умовах формальної і неформальної освіти. Зазначено, що програми з розвитку компетентнісного потенціалу педагогічного персоналу у сфері освіти дорослих упроваджуються закладами вищої і післядипломної освіти, науковими установами НАПН України, закладами неформальної освіти дорослих, громадськими та іншими організаціями.

Ключові слова: андрагог; педагогічний персонал у сфері освіти дорослих; освіта дорослих; формальна освіта; неформальна освіта; освітньо-професійна програма; спеціалізації «Освіта дорослих», «Андрагогіка», «Тьюторство».

Anishchenko Olena. On the question of the state and prospects of andragogy training in Ukraine

The author substantiates the expediency of professional training of andragogues in Ukraine. The domestic experience of training pedagogical staff in the field of adult education is analyzed. There are examples that demonstrate the success of the development of andragogical competence of teachers in formal and non-formal education. It is noted that the development of competencies of pedagogical staff in the field of adult education is carried out by the efforts of institutions of higher and postgraduate education, scientific institutions of the NAES of Ukraine, institutions of non-formal adult education, public and other organizations.

Key words: andragogue; teaching personnel for adult education; adult education; formal education; non-formal education; educational and professional program; specializations «Adult Education», «Andragogy», «Tutoring».

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**AN EXPERIENCE OF TEACHING INNOVATION
FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCES AIMED AT IMPROVING THE
INCLUSION AND QUALITY OF LIFE OF OLDER PEOPLE**

This work is part of the Teaching Innovation Project «Social and civic competences, inclusion and quality of life of the elderly. A European collaboration in innovation» awarded in the annual call of the Vice-rectorate of Quality of the Complutense University of Madrid in Spain. The general objective of this project is to promote civic-social competences in students of the Master in Advanced Studies in Social Education aimed at promoting health education in older people in health crisis situations such as that caused by the COVID-19.

According to the State Association of Social Education and the General Council of Schools of Social Educators [2, p. 12], Social Education can be defined as a right of citizenship that is concretized in the recognition of a profession of pedagogical character, generating educational contexts and mediating and formative actions, which are the professional competence of the social educator, making possible:

‣ The incorporation of the subject of education into the diversity of social networks, understood as the development of sociability and social circulation.

‣ The cultural and social promotion, understood as the opening to new possibilities of the acquisition of cultural goods, that expand the educational, labor, leisure and social participation perspectives.

From the European Union, specifically in the Council Conclusions on combating the COVID-19 crisis in the field of education and training, of 26 June 2020 [7], one of the measures indicated to overcome the challenges presented is to offer specific professional development opportunities to teachers, trainers and other members of the teaching staff. Within this framework, the innovation project being carried out aims to train social education professionals to carry out socio-educational interventions with one of the most vulnerable groups in this pandemic, the elderly. It must be taken into account that the elderly represent more than 19% of the Spanish population [12] but, despite the significant demographic weight of this population group, little attention has been paid to it from the Spanish academic world [3]. Furthermore, the data from recent years from organizations such as the Statistical Office of the European Union (EUROSTAT) and the Institute for Older People and Social Services of Spain (IMSERSO), which reveal the low rates of participation of the adult population in training activities and the even lower rate of participation of older people in this type of process, are of concern.

The situation faced by today's societies, characterized by the principle of change, places the citizenship in a scenario that requires a continuous process of reconstruction of knowledge, both from a personal development dimension and from a social and community development dimension. Specifically, this project emphasizes on offering digital competences and online resources that help the elderly to cope with situations such as those they are facing during this global pandemic they are living. The development of digital competences is also part of the training that will be offered to the participating students.

