

Anthropological self-determination of the adult student

G. A. Ignateva, O. V. Tulupova

Abstract. The article deals with conceptual and theoretical underpinnings of the modern institutionalization of adult education in terms of ever increasing divergence between established institutions of additional professional education of teachers and rapid trends in the development of technical and technological achievements in the institutions of economy, business and society as a whole.

Our study of the problem of anthropological self-determination is an innovative-search character, interpreted through a vast, multidimensional methodological analysis of fundamental philosophical and pedagogical studies and works in the field of philosophy and the theory of continuing education in general, and adult education in particular.

This theoretical and methodological work has identified the purpose of the organization and research of the new format for the self-determination of the adult student anthropological self-determination of the adult learner in the system of additional professional education that includes the development of a universal format of professional self-development of teachers through the acquisition of a new subjectivity and authorship own meaningful action.

In a specially organized project experiment, a package of methods was used: the method of qualification and variance analysis, the method of expert assessments and included observation in the course of the plot situation, stratified selection, etc., as close to the conditions of real network projection and the formation of a new type of behavior of teachers, and also the conditions of adult education.

The data obtained during the project experiment make it possible to assert that the effective factor and mechanism for the formation of an anthropological self-determination of a learning adult is the use of new formats for the organization of professional activity (activity content, plot-reflective and event-activity technologies of synthesizing type).

The scientific value of this article is determined by the hypothesis about the conditions and mechanisms for the formation of an anthropological self-determination of learning adults in the educational paradigm of a postindustrial society and the selection of

diagnostic tools that are close to the parameters of real network design and the formation of a new type of behavior of teachers.

The practical significance of the results presented in the paper research is expressed in the developing new tools for growing new professionals of the education system in terms of additional professional education.

Key words: anthropological self-determination, new formats of self-determination, additional professional education, continuing adult education

Introduction

The educational paradigm of a post-industrial society actualizes a new semantic dominant of education as an asset of an individual, means of self-realization in life [13, p. 182-183]. This statement, indicated by Academician A.M. Novikov, is true to the understanding of adult education. Rough parameters of transformation of adult education in accordance with the new ideological transition and the formation of a special attitude of a man to the practical organization of the world, the rethinking of traditional landmarks and the emergence of new values associated with the main target i.e. to provide conditions in additional professional education for the development of the activity abilities of the teacher to see the opportunities that he/she can use , and provide certain conditions, presented in the table below.

New value-oriented targets of adult learning in the transition period

Parameters of adult education	Industrial society	Postindustrial society
1. Values	Development of social production	Self-realization of a person, the fulfillment of an individual life project, vocation
2. Motives	Education as a condition for career development, enhancement of social status	Education as a source of human self-development, the meaning of life
3. Norms	Established by external structures, documented in the rel-	Determined by learners by means of special diagnostic

	evant units of educational programs	procedures, recorded in the indicators of personal changes, educational products
4. Objectives	Focus on acquisition / improvement of the required professional / social skills	Focus on personal self-improvement, acquisition of universal meta-subject competencies
5. Positions of participants in the educational process	Learner organizers the process, acting on a certain project replicated in different study groups, learners in this project play the role of responsible executors in this project	The educational process is designed and implemented through the interaction between teachers and learners, they become co-authors, it is impossible to repeat the process in another community, it is structured as an educational situation - an event
6. Forms and methods	The information-demonstration method with some methods used to activate the learners (active and interactive techniques), it is in the lecture-seminar form	Project-transforming method, independent work of learners dominates, organization of the individual educational route, dynamic, flexible structure of the educational process
7.Means	The main means of training are information and methodological materials developed by the learners	Learning tools are designed in the educational community, the key tool is the practical experience of its participants (both positive and negative) connected with the studied object, information resources and the media are widely used

8. Control and Evaluation	They are predominantly standardized (testing), based on the requirements (standards) to the the type of activity that the curriculum is focused on mastering	Emphasis on self-esteem and self-control combined with an expertise of the product created by a learner and is a means of objectifying the educational increments
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Theoretical analysis of the content of additional professional education of teachers allows us to assert that the concept of "anthropological self-determination" comprises the key contradictions such as the lack of continuity between the normative- directive content and the project activity, between the practice of professional development and specific professional activity of teachers in the educational organization, which requires the use of the "versus" principle for synchronization and coordination of relations and these two opposites.

