

**Рецензенти:**

Галус О. – доктор педагогічних наук, професор  
Романишина Л. – доктор педагогічних наук, професор

**Бриндіков Юрій** – доцент кафедри соціальної роботи і соціальної педагогіки Хмельницького національного університету, кандидат психологічних наук, доцент, e-mail: bryndik@i.ua

**Bryndikov Yurii** – assistant professor of the department of social work and social pedagogics of Khmelnytskyi National University, candidate of psychological sciences, associate professor, e-mail: bryndik@i.ua

*Цитуйте цю статтю як:*

Бриндіков Ю. Соціальна реабілітація  
військовослужбовців: до питання термінології / Юрій  
Бриндіков // Педагогічний дискурс. – 2017. – Вип. 22.  
– С. 30–35.

*Cite this article as:*

Bryndikov Yu. Social Rehabilitation of the Servicemen:  
on the Question of Term, Pedagogical Discourse, 2017,  
Issue 22, pp. 30–35.

**УДК 37.013+378:398.1 (045)**

**ВІРА ВИХРУЩ,**

*доктор педагогічних наук, професор*

*(Україна, Львів, Національний університет «Львівська політехніка»)*

**VIRA VYKHRUSHCH,**

*doctor of pedagogical sciences, professor*

*(Ukraine, Lviv, National University «Lviv Polytechnic»)*

**orcid.org/0000-0003-3469-2343**

**Парадигмальний підхід та моделі навчання дорослих у сучасній вищій освіті**

**The Paradigmatic Approach and Models of Adult Learning in Modern Higher Education**

*У статті автором здійснено аналіз андрагогічного підходу як методологічної категорії педагогіки. Він розглядається з позиції парадигми, що дозволяє стверджувати: андрагогічний підхід реалізується на засадах поліпарадигмальності у сучасній освіті, у контексті гуманної педагогіки, найвищою цінністю якої є людська особистість. Проаналізовано аксіологічні механізми формування андрагогічної парадигми навчання дорослих та її моделей у вищому навчальному закладі. Андрагогіка є альтернативою загальній методиці навчання і сьогодні остаточно ще не може бути представлена єдиною теорією, моделлю або системою принципів. Концепція андрагогіки М.Ш.Ноулза починає впливати на теорію і практику початкової, середньої освіти, а також університетської освіти. Більшість вітчизняних вчених схиляються до розуміння андрагогіки як самостійної науки і вважають, що підхід до андрагогіки як методологічної категорії, науки про вивчення освіти дорослих значно звужує її сутність і можливості. М.Ш.Ноулз детально порівнює педагогічну та андрагогічну моделі, але вважає їх трактування як негативної (шкільна / педагогічна модель) та позитивної (андрагогічна модель) неправомірним. Сутність процесуальної моделі пов'язана із забезпеченням процедур і ресурсів, які допомагають дорослим учням оволодівати інформацією і вміннями.*

**Ключові слова:** парадигма навчання, модель навчання, дорослий учень, андрагогіка, педагогічна модель, андрагогічна модель, вища освіта, навчання дорослих.

*In the article the author analyzes the andragogical approach as a methodological category of pedagogics. The approach as a methodological category is seen from the paradigm's perspective that suggests: the andragogical approach is implemented on the basis of polyparadigmality in modern education in the context of humane pedagogics, which is the highest value of the person. The axiological mechanisms of andragogical paradigm of adult education and its models in higher education are analyzed. Andragogy is an alternative to common teaching methods and today cannot yet be presented in only one theory, model or system of principles. The concept of andragogy by M.S. Knowles begins to influence the theory and practice of primary, secondary and university education. Most domestic scholars tend to understand andragogy as an independent science and believe that the approach to andragogy as a methodological category, the science of adult education study significantly narrows its essence and capacity. M.S. Knowles compares pedagogical and andragogical models in details, but considers their*

