



ANDRAGOGICAL APPROACHES IN FOREIGN COUNTRIES: THEORETICAL ASPECTS AND MODELS

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Abstract

The article analyzes the theoretical aspects of andragogical approaches and their various models applied in the educational practice of Germany. It highlights the scientific foundations of andragogy, the specific characteristics of adult education, and the principles of independence, motivation, and experience-based learning in the educational process. The article also presents the advantages of andragogical models in enhancing educational effectiveness, their adaptability to the national vocational education system, and practical recommendations for their implementation.

Keywords: Andragogy, andragogical approach, adult education, foreign experience, andragogical models, educational effectiveness, innovative approach, vocational education.

Introduction

XORIJIY MAMLAKATLAR TAJRIBASIDAGI ANDRAGOGIK

YoNDASHUVLAR: NAZARIY JIHATLARI VA MODELLARI

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Annotatsiya:

Maqolada Germaniya davlat tajribasida qo‘llanilayotgan andragogik yondashuvlarning nazariy jihatlari va ularning turli modellari tahlil qilingan. Andragogikaning ilmiy asoslari, yetuk shaxs ta‘limining o‘ziga xos xususiyatlari hamda ta‘lim jarayonida talabalarning mustaqillik, motivatsiya va tajribaga tayanish prinsiplari keng yoritilgan. Shuningdek, maqolada ta‘lim jarayoni



samaradorligini oshirishda andragogik modellarning afzalliklari, ularni milliy kasbiy ta'lim tizimiga moslashtirish imkoniyatlari va amaliy tavsiyalar keltirilgan.

Kalit so'zlar: Andragogika, andragogik yondashuv, yetuk ta'lim, xorij tajribasi, andragogik modellar, ta'lim samaradorligi, innovatsion yondashuv, kasbiy ta'lim.

Introduction

Today, innovative approaches in the field of adult education (andragogy) occupy an important place, especially in the experience of developed countries. Abroad, andragogy has developed as an independent scientific discipline that encompasses the theoretical and practical methods of teaching adults. This article analyzes its models and approaches through the example of andragogical practice in foreign countries.

Andragogy is a field that studies the theories and practices of adult education, based on consideration of adults' psychological, social, and cognitive characteristics in the learning process. This discipline was theoretically strengthened in the second half of the 20th century through the works of scholars such as P. Jarvis, M. Knowles, J. Bruner, D. Kolb, and others. In particular, the andragogical model developed by Malcolm Knowles is recognized as one of the most widely used methodological foundations in adult education.

The theoretical aspects of the andragogical approach rely on the following key ideas:

Adults possess the ability to make independent decisions in the learning process and approach their learning with responsibility, meaning the approach is based on the principle of maturity;

Adults actively apply their previous life, professional, and personal experience during the learning process, meaning the approach relies on experience-based learning.

Adults' learning needs are based on clear goals (career advancement, personal development, social status, etc.), meaning they stem from necessity and motivation; In adult education, collaboration and equality-based communication between the instructor and the learner play an important role, making the learning process interaction-oriented.



In every country, the andragogical system has developed in accordance with national education policies, cultural values, and labor-market demands. Below is an analysis of several models based on the experience of different countries:

Germany's Experience.

In Germany, adult education (Erwachsenenbildung) has developed as an institutionalized system supported through cooperation among state bodies, private institutions, and public organizations. In this country, andragogy has advanced both as an academic discipline and as an applied system. Adult education is carried out through an extensive network jointly supported by the state, community organizations, and private sectors.

The German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung, DIE) is one of the leading institutions in this field, offering scientific research activities, teacher training, the development and evaluation of educational programs, and methodological innovation. In Germany, educational programs are individualized and closely aligned with labor-market requirements. Furthermore, adult education is provided through Volkshochschulen (People's Universities) operating in every region and city. These institutions are funded by municipal authorities and offer educational services to citizens of different ages and professions. Teaching in Volkshochschulen is grounded in interactive methods (discussion, case study, simulation), independent learning, practical activity, and vocational retraining.

Germany also maintains a broad system of vocational training centers (Berufsbildungszentren) offering retraining and upskilling courses for unemployed individuals, young specialists, and employees seeking qualification improvement. Alongside academic programs, Germany has adult education centers affiliated with universities that combine teaching with research, as well as private education centers and organizations that provide personalized training programs for corporate clients and individual learners.

German andragogy is distinguished by its strong scientific methodology. The educational process is based on phenomenological, humanistic, and constructivist approaches. Among the most important theoretical models are:

- **Hans Tietgens' model**, which views adults as “subjects of learning,” emphasizing self-awareness, independent decision-making, and active participation in society as core purposes of education;



- **Hans Schneider’s and Gert Roth’s models**, which focus on the role of experience in learning, the learner’s readiness for personal change, and the need for a psychologically supportive educational environment;
- **Functional (competence-oriented) approaches**, which stress that education must be aligned with labor-market needs—fully consistent with Europe’s competence-based education principles (“Kompetenzorientierung”).

In Germany, adult education covers a wide range of fields:

- **Vocational education** – retraining unemployed individuals and teaching new professions;
- **Civic education** – promoting democratic values, legislation awareness, and active civic engagement;
- **Personal development** – language learning, social competencies, digital literacy;
- **Inclusive education** – providing learning opportunities for disadvantaged groups, people with disabilities, and migrants.

Adult education in Germany is supported by the following legal and institutional foundations:

- **Adult Education Laws** – adopted separately in each federal state (Land);
- **Funding** provided by the Federal Ministry of Education and Research (BMBF) and the education ministries of the Länder;
- **Public–private partnership mechanisms**, through which education is organized via grants, subsidies, and corporate training contracts.

In improving the adult education system in Uzbekistan, Germany’s Volkshochschule model, participatory centralized learning, competence-based approaches, and state–community cooperation can serve as valuable references.

Similarly, the experiences of other developed countries—such as the United States, Finland, Japan, and others—can also be examined. For example:

Model	Country	Priority direction
Knowles Model	USA	Problem-based, experience-oriented
Reflective Learning	UK	Analysis of practical activities
Double-loop	Australia	Focused on changing attitudes
Competency Model	Germany and Europe	Result-oriented professional education
Finnish Model	Finland	Personalization, equality
Lifelong Learning	Japan	Learning at all levels



Based on the analysis of Germany's experience presented above, the following general conclusions can be drawn:

Adult education in all countries is built on independent learning and takes the learner's prior experience into account;

State policy, economic systems, and cultural environments significantly influence the formation of educational models;

Each model is characterized by clearly defined educational goals and a focus on achieving practical outcomes;

Innovative technologies (distance learning, digital platforms) play an important role in adult education.

Foreign experience demonstrates that the andragogical approach plays a crucial role in the personal and professional development of adults. These models contain valuable methodological and practical ideas that can be applied within Uzbekistan's vocational education system. In particular, the development of adult learners' self-directed learning abilities, equality-based participation in the educational process, and the integration of innovative approaches are all advisable directions for implementation in the national education system.

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