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Continuous Education Of The Higher School Teacher: Andragogical Approach.

Lebedeva Natalia Valerievna^{1*}, Sikorskaya Larissa Evgenevna², Menlibekova Gulbakhyt Zholdas bekovna³, Seidina Moldir Zikirovna⁴, and Zabirova Galina Alexandrovna⁵.

¹Candidate of Psychological Sciences, Associate Professor,

²Institute of Additional Professional Education of social workers in Moscow, Moscow, Russia

³Doctor of Pedagogical Sciences, Professor, and Eurasian National University named L.N.Gumilev

⁴Post-Graduate Student of Eurasian National University named L.N.Gumilev, Astana, Kazakhstan

⁵Social pedagogue, State Budgetary Educational Institution of the City of Moscow Troitsk Rehabilitation and Educational Center "Solnyshko", Institute of Additional Professional Education for Social Workers in the City of Moscow, Moscow, Russia

ABSTRACT

The authors substantiate the relevance of the continuing education of high school teachers in their publication. The authors analyzed the main theoretical grounds for continuing education as one of the priority areas for the development of the educational sphere. The authors reveal the peculiarities of the andragogical approach, which sets the substantive and procedural integrity of the development of higher education in the current socio-economic conditions. The team of authors reviews the main components of innovative education: information technology, active and interactive forms of learning, individualization of trajectories, forms and content of teaching, taking into account many scientific, pedagogical and creative needs of the individual. Today, the social worker needs the region a large set of professional knowledge, skills, and skills in the field of social work, psychology, pedagogy, jurisprudence, gerontology, conflict logy and other areas necessary for the implementation of professional activities. As a result, the issue of raising the level of skills of social workers and getting them the appropriate education was sharply raised. Additional vocational education (hereinafter referred to as AVE) is now the "life-saving circle", which contributes to promptly responding to the ongoing changes in the social sphere and represents an opportunity to constantly raise the professional level of social workers. Psychotypological characteristics of the individual and individual stereotypes of behavior should be taken into account when forming an individual style of teaching students. The study of the personality-character structure of students helps to purposefully use the strong character of the character and to control and strengthen the weak ones, which contributes to the harmony of the individual during studies, increasing the effectiveness of mastering a social work, optimizing the pedagogical process as a whole. The key idea of lifelong education is that throughout life, a person as a subject of life and communication can be creatively updated, developed and improved using the entire educational potential of the individual.

Keywords: continuing education, high school teacher, andragogical approach, modern educational technologies, andragogical competence

**Corresponding author*

INTRODUCTION

The level of development of the educational system is one of the indicators of the socio-economic growth of society as an important component of the quality of life. In the conditions of modernization and rapid social and economic transformations, the globalization of digital information technologies, the issues of innovative education are becoming especially topical. The psychological type reflects the variety of the constitutional norm, and the accentuation of character and personality is an additional characteristic in relation to the type, which helps to make a complete psychological portrait of the individual with the identification of strengths and weaknesses. On the other hand, the accentuation of character, in the formation of which the genetic factor takes part, is an auxiliary link in the choice of individual style of behavior, response to the surrounding situation, which predetermines the success of learning and mastering, in this case, the provision of social assistance work [Chuev et al 2016].

It is no accident that adult education was described as the key to the 21st century of the International Conference in Hamburg in 1997 b [CONFINTEAV 1997], and the European Commission in the 2006 communiqué on adult education indicated that "it is never too late to learn" that "Adult education plays a key role in the development of citizenship (social capital) and competence (human capital)" [Communication de la Commission 2006].

The teacher of higher education, becoming a subject of professional activity, develops an individual way of organizing the performance of the assigned duties, which is the relationship of professional competence and objective characteristics of a specialist. Thus, the system of individual and personal characteristics is coordinated with the conditions of activity, but this coordination is carried out not in the order of establishing a one-to-one correspondence, but in the process of self-regulation.

MATERIALS AND METHODS

All students are in the same socio-pedagogical conditions. At the same time, each individual has a certain psycho typological set of properties that undoubtedly influence the formation of an individual effective or ineffective style of mastering the skills of social work.

The information base includes: publications on public health problems; materials of the regional representative personalized database of a comprehensive study of public health in Moscow and the Moscow Region(2010-2017, n = 4875); materials of representative monitoring sociological surveys in Moscow and the Moscow Region (2010 - 2017); materials of annual monitoring studies of the lifestyle and health of the adult population in need of social and medical rehabilitation (2010-2017); materials of statistics.

