

## TECHNOLOGY OF ANDRAGOGICAL APPROACH IN IMPROVING THE PROFESSIONAL COMPETENCE OF HEADS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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### ANNOTATION

The article deals with the problems of professional development of managers of professional educational institutions based on andragogical approaches. It is proposed to solve this problem using the modeling method. In the study, the modular technology of andragogical education was defined as an integral unit of the content of the qualification, including goals, educational material, recommendations for mastering the content of the module and a system for evaluating and approving the result. The content of the module can be changed and supplemented taking into account the goals of the educational process. The smallest unit of modular educational content can be a specific subject of a certain course or a section of the subject that meets a certain didactic goal. The module "Organization of the educational process aimed at achieving educational results" was introduced into the curriculum.

Author's methods such as "Why? Justify", "Mood", "Friendly team", "Finish", "Knowledgeable" were developed and used in theoretical and practical research.

**Keywords:** professional development, andragogical approach, modeling, professional competence.

### Аннотация

В статье рассматриваются проблемы повышения квалификации руководителей профессиональных образовательных учреждений на основе андрагогических подходов. Предлагается решить эту проблему с помощью метода моделирования. В исследовании модульная технология андрагогического образования была определена как целостная единица содержания квалификации, включающая цели, учебный материал, рекомендации по освоению содержания модуля и систему оценки и утверждения результата. Содержание модуля может быть изменено и дополнено с учетом целей образовательного процесса. Наименьшей единицей модульного образовательного контента может быть конкретный предмет определенного курса или раздел предмета, отвечающий определенной дидактической цели. В учебный план был введен модуль "Организация учебного процесса, направленного на достижение образовательных результатов".

Такие авторские методы, как "Почему? Обоснуй", "Настроение", "Дружная команда", "Финиш", "Знающий" были разработаны и использованы теоретических и практических исследованиях.

**Ключевые слова:** профессиональное развитие, андрагогический подход, моделирование, профессиональная компетентность

## INTRODUCTION

The process of training in advanced training is unique, it is constantly changing in connection with modern requirements, reforms in the system of higher education. It is necessary to organize the educational process on the basis of andragogical approach, since the participants in this process are adults. And this process should be flexible, changing. We propose to solve this problem using the modeling method

Modeling is a method of cognition of the environment, which can be attributed to general scientific methods used at the empirical and theoretical level of cognition. Almost all other methods of cognition can be used in the construction and study of the model [1].

Technologically, the development of the educational process is carried out through modeling.

An expert model is a template that provides a successful solution to problematic situations arising in the field of production, describes certain qualities and reflects the independent acquisition of knowledge and self-development of a professional [2].

It is required that the Model has characteristics that make it possible to cover the most important characteristics with ease of use, consistency, accuracy of presentation, expressiveness [3].

We have benefited from interrelated components, such as the identification of needs as internal elements in the development of a competence development model for the management staff of a professional educational institution based on andrological approaches, the introduction of modules based on the need for a professional development plan, the development of a modular program, the development of teaching methods and teaching materials, the preparation of video materials, the listener plays a leading role at all stages of the educational process.

The pedagogical approach is considered from the point of view of creating optimal conditions for the implementation of the educational process in relation to adults. In the system of continuing education, an innovative approach occupies a special place, since important priority areas of lifelong education are currently identified, and this implies the process of continuous improvement of adults. For the proposed model, the regularity of the androgenic properties of learning is important, which is due to the fact that it plays a leading role in determining the goals of the listener's qualification.

In the study, the modular technology of andragogical education was defined as an integral unit of qualification content, including goals, educational material, recommendations for mastering the content of the module and a system for evaluating and approving the result. The interaction of the subjects of the qualification process is carried out using a modular system of continuing education. The content of the module can be changed and supplemented taking into account the goals of the educational process. The smallest unit of modular educational content can be a specific subject of a certain course or a section of the subject that meets a certain didactic goal. Module-based learning changes the educational process in such a way that the listener independently (fully or partially) learns according to the target individual program based on the active approach of modular learning, only when the content of education is consciously mastered, the content of the listener's active action becomes meaningful. Therefore, when developing tasks, the teacher relies on the composition of teaching, that is, on the content of teaching, defines a system of self-control and self-assessment, thereby ensuring the process of reflexive learning.

