

The Need for Formation of Andragogy as A Science

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Annotation: The article focuses on adult education-androgogics. The purpose of adult education may be to become professional, social, entertaining or self-developing. Educating and educating adults will enable people to develop and realize their rights and acquire the necessary knowledge, skills, virtues and values so that they can become the owners of their destinies.

Andragogics is available all over the world today. The Curriculum GlobALE global course, which provides data covering all continents, is unique for its own purposes and incorporates international support for the professionalization of the adult education sector.

Keywords: Androgy, adults, andros, agogain, Curriculum globALE, education, UNESCO, CONFINTEA, conference, methodology, global.

Adult learning and education is an important part of life-long education, and in modern times such education plays an important role in solving the issues faced by people and society around the world.

Article 19 of the Education Act of the Republic of Uzbekistan, adopted in 2020, is also the training and education of older people, in which teaching older people is considered a central component of teaching throughout life and includes all forms aimed at ensuring the participation of older people in society and in the work hierarchy of teaching and training, as well as official, covers the entire set of informal and informal learning processes.

By the middle of the 20th century, when there was a need to create a special science on adult education, by this time, observations were collected on great practical experience in organizing adult education in various countries of the world, the individual characteristics of senior educators and the process of teaching them. It was not until then that a new science in education—*andragogics* and adult education—began to emerge.

The concept of "*Andragogics*" was introduced into scientific Russian by German pedagogical historian A. Kapp. It is derived from the Greek word for "*pedagogy*" (*andros* — male, man; *agogeyn* — taking, leading). *Andragogics*, translated literally, means "managing, leading a big person." Since this father originated from a pedagogical phenomenon, the word goes about managing and leading an older person through education.

The continuous formation of the foundations of *Andragogics* was carried out in the 1970s by American scientist M. Sh. Noulz, P. Djarvis of England, American R.M. Smith, and a group of scientists from the University of Nottingham. In 1970, M.Sh.Noulz underwent an article entitled "Modern Practice of Adult Education. *Andragogics* published a fundamental work entitled "Anti-Pedagogy."

The Belen Mechanism of Action, adopted at the sixth UNESCO International Conference on Adult Education (CONFINTEA VI) in December 2009, says "Educating and educating adults allows people to acquire the necessary knowledge, skills, virtues, and values to develop and realize their rights and to become the owners of their destinies. (UNESCO 2009) Jehovah's Witnesses would be pleased to discuss these answers with you.—UNESCO 2009.

An adult's long way of life does not have enough knowledge, skills, skills, and qualities he acquired at a young age and age, so he needs to read all his life. But a person changes during his or her life, which means that he reads differently at different ages. Over the centuries, a person's social, manufacturing, and social lifestyles have not required him to try to teach himself all his life. Therefore, adult education has not been widely developed for a long time, which means that there is no strong need in society for the development of a science on adult learning.

(Matthew 24:14; 28:19, 20) Today, the growing need for new approaches and the importance of adult education in organizing the teaching process for older people is particularly evident. There is no country in

the world that does not need it with its technological, socio-economic, and cultural development. Sociologists play a special role in adult education in the 21st century. The trends in adult education that are characteristic of historical changes - its content and organizational characteristics, the expansion of the system of institutions specializing only in adult education, and the increase in the types of educational programs offered by them.

In order to fully implement adult education, however, it must rely on people with appropriate professional competencies. Curriculum globALE has been introduced to determine the basic standards for the qualifications of teachers working in adult education around the world. The Curriculum GlobALE global course, which provides data covering all continents, is unique for its own purposes and incorporates international support for the professionalization of the adult education sector.

Teachers who usually teach children in schools often undergo vocational training at universities before starting their teaching activities, and for adults, this is not the case in many cases. Therefore, professionalization of the field of adult education is considered the main problem in the world, both at the level of individual countries and internationally. (UNESCO 2009) Jehovah's Witnesses would be pleased to discuss these answers with you.—UNESCO 2009. A third of the lectures prepared for the conference by more than 150 countries on adult education included reminders that qualified personnel would not eat, reflecting the fact that this is one of the major problems that needs to be addressed. (UNESCO Institute for Lifetime Education G'UILG'2009).

The response to this situation from UNESCO member states was such that in addition to other decisions adopted at the CONFINTEA conference, it assumed obligations "to improve the cooperation of teachers working with adults, for example, with universities, in the form of teachers' associations and civil society organizations, to improve their well-being, terms of hire and professional skills" (right there).

UNESCO is not the only organization that advances the importance of professional development of teachers for adults. The topic of professionalization of the adult education sector in the European Union has been developed for many years by the European Commission for Adult Education (European Commission 2006), a year later (European Commission 2007), as well as the renewed European Programs for Adult Education (European Council 2011) of the Council of Europe in 2011, attracting ever-growing attention in political circles. Since then, work has been started to set standards and develop educational opportunities for teachers in the field of national and transnational cooperation programs, adult education and vocational education to determine the requirements for many projects, competencies. (For example, the European Center for the Development of Vocational Education – CEDEFOP 2013).

These developments are described below at the German Institute for Adult Education – the Center for Life Education (DIE) at Leybnits University and the Institute for International Cooperation of the German Association of People's Universities (DVV International) based on the basic principles of adult education in the extracurricular sector, preparing and curriculum for adults who have to be used on an interethnic scale and meet international scientific standards on the basis of a collaborative project for the preparation and distribution. The Curriculum globALE program was the result of this initiative. The main tasks of the Curriculum globALE program are:

improving the professional skills of teachers teaching adults by providing general initial standards;
assistance in the development and implementation of training programs for organizations and institutions
providing educational services for adults;
sharing knowledge and mutual harmony of teachers teaching adults around the world

List Of Used Literary Works

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