The study of the conditions and mechanisms of the transition from individual innovations to the integrity of innovative educational methods for adults studying in the system of additional professional education will make it possible to introduce new formats for the development of moral-volitional anthropological capital (resource) of social transformations of the postindustrial stage and the formation of a professional teacher.

The developed and implemented within the framework of the Design and Network Institute of Innovative Education (FIP of the Ministry of Education and Science of the Russian Federation), new forms of adult education represent a unique socio-cultural mechanism that ensures the evolution of the main resource for the development of human society, in accordance with the humanistic imperative historically inherent in the Russian model of education : to give knowledge and educate a moral person.

It should be noted that there are two vectors of human potential development in the context of socio-cultural modernization: a focus on the external attribute achievements of a person's success or on his development at the level of personal creative growth [11, c. 5].

The development of "human institutions" can not be performed by external "cosmetic repair." Regardless of the updated external view, internal processes will take place in the same mode, until the intellectual and value content have changed.

Understanding this often pushes leaders into "revolutionary" structural and personnel changes, a "team change". This path is attractive due to apparent simplicity and efficiency: the external "desired effect" is quickly achieved by attracting new human resources. This method works well in the economy, in business, but in education, and especially in the education of adults, educators, pedagogical systems, we are interested not only in professional growth, but also new moral anthropological qualities, reflected in the ability to make responsible decisions. It should be noted that the connection between the categories of self-determination and responsibility, which Jean-Paul Sartre vividly emphasized in his work "Existentialism and Humanism": "A person who is self-determined ... should hardly avoid the feeling of full and profound responsibility" [cit. ex 18]. Are there many organizations or institutions that can now claim that they train highly moral professionals in the field of education?

The ongoing study of the formation of an anthropological self-determination of a learning adult is of a fundamental nature, since the way of transformation due to consumption of existing resources to satisfy current needs, in a situation when the strategic initiative is lost, turns education into "production of educational services". In these circumstances it does not fulfill the function of goal-setting, development and upbringing in society. It does not serve the future but the past(already arisen) needs of society or a client.

Life has shown that this is the way of the degradation of education, because spiritual and moral needs in the society itself (especially built on the principle of consumption) never arise: they are always grown. Understanding the development of a child and the professional development of a teacher as the principle of existence and the value basis of the Russian education, the designers of new formats for adult education are employed to "lay" future structural changes in it, to fulfill the tasks of regional education development, considering the option of sustainable development, "growing" human capital, that will participate in construction of the future.

Literature Review

The actualization of the topic of self-determination in contemporary scientific discussion is determined by at least three socio-cultural processes [17]. Firstly, the rapid pace of global changes in society, generating the need to develop an attitude towards what is happening around. Secondly, and it is specific to modern Russia, the destruction of the ideological boundaries separating a particular person from the diversity of the spiritual wealth of modern society, which requires today the construction of a new system of interrelations between different types of self-determination, for example, professional and socio- worldview. And, thirdly, the revision of priorities in the system of factors development of a particular professional or social sphere. The authors of the Concept of Organizational and Pedagogical Support for the Professional Self-Determination of Students in the situation of continuous education consider that the objective needs of society (for example, economic) are less valuable than , the subjective interests of specific participants of social relations, the system of their beliefs and values [8, c. 6].

