

PROFESSIONAL ACTIVITY OF ANDRAGOG: FUNCTIONS AND COMPETENCIES

Sorochan Tamara,
University Of Educational Management
Kiev, Ukraine

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Abstract. The article reveals the problem of readiness of andragogs, the experts in adult education, to the professional activity. It also generalizes the features of the adult education. For the first time the correlation between competence and functions of the andragog, which determines its professionalization, is presented. The author's position is to determine the levels of development and the structure of competencies, to reveal the features of the implementation of various functions of the andragogs, and to substantiate the moduses, characterizing the state of the formation and development of competencies, the complication of their functions.

Key words: adult education, formation and development of competencies.

Introduction

The modern European labor market undergoes significant changes, which is manifested in the demand for new professions and the disappearance of need in some categories of professionals. Thus, the skills that determine the success of a person in his professional career change rapidly. The adult individual of the era of digital technologies and society of knowledge is studying, improving in the profession and self-realizes throughout all life. He is mastering a new spheres of the life and the facets of culture. Under such conditions, the education becomes a self-worth and significantly affects the formation of a value orientations of the individual, citizen, society as a whole.

The principle of continuity, which in the most modern studies is considered as a strategic benchmark for the social progress, is crucial for the adult education. The continuity of education is not only a leading factor in the socio-economic development of society, but also an important condition for the development of personality, its creative potential. The significance of the continuing education is emphasized by UNESCO, the International Labor Organization and the Council of Europe approval.

The leading motive for the training an adult is the desire to solve important professional or personal problems using of an acquired knowledge. The adults are active and independent in the learning process, they seek to freely choose the content and timing of their studies, institutions and teachers who can provide maximum filling of their life and professional experience with a new meanings, a new knowledge and ability to act in changing conditions. The peculiarities of the adult education are determined by their psycho-physiological and social maturity. An adult determines himself the desired results, quality and terms of education he needs. Adults need not the knowledge itself, but the solution of vital problems. The knowledge becomes a

necessary condition for solution of these problems as well as for the achievement of their professional and personal goals. There is a shift in focus from acquiring a new knowledge to its application in resolving their professional or life problems.

Theoretical basics

The adult education is carried out on the basis of andragogy, and the adult education instructor does not necessarily have a pedagogical education, but he is an andragog.

Andragogy – is the theory of the adult learning. The starting point of the andragogy is to create the conditions for the development of the specialist's personality, and to assist him in identifying his professional skills. The idea of the education based on adults' individual characteristics belongs to J. Dewey and E. Lindemann, who substantiated the necessity of adult education to be based on adults' own experience and to be focused on achieving goals. The representatives of the school of humanistic psychology A. Maslow and K. Rogers proved the leading role of the person in the process of learning, the regularity of the growth of educational needs of the man. The formation of the fundamentals of andragogy is also related to M. Knowles's studies, which emphasized the importance for an adult of the participation in making any decision about himself, rather than the passive perception of the decision taken by others. It follows the need to take into account the educational needs of those who study.

In Ukrainian science, the principles of andragogy, the theory and practice of andragogs was studied in the following aspects: the patterns of professional and personal development in the context of the transition to a knowledge' society, the professional development on the basis of a competent approach (O. Bondarchuk, O.

Karamushka, V. Kremen', N. Nychkalo , V. Oliynyk, O. Savchenko); theoretical and methodological foundations of the andragogy and vocational training of andragogs (O. Anishchenko, L. Lukyanova, M. Skrypnyk); organization of the adult education training (M. Kyrychenko, N. Klokar, O. Pekhota, V. Sydorenko). Among the modern scientific sources concerning the new philosophy of education, including the adult education, V. Kremen's researches are distinguished. The conception and theoretical foundations of the values of the society of knowledge, humanism, updating of value-semantic principles of professional development of the specialists are substantiated in there works.

Thus, the andragogy as a branch of knowledge about learning that provides the personal and professional development of adults, is in demand by the learning society. The problem of professional development of the androgogs themselves as specialists requires additional research.

This article is devoted to this question. This research was carried out of the scientific theme «Professional development of specialists in the system of adult education: history, theory, technology».

