



ANDRAGOGICAL FOUNDATIONS OF PROFESSIONAL DEVELOPMENT OF PERSONALITY

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Abstract: *The article deals with the andragogical foundations of professional development of personality. It will focus primarily on the andragogical potential of vocational education. After all, it is during the period of basic vocational training that the transition from the "children's" pedagogical model of training to the andragogical one should take place. Only in this case a young person will be able to acquire a truly subjective position in his professional development.*

Key words: *professional development, andragogical foundations, development of personality, andragogical potential, pedagogical model.*

The andragogical foundations of professional development are laid at the time of the transition of the individual from the system of schooling to the next stage of lifelong education. For some students, this is university education, for others it is college or vocational school. According to existing social practice, professional development can be carried out as one progresses through the stages of basic professional training (at the level of primary, secondary, higher education), in the course of advanced training, retraining (retraining in a new specialty), and self-education.

Domestic professional pedagogy has accumulated a wealth of research describing the patterns of entry into the profession in the forms of vocational, secondary specialized and higher education.

Depending on the strategy and forms of organization of training chosen by teachers and the educational institution, this transition is carried out with varying degrees of intensity or does not occur at all.

Any professional education can be considered in relation to the individual in different aspects:

as the training of a specialist who meets the standard (model, profессиogram);

as a "process of enriching the activity abilities" of the individual (V.G. Onushkin);

as "the process of staging, unfolding, adapting and "implanting" a professional context into subjective reality, followed by the launch of its independent improvement and development" (A.I. Vovk).

In the latter case, the profession acquires an existential meaning for a person, becoming for him a way of being, and not of simple functioning. [2]

Depending on the initial attitude, vocational training in practice is carried out at different levels of penetration into the depths of mastering a particular specialty. It could be:

the acquisition of specific skills and abilities that allow performing local operations and actions, thereby solving individual practical problems;

mastering methods of organizing activities, technologies for the implementation of certain processes;



accumulation (updating) of theoretical information, carried out fragmentarily or systematically;
the formation of professional and personal attitudes, the system of values associated with being in the profession, finding the meaning of professional activity, i.e. development of their own philosophy of the profession. [2]

In the case of a combination of the above levels, one of them still remains dominant, determining the quality of the final result. But only under appropriate conditions, a person acquiring a specialty, in parallel, acquires the ability to be the subject of his own professional development. This happens when the learning process acquires andragogical characteristics.

If we want education to proceed in the logic of adult education, at the stage of basic professional training (school, college, university), such andragogical tasks should be set and solved, such as:

formation of an attitude to a subjective position in the process of professional development;

assistance in self-determination of the future specialist in the professional space (field of professional activity);

mastering the logic of advancement in the profession;

presentation to the future specialist of reference models of professional behavior, activities, relationships that serve as a guideline for self-assessment and self-improvement;

formation in the course of training the experience of partnership, cooperation;

stimulation of the processes of (self-) education, focused on the conscious development and consolidation of personal qualities and characteristics necessary in the profession;

transfer of andragogical skills focused on self-knowledge and work with oneself;

creation of complex prerequisites for continuous education. [one]

Directing his own progress in the profession, actively building his line, the student has the right to manifest himself in different ways. In his individual experience, there may be a predominance of applied orientation, orientation towards theoretical and methodological activity, or a combination of both. The information request to science, teachers, colleagues in training and work, the choice of goals and objectives of self-education will also depend on the individual need.

The system substantiation of the logic of promotion of a future specialist in the profession shows the possibility of building the learning process from an initially holistic view of the professional field of activity to a concrete acquaintance with the diversity of its forms, the consistent development of individual structural components; from the principles of being in the profession to specific actions due to these principles.