This project is also based on the objectives of the Agenda 2030 for sustainable development, in particular objectives 3 (Health and Welfare) and 4 (Quality education). On objective 3, «Ensure a healthy life and promote well-being for all at all ages», the United Nations has emphasized, in relation to the pandemic we are suffering, the need for preparation for health emergencies. In this project, it is intended to promote a healthy life and well-being in the group of elderly people as they are one of the most affected in this type of situation. In relation to the objective 4, «To guarantee an inclusive, equitable and quality education and to promote lifelong learning opportunities for all», this project starts from an inclusive approach in which the elderly (a group traditionally excluded in many areas) are part of a learning process that improves their health and well-being within the framework of active ageing. This concept emphasizes the need to develop socio-educational actions aimed at the empowerment of older people through the improvement of their skills. Likewise, this paradigm also highlights the idea that these actions not only benefit the elderly, but society as a whole. On the one hand, it allows older people to maintain their autonomy in the long term and to continue being a potential for society, and on the other hand, it «builds a society in which the values and rights of people are made more possible for all» [8].

The fundamental value of this project is that it responds to the multiple problems and needs (socio-educational and health, among others) presented by certain groups of elderly people in vulnerable situations, in this case, the elderly of the center with which a collaboration began last academic year through the curricular practices of the students of the Master in Advanced Studies in Social Education.

During the 2019/2020 academic year some needs were identifies that have been aggravated by the current pandemic situation. The current project responds to these needs and to the demands of the centers themselves, mainly through health education actions. This project also aims, through training designed for participating students, to facilitate the acquisition of competences specific of the degree they are studying in a real context, aimed at identifying problems and needs of elderly, as well as promoting digital competences that allow students to carry out training actions online. Specifically, and taking into account the competences included in the Master in Advanced Studies in Social Education, the following competences are especially worked on: «To draw conclusions and design a socio-educational action plan from the analysis and observation of the environment», «To plan and carry out socio-educational interventions in different contexts of social exclusion». In addition, it is intended to promote social participation as an essential part of the personal and professional training of students.

ICTs can act as a facilitating element in educational processes, since they allow the elimination of spatial, temporal and even economic barriers. Among the benefits identified by the literature on the subject are the flexibility of time and learning spaces; cost reduction; the possibility of responding to the training needs of a large number of people; improved information management competences and critical thinking; improved autonomy, motivation and significant learning; and increased communication, collaboration and knowledge sharing [1; 5; 11]. However, despite the numerous advantages of using these resources, it is not exempt from discussion that, although there is widespread access to the Internet, not all people have developed the digital competence necessary to access and participate equally in an ICT-mediated educational process. Therefore, from Social Education it is important to bear in mind the digital divide that affects some groups in the planning and development of socio-educational actions in order not to continue increasing this new form of discrimination.

The methodology used in this project is based on some of the most important civic values that have stood out during the health crisis and that have proved to be fundamental in successfully addressing social problems. Specifically, we refer to the necessary civic cooperation among citizens that highlights our interdependence. In this way, the promotion of these civic-social skills contributes to the construction of an inclusive, active, supportive, responsible and critical citizenship; which participates in the development of a real Welfare Society, in which elements such as collaborative relationships, social cohesion, the continuous improvement of the community and the social, personal and educational inclusion of all people are valued [10]. This is developed, mostly, through the service-learning methodology, with a previous specific training given at the beginning of the course to all participating students [6]. In this way, university social responsibility is indirectly promoted [4]. All of this is part of an institutional management policy that must advocate for environmental and social sustainability across all elements of its mission [9].

The project, currently in the development phase, has been structured in five work phases, according to the following objectives:

1) Train students in civic and social competences. To this end, the training material developed in a teaching innovation project granted for the 2017/2018 academic year has been updated and developed through three modules: conceptualization of service-learning, development of a service-learning project and evaluation of service-learning experiences [6].

2) To train students in competences related to health education oriented to the elderly and especially focused on health crisis situations such as the one caused by COVID-19. For the development of this objective, we have the collaboration of the Faculty of Nursing, Physiotherapy and Podiatry of the Complutense University of Madrid. This teaching staff carries out specific training on care and healthy habits.

