

THE IMPORTANCE OF ANDRAGOGICAL THEORIES IN THE MODERN EDUCATION SYSTEM

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Annotation: this article analyzes the role and significance of andragogical theories in the modern educational system. The specifics of adult education, the basic principles and principles of the andragogical approach, as well as the use of andragogical techniques in the 21st century educational system are widely covered. The article analyzes the theoretical views of Malcolm Knowles, Eduard Lindeman and other scientists in the field of andragogy and shows their practical application in the modern system of training, training and continuing education. The results of the study substantiated the advantages of the andragogical approach over traditional pedagogical methods and the possibilities of implementation in modern educational institutions.

Keywords: andragogy, adult education, Malcolm Knowles, self-management, experience, motivation, continuing education, skill development.

Introduction The 21st century in modern society, the educational system is developing rapidly, creating new requirements and problems. The rapid development of information technology, globalization processes, the changing requirements of the labor market and the rapid obsolescence of knowledge impose on a modern person the need for Lifelong Learning. Today, education remains a vital necessity not only for young people, but also for adults of different age categories. In this regard, the scientific discipline of adult education - andragogy - is gaining particular importance. In the context of the rapid development of the offered educational services market for adult individuals, a relatively new direction of the educational sphere was formed – andragogy (Greek andros – adult person and agoge – leadership, upbringing). The formation of the science of andragogy dates back to the first half of the 20th century. Although the term has been used before, the merits of the American

scientist Malcolm Knowles (1913-1997) in the development of the basic principles of andragogy as a scientific theory are significant. Knowles based on the fundamental difference of adult education from children's education in his works published in the 1970s, and developed an andragogical model. Knowles believes that in adult education, the following main characteristics are manifested. First, the ability to self-control plays an important role. Adults seek to make independent decisions and control their educational process. Knowles based on the fundamental difference of adult education from children's education in his works published in the 1970s, and developed an andragogical model. Knowles believes that in adult education, the following main characteristics are manifested. First, the ability to self-control plays an important role. Adults seek to make independent decisions and control their educational process. They prefer to be active participants, not passive listeners. Secondly, life experience is of great importance. Each adult has his own extensive life and professional experience, this experience serves as a valuable resource in the educational process. Thirdly, readiness to learn is associated with the need to solve certain life tasks or problems. Adults strive to learn knowledge and skills that will help solve real problems. Fourth, instead of educational orientation, orientation towards the problem solution is characteristic. Adults are interested not in theoretical knowledge, but in learning practical skills and ways to solve problems. Fifth, intrinsic motivation plays an important role. Adult learning motivation is often associated with internal factors - the desire for career growth, the need for self-development, personal satisfaction -. Fourth, instead of educational orientation, orientation towards the problem solution is characteristic. Adults are interested not in theoretical knowledge, but in learning practical skills and ways to solve problems. Fifth, intrinsic motivation plays an important role. Adult learning motivation is often associated with internal factors - the desire for career growth, the need for self-development, personal satisfaction -. In addition to Knowles, other scholars have made significant contributions to the development of andragogy theory. Eduard Lindeman (1885-1953) was an American educator and social worker who published "the meaning of adult education" in 1926. Lindeman argued that adult education should be closely related to life, based on experience, and derived from the needs of students. He viewed education as a lifelong activity rather than a one-off process. Jack Mezirow is credited with the creation of transformative education theory. He believes that adult education does not consist simply in mastering new knowledge, but in changing the existing worldview and reevaluating reality through new perspectives. This approach is especially important in the context of professional development and personal growth. The differences between pedagogical and andragogical approaches are very noticeable. In pedagogy, the teacher plays a central role, he determines what, when and how to learn. And in andragogy, the student is the subject of his education and actively participates in decision-making. Experience in pedagogy is limited, and the main source of teacher knowledge is the teacher himself. And in andragogy, the experience of each participant is a valuable resource. In pedagogy, students accumulate a stock of knowledge that may be needed in the future, while in andragogy, knowledge and skills necessary to solve current tasks are learned. Today, the andragogical approach is used in various areas of Education. The importance of andragogical principles is growing in higher education institutions, especially in graduate and doctoral studies. As the age and experience of students increases, their independence and activity in the educational process increases. In addition to traditional lectures and seminars in modern higher education, andragogical methods such as practical projects, research activities, group work, mentoring are widely used. andragogical approach is used in