When developing the andragogical methodology of the lesson, the needs of the audience were first identified.

The module "Organization of the educational process aimed at achieving educational results" was introduced into the curriculum. This module is included in the curricula of the following qualification categories: directors of professional educational institutions; directors of educational issues of professional educational institutions; director of industrial training of professional educational institutions; director of khm (youth work); psychologists of professional educational institutions; heads of departments of professional educational institutions; senior masters of professional educational institutions.

According to the plan, the modular program was developed and approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. The purpose of the module is to strengthen the knowledge of the management staff of professional educational institutions on the organization of the educational process designed to obtain educational results, as well as the formation of skills for organizing the educational process based on this knowledge. In accordance with the expected results, the organization of the educational process designed for the learning outcomes of students; the principles of the organization of quality education; the content and essence of the results of education; The position of the system of national qualifications of the Republic of Uzbekistan in the system of vocational education; knowledge of the conformity of the types of education of the Republic of Uzbekistan with the international standard classification of education and the skills of organizing the educational process designed to obtain educational results in vocational educational institutions on the basis of regulatory documents. In this training module, the student's training load is 24 hours, of which: the total training load of the audience is 16 hours, portable training is 8 hours, independent training is not provided.

Theoretical training was organized in the form of a problem lecture [4]. In adult education, the transformation of a teacher into a passive participant causes boredom in the audience. Also, the use of the acquired knowledge in adult education in a "deferred" way, that is, from the point of view of having the opportunity to apply them no later, in operational practice, the level of attention to education in the audience changes and, accordingly, the direction from studying the subject as a subject to learning in a problem-oriented

The problem report will become a convenient means of presenting educational material along with the ability to provide a lot of new information in one lesson. In a problem lecture, listeners show creative initiative in finding a solution to a problem situation, and not in obtaining ready-made information. The Bund teacher performs such tasks as ensuring the participation of the audience in the analysis of a problem situation, involving them in solving problem situations. A problem lecture requires the formulation of a question that needs to be solved during the presentation of educational material. However, a problem lecture does not have a ready-made solution, unlike a problem question.

The questions posed by the teacher should develop students with rational thinking and require a purposeful rational search. When creating a problem situation, the following is proposed: a direct statement of the problem, a problem task in the form of a question, a comparison of practical exercises with scientific ones, a dialogue of opposing opinions on any issue, the

definition of a question that the listener should answer after listening to part of the lecture and draw conclusions.

It is clear from the subject and methods of andragogy that the process of adult education has the following specific features in comparison with the upbringing of children:

Adults play a key role in the educational process.

An adult manifests himself, strives for independence and self-government and realizes that he is like that.

Adults have vital (domestic, social, professional) experience that can be used as an important source of learning for themselves and their colleagues.

Adults are trained to solve important life problems and achieve a clear goal.

Adults expect the immediate application of the knowledge, skills, qualifications and qualities obtained as a result of education.

The educational activity of an adult is determined by temporal, spatial, professional, social factors that limit or facilitate the educational process.

The educational process of adults is organized as a joint activity of the teacher and the student at all stages: diagnosis, planning, implementation, evaluation and improvement (correction) of the results of educational activities to a certain extent [5].

S.G.Vershlovsky [6], A.P.Sitnik [7], Yu.N.Kulyutkin[8] and other researchers have identified specific individual characteristics of the target audience: lack of psychological mood for deep and comprehensive education; lack of desire to participate as a reader; fatigue, lack of concentration as a result of this; pragmatic approach to educational materials; high demand for the content of educational material; interest in obtaining new information, but not always knowing where and when; advice, desire to get answers to certain questions; desire to get an education in a short time; the desire to study according to individual programs; previously questionable attitude to education; long sitting in the classroom, lack of reading skills; criticism from the teacher or educator: a sense of fear (often without his knowledge); inability to listen and hear: the habit of speaking; diversity of the youth audience, level of education, range of interests,...

