Support of the Andragogical Training of Specialists of the Adult Education System.

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ABSTRACT

The purpose of the study is to develop the methodology of adult education and the scientific substantiation of organizational and methodological conditions of the professional activity of a specialist-andragogist, providing productive support of his/her development and satisfaction of requirements of a specialist and his/her employer that would smooth the current crisis contradictions between society requirements for professional training of specialists and the personal attitudes and interests of adult production participants. This study was conducted under the Fundamental Research Program for 2013-2020, approved by the Government of the Russian Federation on "Theoretical and methodological basis for training of teachers and managerial personnel in the sphere of information and communication technologies". On-line survey has been used as a leading research method; 2,360 respondents have participated in this survey (the on-line survey was conducted under the project "Voice of Runet" http://www.VoxRu.net). The descriptive analysis of the set of scientific methodological approaches that can be the basis for training of an adult studying in the information environment has been used to assess the statistical survey data. Scientific substantiation of the two-level hierarchy of methodological approaches (the first level includes competence, praxeological, thesaurus, information and andragogical approaches; the second level includes qualificative and personalized approaches). The developed criteria, the use of which will allow to carry out a comparative analysis of different methodological approaches concerning their dual manifestation in the context of the principles of collinearity and complementarity, present a fundamentally new result obtained by the authors. The collected statistical data showed that 73% of respondents are experiencing the greatest difficulties in the organization of educational communication with colleagues of other professions. Therefore, the authors considered the issues of verbal and theoretical substantiation of professional pedagogical and administrative activities in the sphere of adult education that are little studied in the sphere of pedagogical and andragogical knowledge. The research materials can be used in the educational process in institutions of additional vocational training and higher education that will contribute to the successful socialization of trainees in the world space.

Keywords: Support of the andragogical training, the adult education system.

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INTRODUCTION

Introduce the Problem

Background information associated with adult education in Russia goes back to the era of the development of education in the 18th century; that was the time of occurrence of interest in the philosophical substantiation of development and self-development of a person as a subject of knowledge. The second wave of interest in the mentioned topic refers to the second half of the 19th century; it is associated with the abolition of serfdom. That was the time of recognition of the need for cultural education of the people. The term "andragogy" appeared at that time. The researchers associate the third stage with the Revolution of 1917. This is the period of liquidation of elementary illiteracy of the population, ideologization of education and all social activities of a person. We can continue to consider the periodization of formation of the adult education system in Russia in a more detailed way, but we have touched upon this issue only in retrospect (Kamensky, 1995; Guide, 2011).

Considering the period of the development of the modern society, it should be noted that it is associated with the basic social changes in Russia, the transition to import substitution, which, in the totality of objective factors, has an extraordinary influence on the functioning and development of adult education in the areas of professional retraining and advanced training (Pevzner and Petryakov, 2011; Fedotova, 2005; Roe, 2015).

At the same time, the strategy of modernization of Russian education proclaimed the basic ideas and principles of global changes in the social and educational policy of the country aimed at improving the quality of life, ensuring the satisfaction of spiritual, cultural and professional needs of a person.

Thus, as already noted, the purpose of the article is to develop the adult education methodology, which would allow to smooth the current crisis contradictions between the demands of society for vocational training of specialists, personal attitudes and interests of adult production participants.

In Russia an increased tendency of the adult population to expand the boundaries and scope of knowledge, to improve their compliance with market requirements in terms of improving professional skills, development of functional, technological and computer literacy, increasing overall culture has become a specific trend of recent years (Vershlovsky, 2002, 2014; Zmeev, 2007; Sherayzina, 2015).

Information-education and information-management environments as the functional means of the professional activity have become an essential attribute of the activities in the sphere of adult education. Since sufficiently rapid obsolescence of knowledge in the sphere of information technologies characterizes the current stage of social development, there is an urgent need for a constant support of the training process, retraining and advanced training of specialists in the system of basic and vocational adult education.