Discussion

An andragog carries out an important mission, which we understand as the meaning of socially significant activities in the adult education, the proclamation of the educational values throughout the life. The mission of andragog can be declared as important, useful for the society priority goals and values of its activity, namely: the implementation of formal and non-formal education, assistance in the informal education, the involvement in the achievements of culture and new technologies, the formation of a wide knowledge base, the promotion of the skills development,

demanding in the labor market, ensuring the professional and personal development of the adults.

An andragog is a professional in the adult education, a specialist, who is competent and actively working with the adult audiences. He teaches to implement the goals and programs of the continuous formal and non-formal education throughout their lives in order to ensure their professional and personal development.

The activities of the andragog are characterized by all the signs of the profession, namely: a specialization and a special subject of the work, specific technologies, methods and tools of professional activity, product of the work.

The profession of andragog in Ukraine is not yet designated in the appropriate classifiers, and the specialist in the adult education does not undergo compulsory special training in the formal education system. It encourages the research on the professionalization of the andragog.

The professionalization is a process of becoming an andragog-professional, that is, an adult education specialist. This process involves the choice of profession as a sphere of activity, taking into account its own capabilities, mastering a profession, its specific features, ethical norms. The professionalization involves the formation of professional consciousness and professional culture, which form the basic level of professionalism. The professionalization is achieved by the personal and professional development of the andragogs.

We have studied the correlation of functions and competences of the andragogs, who work in the field of the professional development of pedagogical and scientific-pedagogical employees and in the system of non-formal education.

About thirty teachers (andragogs) of the Central Institute of Postgraduate Pedagogical Education in the structure of the University of Educational Management (Kyiv), about forty teachers of regional institutes of postgraduate pedagogical

education (Ivano-Frankivsk, Zhytomyr, Luhansk, Kharkiv) were included in the sample of the researchers, as well as about twenty andragogs-coaches. They are the participants of the project «The Education Program for the Training of Professionals of adult education (German (non-governmental) organization «German Association of National Universities» (DVV International) in Ukraine and the public association «Ukrainian Association for the Education of Adults».

The empirical methods (observation, interviews, questionnaires) and theoretical methods (analysis, modeling, generalization) of the research showed that the andragogs professionalization should be based on a set of competencies and leading functions of these specialists, focused on the formulation of certain requirements to their professional activity and professionalism. Such a combination of competencies and functions also provides the basis for differentiating the educational activities of andragogs according to the audience.

Each competence is directed at the realization of a certain function of the professional activity of the andragog and includes three components: values, knowledge, abilities (skills). The competences and functions are divided into three levels, namely: the first (basic) level assumes the formation of the general competence of the andragog; the second (professional) level defines a set of competences, necessary for the professional activity of the andragog, considering the various functions, types of work and activities; the third (specialized) level combines the competences that determine the specificity and differentiation of the andragog professional activity.

Let us characterize the competence and functions of the andragogs.

The Function (lat. *Functio* - execution) is an activity, a duty, a work, an external manifestation of the properties of the object in a certain system of relations to which it belongs. Another meaning of the concept of "function" emphasizes that this is a kind

of communication between the objects, when the change of one of them leads to a change of another.

In order to execute the functions an andragog would need certain competencies acquired in the process of professionalization of andragogs. Naturally, for more complex functions there will be a need for new, specialized and differentiated competencies.

At the first, initial (basic) level of professionalization of the andragogs a general competence must be formed. It is relevant to those andragogs, who start a professional career mainly in non-formal adult education, and who are working with groups of people that improve their skills of interest (short-term projects, groups of different types, amateur associations, etc.), and communities of people who want to spend their free time meaningfully. The general competence is a starting point for beginner coaches and teachers for different programs and projects. The underlying values of this competence are a life-time education, development and self-development of a personality. For mastering the competence, it is necessary to know the principles of the adult education (andragogy), the peculiarities of the adult education and the adult audience; the teacher's ethics is required. The basic skills include the formation of a group and familiarization with its members; interviews; methods for identifying the expectations of learning, activating work in a group; the ability to teach by the principle of "do as I do, let's do together"; mastering the program and methods for achieving the specific learning outcomes.