*negative (school / pedagogical model) and positive (andragogical model) interpretations wrongful. The basis of the comparative analysis comprises the following indicators: the need to know; the student's Self-concept; the role of the student's experience; willingness to learn; orientation on training; motivation. The essence of the process model is associated with the maintenance of procedures and resources that help adult learners acquire information and skills. The andragogical model is presented as a worldview, the system of alternative ideas, business model that meets the characteristics of a learning situation. Teaching becomes more effective when the teacher has adapted some andragogical ideas for pedagogical model. The contribution to the development of the problem was researched by S.O. Hall (who identified three types of adults in relation to their attitudes to goals and values of continuing their education) and A. Tough (concerning not only what and why adults learn, but how they learn and what help they need to learn).*

**Key words:** *teaching paradigm, learning model, adult student, anragogy, pedagogical model, andragogical model, higher education, teaching of adults.*

*The formulation of the problem in general terms...* Modern pedagogics is extremely versatile, and its subject is so complex that a single paradigm cannot fully capture its essence. Approach as a methodological category is seen from the perspective paradigm that suggests: the andragogical approach is implemented on the basis of polyparadigmality in modern education in the context of humane pedagogics, which is the highest value of the person.

The study of pedagogical science shows that today it is undergoing conceptual changes caused by the scientific revolution, characterized by the competition between alternative paradigms, especially traditional and humanistic the choice between which occurs according to philosophical, social and educational factors. There exist opinions about the need for a new education paradigm, the emergence of preconditions of the change in scientific paradigm of pedagogics, the paradigm shift of the pedagogical science, polyparadigmality in modern education, etc. Thus, the emergence of andragogy was due to today's fleeting social, economic and personal changes.

If the paradigm in the general methodology of science is the model of scientific activity as a set of theoretical standards, methodological norms, value criteria, the paradigm in pedagogics is a well-established pattern that has become familiar point of view, a standard, a sample in solving educational and research tasks. In this regard, the reference to methodological issues of pedagogics, in this case, to the concept of andragogical approach involves their consideration in paradigmical plane. Instead, in terms of national higher education andragogical ideas are treated with caution, since the existence of a coherent theory of adult education, and the current system of preparation of this heterogeneous category need not only adaptation to Ukrainian universities, but also systemic restructuring of education in general, rethinking international experience and one's own.

*The analysis of recent research and publications...* According to the Hungarian researcher of andragogy D.Savychevych the contribution of B.Ananiev and his scientific school to the development of andragogy in the early 20<sup>th</sup> century can be compared with E.Thorndike's contribution to the development of the science of adult education in the USA [11]. The most famous researcher of adult education in Soviet times can be considered A. Darynsky. He believed that adult pedagogics was an integral part of pedagogics as an integrative science of education. The foundations of the domestic andragogy were laid by N. Protasov [2; 12] and S. Boltivets [4]. L. Linevich's work is dedicated to the andragogical approach to teaching students in university, as it was considered in terms of effective implementation of the learners' age abilities in the formation of identity and expert's personality [10]. The author identifies the conditions for the implementation of the andragogical approach in higher educational establishment, complements andragogical principles formulated by S. Zmeiov in his monograph and dissertation. The paper by A. Hlazyrina [9] investigated the andragogical approach to the development of the teacher's educational activity in the system of training, namely the forms, methods, means and ways of the learning process. In the study by S. Filin [11] the andragogical approach is applied to the construction of professional personnel training. During this period, in the works of Hungarian scientists D. Savychevych, M. Ohryzovych and B. Samolovchev, German scientist F. Peggeler, Swiss theorist H. Hanselman, Polish scientists M. Semensky and L. Tuross the need of a different than in pedagogics approach to training and adult education was articulated [2; 8; 11]. In these works the andragogical approach is considered in terms of creating optimal conditions for the implementation of the educational process for adults, but as a methodological category of pedagogics is not analyzed in any national study.

*The purpose of the article* is to analyze the mechanisms of forming of the axiological andragogical paradigm of adult learning and its models in higher educational establishment.

*Presenting main material...* According to the American scientists E.F. Holton and R.A. Swanson in the early 70's of the 20<sup>th</sup> century, when andragogy and the concept that adults and children learn in different ways, were first introduced in the United States by Malcolm Knowles, this idea was a new discovery and has inspired many subsequent studies and ignited controversy [14].