The peculiarities of self-determination of adult learners should be considered from the point of view of the peculiarities of the adulthood, which I.A. Kolesnikova designates not only as a period in a person's life, but also as a special quality of a person's life activity i.e. the ability to reproduce the fullness of existence bearing responsibility for the acts committed [7, c. 40]. The authors of this article are most impressed by the point of view that self-determination of an adult is his transformation into a subject of life creation on the basis of his own system of values that ensures harmonious interaction of the individual and society [2]. The humanitarian approach determines the basis for person's self-determination to harmonize the internal and external needs, the combination of intellectual and emotional state , a person's ability to understand the meaning of life, his mission and the opportunity to live and work a better world [1, c. 9].

Self-determination of an adult learner is at the center of attention of foreign researchers on the problems of adult education and continuous education. The studies investigate the quality of educational activity and the interrelations between self-determination of adult learners and the degree of their educational success [25]; the influence of the adult specialist's self-determination on the promotion of innovations in his/her professional field: the significant influence of the teachers' self-determination on solving their problems related to the promotion of educational innovations [22].

The idea of self-determination is being actively developed today within the framework of the new science of life long education Heutagogy (the Greek word "εαυτό" - "self", which Khas and Kenyon described as self-determined training in 2000. This type of training is a holistic approach to the development of the trainee's abilities, which acts as a subject of activity that sets goals and builds its educational trajectory according to these goals, i.e. , "the main agent of its own learning," which is " a result of personal experience " [23, c. 112].

The derivation of the term "anthropological self-determination" presupposed an analysis of research approaches and mechanisms of appropriate practices for adult education.

It should be emphasized that additional professional education aimed at the professional development of teachers , special work on the formation of self-determination of an adult educator is of the paramount importance. The main idea of a new model of professional development as a self-learning organization designed by G.A. Ignat'eva consists in the system of professional development of teachers in various situations of professional development, where self-determination is applied as "an exit into the position of the learner through appeal to one's self and collective reflection."

The principle of positional self-determination sets a stable system of relations and a general norm of development within a professional community, providing the regulation of subjects' activities in additional professional education. Representing the self-learning organization as a humanitarian system, GA Ignat'eva notes that the effect of development can arise only as a result of interaction of individual trajectories on the basis of the principle of positional self-determination at all levels [5].

O.V. Tulupova reveals the problem of positional self-determination of an adult learner in educational processes in three contexts: from the paradigm of developmental education perspective , in connection with the forms of socio-educational associations, the principles of their organization, the dynamics of their development and the rate of development of a person at a certain age [17].

The positional interaction of educators and learners is considered a key condition for positional self-determination of trainees, which acquires the characteristics of a special technology for adult education which is called situational-positional learning. This technology is associated with the creation of a positional community of teachers and learners

through the introduction of various options in the content of education, the constructive integration of these options in the process of solving didactic problems leads to the transformation of the supporting model of professional development into a practice-transforming model of the professional development of a teacher [6].

M. I. Lukyanova actualizes the need for the teacher to make a free and responsible choice of their professional values, ways of implementing pedagogical activity in the situation of the multiplicity of pedagogical reality. Hence it follows that professional-personal self-determination is a continuous, dynamic process associated with the continuous growth of the criterial level of the teachers' assessment of themselves as specialists and the awareness of that values have changed [10, c. 207].

E.R. Saitbaeva considers the self-determination of a professional teacher in the context of the idea of the unity of life and professional self-determination and the hermeneutical approach as a perception of a teacher regarding social norms and cultural traditions of pedagogical activity and the application of acquired personal meanings in life and professional work. She sets a part such mechanism for self-determination of a professional teacher as reflection at the stages of professional development transcendence and self-transcendence at the stages of going beyond the "finite" definitions, rethinking of their own experience, ideas and way of existence. [14, c. 299].

Reflection and transcendence are the core of the cultural-value self-determination, built by S.I. Krasnov on the methodology of humanitarian design i.e. the methodology for organizing a value conflict for the development of understanding a new value. This methodology ensures the development of abilities to make an independent and responsible decision on any problem arisen in the educational process. The use of a new value system can lead to perception of former attitudes from a new angle. S. I. Krasnov describes cultural-value self-determination as a fusion of two processes such as a reflection that allows one to fix a position in problem situations and, that is most important, a personal way of understanding, and transcending i.e. "jumping out" of the position taken, not only in relation to the world, but also in relation to yourself, your past, being ahead of yourself, choosing and projecting your possibilities. Mastering the reflective and transcending positions leads to the development of individual life attitudes culminating in socio-cultural projects [9].