According to the studies conducted by the Ministry of Communications and Mass Communications of the Russian Federation, Russian media literacy of the adult population is currently equal to 15%. By 2020 this figure is planned to be tripled.

Under these conditions, the development strategy of the adult education system includes the search for scientific evidence and practical methods of support of specialists training in the information environment with the purpose of improving the efficiency and quality of its functioning.

Explore Importance of the Problem

The relevance of studying the problems of theoretical justification and practical implementation of the andragogical training of specialists in the informatization of basic and vocational adult education is determined by the following circumstances.

Firstly, the state program of the Russian Federation "Development of Science and Technologies for 2013-2020" pays significant attention to the need for the use of information systems, technologies and

resources in the execution of educational programs of different levels and in the organization of independent work of students. In this context, information and communication technologies are considered as one of the strategic priorities that affect the development of the Russian community.

Secondly, the need for andragogical training of this category of teachers and managerial personnel is conditioned by the fact that the experts in the adult education informatization perform their work in two regulations: "man – man" and "man – electronic communicative device". As a rule, the second aspect of their work is at the highly skilled level, while the first aspect is underrepresented. This is due to two main reasons: the lack of the attention to the competences related to the organization of educational communication in training programs for IT specialists, and unwillingness (ignoring) of the graduates to include the knowledge and skills to carry out the training of other teachers or managerial personnel in the scope of their competencies.

Describe Relevant Scholarship

The article content reflects the results of the third stage of the study conducted in 2015. Let us present the stage-by-stage history of research and identify the most significant scientific results.

In the first stage (2013) the program and methodology of the study have been developed. The work on determining conceptual positions of justification of the object and subject of the study has been conducted. The priorities have been identified by the steps of the study; a coordinated work plan on experimental work has been developed.

Let us provide the following main results of the first stage of the study.

1. Professional foundations of the activities of a specialist-andragogist in the basic and vocational adult education informatization have been determined. The leading foundations of these activities are as follows: the object, research question, structure, construction principles and requirements for its subject as an specialist-andragogist, composition and content of his/her professional knowledge, skills and competences, features of vocational andragogical training.

Preliminary data on the current state of the andragogical competence of the teacher in basic and vocational adult education informatization have been obtained. The andragogical competence has been investigated in the aspects of *motivation* of a specialist-andragogist to remote work; *assessment* of advantages and disadvantages of this method of organization of the employment undertaken by means of information and communication technologies (Maron and Monakhova, 2013).

In the second stage (2014) the andragogical-didactic models have been developed and justified, the organizational and pedagogical conditions of professional formation of teachers and managerial personnel have been identified in the use of information and communication technologies in the system of basic and vocational adult education.

The main results of the second stage of the study are as follows:

*   The principles of construction and functioning of the didactic-andragogical models have been determined (models of continuity, integration, practical orientation, humanization, timing, adaptation, multi-levelness and diversification).
*   The following andragogical-didactic models of vocational training have been substantiated: distributional, informational, functional and procedural-activity models. All models are integrated and organized on a single structure and presented by informative and diagnostic units.
*   The organizational and pedagogical conditions of professional formation have been chosen. These conditions are as follows: provision of the information educational environment with praxeological ways of organization of adult student's activities; ensuring the ability of the system to adequately respond to informational requests of a student in the system "man – electronic-communicative technical device"; the development of the adult student's ability to think systematically and resolve contradictions and risks associated with the professional and personal functioning in the information environment (Maron and Monakhova, 2014).

All stages of the study, including the third one, are lined up in a single logic and focused on achieving the strategic guidelines outlined in the beginning of this article.

State Hypotheses and Their Correspondence to Research Design

Determining the research program, we hypothesize that the andragogic training of teaching staff in the use of information and communication technologies in the system of basic and vocational adult education will be successful if scientific and methodological approaches have been defined and organizational and methodological conditions for its support have been identified.

