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ON THE ISSUE OF COMPLIANCE OF EDUCATIONAL ADVANCED PROGRAMS WITH ANDRAGOGICAL PRINCIPLES

Pirniyazov Iskender Kudiyarovich

Associate Professor, Candidate of Pedagogical Sciences, National Center for Teacher Training in New Methods Republic of Karakalpakstan

ABSTRACT

The article discusses the problems of compliance of the educational program for advanced training with andragogical principles. The study proved the necessity and possibility of compliance of educational programs for advanced training with the basic andragogical principles: independence or subjectivity, reflexivity, development of the educational needs of teachers, mandatory updating of learning outcomes.

KEYWORDS: *andragogical approach, advanced training, andragogical principles, independence, subjectivity, reflectivity, educational needs, actualization.*

In Uzbekistan, the number of teachers who regularly improve their qualifications is growing. Thus, in 2023, more than one hundred thousand teachers acquired new skills and competencies. Digital technologies play a major role in improving the quality of teaching, the department notes. About 87 thousand teachers were able to take courses thanks to the online platform "Continuing Professional Education". In order to improve the system of retraining and advanced training of managers, specialists and teaching staff operating in the field of public education (hereinafter referred to as public education workers), creating the scientific foundations of general secondary education, as well as ensuring the implementation of Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No. UP-6108 "On measures to develop the spheres of education and upbringing, and science in the new period of development of Uzbekistan" [1].

Digital technologies play a major role in improving the quality of teaching. The rapid development of science and technology requires human constant development and the ability to adapt. Therefore, continuous learning becomes not just an option, but a necessity for existence in new realities. Today, conditions are being created for self-education, new views on educational processes are emerging. The reality of recent years in the field of professional postgraduate education persistently stimulates the development of special methods and forms of constructing the educational process, didactic goals, models and technologies that ensure the improvement of training and retraining of teachers.

The basic concept of human capital is that a person realizes his or her maximum potential through means such as education, employment, skills and personal development [2]. Consequently, investing in a person and increasing his professional skills directly affects the formation of human capital [3] Andragogy (from the Greek aner, andros - "adult, man") studies the features and principles of adult learning. In andragogy, the opportunity to choose and rely on students' previous professional and life experiences are important. Malcolm Knowles, one of the key international theorists of andragogy, popularized the concept of andragogy in 1980 and described it as "the art and science of helping adults learn." Knowles and andragogy theory argue that adult learners are different from children in many ways. In particular, Knowles put forward several assumptions through the prism of which adult learning should be viewed [4].

Self-image or self-understanding (self-concept). Adults tend to be more mature people who have a better understanding of who they are, what they are like, what their goals and opportunities are, and a self-awareness that allows them to actively choose and participate in the organization of their learning.

Past training experience. Adults have experience that they can use in the learning process, unlike children who are only at the beginning of their educational journey.

Readiness to learn. Many adults recognize the value of education and are willing to focus on it.

Practical reasons to study. Adults are looking for practical, problem-based approaches to learning. Many support the concept of continuing education and pursue the goal of obtaining a new specific job or even changing their career path.

Intrinsic motivation. Children's sources of motivation are usually external, such as punishment or rewards for grades. And adults, as a rule, are more internally motivated. This was the basis of modern androgogical principles of teaching.

Solving the problem of compliance of educational programs for advanced training with andragogical ideas and their attractiveness for teachers as adult students, let us turn to the issue of compliance of educational programs for advanced training with andragogical principles [7].

Four principles can be identified - four pillars, the consideration of which must be taken into account when creating adult education programs in accordance with andragogical ideas.

The principle of independence or subjectivity presupposes the implementation of the initiative, authorial position of the participants at all main stages of study - from goal setting, planning, implementation of their educational activities to its control and correction. An adult himself takes into account his own resources, sees options, makes his choice taking into account the discovered opportunities and is responsible for it. We talk about an adult as a formed individual, possessing the features of uniqueness and originality. The level of independence and subjectivity of students is determined by the degree of their proactive participation in the learning process, and not just reactive, when they mainly respond to the incentives and proposals of the andragogist teacher. Therefore, it is important for program developers to recognize where and how often initiative will be given to participants in the professional development process.

What in the practice of adult education may contradict the idea of independence? In our opinion, obstacles to the implementation of this idea arise:
– in goal setting, when the goals in the programs are formulated with an emphasis on what teachers will do: teach, introduce, form, prepare. These goals are limited only by subject orientation (the formation of specific professional knowledge or skills without taking into account personality-oriented goals (what is associated with self-knowledge, self-development, self-education of students);
– in the construction of content, when in the program it is limited only by normative space;
– in technological terms, when preference is given to frontal, lecture-based forms, which impede the proactive active participation of students in the educational process.
The principle of independence merges with the ideas of individualization of learning and variability of the educational program.

