

- Hinzen, Heribert (2004). Learning from each other – Learning for the future. In *Regional Lifelong Learning Festival Skopje 2003*. Skopje: IIZ/DVV.
- IIZ/DVV – *Adult education in South Eastern Europe*. Leaflet of DVV international, 2006.
- Knoll, Joachim (1999). Development and fundamental principles of international and comparative adult education research. In Reischmann, Jost, Bron Jr, Michal & Jelenc, Zoran (Eds.), *Comparative adult education 1998. The contribution of ISCAE to an emerging field of study* (pp. 19-31). Ljubljana: Slovene Adult Education Centre.
- Pöggeler, Franz (Ed.) (1990.). *The State and adult education*. Frankfurt: Peter Lang.
- Pöggeler, Franz (Ed.) (1995). *National identity and adult education*. Frankfurt: Peter Lang.
- Pöggeler, Franz & Yaron, Kalman (Eds.) (1991). *Adult education in crisis situation*. Jerusalem: The Magness Press, The Hebrew University.
- Popovic, Katarina (2005). A Brief history of the cross-board adult education in South-Eastern Europe. In *The Scientific Bulletin – Series Humanistic Sciences*, Arad.
- Reischmann, Jost (1999). International and comparative adult education. In Reischmann, Jost, Bron Jr, Michal & Jelenc, Zoran (Eds.). *Comparative adult education 1998. The contribution of ISCAE to an emerging field of study* (pp. 11-15). Ljubljana: Slovene Adult Education Centre.
- Samłowski, Michael (2002). Dissemination and transfers of experiences – not an easy exercise. In *Sharing without barriers. International perspectives in adult education*, Bonn: IIZ/DVV.
- Savicevic, Dusan (1984). *Komparativno proučavanje vaspitanja i obrazovanja* [Comparative study of education and training], Beograd: Prosveta.
- Savicevic, Dusan (2003). *Komparativna andragogija* [Comparative andragogy], Beograd: IPA, Društvo za obrazovanje odraslih.
- Terzis, Nikos (Ed.) (2001). *Intercultural education in the Balkan countries*, Thessaloniki: Balkan Society for Pedagogy, Kyriakidis Brothers s.a.
- Terzis, Nikos (Ed.) (2006). *Lifelong learning in the Balkans*. Thessaloniki: Balkan Society for Pedagogy and Education, Kyriakidis Brothers s.a.
- Titmus, Collin J. (1996). Comparative studies: Adult Education. In Tuijnman, C. Albert (Ed.), *International encyclopedia of adult education and training* (pp. 682-686). Oxford: Pergamon Press.
- Trajkovski, Boris (2004). Messages from the supporters of the regional lifelong learning festival. In: *Regional Lifelong Learning Festival Skopje 2003*, Skopje: IIZ/DVV.
- <http://www.ISCAE.org>

Zmeyov, Serguey I.
Moscow, Russia
serg.andrag@mtu-net.ru

Andragogy and adult educators' training in Russia: Actual state and trends

More than centennial experience of development of adult education (from different forms of outdoor education in XIX – beginning of XX centuries to modern forms of general secondary education, system of additional professional education, education by correspondence and part-time education in Russia; from general and professional education circles and schools to contemporary systems of continuing, further and recurrent education of adults in Slave and Occidental countries) obviously and convincingly witnesses that **organization of efficient adult learning requires appropriate theory and technology of learning, specific teaching-learning aid materials and specially prepared personnel of educators, including teachers, counselors, tutors and managers.**

It is obviously also that this organization is possible only on the base of **andragogy as an autonomous science of adult learning and as a field of studies in higher education.**

Andragogical theory and technology of adult learning in Russia

The development of andragogical theoretical, methodological and technological aspects of adult education in Russia actually is enough stable and persistent.

Organization and development of adult education, theoretical and technological foundations of adult learning, activities and training of adult educators were the object of investigation in more than dozen PhD in Education theses, a number of monographs and collections of articles during last 5-6 years.