The second level for andragogs is a professional level of implementation of the adult education functions that involves mastering of the universal competencies. This level is compulsory for the andragogs, who work with the specialists in the formal and non-formal adult education, namely: for all employees of the postgraduate education system, professional development, managers and implementers of the adult education projects and programs; employees of the employment service, social workers,

teachers of institutions of education of all types and levels that teach people over the age of eighteen, classified by Ukrainian law as adults.

To the specified set of functions that require development of the universal competencies of andragogs in adult education, we include the following: teacher, trainer (coach), facilitator, manager. Let's define them.

The function of a teacher in adult education is significantly different from that of a teacher in a student's classroom. These differences are due to the psychology of an adult, his attitude to learning. The specialty of the academic audience of the specialists is that they have already acquired life and professional experience. As a rule, they have professional education, a critical attitude of the content and technologies of education, and they need the professional communication. The andragog-teacher always looks for a balance between theory and practice, tries to maximize activation of students in the classroom. Unlike young people who only acquire higher education, the specialists perceive material through the prism of practical experience and with an understanding of the possibilities of using acquired knowledge. An andragog-teacher assumes that it is not the adults who are obligated to study, but he must motivate the adults to master new competencies, create an atmosphere of respect for every thought. The specialists are expecting from learning another result than students. For adult professionals, the results are those that allow to solve important problems of professional activity, while for students the results often consist of compiling credits, examinations, etc.

In order to acquire the competence of the teacher of formal and non-formal adult education, an andragog should carry out activities based on the values of the knowledge society and intercultural cooperation, critical thinking, processing and using information in the context of personal and professional development, ethics of interpersonal interaction and professional communication.

Implementation of this function requires knowledge in the following areas: philosophy of education; psychological peculiarities of studying in the conditions of differentiation of adults (by age, specialty, level of education, educational requests, gender characteristics, etc.); content, methodology, methods, technologies of educational process; general regularities and historical aspects of pedagogy; international and domestic experience of educational activity in the chosen direction; bases of pedagogical deontology.

The skills that must be formed in the andragog-teacher are as follows: the general skills in working with the audience (self-presentation, organization of work in the classroom, professional speech and communication, using of teaching aids, determining the stages a lesson, observance of the rules of the training time, schedule); definition of learning content; planning of the educational process; definition of adults requests, general and phased learning goals; selection of methods, and technologies of teaching and educational process in general; perfect knowledge of the practical skills to be formed in the adults and the technologies of their formation; use of the experience of adults in the learning process; empirical and quantitative methods for studying the learning outcomes of the group and individual listener; motivation, stimulation and encouragement of the group and each adult; self-analysis of their own activities during the lesson and its results in general; documentation and accountability of the teacher.

A trainer is a specialist in adult learning by interactive methods, including training technology. In addition to general-professional knowledge, he must be trained in the specifics of working out the specific skills using interactive learning methods, in particular, conducting a training. An important part of this activity is the ability to inspire success, to find new, non-standard solutions. Together with the audience, the coach “lives through” a new experience, gets inspired by the goal achievement.

Therefore, the formation of the andragog-trainer involves new professional skill, new personal qualities, further translated into the group's success in the learning process.

The values in the work of the coach are the activity of the individual in the process of learning, group activity, collective thought and diversity of thoughts, interaction. The trainer needs a knowledge of the social and psychological foundations of personality activity, pedagogy of interactive learning, theoretical foundations and methods of applying the interactive methods, conducting trainings.

The trainer's skills include organization of the group's work using interactive teaching methods and training; adoption of rules of work in groups; support of the dynamics of the group's activities; revealing the attention to the individual positions of the group members; provision of skills formation for group members; summing up and revealing the group's reflection; stimulating group members to the aftermath.

In the process of engagement with adults the andragog-facilitator helps to uncover their creative potential and to develop professionalism. It provides the favorable conditions for identifying the uniqueness of each individual, directs the priorities of personal, intellectual, creative development.

The term "facilitation" comes from eng. *to facilitate* - facilitate, promote, help. The facilitation is also considered as conscious, self-initiated, aimed at mastering of the meanings as the elements of student's personal learning experience, during which the andragog-facilitator is an assistant, who helps the student to seek independently the answers to the questions and to master the ways of activity.

