

## **ХЬЮТАГОГИКА КАК МОДЕЛЬ САМОСТОЯТЕЛЬНОГО ОБРАЗОВАНИЯ: ПУТЬ К САМОРАЗВИТИЮ И СОВЕРШЕНСТВОВАНИЮ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ**

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**Аннотация.** В статье рассматривается новый подход к организации обучения взрослых (хьютагогика), как учение о самообразовании, то есть учение о том, как самостоятельно учиться в XXI веке, когда в обучении главную роль играет не предмет обучения или педагог, обучающий чему-либо, а сам ученик, изучающий что-либо.

**Ключевые слова:** личность, самообразование, образовательный процесс, образовательные технологии, саморазвитие, профессиональные навыки.

## **HEUTAGOGY AS A MODEL OF INDEPENDENT EDUCATION: THE WAY TO SELF-DEVELOPMENT AND IMPROVEMENT OF PROFESSIONAL SKILLS**

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**Abstract.** The article considers a new approach to the organization of adult education (heutagogy), as the doctrine of self-education, that is, the doctrine of how to study independently in the XXI century, when the main role in learning is played not by the subject of training or the teacher, but by the student himself/herself studying something.

**Keywords:** personality, self-education, educational process, educational technologies, self-development, professional skills.

The rapid development of science and technology [4,5] requires from a person the same rapid development and the ability to adapt to new life conditions. In this regard, in the modern world much attention is paid to the development of conditions for self-education, developing new views on the educational process, its opportunities and tasks. Life-long learning in the modern world, or heutagogy, is not only a process of obtaining additional knowledge, but also a philosophy: to learn always and everywhere, throughout life.

Heutagogy is one of the modern definitions of self-education. Literally, this term means "to lead to inventions, discoveries, findings, conclusions". This is independent learning with a creative approach, in which the students determine for themselves what they will study, when and in what form. In Russia, this method is better known as eutagogy [19].

The term "heutagogy"[15] or "eutagogy"[16] was first used by Australian educators and scientists Stuart Hasse and Chris Kenyon [20] in 2000. This term, by analogy with "pedagogy" and "andragogy", is constructed from Greek words that appeal to independent search, discoveries and conclusions [14].

For 30 years, the principles of heutagogy have become widespread in foreign education, and the concept of life-long learning has even been included in separate lecture courses. The ideas of this model are

already partially used in Russia, albeit with a significant delay and is successfully applied in the practice of distance learning.

The meaning of the new approach, which was called heutagogy, is not something fundamentally new either for the Western or for the Russian educational systems. It implies going beyond school and higher education and motivates grown-ups to constantly develop themselves and improve their professional skills. Heutagogy is focused primarily on the conscious inclusion of each specific person in the learning process, as well as attracting the attention of the pedagogical community to the search for new effective ways of education [6,17].

What is life-long learning? Life-long learning is the general growth of a person's professional knowledge and skills in the field of their activity [9]. This practice allows professionals to remain relevant and in demand in the modern professional environment [8].

The term was first mentioned in 1968 in the UNESCO materials, and in 1972 a decision was made, thanks to which life-long learning was recognized as the main structure for future education reforms.

Today, there is no complete and flexible system for providing life-long learning in Russia. However, the transition to an individual method of education is one of the main tasks of the development of Russian education and the formation of an innovative (intellectual) economy [7].

#### Basic principles of life-long learning

The ability to perceive information changes in a person throughout his life. For example, the overwhelming majority of adults will not be able to study with the same success as young students. Continuing education provides the most appropriate learning formats for each category of students. Flexibility and versatility are based on several fundamental principles (Table 1):

Table 1

<b>Principle</b>	<b>Realization</b>
Humanism	This principle is based on the fact that the student is free to choose the form, duration and type of training independently
Democracy	This principle assumes that education is available at any age due to the variety of training formats. Also, the field of knowledge corresponds to the interests, capabilities and needs of a person
Mobility	This principle focuses on the use of different methodological systems and technologies that allow you to learn more productively (a variety of means and methods of continuous learning)
Advance	This principle implies forecasting public needs. Educational institutions based on the system of life-long learning are quite fast and update their activities in accordance with the requirements of modern society. The principle is based on the active use of new forms, methods and means of training or retraining of specialists
Openness	This principle is based on attracting anyone who wants to study, regardless of age, level of training or field of main activity
Continuity	This principle is aimed at overcoming the orientation to the superficiality of the content, as well as the need to get a reflection of the problem of the development of production and society in the content

Modern requirements for education (including self-education) have changed the previous motto "knowledge for life", which in modern realities sounds like "Knowledge through life" [2,12,13]. Since heutagogy began its rapid development relatively recently, the fundamental principles are constantly being supplemented taking into account the needs for the development of education.

Heutagogy is not opposed to andragogy and does not cancel it, but is its continuation, the next step at which the students assume the role of leaders in the educational process. They not only independently search for and select information, but also choose ways and methods of training [1]. This means that the students must understand the essence of such options and evaluate their effectiveness.

The role of the teacher is also changing. Its mission is best described by the term "facilitator" (a person who ensures successful group communication). The teacher monitors compliance with the rules of the meeting, its procedures and regulations. The facilitator allows its participants to focus on the goals and

content of the meeting. In order to implement the principles of heutagogy in the educational process, approaches to the production of educational content should be studied, revised and adjusted.

Obviously, it should be as clear as possible, served using game components and, preferably, in small portions in different formats [7,10]. Now the effectiveness of independent learning is one of the main topics when discussing the problems of corporate training. This is due to the fact that all large organizations have already implemented e-learning systems, which, as a rule, assume independent learning as the main form of education. At the same time, everyone understands that the conversion of those who started studying independently and those who completed this training without additional organizational and methodological efforts is small.

Independent learning should be "fueled" by the external energy of experts, tutors, motivators, and other listeners. The form of submission and availability of the material, the duration of the educational unit—everything has meaning and significance, otherwise interest in independent learning is lost. A number of personnel training specialists note the general low culture of self-learning in Russia: specialists are not ready to accept proactive forms of independent learning. For example, students cannot critically perceive information and ask questions to the teacher, but are more focused on the traditional approach, when the teacher asks questions about the studied material.

It can be difficult for students to independently control the quality of mastering the material. That is, it can be difficult for an adult brought up by the traditional education system and accustomed to the passive perception of new information to adjust to the new system [3,11]. Therefore, it is better to change approaches to learning from childhood, at school or even earlier. It is very important to teach people to learn independently and consciously, because properly structured independent learning will be able to compete in efficiency with online learning. Many companies are experimenting with the methodology of self-learning [18] and the motivation of students, intuitively using the provisions of heutagogy. There are such approaches and training practices as micro-training, SMS-trainings, mobile training, mixed training, etc.

Many experts believe that in the next 10 years, up to 80% of modern technologies will become irretrievably obsolete. The vast majority of specialists will have a higher education that does not meet the current requirements. In this regard, research in the field of self-education has led to the formation of a new concept. The spread of mobile Internet devices and the development of social networks determine the improvement and development of the educational system in a completely new way.

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