

Andragogical Model Of Qualification Of Qualifications Of Teachers Of Preschool Educational Organizations

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Abstract – the article discusses the andragogical model of continuing education of teachers of preschool educational organizations, which involves an active position and high motivation of students, the joint activity of all participants in the continuing education process and the use of effective adult education technologies.

Keywords – Andragogy, Andragogical Model, Advanced Training, Preschool Educational Organization, Teacher Of Preschool Educator.

I. INTRODUCTION

Modern modernized pre-school education in our country is developing intensively, contributing to the transfer of the development of preschool education to the development mode of the person himself, pointing out the categorical need for a new approach - the andragogical model of continuing education of teachers in the preschool education system.

New guidelines for the development of the system of preschool education determine its modern look, highlighting cardinally significant tasks, the solution of which is directly related to the professionalism of teachers and educators of preschool educational organizations of the republic.

According to the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated November 21, 2017 No. 929 "On approval of the Regulation on the Ministry of Preschool Education of the Republic of Uzbekistan and the Charter of the Institute for Retraining and Advanced Training of Heads and Specialists of Preschool Educational Institutions", one of the main tasks of the Institute is "the implementation of retraining and further training of managers and specialists of the system of preschool education, raising the spiritual and moral level, preparing scientific and pedagogical teachers, methodological support of the system of preschool education, the introduction of advanced pedagogical technologies" based on the andragogical model [1].

II. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS.

To accomplish this task, the teaching staff working in the system of continuing education for pre-school education, it is necessary to revise the traditional approaches to adult education, in particular the system of continuing education of teachers in particular. According to M.T. Gromkova, traditional pedagogy was not able to offer effective adult education technologies with adequate consideration of the specifics of education of this particular category of students.

The system of advanced training as an independent branch of professional educational activity, encompassing work with pedagogical and managerial staff with established pedagogical and managerial experience, should create favorable conditions for the widespread introduction of modern achievements in the field of andragogy in the practice of education [2, p.20].

Andragogy is a science, the subject of which is a multidimensional lifelong education, carried out at the institutes of formal, non-formal and in the form of informal education in accordance with the sociocultural conditions and characteristics of adults [3].

The concept of “andragogy” was first used in 1833 by the German educational historian K. Kapp [4, p. 17]. Andragogy (from the Greek. “Andros” - adult, male; “agogain” - to lead) - a section of the theory of learning that reveals the specific patterns of mastering knowledge and skills by an adult subject of educational activities, as well as features of the guidance of this activity by a professional teacher;

- A new branch of pedagogical science, which is based on the specifics of adult education, which describes, explains, defines the features of models and technologies of educational processes.

This article discusses the andragogical model in the context of a continuing education system for educators of preschool educational organizations.

In pedagogical science, the andragogical model is defined as a system that includes the general goals and content of education, the design of curricula and programs, the private goals of guiding the activities of trainees, the grouping of participants, control methods and reporting methods of assessing the learning process [5, p. 94].

The main obligatory participants in the andragogical model of learning are the learner (perceiving, processing, assimilating, implementing certain information, etc.) and learning (transmitting this information in various forms). Taking into account the age-related characteristics of students and trainers, there are two models of interaction between participants - the pedagogical one, focused on the education of children, and the andragogical one, which is aimed at adult education.

The Institute for Retraining and Advanced Training of Heads and Specialists of Preschool Educational Institutions implements an andragogical model in the system of advanced training for teachers of preschool educational organizations (PEO). This model allows you to implement the main principle of adult education - "Education Throughout Life" and focuses on the use of technologies that provide subjectivity, the ability to self-development and psychological maturity of students.

Let us consider in more detail the features of the andragogical model of adult education, the organization of the learning process in the advanced training system for adult students. The Andragogical model is based on the starting points arising from the psychophysiological and socio-professional characteristics of adults as students, the goals and conditions of their education [5, P.125]:

- an adult learner has a leading role in the process of his education;
- an adult learner strives for self-realization, independence, self-government and realizes himself as such;
- an adult student has life (household, social, professional) experience, which can be used as an important source of training for both himself and his colleagues;
- an adult learns to solve an important life problem and achieve a specific goal;
- an adult student is counting on the immediate application of knowledge, skills and experience gained during training.

These training features allow you to organize a process of continuous training of teachers of pre-school education in accordance with the needs and their life experience, which is consistent with the principles of adult learning, which highlights M. Knowles:

1. Adult education should be problem-oriented.
2. Adult education should be based on their experience.
3. The experience gained as a result of training should be significant for the student.
4. Learning objectives should be formulated with the participation of the trainees.
5. The learner should receive feedback on the progress achieved in relation to the goals.

The educational activity of an adult student is largely determined by temporal, spatial, everyday, professional, social factors that either limit or contribute to the learning process.

