

COMPETENT POSSIBILITIES OF ANDRAGOGY EDUCATION IN THE ASPECT OF LIFELONG LEARNING PARADIGM

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Abstract. The article deals with the problems of developing competencies in the context of andragogy and the paradigm of lifelong learning. In the discourse of a new stage in the development of mankind and the fourth industrial revolution, LLL is understood as a social phenomenon and a long-term trend in the socio-economic policies of the countries of the world. The lifelong learning paradigm has practically changed the spatio-temporal reality of classical education, and at the same time expanded the boundaries of knowledge and filled the information and educational environment with deeper and more specialized scientific knowledge. Within the framework of this study were studied the andragogical discourse of the educational paradigm and its competency-based capabilities, pragmatic, methodological, theoretical, practical aspects, patterns of effective adult education and upbringing, socio-psychological factors; social conditions (material, moral, organizational). Based on the analysis were prepared recommendations for the development of competencies in the discourse of andragogy.

Keywords: Lifelong learning, knowledge society, information society, education, paradigm, competencies, adult education, andragogy, critical thinking, gender sensitivity, conflict management.

INTRODUCTION

In modern societies, **lifelong learning** education has moved from the area of individual needs to the area of social needs, has taken the form of a social imperative, has become a state strategy. This paradigm, which has been forming as a categorical imperative since the middle of the 20th century, has become an integral part of public and private life and has had a direct impact on many aspects, and this process continues. The tectonics of continuous education, institutional and non-institutional forms of education of society and a significant part of the population took on the outlines of global processes at the beginning of the second millennium, which gives us sufficient grounds to consider this phenomenon as an important social phenomenon of not only national but also global significance.

During these years, the world scientific community, teachers, andragogues, sociologists, psychologists, economists, philosophers, lawyers, mathematicians, jurists, biologists, and representatives of other fields of science explored the theoretical and pragmatic foundations of lifelong learning.

By the middle of the second decade of our 21st century, countries with a developed economic and social infrastructure have developed their own national systems of lifelong education, the ideas of lifelong education are somehow reflected in the educational legislation of these countries, so this phenomenon should be considered an important national as an international legal fact.

Over the past decades, international institutions that support education (UN, UNESCO, USAID, DVV international), other international organizations have considered this social phenomenon and process as an important area for economic and social growth, gender equality, literacy and poverty alleviation. They constantly and consistently supported the practice of national initiatives in this area.

In order to achieve universal economic stability, cultural and humanitarian development, especially for countries in the period of "transitional economy", it is important to consider lifelong education as a globally significant social fact.

The world scientific community, state, public and political circles, financial and industrial structures actively support the ideas of continuous education, the volume of financial investments in the system of continuous education is constantly expanding.

MATERIALS AND METHODS

The lifelong learning paradigm has practically changed the spatio-temporal reality of classical education, and at the same time, education has expanded the boundaries of knowledge and filled the information and educational environment with deeper and more specialized scientific knowledge. In addition, the model of "learning throughout life" has become a necessary condition for the social well-being of the individual.

Within the framework of this study, the andragogical discourse of the educational paradigm requires special attention.

Andragogy (andros - adult, man) is a concept focused on the study of scientific, theoretical and pragmatic problems of adult education, methodological, theoretical, practical and psychological aspects of adult education, self-awareness of the individual during adulthood.

This discipline effectively reveals the laws of education and upbringing, socio-psychological factors and human behavior in order to form certain attitudes, principles, value attitudes; creation of social conditions (material, spiritual, organizational) for human development; studies the influence of the social system and the surrounding reality on the individual, the problems of transferring socio-historical experience to new generations. Andragogical discourse is an educational strategy of a person who understands his social, professional, educational needs and consciously implements them in his activities. For such a person, education means an independently planned and carried out activity. In this discourse, the social development of the individual is considered in conscious independent activity. In this case, the subject seeks to obtain the information necessary for successful activity in a particular society, focuses on existing social norms that correspond to education recognized by society.

The process of adult education is interpreted in the context of various studies such as adult **pedagogy, andragogy, adult education theory, adult learning, geragogy, heutagogy**, [1] **humanagogy, eldergogy**.