In the development of the scientific topic each researcher asks the following question: what system of ideas is to be taken as a methodological procedure? It is about choosing methodological approaches taken as a research basis. Such approaches are currently represented by a sufficient amount, furthermore, their development process continues.

There is a contradiction between a significant number of methodological approaches that have been already formed and still being developed in pedagogy and insufficiency of established grounds for their typology, classification and systematization.

This article is dedicated to the resolution of this contradiction.

The second question that the authors are trying to answer is to identify the organizational and methodological conditions for support of the adragogical training of specialists. The issue of organizational and methodological conditions is not new, but these conditions vary depending on the level of social and technological development of the society. The authors of the article attempt to identify the modern aspects of organization and methods of adult education.

METHOD

In the study of the problems identified in the article, the authors used theoretical and empirical methods of scientific and practical development of pedagogical reality, a variety of approaches served as a methodological basis.

We consider an approach as a set of fundamental ideas taken as a basis for description of scientific and pedagogical processes and phenomena and defining a methodological basis of pedagogy and practice.

The competence-based approach serves as a methodological basis of modern education in Russia. Basic aspects of the competence-based approach are as follows: the orientation of education into the development of students' ability to independently solve professional problems in various spheres based on the experience of solving cognitive, communicative, organizational, methodological, research, administrative and other tasks stipulated by the content of education; assessment of educational results obtained by the students at a certain educational stage in terms of competences.

The competence-based approach provides for creation of the developmental informational educational environment that encourages adult students to achieve and fulfill their potential, to independently design their own educational path, to form skills to effectively apply theoretical knowledge obtained in the learning process and practical experience for solving professional tasks.

As the scientific and pedagogical practice shows, the developed methodological foundations of the competence-based approach cannot be implemented systematically, as graduates of basic and vocational adult education are not ready for the effective professional activity. There is a contradiction between the objectives laid down in the basic educational programs and actually acquired competencies. This contradiction can be resolved on the basis of other approaches used in modeling of professional development of a specialist-andragogist.

The praxeological approach focuses on the organization of support of the andragogical training of an adult specialist from the standpoint of improving the forms, structures and methods in the modern

educational environment on the criterion "maximum results and minimum resource costs". The praxeological approach provides for optimization of the adult subjects of the educational process.

With regard to adult education, the praxeological approach is reflected in the creation of conditions for professionally and personally significant productive education, demanded actual professional practice, including enhancement of motivational, theoretical-methodological, technological, communicative and reflective aspects of the activity.

The mission of the praxeological approach in this context is to search, select and implement in the educational practice a variety of means necessary for its implementation in respect of the following categories: "rationality", "efficiency", "manufacturability", "aesthetic qualities", "valeologicity".

The application of *the thesaurus approach* is one of the most fruitful for the construction of the adult education system. This approach focuses on understanding and organization of social project planning, where the thesaurus includes the full systematic structure of information (knowledge) and orientation in a particular area of life that allows to orient oneself in it. The thesaurus conception of social project planning of the adult education system reflects the more general sociological principle which is effectively used in the construction of theories concerning various aspects and manifestations of sociality. The essence of the principle is in recognition of the activity of the social action subject (or in other words – the subject of social subjectivity) as a decisive factor determining the content and forms of social life (Lukov and Lukov, 2014).

The informational approach involves the analysis of all aspects of adult education informatization as a complex system of information processing processes with the use of advanced electronic devices and informational-communication technologies. This approach enables the use of methods, techniques and theoretical laws of information transformation in the adult learning process, information-technological support as the use of ICT achievements in adult education.

The informational approach involves the use of technological tools of adult education as the acquisition of principles and technologies of successful activities organization. The choice of the technology of successful adult activities is considered as an andragogical problem and is an optimization task which can be presented in two options: minimization of the educational costs under a given initial and final state of a student's knowledge (resource optimization); maximization of the final knowledge under given constraints on time and resources (results-based optimization).

