



**ПЕДАГОГИЧЕСКИ
ФАКУЛТЕТ**

ИЗКУСТВОЗНАНИЕ

SOME PROBLEMS OF PREPARING ANDRAGOG SPECIALTIES IN KAZAKHSTAN

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It is well known that nowadays' financial structures and industrial attitudes, which develop economics take main role as well as social-psychological attitudes. We can say that misunderstanding between individuals causes all accidents in the world.

Honestly, the positive relationship between people is the base of effective results of activities. Here one of the main problems is to find the way of comforting relationship between adults. According to this having the andralogical knowledge, except the knowledge on psychology, culture, history, literature and high technology, is the main problem of making the frequent interaction in the society and between people.

We can give some examples on this problem.

We strongly follow these instructions in preparing specialties of preschool institutions:

- To take into consideration the psychological peculiarities of preschool children;
- To define the physiological peculiarities of preschool children;
- Thoroughly to know the conditions of teaching the preschool children;
- To learn the ethical, esthetical norms of the preschool institutions and etc.

We will do everything to take in these strategies in teaching the very specialties.

We don't teach the ways of andragogical strategies of speaking with the parents of the children, who attends kindergarten in the scientific pedagogical way.

In fact, according to the necessity and importance the both processes are equal principals.

The success of workers of preschool institutions is not limited only by the work with children, it is also based on the good relationship with parents.

An educator should know the psychological and pedagogical peculiarities, also andragogical principals to hold corporations between parents and educators.

There are many situations where educators couldn't hold compromised and communicative relations between parents.

It happens when even they can't hold meeting with the parents and can't completely explain situations with their children.

These examples are just one side of discussing problem. The main reason of the mentioned problem is nit considering the andragogical knowledge.

We can't deny the situation where students of high schools are sometimes not treated as adults.

Students, who are about 35 years old study in full time departments, and 30-40, even 50 aged students study in part time departments (1, C. 40). So, it is important to give the andragogical knowledge in training specialties of preschool institutions, medics, engineering- technology and agroculture.

Andragogical principals should be held in teaching adults in the sphere of extra knowledge.

For example, nowadays adults take special courses to improve their informative and communicative competence.

Mostly students are adults in this direction. The instructors of these courses are highly competent on their subjects. However, there is a logical question "Is their andralogial knowledge enough?"

The directors of big industries and high institutions work together with adults.

That's why it would be better to have enough andralogical knowledge for directors, especially for those who have mostly older employers.

In society, business we usually work directly with adults. Everything discussed above leads to know the peculiarities of adults' psychology.

If we analyze the scientific meaning of conceptions "andragogics", "andragog", at the beginning the word "andragogics" was used in teaching adults.

We can find it in the book “ Pedagogical conceptions of Platon” by German historical educator, Aleksander Kan. In this way it is possible to look for problems of teaching adults in historically deep works about educating children. Actually, many great philosophers, travelers and linguists like Pifagor, Sokrat and Platon took main part in teaching adults and improving their intellect.

Recently in Russian science researching the problems of teaching adults in andragology and to create its theory are directly connected with these names: S.G. Vershilovski, A.V. Darinski, C. I. Zmeev, I. A. Kolesnikova, N.V. Kuzmina, A.V. Mudrik, etc. Among them researching of O.V. Gromkova, R. P. Zhdanova, and E. A. Klimov is about methodical principals of teaching adults and didactical questions.

Kazakhstan philosophers are also working in the andragogical way. Zh. Makhatov, A. Tasimova, B. A. Turgynbaeva, K. I. Musin, B. Shakim, I. P. Khalitova, G. Zh. Dauletbaev, Zh. A. Burgynbaev analyzed the teaching adults, and history, theory, principals and regulation of andralogics in their researching work.

An andragog is a specialist who deals with teaching adults. According to his/her activities an andragog should know the base of constantly having the knowledge for whole life. An andragog takes the main part in teaching process. Becoming the subjects of teaching process adults will have the effective results in relationship with teachers.

From the history it is well known that the problem of teaching adults started to be actual problem from the beginning of the 20 century.

We can shortly give the information from the history of andragogs.

To prepare specialties on teaching adults is seriously taken into consideration in countries like the USA, England, Poland (before 1939).

Universities Council for Adult Education, which were established in England in 1948, are the proof of effectiveness of this studying form.

Teaching adults was also important in the USA.

In 1930 at the Colombia University of New York the program of preparing doctors on this sphere started to work (2). Teaching adults carried on at the other universities of the USA. Preparing the specialties on teaching adults had started and in France the main activities of “instructors of adults” took the main role in education.