In the middle of the last century, the problem arose of developing principles of education that take into account the characteristics of adults in proportion to the development of civilization and the characteristics of the economic and social development of society. Information and educational environment based on andragogical principles, theoretical approaches and patterns of adult education (model) were developed by the researcher **Malcolm Shepherd Knowles**[2](USA), **Paolo Freire**[3], also the research group of the **University of Nottingham** (Great Britain) conceptually formulated in their works.

Andragogy is based on psychological theories of the development of thinking and perception of an adult, helps to put a person at the center of learning activities and allows you to create conditions for the development of his potential.

M. Knowles considered it necessary to determine the differences between the andragogy and pedagogical models of education. These differences are of a fundamental nature and are determined by the student's self-awareness, personal experience, readiness to learn, physiological development, learning needs, the formation of learning goals, the practical application of the acquired knowledge, the planning of the educational process, tasks, and the mastery of social roles.

The approach proposed by a group of researchers at the University of Nottingham consistently continues the categorical principles of Paolo Freire's theory - the development of critical, creative thinking of the individual, the interdependence of adult education in the socio-historical environment, the explanatory nature of teaching methods (connection with practice, case studies (the method of simulated life situations on based on analysis), access to external sources), facilitation, taxonomy of goals, etc.

In foreign and domestic studies, issues of the sociocultural significance of adult education (factors for the development of intellectual potential, abilities, skills, the formation of moral responsibility and social flexibility; personality development strategy; aesthetic education), the formation of self-control, a sense of responsibility for decisions, purposefulness, achievement of long-term goals.

In these studies, adult education is considered as part of lifelong learning and an open educational system oriented to the future (John Henschke[4], Mark Smith[5], S.I. Zmeev[6]), the content of adult education, the specific needs of the individual, social roles, general - cultural development, formation of a person who actively and effectively participates in economic, social and personal life, as a model of professional and pedagogical training, andragogical education from the standpoint of theoretical and methodological problems of teacher training, andragogical education as a humanistic paradigm (A.I. Kukuev[7], D. Savichevich[8], T.N. Lomteva[9]).

In national pedagogy, this direction is developing more, world experience is being actively mastered. In the works of analyzing the theory of lifelong education, professional competence, scientific, theoretical and practical social characteristics of educational and cognitive activation of the individual (M. K. Khalikova[10], N. A. Muslimov[11]).

At present, andragogy is understood as "a field of pedagogy that studies the theoretical and practical problems of adult education and lifelong learning"[12], "a branch of pedagogy that studies the problems of upbringing of adults"[13].

Professor of the University of Belgrade, andragog **Dusan Savicevic**, who studies theoretical and methodological aspects (philosophy of adult education, professional adult education, pedagogical design of adult education, family education) and conducts a scientific comparative analysis in European countries, notes the following approaches: **andragogy as a branch of pedagogy; practical-pragmatic approach (American school); andragogy as a metadisciplinary field**[14].

Professor A.S. Voronin interprets andragogy as "a section of didactics aimed at identifying specific patterns in the acquisition of knowledge and skills by an adult subject"[15]. The andragogical principles include independent

training of researchers: joint activity, reliance on the social experience of a person, individualization; contextual learning is introduced. In andragogic modeling, the criteria describing the learning subject are self-consciousness; having life experience; motives for learning; targeted training; such as participation in the organization of the educational process.

Andragogy as a science, social practice and branch of science has passed the path of historical development, in this process universal principles and methodology of andragogical activity have been formed. Currently, adult education is one of the most pressing theoretical and practical problems at the global level. The theory and practice of adult education is based on taking into account the characteristics of adult students, the content of the motivational field of adults.

French educationist **Paul Lengrand**, a major researcher of lifelong learning, argues that the future of education depends on adult education[16].

A number of major conferences held in this direction since the end of the 20th century recognize the social significance of adult education in the knowledge society as a specific method and advanced mechanism for educating educated and creative citizens, serving the progressive development of society, contributing to the continuous development of a person in his life and work. In 1976, the UN General Conference on Education, Science and Culture in **Nairobi** developed a recommendation for the development of adult education.