Based on the above points of view, Such author's methods as "why? justify", "mood", "friendly team", "Finish", "knowledgeable", were developed and used in our theoretical and practical research. [9]

### **THE "WHY? JUSTIFY IT"**

"Why? Justify" method is a method that helps older students gain access to the subject, increase motivation, attract attention and prepare them to master new knowledge, improve the team environment, help everyone gain self-confidence, and concentrate their thoughts. The "Why? Justify" is conducted orally.

This method is carried out in accordance with the goal set by the teacher:

1. This method is carried out in the introductory part of the lesson, when the training is aimed at improving the skills of students.
2. When the transition from one topic to another is set as a goal, this method is implemented between topics;

3. When the completion of the training is set as a goal, this method is performed at the end of the training.

#### **The basic rules when applying the "why? Justify it"**

- The question is asked by the teacher, the answer is not analyzed;
- Участвует One participant from the group participates, the rest are watching

#### **Stages of the method implementation:**

- The teacher selects one participant;
- Questions to ask "WHY? JUSTIFY"...
- At the end of the conversation, the teacher starts the next session.

If this method is organized by the teacher sincerely, in his place and in a positive mood, he encourages the teacher in the adult audience to maintain freedom, feel part of the team, temporarily forget about social problems and functions and think creatively during training.

### **THE "MOOD"**

The "mood" method is a method that serves to unite a group with adult learners, prepares them to master new knowledge, improves the situation in the team, helps to strengthen confidence in each employee, as well as to concentrate thoughts. The first part of the "mood" method is carried out in writing and ends with an oral form.

This method is carried out in accordance with the goal set by the teacher:

1. This method is carried out in the introductory part of the lesson, when the training is aimed at improving the skills of students.
2. When the transition from one topic to another is set as a goal, this method is implemented between topics;
3. When the completion of the training is set as a goal, this method is performed at the end of the training.

#### **The basic rules for using the "mood" method:**

Thoughts written on the card are not read by educators, are not analyzed;

The recipient of the education, the teacher participants must participate in each education.

#### **Stages of implementation of the method:**

- By providing participants with the opportunity to distribute educational meta-maps;
- Participant the participant (teacher) writes wishes;
- Cards the cards are collected, on the table (on a sheet of paper, on a specially designed jar), the paper is folded in half and laid out, stirring;
- Участник the participant (teacher) takes the card;
- The participant expresses gratitude to the dear people of the participants for their wishes, sends them a reply letter and asks them to read the wishes aloud one by one;
- After reading it, he asks them to play applause as a thank you.

If this method is organized by the teacher sincerely, in his place and in a positive mood, he encourages the teacher in the adult audience to maintain freedom, feel part of the team, temporarily forget about social problems and functions and think creatively during training.

#### **Advantages of the "mood" method:**

- The lack of evaluation leads to the formation of different opinions-ideas leads to the fact that participants;
- Thoughts that are not subject to criticism;
- Training and technical means are not required (projector, flipchart helmet, marker, watman,...);
- All buyers hear what they are doing;
- A positive environment is formed when there is a positive negative;
- There will be an opportunity to focus on the idea;
- Awakens interest in training

#### **Disadvantages of the "Mood" Method:**

Inability to formulate the task correctly, assuming lack of education;

A large empty space is required.

### **THE "FRIENDLY TEAM" METHOD.**

The "friendly team" method is used to strengthen the topic of training (some departments) in a group of senior educators. All selected participants are encouraged to be active, act as a team, and sympathize with responsibility.

In the "community" method, participants will be able to sort meta maps prepared in advance by the teacher.

This method is carried out in accordance with the goal set by the educator:

1. When it is supposed to determine the initial knowledge, this method is carried out in the introductory part of the lesson on the topic.
2. The repetition of the mentioned subject is carried out in the introductory part of the next lesson, when the goal is set.
3. Chapter one...when the transition from one to the other is targeted, this method is carried out between them;
4. When completing a workout is set as a goal, this technique is performed at the end of the workout.

#### **The basic rules for using the "friendly team" method:**

- One participant is selected from among the interns by an intern, the other two interns are selected by the intern himself;
- The task is set by the teacher at the beginning of the prepared application form;
- The selected small team should work in harmony;
- The exact time is assigned to the team.

