

ANDRAGOGICAL APPROACH IN PREPARING MANAGERS TO MANAGEMENT ACTIVITIES

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Analyzed the preparation of managers for management activities in the context of andragogical approach. Attention is paid to the post-socialist cultural inheritance of traits leaders that intersect with an understanding of the ideological framework of command planned economy militaristic type that led to the formation of stereotyped thinking management based on introactivity and inability to activity-reflection. The need for competence andragogical modern leader in the design and operation of self-learning organization.

Andragogics, andragogical approach andragogical competence andragogical model of education , head , self- organization.

Formulation of the problem in general. Solving the problems of modern society require new approaches of managers and non-standard decisions. This raises the question of the effectiveness of management activities director, which depends on its scientific and philosophical, political, and specifically subject - functional knowledge and skills, readiness for development and learning. The above is the need for constant updating of methodological approaches to training managers, finding the optimal means to achieve the goal of the learning process, providing a focused, unstoppable professional development and the formation of a new way of thinking.

The purpose of the article. Analyze training managers to management activities in the context of andragogical approach.

Analysis of recent research and publications. The scientists recognized scientific and practical feasibility of the need to study the theoretical and methodological principles of training specialists for the future management activities. Mainly focuses on the following approaches : personal, active, targeted to the design of educational content for future engineers and managers

(A. Romanovsky) learner centered (Fomin); individual creativity to training future managers of education in technical colleges (L. Vlodarska); humanistic education training of future specialists production sector managers (I. Gerasimov); personal communication in the formation of professional managers nonproduction sphere (V. Liventsova); Competence in preparing future professionals for the professional development of managers (S. Kalashnikova) management activities of the agricultural sector (W. Whistler), future professionals forest area (L. Makodzey); axiological, acmeological, integrative, reflective, cultural competency in the system of training of future professionals of the agricultural sector (N. Kostrytsya) etc. [4 , p. 83; 5, p. 109-142 ; 7, p. 75; 10. p. 124. 149].

However, analysis of work studying the issue of forming the management culture of the future professionals of the agricultural sector highlights some of the limitations of the methodological approach, as andragogical management training approach ignored.

Scientists emphasize the features andragogics common system of education as traditional and andragogical concepts in education involve fundamentally different in character interaction, logic and effectiveness of training. According accumulated extensive experience in adult education based on andragogics (T. Sorochany, A. Zubco, V. Lunyachek, M. Smirnov, T. Desiatov, G. Suhobska, E. Sokolowski, A. Maron, A. Shevelov, V. Puzyrevsky, G. Vershylovskyy, M. Gromov, N. Toskina, S. Lebedev, Y. Kulyutkina, V. Onushkina, V. Podobed); andragogics in training (L. Sihayeva, A. Vasilenko, S. Vershalovskyy, M. Gromov, J. Zel, S. Zmyeyeva, I. Kolesnikova, L. Lukyanov) andragogical competent professionals engaged in adult learning (M. Kapchenko, L. Litvinchuk, L. Gajewski, N. Savchenko). Scientists explore andragogics in the context of continual education, namely the international educational space (T. Desiatov, L. Sihayeva) implementing competency approach (V. Lunyachek, Smirnov), management training (A. Shinkarenko).

The main material. The term "andragogics" was introduced into scientific circulation by Kap O. (1833) to describe the period of maturity in the formation of man. Andragogics fairly new branch of science, the process of what is going on. It is considered as a supranational sector, independent learning, part of pedagogy, discipline, art, adult assistance in obtaining general and professional knowledge.

The issue of adult education has escalated due to the active involvement of citizens in political life in terms of democratization, accompanied by the restructuring of the socio-economic sphere. This necessitates retraining and professional development of people of working age. Adult education is seen as a trend, providing the educational needs of persons engaged an independent professional activity. Pedagogy Personal (andragogics) - a branch of pedagogy that examines patterns of education , training, education and self-education of adults in different organizational forms in which the targeted teaching activities. An important educational objective is to develop andragogics principles of rational methods and techniques of self-adults and their effective organization [4, p. 63-64].