Individualization of training involves focusing on the specific educational needs and goals of students, the level of training and other characteristics. In this regard, it is important to take into account their selective attitude towards goals, content, and methods of achieving goals. Thus, it is necessary, on the one hand, to strengthen the targeting of the program, and on the other, to embody the idea of cooperation in education, that is, to create conditions for joint creativity in an adult audience.

Variability and flexibility of the educational program means creating conditions for students to choose goals, content, forms, methods, sources, means, timing, time, place of study, and evaluation of learning results.

The principle of reflectivity- is the presence in the educational program of opportunities for teachers to constantly reflect on the main parameters of the learning process, their actions, and most importantly, changes in their professional and personal development. It is with the development of reflection that new personality formations and the specificity of all manifestations in adulthood are associated.   The implementation of this principle is associated with the creation of conditions for participants to understand their own experience, for them to work with the meanings and values of not only their individual professional activities, but also their organizations and teams as a whole. An important place is given to the analysis of ongoing changes and joint problem solving. This is about a dedicated effort to create a reflective learning environment. The most important in this regard are assistance in updating the individual experience of each participant and organizing discussion processes in such a way that they become a "collection" of experience, when participants, comparing what they heard from others with their own ideas and perceptions, could advance in their own activities, thereby helping professionally - personal development of each other.

The principle of developing educational needs takes into account that adult students are ready to learn only what they need and what they are personally interested in. However, asking listeners to formulate their request or problem often causes them considerable difficulties. More often they are ready to simply accept what is offered. Later, when the participants actively engage in work and discuss various problems, they have both questions and suggestions. Consequently, work in this direction requires a certain

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attunement of listeners to this action, "warm-up", and serious organizational efforts on the part of the andragogist teacher. It is important to find out not only obvious, but also hidden, as yet unconscious or non-verbalized requests and needs [5; 6].

However, focusing only on the needs and life experiences of teaching teachers is usually not enough, since this can lead to lowering the educational bar. Adult education cannot be built only on today's needs of the listener. It is important to build learning not only by identifying and filling students' immediate "deficiencies," but also by promoting the development of new needs in them and the opening of new educational "horizons."

In the implementation of this principle, the ideas of openness and innovation are embodied, implying familiarity with progressive educational ideas and their development.

The principle of updating learning outcomes is unconditional effectiveness for an adult learner, providing the opportunity for immediate application in practice of acquired knowledge, abilities, skills and qualities, experience and relationships.

Due to the multiplicity and ambiguity of goals, as well as the diversity of individual meanings that participants define for themselves at each stage of advanced training, we can also state the fundamental ambiguity of learning outcomes. One of the key results in postgraduate education should be the dynamics of self-knowledge of students, which is different for everyone. Of course, we can talk about results in personal terms only with a certain degree of probability. But the increased practicality of learning results in advanced training courses, the ability to timely make the necessary changes in one's own professional activities and in the activities of one's teams should be considered as a general constructive feature in the practice of adult education.

Results in postgraduate education can be discussed in different time perspectives (daily, weekly, overall as a result of mastering a course) and at different levels. For example, you can consider the results from the point of view of the emotional state "at the finish line", the impressions that the courses made on the students, or you can evaluate the results at the level of activity. Today we can talk about different technologies for conducting final classes, where the task is to sum up the results and present a "report product". This is the technology of micro-research that students carry out during the course learning process; and design technology, where the final product is your own project for solving the most pressing problems; and the technology of reflective workshops, where the final result, expressed in the written word, can be an essay text or an analytical text; and portfolio creation technology.

There is another aspect to this problem. As noted by A.A. Verbitsky, the content and conditions of professional activity are always probabilistic and problematic [4]. Therefore, the main unit of content of postgraduate pedagogical training should not be a "piece of information" or a problem solved according to a model, but a problem situation. In this sense, that section of the thematic plan, which is created with the participation of students of the advanced training system, may look, for example, like a list of the main problems formulated by the students themselves, the resolution of which they plan to work on within the framework of the designed course.

Thus, the introduction of new adult learning technologies into the practice of an advanced training institution is a controlled innovation activity. Its success depends on the correct choice of goal; from the awareness of this goal by teachers who will have to implement it; from understanding the essence, the main features of the new technology for adult education; from psychological support of andragogist teachers, who are primarily entrusted with this function; from normative (providing documents), methodological (providing literature), resource (providing necessary aids and creating conditions for conducting an experiment), psychological (showing interest in the activity, evaluating it) support for these teachers.

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