

Hanna KRAVCHENKO,

Dr. Sc. in Education, associate professor, Head of the Department of Pedagogy, Administration and Special Education of the Education and Scientific Institute of Management and Psychology of the SHEI «University of Education Management» of NAES of Ukraine
ORCID ID: 0000-0002-2156-3203
e-mail: innovatica@ukr.net

**FEATURES OF MASTER TRAINING IN THE CONDITIONS OF THE
UNIVERSITY UNDER THE EDUCATION AND PROFESSIONAL PROGRAM
«PEDAGOGY OF HIGHER SCHOOL. ANDRAGOGY»**

Abstract. The content of the article deals with the issue of «professional competence of the educator», the essential signs of professional competence which are due to constant changes in the world and determine the requirements for a «successful adult» are established. It has been determined that «continuing professional education» involves the process of improving professional specialization which lasts throughout the life of an adult. An important role in this process is played by the andragogic approach.

The andragogic approach in the system of higher education today is considered the most relevant in connection with the introduction of continuing education (education throughout life). Based on this the process of training adults who enter the master's program having some experience of professional activity must be built on the basis of the principles of learning but from the standpoint of andragogy. In the course of studying the principles of adult education, the importance of the principle of modular design of the education process; the principle of education support; the principle of information completeness and accessibility; the principle of partnerships between the subjects of the education process and the principle of the self-development regime are proved.

Directly andragogy contributes to the formation the necessary skills of those who learn, helps to master the necessary knowledge, forms the skills of planning, implementation, evaluation and correction of the process of their training and their own professional activities. A successful example of such a process is the modeling of the education system at the university regarding the training of students of the second (master's) level which is based on requests and provides for such a structure in which a

scientific and problem approach is carried out which involves the integration of various sections of the education modules of academic disciplines. In the context of this the education and professional program «Pedagogy of Higher School. Andragogy», master's degree, field of knowledge 01 Education/Pedagogy, specialty 011 Education, pedagogical sciences, the level of the program of the NQF of Ukraine - level 7, FQ-EHEA - second cycle, EQF-LLL - level 7 and the features of its content are disclosed. It should be noted that through the study of the content of the academic discipline «Basics of Andragogy» in the context of continuous education, undergraduates become aware of the importance of education in the socialization of various groups of the adult population, determine the andragogic potential of formal, non-formal and informal education; learning in the adult education theory; acquisition of skills by students to identify the most relevant problems for different age groups of adults and organize their education activities in such a way as to provide them with an opportunity to get acquainted with various scientifically sound approaches to solving problems that concern them.

Key words: andragogy, andragogic approach, «adult education», «professional competence», university, education and professional program «Pedagogy of Higher School. Andragogy».

Introduction. Education, like no other sphere, is associated with changes occurring in the social and economic life of society which are associated with martial law. We live in a world where the process of rutinization of knowledge and the development of intellectual technologies occur quite quickly.

Since the conditions of existence and development of any state in the world are associated with the level of education of people, their ability to change, responding to changes in the socio-economic potential of society no one does not question the issue of the continuity of education especially now under the martial law of Ukraine.

The result of professional training of pedagogical staff in higher education institutions can be described using the concept of «professional competence». Under the «professional competence of the educator» is understood an integral characteristic that determines the ability to solve problems and typical professional tasks that arise in real situations of pedagogical activity using knowledge, professional and life experience, values and inclinations. Professional competence is always manifested in professional activity. It is impossible to «see» unmanifested competence without engaging in the performance of directly professional duties. Professional competence is manifested in

solving professional problems. It is important to pay attention to the context in which professional competence is manifested.

Аналіз останніх досліджень і публікацій. In the course of scientific research of E. Gelpi, J. Delor, E. Edwards, R. Dave, P. Lengrad, D. Husman, based on the analysis of the literature of B. Wulfson, O. Darynskyi, O. Dubanesue, V. Onushkin, N. Nychkalo, S. Sysoeva, T. Sorochan on this problem, essential signs of competence are established which are due to constant changes in the world and determine the requirements for a «successful adult»: firstly, competence has the activity character of generalized skills in combination with visual skills and knowledge in specific areas of professional activity; secondly, it appears in the ability to make a choice based on an own adequate assessment in a particular situation. The concept of «adult education» covers the entire complex of continuous learning processes, both formal and the entire range of its unofficial forms and types. Through it adults develop their abilities, enrich knowledge, improve professional qualifications or apply them in a new direction [1].