The andragogical approach is seen as a fundamental one in the current study. According to Kukuev A.I. (2010), the andragogical approach as a category of pedagogical science and practice defines methodological bases of the joint manifestations of the humanistic paradigm and the adult education theory, it is manifested through the semantic categorical apparatus that serves as a "tool of mental activity", based on a system of four groups of principles – methodological, educational, teaching and learning principles. The analysis of the experience serves as the main method in the implementation of the andragogical approach.

The quantitative approach allows to consider the result of specialists' training, which is expressed in an integral characteristic "qualitative competence", which is a dynamic, hierarchical professional identity, the unity of knowledge and skills to successfully solve problems in the sphere of quality management of educational, industrial and social processes. The qualitative education of the heads of educational institutions in the advanced training is defined as the "quality education" (Subetto, 2015), formed on the basis of scientific concepts of qualitology (the science of quality), qualimetry (the science of quality measurement and assessment) and quality management theory; leadership and team management forms as important means to ensure the quality of adult education system in conditions of constant social and economic changes.

The personalized (personal-object) approach allows to provide theoretical-methodological and scientific-methodological integrity of the process of professional development of specialists. It is focused on the formation of the necessary qualification-required level of adult students based on the specifics of functioning of various types of educational institutions. This approach is a set of paradigmatic, semantic, pragmatic structures in theory and continuous professional training practice. The personalized approach involves understanding the subject of training as a complex, multi-level, open, self-organizing system that has the ability to maintain itself in a state of dynamic equilibrium and to generate new forms of organization of

learning directions. This approach allows to provide the students with the choice to select the options of educational programs, directions, types of educational services, to carry out training upon individual educational programs in accordance with the possibilities of individual, changing needs, career prospects. The implementation of this approach allows to rely on the internal resources of the personality of an adult student, to develop long-term projects of professional and personal growth of a specialist.

Theoretical methods include:

- the study and analysis of the methodological, philosophical, pedagogical, didactic, methodical, social and psychological literature;
- generalization, comparison, prediction, substantiation, modeling of innovative systems, facilities and processes;
- the study of directive, legal, regulatory program-conceptual and other documents in the sphere of vocational and adult education.

We used the following empirical methods: observation, survey, method of expert evaluations, testing.

2,360 respondents took part in the experimental part of the study on the identification of organizational and methodological conditions of support of the adragogical vocational training. The on-line survey has been conducted upon the project "Voice of Runet" (http://www.VoxRu.net). All respondents are active users of the Runet. The results of the survey are presented in the "Results".

RESULTS

The section contains the results of the third year of the study planned for five years. The authors' choice of combination of scientific methodological bases which may be the basis for training of an adult student in the information environment has been presented – this is the first result. The second result concerns organizational and methodological conditions of professional activities of a specialist-andragogist, identified during the survey and providing productive support of its formation. The third result is dedicated to the modeling of the information environment of support of the andragogical training of a specialist.

The totality of scientific-pedagogical grounds of support of the andragogical training of specialists presented as a set of approaches and principles.

The study revealed that competence, praxeological, thesaurus, information and andragogical approaches are the scientific and methodological basis of the andragogical training of specialists in the system of basic and vocational adult education. They constitute the first methodological level. The qualitative and personalized scientific approaches constitute the second methodological level that provides an analysis of the problems in theory and practice of development of the specialists' andragogical competence.

The interdependent dual manifestation of approaches implemented through the principles of *collinearity* and *complementarity* is *a fundamentally new result* obtained in the course of the study.

We introduced *the principle of collinearity* in the comparative analysis of the methodological approaches used in pedagogic and andragogical studies. This principle is manifested through the identified consonance in goal-setting, generality of the categorical apparatus used, the identity of a practical orientation, consistency of expected results, similarity of the wording of fundamental principles, the unity of requirements to assess educational results.

The principle of collinearity involves identifying the general semantics of methodological approaches that will enable to optimize the number of studies in the process of their organization.

