

Andragogical Support (Companionship) Model of Editors

M. R. Iskhakova

Associate Professor of the Department of "Pedagogy and Psychology" Institute for retraining and advanced training of directors and specialists of preschool educational organizations, P.h.D.

Abstract: The article describes the organization of the process of improving the qualifications of pedagogues of preschool educational organizations based on andragogical support (accompanying), the development and implementation of its andragogical support (accompanying) model, as well as the use of effective technologies in adult education.

Key words: andragogic support (companion), cooperation, interactivity, facilitation, reflexivity, professional-personal development, independent study, individual program.

Today, at the core of systemic reforms aimed at improving the content of preschool education, the professional skills of the editors of preschool education organizations, their modern education and innovative technologies, and the development of contemporary knowledge, skills, and abilities to master the advanced foreign experiences are among the most urgent tasks. The significant and urgent problems facing the preschool education system require special study by high-level learners in the process of improving the skills of educators working in the field.

Therefore, it is important to introduce andragogical support (companion) in the training process of preschool education editors, and to reveal the meaning of andragogical support (companion), we will focus on the concept of "andragogical support".

Andragogic support (companion) of editors is, in our opinion, self-awareness of adults (preschool education editors) in the educational environment, encouraging self-determination and self-determination, supporting the educational initiative, activating personal resources of editors in joint diagnostics (diagnosis of professional problems and educational needs), planning (setting goals, choosing and self-determining situations, planning educational content, methods and time of its development), regulation and implementation (implementation of an individual educational program and curriculum, interactive educational technologies in the context of intersubjective educational interaction), is considered as a reflective-evaluative activity (reflection of the professional development process organized on the basis of andragogic and self-development-oriented activities by the professional preschool education editor and evaluation of the results and quality of the professional development course).

Andragogical support of editors is a characteristic of large-scale learners, and the authorship of the individual learning trajectory, in this case, apparently belongs to the learner-listener, rather than the andragogue-educator, in which the role of the andragogue is to encourage and provide confidence and support to overcome existing difficulties. - creating a supportive environment.

When implementing the andragogical support (accompanying) model, in addition to the traditional (educational, developmental) professional functions of the professor-teacher of the educational institution - supporting, that is, improving skills with great skill - the editor of the preschool education can define his place (role) and demonstrate himself. Add a reward function. At the same time, professors and teachers gradually transfer a part of their authority to students as highly responsible subjects of educational activity who take full responsibility for educational results. As a result, in-service editors engage in independent study and self-development.

A unique feature of the andragogue's accompanying function is to introduce the editor-listeners to the tools and methods that allow them to use their resources to solve personal and other personal problems, to create an individual educational trajectory, and as a guide in choosing a special (short-term) course, elective modules (consultation) is widely used. From this point of view, the characteristics of the andragogist-educator, the level of his reflexive ability, and the organization of the activity based on subject-subject, which consists of mutual cooperation and active relations in the process of skill development, are of particular importance.

