

## **The Effective Application of Andragogical Principles in Training Teachers Staff of Higher Education**

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**Abstract---** The article inquires the modern approach to education - andragogical approach, at the time it 's described with reference to professional improvement of teachers. This modern approach is based on characteristics and individualities of adult students. Implementation of andragogical method in the training of teachers involves the development and operation of andragogical model, the use of contemporary didactic technologies, special pre-training of tutors-andragogists. In Uzbekistan, this approach to training is poorly understood. Pedagogical principles are used in all universities, as well as in advanced training courses. The concept of androgogy dates back to the 19th century. Although this term was introduced into use in the field of pedagogy by the German historian Kapp, he did not find widespread use at that time. However, in the 20th century, attention began to be paid to the learning problems of the older generation, which have their own psychological and social prejudices. This circumstance has become the reason for the proliferation of research on andragogy. The androgogical model and andragogical principles of teaching, the concept of "andragog" have their own distinctive features from the pedagogical model, pedagogical principles of teaching, the concept of "teacher". In this article, when studying these issues, the main points of interpretation were the works of Russian scientists.

**Keywords---** Adult Education, Andragogy, Andragogical Approach, Andragogue, Facilitator, Life-long Professional Development, Scientific-and-pedagogical Personnel.

### **I. Introduction**

Adult education is primarily aimed at meeting the requirements of the labor market, the main criteria of which are the competence of professionals (deep knowledge) and professionalism (mastery of their profession). Thus, the advanced training system is part of the education system aimed at developing the student during his / her independent life. Thus, the teacher, depending on the specifics of his professional activity, is involved in the process of lifelong learning through additional professional training in the advanced training system, which allows him to acquire new knowledge and skills (Vershlovskiy, 2008; Gromkova, 2008). The results of advanced training are as follows: teachers are ready to perform their work at a high level in accordance with modern requirements, have the opportunity to apply the knowledge and skills gained in professional development, in professional activities, new competencies necessary for new educational requirements. However, researchers of the problem of adult education argue that an adult remains loyal to them as long as he or she does not realize, in the framework of his activities, that he or she needs to abandon some of his values and professional stereotypes, which will lead to wider and wider opportunities, deeper knowledge.

This situation, in turn, testifies to the relevance of the search for new methodological foundations for improving the system of advanced training, achieving new achievements in this area. In our opinion, some problems of teacher training can be solved on the basis of an andragogical approach.

The need for adult education (B.M. Bim-Bad (2016), T.G. Bray (2006), T.A. Vasilkova (2004), A.A. Verbitsky (2017), S.G. Vershlovsky (2008), V.V. Gorshkova (2016), M.T. Gromkova (2012), S.I. Zmeev (2001), I.A. Kolesnikova (2003), T.N. Lomteva (2001), A.E. Maron (1982), A.M. Mitina (1990), Z.N. Safina (2005), A.P. Sitnik (2006), G.S. Sukhobskaya (2002), L.M. Sukhorukova (2011), E.P. Tonkonogaya (2010), R.M. Sheraizina (2020), etc.) are determined not only by the dynamics of modern social, scientific and technological development, but also by the basic requirements of the labor market for a specialist. (These requirements are competence and professionalism). Ultimately, on the agenda is the issue of substantiating adult education as an independent branch of pedagogy, studying the formation and development of pedagogical andragogical competence in higher education.

Andragogy constitutes the theoretical basis for adult learning. According to the encyclopedic dictionary of pedagogy, the term "andragogy" in translation from Greek means "andros" - "adult" and "agoge" - leadership,

education." This concept was first proposed in 1833 by the German historian A. Kapp. In the nineteenth century, the term did not become popular because adult education, and therefore the science that studies it, had not yet developed at that time. Along with the term "andragogy" in the field of pedagogy, such concepts as "pedagogy of adults", "pedagogy of additional education for adults", "theory of adult learning" are used in parallel. Interest in andragogy has revived with the United Nations decision to declare 1999 the Year of Older Persons.

