

Originality. *Self-education is realized on the stages of the process: preparatory and organizational stage (learning all available acmeological levels of competence, potential abilities and needs of cadets) by the set of diagnostic techniques, questioning, dialogue; content and procedural (stimulation to identify and implement cadets' motivation to achievement of "acme" in the process of professional training, the dynamic development of personal and professionally important qualities, mastery of acmeological knowledge; implementation of methods and techniques aimed at developing and testing of the acmeological skills, achievements of future specialists, promoting self-development and self-improvement of acquired qualities and abilities) through developed methodological support; analytical and control stage (assisting cadets for their further continuous focus on self-development and self-improvement of personal and professional achievements of socially positive value).*

Conclusion *It is found that the combination of methods of self-education (life project, acmeological tasks and situations, methods of self-knowledge, self-diagnosis, self-esteem, self-control, "Acmeological school", work with training manual provided formation of cadets' acmeological competence. The research confirmed the need to study the problem.*

Keywords: *vocational training; acmeology; acmeological approach; acmeological competence; self-education; the essence of cadets' self-education; stages; means and methods of self-education; cadet of higher educational establishment; future specialist in fire safety.*

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PHENOMENON OF ANDRAGOGY AS A NEW THEORY OF ADULT EDUCATION

Анотація. *Освіту дорослих розглянуто як невід'ємну і водночас самостійну частину системи освіти. Комплекс проблем, що пов'язані з її функціонуванням і розвитком, має змістову специфіку, яка зумовлена особливостями контингенту, а також своєрідністю завдань, на виконання яких спрямована діяльність основних його підрозділів. Проаналізовано своєрідність підходів до питань стратегії її розвитку в сучасних умовах. Зазначено, що принципи навчання дорослих розробляє андрагогіка – нова галузь знань про людину, одна з наук про освіту, що формується. Її поява зумовлена всім ходом розвитку освіти, а також логікою розвитку теорії освіти.*

Ключові слова: *андрагогіка; система освіти; освіта дорослих; професійна підготовка; неперервна освіта; доросла людина; мотивація дорослих до навчання; особливості освіти дорослих.*

Introduction. Adult education is an inalienable and at the same time independent part of the system of education. In Declaration, accepted in the V International conference on adult education (Hamburg, 1997), it is marked that «adult education – it is not only the right; it is one of the key which opens doors in the XXI century».

The complex of problems, related to its functioning and development, has a semantic specific, predefined by the features of contingent, and also by the originality of tasks. From here swims the originality of approaches to the choice of strategy of adult education development in modern conditions. The subject of educational activity in adult education is changing historically, acquiring new signs and characteristic features.

Lately the quantity of educational establishments for adults grows constantly, that predetermines appearance of the special domestic and foreign researches in the field of pedagogy and psychology. The progressive function of natural and public sciences, predefined by the practical necessities of humanity and permanent accumulation of knowledge, led in the XX century to the creation of adults' age psychology, to the separation of the special field of pedagogical science – andragogy, which studies the general educational problems of a grown man.

Purpose. The purpose of the article is to analyse in detail phenomenon of andragogy as an independent field of science.

Results. In obedience to materials of UNESCO, the main task in the field of andragogy is to provide a man with the complex of knowledge and abilities, necessary for active creation and activity in modern dynamic life. It goes about permanent, continuous development of a man as a worker, citizen, personality, individuality, during all life. In the XX century the value of adult education grows both for all society and for an individual in particular [3].

Among basic factors, which influence on it, select: swift development of processes and phenomena of outward things; development and increase of informative space, permanent update of information which requires ability to work with it, using modern technologies; strengthening of subject position in the society which is shown in independence and responsibility for an own life-support; a transition from a large production to the small enterprises, that strengthens the value of intercourse in small groups, role of independent decision of problems and prevention of conflicts; unemployment.

Nowadays the major factor of development and even survival of all humanity is becoming of adult education. Presently many global crises threaten humanity: ecological, nuclear, demographic, exhaustion of resources, threat of hunger, social and national conflicts. Basic danger of our epoch is a crisis of man competence, exactly grown person who executes the row of socio-economic functions in the society.

Modern researches in andragogy engulf the study of educational necessities of various categories and groups of population taking into account age, floor, social status, level of professional training, state of health; analysis and design of directions, forms and functions of educational activity of the grown man at the level of base and additional professional education, self-education, educational leisure, spiritual development.

