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ANDRAGOGICAL ASPECTS OF TRAINING COMPETENT FUTURE TEACHERS: EXPERIENCE OF POLAND, UKRAINE AND THE WORLD

The article is devoted to the andragogical aspects of training competent future teachers, in particular, to the role of continuous education, lifelong learning in the modern world.

It is shown that in the conditions of a radical change in the educational paradigm in the context of social ideas, values and the existence of people in general, it is education that performs a stabilizing function in society, transmits key cultural patterns in the context of the change of human generations, and also contributes to the adaptation of people to new conditions. At large, education accelerates the process of development and formation of a person as an personality, a subject of activity, self-education and self-development, thus ensuring the formation of spirituality, worldview, value orientations and moral principles in all participants in the educational process; in conditions of a certain devaluation of universal human values, the prevalence of pragmatic-utilitarian tendencies, adult education as a sphere of spiritual production plays the role of an intermediary means between culture and personality, which allows all participants in the educational process to make an adequate choice of cultural and educational values, cultural models; this contributes to the harmonization and stabilization of modern socio-cultural situation.

The historical aspect of the emergence of andragogy as a pedagogical science is outlined, which initially functioned as a component of general pedagogy and philosophy of education, and its development was closely related to the humanistic sciences (philosophical anthropology, adult psychology, ethics, sociology of culture and education, history of education and pedagogical thought), and then andragogy transforms into an independent branch of knowledge, subject area of comprehensive study of a person.

The importance of continuing education in the context of current civilizational challenges is emphasized. A conclusion is made about the importance of continuing education, in the process of which learning process as well as self-studying, self-education of adults take place, which builds its theoretical generalizations and normative provisions on two sources of knowledge: on the achievements of the humanities and social sciences, as well as on the research of adults in educational situations. The basic concepts of the study are analyzed, the results of the study related to the formation of competent specialists by innovative learning technologies are presented.

Key words: andragogy, continuing education, adulthood, adult, professional competence of future teachers, stages of development of andragogy.

Олександра Дубасенюк, Олександр Вознюк. Андрагогічні аспекти підготовки компетентних майбутніх педагогів: досвід Польщі, України і світу

Стаття присвячена андрагогічним аспектам підготовки компетентних майбутніх педагогів, зокрема, висвітлена роль неперервної освіти, ціложиттєвого навчання в сучасному світі.

Показано, що в умовах радикальної зміни освітньої парадигми у контексті соціальних уявлень, ідеалів і буття людей загалом саме освіта виконує стабілізуючу функцію у суспільстві, передає наріжні культурологічні зразки у контексті зміни людських поколінь, а також сприяє адаптації людей до нових умов. За таких умов освіта прискорює процес розвитку й становлення людини як особистості, суб'єкта діяльності, самоосвіти, саморозвитку, забезпечує формування духовності, світогляду, ціннісних орієнтацій і моральних принципів усіх учасників освітнього процесу, а в умовах певної девальвації загальнолюдських цінностей, превалювання прагматично-утилітарних тенденцій освіта дорослих як сфера духовного виробництва виконує роль посередника між культурою й особистістю, що дозволяє всім учасникам освітнього процесу здійснити адекватний вибір культурно-освітніх цінностей, культурних моделей; це сприяє гармонізації і стабілізації сучасної соціокультурної ситуації.

Окреслено історичний аспект виникнення андрагогіки як педагогічної науки, що спочатку функціонувала як частина загальної педагогіки і філософії виховання, а її розвиток був щільно пов'язаний із гуманістичними науками (філософська антропологія, психологія дорослої людини, етика, соціологія культури і виховання, історія освіти і педагогічної думки), а потім андрагогіка трансформувалася у самостійну галузь знань, предметну сферу комплексного вивчення людини.

Наголошено на важливості безперервної освіти в умовах сучасних цивілізаційних викликів. Зроблено висновок про важливість безперервної освіти, у процесі якої відбувається навчання, самонавчання, виховання, самовиховання дорослих, яка свої теоретичні узагальнення і нормативні положення будує на двох джерелах знання: на доробку гуманістичних і соціальних наук, а також на дослідженнях дорослих в освітніх ситуаціях. Проаналізовано базові поняття дослідження, представлено результати досліджень, пов'язаних із формуванням компетентних фахівців інноваційними технологіями навчання.

