

HEUTAGOGY AS A MODERN CONCEPT OF SELF-EDUCATION^{††}

DOI: 10.24234/miopap.v1i11.20

Aida TOPUZYAN, *Head of the Department of Pedagogy, Doctor of Pedagogical Sciences, Professor, Khachatur Abovian Armenian State Pedagogical University, Republic of Armenia*

E-mail: aidatopuzyan@mail.ru

Lusine POGHOSYAN, *Lecturer of the Chair of Pedagogy, Candidate of Pedagogical Sciences. Associate Professor, Khachatur Abovian Armenian State Pedagogical University, Republic of Armenia*

E-mail: poghosyanlm@gmail.com

Gayane HARUTYUNYAN, *Lecturer of the Chair of Pedagogy, Candidate of Pedagogical Sciences. Associate Professor, Khachatur Abovian Armenian State Pedagogical University, Republic of Armenia*

E-mail: har.gayane1@mail.ru

Abstract

In today's rapidly changing world, a person must constantly update his knowledge in order to keep up with the times. Self-education today is seen as the key to success and satisfaction in life. Nowadays, self-education leads to transformation, which is one of the important factors in new opportunities and career growth. A world that is constantly evolving has made it possible to develop a new pedagogical branch of self-education - heutagogy. Heutagogy is based on the following conceptual statement important for modern society: "knowledge not for the whole life, but knowledge during the whole life".

Keywords: *Information society, professional competence, self-education, transformation, motivation, heutagogy.*

INTRODUCTION

Nowadays, one of the indicators of a person's professional competence is the ability to self-educate. Today, in order to become a competent specialist, it is necessary to constantly expand

^{††} © The Author(s) 2024. Open Access. This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

knowledge through self-education. Self-education is aimed at the realization of personal and (or) socially significant educational goals by satisfying cognitive interests, general cultural and professional needs and increasing professional qualifications and is mainly regulated by the given person. (Kodjaspirova G.M., Kodjaspirov A.Yu, 2005)

The idea of self-education and continuous education of a person is closely related to his transformation. Human transformation is an inner progress, a shift that propels a person forward to the height of their potential. Transformation lies at the root of every important reality of human life. It greatly affects a person's perception of the world, how a person sees and treats the world, and self-esteem, how a person perceives his place in the world. The essential changes in a person are caused first of all by his different social roles. Roberts, B. W., Wood, D., & Smith, J. L. (2005).

These approaches are directly related to Jack Mezirov's concept of transformative learning (/Mezirov, Dzh. (2000).

Thus, personal transformation, transformative learning are the prerequisites of self-education. They prepare the ground for a person's demand for self-education.

The constantly developing world forces a person to engage in self-education, which gave the opportunity to develop a new pedagogical branch of self-education. That is the **heutagogy**.

Heutagogy is presented by modern psychologist-pedagogues as a new approach to the organization of adult education, as a teaching about self-education - "the mastery of independent learning in the 21st century" (Ignatovich, E. V., 2013).

The concept of "heutagogy" was put into scientific circulation by Stuart Hayes and Chris Kenyon in 2000 in the work "From Andragogy to Heutagogy" (Hayes and Kenyon, 2000).

MATERIALS AND METHODS

The article is built on the basis of the analysis of theoretical studies on the problem, the combination of scientific approaches, the analysis of the results of research related to the problem, which is the theoretical basis of the article, and research work was carried out using empirical methods: questionnaire survey and conversation.

Thus, the concept of self-education analyzed in the article is considered as a specially organized, systematic cognitive activity. With self-education, a person is forced to independently solve complex and serious problems, to look for non-standard approaches, relying on additional and

independently studied material. And the development of a new branch of self-education, heutagogical approaches in education will enable a person, without intervention, to analyze his own needs, find information, learn and apply new knowledge in the professional field, contributing to the development of the field.