The methodology of this study is based on the ideas about the social structure of society developed by world sociology (K. Marx, O. Kont, M. Weber, and E. Durkheim), social stratification and social inequality (G. Spencer, P. Sorokin, T. Parsons, R.Merton, etc.), the concept of health as a social system (Y.P.Lisitsyn, A.V.Reshetnikov, N.V.Polunina, G.I.Tsaregorodtsev, A.M.Izutkin, I.V.Davydovsky, O.P.Shchepin, V.P.Petlenko, and others). The problem of social differentiation in the sphere of health is considered in the interrelation between the methodological, theoretical and empirical levels. Among the methods used are a conceptual analysis of theoretical sources, selective standardized population surveys and a socio-statistical analysis of a personalized database, a secondary analysis of social statistics of public health and public health.

DISCUSSION

The conclusions of the Lisbon Summit of 2000 confirm that the process of continuous human education is necessary for the transition to an economy and a society based on knowledge. At the same time, continuous education is considered as a lifelong movement to develop knowledge, skills and abilities, which ensures the development of the creative potential of the individual, which relies on the predictive nature of education, i.e. ability of knowledge to correspond to the future, still hidden tendencies of development of a society [Kuzminov et al 2008: 34].

A number of fundamental studies of foreign and domestic authors are devoted to the theoretical understanding of the problem of continuing education. Among foreign publications, it is necessary to mention

the works of R. Dave, E. Jelli, M. Jax, K. Kneper, P. Legrand, among domestic - the works of S.G. Vershlovsky, V.P. Vladislavleva, B.S. Gershunsky, V.A. Gorokhova, V.G. Onushkin and other authors. The idea of "continuous education" is deeper revealed in terms such as "lifelong education", "lifelong education", in other words, lifelong learning, to be more precise, "life qualification" - an education that gives an opportunity to adapt to life in a modern society and "job qualification" - a qualification necessary for work in various industries [Rakisheva et al 2017].

Research by Dave R., who formed the basis of the concept of lifelong learning, determined the main qualities of continuing education, among which:

- Coverage of the whole life of a person with education;
- Understanding of the educational system as a whole, including all levels and forms;
- Universality and democracy of education;
- Emphasis on self-management, self-education, self-education, self-esteem;
- = interdisciplinary knowledge;
- The flexibility and variety of content, tools, teaching methods;
- improving knowledge, skills, skills;
- Realization of creative and innovative approaches;
- Cognition and development of one's own value system;
- Systemic principles for the whole educational process [Foundation of Lifelong Education 1968:15].

The goal of continuous education is the development of the personality, and the continuous education itself is regarded as a mechanism of expanded spiritual production, which appears to the individual as an integral set of means and processes for its self-realization, contributing to the satisfaction of cognitive and spiritual needs, the disclosure and development of makings, abilities, recognition and potential [Manger 2014: 45].

The concept of the system of continuous education is reflected in a number of strategic documents. So, the purpose of the approved Decree of the Government of the Russian Federation of December 8, 2011 No. 2270p of the Strategy for Innovative Development of the Russian Federation for the period until 2020 "Innovative Russia 2020" is the transfer by 2020 of the Russian economy to a new development path. The priority objective of the Strategy is the development of human resources in science, education, technology and innovation, which implies the formation of a comprehensive system of continuing education that meets the requirements of the innovation economy, as well as the creation of incentives and conditions for the continuous retraining and upgrading of the entire economically active population of the country.

In the past three decades, continuing education has become one of the central pedagogical trends of modern society. In this regard, in the domestic system of higher education there is an urgent need for the organization of continuous training of teachers of higher education.

S.I. Zmeev points out that the essence of the andragogical approaches to adult education in practice is the involvement of the learner in organizing his own learning process [Kites 2015: 96].

Andragogical approach changes the view on the format of university education. It is known that the traditional higher education has a disciplinary model of education, and the main form of studies in the university is the classroom. However, the socioeconomic transformations taking place in modern Russia require greater pragmatism in the sphere of education: with increasing use of information and innovative technologies, the share of independent work of students is significantly increased. As V.A. Traynev et al., In addition to the traditional information carrier or custodian of certain norms and traditions, the teacher of higher education becomes an assistant in the self-education and development of the listener [Trainev 2007: 121]. He loses his former authoritarian position, the right of the elder and wise comrade. Democratic cooperation, cooperation, assistance, attention to the student's initiative, etc. come to this place. The position of the student also changes: his goal is to actively interact with the teacher and other students; use of various information sources and resources, independent search and comprehension of necessary professional information. Thus, the student turns into a subject of the educational process, educates himself under the guidance and supervision of the teacher, and the educational space of the institution only creates adequate conditions for effective learning [Trainev 2007: 121].