Fundamental statements of andragogical theory and technology of adult education have been investigated and formulated in the thesis of author of these lines "Arising of Andragogy. Development of Theory and Technology of Adult Education" (Moscow, 2000), and later have been presented and explicated by him in the monograph "Andragogy: Theory and Technology of Adult Education" (Moscow: Per se, 2003). In this monograph, published in Russian, the author formulates following statements.

Towards the end of XXth century, the education suffered

impressive changes in its role, functions and meaning in the contemporary society and in the life of an individual. These changes are own to the development of socio-economic situation, human being, transmission technology of information and sciences of education.

The main goal of education today is provide an individual with a multifaceted training and principally with knowledge and skills for creative activities, for adapting to the changes of the natural and social environment, or the "noosphere" (the term by V.I.Vernadskiy), and for permanent learning.

All theses changes of status of education are producing mainly because of rapid and potent development of adult education. Nowadays just the adults need to increase constantly the level of their competence for harmonise the anthroposphere of each one of them. The practice of adult education, the researches of scientists from different countries convince that the adult learning requires its own specific principles and technology.

These principles and technology are based on the theory of adult learning named **andragogy** (term created by analogy to *pedagogy* from Greek *aner*, *andros* - adult man, mature person + *ago* - I guide).

Andragogy consider the learner as a real subject of his\her learning process. This situation changes the **roles** and **functions** both of the **learner** and of the **teacher**. The **learner** in adult education is a self-directed, responsible person, the principal performer. The **teacher** in adult education is primarily an expert in the learning technology and an organiser of the co-operative activities with the learner.

Andragogy could be determined as **the theory of adult learning that sets scientific fundamentals of activities of learners and teachers concerning the organisation, i.e. planning, realisation, evaluation and correction of adults' learning.**

Taking account of the particularities of adult learners mentioned above, the specific roles and functions of learners and teachers in adult learning, we could formulate the **fundamental principles of adult learning** as follows.

1. Preponderance of the self-directed learning.
2. Principle of the co-operative activities.
3. Experiential learning.
4. Individualisation of learning.
5. Systemic learning.
6. Contextual learning.

7. Actualisation of the results of learning.
8. Elective learning.
9. Principle of the development of educational needs.
10. Consciousness of learning.

The principles formulated above serve as the **base of the technology of adult learning** which can be used in different educational situations and in diverse domains of the educational service sphere.

Technology of adult education represents a system of operations, actions and functions accomplished by learners and teachers on every one of six stages of the process of learning: diagnostics, plan designing, creating appropriate conditions, accomplishing, evaluation, and correction.

Operations on the stage of *diagnostics*: 1. Determination of educational needs of learners. 2. Determination of volume and characters of vital experience (everyday, professional, social) of learners. 3. Revealing of physiological and socio-psychological characteristics of learners. 4. Revealing of cognitive and learning styles of learners.

Actions on the stage of *diagnostics*: diagnostic tests, questionnaires, talking, observation.

Operations and actions on the stage of *plan designing*: creation of an individual learning plan (or learning program, or learning contract) determining objectives, strategy, tasks, contents, models, sources, means, methods, forms of learning, essential stages, criteria, procedures and forms of evaluation of achievements of learners and of the process of education.

Operations and actions on the stage of *conditioning*: creation of favorable physical, psychological and educational conditions of learning.

Operations and actions on the stage of *accomplishing*: realisation of an individual learning plan (program, contract).

Operations and actions on the stage of *evaluation*: Determination of a real level of learner's achievements, appreciation of the organisation of learning process; determination of prospective educational needs of learners.

Operations and actions on the stage of *correction*: introduction of necessary modifications in the process of learning.

Functions of adult learner: 1. Participant of joint educational activities together with teacher. 2. Co-author of an individual learning program (plan, contract). 3. Accomplisher of an individual learning

program (plan, contract). 4. Creator of necessary comfortable conditions of education.

Functions of adults' teacher: 1. Expert on technology of adult education. 2. Organiser of joint educational activities with learners. 3. Counselor, facilitator, guide of adult learners. 4. Co-author of an individual learning program (plan, contract). 5. Creator of necessary comfortable conditions of education. 6. Source of knowledge, abilities, skills and qualities.