RESULT

Thus, in order to identify the problems of heutagogy, we carried out research work using a questionnaire, which involved 70 people aged 55-75 with a higher education, 30 of whom were school teachers with pedagogical education. The purpose of the research was to reveal the awareness of the importance of self-education among specialists with professional experience, to highlight the motivations for human transformation and self-education.

Below we present the results of our research work:

To the first question, "Have you ever found yourself in a situation when you felt that your knowledge was not enough to be successful in your profession?", 42 of the survey participants gave a positive answer, 10 gave a negative answer, and 18 had difficulty answering. It is interesting that the participants of the survey who teach at the school gave a positive answer. In our opinion, this is mostly related to the fact that educators work with the new generation and every day during their work they deal with the problem that the teaching methods and work style adopted for years no longer justify and do not give positive results and they have to revise their work. and transform pedagogical activities [see diagram 1].

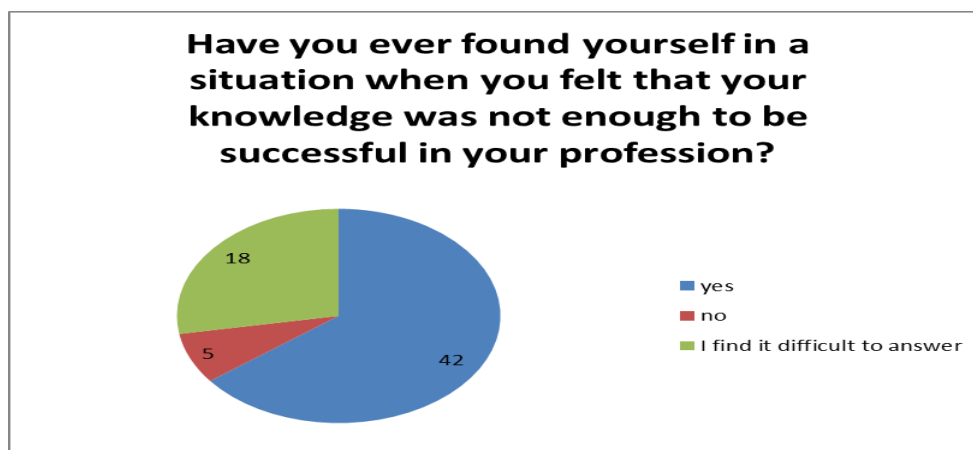


Diagram 1

To the next question, whether they have ever participated in any training course on their own initiative, most of the respondents gave a negative answer, only 20 of the respondents gave a positive answer. The obtained results indicate that the survey participants generally do not show initiative in the direction of supplementing their knowledge [see diagram 2].

