducted by sociologists state that in the modern information society there are

changes in value attitudes and knowledge, experience and the possibility of obtaining them at any age come to the fore in the rating of individual values [21].

The need to resume education, to increase professional competence arises in the event of a collision with innovations in professional and personal life. Given the global nature of the ongoing changes, the introduction of new technologies in all spheres of life, there comes an understanding of the need for lifelong learning as a condition for the full-fledged innovative development of society, the basis for the success of each individual [22].

From lifelong learning to lifelong learning. In modern culture, the concept of “education” is expanding, it ceases to be identified only with training that has a “final” character, only with the acquisition of knowledge and skills, a certain qualification for successful social and professional employment. The multi-paradigm nature of the educational space and the desire to ensure the continuity of education determines the diversification of the goals and content of education. Therefore, today the search for new concepts has been updated. The solution to this problem is directly related to the need to rethink previous experience and articulate new forms of obtaining knowledge, testing new educational models [23].

Thus, one of the dominant theories and practices of learning today is the concept of lifelong learning. In her methodological knowledge, she goes back to the humanistic idea of understanding a person as an incomplete, permanently becoming subject. This development is objectified by the presence of a certain social and personal need for the constant return of people to the organized process of education [24]. This concept consolidates the relevant learning technologies, which imply individual cognitive activity, not necessarily of a conditional nature, spontaneous education, realized through human activity in the educational space [25].

In the conditions of an intensive information and communication flow, in which a modern person finds himself, variability, pluralism and situationality begin to play a greater role than dogmatic, stable structures. Modern culture generates and reflects this situation, striving for openness, choice. The motives for getting an

education can be different: from the desire to improve, increase erudition; search for new ways and forms of activity in order to meet a variety of cognitive and pragmatic needs; obtaining aesthetic pleasure, experiencing a new emotional experience to expanding their cultural identity and forming a unique intellectual and cultural capital. For the full implementation of the concept of lifelong learning, a formed need and an actual request from the person himself are required. An important success factor is discipline and the ability to self-organize their educational activities.

Personality is a social concept and cannot be formed outside of society. In this regard, for the formation of a personality in the culture of society, there must be certain standards, guidelines [26]. For a person, education is an opportunity to make a career, move to a different social environment, climb the class ladder. The acquisition of knowledge is a privilege and a vital need of the individual.

The development of a personality is a continuous lifetime process, and the meaning of education aimed at this development is to make a kind of translation of the developing mechanism, moving it into the structure of being, the way of life, the forms of existence of the personality itself, figuratively speaking, to transfer to it the experience of self-organization, work with oneself [27].

The concept of personality is inextricably linked with the existence of a society in which a system of views on the world, on the place of a person in it and the meaning of his life and activity is being formed. One of the sides of the personality is the stock of knowledge, skills, abilities and habits that a person has, which is determined by readiness for various types of activity, the level of its development, its experience. This side is formed through training and learning (an independent process of the formation of knowledge, skills and abilities).

The process of becoming a personality is usually called socialization, which first takes place in the family, and later - in organizations and institutions where knowledge is acquired and familiarization with the values of world civilization is

carried out, i.e. a person receives an education, as well as a body of knowledge obtained by special training [28].

A person in the process of socialization is not only enriched with experience, but also acquires the opportunity (and ability) to become a person, to influence other people. It is important to keep in mind that socialization is a process that continues throughout a person's life.

The development of modern society lays the foundation for the development and improvement of the individual, requires each person to master certain professional knowledge, increase the level of intellectual and cultural development. A person must grow and develop in a professional sense in order to be ready for the practical implementation of the newly acquired knowledge and skills in the future.

Man is constantly learning. Moreover, he studies either in educational institutions, or is engaged in self-education.

Three vectors of human movement in the educational space are possible. Firstly, a person can, while remaining at the same formal educational level, improve his professional qualifications (“forward vector”). Secondly, either consistently rise through the steps and levels of professional education, or skip some levels and steps (“upward movement vector”). Thirdly, the continuity of education also implies the possibility of not only continuing, but also changing the profile of education (“the vector of movement along the horizontal, sideways”).