When moving from stage to stage, the following logic must be preserved:

development of a specialist as a full-fledged subject of professional activity;

the formation of a personal position in accordance with the characteristics of professional behavior within the framework of a particular model adopted in the culture of society;

maintaining the integrity of the mastered types of educational and professional activities;

creation of internal personal prerequisites for the continuity of learning throughout further professional life. [2]

The boundaries of the stages in each of the options for multi-level training, adopted today in vocational education institutions, and the amount of study of specific disciplines for each type of educational institution and training profile, of course, will be different. At the same time, it is



impossible not to take into account significant individual discrepancies in the pace of progress from stage to stage - advances or delays of individual students in mastering the proposed content of professional training. The manifestation of a professional position is likely already in the first years and its absence by the time of receiving a diploma. As guidelines, it is possible to form professional and personal indicators of the completion of each of the stages of preparation.

He graduated from the university, ahead of work and study again as a lifelong process of enriching the creative potential of the individual. The ability to constantly improve qualifications Increasing the level of professional competence - qualifications within the once acquired profession - is a necessary quality of modern continuous updating of knowledge and skills - a key education issue of the competitiveness of an individual, organization, nation as a whole. In today's rapidly changing world, knowledge itself becomes obsolete quite quickly and needs to be updated every 6-7 years on average. [one]

A serious threat of our days is the lag behind the ability of a person to adapt to changes in the world around him from the pace of these changes. Traditional basic education, both general and vocational, does not keep pace with social, economic, industrial, informational changes, fundamentally cannot provide a person with knowledge, skills and personal qualities for life. The crisis of competence of just a person or an employee today is considered as one of the most important links in the chain of crisis phenomena.

It has been established that after graduating from a university, on average, 20% of knowledge is lost every year. The rapid obsolescence of knowledge is noted in various fields. For example, in metallurgy - 3.9 years, in mechanical engineering - 5.2 years, in the chemical industry - 4.8 years, in advertising - 5 years, in business - 2 years, etc. As practice shows, in order to maintain knowledge at the level of modern requirements, a specialist must devote at least 4 to 6 hours a week to studying the latest achievements in the field in which he is engaged. [2]

Directions, types, forms of education, focused both on increasing the professional competence of a specialist and on his personal development, are clearly indicated in the laws of the Russian Federation "On Education", "On Higher and Postgraduate Professional Education", as well as in regulatory legal acts, taken in accordance with them. These documents state that educational programs related to advanced training, educational institutions of additional professional education implement professional training and retraining in new specialties (advanced training). These include educational and methodological and educational centers, advanced training institutes, special faculties of universities, academies.

The purpose of advanced training is to update the theoretical and practical knowledge of specialists in connection with the increased requirements for the level of qualifications and the need to master modern methods for solving professional problems. In accordance with the legislation, advanced training is carried out as necessary, but at least once every 5 years during the entire working life of employees. The employer establishes the frequency of advanced training of specialists. [1]

Professional development may include:

short-term (at least 72 hours) thematic training;

thematic and problematic seminars (from 72 to 100 hours);

long-term (over 100 hours) training of specialists.

The purpose of professional retraining of specialists is to obtain additional knowledge, skills and abilities necessary for them to perform a new type of professional activity. Based on the results of professional retraining, specialists receive a state diploma certifying their right (qualification) to conduct professional activities in a particular area.



One of the forms of additional professional education is an internship. Its main goal is the formation and consolidation in practice of professional knowledge, skills and abilities obtained as a result of theoretical training. An internship is also carried out in order to study best practices, acquire professional and organizational skills, to fulfill the duties of a current or higher position.

The main goal of advanced training is to ensure, on the basis of improving the professional activity of a specialist, the continuity and progressive development of his personality. The requests of an adult in the system of advanced training are mainly related to the desire to increase the level of professional competence, self-determination in the professional sphere, and continue general cultural development. At different stages of professional activity, the expectations from advanced training in an adult change.

It is important that continuing professional education contributes to the preservation and development of the subjective position of a specialist on the basis of introspection, self-assessment, self-organization in the further development of the field of professional activity. [2]

So, let us formulate a range of requirements for the content of vocational training in the andragogical model. It must be open, i.e. capable of developing volume due to the subjective contribution of the participants in the andragogical process. It appears as personalized (focused on the interests and needs of specific people); practice-oriented (integrated with the context of life); culturally appropriate (corresponding to established cultural models); complex (allowing to master the field of professional activity in all its diversity).

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