

LIFELONG LEARNING, PERSPECTIVE TO CONTEMPORARY SOCIETY

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Abstract

Lifelong learning should not be just one aspect of education and qualification, it should be the guiding principle for preparation and participation in all the continuity of development and active participation in contemporary society. The key to success and the prospect of a society would be to educate the people. Knowledge, skills and education that everybody gains in the family, at school, in various trainings, while attending colleges and universities will not last a lifetime. So lifelong learning means learning as a continuum, namely gaining knowledge from birth to death. The purpose of the realization of this research is to discover how human activity and his motivation affects to lifelong learning, should he be constantly educated, how influential is the internet in lifelong learning, also the book as the greatest traditional source of gaining knowledge and the social circle in lifelong learning and what will reach contemporary society perspective in these conditions. To have a more accurate picture regarding this research will be used the following methods: theoretical analysis method, inductive method, deductive method, historical method, descriptive method and comparative method. The conclusions of this research are that everybody must continually, throughout his life be active and motivated at the same time using modern and traditional ways of achieving knowledge, in order to be competitive with contemporary challenges and also have a shiny perspective.

Keywords: *man, lifelong learning, motivation, activity, contemporary society.*

Lifelong learning, perspective on contemporary society

Introduction

Learning is a very complex process that begins after the birth of the baby, from the first weeping and continues as a long journey and very difficult indeed, but at the same time also bright in the extreme.

But why is from the first weeping? –The created embryo has learned to grow and develop in a protected environment, but born baby faces a different world, completely unknown to. And it's experiencing a cry. This is the moment when it starts to learn and adapt to the world. It starts slowly but surely to gain knowledge from life. Man will continue to learn about everything, for all his life. Obligations increase, the present time needs require adjustments to life and its challenges. Man as a social being inalienably has to overcome barriers, be such that for any change in society and for every need, has to get his motivation that will lead him to activity and become so to have perspective on the contemporary developing society.

Development of science and technology encourages man to be more active in continuous learning, which implies lifelong learning. The process of learning begins from birth, continues during childhood, where every child learns while playing and then accessing school starts learning for a successful and prosperous life. So learning will travel parallel to the periods of human development, from birth to death.

Below we will examine the lifelong learning based on sayings and definitions of different authors, how they treat this problem, namely how and to what measure this issue does affect the development and prospects of contemporary society.

• What does the term lifelong learning mean?

Lifelong learning covers the entire span of time from preschool age to retirement age and all forms of learning. (IIZ / DVV, 2002, p. 135)

Lifelong learning basically means not only the period of gaining of knowledge and education while attending school, but also the education of the adult who despite the age and the profession he has exercised, his education necessarily should continue due to the development and science and technology, which has great influence in contemporary society.

The man needs to spend more energy just to keep up the threads of his life, to succeed to merge into a whole the separate parts of his life, a fulfilled life to create a biography, an overview of its achievements. (IIZ / DVV, 2000, p. 17)

He manages to qualify for a profession, but needs for the achievements of the science and technology, makes his advancement inevitable. In the spirit of demand for lifelong learning and permanent flexibility to adaptation, the man remains always a student, he never reaches the end of the knowledge, in fact he can never become "master" as understood in the traditional society, and this would mean that he therefore has closed his personal qualification. In fact, before him lies a time of probation that lasts for a lifetime ending when he comes out of the labor market because of retirement or because of his departure from active participation in society. (IIZ / DVV, 2000, p. 17)

Lifelong learning is a continuous process of realizing real learning opportunities in order to gain knowledge and practical skills to successfully solve the problems of the job, then the social and family problems and also to solve personal problems. (Filipovi , 1980, p. 6)

All in all, the rapid "aging" of the knowledge, the development or the extension of new knowledge, continuous complexity and multiplication of social problems and relationship between implementation of knowledge and social processes, lead to the conclusion that "lifelong learning is not only desirable, but also necessary" (Hiemstra, 1976, p. 3).

Person has such problems throughout his life, so to get the most efficient solution for them he should prepare, use different shapes and educational opportunities to learn continuously. Therefore, the process of lifelong learning depends not only on demand and social needs, interests and needs of the individual, but also by his ability to learn. (Koliqi, 1990, p. 126)

The key to success and prospects of a society would be on relying on educated people, they are the leading actors in contemporary society. Modern life brings greater opportunities and alternatives for many individuals, but at the same time the greater risks and uncertainty.

People are free to pursue different ways of living, also have a responsibility to shape their lives. Many of them continue further education and training, but the gap expands between those who have the appropriate professional preparation to stand secure in the labor market and those who remain in midway, the irreparable form. (IIZ / DVV, 2002, p. 70)

Lifelong learning sees the totality of learning as a continuous, without interruption, which means gaining knowledge from birth to death. So man is obliged to schedule his continuous activity to learn, of course, only if he wants to learn.

The individual will not learn if his previous experience in learning has been unsuccessful and negative. He will not continue, if appropriate opportunities to learn have been prohibitive in terms of time, pace, location and affordability. He will not feel motivated and will not invest time, effort and money to pursue learning if the knowledge, skills and specialization is not really known, either for personal reasons, or for other reasons. (IIZ / DVV, 2002, p. 71)

So, to lifelong learning is also necessary motivation, intrinsic motivation as well as the external.

- **Internal motivation** - that is associated with self-rewarded activities (Moses, 1999, p. 210), where the individual learns by curiosity, the pleasure of learning and personal interest.

- **External motivation** - means motivation created by external rewards (Moses, 1999, p. 209), for instance, by the success or work carried out at an appropriate level, the individual receives the rewards from other people, but that interface with the result of the work or success.