Lifelong learning really plays a significant role in the process of socialization, since a competent organization of its system can counteract a number of desocializing factors, provided that it complies with the social order in the process of innovative development. The emergence of new opportunities for non-formal and distance education, including the use of new online learning technologies, meets the requirements for even greater individualization of education.

The concept of lifelong learning is designed to help both young and more experienced professionals not only successfully carry out their professional activities, but also contribute to the development of society as a whole, because the

changes that occur in the inner world of an individual are necessarily manifested in interaction with the outside world. In the process of obtaining new knowledge, an individual changes his value attitudes, forms other expectations, which can radically affect his further socialization and change his lifestyle [29]. Lifelong learning involves providing each individual with the opportunity to realize their potential, at all ages, regardless of place and time and other circumstances.

In general, lifelong learning is learning:

- all;
- everything;
- everywhere;
- any age.

Consequently, successful navigation and mastery of knowledge in the format of lifelong learning requires an active, or rather proactive life position, high starting requirements, and ambitions regarding one's own educational status. This is a conscious strategy, internal choice and position of the individual. Therefore, it seems important not just an open democratic offer in the market of educational services, but the cultivation of such a way of life, when education is included in the current consumption of a person striving for improvement and development.

Among the values that are of priority importance for people who consciously choose lifelong learning as a personal growth strategy, the following can be distinguished:

- questions of self-development, both professional and personal, spiritual, acquire a high value and significance for a person;
- time is understood as a resource for development, which requires special time management skills, knowledge of techniques for its rational use;
- the value of unique, exclusive knowledge and experience, creative realization through participation in various social projects, volunteer activity, hobbies, self-disclosure and self-development is growing;

– accordingly, there is a growing understanding of the value of education received throughout life.

Thus, through lifelong learning, a cultural context is created, an educational mode is set, a peculiar style is formed, focused on the development and construction of an individual, original scenario of a person's life.

According to modern requirements, a professional specialist needs to be flexible, mobile in his professional field, constantly improve his qualifications, and also be ready, if necessary, to become a specialist of a broader or fundamentally different profile. In some cases, we are talking about a change of profession, which, in turn, involves professional adaptation to the constantly changing conditions of the labor market. This implies the internal acceptance by a person of new norms and rules for him, which are accepted in a professional society that is different from where he worked before (in addition to the direct knowledge, skills and abilities necessary to acquire a new profession). Therefore, in addition to learning, in this case we are also talking about the secondary socialization of the individual. Socialization is defined as a process that, on the one hand, implies the entry of a person into society with the subsequent building of relationships with other people and the simultaneous assimilation of social experience, norms and values. But, on the other hand, this same process involves active copying of behavior, norms and values, since an individual, being in society, manifests himself as an active part of it, absorbs and internally processes the information received, standards of behavior for further use, with the need to make changes [30].

Continuous professional development and retraining contributes to the maintenance of a person's social and professional activity, facilitates the process of adaptation to a different society or professional environment, and contributes to further social self-realization of the individual. This greatly facilitates the process of professional socialization, because, as we know, the agents of secondary socialization are educational and professional organizations, work colleagues and teachers. Due to the constantly changing and increasing professional requirements

and the trend towards optimization in various fields, a modern specialist has to combine several positions, the areas of knowledge of which are often very difficult to integrate, so the professional faces new difficulties associated with the process of internal restructuring to new requirements.

This is not only about personal development, but also about the formation of key competencies that help to remain in demand in an ever-changing world, when the list of “specialties in demand” changes every year. External conditions require a constant increase in the professional level, change the internal attitudes of the individual, who becomes more flexible to personal and professional problems, and this same quality contributes to further socialization in new conditions.

A competently built lifelong learning system can greatly facilitate the solution of all the above issues. Modern scientists in their studies make the assumption that lifelong learning is nothing more than a reaction to attempts to reform the education process in such a way that it proceeds constantly, without interruptions.

The concept of lifelong learning defines the modern understanding of lifelong learning and identifies several main functions, such as professional, social and personal.