There are a number of scientific works on the study of the andragogical approach in Russia. For example, the works of S. Klyachin (2000), T.A. Konovalenko (2001), L. Linevich (2002), S.A. Filin (2005), M. Gromkova (2006), T. Falaxeyeva (2007), A. Ya. Kukuev (2008), N. Ivanishcheva (2013) and others.

S. Klyachin (2000) investigates the andragogical conditions for the formation of motivation for cognition of individuality by a student. His work substantiates the formation of motivation for cognition of individuality as the goal of the pedagogical process of higher education, defines the essence of motivation for cognition of individuality as the basis of a pedagogical multilevel model of its formation with the development of a model, identifies andragogical conditions of the pedagogical process for the implementation of a multilevel model of the formation of motivation for cognition of individuality by a student with experimental verification and development recommendations.

T.A. Konovalenko (2001) explores the essence, conditions for organizing independent work, theory and practice of organizing and conducting independent work of students in higher education. In the dissertation, the issue of the implementation of andragogical conditions in the process of organizing students' independent work is separately considered.

L. Linevich (2002) studies the andragogical conditions of adult education as a subject of pedagogical research, in which he considers the issues of adult education as a pedagogical problem. Reveals the essence of the andragogical approach to the learning process in higher education. The paper analyzes internal and procedural factors. The process of implementing the andragogical approach to teaching students at a university is also described, which reveals the target component and the content component of the andragogical learning model, the features of the teacher's work at the stage of psychological and andragogical diagnostics, and experimental verification of the model.

S.A. Filin (2005) analyzes the andragogical approach as a research methodology for in-house training of enterprise personnel.

M. Gromkova (2006) set the following research objectives: 1. To substantiate the formation of motivation for the cognition of individuality as the goal of the pedagogical process of higher education. 2. Determine the essence of motivation for cognition of individuality as the basis of a multilevel pedagogical model of its formation with the development of a model. 3. To identify andragogical conditions of the pedagogical process for the implementation of a multilevel model of the formation of motivation for cognition of individuality by a student with experimental verification and development of recommendations. The scientist reveals the essence and aspects of motivation for the cognition of individuality, andragogical conditions in the activities of students and teachers in the formation of motivation for cognition

T. Falakheeva (2007), as a result of the study, comes to the conclusion that the professional self-development of the personality of correspondence students in the process of studying at a pedagogical university will be more effective in the presence of the following psychological and pedagogical conditions:

- Providing psychological and pedagogical support of the learning process as a way to include students of the correspondence department in the educational process in order to determine, coordinate, and implement a program of professional self-development of the individual.
- Using the life experience, including the pedagogical experience of correspondence students, as a source of new knowledge for themselves and the teacher in order to realize the subject position of the participants in the learning process and the development of a new model of behavior in students "teaching themselves".
- The use of active teaching methods, imitation and non-imitation, in order to give the learning process an open, creative character.

The leading idea of the research of N. Ivanishchev (2013) is the implementation of the socio-andragogical paradigm in the system of higher pedagogical education. This paradigm, firstly, reflects the recognition of the unconditional value of education for students, taking into account the specifics of teaching a maturing student as a subject of educational activity; secondly, it contributes to the andragogic orientation of the educational process of the university, the professional and personal development of the student, the accumulation of experience, the acquisition of independence and responsibility in professional development, taking into account the requirements of the modern labor market.

Among these studies, the scientific work of A.I. Kukuev is noteworthy (2008). In his work, andragogy in pedagogy is considered as a science. The andragogical approach reveals the values, goals, concepts, principles and

methods of adults in harmony with their education. According to the scientist, the andragogical approach implies the application of certain interrelated values, goals, concepts, principles, methods of pedagogical activity in a conscious and purposeful way in accordance with the requirements of the adopted education system (Kukuev, 2008).

A. Ya. Kukuev (2008) distinguishes between basic and special methods of the andragogical approach. The method of analysis of experience is noted as the main method. Special methods of the andragogical approach include: methods of organizational activity aimed at solving a problem (modeling, design); interactive and conversational methods. The choice of methods and technologies is based on andragogical principles. The preferred technology of the andragogical approach is interactive learning, a relatively common form of learning in the form of teamwork. Features of the personal paradigm of adult education are manifested in the following: communication - understanding others, reflection - self-awareness, observation - "development" of one's own thoughts. According to the scientist, when implementing the andragogical approach, special attention should be paid to the initial training of a university teacher. The need for support and guidance for any adult or adult to "move" in the learning environment underlines the importance of the andragogical approach.

