

## **Fundamental Studies for Andragogic Systems of Adult Continuous Education in Russia: Development Models**

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**Abstract:** Social changes in Russia resulted in the appearance of new meanings concerning the concept of “adult education” filling it with such characteristics as continuity, eternity and advancing. The presented senses from a theoretical and practical point of view are comprehensively studied in science-andragogy which describes educational systems for different categories of adults. The time challenges led to the need of new models development within the andragogics of new models and the technologies of selected meaning implementation. In-house training, adaptive learning, advanced learning, open learning act as educational models. In-house training is focused on the formation of the functional, personal and psychological, organizational and managerial competence. The following types of adaptation are formed as the part of the adaptive learning: psychological, motivational, organizational target, content forming, technological. The accelerated nature of adult learning is manifested through the design of specific training media of an adult vital activity in which he is developing as a mobile man, self-fulfilling, creative, successfully solving the appearing problems and achieving the expected results. The openness of adult education manifests itself through the diversification of educational programs and the possibility of developing individual educational trajectories corresponding to the professional and personal needs of a person. The prospects of andragogical problem development research are related by us with the development of adult training concept and techniques within the conditions of crisis.

**Key words:** Adaptive training, in-house training, continuing education, adult education, advanced training

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### **INTRODUCTION**

The modern period of society development is related to the basic social changes in Russia with the transition to a market economy, the entire set of objective factors which made an extraordinary impact on the functioning and development of education in all its spheres.

The strategy of Russian education modernization proclaimed the basic ideas and the principles of the global changes implementation in the social and educational policy of the country, designed to improve the quality of life and ensure the satisfaction of its spiritual, cultural and professional requests.

### **NEW MEANINGS OF THE CONCEPT “ADULT EDUCATION”**

The concept of “adult education”, integrating the following qualities and attributes gets the new meaning: the continuity of education which is manifested as an

integrated, stepwise process in their elements, ensuring the ongoing development of an individual creative potential and the complex enrichment of its spiritual world.

Lifelong education as the reflection of “lifestyle” idea in the continuous accumulation of knowledge, the constant striving for self-development.

An advancing character of education as the mastering of the latest advances in some fields of knowledge, the development of active man capabilities, the development of new meanings, purposes and values of his life, the enrichment of an individual intellectual potential.

### **THEORETICAL-METHODOLOGICAL BASES OF ADULT EDUCATION PROBLEM STUDY**

The solution of challenges at the design of content and technologies of general and vocational adult education is based on the system of andragogical, didactic and methodological approaches.

Andragogical approach is reflected in the creation of optimal conditions for the implementation of the educational process and the educational routes in relation to adults. An important feature of andragogical approach at the development of educational route models is the accounting of individual perception and information processing characteristics (its acquirement) as well as psycho-physiological peculiarities and individual characteristics of cognitive activity among adults. The andragogical approach in terms of professional training and retraining involves the development of an expert individuality, focused on creativity, self-motivation, self-development with a strong value-orientation base (Maron *et al.*, 2015).

The didactic approach reflects the idea of adult education content and technology designing based on the general didactic principles adapted to the specifics of an adult personality. They include the following principles: professional supports when the content selection takes into account the content the range of developing general professional competences of experts; standardization of education, providing the consideration of professional standard requirements; advanced education, involving the development of an expert readiness for the mastering of new and promising practices in terms of production, the focus on promising professions; the principle of career development, related with the planning of self-development and self-promotion of an individual during the performance of the new functions, the mastering of prestigious positions and their status increase.

Methodical approach provisions the creation of an educational and a professional support complex for an expert in the space of training, re-training, vocational training. This complex system includes the system of diagnostic techniques, modular educational programs, the description of nature and content of the practice oriented works, supporting notes, ICT technologies, the materials of expert competence examination, etc.

Adaptive approach involves the designing of technologies, techniques and methods of different tiered and differentiated training with an alternative choice of teaching forms (lessons, consultations), the means of individually oriented management by teaching and learning activities (self-diagnosis, self-control and self-correction system).

## RESEARCH METHODS

**The methods of theoretical research:** The study and analysis of the methodological, philosophical, pedagogical, didactic, methodical, social and

psychological literature; synthesis, comparison, prediction, reasoning, modeling of innovative systems, facilities and processes; the study of directive, legal, regulatory and program conceptual and other documents in the field of vocational education and adult education.

**Empirical methods:** Observation, oral and written survey, the method of expert evaluations, testing. Complex methods of research-monitoring, study and the generalization of pedagogical experience, experiment.