The facilitative function is to help adults find, summarize, highlight the best achievements of their own experiences, create the preconditions for further professional growth, creation of a new in the profession or the creation of a new self in the process of personal development. While realizing this function, the andragog-facilitator is open to communication, reveals a high level of empathy (the ability to

see the inner world, the mental state of another person), demonstrates the confidence in abilities of those he teaches.

The basis of the implementation of the function of facilitation is the understanding of the value of each individual; personal and professional development of participants of the educational process; focus on success; professionalism; creation; cooperation, partnership, interaction; self-knowledge and self-realization. The facilitation is realized on the basis of knowledge of the psychological and pedagogical patterns of personal and professional development, the bases of creativity and creative activity, the concept of achieving life's success and career.

The ability for facilitation is manifested in the motivation of the learner for personal and professional development, success, creative self-realization in various activities; establishing of creative atmosphere in the classroom; marking success and achievements of each adult and the group as a whole.

The manager carries out administrative functions in the adult education system. He uses the entire complex of management: defines a strategy, sets the goal, plans, organizes, determines and analyzes the results, creates and improves organizational culture. There are also signs of personnel management and human resources management in the activity of the andragog-manager. The andragog-manager attracts highly skilled staff, motivates teachers, trainers to work with an adult audience to ensure the quality of adult education.

For effective management, the andragog carries out the personalized accounting of the potential audience of educational services consumers, differentiates them according to educational needs, age, seniority, level of professional development, etc. On this basis, he schedules training of specific categories of adults, makes differentiated versions of curricula and programs, and analyzes the results.

An important part of andragog-manager's activity is the timely planning of the material and financial resources, necessary for the organization of the educational process.

The andragog-manager should give an example of managerial culture in organizing events, owning content and technologies for working with adults, communicating, adhering to professional ethics standards.

The andragog-manager's values are the strategy of personal and organizational development, management culture, organization culture (corporate culture), goal achievement, focus on the outcome, certainty of conditions and rules of activity, infrastructure of the educational process. The basis of the implementation of this function is knowledge on the management of education, the provisions of the laws regulating activities in the field of adult education.

The andragog-manager's skills include studying the requests of the state, employers, society, stakeholders, consumers of educational services to determine the content and conditions of the organization of the educational process; formulation and presentation of a learning strategy; involvement of listeners in the culture of the organization (corporate culture) of the institution / organization conducting the training; participation in the development and implementation of cultural elements of the organization (corporate culture); implementation of management functions in the management of the educational process (definition of strategy, goal, planning, organization, control, analysis, correction); implementation of educational marketing on the basis of social responsibility.

A separate set of skills is related to financial management in adult education, namely: fundraising, finding sources of financing, budgeting, budgeting, budget execution, reporting.

Concerning the organization of adult education, andragog-manager must acquire skills in providing educational infrastructure of an educational process (logistics of events, participants traffic, convenience of schedule, equipment of the audience and other premises, comfort of conditions, equipment, sanitary and hygienic conditions, nutrition); creation of a cluster structure of training; documentation and reporting; time management and self-management.

We define the third level of the andragog competence development as specialized. It covers a set of special competencies that are claimed in specific situations. The competencies of this level should be formed at all employees of institutions of postgraduate education, specialists who perform the specific functions in higher education or in certain areas of formal and non-formal education of adults. To the set of functions and competencies of the specialized level, we include the following: methodical, consulting, expert, research, moderation, supervision, tutoring.

One of these specific functions is methodical. In the Ukrainian system of education, the posts of methodologists were entered into the institutions staffing list of preschool, vocational and technical, postgraduate education, methodical offices (centers). The methodical function is carried out in order to provide practical, targeted assistance to the teachers in mastering the new content of education, new programs and techniques. It is based on practical experience, involves the search for ways of exchanging science and practice.

The methodical function in the conditions of democratization and reformation of education acquires a new meaning and is filled with new content. The recommendations of methodologists and methodological institutions cease to be dogma since the teachers are working in a free choice of different options for curricula, programs, textbooks.