Based on the foregoing, it is concluded that the andragogical approach consists of a certain ordered set of components, such as purpose, principles, methods and techniques, and teaching aids. So, when we talk about the andragogical approach to teacher training, we understand the purpose and principles of adult education, methods and techniques based on the specific characteristics of the adult audience, means of professional development.

## **II. The Concept of "Andragogical Model" and Its Composition**

Currently, "andragogy" is used in two senses:

1. A section of the theory of education that reveals the specific patterns of acquisition of knowledge and skills by adults in educational activities, as well as the peculiarities of management of this activity by an adult, qualified teacher.
2. A new direction of pedagogical science, an area that describes, interprets and determines the specifics of adult education, models and technologies of educational processes.

Andragogy as a science draws the attention of specialists to the organization of the educational process, which is characteristic of adult education. An adult "student" differs from a schoolboy and a student in a number of characteristics. Adult education is characterized by the fact that they have knowledge, professional experience, life experience, age-related changes. Andragogy is the oldest learning formula: *non scholae, sed vitae discimus* - we learn for life, not for school.

The conceptual and terminological apparatus of the andragogical approach includes:

1. Andragog - A specialist in the field of training, education, management, counseling in the field of adolescents and adults.
2. Andragogical principles.
3. Andragogical process: A specially organized, result-oriented educational process based on the integrity and unity of specially designed educational, training and developmental processes. At the same time, in the lifelong learning system, the teacher provides complex interaction with the audience, and the andragog functions are a consultant, supervisor, moderator, and facilitator.

S.I. Zmeev (2001) adds to the principles of andragogy: perspectives of self-study of the audience; joint activity of the student and teacher in the organization of the educational process; based on the experience of the audience, which is used as one of the sources of training; individualization of training; systematization of education; contextualizing education; activation of learning outcomes; elective training; increasing the educational needs of students; awareness of education.

The difference between the principles of andragogy and the principles of pedagogy is that the principles of pedagogy mainly determine and direct the activities of the teacher-teacher, the principles of andragogy determine the activities of not only teachers, but above all the organization of student learning.

Thus, when organizing a system of advanced training, it is necessary to take into account the specifics of the pedagogical system of adult education, more precisely, the subject of instruction is a mature teacher, content, goals and objectives, principles of teaching adults, approaches to this, problems, forms, methods and technologies of adult education; It is advisable to study and introduce teacher-andragog-teacher issues into the education system. It is also important to remember that both the teacher and the student are adults in a certain sense. This situation imposes a number of requirements on an andragogue-teacher: he must be a specialist in andragogy, a specialist in adult education, a moderator, a co-author of a project, a tutor, an organizer of joint activities, a consultant, a facilitator of spiritual, methodological and pedagogical support of adult education.

The andragogical approach to professional development is based on the specific characteristics of high school students.

These characteristics are manifested in the following:

- An adult is very active in the learning process (energetic, has an idea of what he wants to learn).
- An adult is well aware of the need to show, manage and work on oneself.
- An adult has social and cultural experience (this experience can serve as both a source and an obstacle to its growth).
- An adult has a need to acquire deep knowledge and skills necessary for application in their activities.
- An adult has a desire to acquire modern knowledge.
- It is planned to acquire knowledge with minimal "costs" (effort, time, money, etc.).
- An adult is an equal subject of management of the educational process.

The educational process of adult education is a personality-oriented education that creates conditions for learning and independent learning, satisfies the need for self-expression, develops a personality culture throughout life, takes into account the laws of growth and change in an adult learners, based on new technologies (Kukuev, 2008; Zmeyev, 2009; Kuznesova, 2011).