According to Peter Jarvis, a famous British specialist in adult education, M.S. Knowles can be considered the «father of andragogy» because, although he did not invent this term, he mainly popularized it in the USA and Western Europe [13, p. 125]. It was M.S. Knowles who first defined andragogy as «art and science to help adults learn» [13, p. 125-126]. The term comes from the Greek word «*aner*», which means «a person, man», and it was first used in the educational context of the 19<sup>th</sup> century Europe.

From the very beginning andragogues were arguing about what is actually andragogy. Trying to establish the limits of the theory in the field of adult learning, the researchers analyzed extensively the concept of «andragogy» and exposed it to criticism. They alternately described it as: 1) «a set of assumptions, provisions» (1986); 2) «theory» (1989); 3) «a set of guidelines» (1993); 4) «philosophy» (1993). Differences in all points of view indicate the complexity of the nature of such branch as «adult learning». But no matter how andragogy is determined, it is «... an attempt to focus on the student. In this sense it really represents the alternative to the perspective in the center of which is the development of general learning methodology (the methodology-centered instructional design perspective)» (D. Fer and B. Herber, 1988) [14, p. 1].

S. Merriam, explaining the confusion and current state of adult learning theory, suggests such a judgment: «It is doubtful that such a complex phenomenon as adult learning will ever be explained by a single theory, model or system of principles. We rather deal with a known case of the elephant, which is described in different ways depending on who is speaking, and which side of the animal is investigated. In the first half of the century, psychologists took a duty to explain learning behavior; since the 60's of the 20<sup>th</sup> century and further on adult educators began to formulate their own ideas on adult learning and especially how it may be different from learning in childhood. Both these approaches are still valid. It seems that we are pointing to a multifaceted understanding of adult learning, reflecting the inherent richness and complexity of the phenomenon» [14, p. 1].

Despite years of criticism, debate and doubt, E.F. Holton and R.A. Swanson write, the essential principles of adult learning formed by andragogy have survived, and some scientists and experts in the field of adult learning do not agree with the statement that the ideas by M.S. Knowles caused a revolution in the education and training of adults. With this view, in 1986 S.D. Brookfield stated that «... andragogy is the only and the most popular idea in adult education and training» [14, p. 2]. Andragogues, especially beginners, consider these essential principles invaluable and are working hard to make the learning process appropriate to the educational needs of adults.

According to M.S. Knowles by the mid 80's of the 20<sup>th</sup> century in the USA there were some important descriptions of andragogical theory and its application in practice, which was made J. Ingalls and J. Arceri in 1972, J. Hodby in 1978 and by M.S. Knowles in 1970, 1973, 1975 and 1984. During this period, several journal articles that reported about using andragogical structures in the education of social workers, religious education, education for undergraduates and graduates, training managers were published.

M.S. Knowles notes with pleasure the growing number of data that the application of the andragogical theory preconditions the nature of the organization and implementation of programs of adult education on the method of training teachers of adults and methods of teaching adults. The scientist writes that he has evidence that the concept of andragogy began to influence the theory and practice of primary, secondary and university education. In 1984, the scientist described the cases of practical use of various programs based on the andragogical model in his book «Andragogy in Action» [14, p. 60].

Developing his andragogy, M.S. Knowles bases on the achievement of a number of social sciences, in which he included clinical psychology, developmental psychology, sociology and social psychology, philosophy. M.S. Knowles refers Sigmund Freud, Carl Jung, Eric Erickson, Abraham Maslow and Carl Rogers to the prominent representatives of clinical psychology. So S. Freud defined the influence of unconscious on behavior. K. Jung proposed the idea that human consciousness has four functions: sensation, thinking, feeling and intuition. Eric Erickson singled out «eight ages of man». A. Maslow highlighted «the need for safety». Finally, C. Rogers conceptualized the personality oriented approach (*student-centered approach*) to learning, which was based on five hypotheses. The representatives of developmental psychology accumulated knowledge of the characteristics associated with age: physical abilities, mental abilities, interests, attitudes, values, creativity and lifestyles. Sociology and social psychology studied group behavior and the behavior of social systems, including the factors that facilitate or hinder adult learning [14, p. 71].