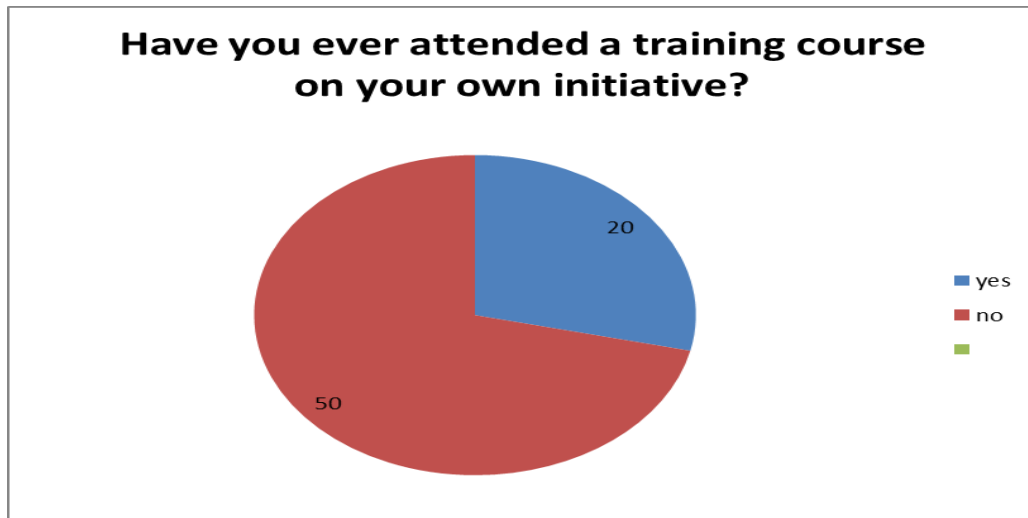


Diagram 2

From the next question, it became clear that when choosing training courses, survey participants are mostly guided by the opinion of colleagues, mainly as a result of the exchange of experience, although the Internet plays no less decisive role in the choice [see diagram 3].

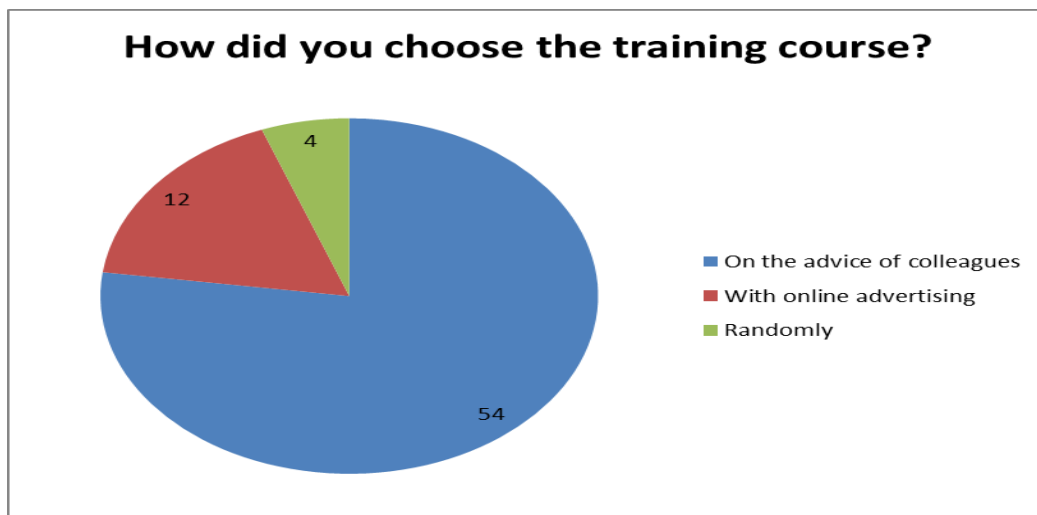


Diagram 3

To the question of whether they felt the need for requalification, in a conscious way, the vast majority of the survey participants, 60%, gave a positive answer. It is noteworthy that educators felt the need for requalification and realized the need, commenting that the demands of modern society are different, that the new generation has changed, students are more informed, especially in the field of IT, and in the conditions of such a reality, changes become inevitable [see diagram 4].