Technology of adult education, i.e. realisation of mentioned above operations, actions and functions of learners and teachers, based on the andragogical principles and andragogical model of education is more appropriate to the learning of adults and contributes to the **creative development** of both **adult learners** and **adults' educators**.

The **training of adults' educators** is one of the essential problems in the development of adult education. It requires the setting of scientific foundations, the elaboration of teaching-learning aids and an intensive practical work. The scientific base of andragogical studies in Russia is a **standard of adult educators' training**. Professional requirements and matters contained in the standard form a scientific **paradigm of andragogical studies**. This adult educators' training is basing on the theory of andragogy and implies the use of **andragogical technology of studies**.

In a series of thesis appeared during last 5-6 years there have been analysed andragogical conditions and factors of development of regional systems of adult education, in particular, in Tatarstan (Z.N.Safina), and of professional and social mobility of andragogues in a regional system of education (Y.I.Kalinovskiy).

Number of thesis' researchers have been investigated different problems of andragogical approach to the organisation of higher education studies, particularly, autonomous learning activities of students, development of their motivation, formation of their professional abilities and skills, creation of andragogical conditions in the learning of concrete study matters, for instance, foreign languages.

Andragogical theoretical and methodological approaches toward researches of adult education existent actually abroad were the object of thesis and correspondent monograph "Arising and Development of Additional Education Abroad" (A.M.Mitina).

It is wonderful, that problems concerning adult learning and andragogical approach toward organisation of adult education and,

more generally, of any activities of personnel in the sphere of adult people, are analysed in the context of social, philosophical and methodological problems in some contiguous human sciences, in particular, in philosophy and sociology. In one of these thesis the author (V.S.Nekrassov) formulates "the concept of educational activities of adult being as andragogically realised practice and cognitive transformation of himself in conditions of a sane society".

Problems of adult education, activities and training of specialists-andragogues were the object of a deep analysis in a series of other monographs and collection of articles appeared last decennial. Concrete problems of learning of people of different age in divers socio-economic, socio-psychological and juridical conditions and in different fields of knowledge were examined in details in dozens of articles in scientific and popular reviews and journals. Among these last must be distinguished "Novye znania" ("New knowledge"), the unique review in Russia dedicated to adult education and published by Russian national society "Znanie" (<http://www.znanie.org>).

Summarising and developing many of scientific statements mentioned above a group of scientists and managers in adult education headed by author of these lines in 2001 has created a Concept of Development of Adult Education in Russia which has been approved by Scientific and Methodological Council on Adult Education attached to the Ministry of Education of Russian Federation.

Nevertheless, unfortunately, as authors of Concept have indicated, "scientific investigations in adult education and andragogy, elaboration of technology of adult learning in Russia yet did not achieve necessary scale". Actual state of development of adult education in Russia requires considerably more large and deep both fundamental researches and practical developments in the fields of psychology, andragogy, philosophy and sociology of adult education.

Andragogy as a field of study in Russia

Andragogy in educational practice contributes to acquisition of abilities, knowledge, skills, personal qualities and values by everybody who wishes to be efficient and successful in all his/her activities concerning adults. Nowadays **everybody occupied in the sphere of activities of adults must be in some extent andragogue**, i.e. specialist of certain level of specialised - it means, andragogical-training.

That is why actually in Russia, in spite of yet not sufficient

theoretical and methodological provision, andragogical studies are becoming more and more important in training of different specialists.

Andragogy as a matter of higher education and training in different fields of study concerning personnel in activities with adults is nowadays included in the curricula in many higher education institutions, particularly, in these training pedagogues, managers, business and finance personnel, physicians, tutors and employment service personnel. It is one of essential matters of training and retraining of faculty of establishments of higher medical education at the Department of Educational Sciences, which is a part of Faculty of Additional Professional Education of Faculty in I.M.Sechenov Moscow Medical Academy.