Of particular importance was the 5th International Conference on Adult Education in **Hamburg** (Germany) in 1997, which adopted the Hamburg Declaration and the Adult Education Agenda.

Later, at international conferences held in **Sofia** (2002), **Bangkok** (2003), **Tashkent** (2003), the problems of adult education were considered (international cooperation in adult education, promotion of lifelong learning through an interdisciplinary approach, maximizing adult learning opportunities; adult education to increase opportunities for active participation)

In particular, at the 1997 Hamburg Conference (Germany) on adult education, important features of andragogy for the development of civilization, for the formation of an active citizenship and participation in society are mentioned. Lifelong learning involves rethinking the content of education, taking into account factors such as age, gender equality, physical and mental health, language, culture and economic inequality[17].

In the conditions of the information-knowledge society and the information-educational environment of the 21st century, the main task of adult education as a component of a new educational paradigm is to form a sense of responsibility for the community; the ability to adapt to changes in the economy, culture and society; support for coexistence, active participation of citizens in the life of their society, taking into account such aspects as culture, values and previous experience in the field of education, creating conditions for individual self-development. For example, 20 years of empirical experience in the implementation of the retraining program in the specialty "Ontopsychology" by the staff of the Department of Ontopsychology of **St. Petersburg State University** showed the social significance of adult education in the field of corporate governance. Modern leaders recognize the place and role of psychological knowledge and psychological training in the formation of corporate culture in all areas of industry, production and business. Leaders striving for success understand that their main resource is human capital, so they need knowledge about people and the laws of successful interaction with them.

Here it is worth mentioning the concept of the psychological impact of education, described by the Danish researcher **Knud Illeris**. In his opinion, mental models are created by the students themselves, are associated with previous empirical experience, and as a result, previous experience changes. This concept is important in the context of adult education[18].

David Kolb, an American theoretical teacher, the founder of the idea of Experiential Learning (education based on experience), notes the cyclical nature of the learning process and includes four stages: concrete experience; observation and reflection; the formation of abstract concepts, testing in new situations[19].

Today, all developed countries of the world are successfully implementing adult education programs in the context of lifelong learning. In the leading countries of the European Union, a new information and educational environment is being formed, wide participation of the population in educational programs and sustainable positive dynamics in this area are ensured.

The importance of adult education in the modern world is recognized by the establishment of many international and national structures in this field: **the UNESCO Institute for Education (Hamburg); International Institute for Educational Planning (Paris); Institute of International Education (USA); Swiss Organization for Adult Education; National Institute for Adult Education (Great Britain); The German Institute for International Educational Research (DIPF), Institute for Experiential Learning (IFEL)** etc.

The experience of the German state in the field of adult education is important. The most public structure that implements the concept of lifelong education in the country is the Higher Folk Universities (**Volkshochschulen**), which operate on the basis of the principles of openness and independence and are members of the Association of German Folk Universities (**DVV**). Every year, about 10 million people participate in general, professional, cultural education organized by these universities in various areas (professional work, intercultural communication, ecology,

pedagogy, healthcare, preschool education, corporate education, etc.). Universities have a category - a free listener (Gasthohrer).

The University of the Third Age, which originated in France as a distance learning format, is an international movement that aims to encourage the education of retired members of society (those in their third "century of life"). The countries of continental Europe (Great Britain, France), Canada, USA follow this gerontological model.

RESULTS, DISCUSSION AND RECOMMENDATIONS

The authors of the study In **2001-2022** were engaged in organizational, institutional, spiritual, educational, educational, methodological and scientific aspects of adult education, as well as research aimed at solving urgent problems of andragogy and implementing its results, methodological support of educational institutions, carried out a wide range of scientific and methodological activities, such as cooperation with organizations working in the field of education.

According to the results of the study, the following competencies were introduced into educational programs: be open and sensitive to new and different points of view; critical thinking; technique for making complex decisions; cooperation; effective work with different teams; show flexibility and tolerance; the ability to take responsibility for collaborative work; obtaining information in effective and practical ways, critical and objective evaluation of information, accurate and creative use of information; intercultural communication and adaptation to different roles; manifestation of personal initiatives; demonstration and inclination to the process of continuous education; use the strengths of others to achieve a common goal; conflict management, gender sensitivity, etc.