**Stages of implementation of the method**

- Participant the participant by permission will be selected from the cost of training;
- УЧАСТНИКУ the participant is given the opportunity to choose one of two more experienced participants from among the participants of the training.
- Metacards prepared in advance by the educator for the formed small community are issued as spare ones, they are asked to put them in order, the time is determined;
- ВЫПОЛНЯЕТ performs the next task with the remaining team providing training;
- The member/members of the group will make a presentation at the end of the specified time;
- If there are shortcomings, the group will be asked for help, the shortcomings will be eliminated in the appeal;
- The group will be thanked for the collective work

When using this method, the teacher requires the listener to make the right choice. In this situation, the educator acts as a moderator. If the method is organized sincerely, in its place and in a positive mood, it serves for individual work with some teachers in an adult audience, to determine their level of proficiency, for the active participation of all teachers.

**Advantages of the "friendly team" method:**

- By choosing which recipients did not participate from the inside, they led to an education of interest to activate them;
- The answers will be marked in the meta maps in the same way as the answers to the question;
- The method is to keep an eye on the rest of the participants in the process, this is the possibility of fear;
- Demonstration of the result in a visual form;
- The possibility of subsequent use of metacarathalarates in the prepared application;
- The possibility of individual work with some audience between topics;
- Many of the educational tools needed for teaching in education;
- A small jiplash community, a small community, the emergence of a positive environment;
- There is an opportunity to focus;
- Interest in the exercise arouses interest.

**Disadvantages of the "friendly team" method:**

- Inability to formulate the task correctly, assuming lack of education;
- In some cases, conflict situations arise between the team and the team.

**THE "FINISH" METHOD**

The "Finish" method is used to consolidate the topic of teaching (some departments) in a group of senior educators. All those who receive education are encouraged to be active, to act in a team, to sympathize with responsibility.

Small groups of participants according to the "Finish" method (the number of 2,3,4,..., the number of participants in the group is divided by 5-7 depending on the goal).

This method is carried out in accordance with the goal set by the educator:

1. The repetition of the mentioned subject is carried out in the introductory part of the next lesson, when the goal is set.
2. Chapter one...when the transition from one to the other is targeted, this method is carried out between them;
3. When the completion of the training is set as a goal, this technique is performed at the end of the training.

#### **The basic rules for using the "Finish" method:**

the premises provided by the supplier/suppliers are subject to the lines "start" and "finish" of the education threshold;

five sections are divided between them, each section is divided into two more.

questions are asked by the teacher before the start of the training session;

selected small groups are also required to work in the field of engineering.

#### **Stages of implementation of the method:**

- Divided into 3 subgroups according to the number of recipients of education (group number);
- One group of sardars is elected for each crime;
- Get business email, video conferences, online storage and file sharing;
- Questions are addressed to each group by the educational service provider with a question, questions are answered by sardor or mor group members;
- For a direct answer, the captain takes a step forward one line, the opposing team takes a step forward every 0.5 lines to answer the question. 0.5 steps back for an incorrect answer.
- The draw will continue until one of the teams reaches the finish line;
- The team is invited to win the lottery.

When using this method, it is required to correctly form a training group, choose a smart, smart captain. In this situation, the educator acts as a moderator. If the method is organized sincerely, in its place and in a positive mood, then in an adult audience all those who are educated will serve to be active.

#### **Advantages of the "Finish" method:**

- Teachers are trying to contribute to society, and all this is in the soul;
- There will be an opportunity to hear the answers and see if it is correct;
- Interfaithism is carried out in the interests of;
- Jeep team, positive atmosphere leads to small talk;
- Availability of the opportunity to get help ;
- Interest in the exercise arouses interest.

#### **Disadvantages of the "Finish" method**

- ✓ Inability to formulate the task correctly, assuming lack of education;
- ✓ In case of conflict situations between the team and the team, there will be some protests;
- ✓ Noise.



### THE "KNOWLEDGEABLE" METHOD

The "knowledgeable" method is used to determine the initial knowledge of the teacher for adults or to strengthen the mentioned subject. This encourages teachers to be active, to think quickly, to act in a team, to show responsibility.