Ключові слова: андрагогіка, неперервна освіта, дорослість, доросла людина, професійна компетентність майбутніх педагогів, етапи розвитку андрагогіки.

Introduction of the issue.

Modern changes taking place in Ukraine, the latest educational paradigm requires qualified competent specialists, competitive in the labor market, who possess not only a significant amount of information, but also the ability to produce new knowledge, thus being a unique source of creativity and a subject of effective social activity [9]. The key role in this process is assigned to a modern teacher, capable of creative and transformative activity, increasing the level of his/her professional competence due to manifestation of professional and personal potential, conscious self-improvement throughout life. The research has been carried out on the basis of analysis of regulatory documents of Ukraine, namely the laws of Ukraine «On Education», «On Higher Education», the Decree of the President of Ukraine «On Priority Measures for the Development of Vocational (Vocational and Technical) Education», the draft law «On the Use of the English Language in Ukraine», the draft Concept of the Digital Transformation of Education and Science for the Period Until 2026, etc.

Current state of the issue.

A review of modern domestic scientific works makes it possible to state that the problem of professional growth of a teacher is highlighted in the works of A. Vykhreshch, I. Zyazyun, S. Karpenchuk, O. Kucheryavy, S. Panchenko, O. Ohienko, M. Postoliuk, Yu. Shalivska and others [1–4].

Nowadays, scientific works have appeared exploring the problems of professional development of a teacher as an adult, which can be traced in the works of Ukrainian (O. Anishchenko, S. Arkhipova, O. Dubasenyuk, O. Voznyuk, N. Verbytska, N. Kravchun, L. Lukyanova, N. Nychkalo, L. Sigaeva and others [6–10]) and Polish scientists (T. Alexander, T. Maliszewski, H. Radlińska, E. Romanowska, E. Skibińska, H. Solarczyk-Szwec, L. Turowski and others [18–20]).

At the same time, most scientists emphasize that professional growth is a mandatory component of a teacher's professional training, the basis of his/her professional development, personality development, and self-realization in professional activity. Thus, some experience has been accumulated in solving the problem

of teacher professional development, but the problem of the andragogical approach in the context of developing the professional competence in future teachers remains relevant.

The aim of the research consists in substantiating andragogical aspects, in particular the role of continuing education in the development of the professional competence in a future teacher.

Research methods: theoretical analysis of the specified problem with the use of methodological approaches, as well as the methods of pedagogical experiment with the aim of researching the peculiarities of the development of the professional competence in a future teacher. With this end, such methods as observation, conversation, questionnaires, the methods of mathematical statistics have been used.

Results and discussion.

Professional development should be carried out by the future teacher taking into account the age and social characteristics of his/her growth as an adult. This requires taking into account knowledge from andragogy as a branch of pedagogical science about learning, self-learning, upbringing, self-education of adults [16; 17]. The main provisions of andragogy are the theoretical basis for specifying the category of «adult» and substantiating the teacher's belonging to it [21]. According to L. Lukyanova, an adult is a socially formed person, capable of independent and responsible decision-making, who is a subject of social and labor activity with an independent life (professional, social, personal).

The scientific literature emphasizes that adulthood appears as a stage of ontogenesis, characterized by the highest level of development of a person's spiritual, intellectual, creative and physical abilities. At this stage, specific features of the self-concept, motivational and emotional spheres of the personality are formed, the way of life changes, life experience appears, new types of social relationships arise (creation of a family, family relationships, parental functions, career perspectives, creative achievements, etc.). Adulthood is associated not so much with age as with socio-psychological factors, which, on the one hand, are realized by a person, and on the other hand, are recognized by society [7; 8].

Therefore, according to S. Panchenko, adulthood is one of the longest, but least studied periods of ontogenesis, which occurs after adolescence and is characterized by a high degree of maturity and independence of the personality in the conditions of its full realization in society. The scientist defines an adult as any person who behaves consciously and responsibly in life, is engaged in a certain labor activity and has formed physiological and mental functions [9].