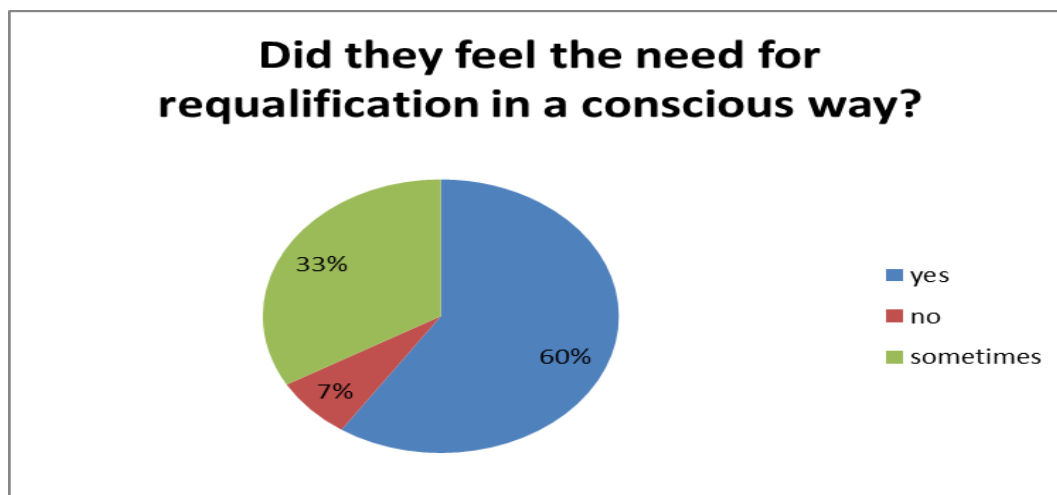


Diagram 4

And the last question, "Are you able to orientate yourself and clearly plan what to learn, how and how much time to devote?", the participants of the survey responded in different ways. So we got the following result:

- 1) No, I find it difficult to decide on my own-12
- 2) No, there are many disturbing circumstances, everyday worries are disturbing - 34
- 3) It happens, but I can't fully implement it-8
- 4) Yes, I succeed -6

The respondents emphasized that they find it difficult to plan what to do on their own, they are not able to fully orient themselves in the selection of content components and often leave the started work unfinished due to side obstacles [see diagram 5].

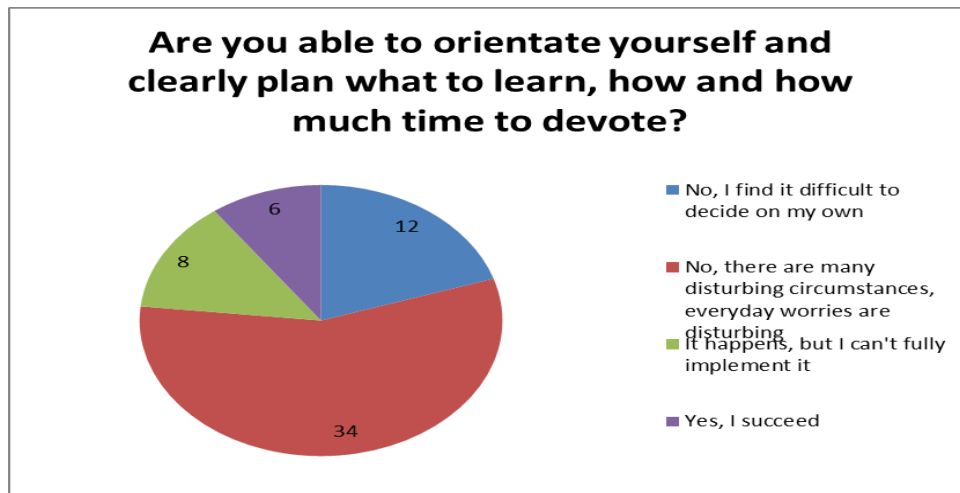


Diagram 5

Analyzing the results of the research, it can be concluded that although most of the respondents feel the need to supplement their knowledge and acquire new abilities and skills, many of them lack the culture of drawing their own educational path, which is probably hindered by the previous learning experience, which is necessary will be a teacher who will be a source of knowledge and a guide in moving forward along the chosen path. Therefore, it is very important to form the skills of self-education from an early age, to make goal-setting and planning one of the important life skills, to form the ability to learn in any profession, etc. When designing the learning process, it becomes imperative to include opportunities to set goals, express opinions, and make choices, so that the student not only passes the material and communicates with the teacher, but learns to understand how he learns and what he learns, what he needs and what he doesn't. And in the case of adult education, by ensuring the continuity of education, all this can be realized if consultations and training courses are organized by experts in the given field in the direction of media literacy, professional and general development, enlightening works are carried out in the field of ICT in order to integrate into the modern information environment, and educational programs that are as easy as possible to understand are developed. taking into account age characteristics, etc.

DISCUSSION

Heutagogy is based on the following idea of anthropocentrism of learning by the famous psychologist K. Rogers: "Every person throughout his life tends to learn if there are favorable conditions for this and if his natural curiosity is not suppressed by external circumstances" (Rogers K., Jerome Freyberg, 1969).

