



BASIC PRINCIPLES OF ANDRAGOGY

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Abstract: *The purpose of the article is to consider the concept of andragogy, basic principles, and its features, including the possibilities of learning for adults, both in theory and in practice.*

Key words: *concept of andragogy, basic principles, learning of adults, position of andragogy, traditional pedagogy, practical exercises.*

The main position of andragogy, in contrast to traditional pedagogy, is that the leading role in the learning process is played not by the teacher, but by the student. The function of the teacher in this case is to assist the student in identifying, systematizing, formalizing the personal experience of the latter, correcting and replenishing his knowledge. In this case, there is a change in the priority of teaching methods. Andragogy instead of lectures mainly provides for practical exercises, often of an experimental nature, discussions, business games, cases, solving specific production tasks and problems. In addition, the approach to obtaining theoretical knowledge is changing. Disciplines containing integrated material in several related fields of knowledge (interdisciplinary disciplines), for example, project management, come to the fore. [2]

As a negative phenomenon, it should be noted that the processes of perception, memorization, thinking in an adult are not as productive as in a child or adolescent. In this regard, methodology, methods, methods of teaching, for example, the use of mnemonic memorization techniques, are of paramount importance.

In addition, an adult has well-established mental models, a positive experience for him as an individual of social behavior, professional activities, etc. However, this experience becomes obsolete, individual mental models come into conflict with general (corporate) goals, skills and requirements, which causes difficulties in teaching an adult when it is necessary not only to "inculcate" the new, but also "remove" the old, outdated. [1]

Modern science identifies the following basic principles of andragogy:

1. The principle of prioritization of independent learning. In order to practically use this principle, considerable preliminary preparation is necessary - the preparation of training programs, the selection and replication of educational material, the acquisition and creation of training computer programs. It is not enough to make a bibliography here. This principle provides an opportunity for an adult to slowly familiarize himself with educational materials, memorize terms, concepts, and classifications, and comprehend the processes and technologies for their implementation. A significant help in this is provided by modern distance learning.
2. The principle of joint activity of the student with classmates and the teacher in the preparation and in the learning process. The starting point of the learning process is to identify the needs of students and production needs. Interviews of the trainer (analyst, cognitive scientist), group discussions make it possible to identify these needs. Moreover, it is necessary to clarify four points of view on the subject of training: the student himself (or several students' in-group



studies), his leader, subordinate and collaborate (the one with whom the student is connected by intra-company production relations).

3. The principle of using the existing positive life experience (primarily social and professional), practical knowledge, skills of the student as a learning base and a source of formalization of new knowledge. This principle is based on active teaching methods that stimulate the creative work of students. On the other hand, attention should also be paid to individual work - writing papers such as abstracts, cases (according to some given template), creating methodological schemes and descriptions, which can then be worked out to the enterprise standard. Individual work also consists in the dialogue between the student and the teacher (analyst, cognitive scientist), aimed at the mutual transfer of information and knowledge. At the same time, empirical knowledge is formalized.
4. The principle of correcting outdated experience and personal attitudes that impede the development of new knowledge. Both professional and social experience can be used, which conflicts with the requirements of the time, with corporate goals. For example, a highly qualified specialist may be set to work individually, to hide personal knowledge, to reject new promising employees, seeing them as a threat to their personal well-being. In such cases, conversations are needed, the belief in the failure of the usual, the formation of new points of view, the disclosure of new perspectives, etc., i.e. educational activities.
5. The principle of an individual approach to learning based on personal needs, taking into account the socio-psychological characteristics of the individual and the restrictions that are imposed by his activities, the availability of free time, financial resources, etc. The individual approach is based on the assessment of the student's personality, analysis of his professional activities, social status and the nature of relationships in the team. Preliminary interviews, questionnaires, testing allow you to build a socio-psychological portrait of the student.
6. The principle of elective education. It means giving the student the freedom to choose goals, content, forms, methods, sources, means, terms, time, place of learning, evaluation of learning outcomes.
7. The principle of reflectivity. This principle is based on the student's conscious attitude to learning, which, in turn, is the main part of the student's self-motivation.
8. The principle of demand for learning outcomes by the practical activities of the student. First of all, this is the demand for the knowledge, skills and abilities acquired by the student in the economic, production activities of the enterprise.
9. The principle of systematic training. It consists in the correspondence of the goals and content of training to its forms, methods, teaching aids and evaluation of results.
10. The principle of updating learning outcomes (their early use in practice). The implementation of this principle is ensured by the previous principles - consistency, practical demand for learning outcomes, individual approach, and use of accumulated experience.
11. The principle of student development. Training should be aimed at improving the personality, creating abilities for self-learning, comprehending something new in the process of practical human activity. [1]

Concluding the work, it should be noted that as a science that cognizes and generalizes the practice of adult education, andragogy makes it possible to reasonably formulate and implement the educational goals of adults. Developing the theoretical and methodological foundations of activities that help to acquire general and professional knowledge, master the achievements of culture, form moral guidelines, andragogy considers education in the context of a person's life path.



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