In **Uzbekistan**, the system of training and retraining of teaching staff implements an andragogical model. The andragogical model makes it possible to implement "Lifelong Education" and is aimed at using technologies that ensure the student's subjectivity, independent learning, self-development, and acmeological maturity. Despite a large number of studies and their multi-aspect features, adult education in our country has not been sufficiently studied in the context of the lifelong education paradigm, the needs, interests and models of adult activity are insufficiently and fully reflected in existing pedagogical models. Therefore, the study of the problems of adult education in the context of the lifelong learning paradigm is one of the most urgent tasks facing domestic andragogy, sociology, and education management.

The complexity of the problems faced by professionals in the field of adult education sharply raises the question of rethinking traditional approaches to adult education. According to the researchers, traditional andragogy could not offer effective technologies for teaching adults, taking into account the peculiarities of education in the conditions of the information society.

Thus, based on analyzes and scientific positions, it can be concluded that andragogy educational programs should stem from the conceptual problems of society and the individual and should serve to form the following **knowledge and skills of the 21st century**:

- theoretical and practical knowledge and skills in conditions of turbulence, VUCA-world, knowledge society;
- necessary professional competencies for successful activity in the field;
- consciousness and thinking to achieve the goals of global citizenship;
- a sense of responsibility for the result of their activities;
- creative thinking, non-standard ideas and intellectual solutions in science and production;
- respect for human rights; active citizenship education and democracy;
- the ability to work with information, competently use intellectual technologies, collect the necessary data, analyze, draw the necessary conclusions;
- promoting lifelong learning through participation in social, cultural, political and economic activities;
- gender equality, realization of women's right to equal opportunities, gender and cultural sensitivity[20];
- formation of a culture of peace based on social justice, a culture of negotiation, conflict resolution[21], peaceful resolution of disputes;
- intercultural dialogue, reflection of ethno-cultural diversity, respect for national values, the rights of nations;
- promote the dissemination of knowledge between different cultures in support of human rights and fundamental freedoms, democracy, justice, coexistence and diversity;
- sustainable development, in terms of the sustainable development goals declared by the UN, approaches that form environmental thinking and consciousness, aimed at eliminating environmental problems[22].

In our opinion, adult education in the aspect of Lifelong Learning paradigm requires the creation of an innovative model of andragogy, characterized by the following scientific, theoretical, practical and methodological imperatives, optimization of existing educational programs in this area and the development of fundamentally new programs:

andragogy in the aspect of the paradigm of lifelong learning - the adoption of a national doctrine for the development of adult education until 2030;

Adoption of the Law on Adult Education;
creation of structural and technological foundations, modern mechanisms for adult education;
expanding the information and educational environment of andragogy, expanding the possibilities of various structures and corporate training outside state educational institutions;
creation of infrastructure that creates conditions for education and training in the conditions of the modern economy;
improving the system for assessing the quality of vocational training, attracting employers to participate in the management of educational organizations;
development of the innovative content of andragogical education in the context of the modernization of education and the implementation of interdisciplinary and metadisciplinary research;
creation of training programs aimed at solving urgent problems in the development of adult education;
accounting in the proposed programs of life experience, interests, models of activity, motives of the individual;
the introduction of modules into existing programs that allow developing personal and professional competencies, the introduction of various adult education technologies (project management, content design, etc.);
- focusing on the analysis of educational services necessary for the individual in a turbulent, rapidly changing labor market and the demands of society in professional activities.

In the information and knowledge society, the need to recognize the right to lifelong learning is more relevant than ever. It is important to create a knowledge society in which the right to a fair distribution of social resources, the right to develop and apply modern skills and knowledge, social justice and general well-being, human rights are ensured by social institutions (family, media, NGOs, civil initiatives), the state and civil society. The development of scientific and theoretical foundations and methodological approaches to this process is an urgent task facing the education of the XXI century.

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