In this case, it is fully consistent with the principles of adult learning, shared by M. Knowles (2005):

1. Adult education should be problem-oriented.
2. Adult learning should be based on their experience.
3. The experience gained in the educational process should be important for the student.
4. Learning objectives should be formed with the participation of students.
5. The trainee should be able to assess the achieved results in proportion to the learning objectives.

Today the principles of andragogy are increasingly used in the world in the system of training, retraining and advanced training of specialists in various fields. This is due to the fact that andragogy is included in the curricula for training, retraining and advanced training of specialists in various fields as a separate subject. For example, andragogy is taught as a separate subject at the UNESCO Institute for Innovative Technologies in Education as part of the Basics of Tutoring in Distance Education course. This training course is based on the practical experience of qualified tutors in the distance education system and is based on pedagogy, andragogy, psychology, as well as effective methods of tutor behavior in an open educational space. The mentoring models have been developed by the International University of Management, a partner with the Open University of Great Britain (see <http://www.ou-link.ru>).

### **III. Andragogical Approach to Professional Development**

The andragogical approach to professional development separates the specifics of the teacher's (teacher's) and student's (teaching staff's) activities and manages the educational process in the form of an andragogical model of teachers' professional development. The andragogical model of teacher training makes it possible to take into account the peculiarities of the age, mentality, social status of students and, on this basis, to organize the educational process. As a result of the introduction of this model, it is noted that students develop a sense of responsibility for the educational process, repeatedly refer to their experience, maintain a high level of interest in learning, and make changes to the educational process with their own proposals. At all stages, from planning the educational process to its reflection, real interaction between the teacher and the student is ensured, feedback and necessary changes in the educational process are provided.

The andragogical model of professional development allows you to launch a professional development process that meets the needs of older students, opens up their opportunities, and guarantees the free movement of teachers in certain areas.

Andragogic training of teachers is aimed at teaching them throughout their lives, since it focuses on various forms of introspection - self-control, self-esteem, planning their own activities, making changes in their activities, etc.

The implementation of the andragogical approach in the advanced training system will allow students to improve their professional competence in accordance with modern requirements, to be ready for lifelong learning.

The modernization of the system of pedagogical education and training should serve as a qualitative renewal of the pedagogical corps, the formation of advanced mechanisms for the content of education, and the creation of a high-tech educational environment. Therefore, the issue of acquiring the profession of andragog in the process of professional development should be considered as an activity in the field of advanced training. In the modern world, professionalism is perceived in two aspects:

The first aspect is the stage of becoming a professional.

On the second aspect, the profession determines the specific place of its owner in the production system (Kovaleva et al., 2009).

That is, professionalism means the rapid growth of individual personal interests in the production process, the deepening of knowledge in a particular type of activity, the expansion of the content of labor. Andragog is one of the new types of professional activity of a specialist who constantly works on himself, constantly updates his knowledge

and skills, feels the future, develops various strategies and methods of professional behavior, recognizes the use of alternative methods of solving problems.

The current level of development of andragogical knowledge allows to create certain patterns of the educational process in the system of advanced training, taking into account the subjective worldview of an adult (Gromkova, 2012).

- **Personal Interest in Learning:** Understanding own problems that need to be solved in the educational process.
- The reality of expectation of results from participation in the educational process, a change in the process of self-determination - a high mood for action.
- Relationships and activities based on mutual respect in the model of dialogue, cooperation - learning to work in an organized manner, involving emotions, intellect, will in educational activities.
- **Group Work:** Modeling events in real communities, trainings on resolving conflicts, reaching an agreement.
- Understanding of personal responsibility for the result (self-esteem), understanding of the possibility of applying the result obtained in one's own practice.

The andragogical approach to the development of the system of advanced training of scientific and pedagogical personnel is the basis for the study, formation and forecasting of the results of the advanced training system aimed at fully meeting the current and future professional and educational needs of students. is engaged in scientific and pedagogical activities.

The application of this approach is determined by the dynamics of social and scientific and technological development, changes in the content and nature of the labor and social activity of people, an increase in leisure and the ability to spend it wisely, the requirements of the labor market (these requirements, as noted earlier, are competence and professionalism). The purpose of the andragogical approach is to build a system of advanced training based on the subject-object interaction of scientific and pedagogical personnel, to form students' ability to adapt to current and future educational situations.