The posts of methodologists are also introduced in institutions of other branches. The methodical function can be realized both in the system of formal and non-formal education.

Recently, the following aspects of methodical function, such as mentoring, are actualized. In our opinion, the methodical function is transformed into the scientific and methodological support. It more complies with modern requirements than providing clear recommendations to the specialists. We are considering the scientific and methodological support as a technology of the process of continuous professional interaction of adult education subjects with the aim of developing, substantiating, practical implementation, approbation of innovative approaches to solving actual problems in a certain field of knowledge. This is a professional interaction of subjects of educational activity. The necessary conditions are voluntary participation and partnership, the main features are personal and professional development of participants, and the result is a new level of professional activity.

A valuable aspect of the methodical function (mentoring) is to understand practical experience as a source of professional and personal development. Knowledge of methodology, content, methods, techniques, technologies of education, modern educational trends is necessary for implementation of the methodical function (mentoring).

The successful implementation of the function of a methodologist, mentor, is predetermined by the following skills: study, generalization, testing, dissemination of professional experience; studying the requests of consumers of educational services; improvement, updating, development of new teaching methods; providing methodological recommendations of the complex issues of professional activity; identification and monitoring of learning outcomes.

The counseling function is becoming increasingly important in the adult education system. It is aimed at satisfying individual professional queries, solving

practical problems, supporting innovation activities. Practice shows that the theoretical foundations and technology of counseling are not sufficiently mastered by adult education professionals. The implementation of this function is based on interaction, which involves trust, a joint analysis of the problem and the search for solutions to it.

The counseling is an organized interaction between a consultant (andragog) and a client (specialist trained in adult education), aimed at solving problems and making positive changes in the activities of a particular specialist or organization as a whole. The purpose of consulting in management is to help the manager to more deeply understand what is happening in the field of professional activity, to clearly define the purpose of their activities and the purpose of the organization, make a choice, substantiate the management decision.

We consider the primary value of counseling to be an interaction. The consultant should be a highly qualified specialist and have the highest level of professional knowledge in counseling. The consultant's skills consist of determining the client's problem area; assistance in formulating the request, problem issues; joint search for solutions to problems; providing the opportunity to expand the vision of certain problems.

The expertise, as an andragog's function, is often demanded in practice. The activities of andragogs may be related to the analysis and evaluation of the activities of certain specialists, organizations, projects, in particular, in the process of generalization of experience, in the conduct of monitoring research or certification. The expert evaluation method allows us to investigate positive and negative trends in practice, compare the results with the goal. An important prerequisite for an examination is development of criteria and indicators for the evaluation of various objects and processes, as well as mastering of certain research tools.

The value of the andragogy-expert is the innovative development of various systems; the knowledge that he needs is highly specialized. The skills provide for an examination procedure; definition of the state and prospects of the development of objects; evaluation of programs and projects of innovative development; establishment and characterization of the results of innovative and experimental activities.

The andragog-researcher directs his activities to the scientific context of the realization of adult education programs and projects. The adult education goes beyond pedagogical science, since the concept of pedagogy concerns, first of all, children. The concept of "upbringing" is rather conditional in working with adults, since andragogs work with the formed personalities. Instead, the level of professional knowledge and skills of the andragog comes to the fore. Adults are very critical of the inadequate level of professional training of an andragog, and they may be indignant at the violation of the ethics of communication, as well as the mismatch of value orientations. All this leads to the special interdisciplinary scientific research on the problems of professional activity of andragogs, in particular, the combination of efforts of educators, psychologists, sociologists, anthropologists, philosophers, etc.

The values of the andragogy-researcher are based on the principles of academic integrity. They include a respectful attitude to science, scientific knowledge, process of knowledge acquisition, research, new scientific product. The knowledge that ensures realization of the function of the andragog-researcher is a special knowledge in a certain area of science, science studies, the foundations of theory and methodology of scientific research.

The skills of an andragog-researcher are determined by the requirements for the pursuit of scientific activity as a professional, namely: academic writing and adult education of the basics of academic writing; planning and conducting scientific research; realization of innovative idea in the process of scientific research;

installation, monitoring, generalization, testing of research results; preparation of qualifying works of different levels; preparation of a scientific report, speeches, abstracts, articles, monographs, teaching aids, etc.; processing of scientometric databases; certification of scientific personnel.