## CHALLENGES TO PROBLEMS OF ADULT EDUCATION

In modern social and economic situation the problems of adult education changed dramatically. Today, the adult education in Russia has become, along with primary, secondary and higher education, an independent subsystem of the national education system as its magnitude and specificity evidence. In the era of crisis phenomena in a society almost the entire nation was economically and socially disadvantaged, becoming thus a potential contingent of adult education. Many were forced to change or leave their production and professional activity, adding thus the ranks of students in the system of expert training and retraining.

The specific trend of recent years is the increased desire of adult population to expand the boundaries and fields of knowledge to improve their compliance with the market requirements in terms of professional skills improvement, the development of functional, technological and computer literacy, the overall culture increase. Therefore, the level of inquiries and the educational needs of adults increased sharply, therefore, the market of educational services in the country was expanded considerably. The system of the second higher education is developed. Almost every university has dozens of structural departments, implementing additional educational programs.

Within the new terms the regularity of adult education development is the search for mechanisms and scientific justification of its efficiency and quality increase.

## MECHANISMS OF ADULT EDUCATION ISSUE SOLUTION

This problem is studied by andragogy science-the theory and methodology of adult teaching. The Institute of Education Management within the Russian Academy has a wide range of research projects in this area (Heads psD., Professor I.I. Sokolova, psD., Professor, honored

worker of RF Higher School A.E. Maron and psD., associate professor L.Yu. Monakhova). The series of books, recommendations is published, a large-scale experiment is conducted.

Andragogy is regarded as an independent branch of pedagogy, describing the educational systems of different categories of adults (unemployed, military officers transferred to reserve, disabled, migrants, prisoners, students of night schools and others).

The objects of andragogy study are: postgraduate education, retraining, in-house education, postgraduate education of various categories of personnel, the training in resource centers of enterprises, in evening schools, external studies, distance learning system, etc.

The result of the scientific study concerning this issue was the selection and analysis of andragogical models Maron *et al.* (2015) realized comprehensively in socio-professional practice of the following staff training:

- Of in-house education
- Of modern adaptive systems
- Of advanced adult education
- Of open systems
- Let's consider the main results of the study

**Intercompany Education of Staff (IES):** The relevance of IES study is associated with the modern period of socio-economic processes development and is characterized by an increased interest in the intellectual level quality of company employees and the quality of their education. The main reason for this is the continuous development of innovative processes in equipment, technology and professional activity. This requires a continuous updating of staff knowledge, the training and retraining of experts able to adapt quickly to the rapidly changing environment and constantly emerging new imperatives of competition. However, we should admit that there is a mismatch between the requirements for personnel at the enterprises and the level of their professionalism and competence. The study showed that business leaders complain on insufficient level of staff preparation and above all, the managers of middle and lower level, employees of marketing and sale service.

The transition from a planned to a market economy led to the decline of in-company training system developed for decades. At the same time new staff of managers started to manage companies. Starting to realize slowly that you need to train staff, business leaders often do not have a clear understanding on the organization system of the in-house training. The lack of organization methods for an integrated system of the in-house training

of employees within new market conditions leads to the spontaneity of this process which in its turn leads to its low efficiency.

There is an increased interest in independent learning among the employees of enterprises. The search for the ways of society interest harmonization, an adult personality, a state and an enterprises on behalf of their owners and managers in the field of an in-house training requires the performance of special studies, the development of recommendations and their implementation in practice.

In-house training is regarded as a system of vocational training, retraining and the advanced training of personnel and the development of enterprises on the basis of its staff potential reproduction and replenishment.

The categorical apparatus of study and the major goals of in-house training system: the development of organization resources due to the staff potential increase, the acquiring of professional knowledge and skills by organization employees, the professional development of staff, the formation of the labor force with high abilities and a strong motivation for professional task performance.

The leading integral function of the IES system is the provision of an enterprise (a firm, an organization) by professionally competent and motivated employees due to performance standard improvement and their application in practical (work) situation.

The criteria for the selection of in-house staff training content is the competence approach that defines the following component composition:

- Functional competence (knowledge, skills, skills for a particular job)
- Personal-psychological competence (the ability to adapt to a given company, interaction with people, value relations, etc.)
- Social and legal competence (the knowledge of regulations, laws of the new economic conditions, new forms of economic relations)
- The organizational and managerial competence (the skills of planning, organization, self-control, etc.)
- Information competence (Maron and Monakhova, 2015)

For medium-sized enterprises, employing up to 300 people the most common option of offered training courses for in-house training is a standardized curriculum, according to which staff may learn in mixed groups consisting of representatives from different companies or

in closed groups, recruited from the employees of one company. These programs in the practice of school operation got the name of custom programs.