3) To train students in digital competences that will allow them to design online training activities aimed at the elderly in the senior center with which they collaborate. Training in digital competences is of particular interest at present due to the situation of confinement caused by the pandemic and the need to develop processes of online teaching-learning.

4) To carry out an experience of social collaboration aimed at older people integrated into the training of students through their Practicum and their Final Master Project (TFM). It should be specified that students must make a report of the activities carried out in their practices (in centers outside the university) as well as a critical reflection on them. The students also write a final work (TFM) that consists in the elaboration of a research tutored by a doctor professor on one of the lines defined for this degree, among which are those related to active ageing, lifelong learning and socio-educational care for vulnerable groups.

5) To promote the sense of civic commitment in the medium term, analyzing the impact obtained from the socio-educational action in the elderly and in the elaboration of the professional identity of the participating students. Monthly seminars will be held to assess the adequacy of the actions to the needs and expectations of the elderly, difficulties in the implementation of the experience, reformulation of the project, etc.

6) To evaluate the results. For this purpose, a questionnaire on the evaluation of knowledge and healthy habits in health emergency situations will be applied at the beginning and at the end of the socio-educational intervention with the elders, an evaluation questionnaire addressed to the participating students, as well as a discussion group with the students and another one with the elders, and the results will be analyzed. The report of practices and the Final Master Project of the students will also be used for the evaluation of the results.

The innovation project gives priority to group work among the participating students, which is an innovation both in the External Practices subject and in the Final Master Project. Usually, students develop the tasks of these subjects individually, with intense personal work, but with little collaboration with classmates. However, on rare occasions social problems are solved by a single person or through a single analysis of reality, which, although very accurate, is still a partial view. Likewise, social research tends to be increasingly cooperative and interdisciplinary, so this project proposes the realization of group TFM, in which, according to the report of the degree, students make a first common part and then make individual and complementary contributions to the solution of the problem detected.

Along with this, a second relevant feature of this innovation project should be pointed out, which refers to its intergenerational dimension, as university students participate in collaboration with older people from the internship centers. This intergenerational experience is a very positive contribution to university training, as it allows the integration of a different perspective on social problems and the evolutionary development of the person, as well as the acquisition of key competences for socio-educational action such as empathy or respect for diversity.

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Беландо-Монторо Марія Ремедіос, Нараньйо Марія. Досвід викладання інновацій для розвитку професійних компетентностей, спрямованих на покращення інклюзії та якості життя людей похилого віку

Це дослідження є частиною Навчального інноваційного проекту про соціальні та громадянські компетенції, інклюзію та якість життя людей похилого віку, який присуджується щорічним конкурсом проректорату з якості університету Комплутенсе в Мадриді, Іспанія. Метою проекту є сприяння розвитку соціально-громадянських компетенцій у студентів магістратури в галузі соціального виховання, спрямованих на сприяння медичній освіті людей похилого віку, які перебувають у кризових ситуаціях, таких як COVID-19. Цей досвід спрямований на соціальну співпрацю з людьми похилого віку та інтегрований у процес навчання студентів через їх практикум та заключний магістерський проект (TFM).

Ключові слова: соціальні і громадянські компетентності, навчання студентів, медична освіта людей похилого віку.

Belando-Montoro María R., Naranjo María. An experience of teaching innovation for the development of professional competences aimed at improving the inclusion and quality of life of older people

This work is part of a Teaching Innovation Project about social and civic competences, inclusion and quality of life of the elderly, awarded in the annual call of the Vice-rectorate of Quality of the Complutense University of Madrid in Spain. The general objective of this project is to promote civic-social competences in students of the Master in Advanced Studies in Social Education aimed at promoting health education in older people in health crisis situations such as that caused by the COVID-19. This experience of social collaboration is carried out to aim at older people and is integrated into the training of students through their Practicum and their Final Master Project (TFM).

Key words: social and civic competences, training of students, health education older people.