various areas of Education. The importance of andragogical principles is growing in higher education institutions, especially in graduate and doctoral studies. As the age and experience of students increases, their independence and activity in the educational process increases. In addition to traditional lectures and seminars in modern higher education, andragogical methods such as practical projects, research activities, group work, mentoring are widely used. Andragogy fully manifests its power in the system of retraining and advanced training of personnel. The participants in this type of education are practicing professionals who have great professional experience. Therefore, it is necessary that the design of the courses is based on the real work situations of the participants, with the extensive use of practical classes, keys-stadi, simulations and interactive techniques. The teacher performs here not only the role of a knowledge provider, but also a facilitator, moderator and consultant. An andragogical approach is important in corporate education and employee development programs. Modern organizations pay great attention to the constant professional development of their employees. Corporate universities, trainings, webinars, online courses and other educational formats are aimed at improving the skills of employees. These programs are focused on the concrete work tasks of the participants, have a practical nature and rely on the experience of the participants. Andragogical principles also play an important role in online education and distance learning platforms. MOOC (Massive Open Online Courses) platforms, online courses for professional development, webinars and other digital learning tools allow students to independently manage their educational process. Students can learn at their own pace, in a convenient time and place for themselves. This allows the full realization of andragogical principles - independence, self-governance, individual approach -. Many studies confirm that the andragogical approach is effective. Adults are highly motivated in education based on andragogical principles, as the material being studied meets their real needs. Experience-based learning leads to deeper understanding and long-term memory retention. The possibility of self-control increases the responsibility of students and develops an active approach to learning. any studies confirm that the andragogical approach is effective. Adults are highly motivated in education based on andragogical principles, as the material being studied meets their real needs. Experience-based learning leads to deeper understanding and long-term memory retention. The possibility of self-control increases the responsibility of students and develops an active approach to learning. Practical orientation ensures that the knowledge and skills acquired are directly applicable to work activities. This represents a high investment return (ROI) for organizations. Interactive techniques develop critical thinking, problem solving, collaboration, and communication skills. This is one of the most demanded skills of the labor market of the XXI century. However, there are a number of difficulties in implementing the andragogical approach. First of all, the problem of training the staff of teachers and trainers. Most teachers are accustomed to a pedagogical approach and need to be retrained to apply andragogical techniques. Secondly, students themselves may not be ready for self-control and active participation. owever, there are a number of difficulties in implementing the andragogical approach. First of all, the problem of training the staff of teachers and trainers. Most teachers are accustomed to a pedagogical approach and need to be retrained to apply andragogical techniques. Secondly, students themselves may not be ready for self-control and active participation. Many were trained in the traditional educational system and learned to be in the role of a passive listener. Thirdly, andragogical education can take more time and resources. Interactive methods, an individual approach, experience-based

learning take more preparation and time than a traditional lecture. Fourth, in some cultures, the hierarchical structure and the authority of the teacher play an important role. Under these conditions, it can be difficult to implement andragogical principles, especially the idea of self-control and equality with the teacher. As a conclusion, we can say that the theories of Andragogy are important in the modern educational system. The rapid obsolescence of knowledge, the constant updating of technologies and the changing demands of the labor market have made lifelong learning a necessity. Of particular importance in these conditions is the andragogical approach, which takes into account the peculiarities of adult education. The andragogical principles developed by Malcolm Knowles and other scholars - self-management, experience building, practice orientation, intrinsic motivation - make adult education more effective. Andragogical methods-problem-based learning, case-stadi, projects, simulations, reflexive practice - provide active student participation and transform theoretical knowledge into practical skills. The application of the andragogical approach in modern educational institutions, the system of training personnel, corporate education and online platforms is becoming more and more widespread. However, for its full implementation, it is necessary to retrain teachers, provide the necessary resources and take into account cultural factors. In the future, the role of andragogy will increase even more. The rapid changes taking place in the world, the development of artificial intelligence and the emergence of new professions require constant learning and re-learning. A flexible, student-centered and practice-oriented education system based on andragogical principles can meet these requirements. Therefore, the study and application of theories of andragogy is one of the important areas of the modern educational system.

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