An andragog-moderator carries out activities aimed at revealing the potential of specialists. The basis of moderation is the using of special technologies, that help to organize the process of free communication, exchange of opinions, judgments, which brings participants to a professionally balanced solution through the implementation of internal capabilities. The moderation creates nothing new, but only helps the potential to become relevant. At the same time the individually significant becomes the collectively significant. The function of the moderator is to help the learners discover their hidden possibilities and unrealized skills.

A moderation as a function of the andragog is based on the values of group communication, the dialogue of cultures. Knowledge of the basis of group behavior and the dynamics of group development is its necessary component. The andragog-moderator's skills include discussions, debates, «roundtables», briefings, etc .; stimulating of the group activity and its participants; generalization of the ideas; separation of the main idea; compilation of constructive proposals; visual representation of the results of the group's work.

The activity of the andragog-supervisor is aimed at analytical and experimental combination of the practical pedagogical activity with education, assistance in combining theoretical knowledge with practical skills. The supervision is a professionally oriented assistance, a cooperation, during which the learner gets the opportunity to reflect his/her own thoughts, attitudes, difficulties, expansion of theoretical representations, determination of the ways of further activity.

At the initial stage, the adults are unprepared for discussions, hope for positive feedback, and some adults need support. The andragog-supervisor is perceived in this

case as an authority, a role model. The general objective of supervision is to encourage specialists to continue professional development, a deeper mastery of the professional activity at the level of modern requirements. A supervision allows to actualize the achievements of practical experience of specialists, to correlate theoretical knowledge with practice, to find out the actual attitude to the facts and phenomena, to search alternative solutions.

A supervision requires cooperation. The more and less experienced professionals can describe and analyze their own activities under confidentiality.

The basic value of the andragog-supervisor is cooperation. He must know the standard requirements for certain types of activities, projects, experiments, etc.; combine theoretical knowledge and practical experience.

Execution of supervisory function requires the skills for actualization of the practical experience of specialists; correlation of theoretical knowledge and requirements to certain types of activity with practice; help in revealing the personal attitude of the expert to the facts and phenomena; joint search for alternative solutions; adherence to the conditions of confidentiality.

An andragog-tutor is a specialist in the adult education system. He organizes the independent study on an individual trajectory, creates the necessary conditions for the implementation of an individual educational program for adult learners, including digital technologies in the distance education. A tutor is a consultant, a teacher who elaborates individual educational programs and accompanies an individual in his learning program/curriculum.

An andragog-tutor focuses on reflection, that makes it possible for specialists to understand their own educational needs and to independently determine their content and terms of study. Under the patronage of the andragog-tutor, they comprehend their

own educational opportunities and prospects for professional development and they build up an individual educational program.

The values in the implementation of the function of tutoring are an understanding of the characteristics of the information society; independence in gaining knowledge; information and work with it. Need to have knowledge about the ways and means of the work with information. A tutor provides access to ICT technologies in the educational process; helps adults to identify and overcome the individual educational trajectory.

The mastering of these functions and the acquisition of appropriate competencies takes place in the process of professionalization, that is determined by certain features that can be represented as moduses. Modus (lat. *modus* - measure, way, image, form) is a philosophical term that denotes the way of being, action, experience, thinking, fixes those variables of properties of objects that are inherent to them in certain states. The corresponding moduses allow to characterize their properties at the different stages of formation and development because the competencies of the andragogs develop, and the functions become more complicated.

We characterize the moduses of the professionalization of andragogs in the context of the studying society.

The modus of choice determines the possibilities for conscious choice by subjects of interaction (andragogs and adults who study) with values, content, forms, methods of teaching, and ways of establishing its results. The adult learning, as a rule, occurs on a variety of flexible programs. The adults often choose those forms and content of learning that give a wider scope for self-realization, creativity, freedom of expression, and the practical application of knowledge. The andragogs and the studying specialists should become partners in the joint activity. The active learning methods that allow to simulate real-life situations, create an atmosphere of creativity in a group are becoming more popular.