We'd like to note that in the national psychology and experimental pedagogics in the 20-30's actively scientists developed the concept of developing training as an alternative to knowledge / school paradigm (D. Elkonin), in which development was seen as a gradual process of socialization for each age stage. In the 60's active experimentation to substantiate this concept into practice in primary and secondary

schools started (L. Zankov, V. Davydov), but clarification of the relationship between school education and adult education was not mentioned. Joint efforts of domestic and foreign scientists to create the only feasible model of lifelong education were not observed. In general, the reception of domestic scientists studying this science is theoretical, methodological and methodical framework for an adult to not only gain professional, but also general knowledge (master the achievements of modern culture, form the outlook, improve oneself, gain social and cultural experience). However, domestic supporters of consideration andragogy as a branch of pedagogics, namely adult didactics, leave aside the general historical research and theoretical foundations, methodology and its functionality. Most domestic scholars tend to understand andragogy as an independent science. Understanding andragogy as a scientific approach to the study of adult education significantly narrows its essence and capabilities. It is believed that different approaches to adult education have the right to exist. L. Kravchenko identifies the following approaches: implicit, personal and active, explicit, polytechnic [12].

Instead, the majority of foreign scientists in the field of adult learning, as M.S. Knowles writes, first referred to the problem of school learning, trying to adapt to adult theories related to teaching children. Then Howard McCloskey began to develop such direction of psychology as «differential psychology of adults' potential». In the 50's S.O. Hall began a series of studies and later extended by A.Tough, which contributed to a better understanding of the adults' learning process.

In the course of the study S.O. Hall identified three types of adults in relation to their goals and values to continue their education, noting that these types do not exist in pure form: adult students focused on the ultimate goal (*goal-oriented*), who use education to achieve clearly defined objectives; adult students focused on the activity (*activity-oriented*), who learn to find meaning in training «circumstances» not necessarily related to the stated purpose; adult students focused on learning (*learner-centered*), who seek knowledge for knowledge [14, p. 55].

The research by A.Tough concerned not only what and why adults learn, but how they learn and what kind of help they need to learn. He found out that adult learning is a popular activity. In 1979, in his book «The Adult's Learning Projects» he provided the data that his students focused their study efforts «around projects» as a series of related episodes. Further studies, as M.S. Knowles wrote, were based on A.Tough's work, strengthened and refined it.

Attempts to formulate a theory that takes into account the results of experience and research on the unique characteristics of adult students lasted for more than five decades. Then, in the mid 60's of the 20<sup>th</sup> century, Americans became familiar with the term «andragogy» and it turned out to be a more appropriate basic concept. Andragogy meant «the art and science to help adults learn» and was the opposite to a school / educational model. Therefore, starting to develop the principles of andragogy, M.S. Knowles analyzed the nature of pedagogics in general.

Thus, pedagogics in M.S. Knowles' understanding, historically literally means «the art and science of teaching children» [14, p. 61]. School / pedagogical education model is *a set of beliefs*. According to many «traditional» teachers, this outlook is based on assumptions about teaching and learning that have evolved over the 7-12<sup>th</sup> centuries in the European monastic and cathedral schools, where secular schools were organized in later centuries, and «*public schools*» in the 19<sup>th</sup> century, the school educational model was the only educational model. So, M.S. Knowles writes, the whole «school system in the USA» including higher education was «frozen» in this model. After World War I there was a systematic attempt to adopt adult educational programs in the USA, but they also used school pedagogical model because it was the only model that teachers had.

The pedagogical model, M.S. Knowles continues, obliges the teacher to be fully responsible for taking all decisions about what, how and when will be learnt. This approach «focuses on teacher» (*teacher-centered*) and leaves the student only a passive role – to follow the teacher's instructions [11, p. 61-62].