The 21st century is characterized by scientists' attention to continuing education, to constant improvement of professionalism and professional competence of future specialists and working adults. And in this process, andragogy played an important role being the theory of teaching and educating young people who are maturing, growing, as well as various categories of adults. According to the definition of the famous scientist – Polish andragogist Lucian Tuross, it is the science of «learning, self-learning, upbringing, self-education of adults, which builds its theoretical generalizations and normative provisions on two sources of knowledge: on the achievements of the humanities and social sciences, as well as on the research of adults in educational situations» [18].

Let us turn to **the history of the emergence of andragogy**. For the first time (1833), the concept of «andragogy» was used by the German historian of education Alexander Kapp (1800–1869) to denote the science that deals with the problems of adult education. However, the famous German educator I. Herbart (1776-1841) saw in it the danger of «legitimizing eternal immaturity». Only in the middle of the twentieth century did andragogy experience a «second birth».

The general and comprehensive complication of public life, the expansion of the range of activities of modern man for the first time sharply raised the question of the need to learn throughout life. It turned out that neither secondary nor higher education is able to teach once and for all. Adult education began to be considered as a system designed to compensate for the shortcomings of secondary and higher education.

In initiating research on andragogy, great merit also belongs to Eugen Rosenstock (1888–1973), a professor at the University of Berlin, and Heinrich Hanselmann (1885-1960), a professor at the University of Zurich.

At the same time, in Poland, between the two world wars, the term andragogy was used by Helena Radlińska (1879-1954) in the process of substantiating the theory of adult education.

An important stage in the development of andragogy was the initiation of empirical research and international cooperation in this area. It should be noted that in 1918 the first World Society for Adult Education was founded in London. In 1928, the first World Conference on Adult Education was held in

Hamburg, which was attended by representatives of over 300 educational organizations from 33 countries on different continents of the world.

It is interesting that in the 1920s, a course on the theory of adult education and cultural life was started, in particular, in 1922 in Poland (in Warsaw) and at Columbia University in New York in 1930. At the Jagiellonian University in Kraków, Poland (Polish: Uniwersytet Jagielloński, UJ is a public research university; founded in 1364 by King Casimir III the Great, it is the oldest university in Poland and one of the oldest universities in continuous operation in the world), this course has been taught since 1937.

As Tadeusz Alexander noted, initially andragogy was defined as a section of pedagogy; later, in the interwar years, scientists proposed considering andragogy as two autonomous sciences dealing with the problems of education. It was about pedagogy as a science of teaching and educating children and youth, as well as andragogy, which deals with the teaching and educating of adults (refer to: *Encyklopedia pedagogiczna XXI wieku*. Warszawa: Wydawnictwo Akademickie «Żak», 2005. Tom IV.).

Based on many years of research, Lucien Turos substantiated the following position: initially andragogy functioned as a component of general pedagogy and philosophy of education, its development was closely related to the humanistic sciences (philosophical anthropology, adult psychology, ethics, sociology of culture and education, history of education and pedagogical thought), and then as an independent field of knowledge [18].

Future teachers should understand the development of continuing education in the sphere of the history of the formation of andragogy in the context of their own subject of research, their own vision and understanding of the activities of adults in the field of education. Scientists distinguish three stages:

- the first stage – searching one (late 40s – mid-60s);
- the second stage – reflexive one (late 60s – late 70s);
- the third stage – structural one (early 80s – late 90s).

Each stage is characterized by its characteristics [8].

Stage I. Searching period (late 40s – mid-60s) is characterized by the formation of andragogy based on the analysis of new phenomena related to adult education. The rapid growth in the number of adults studies (mainly in the professional sphere) was characteristic of most developed countries in the 40s – 50s of the last century, which stimulated the description and analysis of the new pedagogical reality and the development of the first scientific hypotheses in the field of adult pedagogy. Thus, the Canadian educator and theorist of adult education J. Kidd (1915–1982) devoted a number of studies of the problems of adult education. His book «How Adults Learn» (1959) gained the greatest popularity. The works of the American M. Knowles were of particular importance for the theoretical understanding of the practice of adult education. He considered andragogy as a special science that helps adults learn. M. Knowles drew attention to the need to study adult activities in the field of education creating the methods of analyzing this process [17].