Professional. The implementation of this function presupposes an increase in the labor mobility of the individual, his competitiveness on the basis of acquiring new qualifications, mastering labor functions, and increasing the level of professional competence.

Social. This function is aimed at the interaction of a person with society, acquaintance with the universal human values of society, the study of language, culture and other activities aimed at developing the functional literacy of an individual in a wide variety of areas.

Personal. The function is aimed at satisfying the cognitive needs of a person, creative growth, constant improvement of the general education and culture of the individual.

Lifelong learning is the process of increasing the educational potential of an individual throughout life in accordance with the needs of the individual and society. The goal of lifelong learning is the formation and development of a personality, both during the periods of its maturation, flourishing, and during periods of aging of the body, when the task of compensating for lost functions and capabilities comes to the fore. The system-forming factor of lifelong learning is the social need for the constant development of the personality of each person [31].

Lifelong learning, which is ensured by the unity and integrity of the education system, the creation of conditions for self-education and the comprehensive development of the individual, a set of successive, coordinated, differentiated educational programs of various stages and levels that guarantee citizens the realization of the right to education and providing an opportunity to receive general education and vocational training, retraining, improve qualifications throughout life.

Continuous self-education is the leading structural element of the personality, which determines its purposefulness, the nature of its activity, and its orientation in values. It determines a person's attitude to the world around him, serves as the basis of his behavior, forms ethical and cultural principles, beliefs, social attitudes, value orientations, worldview and the desire for self-improvement.

Lifelong learning is an important aspect of the overall orientation of the individual, which determines the behavior and life of a person. Being a dynamically developing property of a personality, lifelong learning can act as an object of targeted influence of the educational process of educational institutions in order to improve the quality of a person's life.

Based on the foregoing, we can conclude that personality formation is directly affected by lifelong learning. The most important priority in the development of society and the guarantee of its prosperity will be the improvement of the education system and the upbringing of the individual in the learning process, which guarantees the prospects of the state.

Summing up all of the above, lifelong learning is an opportunity for the comprehensive development of an individual and a way to promote the development of society as a whole. The key idea is the ability of absolutely any person to learn, develop their capabilities, acquire new knowledge, skills and abilities, regardless of age. Such an approach promotes career advancement, demand, self-realization and personal growth, allows you to feel in demand, promotes not only social integration and an active citizenship, but also financial stability, as well as competitiveness and employment opportunities in any age. If a person takes courses and receives certificates, this means that he is interested in professional growth. Such specialists are valued by employers, even if their certificates do not have state recognition. The important thing is that a person mastered knowledge and studied to the end. And also, lifelong learning helps psychological and intellectual health. The human brain develops and is in good shape only with regular training. It is worth throwing loads, as intelligence decreases, interest in the new disappears, age-related diseases and degradation occur. Lifelong learning provides intellectual longevity and a good psycho-emotional tone. In addition, it promotes the use of non-standard formats, projects and concepts, the introduction and implementation of new methodological and technological solutions. There is no need to radically change your life and endure difficulties, because there is an opportunity to choose a convenient learning format. You can explore what you could only dream of before.

Thus, the idea of lifelong learning occupies a dominant place among the progressive ideas of our time. The social significance of this concept lies in equipping each person with the ability for continuous development, self-improvement, comprehensive self-realization throughout life, which, in turn, contributes to the prosperity of the whole society. The main tool for achieving the set goals is the introduction of a competency-based approach in education, which turns out to be a universal means of resolving both personal and public and state tasks.

Lifelong learning is a concept that can make learning a part of life, fall in love with new knowledge and master skills from the most unpredictable areas with a vengeance, opens up a fantastic number of opportunities for growth and development.

Lifelong learning is a condition for ensuring a successful transition to a knowledge-based economy and society. Today, it is education that is the most important factor in the development of a knowledge-based economy. In turn, the knowledge-based economy places higher demands on the skill level of the workforce. A society in which all categories of citizens are provided with conditions for learning that meets their needs and interests is turning into a learning society.

The key concept that will help a person to self-determine in life and work and be competitive in a constantly changing labor market is the concept of lifelong learning. The main advantage of this concept is that it provides a person with mobility in the labor market, regardless of his age.

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