

## **IMPLEMENTATION OF THE ANDRAGOGIC COMPETENCE-ORIENTED LEARNING MODEL BY MEANS OF INNOVATION**

The article reveals the peculiarities of the implementation of the andragogical model of learning by means of innovations in the system of professional development of the Institute of Postgraduate Pedagogical Education, namely:

firstly, the andragogical model of education is disclosed as a component of the system of professional development of pedagogical workers of the Institute of Postgraduate Pedagogical Education;

secondly, to identify and characterize the pedagogical conditions for the implementation of the andragogical model of education. The first condition involves an understanding of the peculiarities of the andragogic model of learning in the context of the implementation of a competence-oriented approach, in particular, its differences from the pedagogical one. The second is the integration of traditional types of activities with innovative ones for the effective implementation of the competence-activity approach, in particular, digital and pedagogical / andragogical innovations - technologies, methods, new forms, methods and methods of work. The third is a methodological reflection of one's own experience of activity in the process of implementing axiological and personal development approaches, in particular, its technologization by means of innovations;

thirdly, the theoretical provisions of the andragogic competency-oriented model of learning, which justify the methodology of choosing the types of educational activities by the teacher, are revealed.

We interpret the concept of "andragogical innovation" as the process and result of developing/updating an innovative educational product, which ensures an increase in the effectiveness of the educational process in postgraduate pedagogical education. It should be noted that the use of educational innovations (digital, pedagogical / psychological-pedagogical / social-pedagogical) taking into account the peculiarities

of adult education contributes to their modification into andragogic ones taking into account the target and functional purpose.

The concept of "professional competence" is considered as an integrated personal and professional quality, dynamic in essence; a combination of knowledge, abilities, skills, values, attitudes, ways of thinking, personal qualities, formed on the basis of one's own subjective experience, which determines one's ability to successfully carry out professional activities.

Theoretical provisions of the andragogic competence-oriented model of learning, which justify the methodology of the teacher's choice of types of educational activities.

First. The choice of indicative types of educational activity is determined by the understanding of the essence of the concept of "competence" and is consistent with the andragogical principles of education.

Second. The choice of types of educational activities by the teacher is focused on the implementation of the principle of academic freedom (Law of Ukraine... 2017), which determines the personalization of the learning experience of adults.

Third. Personalized models of the learning experience of adults are technological in essence, which is due to the logic of using types of educational activities. The latter integrate traditional and innovative technologies / or their elements, methods, new forms, methods and methods of work for the effective implementation of the competence-activity approach in the educational process of improving the qualifications of pedagogical workers.

Fourthly. Professional competence is formed in the process of activity / thinking activity, which is the leading type of activity / activity in the system of professional development.

As practice shows, the implementation of the competency-based approach in the educational process, where the lecture is the main form of organization of adult education, determines the need to generalize experience regarding the implementation of an andragogical model of education, which is essentially competency-oriented.

The integration of traditional types of educational activities and innovative ones is revealed in detail using the example of lectures as the main form of organizing the educational process in improving qualifications with the help of various strategies. As experience shows, the idea of training on a diagnostic basis (a modification of formative assessment) based on the subjective experience of teachers is productive.

It was concluded that the theory of intersubjective learning in adult education is based on the idea of synergistic coordination of the experiences of the one who teaches and the one who studies according to the logic of pedagogical partnership; the main trend of adult education is not learning activities, but learning in the process of activities, which involves the active / reflexive inclusion of students in work; the leading type of activity / activity in the qualification improvement system is thinking activity; one of the conditions for the effectiveness of the implementation of the andragogical model of education is the integration of traditional types of activities with innovative ones, which ensures the practical implementation of the competence-activity approach in the educational process.