The characteristic features of the first stage of the development of andragogy can be considered:

- the understanding of adulthood as a socio-psychological phenomenon;
- the formation of the relative autonomy of a new field of knowledge about adult education as a process of development of pedagogical theory, determined by social, economic and psychological factors;
- the formulation of the subject of research and the formulation of specific tasks;
- the subject-centric orientation of research aimed at identifying the features of adult education in its institutional forms (mainly in the professional sphere);
- the inductive-empirical development of andragogy thought, based on the description and analysis of the phenomena in the field of adult education, comparing and contrasting them with children's education;
- the humanistic orientation of research that considers the adult, in accordance with the requirements of the scientific and technological revolution;
- the practical orientation of research aimed at improving educational processes;
- creation of departments, research institutes, professional associations, publication of journals, etc.

Stage II. Reflective period (late 60s – late 70s) is characterized by a deepening analysis of the problem of adult education. At this stage, andragogy begins to be recognized as an independent scientific discipline. Adult education is considered as a cultural phenomenon. The scattered ideas about continuing education are replaced by attempts to comprehensively substantiate the phenomenon of continuing education, to determine the role of education in the life of adults.

At this period, «andragogy» functioned as a header for systematic reflections, parallel to other academic headers like «biology», «medicine», and «physics». Let us present such examples of use of andragogy in the mentioned sense:

- the Yugoslavian journal for adult education (Andragogija, 1969),
- the Yugoslavian Society for Andragogy;
- at Palacky University in Olomouc (Czech Republic) the Sociology and Andragogy Department was established in 1990. Prague University has a Andragogical Department;
- in 1993, Slovenia's Slovenian Republic Andragogy Center was founded with the journal Andragoska Spoznanja;
- in 1995, Bamberg University (Germany) named a Andrology Chair.

Therefore, the second stage of the development of andragogy is aimed at its further conceptualization, understanding of the subject of research, tasks and methods, namely:

- deepening the ideas about the position of an adult as an active subject of the educational process, about the determining role of motivation in educational activities;
- the ambiguity of the term «adult education», which includes social, psychological, economic, didactic aspects;
- the conditionality of adult education due to various factors that are not always subject to control and management;
- a problem orientation aimed at defining the «research field» of andragogy as a field consisting of problems and various questions, the answers to which lie in the field of various social sciences;
- growing attention to experimental work, interpretation of facts obtained experimentally;
- deepening of the humanitarian orientation of research that considers education as a factor of adult self-realization;
- adult education as a means of social and cultural development of countries.

Stage III. Structural period (early 80s – late 90s of the XX century) is characterized by the growth of the role of practice-oriented research aimed at restructuring the forms, methods, and process of education; further conceptualization of adult education phenomena; development of forecasts determined by changes in socio-economic and socio-cultural conditions; continuation of theoretical and methodological research aimed at further understanding the subject of andragogy, the role of education in the life and activities of an adult, and the advancement of new hypotheses; development of forecasts in the field of development of adult education as a social institution [11; 13; 22].

At this stage, the structure of adult education institutions is formed, in which the following structures can be distinguished:

1. formal – institutionalized and hierarchically structured educational system (for example, evening school, higher education institution, institute of postgraduate education, etc.);
2. informal – a flexible and diverse in organization and forms of learning system, focused on the specific needs and interests of those who learn;
3. informal – associated with the acquisition of new knowledge, skills and holistic attitudes in the course of a person's everyday life («learning by doing/living»).

Thus, based on the analysis of the stages of development of andragogy, it can be concluded that this science has gone through a significant evolutionary path from the period of searches to the structuring and specification of pedagogical approaches.

At the *first stage*, the search for its own path took place, the features of adult education were studied and theoretical foundations were formed.

The *second stage* was marked by a deeper analysis and consideration of the socio-cultural contexts of adult education.

At the *third stage*, scientists actively developed pedagogical strategies and specific methods aimed at optimizing the adult education process.

In general, it can be stated that nowadays andragogy has become a scientific and pedagogical discipline that takes into account the specifics of adult education and provides practical tools for the successful implementation of educational programs for the target audience. The development of andragogy indicates constant adaptation to modern challenges and improvement of scientific approaches to support adults in learning and continuous self-development.