Thus, the school pedagogical model is based on such perceptions of the student:

1. *The need to know*. Students need to know that if they want to answer (pass) and get positive assessment, they must learn the proposed by a teacher material. They do not necessarily need to know how what they are taught will become useful in their lives.

2. «*The learner's self-concept*». The teacher sees the student as a dependent personality. Finally, the student himself begins to perceive himself as a dependent personality.

3. *The role of experience*. The student's experience does not really matter as «learning resources». The experience taken into account is the teacher's experience, the author's of textbooks, the manufacturers' of audiovisual products. So the knowledge transfer methods (lectures, reading with tasks, etc.) form the basis of pedagogical methodics.

4. *Readiness to learn*. Students show willingness to learn the proposed material, if they want to answer and get a positive assessment.

5. *Orientation on learning.* Students have subject-centered motivation to study. They see training as a mastery of content subjects. In connection with this educational experience is organized according to the logic of subject matter.

6. *Motivation.* Students are motivated to learn from externally generated reasons or because of the impact of «motivators» (for example, thanks to grades, teacher's approval or condemnation, parents' pressure) [14, p. 62-63].

Such are the ideas about M. Knowles' school pedagogical model based on the ideas about the student and his role in the learning process.

With the aim of more thorough description of the andragogical model of learning, M.S. Knowles thinks it necessary to consider the concept of «an adult». He refers to four definitions. The first definition is biological (we become adults when we reach childbearing age, the age of early adolescence). The second definition is legal (we become adults when we reach the age when we have right to vote by the law, obtain a driver's license, the right to marry without parental consent, etc.). The third definition is social (we become adults when we begin to fulfill the role of adults: employees working all day, spouses, parents, voting citizens, etc). The fourth definition is psychological (we become adults when we comes to realize the responsibility for our own life and our independence).

In terms of training, according to M.S. Knowles, the most important is the psychological definition. He writes that the process of awareness of responsibility and autonomy begins sooner and is accumulated in proportion as we mature biologically, we begin to perform roles like adults and take responsibility for our own decisions. The person becomes older gradually moving through childhood and adolescence [11, p. 64].

M.S. Knowles' andragogical model is also based on six concepts of student, defined in the pedagogical model. The main difference is in the content of each principle, reflecting the specific of an adult as a student [11, p. 64-68].

1. *The need to know.* Adults need to understand why they need to learn something before starting to learn it.

2. *The student's «Self-concept».* Adults' «Self-concept» presupposes responsibility for their decisions, for their own lives. Once they come to this understanding, they develop deep psychological need for others to treat them as people able to be independent.

3. *The role of the students' experience.* Adults begin educational activity with great experience that is different in quality from the experience of the young.

4. *Readiness to learn.* Adults are willing to learn the things they need to know and be able to effectively deal with real life situations.

5. *Orientation on learning.* Contrary to children and youth's targeting in subject-centered training, adult education is «focused on life», i.e. focused on a task or problem. Adults are motivated to learn until they feel that learning will help them perform tasks or deal with problems they encounter in everyday situations. Moreover, adults learn new knowledge, ideas, skills, values and attitudes most effectively when they are presented in the context of real life situations.

6. *Motivation.* Adults respond to certain external motives or «motivators» (better work, promotion, higher salaries, etc.), but the strongest is the «internal stimulus» (the desire to get more satisfaction from the job, self-esteem, the quality of life, etc.).

Next M.S. Knowles compares both models [11, p. 69]. The interpretation of the two models as negative (school / pedagogical model) and positive (andragogical model) were presented by M.S. Knowles in his book «The Modern Practice of Adult Education: Andragogy Against Pedagogy» in 1970. But in 1980 a revised edition came out with a modified subtitle: «From Pedagogy to Andragogy». M.S. Knowles concludes that teachers are responsible for controlling what positions are really justified for a particular situation. The scientist sees big differences between the behavior of the teacher and andragog. According to him, the teacher who believes teaching positions as being the only correct ones will insist on the use of educational models. On the other hand, the andragog is convinced that if the movement for andragogical ideas is desirable, he will be doing everything possible to help students take on as much responsibility for their own activities. Moreover, as M.S. Knowles points, even the most convinced in the correctness of the pedagogical model teachers report that teaching becomes more effective when they have adapted some andragogical ideas for the pedagogical model [11, p. 70].

