

людини понятті, необхідний для виживання як у соціумі, так і в природніх умовах. Різновидом нормального стану є необґрунтовані фобії – це патологічні форми страху. Унаслідок того, що людина переживає і страшисться чогось, її свідомість охоплюється лише цим об'єктом, тому вона може втратити здатність до нормального логічного мислення і адекватних дій.

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SOME ASPECTS OF LIFELONG LEARNING IN DENMARK

Spiritual, economic, political and cultural development of a society appreciably depends on the educational level of its' citizens. Basic changes which constantly occur in the world, demand reforming of an education system in all its' parts. External factors have significant influence on reforming of the education system. The main things of them were recognized by the World conference of UNESCO on higher education (Paris, in 1998). They are economic globalization, deep changes in the migratory processes, demographic factors, growth of scientific and technical knowledge, and development of the cultural level of the population. It staticizes problems of reforming the adult education as it is called to provide a society with highly skilled experts who have already a certain experience and qualification. According to materials of the V Hamburg International conference of adult education (July, 1997). Adult education has been recognized as a key to XXI century and one of the unique means that can provide stable development of a society.

The important condition of the effective reforming of this educational branch is not only the use of the best domestic pedagogical inheritance, but also scientific research and introduction of the foreign experience, oriented on reorganization of the democratic adults educational system . In the given context will be undoubtedly useful studying the Danish experience of creation and an embodiment to life the concept of adult education. In fact, the Danish adult educational system has long history and rich traditions, differs from other

systems by its' originality and specific forms. Its efficiency is recognized all over the world.

The analysis of the psychological and pedagogical literature has shown that the object of the scientists' researches is a wide spectrum of theoretical and practical problems concerning development of the adult education. Conceptual principles of the adult education move in the works of scientists, such as: S.G. Vershlovskogo, M.T. Gromkovo, O.I. Dobrinskoy, O.E. Marona, L.M. Lesohinoy, N.P. Litvinovoy, E.I. Ogareva, V.G. Onushkina, V.I. Podobeda, Tonkonogoy's, and so forth.

Our main ideas towards these aspects are:

1. The modern adult educational system is predetermined by constant changes in the character of work, dynamic accumulation of knowledge in all spheres of science, techniques and culture, reorganization of a public life, development of its' democratic principles.

2. Adult education in Denmark has long history and the certain specificity. It predetermines the necessity of the retrospective analysis of the origin and development of adult education, as long as without knowledge of the past is very difficult to understand today's condition and to predict the subsequent development of this important direction of the education in Denmark. The retrospective analysis of the adult education development has enabled to define a periodization of its' leading stages: a stage of spontaneous development of the adult education (middle of the X – XV centuries), search (XVI – XVIII century), enlightenment (the beginning of the XIX – the middle of the XX century), structural (second half of the XX – the beginning of the XXI century). The basic criteria of which are: public character of the adult education, its' mass character, presence and development of the qualitatively new institutional and noninstitutionalized forms, peculiarities of the historical and socially- economic development of the state.

3. Conceptual principles of the adult education development in Denmark have been developed by Nikolay Frederik Severin Grundtvig – the seminary student by education, the pastor by profession, the poet, the historian, the philosopher and the educator. His ideas have been put in the basis of reorganization not only the adult education system, but also of the Danish society in first half XIX centuries, as a whole. And today, in 150 years, they influence the development of the society of modern Denmark. The main idea is the development of the "Folkeoplysning". This word is very difficult to translate into any language. It means everything that concerns people: the personality, culture, history, values and so forth. Essence of its' idea – providing development of the society that would answer the characteristics conditions and traditions of Danish people, it has been constructed on freedom and equality. Means of its achievement, in Grundtvig's opinion, is the school, education and national enlightenment. "Folkeoplysning" is a concept that forms principles of the Danish cultural and educational tradition which distinguishes Danish education from education of other country and is the visiting-card of the Danish system of adult education.

4. The phenomenon of social partnership is a leading condition of functioning of adult education in Denmark. The social partnership is a form of co-operation of the government with the social organizations in financial legal questions, including the questions of the organization and the control of adult education. In the field of vocational training, including programs for adults, making the decision is based on three principles: tripartite cooperation between the government, employers and workers; the precise organization of social partners; the collective consent to a labour market.

Such cooperation should guarantee the unity of the colleges, the enterprises and administrative authority. Also it is necessary to provide the connection between the educational opportunities and employment, the adaptation of education, and training policy, qualifying requirements of the labour market and individual needs and skills that provide quality and demand on such programs.

5. Research proves that adult education in Denmark has got significant development for last 25 years. At the present moment, country gives more and more educational opportunities, the social partnership has considerably grown, social needs became more than the offered opportunities. Every year the every second adult takes part in the educational programs for improvement of professional qualification, personal development or for high-grade, useful rest.

6. The essential lever of the quality improvement and popularization of the adult education in Denmark is the system of financing. The new government of the country had accepted the certificate of grants' distribution in sphere of the general adult education. Henceforth the local authorities (municipality) is obliged to pay the grants at a rate of two third from charges of the local evening schools that offer the general educational courses for adults.

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ТУРИСТСЬКО-ОЗДОРОВЧА ДІЯЛЬНІСТЬ У СИСТЕМІ НАВЧАЛЬНО-ВИХОВНОЇ РОБОТИ ВНЗ ЯК ЗАСІБ ФІЗИЧНОГО РОЗВИТКУ ОСОБИСТОСТІ

За останні роки в нашій державі поступово зростає значення туризму, який є не тільки одним із ефективних видів активного відпочинку, а й впливовим засобом морального та духовного відновлення сил організму людини.

Необхідність розвитку спортивно-оздоровчого туризму у ВНЗ вимагає нового ставлення до питання, з яким пов'язано виховання, оздоровлення та освіта підростаючого покоління, а саме, отримання