The idea of a teacher of higher education as an andragoge requires him to have andragogical competence. The components of this concept are [Vershlovski 2013: 277]:

- the ability to interact with a student based on partner participation in the educational process;
- knowledge of the characteristics of the student as a subject of educational activity;
- Possession of educational technologies adequate to the peculiarities of the position of students;
- the ability to assist in the adaptation of students to the learning environment and outline the prospects for their further professional and personal improvement.

The problem of the teacher of higher education as a subject of professional activity in the system of subject-subject relations (teacher-student) makes the idea of subject development of the teacher capable of self-regulation and self-development especially urgent. The use of the ideas of acmeology (Anisimov O.S., Bodalev A.A., Derkach A.A., and Slastenin V.A.), studying feminology, laws and mechanisms of human development at the stage of its maturity, while striving to achieve the highest level in this development provides an opportunity to comprehend the essence of the teacher of higher education as a subject of professional work.

The present model of higher education does not fully create conditions for the realization of the freedom of the teacher in constructing the content of education. Changes in the situation are hampered by the continuing position of the teacher as a translator. Another circumstance complicating the professional activity of the teacher is insufficient knowledge of information technologies, which often becomes the reason for their rejection. As a result, new teachers and resources are being used in the training process only by those teachers who are passionate about innovations. It is important that modern information and digital tools and resources become an element of mass educational practice [Macaroon 2014: 146].

Today, the teacher of higher education should continuously supplement his own knowledge, improve existing skills and have the desire to master new skills, expanding his professional experience. This is possible with its active inclusion in the process of professional development and self-education. People of the "third age", people with special health characteristics began to actively develop new professions; this became a vital necessity for them. In this regard, specialists of a new level, qualified for the training of such students, are in demand on the modern labor market [Karabulatova et al 2015]. In addition, the search for new emphasis on motivation is also extremely urgent in the new conditions of higher education [Koryakovtseva 2016].

The implementation of the creation of the system of innovative education in Russia places at the forefront the solution of problems associated with the professionalization of teachers of higher education [Chuev 2016]. Questions in connection with the state and improvement of the quality of the human resources of higher education institutions concern the improvement of the system of scientific training of personnel and the system of professional development in the context of continuing education.

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RESULTS

One of the ways to address these issues is to actively implement the andragogical approach to the educational process of the university, as well as to the system of additional professional education.

An important component of the system of innovative education is the rapid development of information and communication technologies in the society. Informatization also contributes to the change and structure of education: its content, relationships of participants, documents regulating the educational process. All this brings new realities into the activity of the teacher of higher education.

The authors made a comparative analysis of 2009-2010. and 2016-2017. results of the conducted research on the basis of the Institute of additional professional education of social workers in Moscow and Bryansk. The authors consider it important to determine the share of the use of information technology by teachers of higher education and additional professional education in the organization of the educational process.

The sample size was 386 teachers of higher education institutions. In response to the question: "What information technologies do you use in the organization of the educational process?" The results presented in Table 1 were obtained.

Table 1: Information technologies used by teachers of higher education, in%

№	Information Technology	2009-2010 years	2016-2017 years
1.	Distance learning	6 %	96 %
2.	Electronic platforms created in the conditions of the educational space of a higher educational institution	11 %	92 %
3.	Webinars	38 %	94 %
4.	Skype	42 %	97 %
5.	Social networks	43 %	98 %
6.	the Internet	76 %	100 %

Thus, the results of the survey show that for the period from 2009-2010. there was an increase in the use of information and digital channels to ensure the teaching and educational process of the teacher of higher education, as well as the teacher of the system of additional vocational education.

Modernization of the higher education system is impossible without the improvement of all educational technologies. Characteristic features of modern educational technologies are conceptuality, systemic nature, didactic expediency, innovativeness, optimality, reproducibility and guaranteed results [Lebedeva 2017: 148].