Heutagogy is aimed at solving the following **problems** important for the information society:

- prepare and adapt a person to modern conditions,
- to update human knowledge in order to adapt to constantly changing conditions,
- develop the individual in many ways, form his worldview, as well as moral and aesthetic values in accordance with modern requirements.

By presenting the human learning process in development, we can get the following idea [see chart 1]:



Chart 1

Such an approach makes the involvement of a person in educational processes mandatory at all age stages, ensuring his awareness and participation in the changes taking place in public life.

Western pedagogues suggest to consider this process in the form of a pyramid (Canning & Callan, 2010; Kenyon & Hase, 2010), in which pedagogy is at the first level, and the upper part of the pyramid is the logic.

Thus, they emphasize the development of students through the use of different methodologies. In the model presented by us, the preparation for the application of the heutagogic approach is carried out starting from the pedagogical model, making a smooth transition to the mature life of a person, to the formation of self-education competences starting from school, contributing to the transformation processes.

Self-education and the continuity of education throughout life is often difficult, especially for adult learners, because the ability to perceive information changes in a person throughout his life. Continuing education is based on person-centered principles, and to ensure effectiveness, teaching methods and tools are used that are flexible and provide the most suitable learning formats for each category of students.

The fundamental **principles** of Heutagogy are:

- Humanism: the student is free to choose the form, duration and type of learning.
- Democracy: education is accessible at any age due to the diversity of learning formats. Also, the field of knowledge corresponds to the interests, capabilities and needs of a person.
- Mobility: A variety of continuous learning tools, methods and technologies allows more effective learning.
- Prediction of public needs: updating activities in accordance with the requirements of modern society, using new forms, methods and means of training and requalification of specialists.
- Openness: involvement of all interested, regardless of age, training level or main field of activity.
- Continuity: the long-term implementation of education and the reflection of the problem of production and development of society in the content.

Generalizing, we can note that the main principles of heutagogy are formed based on the following ideas:

- Own learning management,
- Learning to learn, the most important skill which should be formed while still at school,
- Focusing on the process rather than the result,
- Independence, autonomy, etc.

The authors Stuart Hayes and Chris Kenyon, who introduced Heutagogy as a scientific discipline, distinguish the following **conceptual** features of heutagogy:

- At the center of the learning process is the learner, who decides for himself what, when and how to learn, based on his interests and needs.

- People are able to learn continuously and in real time by interacting with their environment.
- A person acts as a learner throughout his life, so it is necessary to bring him closer to the truth, not to force him to absorb the knowledge of others.
- People learn when they are ready, and this often happens completely randomly and chaotically, under conditions of uncertainty and necessity (Hase S. and Kenyon Ch. From Andragogy to Heutagogy, 2000).

The methods used in Heutagogy take into account the interests of learners, their inclinations, preferences and interests, as well as the requirements of modern society:

- "Contractual training". Planning for subject learning begins with a discussion of what the student wants to learn and how. It is worth finding out his individual needs and helping him formulate the desired results based on them. For example, if we are talking about a leadership course, it is important to determine what difficulties the student personally faces in this area.
- "Clarification of the context". A question the learner will need help answering is how will the knowledge be applied in real life?
- "Mutual learning". In order for people to learn from each other, the learner must establish contact between them, either face-to-face or remotely. This will be facilitated by group projects, discussion of complex issues, feedback and mutual communication.
- "Questioning technique". In the concept of self-directed learning, well-formulated questions are more important than answers. They contribute to the development of thinking (Hase S. and Kenyon Ch. From Andragogy to Heutagogy, 2000).

