



CONTENT AND CHARACTERISTICS OF ANDRAGOGIC EDUCATION FOR FUTURE SPECIALISTS

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Abstract. The article covers the issue of the content of andragogic education for future specialists and its specific features. Various opinions about the science of andragogy, its object, content, purpose and tasks are mentioned. The main function of the science of andragogy is to manage and lead an adult person. Therefore, it is necessary to know the nature and characteristics of the person being guided and led by a specialist in andragogy. In order to study andragogy, a future specialist firstly needs to deeply study other areas included in the science system along with scientific knowledge. Andragogic knowledge is a completely independent field of knowledge of a person, which performs a special function in the system of interaction of adults, focusing on problems related to education. **Keywords:** pedagogy, education, andragogy, specialist in andragogy, andragogic knowledge, future specialist, fundamental education, practical education, independent study.

INTRODUCTION.

It is an eternal dream of people to raise a person to perfection in all aspects, and our ancestors were constantly searching for the ways and proper rules of teaching enlightenment, spirituality and culture to the young generation, to lead them to the perfection. This caused the emergence of the science of pedagogy. Because the achievement of enlightened and spiritual perfection of a person is carried out under the leadership of the science of pedagogy.

Pedagogy (from the Greek "paidagogike" - "paidagogos" that means "child" and "to lead") being a science that belongs to the system of social sciences, studies the problems of the content of systematic activities aimed at the formation of a person, general laws, forms, methods, and tools of education and social upbringing of the youth based on a single

social goal to raise and educate the generation in the spirit of the idea of national independence [1].

RESEARCH METHODOLOGY.

Pedagogy is defined as the science and art of teaching children. Andragogy is the science and art of teaching adults.

The term "andragogy" itself appeared on the pages of scientific literature in 1833. This term was firstly used by the German pedagogue and historian Aleksandr Kapp [2]. Later, it was widely studied in the United States, in particular by the American teacher Malcolm Shepherd Knowles. Knowles argues that andragogy should be distinguished from the Greek term "man-leading" [3].

"Andragogy" in Greek means "anér" - man or person, "ágein" – "to lead".

If translated literally, andragogy means "leading adults".

THE ANALYSIS AND RESULTS. An andragogue is a person who teaches adults. In the long life path of an adult, the knowledge, skills and qualities acquired in his childhood and youth are not enough, so he needs to study throughout his life. But a person is changing during his life, so he or she studies variously at different ages. Person's way of life in the social, production, and household spheres for centuries did not require him to try to educate himself throughout his life. Therefore, adult education has not been widely developed for a long time, which means that there was no strong need in society for the development of the science of adult education.

At the end of the second millennium, adult education has become a criterion for the development of all mankind. The first problem of every person involved in the life of society is that his level of competence lags behind the pace of society's development.

Currently, the need for new approaches to the organization of the adult education process and the growing importance of adult education are particularly noticeable. There is no country in the world that has not felt the need for it with its technological, socio-economic, and cultural development. Sociologists assign a particularly important role to adult education in the 21st century. The trends characteristic of historical changes in adult education are characterized by its content and organizational features, the expansion of the system of institutions specializing only in adult education, and the increase in the types of educational programs offered by them.

According to the materials of the UNESCO organization, the priority task of adult education is to provide a person with a set of knowledge and skills necessary for creative activity and a happy life in a modern rapidly developing society. In this case, we are talking about the non-stop development of a person as a worker, citizen, person throughout his life [8].

By the middle of the 20th century, when the need to create a special science about adult education began to be felt, by this time, a lot of practical experience in organizing adult education in different countries of the world, observations about the special characteristics of adult learners and the process of their education had been collected. That's when a new scientific discipline began to take shape in the field of education - andragogy, a science dealing with the problems of adult education.

According to A. Kapp, the concept of "andragogy" is similar to the word "pedagogy" and comes from the Greek language (*andros* - man, person; *agogein* - to lead). Literally translated, andragogy means "managing, leading an adult" [2]. As this term arose from the pedagogical reality, it refers to managing and leading an adult through education.

The formation of the foundations of andragogy was carried out in the 1970s by the American scientist Malcolm Knowles and a group of scientists from the University of Nottingham (The University of Nottingham) in Great Britain. Malcolm Knowles published a fundamental work on andragogy, "The Modern Practice of Adult Education. Andragogy vs. Pedagogy" [3].

Andragogy can be considered in terms of different situations:

- field of scientific knowledge;
- field of social practice;
- subject of study.

To form an idea about the scientific nature of andragogy: the subject it studies; system of concepts defining the subject; it is necessary to determine the main principles and methods that help the process of scientific thinking and restructuring.

Mastering andragogy as a field of social practice envisages the acquisition of professional instructions, knowledge, skills, skills and value attitudes that correspond to the meaning and essence of activity in adult education.

In order to understand the characteristics of andragogy as an educational subject, it is important to establish its place in the structure of professional training and its educational potential.