As andragogical criteria for the selection and formation of the content of the process of continuous professional development of scientific and pedagogical personnel, the following can be distinguished:

1. The listener is a leading person in the process of his education.
2. Ensuring the possibility of self-expression, independence, self-government of the audience.
3. Using the life experience of students (family, social, professional) as an important source of education for themselves and their colleagues.
4. The ability to immediately apply the knowledge, skills, abilities and qualities obtained in the learning process.
5. Cooperation of the teacher and the listener in the process of all actions (planning, implementation, evaluation, change to a certain extent).

The organization of the lifelong learning process has a number of andragogical features, which, in turn, determines the specifics of its technological support.

First of all, it is necessary to note the specifics of the educational process, which consists of older students (university teachers) and senior teachers - organizers of training, that is, two types of subjects of training.

Secondly, the adult audience is specific for different categories (different universities and institutes, academies), specialists in different fields of knowledge (humanitarian, natural, economic, social, etc.), different ages, different academic degrees, titles and positions, different work experience of those who have.

Thirdly, an important factor determining the specifics of professional development is the socio-psychological characteristics of the audience, that is, formed worldviews, professional stereotypes, values, habits, attitudes and other personal characteristics play a leading role in this area.

Fourthly, the main thing that determines other features is that the scientific and pedagogical collective is a socially mature, generally formed person, an active member of various social communities, an equal citizen, an employee who receives money for his work. That is why his activities are diverse, and in order to perform these tasks competently and responsibly, he must have certain personal qualities, knowledge and skills.

Fifth, the specificity of professional development is aimed at creating favorable conditions for adult learning.

#### **IV. Conclusion**

Based on the above considerations, it can be concluded that the andragogical model of training is highly effective in the advanced training system, in which the student is accepted as an equal subject, an active element of the educational process. The strategic goal of the andragogical model is to create a system of advanced training for teachers of higher educational institutions based on targeted programmatic management of their professional growth

and self-improvement throughout their professional and pedagogical activities. For this, it is advisable to solve the following tasks:

1. To increase the professional competence and mobility (enthusiasm) of the teacher in the context of advanced training.
2. To update the content and the process of professional development on the basis of promising directions for the development of science, technology and technology.
3. Ensuring the possibility of immediate adaptation of the advanced training system to the requirements of training qualified and competitive teachers for a higher educational institution.

Analysis of the literature on this topic shows that the formation of a lifelong learning system based on the andragogical approach provides:

- Will be able to improve their qualifications without leaving the workplace (it is noteworthy that such training is carried out throughout the entire career).
- Has a socio-pedagogical "backbone" or "satellite" of his professional activity.
- Growth of professional "dexterity", organization of exchange of experience within the university; implementation of their professional and managerial competencies.

Thus, the andragogical approach as the basis for the formation and forecasting of the development results of the professional development system will be focused on the current and future vocational and educational needs of persons engaged in independent professional activities, as a means of developing self-management and self-activation skills. In this case, the andragogue teacher (trainer, mentor) plays the main role in training courses, since he acts as a "facilitator" who initiates, interacts with participants in training courses, providing psychological support if necessary. In traditional forms of reading, such as group teaching, the teacher encourages the teacher to follow his or her instructions, while in facilitation mode, the teacher must behave not only as a leader, facilitator, but also as a member of the group. So, in the case of facilitation, we are faced with a completely different management situation. These features of training allow organizing the process of improving the qualifications of teaching staff in accordance with their life experience and needs.

Since a new image of a specialist should be based on deep professional knowledge, as well as constant work on oneself, study, readiness to change one's activities, independent formation of "one's own concept", organization of the process of professional training of scientific and technical specialists. The teaching staff demonstrates a new approach to the systemic technology of providing qualified support in professional activities. Facilitation is a means of involving a group of listeners / students, directing them to find a solution to a problem and directing the discussion, rather than directing and creating problem situations under the guidance of a facilitator, organizing independent activities of listeners.

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