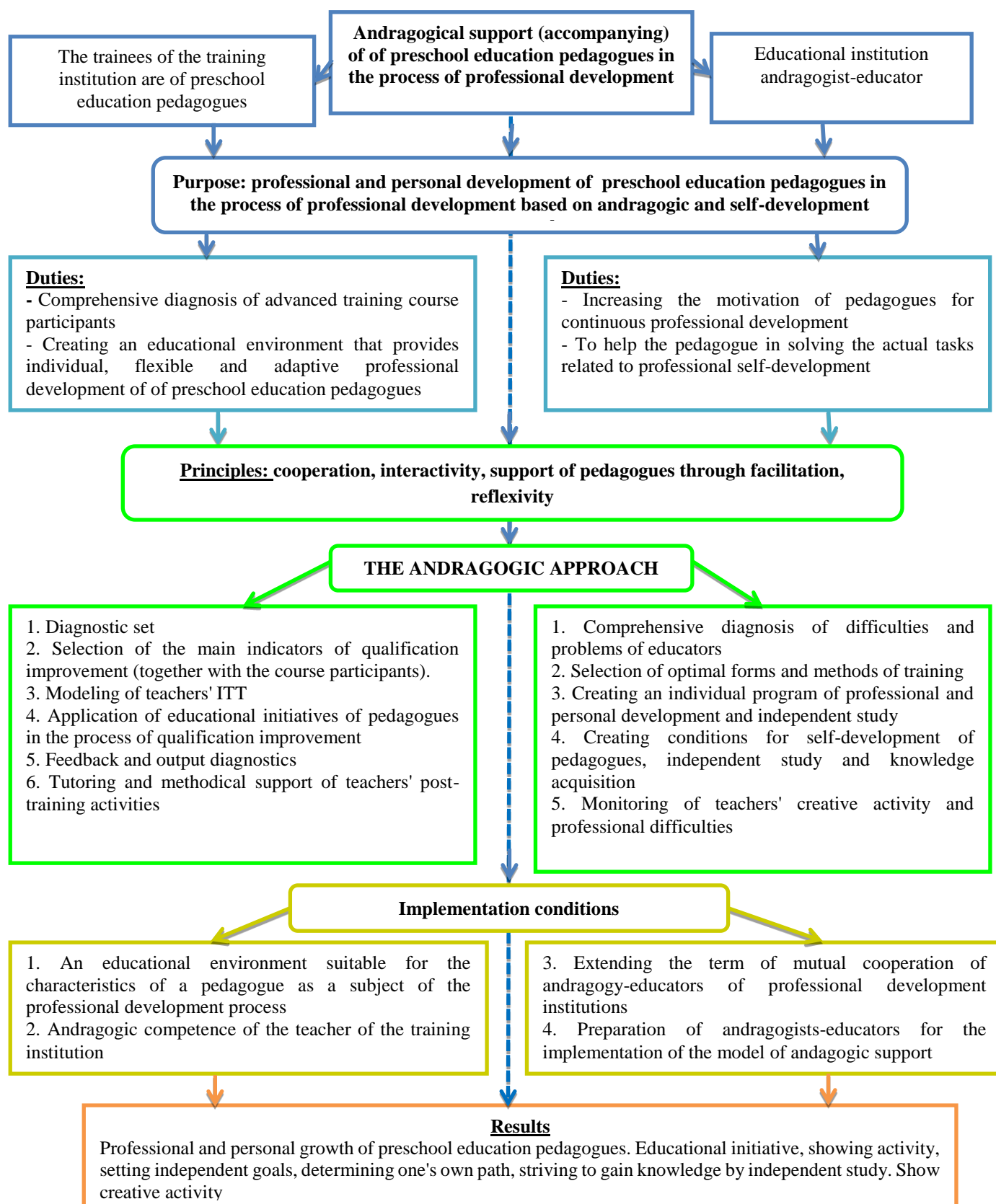
We can say that the task of accompanying teachers of educational institutions of professional development of preschool education editors is manifested in the following:

- creating editorial tasks for the preschool education editor to take his place in editorial and professional activity;
- to determine methods of mastering individual educational programs with editors-listeners (including necessary sources of information, advice), partners for joint work, criteria, options, and forms of summarizing the results of ITT training (creative or analytical work, skill school, presentation of work experience, determining the protection of the acquired educational product ;
- working out the sequence of the training process and the maximum possibilities of its organization together with the editor.
- creating and expanding the atmosphere of openness, tolerance, and respect, which encourages the organization of the teacher's training process based on andragogic cooperation.

It is necessary to emphasize the specific features of existing mutual relations of andragogic support (companion) subjects. Among these features, we include the freedom to choose partners, openness, recognition of the importance of the subject's professional, social, and personal experience, creative activity, and initiative in educational activities.

The use of facilitation in andragogic support, the creation of favorable conditions for the independent and informed qualification improvement, "facilitation, stimulation, activation" of the teacher's development, provision of appropriate opportunities and conditions in the qualification improvement process, giving them part of the authority to organize their qualification improvement has such a peculiarity.

To effectively implement andragogical support in the training institutions of preschool education editors, a model of andragogical support of editors was developed based on the Institute for Retraining and advanced training of directors and specialists of preschool educational organizations. The model of andragogic support of preschool education editors adopted by us is based on organization and activity, because it not only reflects and describes the structure and parts of the model and their interdependence, but also allows us to develop different options for providing editors in the process of professional development of editors.



Let's look at the structure and parts of the andragogic support model of preschool education editors (Fig.1). **1 - picture. Model of andragogic support (accompanying) editors**

The subject of the model of andragogic support (accompanying) of the educational institution is the team of andragogic-educators.