Currently, the modular approach is used by a number of educational institutions for the organization of short-term training courses improving the skills of enterprise personnel. A promising solution is the use of a modular approach to the selection and structuring of the material content and various learning activities in a separate training course. This allows you to personalize a specific course at lower costs (Maron *et al.*, 2015).

**Adaptive models of adult education:** The problem of adaptive systems and technologies aimed at the creation of flexible open educational spaces, taking into account as much as possible the needs and demands of an adult is a very relevant one. It provides the establishment and the scientific substantiation of adaptive educational systems in relation to adult education in evening schools, education centers, military personnel, retired, prisoners and others retraining companies. In this context, the understanding of the nature and function of adaptive systems and adaptive learning, the analysis of adult education objects and socio-psychological characteristics are considered.

The consideration of social and philosophical foundations of adaptation made it possible to identify such essential characteristics as a personality adaptation to social norms, harmonization of requirements, taking into account the potential development trends as a subject and the social environment, the ability to further psychological, personal and social development. The performed analysis of the modern understanding of adaptation, highlighting of social, personal, psychological, axiological meanings in it allowed to define a conceptual basis for the modeling of adaptive systems.

Adaptive Systems (AS) are considered as social-oriented, educational and developmental and interaction models of targeted processes of a teacher, trainees, the sources of information interaction, the main quality of which is the combination of adaptive and adapting activities.

**Adaptation is considered as a two fold process:**

Adaptation of the social and educational environment of a learner personality; an active involvement of an educational activity in the design and the development of an adaptive educational environment, the development of an individual educational route.

Adaptation means accommodation, its function is to ensure the compliance with public regulated behavior

and a man operation to an internal structure of his personality (interests, values, temperament characteristics).

**The main trends of adaptive learning:** Psychological motivational adaptation, based on the a person act stereotype, his thinking restructuring, the understanding of an active role at the choice of strategies and methods of work in the achievement of the projected educational activity result.

Organizational targeted adaptation expressed in bringing together the objectives of the participants and the organization of educational process system on the basis of their individual characteristics consideration.

Content adaptation, involving the selection of a function-oriented training material, the variability of curricula and programs, the development of new model integrative learning.

The technological adaptation including the design of technologies, techniques and the methods of different tiered and differentiated training with an alternative choice of teaching forms (lessons, consultations), the means of an individually oriented management by teaching and learning activity (self-diagnosis, self-control and self-correction system).

Technological adaptation is treated as the possibility of a training program adaptation to the specific characteristics of the learning process with a view to its optimization. The need to consider the adaptability factor in the development of a training program is conditioned by the following terms and settings: a student is not only an object of the learning process but also its subject; acting as a subject of study, an adult learner should be seen as an individual with different needs at knowledge acquiring; learners with a variety of individual characteristics have different perceptions and learning of the same course material, so they may have different needs in the control of its assimilation.

The idea of the education content as an adapted social experience corresponds to modern sets of humanistic thinking.

The adaptation of a training program to the needs of control means the change of control system, depending on the cognitive abilities of students. The adaptation of a training program may take place in two directions during the development of the control system, during the organization of operation for training programs with the proposed control system.

**Advanced education:** The greatest scientific disagreements occur on the subject of advance, i.e.,

about the contents of advanced education. Educational science faces the challenges trying to develop a model of learning content which will be claimed in a few years. Therefore, the model of advanced content is justified only in a limited number of educational systems and practices when it comes to the already known content and a high probability of its demand by a particular contingent of students (training, focused on the development of new technology, professional retraining with a clear tendency of growth of demand in economics, the study of foreign languages and information technologies “for the future”; adaptive training of persons who are serving time in a prison, etc.).

The andragogical practice implemented the models of advanced content during the requalification of experts within the profession for the implementation of new sophisticated features during the development of new technical equipment, new production technologies.

For pedagogical staff, it is the meeting of school modernization goals and objectives (work function increase with gifted ones, the use of health saving technologies, new forms of open and additional education, the implementation of economic independence ideas of Educational Institutions (EI), EI network optimization, the accounting of the following project provisions: “Our New School”, etc.).