The process of advanced training is organized in the form of joint activities of an adult educator (teacher) and a student (educator of preschool education) at all its stages: diagnosis, planning, implementation, evaluation, correction.

III. RESULTS AND DISCUSSION.

Based on the characteristics of students (adults and non-adults), M. Sh. Knowles, the founder of andragogy, compared pedagogical and andragogical learning models. To build models, he used the characteristics of the student, the features of the organization of direct learning, the types of activities of students and trainees. The key ideas of the andragogical model are: the leading role of an adult learner; joint activity of adults - students and trainers; informal psychological climate of education based on mutual respect, responsibility and joint work in the preparation and implementation of the educational process. The author describes the types of interactions between the teacher (teacher) and students in the process of adult learning [5, P.18]. The model is innovative for its time, but it is not completely built up and can be implemented in practice as an integral part of the model, which describes the relationships and types of interactions of the learning students.

An andragogical model based on the characteristics of an adult student, as well as M. Sh. Knowles, was proposed by a group of researchers from the University of Nottingham. They continued the theory of P. Freire, therefore, the main goal of adult education is the development of critical, creative thinking, integrated with the human sensory sphere. This andragogical model sets out the theoretical foundations for adult education, where a person is considered in interaction with the socio-historical environment. Scientists have proved that the main form of adult education is a group form. According to the authors, the approach of these scientists to the choice of teaching methods is very interesting: expository (the content of the training is organized and presented (displayed) to the student by an extraneous source (teacher, electronic medium, textbook, presentation material, webinar, etc.); managerial (discussion leaders), game managers, curriculum authors organize and direct the process so that students reach predetermined goals); search (the main goal is to engage the student in the thinker so that the perception of the content of continuing education takes place in the process of "thinking - studying a problem - solving a problem.") In this form, the classification of methods is more suitable for organizing classes with adults. Nottingham group of scientists highlighted in detail the characteristic features of andragogical adult education, among which, for example, communication with practice, checking with it the results of training; constant discussion of the content, forms of teaching methods in the study group [6, p. 36].

Analyzing the features of building the educational process with adults, OV Agapova, S. G. Vershlovsky specify that the andragogical model of education contains a system of rules for working with a specific group of educators and students - a group of adults [7, P.52].

The content of continuing education of teachers of pre-school education is implemented in various organizational forms: advanced training courses, seminars, retreats, and elective courses.

At the institute of retraining and advanced training of managers and specialists of a preschool educational organization, a training program for the faculty of the institute "Preparation of educational programs and conducting classes based on the andragogical model" is being implemented. Its content is the development of theoretical and methodological foundations of adult education; assistance in mastering educational technologies adequate to the social, psychological, age characteristics of adults; development of the ability for professional (andragogical) self-esteem. The program includes sections:

- basic concepts and categories of andragogy;
- theory and practice of interaction in adult education;
- modern technologies to ensure the effectiveness of continuing education for teachers and senior employees of the preschool education system;
- features of structuring content in adult education; compiling curricula and conducting classes based on andragogical principles.

The result of training in the training program assumes the ability to form the motivation of teachers to improve professional qualifications; the ability to design and conduct courses, classes, seminars for adults studying using interactive teaching methods or other adult learning technologies; the ability to carry out actual visualization of the content and stages of joint activities with students in the classroom; communication skills (tolerance to other points of view, dialogism, etc.); mastery of techniques for obtaining feedback; the ability to publicly speak, present and protect their projects, work experience.

The following main modules are distinguished in the structure of the program: andragogy in the advanced training system for employees of the preschool education system; modern adult education technologies; andragogical model in the preparation of curricula by modules. At the end of the training, the participants model the process of training on modules developed on the andragogical approach.

Thus, the implementation of the andragogical model in the system of advanced training for managers and specialists of preschool education enables teachers of pre-school education to realize their potential, to be active, creative in solving important problems of modern preschool education in the Republic of Uzbekistan.

So, we highlight the features of the andragogical model in the system of advanced training of teachers of preschool educational organizations. It defines the activities of both the educator and the learner on the organization of the continuing education process.

IV. CONCLUSIONS.

The main characteristics of adult activity are: the leading role of the student himself, on the one hand, the joint activity of the student and student in the preparation and implementation of the continuing education process, on the other. It is very important to create an atmosphere of learning based on mutual respect, support and responsibility of all participants. The content of the continuing education program is aimed at developing certain aspects of the competence of students and focuses on solving their specific problems in interdisciplinary modules (blocks).

In addition, when implementing the andragogical model in the system of advanced training of teachers - educators of preschool educational organizations, certain requirements are set for the teacher - to carry out his activities, additional training in theoretical issues of andragogy and knowledge of adult education technology are needed.

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