The current theoretical framework research andragogics up ideas and of the concept of lifelong learning, whereby learning activity is part of human life at all stages of life. Continuity of education, in turn, is the most important social and pedagogical principles of continuous formation and development of personality.

In many countries, adult education has become a supranational sector, which has international, continental management structure and distribution. Modern science teacher rather actively concerned with the task of designing the contours of adult education, as evidenced by the synthesis of materials of the UN, UNESCO, ILO, ETF. The leading factors that affect adult education are: global demographic changes ; globalization of information technology; new knowledge that becomes a powerful driving force for social change main directions of international cooperation in the field of adult education are as follows:

- implementation of common research, cooperation with international funds;

- international conferences, seminars and symposia;
- facilitate the participation of Ukrainian scientific and teachers in their respective events abroad, various educational forums and scientific exchanges, internships and study abroad students, teaching staff, researchers;
- publication and dissemination of foreign scientific and educational literature.

Accordingly, the purpose of adult education in each country should be considered as providing a scientific basis for continuing education and training, and flexibility in the allocation of time between education and work for a living; facilitate the combination of continuous training to employment; taking into account the experiences of an adult [3, p.11].

Experience in the context of international cooperation shows that adult education:

- provides opportunities for continuous self-improvement and adaptation of social change;
- creates a willingness to live and work in an ever - changing world;
- have practical value and is focused on current market conditions;
- increases the country's competitiveness in the world market;
- mitigates social tensions in society and contribute to solving social and economic problems of society [11, p. 6-13].

The educational process should be based on physiological, age and social characteristics of the subject of study that justifies the use of andragogical approach. Adult education takes into account the following features:

- awareness of their own adult independence and self-management;

- storage life (professional, social, community) experience, which is a source of learning;

- motivation for learning activities due to the need to solve vital problems and achieve specific goals;

- the desire for immediate implementation of the knowledge, skills, skills, qualities;

- conditioning of learning activities temporal, spatial, domestic, professional, social factors [13, p.10].

In the system of vocational education to build a model andragogics focuses on training leaders. Therefore, training managers are andragogical process. Andragogical approach is based on verified from the standpoint of various scientific principles of adult learning. Despite a sufficient number of publications that analyze the features of adult learning andragogical approach is not yet sufficiently used in the preparation of leaders. Many educational theories and approaches in the field andragogics not take into account the specific formation of management culture, they have yet to turn into practical schemes and techniques of leadership and leaders forming their management culture.

Analyzing the role and place andragogics in shaping management culture, A. Shinkarenko stresses the priority areas of theoretical and practical studies [14]:

- development of methods for the formation of reflective thought leaders;
- preparation of flowsheets and self-determination of goal leaders in situations that are changing rapidly;
- methods for designing future schemes and work with them;
- circuit situation analysis and situation analysis;
- basic models and practical methods of training managers;

- methods for solving specific local problems of transformation of old stereotypes and activity, the formation of new concepts and categorical apparatus as a tool for understanding and action;

- models and methods for training and professional development of teachers involved in the formation of management culture.

Interesting views of scientists highlighted for scientific and methodological seminar on andragogical approaches in vocational training for the unemployed. Specifically S. Zmyeyev believes that the purpose of the application of andragogical principles is to attract the adult organization of the process of their own learning in order to increase his motivation of interest results of their studies . Accordingly, the task is andrologist is to provide the adult, who is studying methodological support in the realization of the advantages possessed by an adult and neutralize some negative effects that accompany the process of growing human being.