Future teachers should understand not only the historical path of development of andragogy, but also the main tasks of andragogy in modern conditions, which include:

- understanding the subject, object of andragogy, the role of education in the life and activity of an adult;
- forecasting the development of adult education as a general civilizational process;
- studying the formation and development of adult education in the world and in Ukraine;
- development, description and systematization of the conceptual apparatus for the adult education system;
- formation and assessment of the professional competence of a specialist;
- selection of the content of education and forms of adult education;
- development of the active position of an adult in the educational process;
- development of differentiation and individualization of education in accordance with the social and personal needs of adults;
- development of post-basic vocational and non-formal education of the unemployed, provision of psychological support, orientation and adaptation in new socio-economic situation;
- development of socio-economic prerequisites for the education of the elderly, disabled people, pensioners, and women.

In February 2019, the state classifier of professions included the profession of «andragogue» as a specialist in the field of adult education, as evidenced by the relevant state documents of Ukraine. The recognition of this profession at the state level was preceded by discussions and justifications from the professional community, individuals and organizations working on the development of adult education.

It is important to note that at Yuriy Fedkovych Chernivtsi National University there is already a master's program, where future andragogists are being trained. The Ukrainian Association of Adult Education welcomes the official recognition of the profession of andragogue and emphasizes the importance of professionalizing adult education, as well as the need to increase state support for informal adult education.

In the face of modern challenges, education seekers must realize the differences between post-non-classical education and classical education.

In classical education, the tasks are aimed at the formation of knowledge, skills, abilities and their reproduction, while unidirectional subject-object communication and interaction prevail, hierarchy and subordination dominate, strict norms, as well as rigid technologies, maximally adapted to those who teach. As a result – a professionally trained, cultured person.

In post-non-classical education, the main educational goal is the formation of the intellectual capital of society, collective subject-subject interaction in the education process prevails, as well as self-management and autonomy, flexibility of norms are dominant. Real and virtual technologies are widely implemented, maximally adapted to those who learn. The result of education is a creative competent professional who possesses intellectual capital, is engaged in continuous learning and is able to implement its results in practical activities.

Let us pay attention to the development of adult education technologies in the process of continuing education. These include:

1. Structural-logical (task) learning technologies, which are a phased organization of setting learning tasks, choosing a method for solving them, diagnosing and evaluating the results obtained.
2. Computer technologies are associated with the use of information, control and developmental educational programs.
3. Training technologies are associated with the development of certain algorithms of educational and cognitive actions and methods of solving typical tasks during training (tests and practical exercises).
4. Digital and distance educational technologies are especially relevant in the context of modern challenges and are aimed at increasing the efficiency of the educational process, in particular in a blended mode, enhancing teacher-student interaction through e-mail, online communication, etc.

It is important to note that in recent years, there have been many studies in the field of lifelong learning related to the formation of competent specialists using innovative teaching technologies [2; 12; 14; 15].

For example, let us pay attention to the research by Yu. Klymovych devoted to the theoretical and experimental study of the problem of forming professional competence in a future philologist using flipped learning in a higher education institution [5, s. 187–188].

The relevance of this research stems from the imperative to resolve *the contradictions* between the need to reform the higher professional education branch in Ukraine and the insufficient level of professional training of future specialists in higher education institutions; the significant potential of innovative pedagogical technologies in the field of education and the insufficient level of digital literacy of students; the need to increase students' motivation to independent forms of their trajectory of professional development using innovative pedagogical technologies and the insufficient theoretical and practical grounding of a holistic and effective system of the mentioned means.

The scientist analyzed modern methodological approaches to the problem of forming the professional competence in a future philologist by means of innovative pedagogical technology of flipped learning, namely: system-structural, competency-based, technological, activity-based, personality oriented and socio-cultural. The scientist characterized the structure of the professional competence of a future philologist and substantiated the criteria for studying the levels of its formation.

In accordance with the structure of the professional competence of a future philologist, the criteria for its diagnosis were clarified and their weight coefficients were determined in the pedagogical experiment (motivational-value, 0.1; content-activity, 0.4; operational-technological, 0.3; personality-reflective, 0.2), and the levels of formation of the professional competence in a future philologist were established: creative (high), professional (sufficient), basic (average) and elementary (initial).

According to the results of the pedagogical experiment, we present the results of monitoring according to the personality-reflective criterion, which are presented in Table.1.