Along with the principle of collinearity we put forward *the principle of complementarity*. It involves the introduction to the leading system of the fundamental ideas underlying the description of pedagogical processes and phenomena, characterized by one approach, not overlapping with it by the meaning with other methodological approaches.

The principles of collinearity and complementarity serve as criteria for the comparative analysis of methodological approaches. We propose the following indicators of these criteria: target orientation of approaches, generality of the categorical apparatus, the degree of practical orientation, the expected results, principles of the implementation of approaches, a form for assessment of educational achievements.

The implementation of the mentioned principles in the adult education theory will ensure accuracy, unambiguity, brevity, definitativeness and consistency in the transformation of theoretical knowledge into the innovative practical experience.

By forming a support system for the andragogical training of specialists based on the listed scientific and methodological approaches, high-quality results can be achieved.

Organizational and methodical grounds for the andragogical training

In identifying the organizational and methodological conditions for the andragogical training of specialists in the system of basic and vocational adult education we noted that the andragogical training is traditionally interpreted as the informational or activity-based process, less often – as a process of humanitarian relationship or the communication process. At the same time "humanitarian relationship" and "communication" have a broad interpretation in this case – the relationship of cultural and anthropological nature, socio-andragogical communicative actions (Zair-Bek and Zair-Bek, 2013).

Teachers-andragogists are faced with the task to form skills of knowledge application and being engaged in types of activities in accordance with the needs of professional practice. It was revealed that nowadays this paradigm requires updating of thesaurus and personal aspects of education. Taking into account the realities of modern society, an andragogist should be able to strengthen the positions of adult students and their ability to think critically, to be responsible for their decisions. At the same time the teachers of the adult education system need to be able to communicate with the different categories of students, who are usually quite heterogeneous in cultural and social terms (Sherayzina, 2008; Monakhova, 2015; Donina, 2014; Maron, 2015; Fedotova, 2008).

IT specialists working in the sphere of education informatization, who are charged to teach new information technologies to the specialists in other spheres of activity, as a rule, are not motivated to master the competences associated with the organization of educational communication.

2,360 respondents have been interviewed online in order to define the attitude of specialists-andragogists to their work in the sphere of basic and vocational adult education informatization ("Voice of Runet" http://www.VoxRu.net). Among them, 64% of respondents are employed full-time, 12% – part-time, about 24% of respondents are freelancers. Moreover, almost 75% of the respondents have an additional part-time job because of insufficient wages. They turned out to be 31% among those who are employed full-time and 44% – employed part-time.

Selection of active Runet users showed that 19% of respondents had work experience less than a year, while 49% of respondents have worked for at least five years.

The following results have been obtained when respondents were asked about satisfaction with their work.

68.6% of respondents with full-time employment and 53.3% of respondents with part-time employment were satisfied with their job.

28.6% of respondents with full-time employment and 42.0% of respondents with part-time employment were not satisfied with their job.

The remaining recipients were undecided.

The negative aspects causing dissatisfaction with the job are as follows: low wages, no career prospects, incompetence and disrespect to personnel managers, poor organization of work.

The positive aspects causing satisfaction with the job are as follows: staff morale, convenient working hours, workplace proximity to the house.

For example, 67.2% of the respondents are not satisfied with the wage rate, 39.8% of respondents are worried about the lack of career prospects, 29.2% of respondents are not satisfied with the organization of labor and disrespect to the administrative board employees. 13.4% of respondents are not satisfied with working conditions, 27.2% noted that they do not have the opportunity to realize their creative interests at work. 14.0% of respondents do not like the fact that the work is far from home, 14.0% of respondents are dissatisfied with the timetable.

38% of respondents with full-time employment and 49% of those with part-time employment would like to change their workplace.

Respondents show great interest to the employer guarantees concerning the employment benefits, which include, in addition to the voluntary health insurance (66%), vocational training (62%), organization or payment of meals (45%), travel expenses or compensation for petrol when driving a private car (42%), mobile service payment (34%).