On the other hand, M.S. Knowles calls the andragogical model an outlook, a system of alternative ideas and business model that meets the characteristics of a learning situation [14, p. 72]. In 1995 M.S. Knowles finalizes his andragogical model, which he called «andragogical procedural model of training» [14, p. 115]. He writes that the andragogical model is a process model in contrast to the content model used by most traditional teachers. The difference lies in the following. In traditional education the teacher (or trainer or methodical commission) decides in advance what knowledge or skill to pass. He organizes this content as logical modules, selects the most efficient means of transmission of the content

(lectures, readings, laboratory exercises, films, records, etc.) and then develops a plan of presenting content modules in sequence. This is the content model.

Teacher-andragog (facilitator, advisor) prepares in advance a set of procedures to attract adult students or other relevant groups in the process using such elements as: training of an adult learner; establishing favorable climate for learning; establishing a mechanism for joint planning; diagnosing of training needs; formulation of the objectives of the program (content) to meet those needs; development of samples educational experience that challenges; transfer of learning experiences by means of appropriate methods and materials; assessment of learning outcomes and re-diagnosis of training needs.

In this case, according to M.S. Knowles, the process model lies in this [14, p. 115]. The difference is not that one model has to do with the content of education, and the other does not. The most important is that the content model is associated with the transfer of information and skills, while the process model is associated with maintenance of the procedures and resources that help adult learners acquire information and skills. M. Knowles concludes that the approach to the content model that aims to broadcast information and skills is the pedagogical model. The process model that helps to acquire information and skills is the andragogical model.

*Conclusions...* The elaboration of models of adult learning in the context of andragogical paradigm requires a systematic approach as opposed to separate fragmented national research. Conceptual study of education models, their interconnection and interdependence, paradigmatic characteristics as methodological problems of continuous education are largely made abroad and on the domestic territory require systemizing, combining and directing on the basis of paradigmatic approach and taking into account previous experiences and realities of educational practice in Ukraine, adaptation of foreign andragogy to the conditions of school and higher education.

*Promising areas for further research* include the development and study of andragogical model of holistic educational process, andragogical foundations of university education, studying pedagogical and methodological conditions for training graduate as future teachers to implement andragogical concepts, issues of trainers' andragogical competence, postgraduate education as andragogical process, didactic conditions of implementation of andragogical adults' support.