The main function of the science of andragogy, in accordance with the meaning of its name, is to control and lead an adult. For this, it is necessary to know the nature and characteristics of the person being led. Therefore, it is necessary to establish close relations of andragogy with other areas of scientific knowledge included in the scientific system. Andragogy was defined as human science by the famous Russian psychologist B.G.Anan'ev [4].

Andragogic knowledge is a completely independent field of knowledge, which performs a special function in the system of interaction of adults, focusing on problems related to education.

The scientific context of andragogic knowledge is determined by considering the following categories [4]:

- a person (his wholeness during the life activity described as an adult);
- adulthood (a quality that determines the age and social range of

considering the characteristics of an adult as a subject of education);

- adult education (the process of professional and personal formation of a person, which is carried out in a varied form within the framework of continuous education);

- continuous education (education considered in relation to the whole life activity of a person);

- andragogue (the general name of specialists whose content of activity is related to the field of adult education).

Andragogy, as a science that studies and summarizes the practice of adult education, allows for the formation and implementation of the educational goals of adults. It reveals the principles, methods and tools that help ensure the developmental, socializing and adaptive role of education in the lives of adults. Thus, andragogic training solves the problem of lifelong learning.

Andragogy is manifested not only in the socio-psychological or professional interactions of older people, but also when it is necessary to work with specific content that needs to be mastered, and when the older person has educational tasks.

An andragogue is a specialist whose main professional function is to teach adults. However, the andragogic (educational-educational) function can be taken on by any specialist working in the "person-person" system. It can be mastered in a facultative or normative form in the form of professional development in the system of continuous professional or additional pedagogical education.

Andragogy is essential as an academic discipline because it includes [6]:

- professional knowledge that forms a culture of mutual information-

educational communication with older people (colleagues, clients, students);

- personal necessary knowledge that supports each person's professional, spiritual, cultural, development throughout his life.

The science of andragogy is necessary for those who are preparing to become teachers of higher, secondary education or vocational training institutions, as well as for those who want to work in social affairs, cultural and educational activities, mass media. Andragogic component also includes professions of the "human-human" type (journalist, doctor, librarian, actor, politician, social psychologist and many other professions). According to sociologists, 15-20% of the successful practical activity of a graduate of a higher education institution depends on the acquired professional knowledge, and the rest is determined by the ability to work with people.

Adult learning is based on understanding, organizing and synthesizing knowledge rather than memorizing. There are seven principles of adult education [5], [6]:

1. Adults must want to learn - they learn effectively only when they are free to manage their own learning and have a strong internal and exciting motivation to develop new skills or acquire a particular type of knowledge, which will continue to learn.

2. Adults learn what they need to learn - adults are practical in their approach to learning: they want to know "how is this going to help me now? is this (content, connectivity, and program) relevant and does it meet my goals."

3. Adults learn by doing - teens learn by doing, but adults learn by doing

and participating. It helps to integrate the skills of the components into a coherent whole.

4. Adult learning focuses on problem solving - teenagers tend to learn skills sequentially. Adults tend to start a problem and then work to find a solution. Deep learning requires meaningful engagement in posing and answering realistic questions and problems. This results in a more thorough, longer and stronger view of knowledge.

5. Experience affects adult learning - adults have more experience than teenagers. It can be both an asset and a liability, and if the previous information is inaccurate, incomplete, or simplistic, it can interfere with or distort the integration of incoming information.

6. Adults learn best in an informal setting - teens need to follow a curriculum. Often, adults learn by taking responsibility for the value and need of the content they need to understand and the specific goals it serves. As an active participant in the learning process, being in an inviting, collaborative and networking environment effectively completes it.

7. Adults want guidance and attention as equal partners in this process. Adults want information that will help them improve their situation. They don't want to be told what to do and judge what works and what doesn't. They want to choose options based on their personal needs and the meaningful impact of the learning experience. Socialization is more important among adults.

Andragogic knowledge has its own characteristics. If the obtained knowledge is evaluated by the level of importance for the person's life activity, then the following qualitative characteristics can be distinguished [7], [8]:

- fundamental (determines the understanding of the world for a certain time, because it consists of a set of information describing the world);

- practical (necessary "here and now", helping to carry out certain actions);

- anticipatory (reserve knowledge that prevents problems and situations that arise in real life);

- follow-up (knowledge related to the external appearance of one or another educational needs conditioned by the development of emerging or proposed life problems);

- supplementary (knowledge that fills the lack of educational or general cultural information necessary for a certain period of life);

- corrective (knowledge that conditions changes in personal, behavioral, communicative and other manifestations that do not correspond to socially accepted manifestations);

- developmental (serving to stimulate personal development);

- supportive (knowledge necessary for solving specific problems, successfully passing a difficult period of life, overcoming a crisis situation).

CONCLUSION. In today's globalized world, adult education and learning are becoming an important part of improving people's well-being and competitiveness in the labor market. Andragogy provides an opportunity for adults to develop professional knowledge and skills. Today, as it is all over the world, in our republic, andragogic education is given special importance.

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