It should be noted that no respondent, an active Runet user, from among IT specialists, has mentioned difficulties in the professional sphere, related to the content, methodology, tools and techniques of training a specific subject area. 73% of respondents pointed to the difficulties of organizing educational communication with colleagues of other professions. At the same time they are little motivated to master the pedagogical and andragogical knowledge (only 36% of respondents expressed a desire to study upon andragogical programs).

The monitoring revealed organizational conditions that have a negative impact on the process of professional development of a teacher-andragogist: low wages, no career prospects, incompetence and disrespect to personnel managers, poor organization of work. The respondents noted the following positive aspects forming job satisfaction: staff morale, convenient schedule, workplace proximity to home, the possibility of professional training, organization or payment of meals, travel expenses or compensation for petrol when driving a private car, mobile service payment.

Methodological reasons include provisions related to the content, methodology, tools and technologies of training a particular subject area, as well as the organization of educational communication. The study has shown that 73% of respondents have experienced difficulties in the organization of educational communication with colleagues of other professions. However, only 36% of them expressed a desire to study upon andragogical programs providing mastery of educational communication technologies.

The study revealed that the main reason for such situation lies in the Russian intellectual tradition, which is oriented to the knowledge of universal laws, conceptualization and knowledge paradigm, which is reflected in the content of higher and adult education. As a result, the andragogical educational practice lacks courses where students are taught to consciously build their interaction with different partners, whether it be a child, an adult learner, supervisor or colleague, through linguistic means (verbal and nonverbal ones). The education system do not have sufficient amount of courses, where students are taught to distinguish between *their own* meanings and meanings of *another person*, to understand that these meanings cannot be the same. In specialists' training, including not only IT specialists but also managerial leaders, teachers, a communicative component of teaching, learning and professional activity is represented in an abbreviated form or not represented at all. This component is a humanitarian aspect of the learning process and cannot be reduced to a certain set of knowledge. The ability to generate meanings in a professionally-expressed way, to turn these meanings into behavioral, speech acts has become a determinant one. The main point of the provisions said is to ensure that the technological level of the adult education should be accompanied with the humanitarian level.

The ideas of the communicative paradigm in education have not been approved in the national andragogical science. But these ideas became common in the practice of Western education. The most significant factors that can explain this situation are as follows: multidirectionality of philosophical traditions, less importance for the development of social sciences of operationalism and empirical research.

Analyzing the experience of American and European universities, we should note that the communicative preparation is held as a separate program-specialization in communications or communications courses necessary for specialists in different areas. The communication textbooks reference to the fact that among all the professional qualities communication skills are highly appreciated. Such training is carried out for sociologists, psychologists, teachers, lawyers, IT specialists, managers and others. Summarizing the international experience, our study proved the need to introduce special courses in the organizational and methodical complex of support of the andragogical training of specialists working in the system of basic and vocational adult education. These courses may include: communication theory, methods of communication studies, mass communication, rhetorical theory, rhetorical analysis, argumentation and debates, interpersonal communication, critical reading and speech, organizational communication, leadership and communication, communication in education, intercultural communication, international communication, communication in small groups, business communication, interviews and interviewing, health communication, etc.

The study has found that organizational and methodical conditions of support of the andragogical training in the adult education system are based on verbal and theoretical constructions, which conflicts with the practice of professional activities limited by behavioral, communicative, cognitive stereotypes, which are more stable. But this stage of personality development is currently not studied by researchers in the sphere of adult education.

In the context of globalization the fact that the results of training of specialists-andragogists must comply with international standards of professionalism must also be taken into account.