At the beginning of the 20 century instructors, who had taken the short courses and seminars took an active part in teaching adults during the period of “ wiping out incompetence”.

At that time in education opening the special departments for teaching adults was one of the good news. There was the worker's faculty among them.

These institutions were not opened like as if they were a special institution for adults, but it is truth that there were mostly adult students.

The first steps of andragogs set off in historical and cultural way like an informal form of educative and informative example among adults.

It is impossible to be a unconscious step. Because of this today an andragog should have charisma. It means the objective laws of necessity cause the processes, like to be noticed by humanity, to inform innovative ideas and to gather followers in the cultural social communication sphere.

According to this an andragog should have these skills:

- peculiarities of andragog's personal and professional style and characters;

- level of studying the content and cognitive communicative situations

- to identify features of researching personalities (age, gender, nationality, social level, the period of becoming pupils)

- to study cultural traditions and educational stereotypes etc. .

From the scientific point an andragog is responsible for many activities; a monitor (from Latin lang. "monitor" – a controller, reminder), a tutor (from Latin lang. "tutor" – supporter), a trainer, an instructor etc. Doing these activities andragogs can improve the adults' education, competence and skills.

Moreover an andragog sometimes should act as a mentor (Greek lang. mentor – supervisor). In that case an andragog should have rich experiment and he must be professionally much competent.

An adragog is sometimes an animator (Greek lang. anima – soul), a mediator (Latin lang. a mediator – mediator), a facilitator – (Greek lang. facile – simple), an interpreter, a coordinator.

An animator inspires adults to improve their education and spirit. For example, animators took an important role in teaching adults in France. A mediator is a middle man in the sphere of educating adults (3). At the beginning the word "facilitator" meant "simple", then it is used with the meaning "organizer".

The scientist B.A. Tugynbaeva shows the importance of the concepts "facilitator" and "facilitation" in this way: "... Scientists didn't make a decision, even specialties from different countries have different opinions. For example, a trainer, a facilitator, an adviser, an instructor, a tutor, a mentor, etc.. We decided that the more suitable concept is a facilitator, and we confirm using it." (4.)

From the point of introspective an andragog should ask and answer himself to the questions: “Who am I for adult learners? Is my knowledge at the proper level? Do I know necessities and interests of the learners who are sitting in front of me? What difficulties can I come across?” etc. The decision should be made based on requests of students.

One of the main steps of an andragog is to create the social psychological climate in the field of education. The ability of feeling the mood and empathic of age (teenagers, adults and olds) helps to create the necessary emotional atmosphere.

Ability of analyzing his own background and experience, emotional and intellectual resonance can influence a specialist to make a change.

Not only the stuff of the educational institutions(institutions for improving teaching qualification, evening schools and different courses) can be called as andragos, but the representatives of other spheres which connects with adults.

For example, superiors of organizations, culture figures, social agents, leisure managers, doctors, lawyers etc.. Taking into consideration the experiments of learners in the correction the content of improving qualifications is the new direction, called “vital” in pedagogy.

The Russian scientist A.S. Belkin, who based this theory, suggests to consider the conceptions “life experience” and “experience of life” separately.

According to the scientist experience of life is the experience which a person hasn't got yet and which are not valuable yet. But life experience is the experience which can be used at any time and can be kept in mind for a long time. Vital knowledge is based on life experience[5].

Relationship between the responsibilities and andragogical functions of different sphere specialists are shown as example.

Directors and superiors of different professional sphere can be considered as an andragog. One of their responsibilities is to create the suitable circumstance for improving their professional competence.

A superior works as andragog for his/her employers, working groups and whole stuff. A superior, who inspires the stuff for taking the knowledge with international experience takes a main place in a company.

An andragog- teacher should take into account a great work of M.Sh. Noles, who based the science of adults education.

Researching as the culture of educating adults and science the scientist based the andragogy, and compared it with pedagogy and gave the process which consists of seven steps(climate, planning, diagnosing necessity, identifying the aims, projecting, choosing activities, evaluating). It is a creative idea.

In Kazakhstan the problem of preparing andragogs is not still systematic. But in Russia since 1994 “andragogics” has joined to high professional educational specialty – 031400. In 1995 the very specialty took its state standard.

Poland University named after Nikolai Kopernik since 1960s subjects on andragogics had been taught at the pedagogical faculty. Then this process carried on and teaching the other specialists on the base of andragogics was done systematically.

In conclusion, we have to research the ways of preparing andragogs in high institutions in Kazakhstan in future.

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Summary

In this article the actualities of preparing andragogs and andragogical activities in the modern society and in Kazakhstan. Natural development and professional initials abroad are analyzed.