PROBLEMS OF ADULT EDUCATION DEVELOPMENT IN GERMANY IN THE SECOND HALF OF THE TWENTIETH CENTURY

INTRODUCTION
The experience of the development of adult education in Germany is of particular interest, since it is in Germany that the liberal idea of providing an opportunity for as many ordinary people as possible to join culture and knowledge initially becomes the main idea of adult education. Education in Germany has traditionally played a significant role. The versatility of the German concept of "education" shows a close connection with all social spheres of activity and everyday life of people. The development of the education system was influenced by various historical events. We consider the most interesting period to be the time after the Second World War, when the foundations of the future system of general and, most importantly, additional adult education were laid. The time after the unification of Germany was difficult not only for the citizens of both republics, but also a test of the effectiveness of the education system.

METHODS
The research methodology is based on general scientific methods of analysis and synthesis, comparison, generalization and systematization, which made it possible to determine the degree of scientific elaboration of the problem, to identify problems of the development of adult education in Germany, to formulate the justifications and conclusions of the study; historical and historical-pedagogical methods (the method of historical actualization, the method of historical periodization, historical-logical and retrospective methods), necessary for clarifying the periodization of the development of adult education in Germany, determining the factors that influenced its formation, restoring the events of the studied past, considering the problem in dynamics, identifying the qualitative state of adult education in Germany at various stages of its development. The materials of the study were materials from library collections; legislative and regulatory acts of the Federal Ministry of Education and Research of Germany; charters, curricula, reports of educational institutions; works of German and Russian scientists and teachers (ARNOLD, 2006; NUJSSL, 2009; PEHL, 2009; SIEBERT, 1997; SURUDINA, 2018; SVELOV, 2020; WITTPOCH, 2006; ZHDANOV, 2012); scientific and methodological sources and scientific works (textbooks, manuals, articles) devoted to the problems of the formation of adult education (BEREZINA, 2012; BULAEV, 2007; FAULSTICH, 2002; ZHURAVLEVA, 2021; KRAVCHENKO, 2016; KULAKOV, 2015; POPOV, 2020; SERYAKOVA, 2016; TARASOVA, 2015; TIKHAeva, 2016; VESPERMANN, 2002).
After the Second World War, additional adult education in the western zones of occupation was supported by the united victorious powers as a means of democratic reeducation (ARNOLD, 2006, p. 12). This situation has affected the activities of people's institutions (Volkshochschulen), federal and land institutions for political education, as well as boarding schools. At the same time, the industrial, confessional and craft education of adults was based on the concepts of the Weimar period and took place in their own institutions (factories, workshops, confessional schools). The revival of pluralistic and democratically oriented education in the post-war period consisted in an effort to solve the problems of additional adult education. This is true only for the western part of Germany, later the FRG, and is reflected in the central political document on education of the post-war period, in the “Conclusion of the German Committee for Education and Upbringing” (“Das Gutachten des Deutschen Ausschusses für das Erziehungs-und Bildungswesen”) of 1960.

The main idea of this document is as follows: “An educated person in an adult community becomes one who lives in a constant desire to understand himself, society and the world, and act according to this understanding” (BERUFSBILDUNGSBERICHT, 2003). At the same time, this document is the first step towards the so-called “realistic turn” (“realistische Wende”) in the field of adult education (Erwachsenenbildung), and later in the field of advanced training (Weiterbildung). This turn marked the political and, above all, economic application of adult education in the western lands. Adult education came into the public spotlight in 1960 in a review by the German Committee for Pedagogy and Education, which was called “On the situation and tasks of German adult education” (“Zur Situation und Aufgabe der deutschen Erwachsenenbildung”) (BERUFSBILDUNGSBERICHT, 2003).

The important political significance of this document was that adult education was considered as a component of public education and as a public task. It should be noted that initially adult education acted as a means of eliminating shortcomings, “gaps” in the training of adults caused by dropout from mass school, unequal educational opportunities of various social groups and classes, the uneven distribution of cultural values in society, etc. Therefore, adult education had a predominantly professional orientation and was limited to the framework of formal educational institutions.

Since the mid-60s of the twentieth century, the compensatory orientation of adult education has been qualitatively transformed due to the disclosure and implementation of its socializing capabilities. Such an expansion of social functions is caused by a number of reasons. The growing gap between the qualifications of people and the needs of the market has been clearly identified, leading to a rapid aging of knowledge. Training and retraining, updating of knowledge and skills becomes a key issue of the competitiveness of an individual, an organization, a nation.

It is not by chance that researchers have started talking about what is in the foreground in modern society there is a division of people into educated and uneducated. In the late 60s of the 20th century, they began to sharply criticize the general federal education system due to the fact that the qualifications assigned were unable to withstand international economic and technological competition either qualitatively or quantitatively. Georg Picht, a German philosopher and educator, was the first to speak about the “educational catastrophe” (“Bildungskatastrophe”) and thereby initiated an intensive debate on this problem, which was tried to be countered with the help of multilateral reform (FAULSTICH, VESPERMANN, 2002).