Today the functions of the education space are greatly expanded and modified. The development of new systems and new content of education is required. There is a search and introduction of progressive technologies and flexible organizational forms of adult education which enter the magistracy not after the completion of the bachelor's degree but on the basis of an already received specialist or master's degree. Such adults – students already have some knowledge and professional experience. Currently, continuing education takes place directly throughout life.

The education that accompanies a person in the period of his life has different names: «lifelong education»; «continuing education»; «permanent education»; «further education»; «recurrent education»; «popular education»; «lifelong learning»; «lifewide learning»; «adult education,» «lifelong while working», «working while learning» [6-8].

Purpose of the article is to justify the value of the andragogic approach in the organization of the education process at the university; determine the features of modeling the education system at the university regarding the training of students of the second

(master's) degree; in the disclosure of the specifics of the preparation of masters according to the education and professional program «Pedagogy of Higher School. Andragogy».

Presentation of the main material. In European countries there is a certain commonality of views on the role of adult education in achieving the progress of personality and society. This was reflected in the pedaling of almost all countries of the idea of continuing education [3].

Continuing education is a priority problem caused to life by the development of STP and those political, socio-economic and culturally logical changes in the country [4]. Continuing education is a process of personal, social and professional development of the individual during his life conducted in order to improve the quality of life of both individuals and their communities. Along with the term «continuing education» it is appropriate to reveal the essence and content of the concept of «continuing professional education». This is a process aimed at the comprehensive development of personality at the systematic replenishment of knowledge related to the development of the scientific and technical process which takes place in society in the course of which professional competence is emphasized and the spiritual need of a person is enriched. Continuing professional education is the process of improving professional specialization which lasts throughout life [11].

Therefore, the andragogic approach in the system of higher education today is considered the most relevant in connection with the introduction of continuing education (lifelong learning).

Under the concept of «Andragogy» we understand the independent branch of pedagogy (as a generalized science about the processes of education, training and human development) in which theoretical and practical problems of education of adults in the system of continuing education are considered taking into account their age, personal, social and other features [5].

Andragogy is an independent branch of pedagogical science which reveals the theoretical and practical aspects of training and education of an adult throughout life. M. Knowles identified a number of provisions on which Andragogy rests. Namely: an adult who learns - that learns (and not who is taught) has a leading role in the learning process; an adult being a formed personality sets specific goals for learning, strives for independence, self-realization, self-government; an adult has professional and life experience, knowledge, skills, skills that should be used in the learning process; an adult is looking for the fastest application of knowledge and skills obtained during training; the learning process is largely determined by temporary, spatial, domestic, professional, social factors that either limit or contribute to it; the learning process is organized in the form of a joint activity of the one who teaches with the one who learns at all its stages [16]. Based on this, the process of training adults who enter the master's program having some experience of professional activity must be built on the basis of the principles of learning but from the standpoint of Andragogy.

From the set of known principles of adult education in order to use them in the learning process, it can be determined [8; 10]:

- the principle of modular design of the education process (the modular approach allows departments to flexibly rebuild the learning model already during the education process in accordance with the individual needs of the learner);
- the principle of education support (opens up the possibility for a systematic study of the education and professional needs of master students and adequate education support);
- the principle of information completeness and accessibility (provides each master with the most complete amount of problem-oriented secondary information, as well as various scientific and methodological developments in accordance with his personal and professional needs that contribute to his further self-education);
- the principle of partnership between the subjects of the education process

(contributes to the creation of a trusting environment, also allows the graduate student to be in the role of a transmitter of his knowledge both to the educator and to others who are trained in the group);

– the principle of the self-development regime (the emphasis is noticeably shifted from the transfer of knowledge to ensuring such conditions for masters who contribute to the development of skills and abilities for independently obtaining the necessary knowledge, searching for information, creating projects for professional self-development; allows masters to gradually move from the mode of application of information from andragog to the mode of self-development) [8; 10].

The implementation of the ideas of the andragogic approach into practice helps to develop and introduce technologies and methods of training specialists taking into account the traditions of higher professional education in Ukraine, the specifics of the education needs of educators in the region, the conditions and goals of the specific institutions in which they work and study [13].