The modus of social influence accents the need for the development of the professional identity of the andragog. The prolonged processes of reform implementation involving a large number of innovations have an impact on changes in people's outlook. It necessitates to change the professional thinking of andragogs, that must comprehend the value of the individual in the context of universal and cultural values. In turn, the andragogs are the bearers of changes in the studying society as they can provide professional help to adults in obtaining the required knowledge and mastering the technologies. Another important aspect of the social impact of andragogs is facilitation, the creation of a supportive, motivating, and stimulating situation for the development and self-realization of each studying individual and group. One of the socially meaningful results and criteria of the social impact of the andragog on the studying adult is a success.

The modus of activity reveals the regularities of the development of the andragogs' professionalism. In the initial stages his activity can be carried out according to the algorithm, model, instruction (reproductive level of professional activity), then he begins to act confidently, independently, introducing his own ideas and methods of action (partial-search level). Then the gradual transition from the preprofessional level to mastery and creativity can be stated. The formation and development of creativity in the andragog's professional activity initially goes through the stage of introducing novelty into separate components of competence, then - the stage of active improvement of practical experience and the desire to present it to colleagues. We can observe the innovative level of professional activity if the andragog not only adds novelty to already known techniques, methods, technologies, but creates a fundamentally new intellectual product.

The modus of prospects and transformations opens up the possibilities of personal and professional development of the andragog. In a studying society the andragog learns not only the function of the teacher, but also performs a significant

number of other functions simultaneously. It requires transformational changes in the personality of andragog, his willingness to assume these functions and constantly improve their performance.

The cyclic modus focuses the professional activity of the andragog on the variability of certain periods in adult education that should be taken into account. We introduced the concept of "andragogical cycle" in the theory of andragogy. We explain it by the fact that in the process of training the adult specialists must acquire new competencies or update those already formed. Each time a new stage in professional development is based on the previous specialist achievements, so it's about a certain cyclicity. The challenges of time as well as personal and professional needs stimulate and motivate continuous education. The term "andragogy cycle" reflects the concept of continuous education of specialists in the adult education system on the basis of andragogical and competent approaches.

The andragogs take steps each time, when they master the new, acquire new competence to the heights of professionalism. A professional development as a whole process or as mastering of any new competence begins with a preprofessional level. The andragog has not yet recognized the corresponding values, did not perceive them for himself, and knowledge and skills are at the initial stage of formation. An important step towards the level of professionalization is the active formation of the necessary competence. The andragog overcomes it if he begins to feel the need for this. At the same time, he makes first attempts, performs separate elements of practical actions in the application of new competence in professional activities.

When an andragog starts to act by algorithm, model, instruction and becomes more confident and independent, even introducing his own ideas and methods of action (partial-search level), then one can state the gradual transition from mastery to creativity. Initially a creativity is the stage of introducing novelty into separate

components of competence, then the stage of active improvement of practical experience and the desire to present it to colleagues.

We can observe the innovative level of professional activity of the andragog, when it not only adds novelty to already known techniques, methods, technologies, but creates a fundamentally new intellectual product. It can significantly affect the results in the professional activity and has a social significance.

Conclusions

The modern society needs a wide introduction of life-long education. Formal and non-formal adult education is professionally carried out by andragogs. The andragogs themselves have to go through in the area of adult education.

The functions and competencies of andragogs are divided into the following levels: initial, professional, specialized. The first level (basic) is the general competence of the andragog. The second level is determined by the ability to implement the functions of a teacher, trainer, facilitator, manager. The third level is highly specialized, it is associated with such functions as methodology, advisory, expert, research, moderation, supervision, tutoring.

Each function and corresponding competence of the andragog, that provides the ability to implement it, contains the following components: values, knowledge, skills (abilities).

The professionalization of andragogs is characterized by a set of moduses that determine the state of formation and development of competencies, the complication of their functions, namely, moduses of choice, social influence, activities, perspectives and transformations, cyclicity.

The highest, innovative, level of professionalism of the andragog is characterized by the ability to create fundamentally new products in collaboration and interaction with studying adults. It affects development of a particular branch and give a significant social impact.

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