#### **Список використаних джерел і літератури/References:**

1. Архіпова С. П. Основи андрагогіки : навч. посіб. / С. П. Архіпова. – Черкаси-Ужгород, 2002. – С. 5–7, 13–21, 74–83. / Arhipova S. P. Osnovy andrahohiky (*The basics of andragogy*), Cherkasy-Uzhhorod, 2002, pp. 5–7, 13–21, 74–83. [in Ukrainian].
2. Барабаш О. Аналіз теорій навчання дорослих учнів / О. Барабаш // Імідж сучасного педагога. – 2011. – № 2. – С. 7–9. / Varabash O. Analiz teorii navchannia doroslyh uchniv (*The analysis of teaching theories of adult students*), Imidzh suchasnoho pedahoha, 2011, № 2, pp. 7–9. [in Ukrainian].
3. Богомолова А. Х Псевдопроблема или реальная программа действий / А. Х. Богомолова // Вестник высшей школы. – 1989. – № 6. – С. 46–48. / Bohomolova A. Kh. Pseudoproblema ili realnaia programa deistvii (*Pseudo-problem or a real agenda*), Vestnik vyshei shkoly, 1989, Issue 6, pp. 46–48. [in Russian].
4. Болтівець С. Пріоритетні напрями освіти дорослих в матеріалах ЮНЕСКО / С. Болтівець, Л. Сіраєва // Неперервна професійна освіта: теорія і практика. – 2003. – Вип. 3–4. – С. 160–164. / Boltivets S. Priorytetni napriamy osvity doroslyh v materialah JuNESKO (*Promising directions of adult education in the UNESCO materials*), 2003, Issue 3–4, pp. 160–164. [in Ukrainian].
5. Вища педагогічна освіта і наука України : історія, сьогодення та перспективи розвитку / [ред. рада вид.: В. Г. Кремень та ін.]. – К. : Знання України, 2009. – 491 с. / Vyshcha pedahohichna osvita i nauka Ukrainy: istoriia, siodennia ta perspektyvu rozvytku (*Higher pedagogical education and science of Ukraine: history, present and the perspectives of development*), edited by V. Kremen, Kyiv, Znannia Ukrainy, 2009. – 491 p. [in Ukrainian].
6. Владислаев А. П. В поисках концепции / А. П. Владислаев // Вестник высшей школы. – 1989. – № 6. – С. 48–50. / Vladislaev A. P. V poiskakh koncepcii (*In search of a conception*), Vestnik vysshej shkoly, 1989, Issue 6, pp. 48–50. [in Russian].
7. Дем'яненко Н. Освіта дорослих: світові тенденції другої половини ХХ – початку ХХІ ст. / Н. Дем'яненко // Педагогічні науки: зб. наук. праць / Полт. нац. пед. ун-т імені В. Г. Короленка. – Полтава, 2011. – Вип. 2. – С. 39–44. / Demianenko N. Osvita doroslyh: svitovi tendentsii druhoji polovyny XX-pochatku XXI st. (*Adult education: world tendencies of the second half of the 20<sup>th</sup>-beginning of the 21<sup>st</sup> centuries*), Pedahohichni nauky, Issue 2, pp. 39–44. [in Ukrainian].
8. Дем'яненко Н. Трансформація концепції освіти дорослих у другій половині ХХ – початку ХХІ ст. / Н. Дем'яненко // Вища освіта України. – 2011. – № 2. – С. 59–65. / Demianenko N. Transformaciia koncepcii osvity doroslyh u druhih polovyni 20-pochatku 21 st. (*The transformation of the conception of adult education in the second half of the 20<sup>th</sup>-beginning of the 21<sup>st</sup> centuries*), Vyshcha osvita Ukrainy, 2011, Issue 2, pp. 59–65. [in Ukrainian].
9. Змеев С. И. Андрагогика : основы теории, истории и технологии обучения взрослых / С.И.Змеев. – М. : ПЕР СЭ, 2007. – 272 с. / Zmeev S. I. Andragogika : osnovy teorii, istorii i tehnologii obucheniya vzroslykh (*Andragogics: basics of theory, history and technology of adult teaching*), Moscow, PER SE', 2007. – 272 p. [in Russian].
10. Змеев С. И. Тенденции развития наук об образовании в ХХІ веке / С.И.Змеев // Психологические и

педагогические проблемы образования : Вестник МГЛУ. – 2004. – С. 89–100. / Zmeev S. I. Tendencii razvitiya nauk ob obrazovanii v XXI veke (*Tendencies of development of the education sciences in the 19<sup>th</sup> century*), Psichologicheskie i pedagogicheskie problemy obrazovaniya, 2004, pp. 89–100. [in Russian].

11. Кукуев А. И. Андрагогика М. Ноулза: содержательная и процессуальная модель / А. И. Кукуев // Вопросы международного сотрудничества в образовании Южного региона : науч. журн. – Ростов-на-Дону : ИПО ПИ ЮФУ, 2008. – № 3–4 – С. 29–34. / Kukuev A. I. Andragogika M. Noulza: soderzhatel'naya i processual'naya model' (*M. Knowles' andragogics: content and process model*), Voprosy mezhdunarodnogo sotrudnichestva v obrazovanii Yuzhnogo regiona, Rostov-na-Donu, IPO PI YuFU, 2008, Issue 3-4, pp. 29–34. [in Russian].