It is very important and remarkable that many courses of higher, postgraduate and additional professional education and training, particularly, course of additional professional training of faculty at Moscow Medical Academy, are organized on the bases of andragogical principles of learning.

Nevertheless, study of andragogy as only one matter of curriculum does not guarantee complete and deep psychological and andragogical competence of specialist-andragogue.

Specialists of this kind are professionals in educational, instructional, rehabilitational, informational, orientational and organizational activities concerning adults. They could: organize and realize the learning process in every levels and domains of life-long education as teachers; provide aids to adult learners as tutors, counselors, social worker, official of guidance and counseling in the sphere of educational services; carry out research work in adult education and andragogy; realize management in educational, industrial and tertiary establishments. All of them need a large and deep specialized - psychological and andragogical - training.

However, the main sphere of activities of andragogues is adult learning. Therefore, teacher-andragogue, **adult educator is the principal specialist in activities with participation of adults.**

Training of adult educators is now more and more important part of scientific and practical educational activities of 15 chairs of andragogy in different higher and additional professional education establishments in Russia.

Training of adult educators in Russia is basing on the State standard of professional andragogical training leading to the degrees of BA and Master in Education. This standard represents a set of determined skills, knowledge, abilities and qualities required from an

andragogue and a minimum of training matters necessary and sufficient for a successful realisation of functions of an adult educator possessing higher education degree.

Beside competencies common for all kind of educators, the andragogue must be a competent in psychology of adults, in psychology, theory and technology of adult learning. He must be conscious of his role of a facilitator of adult learning and the leading role of an adult in the process of his/her learning.

According to the standard, an andragogue must possess:

- knowledge about psycho-physiological characteristics of adult learners of different age;
- a systemic knowledge about psychology and theory of adult learning;
- a concept of the history of andragogical ideas;
- knowledge about the philosophy, sociology and organisation of adult education;
- concepts of organisation and technology of distant education.

An andragogue must manage the technology of adult learning, the technology of self-directed learning and different techniques of teaching.

This specialist must have such qualities indispensable for the work among adults as empathy, tolerance, communicability, discretion, organisational abilities.

Knowledge, abilities, skills and qualities mentioned above could be acquired by learning the matters recommended by the standard and grouped in various blocks: that of general culture, medico-biologic, psychology-pedagogical, and andragogical.

Knowledge, abilities, skills and qualities mentioned above could be acquired by learning the matters contained in the andragogical block of matters of the standard in question. They are: Psychology of growth of the adult, Psychological foundations of adult education, Fundamentals of andragogy, History of development of andragogical concepts and ideas, Philosophy and sociology of adult education, Technology of adult learning, History of organisational forms of adult education, Technology of self-directed learning, Organisation and technology of distant learning.

This adult educators' training is based on the theory of andragogy and implies the use of andragogical technology of studies.

All these blocks of matters have been determined scientifically on the bases of pedagogy, psychology and andragogy.

Professional requirements and matters contained in the standard

form a scientific paradigm of andragogical studies.

Nowadays there is also elaborated by author State a Standard of additional professional andragogical training leading to obtaining of an additional professional qualification of andragogue-specialist in activities with adults. This document is in the state of adoption by the Ministry of education and science of Russia.

Training of adult educators in Russia in different educational establishments actually is providing with enough sufficient manuals and other kind of teaching-learning aids (in particular, manuals "Foundations of Andragogy" and "Technology of Adult Learning" by author).

Nevertheless, the sphere of adult education, which is in full development in modern Russia, and other sectors of socio-economic life demand much more number of adult educators and another specialists in activities with adults. It is even more important in conditions of Bologna process, which foresees the building of European space of higher education, the training of adult educators including.

This phenomenon requires reinforcement of research, methodological and practical work for purpose of development of adult education and adult educators' training and retraining in Russia.

It could be very important to analyze and implement in Russian adult education experiences of other countries, where, as it is well known, practically in all universities (especially in Serbia, Slovenia, Poland, Czech Republic, Germany, Great Britain, France) exist Departments of adult education (Departments of continuing education, Departments of further education) or Faculties, Departments or Chairs of Andragogy.