Becoming of andragogy as an independent field of science is related to the scientific and technical revolution and new requirements to the worker, by progress of science, rapid accumulation of new knowledge and senescence of present, changing of technologies, by modern organization of production. Nowadays there is present experience of practical organization of adult education in different countries of the world, luggage of empiric information is formed about the features of adult education.

Most countries among which and Ukraine accepted conception of continuous education which gives to adult education a status of guarantor of efficiency of socio-economic development of the whole world and every country in particular. The purpose of education consists in comprehensive and harmonious development of personality, training of a man to life in the society. Exactly education helps a man to adapt oneself to life, to overcome difficulties. Scientists variously ground the stages of andragogy development. In becoming of andragogy S. Vershlovskiy selects three stages [1, 64-67].

The first stage is searching (the 40th-60th of the XX century). The formation of andragogy on the basis of analysis of a new phenomena related to adult education is a characteristic feature of this period. Fast growth of adults' amount, who are studying (mainly in a professional sphere), was noticeable in 40-50th in most developed countries, that stimulated the development of the first scientific hypotheses in the field of adult education.

Scientists of many countries of the world actively participated in this process. Canadian theorist of adult education D. Kidd devoted to the problems of adult education the row of articles among which most popularity was purchased by his book «As adults study» (1959).

Special value for the theoretical comprehension of adult education had works of the American scientist M. Noulz. He noticed that a near-term task become training of competent people, who would use their own knowledge in conditions which are changing constantly, and also able constantly take care of self-education during all life [2].

In becoming of a new field of scientific knowledge the main impact was done by domestic scientists, who followed the theory of out-of-school education as activity, directed on satisfaction of educational queries of population (V. Vakhterov, E. Medinskiy, N. Tokareva, A. Pint, etc.).

To the characteristic features of the first stage of andragogy development belong: selection of the notion «a grown man» as socio-psychological phenomenon; formation of a new field of knowledge about adult education as the process of differentiation of pedagogical theory, predefined by social, economic and psychological factors; inductively empiric development of andragogy idea, based on description and analysis of the phenomena in the field of adult education, comparison of it with «children» education; humanism orientation of researches which study adults in accordance with the requirements of scientific and technical revolution; practical orientation of studios, which are oriented on perfection of educational processes; creation of departments, scientifically research institutes, professional associations.

The second stage is reflexive (the 60th-70th of the XX century). It is marked by deepening of analysis of adult educational problem. On this stage andragogy began to acknowledge as an independent scientific discipline. Such scientists as F. Kunigkhem (USA), A. Mol' (France), P. Fyurter (Switzerland), T. Tyusen (Swede), Yu. Kulyutkin, G. Sukhobska (Russia) characterized adult education as cultural phenomenon.

Consequently, the second stage of andragogy development is directed on its subsequent conceptualization, comprehension of the research subject, and also methods and tasks: deepening of pictures of position of the grown man as about the active subject of educational process, about the determining role of motivation in educational activity; significance of the notion «adult education», which includes social, psychological, economic, didactics aspects; strengthening of attention to experimental work, interpretation of facts, got by experimental way; deepening of humanitarian orientation of researches which interpret education as a factor of adults' self-realization [4].

On the third stage – structural (the 80th- 90th of the XX century) – the role of the practically oriented researches, directed on reformation of forms, methods of educational process; there was subsequent conceptualization of adult education phenomena; expressed prognoses, determined changes in socio-economic and socio-cultural conditions; continued to examine theoretical and methodological plan, that foresaw the comprehension of the subject of andragogy, role of education in life and activity of the grown man, formulated new hypotheses.

I. Kolesnikova selects such stages of andragogy development: first stage – end of the 30th – beginning of the 40th of XX century; the second stage engulfs 40-60th of the XX century; the third stage – 70-80th of the XX century; the fourth stage began in the 90th of the XX century and lasts until now [5, 96].

In opinion of a researcher, characteristic features of the first stage of andragogy is a scientific base which grounds to affect a question about theoretical validity of education for the development of the grown man. For scientists two important lines were outlined in the research of this problem: an exposure of psychological field of mechanisms and conformities of adult education and study of intercommunication of processes of education on different vital stages of a man and processes of its socialization.

The second stage engulfs actually the 40-60th of the XX century and is the period of registration of andragogy in independent field of knowledge. The active search of determination of specific of an object, research methods took place.