In the "knowledgeable" method, participants are divided into three groups. This method is carried out in accordance with the goal set by the educator:

1. The repetition of the mentioned subject is carried out in the introductory part of the next lesson, when the goal is set.
2. Chapter one...when the transition from one to the other is targeted, this method is carried out between them;
3. When the completion of the training is set as a goal, this technique is performed at the end of the training.

#### Basic rules for using the "knowledgeable" method:

- Recipients will be given the opportunity to freely choose questions in the field of education;
- Questions for each group will be developed by the teacher;
- It is recommended to include 10 questions;
- The board is divided into three columns ;
- Selected small groups should work in harmony

#### Stages of implementation of the method

- ✓ Divided into 3 small teams, one participant is elected leader of the group;
- ✓ in a small group, the participant is given the first meeting, each subject is asked questions, he writes his name before the question that he knows;
- ✓ the sheet will be passed to the next participant, and the process will continue until the names of all the questions are written;
- ✓ The team that filled out the sard sheet picks up the sheet;
- ✓ team members who read the questions give answers;
- ✓ 1 point for one wrong answer is removed, each letter is recorded in the dossier;
- ✓ groups the members of the group make corrections to the response given by the wrong offense. Failing to find an answer, the opposing team gives yortam, and in this case 1 point will be added to the team.
- ✓ the team is invited to win the lottery.

When applying this method, the teacher should openly formulate questions. The caregiver will have to manage the situation. This is necessary to prevent the occurrence of conflict situations between team members. In this situation, the educator acts as a moderator. If the method is organized sincerely, in its place and in a positive mood, then in an adult audience all those who are educated will serve to be active.

#### Advantages of the "knowledgeable" method:

- Teachers Are Trying To Contribute To Society, And All This Is In The Soul;
- There Will Be An Opportunity To Hear The Answers And See If It Is Correct;

- Jeep Team, Positive Atmosphere Leads To Small Talk;
- It Is Possible To Choose The Question Of Seniority;
- Interest In The Exercise Arouses Interest.

### Disadvantages of the "knowledgeable" method

- ✓ Inability to formulate the task correctly, assuming ignorance;
- ✓ In case of conflict situations between the team and the team, there will be some protests;
- ✓ Noise [10].

The analysis of various views on adult education allowed us to conclude that "from the point of view of the user and the transmitter of the Educational service, the legal basis, organizational structure, technologies of "learning" has a number of specific characteristics that distinguish this type of education from others."

When modeling any educational systems, it is necessary to take into account the features of all of them.

At the same time, the central indicator of educational activity, especially in the system of advanced training, is the recipient of education himself, who determines the characteristics (content, technologies, educational materials) of the majority of a particular educational process.