V. Prykhodko notes that the purpose of the andragogic influence of his subject (andragog) is correction. It is a change in the behavior of the object/subject of this influence – an adult personality (student, intern, client). The scientist draws attention to the significant differences in the objects of activity of the educator and andragog. The first works with children, young people, in relation to whom the concept of «growing generation» or developing personalities is usually used. The object of activity of andragog is adults who already at this age stage have formed certain personal properties, life position and experience, personal, professional and social status, etc [12].

A. Andreiev in his studies of the essential aspects of Andragogy concluded that adult education can be defined as a sphere of education services (formal and non-formal education) for those who are already of mature age. The author notes that in the present a modern person does not need to devote a lot of time to study at the beginning of his life. But modern person has the status of having to constantly learning. A person becomes a

real subject of learning process which requires an individual to have a new competence – the ability to learn, the ability to organize learning [2].

Directly Andragogy contributes to the formation of those who learn the necessary skills, helps to master the necessary knowledge, forms the skills of planning, implementation, evaluation and correction of the process of their learning. It contributes to the formation of a person's didactic skills: the ability to select content, forms, methods, sources and means of learning. It is positive that, with its assistance, the learner develops the ability to take into account both his capabilities, professional experience and age characteristics of those who study nearby. In addition, for us it is valuable, Andragogy forms the education needs of the participants of the education process (both students and educators) and identifies the ways of their satisfaction [15].

This problem was studied by such leading scientists as A. Andreiev, V. Areshonkov, T. Borova, G. Yelnykova, R. Zubiak, V. Oliynyk, G. Kravchenko, L. Luzan, L. Pokroieva, N. Protasova, T. Sorochan, Z. Ryabova and others.

Today there are new opportunities, new technologies, information saturation of the environment that provide a modern person with various means that can satisfy education needs.

Modeling of the education system at the university regarding the training of students of the second (master's) degree is based on requests, provides for a structure in which a scientific and problem approach is carried out. It involves the integration of various sections of a specific pedagogical professional education. Thus, didactic integration in the system of higher education can be compensatory (obtaining new knowledge), technological (expanding the range of skills), innovative and practical (mastering new and advanced experience), creative (developing the creative potential of participants in the education process) [6].

The education process is a complex system of relationships between the educator and applicant (student, listener) which is implemented through a system of means, methods, organizational forms of education. In turn, these tools play the role of

connections that are created between the educator and the education material which is the basis of the system of knowledge, skills that the educator should be armed with as a result of training. The training material is the source system on the basis of which all subsequent system builds are made. Therefore, it is effective to build education curricula in accordance with the system of structural analysis and selection of education material; systems for organizing education material for the implementation of training goals; system of organization of the education process using the basic means of training; systems for forecasting and planning the development of education [7; 9; 10].

Consider the education and professional program «Pedagogy of Higher School. Andragogy», education master's degree, field of knowledge 01 Education/Pedagogy, specialty 011 Education, pedagogical sciences, the level of the program of the NQF of Ukraine - level 7, FQ-EHEA - second cycle, EQF-LLL - level 7.

The purpose of the education and professional program developed by the scientific and pedagogical staff of the Department of Pedagogy, Administration and Special Education of the Education and Scientific Institute of Management and Psychology of the SHEI «University of Management of Education» of the NAES of Ukraine is to provide professional education in the pedagogy of higher school and andragogy, to form the necessary general and professional competencies necessary for a educator of a higher or vocational education institution to perform his professional duties, develop a critical style of thinking, intellectual and logical abilities, prepare for scientific and pedagogical activities in the field of formal and non-formal adult education.

A feature of the education and professional program is the emphasis on the formation of an individual education trajectory, modern digital learning technologies and a distance education system, the formation of skills for solving complex psychological situations in the education space (mobbing, bullying, etc.), critical thinking, perfect mastery of various types of speech activity; formation of universal competencies (soft skills) (Table 1).