As you know, higher education uses a lecture-seminar system for organizing training, where one of the main forms is a lecture. However, now there are non-traditional lectures that contribute to increasing student activity in class. Recently, new innovative forms of conducting lectures are opened in the scientific-methodical and pedagogical literature, using the tools of interactive teaching, among them: lecture-visualization, "lecture together", problem lecture, lecture-provocation, lecture-conversation, lecture-consultation, etc [Jilkishiyeva et al 2017]

With the advent of the new Federal state standards of higher professional education of the third generation, the role of teaching with active and interactive forms is sharply increasing, with the help of which the quality and effectiveness of teaching are improved. Within the framework of the andragogical approach to learning, active and interactive educational technologies take precedence. In the first case, active interaction between the teacher and the student is assumed, the subjective position of the latter in teaching; in the second, pedagogical interaction permeates the entire educational and educational process both vertically (teacher-student) and horizontally (student-student).

Comparative analysis of 2009-2010years and 2016-2017 years the results of the research carried out on the basis of the educational institutions presented above, the determination of the share of the use of active and interactive educational technologies in the organization of the educational process is presented in Table 2.

Table 2: Active and interactive educational technologies used by high school teachers, as% of total amount of educational technologies and forms of education

№	Information Technology	2009-2010 years	2016-2017 years
1.	Educational quest	6 %	38 %
2.	TechnologyofProblemLearning	12 %	41 %
3.	Master Class	24 %	45 %
4.	Business game	42 %	77 %
5.	Technologyofprojecttraining	45 %	83 %
6.	Training	56 %	89 %

Thus, the results of the survey show that for the period from 2009-2010 years to 2016-2017 years the implementation by teachers of higher education and additional professional education of active and interactive forms of education has significantly increased.

Matushansky G.U. points out that for the current stage of the development of higher education "the actual transition from university and postgraduate teacher training through magistracy, postgraduate and doctoral studies and periodic upgrading of its qualification to continuing vocational education of the university teacher through the creation of a unified system of training, retraining, training, support and advanced training, step-by-step ascension from the lowest qualification-level to higher levels. At the same time, it is necessary to realize the individualization of the trajectories, forms and content of training, taking into account both the specifics of specific professional groups and many scientific, pedagogical and creative needs of the individual "[Matushansky 2003: 5].The presented results of these surveys testify to the need for continuous education of higher school teachers.

CONCLUSION

The Modern educational technologies perform humanistic, developmental, methodical, design and other functions. These technologies are based on the principles of integrity, variability, interactivity, fundamentalization, professional orientation, information support, etc. [Rakisheva et al 2017]

Today, higher education institutions and educational institutions of the system of additional professional education are under the influence of many factors that necessitate the implementation of new pedagogical technologies in the framework of the implementation of the andragogical approach, the use of active and interactive forms of instruction that orient the development of creative productive thinking, creativity, professional competence of students [Nakisbaev et al 2017].

In this situation, the question arises about the need for special literacy in the use of innovative technologies. Experts from the UNESCO Association singled out several types of literacy, including information and media literacy [Towards 2012]. The availability of information literacy allows not only to navigate in the digital space, but also to apply information technologies in the process of selecting, receiving, storing, processing and using information and new knowledge. Among the components of media literacy is: understanding the role and functions of the information environment, critical analysis and assessment of its content, as well as the availability of competencies in the use of information technology. Mastering such types of literacy becomes a necessity for the teacher of higher education, since it can contribute to the renewal of his pedagogical tools, will make it possible to make changes in the nature of the interaction of the participants in the educational process, and will also create conditions for updating the contents of the academic disciplines in accordance with the requirements of the time. The use of modern information technologies in the teaching and educational process provides an opportunity for the teacher to enter a different level of interaction with students. Undeniable is the fact that the receipt of educational materials with the help of known and new acquired resources not only increases the motivation of students, but also develops their personality, forms an information culture and prepares for life in the information society. The availability of information literacy allows the teacher to be in close contact with students.

The quality of the training and continuing education of high school teachers and the level of their professional conformity before the challenges of the time are one of the conditions for the creation of a

national heritage, namely, the human resource of modern society.

Thus, today we are talking about the teaching staff of the new formation, the modern high level of professional-pedagogical and androgical training of teachers of higher education and the system of additional vocational education, characterized by new competencies. A modern university is able to create a competitive advantage in the process of modernization of education through targeted development and the continuous formation of a pedagogical human resource.

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