ADULT EDUCATION AS A SCIENTIFIC RESEARCH PROBLEM

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Abstract
This article talks about pedagogical and andragogical paradigms in the training of specialists and the main role of adult education in these paradigms.

Keywords: Andragogical paradigm, the concept of size, ontogenetic development, functional possibilities, the concept of "peaks".

Introduction

Unlike the pedagogic paradigm, the andragogic paradigm is used in the higher education system (Master's degree, post-diploma stage at the doctoral level, and internship of specialists in departments), as well as in the system of continuous professional education (secondary higher education, additional education, various training courses different forms) will be aimed at teaching adults and forming their professional, communicative and social competences. Today, it is adult education that plays a leading role in the transformation of the field of education into the field of educational services. Since the second half of the last century, many countries of the world began to hope for progress, socio-economic stability, and prospects for the development of society through it. At the same time, it was suggested that the future of education largely depends on the development of adult education. In 1997, at the International Conference on Adult Education held in Hamburg, this field was identified as a priority in the 21st century.

Adult education as a scientific research problem is one of the multifactorial, complex problems that includes various aspects: sociological, psychological, pedagogical, methodological, methodical. In this, the problem of social and psychophysiological characteristics of adults as a subject of study, the problem of personal mechanisms determining the educational activity of adults is central. Therefore, first of all, it is necessary to define "adulthood" as a concept of developmental psychology.

Adulthood is the most important and continuous stage of a person's age evolution, which lasts an average of 40 years (from adolescence to the beginning of old age) and is characterized by the fullest realization of the possibilities of effective work and personal development. In this case, indicators of biological and social size may not match according to the time and level of formation. The organism reaches biological maturity in its somatic, sexual and neuro-spiritual development at about 16-19 years (earlier for girls, later for boys), when a person is physically strong, full of vital energy and creative aspirations. Such maturation creates objective psychophysiological conditions for full-fledged work.

The need for knowledge in adults is determined by life plans, the desire to expand their worldview, acquire professional skills and increase their cultural level. It is worth noting that this is the age when pragmatic motives and plans are just coming into life is especially characteristic of students. Over the years, the value content of education for a person changes, and the need to develop one's own culture and worldview comes to the fore: scientific understanding of various phenomena of life and one's own experience, formation of a personal position in life, attitude to current events, and the use of acquired knowledge in one's practical activities.

These types of requirements will have their importance depending on the level of education, age and professional characteristics of adults. The problem of functional capabilities and learning ability of adults has been developed widely and in many ways in studies. The ontogenetic development of a person, first of all, comes from the development of his psychophysiological functions. For this reason, researchers are tasked with studying neurodynamics, psychomotor, as well as age-related features of attention, memory, and thinking as functions of the human brain. The period of general physicalization of the body, i.e. the period of 18-20 years of age, is characterized by "peaks" in the development of physiological potentials (the maximum reactivity of the body, the optimal levels of arterial pressure, blood oxygen saturation, etc.), which indicates the increasing ability of the body to work. this age corresponds to the first "dips" in the development of voluntary attention, memory, and thinking. In other words, according to his functional capabilities, a young person who has entered the initial period of adulthood is ready to perform a new role for him as a subject of labor activity.

As for the content of problem teaching, it should be noted its ability to increase the level of students and expand the scope of higher education by supplementing the lexical potential of classes with general technical and special terms through the use of technical literature and documents. A vivid example of this can be the monologue abstracts and presentations of students on recommended scientific topics, prepared on the basis of materials from periodicals and popular literature. Such tasks that pose a problem for students (for example, talking about famous scientists who are famous in the field of knowledge they are interested in, giving a brief overview of their discoveries, inventions and the importance of these events for theory and practice) usually evoke a heated response and “trigger”an interested discussion in the group.

The most important conclusion made on the basis of the research is that the level of functional development of adult human intelligence remains much higher at different stages of age-related evolution. The absence of sharp declines in the dynamics of these functions means that the learning ability of adults is not significantly reduced.

Conclusion/Recommendations

Summing up the points mentioned, we note the effect of the psychological and ligvo-methodology of higher education as a "central direction in the education of the OSCE" on the direction of acmeologization, since "it is acmeology as a science ... it has resources and reserves of comprehensiveness, universality and interdisciplinarity. At the same time, only the acmeological training of specialists ensures a holistic and systematic increase in the potential of the future specialist and a positive adjustment of the self-development trends of his person"[3]. The comprehensive implementation of the akme-oriented paradigm in the system of training specialists in higher education for communication processes improves the ability to competently (comprehensively) solve professional, social and personal problems in the subjects of educational activities, the system of creative thinking and acting.

References

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