After active discussions for 10 years about the organization of the educational system, such significant documents as the “Structural Plan” (“Der Strukturplan”) appeared The German Council for Education (des Deutschen Bildungsrates) in 1970 and “The General Plan of Education” (“Der Bildungsgesamtplan”) The Federal Lands Commission (Bund-Länder-Kommission) in 1973 (NUISSL, PEHL, 2009). They have played a crucial role in the development of additional adult education as an independent field of education. One of the key ideas was: “The first phase of education is incomplete without completing additional adult education. Consequently, the entire sphere of adult education is part of the educational system; professional development, the acquisition of a new specialization and adult education belong to this area” (ROSENBBLADT, BIGER, 2008; SIEBERT, 1997; WITTPOCH, 2006).
The German Council for Education proposed to regulate the field of adult education in a new way. The central provisions on the need for lifelong learning can be presented in the form of two main theses:

1) Due to technological progress and rapid obsolescence of knowledge, previously received school and vocational education may not be sufficient throughout life. Based on this, each individual should have the opportunity to improve their skills according to the new requirements. This is necessary not only in the interests of the individual, but also to preserve the normal functioning of the economic system.

2) In order for each member of society to be able to use their rights guaranteed by law and follow their duties, they should have the opportunity to constantly update their knowledge about social and political problems. Only in this case, the individual will be able to take an active part in the implementation of social tasks.

The value orientation of adult education has been consistently strengthened by overcoming the isolation of knowledge, ensuring their systemic integrity, focusing on the problems of socialization of the human personality. R. Arnold emphasizes that the orientation to the personal development of students through the formation of independence and critical thinking contributed to the development of their creative perception and analysis of the surrounding world (ARNOLD, 2006). Thus, continuing education within the framework of adult education acquired a humanistic orientation, turning into a powerful impetus for social development and personal development (TIKHAEVA, 2016).

The central requirement of this and today in many points of the current document is the requirement of “unity of public education” (“Einheit des Bildungswesens”), which includes the field of advanced training. All stages, starting from preschool education, and ending with adult education, were presented for the first time as a single interconnected whole. Since that time, we are talking about additional adult education as the fourth sector (der quartäre Sektor) after the first (primary school), second (secondary school), third (vocational and higher education) or “the fourth column” (die vierte Säule) of the education system (SIEBERT, 1997).

In the 1970s, there was a legal consolidation of adult education. All the western federal states, except Schleswig-Holstein, Berlin and Hamburg, have passed a law on adult education. The first so-called laws on “educational leave” (Bildungsurlaub) or “exemption from work for the purpose of education” were also adopted. Since that time, the West German state has taken care to systematically regulate and support adult education (ROSENBLADT, BIGER, 2008). Thus, institutionalized adult education has experienced a rapid rise thanks to the legal and financial support of the state.

In the GDR, the development of this process in many respects proceeded differently. While institutional pluralism developed in the FRG already in the early 50s of the 20th century, development in the GDR went in a completely different direction. On the one hand, it was much more tied to production structures, on the other hand, it was more actively involved in ideological discussions about the basic provisions of the state of workers and peasants. Subsequently, a differentiated system emerged, which included both industrial institutions for advanced training, and a system for the transfer of socialist knowledge and education.

A prominent representative was, first of all, the Berlin Urania Society (die Berliner Gesellschaft URANIA), whose goal was to transfer scientific knowledge to ordinary citizens. The activities of open institutions for professional development, especially people’s universities, focused mainly on obtaining a certificate of general secondary education. However, adult education and advanced training as components of multi-stage education and as their own science practically did not exist in the GDR until 1989 (SIEBERT, 1997, p. 15).

People’s universities (Volkshochschulen), clubs, cultural centers, advanced training courses for employees of enterprises and industrial and technical schools were integrated into a system that was subject to central state control and socialist ideology. By the end of the 50s, the development in terms of professionalization and institutionalization had progressed further than in the FRG. With the introduction of the law on the unified socialist education System of 1965, the process of nationalization and centralization of adult education was completed. In contrast to the FRG, where higher education institutions, bound by the
corresponding obligation under the Framework Law on Higher Education (Hochschulrahmengesetz) of 1976, only in the late 70s began to hesitantly turn to advanced training, in the GDR they were fully integrated into the system, especially in the field of correspondence and evening education (NUISL, PEHL, 2009, p. 12).