A deeper and more interesting from a scientific point of view as well as promising from the practical aspect is the approach to the advanced education as the model of a person self-development capacity, shared by the majority of scientists dealing with this issue. Not only specific knowledge and skills are regarded here as the fundamental advancing elements of educational content, but also the general characteristics of an educated person, such as the development of interests, beliefs, contributing to a man adaptation to changing life (B.M. Bim-Bad); the ability to use the acquired knowledge for the activity improvement (V. Gorshenin); a personal development of students (A.M. Novikov); basic general knowledge and the knowledge of the ideological plan; the development of self-education skills, the ability to find the solutions to complex problems. Advanced education in the end contributes to a global, noospheric consciousness, “responsible mind” development understanding the impending dangers and knowing the effective ways of its prevention.

Andragogical aspect of advanced training models, considered as specific training media of an adult living that determine the possibilities of his development as a man being mobile, self-fulfilling, creative, able to navigate in a changing situation, effectively solving the practical problems and achieving an intended result.

**Open teaching:** Open teaching ideas emanating from the Open University ideas is a “non-contact” training using new information technologies (currently-Internet). From the point of view of a teacher and a student interaction a remote open learning is the form of distance education: the emphasis is made on self-teaching of a student and a direct communication with a teacher is absent or reduced to a minimum.

Open education involves a subjective orientation of the learning process. A personal approach is aimed on a close objective of personal traits development providing the success in professional activity and a comfortable living in an open society. The idea of a personal approach is largely consistent with the concept of education throughout a person's life. It is necessary to diversify the structure of educational programs to do this, providing everyone the opportunity to develop an educational path that best of all corresponds to his educational and professional abilities. Such an organization of the educational process allows to provide a person a diverse set of educational services, providing the continuity of education, the obtaining of postgraduate and additional education.

The backbone origin of an open education (Russian version) is its spiritual and intellectual sense which acts as the substance of training and educational programs, educational institutions and education authorities and the state educational standards. An open adult education is a holistic pedagogical self-developing system of training, development and socialization of an adult personality, realizing the function of advancement, adaptation, subjective orientation, substantive and instrumental transparency in the choice of education strategy and technology for all social groups without an exception.

Its consideration as an innovative system of adult education acts as the leading trend of open education development. The implementation of this trend is related with the challenges put forward by UNESCO-“Education for all”, “Education without borders”; the lack of strict regulation in the choice of educational objectives, content, organizational forms, teaching methods; flexible combination of regulatory and professional and personal guidance in the educational process; actualizing dialogue of education subjects as a leading method for the competence development of a student; special socio-psychological climate, characterized by comfort and positive emotional mood of the trainees.

The objects of an open education system among adults are evening schools; external studies; high school; vocational training courses for teachers; retired military officers, ESM professionals; persons with disabilities; prisoners and others.

## **PROSPECTS OF ANDRAGOGIC PROBLEM STUDY DEVELOPMENT**

We relate the prospects of andragogical problem study development to the development of the concept and advanced staff training technologies within crisis conditions.

In the context of an economic crisis and the resulting restructuring of RF population employment there is an activity increase in activity within the short-term retraining of personnel which is carried out by government agencies and educational institutions and also by private companies. The successful retraining of large amount of released workers is one of the key terms to overcome the crisis as soon as possible.

The task of re-education is not only to convey the knowledge and skills in particular, new profession but also in a large extent to develop in him or create anew such professional-personal qualities which would enable him to work successfully, to overcome stress, to find new life guidance and if necessary-to change the professional activities by his own means. These qualities should be primarily presented by psychological stability, mobility, an active subject position, a humanitarian outlook, citizenship and ethics, methodological, communicative, social, legal, informational and other competences (Monakhova, 2014).

The development of these personality traits in the short-and medium-term retraining of an adult requires the use of specific pedagogical approaches, technologies and techniques. First of all, the thing is about andragogical models of training and the development of adaptive and advanced training.

## **SUMMARY**

The Institute of Education Management RAO plans to develop further the theoretical foundations of

educational routes, content and the technologies of general and vocational adult education within the terms of modern society in the framework of the research project RAO "Scientific support of an innovative development of education and socialization of adults in terms of socio-economic changes".

The basis for the theoretical and practical provision of new developments is the works of the institute employees, united by a common direction-practical andragogics.

## **CONCLUSION**

The implementation of the general principles concerning an adult personality teaching during their famous versatility has its own characteristics when you deal with different categories of population-retired military personnel, specialists in various fields, leaders, unemployed, migrants, prisoners, disabled, etc. as well as during the implementation of the educational process in this or that organizational form (in-house training, resource center, university, IES system, etc.).

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