Thus, a brief review of the scientific literature related to self-determination of adult learners has shown that this process plays a significant role in the development of the person's life attitudes as an agent of his own changes and its transformation into changes in the external world. The adult education system requires technological formats based on the methodology of the humanitarian-anthropological design-transforming paradigm and the mechanisms of reflection and transcendence.

Materials and Methods

The derivation of the concept of "anthropological self-determination" is based on the central idea of the humanitarian-anthropological approach in education i.e. the idea of the possibility and necessity of a man's ascent to the fullness of his own reality. "Humanitarian" in this respect means environment where this ascension takes place. This process is characterized by the spiritual and cultural rootedness and succession of the stages of human development, while the "anthropological" focuses on essential forces and aspirations. The second methodological message was the idea of the humanitarian-anthropological approach to development as the essence of education at the present stage of the historical development of mankind, the value core and the principle of its existence [15].

Guided by this meaning of education, we designate anthropological self-determination as a situation when a person manages his/her own development, the vector of "defining oneself," changing one's own position, developing one's own new identity under the changing circumstances of one's life.

According to the law of unity and struggle of opposites formulated by Hegel, the opposites are the most vital sources of development being a part of the object. Following this logic, we denote the discrepancy between real and ideal self images, the struggle of motives, the overcoming of their own shortcomings through a new organization of their activities and behavior as the main contradiction and at the same time the driving force of anthropological self-determination,

Conceptually, the scheme of anthropological self-determination can be represented as a vector i.e. the movement of the learner in the educational environment from actions according to the circumstances of the situation (situational behavior), to activities determined by the local goal, then to reflection of one's own activity transforming it to a

new norm and, finally, to the reflection of one's own changes regarding to eternal values (self-transcendence): real self problem self, new norm self and ideal self.

The analysis of the problem concerned allowed us to come to a hypothetical conclusion about the conditions and mechanisms necessary for the formation of anthropological self-determination of learning adults.

В ходе организации проектного эксперимента нами определены три типа условий: During the experiment, we have identified three types of conditions:

1. Conditions of the first type refer to the current state of the system, which includes programs, methods and forms of traditional information education (lectures, talks, seminars, round tables, etc.).

2. The condition of the second type refer to the availability of educational and professional community (working groups, teams), teachers and educators who participated in the FIP "Design and Networking Institute of Innovative Education".

3. The condition of the third type refers to the possibility of transforming the conditions of the first and second types for the purpose of anthropological self-determination of students and the design of case-studies and event formats for the transformation of one's own professional activity.

4. The formation of anthropological self-determination is precisely the ability to choose and move from the conditions of the first type to the conditions and mechanisms of the third type i.e. the transformation of the available conditions familiar to students into new conditions for professional self-education, self-projecting can be applied in specially created educational situation focused on the prescribed formation of anthropological self-determination of a learning adult in the system of additional professional education.

The idea of case-reflective and event-based formats of anthropological self-determination of students in additional vocational education consists in the fact that they represent the processes of continuous reconstruction of the semantic structure of some "imaginary" reality (the prototype of the future educational reality) in the final reflection of the acquired experience, passing through the process of acting, perception, understanding and formation of the meaning.

Overall, the idea to develop adult education techniques based on reflection and developing reflection to self-transcendence as the ability to "be above oneself" has become an important factor in the development of innovative environment for additional professional education, focusing on professional growth and development.

According to such authoritative experts in the field reflexivity in adult education as Ulrich Beck and Scott Lash, we live in the era of "reflexive modernity" [21]. Anthony Giddens (2002) considers that reflexivity is recognized as a leading path where people, organizations and even nations can find a foothold in a "rapidly growing world" that is becoming increasingly individualized, intensified and accelerated [cit. ex 26].