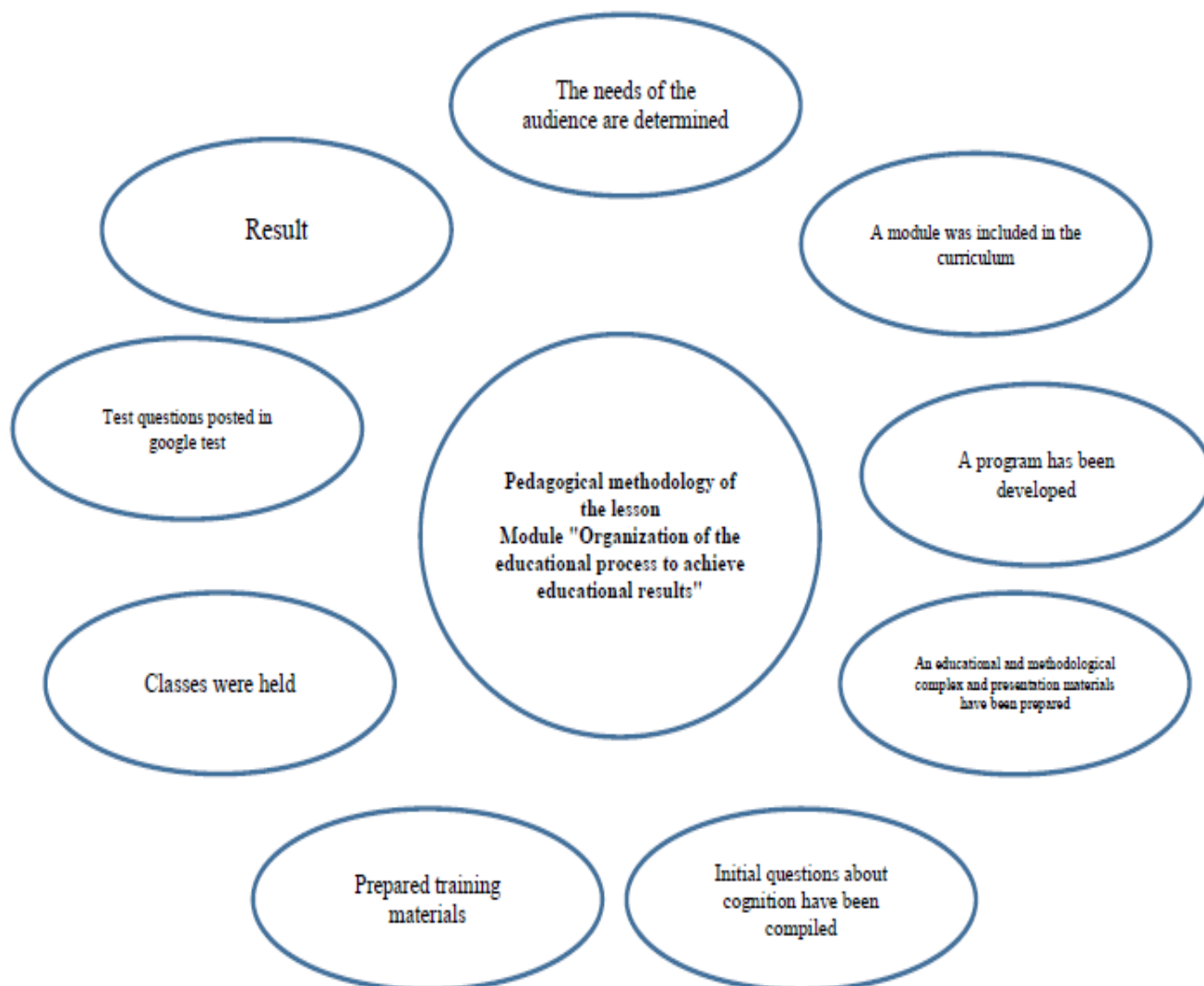
Despite the fact that the trainees who came to the advanced training by our scientists above identified several specific individual characteristics, we added to this list, taking into account our observations of the training of qualified senior staff of professional educational institutions: acquired knowledge, inability to apply skills in the management of an educational institution (excessive.); rapid fading of motivation after completing courses, return to normal workflow ("scurvy" to activity); fear when applying new experience in the process of work (inability to give in, risk of getting into an awkward position in front of the team); awareness in conducting research activities, unwillingness to see it as a basis for practical activity; desire to receive education and didactic materials in a ready-made form.

At the same time, leaders consider themselves not as an object of the educational process, but as a subject, and categorically assess their relationship with the educator. Consequently, the basic principle of adult education is the commitment to efficiency, satisfaction of one's own needs, and a guarantee of improving the quality of life and activity. The result can be different: acquisition of new knowledge, acquisition of necessary skills, awareness of professional, universal or universal phenomena, their new appearance, expansion of their facets, transformation or strengthening of values, etc. It should not be forgotten that only when the leader-listener and the teacher cooperate, both sides will be able to carry out positive communication and achieve the desired result.

Due to the pandemic, the qualification was transferred to an online form. The theoretical part was filmed in the form of a video camera using the ZOOM program. The practical part of GOOGLECLASSROOM [11] the use of the program is accepted through the platform. In addition, all materials for self-learning by the audience, lectures, presentations and assignments were posted on the platform. To assess the initial knowledge of the audience, as well as to formulate test questions for the module, an audience assessment was carried out. The test function was prepared using GOOGLE software and hosted in GOOGLE Chrome. It was ensured that the results were automatically sent to the teacher.

And this caused a number of changes in the technology of teaching classes, which are organized in the form of the native language [12]. The use of the above educational methods in the form

of such qualifications serves to further develop professional competence in the positions of head and teacher, as well as director of education development.



1-drawing. Andragogical methodology of the lesson

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