LIST OF COMPONENTS OF EDUCATION AND PROFESSIONAL PROGRAM AND
THEIR LOGICAL SEQUENCE

Code	Components of the education and professional program (disciplines, course projects (works), practices, qualification work)	ECTS credits	Volume of hours	Form of control
Mandatory components of the education and professional program in specialty 011 «Education, pedagogical sciences»				
MC 1	Education policy of Ukraine in terms of European integration	4	120	exam
MC 2	Pedagogical and professional psychology	4	120	exam
MC 3	Basics of media literacy	4	120	exam
MC 4	Psychology of personality maturity	4	120	exam
MC 5	Basics of Andragogy	4	120	exam
MC 6	Coaching in education	4	120	Exam
MC 7	Project management and fundraising in of education	4	120	offset
MC 8	World experience in training high school educators and andragogs	4	120	offset
MC 9	Pedagogy of higher school	4	120	offset
MC 10	Digital technologies in education	4	120	exam
MC 11	Education management	4	120	exam
MC 12	Pedagogical skills of a high school educator	4	120	offset
MC 13	Methodology of scientific research	4	120	exam
MC 14	Course work «Andragogy and herogogics in the context of continuing education»	3	90	offset
MC 15	Research practice	4	120	offset
MC 16	Assistant practice	1	30	offset
MC 17	Performance and defense of qualification work	6	240	defense
Total:		66	1980	
Selective components of the education and professional program specialty 011 «Education, pedagogical sciences»				
SC 1	Discipline of free choice of applicants for higher education 1 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset
SC 2	Discipline of free choice of applicants for higher education 2 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset
SC 3	Discipline of free choice of applicants for higher education 3 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset

SC 4	Discipline of free choice of applicants for higher education 4 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset
SC 5	Discipline of free choice of applicants for higher education 5 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset
SC 6	Discipline of free choice of applicants for higher education 6 from the list of disciplines of free choice of applicants for higher education proposed by the University	4	120	offset
Total:		24	720	
Total:		90	2700	

The necessary conditions for the formation of key competencies are: development of a methodological basis for building a model for the formation of competencies; individualization of education activities based on a diagnostic assessment of the personal and professional potential of the educator-andragog; psychological support of education activities; special andragogic training of educators (training in technologies for the formation of competencies); effective combination of theoretical and practical in the content of modules of education programs; creation of a reflective environment capable of developing subjects of the education process.

Review with the basics of andragogic activity and the requirements for the profession of «andragog» occurs through the study of the content of the academic discipline «Basics of Andragogy» in the context of continuing education, awareness of the importance of education in the socialization of various groups of the adult population and the andragogic potential of formal, non-formal and informal education; learning in the adult education theory (socio-psychological characteristics of adults; expectations, needs, settings of different groups of adults who are involved in the education process; general features of adult education activities); students' skills to identify the most relevant problems for different age groups of adults and organize their education activities in such a way as to provide them with the opportunity to get acquainted with various scientifically sound approaches to solving problems that concern them (Tables 2, 3).

STRUCTURE OF EDUCATION DISCIPLINE

Topics	Hours			
	full-time form			
	Total	including		
lectures		practical classes	self-work	
Content module 1.				
Current trends in adult education				
Topic 1. <i>Andragogy in the system of modern human studies</i>		4	4	16
Topic 2. <i>Conceptual apparatus of andragogy</i>		4	4	16
Topic 3. <i>Adult education in the general civilizational context</i>		4	4	16
Topic 4. <i>Legislative and regulatory support for adult education</i>		4	4	16
Topic 5. <i>Professionalization of adult education</i>		2	2	16
Topic 6. <i>The essence and meaning of continuing education</i>		2	2	16
Content module 2.				
Features and organization of adult education				
Topic 7. <i>Methods and forms of organization of adult learning</i>		2	2	16
Topic 8. <i>Training technologies in adult education. Group interaction in the organization of adult learning</i>		2	2	16
Topic 9. <i>Learning systems for different categories of adults</i>		2	2	16
Topic 10. <i>Barriers and strategies to improve the education level of adults with special needs</i>		2	2	16
Total	210	30	30	160

Table 3

TOPICS AND CONTENT OF PRACTICAL CLASSES

No	Topic	Hours			
		lectures	self-work	Total	Modular control
Content module 1.					
Current trends in adult education					
1	Conceptual apparatus of andragogy		0,2	1,2	0,25 per student
2	Legislative and regulatory support for adult education		0,2	1,2	

3	Professionalization of adult education		0,2	1,2	
4	The essence and meaning of continuing education				
Total			20,2	128,3	
Content module 2.					
Features and organization of adult education					
5.	Methods and forms of organization of adult learning		0	1,2	
6	Training technologies in adult education. Group interaction in the organization of adult learning		0	1,2	
7	Learning systems for different categories of adults		0	1,2	
8	Barriers and strategies to improve the education level of adults with special needs				
Total			0	3,6	
Total:		6	60	80	10

In the system of studying the discipline, a complex of teaching methods is used: explanatory-illustrative, incentive, instructive-practical, reproductive, activity, problem presentation, heuristic, research and search.