12. Прийма С. М. Андрагогика в системі наук про навчання і освіту людини: етапи становлення та перспективи розвитку [Електронний ресурс] / С. М. Прийма. – Режим доступу : [www.narodnaosvita.kiev.ua/vihysku/9/statti/priyma.htm](http://www.narodnaosvita.kiev.ua/vihysku/9/statti/priyma.htm). / Pryima S. M. Andrahohoka v systemi nauk pro navchannia i osvitu liudyny: etapy stanovlennia ta perspektyvy rozvytku (*Andragogics in the system of sciences on teaching and education of a person: stages and perspectives of development*), [Electronic resource] – mode of access : [www.narodnaosvita.kiev.ua/vihysku/9/statti/priyma.htm](http://www.narodnaosvita.kiev.ua/vihysku/9/statti/priyma.htm). [in Ukrainian].

13. Jarvis P. Adult Education and Lifelong Learning / Theory and Practice. – 3rd edition. – London and New York : RoutledgeFalmer, Taylor and Francis Group, 2004. – 382 p. [in English].

14. Knowles M. S., Holton III E. E., Swanson R. A. The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. – 6th edition. – London, New York, etc. : ELSEVIER Butterworth Heinemann, 2005. – 378 p. [in English].

Дата надходження статті: «12» квітня 2017 р.

Стаття прийнята до друку: «17» травня 2017 р.

**Рецензенти:**

Руснак І. – доктор педагогічних наук, професор

Ящук І. – доктор педагогічних наук, професор

**Вихрущ Віра** – професор кафедри педагогіки та соціального управління Національного університету «Львівська політехніка», доктор педагогічних наук, професор, e-mail: nazarenkovira@i.ua

**Vykhruhch Vira** – professor of pedagogics and social administration department of National University «Lviv Polytechnic», doctor of pedagogical sciences, professor, e-mail: nazarenkovira@i.ua

*Цитуйте цю статтю як:*

*Cite this article as:*

Вихрущ В. Парадигмальний підхід та моделі навчання дорослих у сучасній вищій освіті / Віра Вихрущ // Педагогічний дискурс. – 2017. – Вип. 22. – С. 35–41.

Vykhruhch V. The Paradigmatic Approach and Models of Adult Learning in Modern Higher Education, Pedagogical Discourse, 2017, Issue 22, pp. 35–41.

**УДК 37.026.1**

**ЛАРИСА ГОЛОДЮК,**

*кандидат педагогічних наук, доцент*

*(Україна, Кропивницький, Комунальний заклад «Кіровоградський обласний інститут післядипломної педагогічної освіти імені Василя Сухомлинського»)*

**LARYSA GOLODIUK,**

*candidate of pedagogical sciences, associate professor*

*(Ukraine, Kropyvnytskyi, Municipal Institution «Kirovohrad Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlynskyi»)*

**orcid.org/0000-0002-5064-0968**

**Парадигмальність процесу організації навчально-пізнавальної діяльності учнів у контексті різних підходів**

**Paradigmity of the Process of Educational and Cognitive Activities of Students in the Context of Different Approaches**

У статті визначено сутність поняття «парадигма» та розкрита парадигмальність процесу організації навчально-пізнавальної діяльності учнів у контексті особистісно орієнтованого, системного, синергетичного, когнітивного, компетентнісного та просторово-середовищного підходів. Проаналізовані наукові джерела, у яких розглядаються освітні парадигми, виокремлене в їхніх змістових конентах ключові ідеї, прийняті у науковому середовищі. Здійснені упорядкування на основі спільності смислових акцентів. А саме на: результатах навчання; мисленневих процесах; ціннісних орієнтаціях; факторах розвитку учнів; засобах навчання; змісті; еталонних принципах державного керівництва суспільством; підпорядкованості процесів виховання, освіти й розвитку; суб'єкті діяльності; умовах, які сприяють розвитку дитини.

Встановлено, що парадигмальністю процесу організації навчально-пізнавальної діяльності учнів передбачено акумулювання ключових ідей таких освітніх парадигм, як: калокагативної;