The purpose of andragogic support is to ensure the professional and personal development of the preschool education editor in the process of professional development based on andragogic and self-development approaches. Duties include:

- complex diagnostics of MO course listeners
- creation of an educational environment that provides individual, flexible, and adaptive professional development for preschool education editors
- to increase the motivation of editors for continuous professional development
- the profession consists in advising the editor in solving actual tasks related to self-development.

andragogical and self-development approaches, we have formulated the principles of andragogical support for editors.

The principle of cooperation envisages the establishment of an equal status decision of participants in the process of professional development of preschool education editors and andragog-educators who make up this process, and it is also required to ensure the freedom to choose an individual path of professional development, taking into account the interest, knowledge, values, teaching intensity and methods of preschool education editors.

The principle of interactivity implies the organization of the educational process in groups through mutual active relations, cooperation, and coordination. The implementation of this principle involves creating an emotional and relevant educational environment that has a positive effect, managing the active interaction of all participants in the educational process, in which not only the knowledge and skills of the andragogist-educator, but also the experience and knowledge of the students are important.

The principle of supporting teachers through facilitation in the process of professional development is based on andragogic communication. Implementation of this principle includes creating favorable conditions for independent, conscious study, activation of professional and personal development of editors, and increasing their freedom and responsibility. Creating a comfortable psychological environment is achieved through the facilitation of psychological relationships by andragogists.

These relationships include compatibility (sincerity, authenticity), unconditional acceptance, and emotional understanding.

Attunement occurs in our internal state, and feelings and experiences are expressed in our behavior, which is reflected by our mind. "Positive acceptance" reflects the value of each in-service editor, his level of competency, and his development zone. Emratic understanding is a method of communication in group forms of working with adults.

The principle of reflexivity. Implementation of this principle implies a reflexive connection to the educational process, understanding of the editor's own experience, determination of important aspects of professional activity, professional practice, and professional growth.

The model of andragogic support in improving the professional development of preschool education editors, organized based on andragogic partnership, includes the following:

1. Diagnostic set of editors' problems, and professional difficulties (survey, test, interview, feedback, express diagnostics in terms of methods of establishing good communication).
2. Selection of optimal forms and methods of qualification improvement.
3. Creating an individual program of professional-personal development and independent study.
4. Tutoring and methodical support of post-training activities of editors.

The expected results include actions aimed at improving the professional development process of preschool education editors based on andragogic and self-development approaches, in particular, professional and personal growth of preschool education editors, their educational initiative, activity, independent goal setting, self-determination, and independent study. such as striving for knowledge and showing creative activity.

It is advisable to use the forms of professional development and self-development-oriented approaches for preschool education editors. In this regard, in the latest edition of the Law of the Republic of Uzbekistan "On Education" (September 23, 2020, ORQ-637), several changes were made to the forms of education. In particular, the rules on distance education outlined in it are aimed at obtaining the necessary knowledge, qualifications, and skills by the students by the curricula and educational programs at a distance with the help of information and communication technologies and the Internet global information network.

In conclusion, it can be concluded that the improvement of the process of improving the qualifications of the editors of preschool educational organizations based on the model of andragogic support (companion) acquires an important editorial significance for the qualitative improvement of the preschool education system and the acceleration of its transformation..

References

1. Uzbekistan " Education " of the Republic about". Law . - Uzbekistan Republic Law documents collection , 2020
2. Uzbekistan Republic President's decree dated January 28, 2022 "In 2022-2026 intended new of Uzbekistan development strategy Decree No. PF -68 . Uzbekistan Republic Law documents information national base , 2022.
3. Iskhakova M.R. Methodology postroeniya protsesa povyshenia kvalificatsii na osnove androgogicheskogo podkhoda / Metodicheskoe posobie, Tashkent, 2021, str 70
4. Iskhakova " Preschool education organization of pedagogues professional competence and creativity raise ” is short term study course (MTT pedagogues for) / “ Interactive technologies through professional competence increase ” topic according to educational and methodological complex / Tashkent 2021
5. Iskhakova MR Andragoglik skill and qualifications development. Special course program (Trainer book , independent reading materials , distribution materials summary)/ Tashkent 2021
6. Knowles M. Sh. Sovremennaya praktika obrazovaniya vzroslyx, 1970 g.
7. M. Mirsoliyeva Andragogy development directions. Modern education 2016.11