Personal motivation to learn and the variety of opportunities to gain new knowledge provide the key to successfully implement lifelong learning. It is important not only the increase of the demand for learning, as well as the increase of the bid, especially for those who have benefited least from education and training. (IIZ / DVV, 2002, p. 71)

Everyone should be able to pursue their own paths to learning at will, so it is much better than be forced to walk through a predetermined path toward specific goals. This means that education systems must be tailored to the specific requirements and needs and not the other way round.

There are three categories of learning:

- **Formal learning**

- **Informal learning**

- **Aformal learning**

- **Formal learning**—with the layout of the school as a specialized educational institution, the formal education is presented, respectively the formal learning. Such learning is known for planning, organization and relevant implementation, relying on pedagogical sciences, psychology and other sciences. (Koliqi, 1990, p. 134) Formal learning is crowned with diplomas and cognitive qualifications. (IIZ / DVV, 2002, p. 72)

- **Informal learning**—it proceeds alongside the established systems of education and not necessarily associated with the certificate. Informal learning may be provided in the workplace and through the activities of groups and civil society organizations (youth organizations, political parties, etc.). It can also be provided through services that are designed to meet the formal systems (such as arts courses, music, sport or private lessons of preparation for exams). (IIZ / DVV, 2002, p. 72)

- **Aformal learning** - is an inborn companion to the daily life. Unlike the formal and the informal learning, the aformal learning is not necessarily intentional, therefore individuals may not be aware of, so they could not recognize it as a contribution to the enrichment of their

knowledge. (IIZ / DVV, 2002, p. 72) This event is totally free and it is constantly performing during labor and human life. Man, learns spontaneously throughout his life and the tests of his life. This is the most practical and economical way and is not related to special educational institutions. Here is shown the fully human interest and personal opportunities. The school of the informal learning (spontaneous) is life, as the popular pedagogy also teaches that "The best school is life." (Koliqi, 1990, p. 134)

Lifelong learning reminds us that useful and entertaining learning can be done at home in free time, in our community life and in daily work. Learning makes us realize that teaching and learning are themselves roles and activities that may change and trade places in time and in different situations. (IIZ / DVV, 2002, p. 73)

Lifelong learning is an inalienable necessity as development of science and technology and moderate human life requires adoption with time and continuous learning.

The internet as the largest network of information and communication is gaining more and more in the center of adult education, this means a challenge for pedagogy, so each teacher and educational worker sees necessary professional adaptation in the modern contemporary society.

In educational institutions, the internet can be used to meet multiple individual targets, also it offers to the providers new forms, always actualized, submission forms and public work. (IIZ / DVV, 2000, p. 118)

The internet is been used as two types of media:

-The internet as a medium of communication;

- The internet as a medium of information.

- The internet as a medium of communication - can be used effectively for rapid internal and external communication. As such a tool is more effective and more widespread because the individual while using the internet for communication with others, he also uses it for informing, that means he learns from it, so his chances increase significantly in relation to an individual who does not use this kind of communication.

- The internet as a medium of information -on the internet can be found a huge amount of information, less or more, structured in the form of text, graphics or multimedia forms, which provide for the educational work aids and multiplesupplements. So there may be withdrawn at any time online addresses of persons and institutions, the reference data, scientific publications, from different materials and sources, and so on. (IIZ / DVV, 2000, p. 119-120)

Internet to be used appropriately by all teachers, adult people, school students (because the lifelong learning encompasses all ages of human development), is needed a training of associates in order to train people who need to learn the information and communication network.

As the internet which enables the development of lifelong learning, the book also has its role of information and knowledge.

Contemporary education is geared towards lifelong learning of individuals in the frames of self-didactics, respectively self-education. As a result, and the book as a tool for education and self-education is framed in view of lifelong learning, ie the strategy of self-education should influence the design of the sources of knowledge (books and other educational resources) and all technology education which should be designed to enable the individual independent work.

The book is defined as the principal source of self-education and lifelong learning, although recently the presence of other sources of information and knowledge is affecting a large extent on the individual's alienation from the book and from textbooks, but again book remains "initial station" or "spot" (Петров, 1997, p. 7) of all those influences and a kind of leader in the education and continued education of the individual.

Professional scientific work and lifelong learning of contemporary book creators are some of the basic assumptions and very important to create quality contemporary book, which will be a function of lifelong learning as part of the educational system.

By this we mean that lifelong learning is found to best professional staff, who by creating quality contemporary books, influence the development of a higher quality educational system, consequently developing a more competitive labor market.

Conclusion

"Man is born indebted to human society" - says Paul Bourget.

This emphasizes the role of the individual, particularly smart and educated in the development of a contemporary society. We are part of a society, and therefore we cannot survive without social circle, ie, we are indebted to the society.

How to pay off the debt to society?

Only by working, teaching and education. We all need each other, until one has knowledge in a particular area, the other has knowledge in another area of equal importance. Thus, cooperation is necessary both in order to overcome the differences and challenges that life offers in a form of relief otherwise everything would become more difficult for both of them.

Rapid and continued development of the science and technology, changes in social and economic relations, determine the constant changes in the life of the individual and its contents. He is an active member of the social circle within which he produces material and spiritual goods. Therefore man to be more current and better respond to the demands of society and to participate creatively in forming social relationships, it is necessary to actively monitor social change and economic dynamics.

To carry out these obligations and achieve higher results in order to have a brighter perspective, the individual should be educated throughout his life, always using the most modern methods and ways of gaining faster the knowledge, in order to carry out the reforms needed to be on trend with time or modern and developed society.

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