The reunification of Germany (Deutsche Wiedervereinigung) through the entry of the GDR into the FRG on October 3, 1990 put an end to the division of the country. It led to the reorganization of the entire educational system and additional adult education in particular. In connection with the unification of Germany in the 90s, significant problems arose in the development of additional adult education. They were not resolved taking into account the peculiarities of both states. On the contrary, the conditions that existed in the FRG until the end of the 80s were transferred very thoughtlessly to new lands. This restructuring of the system led not only to the loss of significant structures and practices worthy of preservation, but also to a significant deviation from the planned course during this transitional time. At the same time, the weaknesses in the structure that developed in Germany were clearly manifested. The professional development structures that emerged in the GDR disappeared a few years after the unification of Germany.

The transition of people’s enterprises to private ownership, the decline of ideologically oriented educational institutions such as URANIA, the emergence of many commercial educational centers and the rapid restructuring of people’s universities (Volkshochschulen) according to the West German model completely changed the essence of additional education in the new lands. Despite the difference in priorities regarding proposals for education and participation in it, one can observe a significant approximation of the standards of adult education and advanced training in the new lands to the corresponding ones in the former FRG. Soon, hundreds of educational institutions appeared in the new lands, which offered courses with a variety of certificates at the end. This, in turn, became a strong impetus for a heated debate in the 90s about “the quality” of additional adult education.

CONCLUSIONS

It should be noted that, despite the federal improvements, today relatively similar structures for professional development can be found only in certain German lands, and, first of all, this applies to new lands. Thanks to the people’s universities (Volkshochschulen) operating in almost every large locality, there is a single institutionalized system of additional education covering the entire territory of Germany. It is also impossible not to mention their primary role as educational and cultural centers in communities. Institutions of additional education of large public organizations, such as churches, trade unions, economic associations and charitable foundations, have a similar structure spread throughout the territory. In the field of professional development, institutionalized structures have also been formed to stimulate employment. However, recently there has been a tendency to alienate additional adult education from the state and turn it into a market-oriented field of education.

The materials of the Council of Europe on Cultural Cooperation contain a key idea, which is that adult education should not only contribute to the adaptation of the individual to changing circumstances, but should take a proactive position to help each individual overcome these gaps and difficulties. Adult education should have an impact on all aspects of the personality’s activity and its existence as a whole, as well as provide an opportunity to cope with the numerous uncertain situations that follow from this. The socio-economic processes of the beginning of the XXI century strengthen the importance of adult education in the development of society. This activates the search for new approaches to adult education, including the problem of training specialists for adult education.
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Problems of adult education development in Germany in the second half of the twentieth century

Problemas no desenvolvimento da educação de adultos na Alemanha na segunda metade do século XX

Problemas de desarrollo de la educación de adultos en Alemania en la segunda mitad del siglo XX

Resumo
O artigo examina o processo de formação e desenvolvimento do sistema de educação continuada de Adultos Na Alemanha durante a segunda metade do século XX. Os pré-requisitos históricos, econômicos e políticos que influenciaram a formação do sistema educacional de adultos são analisados. É dada especial ênfase ao valor e importância das legislações sobre educação de adultos adotadas pelo governo alemão. Verificou-se que a educação de Adultos Na Alemanha representa a “quarta coluna” do sistema educacional após o ensino primário, secundário e superior. O princípio da unidade do sistema educacional serve como base para a obtenção de uma sociedade moderna em rápido desenvolvimento que atenda a todas as necessidades emergentes e de alta qualidade.

Palavras-chave: Educação de adultos. Política alemã de educação. Educação ao longo da vida. O princípio da “unidade da educação”. Instituições de educação de adultos.

Abstract
The article examines the process of formation and development of the system of additional adult education in Germany in the second half of the 20th century. The historical, economic and political prerequisites that influenced the formation of the adult education system are analyzed. Special emphasis is placed on the value and importance of the legislative acts on adult education adopted by the German Government. It is established that adult education in Germany is “the fourth column” of the education system after primary, secondary and higher education. The principle of unity of the educational system serves as the basis for obtaining a high-quality and satisfying all the emerging needs of a rapidly developing modern society.

Keywords: Adult education. German education policy. Long-life education. “Unity of education” principle. Adult education institutions.

Resumen
El artículo examina el proceso de formación y desarrollo del sistema de educación complementaria de adultos en Alemania en la segunda mitad del siglo XX. Se analizan los antecedentes históricos, económicos y políticos que han influido en la formación del sistema de educación de adultos. Se hace especial hincapié en el valor y la importancia de la legislación sobre educación de adultos aprobada por el gobierno alemán. Se ha establecido que la educación de adultos en Alemania constiuye la “cuarta columna” del sistema educativo después de la educación primaria, secundaria y superior. El principio de unidad del sistema educativo es la base para obtener una sociedad moderna de alta calidad y que satisfaga todas las necesidades emergentes.

Palabras-clave: Educación de adultos. Política de educación alemana. Educación de por vida. Principio de “unidad educativa”. Instituciones de educación de adultos.

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