The main organizational forms of the above teaching methods are: lectures, seminars and practical classes, business and didactic games, trainings, discussion forms for considering production situations, drawing up and solving thematic crosswords, scientific seminars, debate tournaments, abstract readings, individual research tasks, education competitions, testing.

Current control is carried out in three components: control over the implementation of modular tasks (test tasks of a closed and open form); control of the systematic and activity of the student's work during the semester; control of individual and independent work.

Summarizing all of the above we can conclude that the features of modeling the education system at the university in relation to the training of students of the second (master's) degree involve the use of an andragogic approach. And the study of the discipline «Basics of Andragogy» contribute to the formation of professional competence andragog, which includes knowledge, skills as well as methods and techniques of their

implementation in professional activity, communication, development of personality andragog.

Prospects for further research include the development of tools for determining the effectiveness of the education and professional program «Pedagogy of Higher Education. Andragogy» and a simulated system of training an andragog-educator in the conditions of a magistracy.

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Ганна Кравченко

доктор педагогічних наук, доцент,
завідувачка кафедри педагогіки, адміністрування
та спеціальної освіти ДЗВО «Університет менеджменту освіти»
Національної академії педагогічних наук України
ORCID: 0000-0002-2156-3203,
e-mail: innovatica@ukr.net

**ОСОБЛИВОСТІ ПІДГОТОВКИ МАГІСТРІВ В УМОВАХ
УНІВЕРСИТЕТУ ЗА ОСВІТНЬО-ПРОФЕСІЙНОЮ ПРОГРАМОЮ
«ПЕДАГОГІКА ВИЩОЇ ШКОЛИ. АНДРАГОГІКА»**

Анотація. У змісті статті розкрито питання «професійна компетентність педагога», встановлені сутнісні ознаки професійної компетентності, які обумовлені

постійними змінами світу і визначають вимоги до «успішного дорослого». Встановлено, що «неперервна професійна освіта» передбачає процес удосконалення фахової спеціалізації, що триває протягом усього життя дорослої людини. Важливу роль у цьому процесі відіграє андрагогічний підхід.

Андрагогічний підхід в системі вищої освіти на сьогодні вважається найактуальнішим у зв'язку із запровадженням безперервної освіти (освіти протягом життя). Виходячи з цього процес навчання дорослих людей, які вступають на навчання до магістратури, маючи певний досвід професійної діяльності, необхідно будувати на основі принципів навчання, але з позицій андрагогіки.

Успішним прикладом такого процесу є моделювання освітньої системи в університеті щодо навчання студентів другого (магістерського) рівня, яке базується на запиті і передбачає таку структуру, при якій здійснюється науково-проблемний підхід, який передбачає інтеграцію різних розділів навчальних модулів навчальних дисциплін. У контексті цього розглянуто освітньо-професійну програму «Педагогіка вищої школи. Андрагогіка», освітнього ступеня магістр, галузі знань 01 Освіта/Педагогіка, спеціальність 011 Освітні, педагогічні науки, рівень програми НРК України – 7 рівень, FQ-ЕНЕА – другий цикл, EQF-LLL – 7 рівень та розкрито особливості її змісту. Зазначимо, що через вивчення змісту навчальної дисципліни «Основи андрагогіки» в контексті неперервної освіти, у магістрантів відбувається усвідомлення значення освіти в соціалізації різних груп дорослого населення, визначення андрагогічного потенціалу формальної, неформальної та інформальної освіти; засвоєння знань у галузі теорії освіти дорослих; набуття студентами умінь виявляти найбільш актуальні для різних вікових груп дорослих проблеми та організувати їх освітню діяльність таким чином, щоб надати їм можливість ознайомитися з різними науково обґрунтованими підходами до розв'язання проблем, які їх хвилюють.

Ключові слова: андрагогіка, андрагогічний підхід, «освіта дорослих», «професійна компетентність», університет, освітньо-професійна програма «Педагогіка вищої школи. Андрагогіка».

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