In summary, we should note that the organizational and methodical conditions of support of the andragogical training of specialists in the system of basic and vocational adult education are associated with the possibility of students to master the following types of activities:

- training to accelerate the acquisition of skills necessary to perform a specific job;
- retraining of employees for mastering new professions to work on these professions;
- teaching a second profession so that personnel can enhance their professional profile and be able to combine the work with a double-job;
- training to update theoretical and practical knowledge in connection with the increase in requirements for skill level and due to the need to develop new ways to solve professional problems, as well as to explore new techniques, technologies and other issues on the profile of professional activity;
- training of specialists to obtain additional knowledge and skills upon educational programs that provide for the study of individual disciplines, fields of science, engineering and technology needed to perform a new type of professional activity, as well as to obtain new skills within the existing area of training (specialization);
- training of specialists to form and solidify the theoretical knowledge and skills in practice, to acquire communicative and organizational qualities to perform their professional duties on support of the andragogical training.

The information environment of support of the andragogical training of specialists

Support of the andragogical training is carried out in the information environment, making it possible to structure the development of the system of formation of learning and cognitive communicative activity of an adult student.

The study developed a model of the information environment, which is understood as a specially created system consisting of components to ensure the introduction of information technologies in the educational process in order to support teaching and learning activities of an adult student.

The information environment is represented by the following components: interactive, personal and communicative, organizational, program-targeted, academic and resource-information components.

An interactive component of the environment is a systemically important factor in the system of creative meaningful interaction of all participants in the educational process; it involves the organization of the online mode as a way of user interaction with the computer, with the participants of the educational process.

The interactive component provides:

- the transition from the local man-computer interaction to interpersonal communication, independent of the options of movement of educational information, its scope and content;
- interaction of a student and a computer takes place in the communication environment "student – computer – teacher-andragogist – student", which involves the multivariate construction of the educational process;
- the implementation of an interactive search system in the information system, when an adult learner can influence the course and this mode of action by varying the educational route;
- the implementation of user-friendly interface capabilities – ensuring functions of independent formation of the operational environment of the problem solution, ensuring the natural forms of information representation, acceptable ways of dialoguing.

A personal-communicative component is a set of subjects of educational communication who perform the organization and management of educational interaction (tutors, consultants, engineers servicing computer tools and equipment).

An organizational component contains all the information necessary for the planning of educational work within the framework of the training program and the selected educational route. The media incorporated in this component allow to navigate in the information space, choose the direction of one's research activities, and exchange various information with subjects of the educational process. The component contributes to the formation of methods of effective planning of independent work, information analysis and decision-making, communication skills. The organizational and managing components include such means as: a schedule of the educational process, a schedule of training events, electronic ratings, administrative event boards, e-mail system and forum.

A program-targeted component includes a set of training programs, various forms and methods, as well as targets that are important for the efficient organization of support of the educational activity. The component contributes to the formation of the ability to set a goal, identify major tasks to achieve the goal, find the best means of problem solution. The program-targeted component determines the means that give access to the programs and curricula of disciplines, educational standards, learning objectives and requirements to knowledge, skills and abilities.

An academic component comprises structured training materials on the selected program, which serve as the basis for formation of a personal-valued subject and vocational andragogical knowledge. This component, in turn, is divided into interrelated units: theory, practice case studies, project unit, and control unit. The component is built in such a way that it incorporates the scenario of training and learning activities. The system of multi-level self-instructional work is built on the principles of differentiation and activity-related approaches. Such developments include decomposition into the steps, specifying the types of work and deadlines for their implementation, the requirements for the finished project and the rating system for the project evaluation. An academic component is the information system, implemented on the basis of a specific discipline.

A resource-information component is a set of additional educational and information resources, structured on the resource type and subject field, which allows to organize search and analytical activities. The importance of this component is primarily in the systematization of resources and the organization of quick access to the desired material.

Thus, the information environment is a multifaceted integrated reality, providing a set of conditions for the implementation of the system of support of the andragogical training of specialists in the system of basic and vocational adult education. It provides not only introduction into the information environment, but

also gives an opportunity to a participant of this environment to understand correctness of a particular problem solved, to get and assess the reaction of colleagues to the achievement of the results and their significance.