Table 1

Levels of formation of the professional competence in a future philologist according to the personality-reflective criterion

Levels	EG (n=103)				CG (n=102)			
	Ascertaining stage		Formative stage		Ascertaining stage		Formative stage	
	n	n%	n	n%	n	n%	n	n%
Creative	31	30,10	43	41,75	30	29,41	32	31,37
Professional	33	32,04	41	39,81	38	37,25	38	37,25
Basic	39	37,86	19	18,45	34	33,33	32	31,37
Elementary	0	0,00	0	0,00	0	0,00	0	0,00

Source: author's development

During the experiment, it has been found that the personality-reflective criterion is characterized by significant changes. According to this criterion, the control group has the following increase: the creative level increased by 1.96%, the professional level remained unchanged, the basic level decreased by 1.96%. The experimental group showed different results: the creative level increased by 11.65%, the professional level – by 7.77%, the basic level decreased by 19.41% (Fig. 1).

Analysis of the results of the pedagogical experiment enabled to trace a significant positive dynamics of the level of formation of professional competence in future philologists in the experimental group (increase by 6.19%). Reliability in the control and experimental groups for the degree of similarity was checked by calculating the Student's t-criterion.

The conducted studies have confirmed the role of andragogic aspects, as well as previous scientific research of scientists, concerning the personality and professional growth of an adult person has shown the significance of the personality-reflective criterion. The latter indicates the importance of continuous education, in the process of which learning, self-study, self-upbringing, self-education of adults take place.

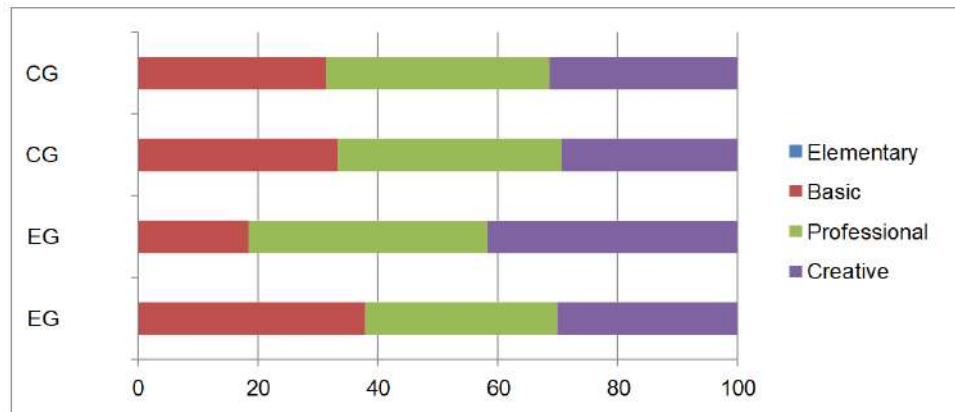


Fig.1. Distribution of applicants in the control (CG) and experimental (EG) groups by the personality-reflective criterion at the final stage of the experiment (%).

Source: author's development

Conclusions from the study and prospects for further exploration in a specific direction.

The main directions of the purpose of education as a continuous process reveal the leading role of the pedagogue being the andragogue aimed at professional training of the future teachers are to comprehend the role of continuous education in modern world, since education is a means/way of socializing the individual and ensuring the continuity of generations, a medium of communication and acquisition of the world values and the achievements of science and technology. Education for the adults is intended to help a person see the problems, contradictions of the world, interiorizing them, finding new combinations of known elements and creating missing elements through his/her activity, so that insight, creative enlightenment make possible a new activity for the creation of cultural values. In the context of the devaluation of the general cultural component and the prevalence of pragmatic-utilitarian tendencies, the adult education as a sphere of spiritual production plays the role of an intermediary between culture and the individual, who makes a choice of cultural and educational values, and thus contributes to the harmonization and stabilization of the modern socio-cultural situation.

At large, it can be emphasized that due to the pedagogical experiment the future teachers have realized the purpose of andragogy, which has become a scientific and pedagogical discipline that takes into account the specifics of adult education and provides practical tools for the successful implementation of educational programs for the target audience.

The development of andragogy indicates constant adaptation to modern challenges and improvement of pedagogical approaches to support adults in learning and self-development. This process can be considered the perspectives of our research aimed at concrete pedagogical technologies that are to be implemented in the educational sphere.

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