The central idea of the formation of anthropological self-determination of students in conditions of additional vocational education is game simulation of the co-existent environment with an open ended finale. The participants do not simply self-determine certain values or actions of other participants in simulated educational situations, but make their own positional project action in the form of creative reflection. Positional action is built on reflective mapping and subsequent solutions of some educational problems. The structure-content unit of the simulated environment is the plot, which acts as the basic scheme, the framework of the educational event, including the sequence of actions and its total participants' relations.

The structure of the co-existent activity environment where anthropological self-determination of students is formed consists of: 1) the external level given by the category of vocation, mission of a modern teacher, denoted by a set of life priorities, values that society assigns to the profession; 2) mid-level, characterized by the category of "professional pedagogical competence", the content of which is represented by an additional professional program, and the organizational form is the co-existence of participants ; 3) the internal level is defined by the categories of "action", "skill", "operation" and representing the operational side of the transformation of one's own professional activity.

Results

Для выявления эффективности применяемых сюжетно-рефлексивных и событийно-деятельностных технологий при формировании антропологического самоопределения и проверки гипотезы нами было осуществлено специальное обследование педагогов – участников сетевого проекта, проходящих обучение по автор-

ским дополнительным профессиональным программам. In order to identify the effectiveness of the case-reflective and co-existent activity technologies used in the formation of anthropological self-determination and hypothesis testing, we conducted a survey for teachers participating in a networking project who have been trained according to the author's additional professional programs.

Обследованим было охвачено 264 педагога, которые прошли обучение по дополнительным профессиональным программам кафедры педагогики и андрагогики ГБОУ ДПО НИРО. The survey covered 264 teachers who were trained in additional professional programs developed by the department of pedagogy and androgogy of the NIED. The main objective of the experiment was to compare the fixed basic indices of the formation of anthropological self-determination by the end of training (for three years) with the corresponding indicators obtained in the context of the networking project, and with the data obtained in other experiments conducted by the department .

The researchers chose well-known techniques used by different researchers for setting and solving similar problems: the qualification and disperse analysis [12], the method of expert assessments [5, p. 38-61] and the method of involved observation during case-studies [3], stratified selection, etc. [20, с. 23–44].

Preference was given to those that were close to the conditions of real networking design and the formation of a new type of behavior of teachers and could be used for adult education, taking into account their age and ensuring a high level of readiness when doing the tasks presented by educators. The package of techniques used in the project experiment is not a universal tool for testing anthropological self-determination in additional professional education, since the development of methods for this testing is not within the goals and objectives of the project management experiment and goes beyond the scope of the study and this article.

Из всех показателей, составляющих суть антропологического самоопределения педагогов, нас интересовали наиболее важнейшие. При этом мы исходили из того, что все эти показатели так или иначе формируются при разных системах организации обучения взрослых. Вопрос в том, насколько существенно повлияла разработанная нами ранее сюжетно-рефлексивная модель формирования особого типа самоопределения взрослых обучающихся. Of all the indicators that make up the es-

sense of the anthropological self-determination of teachers, we were interested in the most important ones. We proceeded from the assumption that all these indicators were formed under different systems of the organization of adult education. We wanted to reveal what effect our model had and to what extent it influenced the teachers. The scheme and stages of the experiment are shown in Fig. 1.

