Eutagogics: A New Approach to The Organization of Independent Education

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Abstract: The article explores the implementation of the eutagogic approach in education, focusing on the theoretical framework for organizing independent learning in adult education. It examines strategies for continuous professional development under the "Lifelong Learning" paradigm and the interdependence of lifelong education.

Introduction: The 21st-century philosophy of adult education emphasizes lifelong learning, contrasting with classical pedagogy and andragogy. In this context, educators must independently seek answers to professional challenges, fostering self-development through continuous learning. In foreign literature dedicated to continuing education issues, eutagogics (visual) means self-education, development, and independent, continuous professional development. The term heutagogy) It is becoming more and more common. Eutagogics (eutagogics) as a creative approach to the organization of Independent Education, promotes the concept of education throughout life and promotes the idea of self–development, allowing the educator to independently determine what, when, and how they will study following their goals and interests.

The term eutagogics was originally coined in 2001 by Australian scientists S. Hase and Ch. Scientifically substantiated by Kenyon in his work "From Andragogy to Heutagogy". When the meaning of the term translates from Greek ευρετικός (euretikos) – heuristic, εφευρετικός (epheuretikos) – capable, εύρημα (eurēma) – inventing, discovering and άγω (ago) – means practicing, leading to discovery, inventing, discovering, independently acquiring conclusions on the basis, in its semantics the process of knowledge of an individual is interpreted as inventing new discoveries.

METHODOLOGY

Eutagogy is a science, a theoretical approach to the organization of Independent Education in adult education, the main principles of which are the heuristic approach to education, metacognitivism, creativity, the specificity of the personal educational trajectory in each educational person, the principle of independent literacy, the effectiveness of independent education, setting personal goals, the universality of learning opportunities and the impossibility of learning, the

The transition to non-standard thinking according to the principles of eutagogy leads to the fact that the educator independently updates the trajectory of personal-professional development to the level of continuous reflection, maintains the optimal level of motivation, and ensures personal growth. In this process, the experience and knowledge of the coach are important, who can choose materials and resources by the task set up at a suitable level so that the content of education, linked to it, is provided. With this approach, the role of the coach and the rating of the curriculum do not lose their relevance, but the rigor of training in the frame is reduced.

Eutagogics helps a person to adapt their knowledge to modern living conditions, connect their views and approaches with real needs. The development of technologies implies a progressive transition to continuous individual education, based on the

principles of humanism, ease of education, mobility, and active learning. For this reason, the eutagogic approach is recognized as a qualitative approach to self-education.

DISCUSSION AND RESULTS

According to the "Lifelong learning" paradigm in the successful transition to a knowledge-based economy and society as andragogy adult education, the strategy of continuous professional development and the interdependence of life-long education, the peculiarities of effective adult education, the subjectivity of the educator, the focus on independent knowledge, the use of technologies that ensure self-development, the socio-historical source of, it requires the selection of educational content appropriate to the change in the expository nature of teaching to practice.

In the 21st century, digital transformation in the educational system is further exacerbating the demand for changing the professional functions of the educator, updating the composition of professional-pedagogical competencies, developing creative competence, introducing didactic capabilities of digital educational technologies to the content and methodology of teaching social-humanitarian sciences, developing social status, personal qualities and creative thinking skills of learners. This raises the need for Lifelong Learning in adult education.

Adult education requires an emphasis on improving skills and competencies appropriate to professional needs and interests, and on correcting certain habits of thinking.

In this chapter of the study, we set ourselves the goal of analyzing the following tasks in this chapter of the study, taking into account the ragbatization of the self-development of the educator, the formation of a personal trajectory of continuous professional development, the influence of each educator on the development of his team and the independent activities of:

-state requirements for the teaching of social and humanitarian Sciences in the process of direct professional development, urgent problems of teaching social and humanitarian Sciences in modern conditions, determination of educational content aimed at developing the creative competence of pedagogical workers based on their peculiarities in the teaching methodology;

- to individualize education in the framework of direct professional development, to rely on the experience of the audience in the educational process, the course of training of Educators of the socio-humanitarian direction is based on educational modules,

Determination of didactic requirements for the creation of creative training assignments based on Blum taxonomy;

- enrichment of the content and teaching methodology of the modules "methodology for teaching specialty subjects" in educational programs of the course of direct professional development with technologies and methods aimed at the development of creative competence;

-Based on the principle of" lifelong learning", educators of the socio-humanitarian direction justify modern means and methods of improving creative competence, aimed at realizing their social, professional potential, meeting cognitive needs, creative growth, and the continuous development of the general education and culture of the individual.

When developing the content of the development of creative competence of Educators of the socio-humanitarian direction, we were guided by the principle of complementarity of the content of formal, informal, and informative forms of professional development education.

We are directly involved in improving the methods of teaching the modules "methodology for teaching specialist subjects" in advanced training courses.

to develop and practice a targeted course program as a form of informal professional development;

to improve the content of informational professional development, we focused on the didactic capabilities of the individual professional development program based on the personal-professional educational trajectory and professional information space of the social-humanitarian educator.

CONCLUSION

Eutagogics covers the methodology of Self-directed learning (Self-directed learning) for self-independent development, with the learner independently organizing, managing and evaluating his / her educational process. It represents the level of management of professional development in the process of adult education (andragogy). That is, it is assumed that the learner will determine his educational excesses, make up for them by anizing the gaps in his knowledge, the necessary qualifications and skills. Making a plan should include anic and practice-specific goals based on SMART standards (Specific, Measurable, Achievable, Relevant, Time-bound). Short-term (skill acquisition) and long-term (professional development) plans are developed. In the process of such professional development, the choice of resources and the collection of educational materials will be at the discretion of the learner. The educational

process, based on books, online courses (Coursera, edX, Khan Academy), videos, academic articles, webinars and other resources, contacts with professionals on social networks (LinkedIn, Explorgate), is carried out independently. It is important to develop practical skills through the use of active learning techniques (production keys, projects, simulations), track changes through reflection (analysis of own experiences) and journaling, collaborate and exchange experiences (working with discussion clubs, online forums (Reddit, Telegram groups) or colleagues, seek support from a mentor or couch, maintain motivation in the process.

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