Scientists model represents competence of the teacher - andrologist, which includes a set of specific skills, knowledge, personal qualities and values. In particular andragogical model of competence involves the possession of such competencies, manifested in the ability to interact with adults who are learning, namely the definition of specific needs of the learners, to determine their level of training, identifying the amount and nature of the experiences and opportunities of its use in the training; identify cognitive and learning styles; identify psychological and physiological features; using different methods and means of psychological and andragogical characteristics; definition of learning strategies; selection and structuring of learning content, tools, forms and methods of training; creating a comfortable physical and psychological learning environment; for the rapid socio-psychological, functional and cognitive diagnosis; create learning situations ; organization of joint activities of all participants in the learning process; identify and use a variety of criteria, forms, methods, tools and procedures for evaluating the achievements of learners and the whole process of learning; determining the

change in personality traits and motivational value systems; development and determine the prospects of educational needs; correction learning process [1, p.7, 10-11].

According to L. Gajewski's andragogic competence involves the knowledge and understanding of the principles and characteristics of adult learning, technology possession motivation for learning and development, change of profession and occupation. Professional and pedagogical competence Andrology are: pedagogical and methodological, psychological, information and communication, general, general cultural. Scientific highlights in possession andragogical knowledge leaders and managers at various levels in all areas of professional activity as a leader of the goals is to create conditions for self-development and professional and personal potential employees, organizations [1, p. 18-19].

N. Savchenko andragogics defines competence as an integrative quality of the individual, which provides the ability to help an adult learn certain skills, develop creative skills of an adult.

So andragogic competence often regarded as the quality of postgraduate education teachers and other groups involved in the provision of services to adults: counselors, social workers, employment services professionals , managers and is a component of professional competence [1, p.7, 10-11, 18-19, 42].

It should also keep in mind that feature post-socialist leaders, characterized succession of ideological and cultural features of the past. Therefore, especially the formation of management culture at andragogical approach intersects with an understanding of the ideological framework of command planned economy militaristic type that led to the formation of stereotyped thinking management based on introactivity and inability to activity-reflection. If management experience of managers in countries with developed market economies has been focused on the analysis of their own activities in relation to: the organization,

market, political, scientific, cultural and educational spheres. So the leaders of post-Soviet space (in the absence of competition and centralized management) reflective and analytical quality were not in demand.

So before domestic andragogics is a specific problem: the formation of the leaders of modern philosophical world view, professional reflection target, ensuring continuity and cultural conformity of future projects, equipment management for a new professional culture of contemporary conceptual and categorical apparatus, expanding its humanitarian-cultural frameworks of understanding transition processes in the economy [14].

Discussions on traditional pedagogy and andragogical approach arising from differences of the concepts of "reproduction" and "development" Media education process ensures the cooperation of teachers and students in the limited framework between those "who know" and those "who do not know." Effective learning process is understanding how development in students ability to solve problems on the basis of social experience, making it possible to build relationships based on andragogical interaction when participants of educational process act as equal partners. In this way, the learning process becomes learner-centered nature of learning reveals the personal features of subjects of the educational process and is the target setting process of training leaders built on the basis andragogics (V. Lunyachek).

They have a right to exist, both approaches when it comes to preparing the head administrator exercising control over the process - it can be successfully solved by the methods of traditional pedagogy direct transmission of knowledge. Innovative approaches in pedagogy required for the formation of Development Manager. Before the head of the development process, there are problems of systemic manner associated with the need to preserve business as a social and cultural integrity. In this case, the manager should consider the projects of industrial-technical system is the fact that the process of destroying the functioning of the socio-technical system. In adults, the processes of mental activity and the

corresponding operating system "quasi-natural" (created by the subject), respectively, to change their methods of "information", "reproductive" andragogics quite difficult. Therefore, the training requirements of teachers that support the formation of management culture, set in a frame of systemic activity approach that includes: philosophical thinking, systematic and methodological approach, knowledge of logic, the theory of designing and programming, the concept of diversity and inconsistency of others [14].