Due to the presence of various forms of support, a teacher's position in relation to a student is changing, and this leads to the activization of the independent cognitive activity and mastery of professional skills in information interaction.

The process of construction of educational communication by means of the information environment encourages students to participate actively in the process of designing the training content, forms and methods of representation of knowledge, as well as promotes independent thinking, productive search and creative abilities, stimulates mental activity and positive motivation.

DISCUSSION

The proposed scientific approaches to the substantiation of andragogical training, the identified organizational and pedagogical conditions of the professional formation of a specialist-andragogist in the information environment will allow to improve the quality and efficiency of education in the system of basic and vocational adult education.

The theoretical results of the study, related to the comparative analysis of competence-based and praxeological approaches on the basis of collinearity and complementarity principles, have been introduced in a joint training program for holders of a master's degree in universities NovSU and Hildesheim (Germany), qualifying as specialists in "Educational Management" on a pilot site "Center of Regional Problems of Adult Education Mobilitet" (Nizhniy Novgorod, Director-professor Sherayzina R.M.).

The developed system of support of the andragogical training of specialists-andragogists in the system of basic and vocational adult education has been introduced in the training of teachers and masters of vocational training in the Kirov Polytechnic College. The result of implementation of the model of professional development of teachers-andragogists was that 4 college teachers became certified WorldSkillsRussia experts in 5 different competences; one teacher is certified as a WorldSkills team leader.

The results of the research can be used not only in the training of IT-specialists-andragogists, but also for professionals working in other fields.

CONCLUSION

The study revealed that adult education is carried out more efficiently if it is based on such methodological approaches as competence-based, praxeological, thesaurus, information and andragogical approaches.

The competence-based approach ensures, upon training results, that an adult student will master competences prescribed upon professional standards and by employers or competences corresponding to the personal needs. The praxeological approach allows to organize the adult learning process from the standpoint of obtaining maximum training results with minimal costs. We consider the adult education as a process of mastering a system of concepts constituting the content of the studied subject area at semantic and activity levels – it is implemented on the basis of reliance on the thesaurus approach. The information approach allows to describe and implement in practice the methodology for the application of modern information and communicative means. When training the adults, features of motivation, assimilation of the content and methods of activity should be taken into account, which is associated with the concepts of the andragogical approach.

In order to harmonize the methodological bases used in the theoretical and practice-oriented adult education research, a system of criteria structured in the form of complementarity and collinearity principles has been proposed.

To identify the organizational and methodological grounds for the andragogical training of specialists

working in the system of basic and vocational adult education, an on-line survey of 2,360 respondents has been conducted ("Voice of Runet" http://www.VoxRu.net). The analysis of responses made it possible to identify organizational conditions of professional work of teachers-andragogists – both positive (staff morale, convenient working hours, the possibility of professional training, etc.) and negative ones (low wages, no career prospects, etc.).

The authors associate methodological conditions of professional work of teachers-andragogists with the content, methodology, methods, means and techniques of training in a particular subject area, as well as the organization of educational communication. The collected statistical data showed that 73% of recipients experienced the greatest difficulties in the organization of educational communication with colleagues of other professions. The issues of verbal-theoretical substantiation of professional pedagogical and management activities in adult education that are little studied in the sphere of pedagogical and andragogical knowledge came in view of the authors.

The modeling of the information environment where the support of the andragogical training is conducted, giving an opportunity to stimulate the development of teaching and learning communicative activity of an adult student, has become a significant result of the study. The information environment model consists of interactive, personal-communicative, organizational, program-targeted, academic and resource-information components.

The proposed scientific and pedagogical bases of construction of theoretical andragogical knowledge implemented in the proposed organizational and methodological bases of training of specialists working in the adult education system, which is implemented in the simulated information environment, significantly enrich the theory and methods of vocational education and make professional work meaningful and productive.

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