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The Role of Andragogics in the System of Uninterrupted Professional Education

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Abstract

Background:

Science that recognizes and generalizes the practice of adult education is andragogy. It: provides knowledge to formulate and implement the main goals of adult education; it created theoretical, methodological foundations of pedagogical activity; it helps adults to acquire general and professional knowledge, achievement of culture and to revise life's principles. Therefore, we can conclude that, in general, andragogy examines education in the context of the human way of life.

The object of andragogics is to consider over multidimensional uninterrupted adults' training, performed in institutes of formal, informal and life-long education in accordance with socio-cultural conditions.

We note that both the andragogical and pedagogical models of teaching are not contrasted to each other, but complement each other. Human education in the period of childhood continues to develop successfully the classical science of teaching children – pedagogy.

The peculiarities of personal training in the period of adulthood are explored by the new branch of the science of education – andragogy.

Results:

The authors have highlighted the main andragogical principles that form the foundation of the theory of adult training:

1. The principle of joint activity involving such activity of those who learns with those who teaches, as well as with other listeners in planning, organizing, evaluating and correcting of learning process.
2. Individualization of training. In accordance with this principle, each listener, together with the teacher, and in some cases with other listeners, creates an individual program of education focused on specific educational needs and goals of learning and taking into account the experience, level of training, psychophysiological, and cognitive features of the learner.
3. Systematic education. This principle requires compliance of the objectives with the content, forms, methods, means of learning and evaluation of learning results.
4. Priority of self-supporting education. Self-supporting activity of those who studies is the main type of educational adults' work. Under self-supporting activity is understood not conducting of self-supporting

work as a type of educational activity, but self-supporting implementation of their training process arrangement realized by the students.

5. The principle of relying on the experience of those who studies. According to this principle, the life (domestic, social, professional) experience of listeners is used as one of the sources of their own training, as well as the training of the colleagues.

6. The principle of the training results' actualization. This principle involves the urgent application of the acquired knowledge, skills, qualities in practice.

Conclusions:

The publication shows the possibility and necessity of the andragogical approach implementation in uninterrupted professional training.

The basic andragogical principles forming the foundation of the adult learning theory in the concept of uninterrupted education are revealed.

Of course, the proposed analysis is far from comprehensive.

Attention should be paid to the current issues of andragog-instructor training for a system of uninterrupted professional education.

In future such specialists would be able to become an effective and reliable factor in the implementation of andragogical approach in the process of professional staff's formation and development.

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