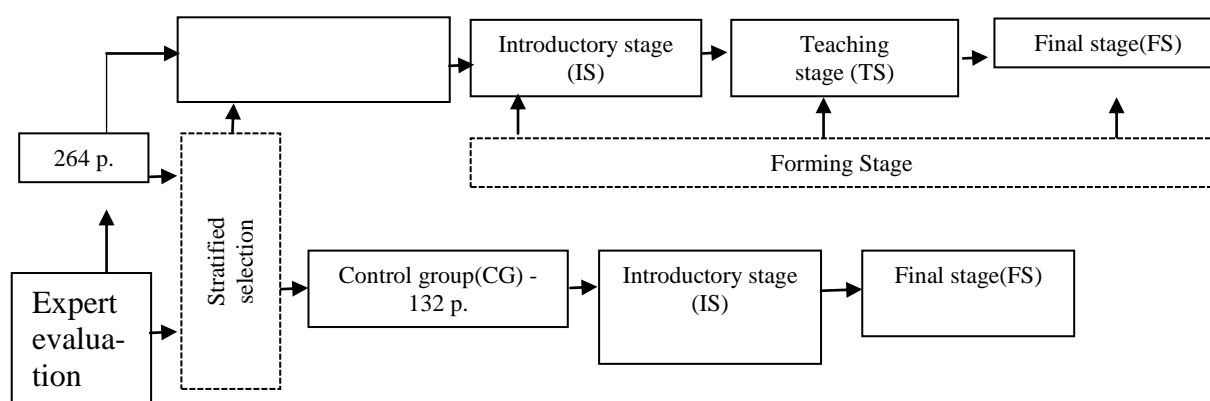


Fig. 1. Experimental scheme of the study

Для установления межгрупповых различий обучающихся экспериментальной и контрольной групп на уровне выделенных базовых признаков антропологического самоопределения (АС): интенциональность (ИЦ), инициативность (ИИ), ресурсность (Р), рефлексивный контроль и оценка (РК и О) – нами использовался дисперсионный анализ; PostHoc (ретроспективный) анализ проводился при помощи критерия Шеффе [24]. To establish the intergroup differences between the students of the experimental and control groups at the level of the identified basic signs of anthropological self-determination(AS): intentionality(INT), initiative(IN), resource(R), reflexive control and assessment(RC & A), we used dispersive analysis; PostHoc (retrospective) analysis was carried out with the help of the Sheffe criterion. To identify the relationship between the indicated signs we used the r-Pearson correlation analysis [19].

The overall results of the study are as follows:

1. According to the total result of the formation of the AS of the trained

adult, there were no differences between the experimental and control groups, which indicates equivalence of the indices for the initial abilities to anthropological self-determination. After the introduction of the experimental group into the case-reflective technology and the organizational formats of training according to a new additional professional program, the indices in the experimental group (EG) increased significantly ($p < 0.001$), while in the control (CG) differences in expert evaluations were practically not detected Figure 2

2.

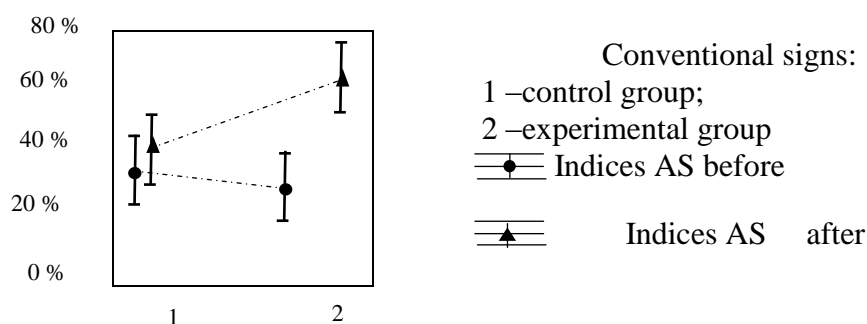


Fig. 2. Intergroup differences in indices of anthropological self-determination

2. It should be noted that the dispersion of the recorded results in the EG and CG has a fundamentally different character. In the control group it has a clear random character: stratified selection has shown that in the same group, the results of AS are higher regarding to different indices. In the experimental group, we have a different picture, the dispersion here has a regular character. Particular importance is attached to the factor (factors) that influence the obtaining of a significant result. It is a type of professional activity of the teachers belonged to the experimental group, specially trained in the case-reflective techniques and event activity technologies. This factor is not stochastic (probabilistic), but determines the results of learning adults.