Thus the effective formation of a new type of leader, endowed with managerial expertise and are able to solve tactical and strategic objectives lies in the nature of a possible relationship of participants in the educational process, that special interaction of teachers and students, aimed at implementation of the social order for continual professional education.

B. Lunyachek adult education as regards subject-educational process efficiency is determined by the degree of performance of educational interaction between teacher and listener. A key aspect of the educational process of training leaders within the andragogical approach is the interaction of the teacher, endowed with certain qualities that allow him to exercise leadership andragogical and trainees motivated to professional self-perceived need for continuous self-development and self-improvement, attitude to learning as a priority occupation. The teacher should not rely on ready-made knowledge transfer. In order to develop educational activities of students, enrichment and refinement options for effective solutions to management problems need to build a strategy of interaction experiences of students. Such support students to promote awareness of their own potential and ensure the pursuit of self-development. According andragogical principles of preparing leaders realized under the following conditions:

- targeting teachers requests listeners;
- formation of the audience is critical of his own experience , readiness to real evaluation and review of their professional activities;

- the creation of learning environments that encourage students to be active participants in the educational process, the position and transfer andragogical position in a real professional activity [6].

Andragogics examines the process of adult learning as a process of development that involves not simply a repetition of the social experience, and its enrichment, bringing new values, expansion of new business structures. One of the key values of the head is a desire for professional development, which is the basis of his self, to ensure the integrity of the value-semantic scope of professional and social stability at a time of change. Accordingly, the main pedagogical objectives in education management training is seen to provide the pedagogical conditions for self-actualization and professional development of the individual. Implementation of this task lies in the provision of facilitation and support, rather than traditional teaching, "it is necessary to establish an appropriate subject", impose "it on the energy that it already has, but not implemented. "This approach necessitates the creation of a special adult education didactics subject of learning activity that allows you to specify the management of facilitation. Facilitation enables the adult to remove the barriers of consciousness that do not meet achievement motivation, preventing thereby realize professional aspirations and to provide career development [15].

Andragogics principles are fundamental to the andragogical competence. In andragogical competence we mean a set of knowledge, skills, qualities and values that are necessary to fulfill the role of Andrology and will be realized through the promotion of socially significant qualities of adult education through activity [8, p. 39].

We also emphasize the importance of andragogical competency leader, which is the basis for effective interaction with subordinates. For managers using the principles andragogics lies in the orientation of their colleagues and employees to realize their own potential, the desire for self-realization and self-development. That's why mastering the principles andragogics like spheres of social practice for

the head is necessary. As the growth requirements for the professional competence of professionals, the importance of development and optimal use of the potential of each employee. So the manager must act as andrologist in relation to employees, encourage training of the staff, broadcast reference model of professional conduct. This position is most clearly manifested in the concept of self-learning organization.

L. Stout, reflecting on the efficiency and competitiveness of today's organizations stressed that it should create conditions under which all employees are continuously learn. To this must be created organizational structures that facilitate the development of each employee 's ability to learn. Accordingly, under the self-learning organization should understand the organizational structure that promotes learning of all its employees, constantly adapting, changing, evolving and transforming [12, p. 438].

Self-learning organization learns through the planning, implementation and analysis, which are defined by the following criteria study: speed, depth and breadth. Here are the comparative description of the criteria for usual and self-learning organization (tab. 1).

Table 1

Factors that determine the effectiveness of learning in organizations

Training criteria	Description	
	Common organisation	Self-learning organization
Speed	Low speed of learning, characterized by slow (once a year) the nature of the revision cycles of planning-implementation-analysis	Desire to speed up the process of learning, characterized by the continuity of the cycles planning-implementation-analysis
Depth	One-time learning: applying traditional solutions that are symptomatic character in solving problems	Two-time study: search system, innovative options for resolving problems that leads to changes in the basic norms, methods, procedures, structures and processes

Latitude	A limited part of the Organization, which is involved in the cycle of learning	Actively implements new knowledge for the entire organization, the results of successful innovative searches for solutions to other problems
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Table 1 was created using source [12, c. 439-440].