The third stage (the 70-80th of the XX century) is marked by the formation of the scientific understanding of adult education as phenomenon which has complex nature and makes inalienable part of socio-cultural development of society and a man. As marks I. Kolesnikova, andragogy problem was entered in the context of researches of continuous education due to such scientists, as: F. Dzhessap (Great Britain), L. Tuross (Poland), M. Dyurko (Hungary), A. Korrea (Brazil), P. Lengrand (France), P. Shukla (India), A. Darinskiy, S. Vershlovskiy, Yu. Kulyutkin, V. Onushkin, G. Sukhobska (Russia) and many others. Researches in andragogy tested activation in the second half of the XX century, when the sphere of formal and informal education of adults broadened substantially, that, taking into account the interest to the efficiency of educational process, required the special overseas studios. In this period become important the works in the field of andragogy in Germany, and also in Netherlands, Belgium, Switzerland, Croatia, Poland, Hungary and other countries [6].

The fourth stage of andragogy development begun in the 90th of the XX century, when a system look to the problem of adult education in changing world was formed. This stage lasts to nowadays. According to I. Kolesnikova, andragogy is a science which cognizes and summarizes practice of adult education, within the limits of andragogy theoretical and methodical bases of a grown man education are developing, reception of general and professional knowledge, capture achievements of culture and formation of its vital principles [5].

Modern level of andragogy knowledge development enables to formulate certain conformities of educational process of adult education: the own personal interest in educational services; reality of expectations from participating in an educational process, self-determination, positive tuning on activity; co-operation in the model of dialog, partnership – education in action, in the organizational and action mode, bringing in of emotions, intellect, will to the educational activity; work in groups – a design of events in the real teams, training from the decision of conflicts, achievement of understanding, agreements; awareness of own responsibility for a result (evaluation), understanding of possibility to use the result in own practice [7].

Conclusion. Socio-economic changes in the society, development of economy in market conditions and appearance of labour-market substantially influence on transformation of the educational systems, which requires high-quality changes in conceptual principles of professional training, retraining and in-plant training of specialists. Realization of these tasks needs new approaches to the development of forms, content and methods of professional training of specialists, introduction in educational process of higher educational establishments of modern information technologies, permanent update of knowledge, both from the side of teachers and from the side of students.

In the context of modern processes of transformation, globalization, integration and informatization of the society increased attention requires adult education that in the modern world appears the guarantor of social protection of man, possibility to study during life. Analysis of fundamental concepts and positions of andragogy and adult education is the pre-condition for the development of adult education conception, and also enriches pedagogical theory and methodology of adult education researches.

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Abstract. Mykhalchuk Olena Oleksandrivna. Phenomenon of andragogy as a new theory of adult education.

Introduction. Nowadays the major factor of development and even survival of all humanity is becoming of adult education. Presently many global crises threaten humanity: ecological, nuclear, demographic, exhaustion of resources, threat of hunger, social and national conflicts. Basic danger of our epoch is a crisis of man competence, exactly grown person who executes the row of socio-economic functions in society.

Purpose. The purpose of the article is to analyse in detail phenomenon of andragogy as an independent field of science.

Results. Main principles of adult education are developed by andragogy. It is a new field of knowledge about a man, one of sciences about education which is formed. Its appearance is predefined by all process of education, and also by logic development of theory of education. Andragogy is the theory of adult education, which concentrates attention on specific conformities to law of mastering of knowledge and abilities of a grown student.

Nowadays andragogy is explained as a science about formation of a person during all life; a field of science which cognizes and summarizes practice of adult education, exposes general conformities of adult education; as a theory of adult education; science about purposes, terms, results and conformities of conscious and purposeful, organized education and education of a grown person, and also self-education and self-realization; discipline, which enables adults who are training for a social professional creation, to educate a capacity for independent and responsible thought; as philosophy and practice of adult education; as adult pedagogy; science, which examines educational problems, self-education and adult education.

There are different ways to determine the essence of such notion as «andragogy», next to which, in obedience to the results of analysis of pedagogical sources exist the notions «adult pedagogy», «theory of adult education», «theory and method of adult education», «theory of adult education». Only in the middle of the XX century andragogy began to acquire the lines of an independent science.

Originality. The phenomenon of andragogy as an independent field of science is thoroughly analysed; the approaches of researchers to the problem of adult education are highlighted.

Conclusion. Actuality and expedience of the research of adult education problem is predefined that the accumulated experience and system of knowledge the truth of which can be well-proven by pedagogical methods, nowadays enable to affect a question about transformation of adult education from empiric conception in an independent field of pedagogical science.

Key words: andragogy; the education system; adult education; professional training; continuous education; adult; motivation of adults to learn; peculiarities of adult education.

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