3. Observations of the work and proposed tasks during the experiment makes it possible to distinguish the following types of situations of anthropological self-determination of teachers:

–The first type is characterized by the fact that the professional activity of a teacher is carried out in all four dimensions (normative, activity-oriented, situational and existential) at a sufficiently high level. Имея четкую ориентировку в понятиях и логике их

развертывания в четырехмерном пространстве, педагоги хорошо представляют систему задач, у них отмечаются инициативность, развитый рефлексивный контроль и ярко выраженная способность адекватно оценивать конкретные ситуации, способность брать на себя ответственность, умение доводить начатое дело до конца, до получения результата и его оценки; Having a clear understanding of in the concepts and logic of their sequence in the four-dimensional space, teachers have a clear understanding of the system of tasks, they become initiative, develop reflexive control and an ability to assess different situations adequately enough, to take responsibilities , to bring the case to the end i.e. to obtain and evaluate result;

–the second type is characterized by the fact that the professional activity of the teacher is most clearly implemented in three dimensions (normative, activity, situational). Teachers understand the intended system of concepts, but not always can design an problem-based situation, participate in a dialogue with colleagues, organize group work with them, they have an average level of intentionality (INT), resource (R), weakly developed reflexive control and evaluation(RC &E);

–the third type characterizes incomplete orientation in the activity environment as a whole, the main part of professional activity is related to the object-logical aspect. The formal attitude to work is clearly expressed, and there is a lack of interest in the theoretical material of the training program. Practically there is no training dialogue, etc.

Discussion and Conclusions

Thus, new formats for the organization of professional activities (activity content, case-reflective and event-activity technologies of synthesizing type) are effective conditions and mechanisms for the formation of an anthropological self-determination of the learning adult. The data obtained has revealed that approximately 60% of the teachers managed implement new formats for adult education in the conditions of additional vocational education that confirms our hypothesis. The results obtained are of prognostic significance, i.e. accurate enough to describe the anticipated results of the implementation of the authoring system in the field of adult education.

This system demonstrates the greatest effectiveness when working with collectives of general education organizations in terms of building project-initiative teams. It is connected precisely with the possibility of integrating the process of forming the basic pa-

rameters of anthropological self-determination of a teacher, with the processes of group development, which transforms conventionally organized teachers into teams, a positional community of like-minded people and co-workers.

The scientific novelty and practical significance of the proposed approach are:

–justification of the need for new formats for the organization of additional professional education (activity content, case-reflective and event-activity technologies of the synthesizing type) as conditions for the anthropological self-determination of educators, formation of new professional attitudes, which guarantee the creation of moral anthropological capital (resource) of social transformations;

–emergence of a new toolkit for the cultivation of new professionals of the education system of additional professional education, which provides an adequate response of this area of continuous education to the challenges of the postindustrial society;

–justification of the principle of anthropological self-determination as a special project-transforming attitude of a man to the practical organization of the world, the ability to see what opportunities he can use and to create conditions to implementation new norms for structuring the content of the professional development of a teacher.

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Affiliation

Ignatieva Galina Aleksandrovna, Nizhny Novgorod Institute of education development, Nizhny Novgorod, head of the Department of pedagogy and andragogy, doctor of pedagogical Sciences, Professor, gaididakt@rambler.ru, +79601672223, Nizhny Novgorod, Komintern st., 6/1, 219

Tulupova Oksana Vladimirovna, Nizhny Novgorod Institute of education development, Nizhny Novgorod, Vaneeva st., 203, associate Professor of the Department of pedagogy and andragogy, the candidate of pedagogical Sciences, associate professor, oksana-nnov@yandex.ru, Nizhny Novgorod, Ivlieva st., 2, 24

Authors' contributions

Ignatieva Galina Aleksandrovna – scientific supervision, structuring of theoretical and methodological bases of research, the development of methodologies for the study

Tulupova Oksana Vladimirovna –of the literature review, the development of organizational and methodological conditions for the cultivation of new professionals of the education system in additional professional education