Understanding leader self-learning organization based on the following concepts: learning based on relationships, learning is seen as a continuous process, it is necessary, the individual requires some effort, you mimic closely associated with the practice. Understanding supervisor natural human desire for self-development and self-improvement enables the head 'ideas that promote learning at all levels of self-learning, namely at the level of strategy, participation in policy development organizations, access to information, control, organizational structures, training and opportunities for self-development for all employees and others (tab. 2).

Table 2

Characterization of self-learning organization

Structural components	Description
Strategy as a means of learning	<ul style="list-style-type: none"> • the organization has the capacity for reflection and willingness to modify its strategy; • policy and development strategies of organization structured as processes of learning; • action Manager discusses how lucid experiments; • the planning process involves experimentation, allowing organizations to constantly evolve;
Policy development organization:	<ul style="list-style-type: none"> • policy organization with the participation of all its members; • display the values of all employees; • encourage debate, which promotes the emergence of new ideas, identifying differences and conflict resolution;
Information	<ul style="list-style-type: none"> • free access to information and duties'that the use of information technology that helps each employee in decision-making;
Control	<ul style="list-style-type: none"> • function control systems (planning, accounting, reporting) – educational policy;
Organizational structure conducive to	<ul style="list-style-type: none"> • opportunities for the development of career'career structured flexibly, leaving a place for experiments, growth and adaptation;

learning	<ul style="list-style-type: none"> • evaluation system gravitates to the learning and development; • experimentation with new structures of governance; • border units is lability and ready to react to changes;
Exchange of experience	<ul style="list-style-type: none"> • cooperation with competitors, business partners, and customers in order to benchmark the experience, practices from other industries, the development of new products and markets;
Training and development	<ul style="list-style-type: none"> • help and support employees in solving work issues; • a willingness to question the methods of work and to learn from experience; • support the desire for continuous development and self-improvement of employees; • recognition and consideration of employees ' individual characteristics (age, gender, nationality) is the basis for learning and creative potential; • study of individual training needs; • providing employees with opportunities for independent planning of their own learning and development; • creating resources and materials available for study on the principle of "open access".

Table 2 was created using source [12, c. 443-448].

Conclusion. The special features include a sense of adult learning adult training needs, awareness of learning goals and adopting them as their own. One of the requirements of the andragogical approach is the development of reflective thinking of students. Among the key provisions that we believe significantly differ andragogical model of education is the use of traditional practices in adult learning. Therefore, training managers are andragogical process. According forming system management culture should be built taking into account the andragogical approach to training managers.

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Аналізується питання підготовки керівників до управлінської діяльності в розрізі андрагогічного підходу. Приділяється увага успадкуванню постсоціалістичних соціокультурних рис керівників, які перетинаються із розумінням ідеологічних рамок командно-планової економіки мілітаристського типу, що обумовили формування стереотипізованого управлінського мислення, заснованого на інтроективності та нездатності до діяльнісної рефлексії. Обґрунтована необхідність андрагогічної компетентності сучасного керівника в процесі створення та функціонування самонавчальної організації.

Андрагогіка, андрагогічний підхід, андрагогічна компетентність, андрагогічна модель освіти, керівник, самонавчальна організація

Анализируется вопрос подготовки руководителей к управленческой деятельности в разрезе андрагогического подхода. Уделяется внимание

унаследованию идеологических постсоциалистических социокультурных черт руководителей, которые пересекаются с пониманием идеологических рамок плановой экономики милитаристического типа, что обусловило формирование стереотипизированного управленческого мышления, базировавшегося на интроэктивности и неприспособленности к деятельностной рефлексии. Обоснована необходимость андрагогической компетентности современного руководителя в процессе создания и функционирования самообучающейся организации.

Андрагогика, андрагогический подход, андрагогическая компетентность.