Summarizing the above, we can conclude that for the development of heutagogical education, it is necessary to create such an environment where a person realizes his goals, educational directions, forms and methods. The learner turns from being guided into an analyst, synthesizing new knowledge. It is necessary to prepare a person for the development of heutagogical approaches from school years. The current model of competent education can contribute to its development, if the pedagogues in the school follow the basic principles of their implementation. Modern Western pedagogy has been discussing the use of the heutagogical approach in formal education for a long time, justifying it with the development of the potential of

students, a conscious approach to education, the possibility of forming their analytical abilities and other qualities (Ilieva Nikolovska, Grizev, 2016), (Canning, N. & Callan, S., 2010).

The development of heutagogical approaches in education will enable a person, without interference, to analyze his own needs, find information, learn and apply new knowledge in the professional field, contributing to the development of the field.

What changes should be made in the educational process of the university in order to introduce the heutagogical approach? The researches about heutagogics show that by applying the heutagogic approach in the conditions of formal education, the quality of education can be improved. In particular, it is recommended to rely on the principles of constructivism and humanism (Lisa Marie Blaschke and Stewart Hase, 2015, p.7) and adjust the processes according to the following points:

- Involve the learner as a partner in the design of own learning content and process,
- Make the curriculum flexible to create opportunities for discussion and research,
- Personalize training as much as possible,
- Adapt the assessment system to new approaches, making it formative, develop students' self-assessment and mutual assessment abilities,
- To teach the concepts, to make the knowledge applicable, to encourage the ability to apply and transform them in new conditions,
- Provide multiple resources and allow the learner to explore,
- Distinguish the acquisition of knowledge and skills (abilities) and deep learning,
- To teach to realize the importance of informal learning, it should be beyond the control of the university, but it will contribute to the formation of psychological skills,
- Trust the learner,
- Together with the student, map the difficulties and problems encountered during the study and find ways to solve these difficulties.
- Involve students in the selection of learning methods, etc.

CONCLUSION

Analyzing the results of the research, it can be concluded that although most of the respondents feel the need to supplement their knowledge, acquire new abilities and skills, many of

them lack the culture of drawing their own educational path independently, which is probably hindered by their previous learning experience and there must be a teacher who will be a source of knowledge and a guide in moving forward along the chosen path. Therefore, it is very important to form the skills of self-education from an early age, to make goal-setting and planning one of the important life skills, to form the ability to learn in any profession, etc. When designing the learning process, it becomes imperative to include opportunities to set goals, express opinions, and make choices, so that the student not only passes the material and interacts with the teacher, but learns to understand how to learn and what to learn, what the student needs and what he or she doesn't. And in the case of adult education, ensuring the continuity of education, all this can be accomplished if the specialists of the given field organize consultations and training courses in the direction of media literacy, professional and general development, carry out enlightening works in the field of ICT in order to integrate into the modern information environment, develop educational programs that are as easy as possible to understand taking into account age characteristics, etc.

Acknowledgements: The authors would like to thank the editors and anonymous reviewers for their constructive feedback.

Funding: This study was not supported by any internal or external funding sources. All research presented in the article was conducted at the expense of the author(s).

Availability of data and materials: All supporting data generated or analysed for this study are available upon request.

Ethics approval and consent to participate: Not applicable.

Consent for publication: Not applicable.

Competing interests: The authors declare that they have no competing interests

REFERENCES

- Roberts, B. W., Wood, D., & Smith, J. L. (2005).** Evaluating five factor theory and social investment perspectives on personality trait development. *Journal of Research in Personality*, 39(1), 166–184. <https://doi.org/10.1016/j.jrp.2004.08.002>
- Mezirov, D. (2000).** *Training as transformation: Critical views on the developing theory*. San Francisco, CA: Jossey-Bass.
- Rogers, K., & Freyberg, J. (1969).** *Freedom to learn*. Columbus, OH: Charles E. Merrill.
- Kodjaspirova, G. M., & Kodjaspirov, A. Y. (2000).** *Pedagogicheskiy slovar' dlya studentov vysshikh i srednikh uchebnykh zavedeniy* [Pedagogic dictionary for students of

higher and secondary educational institutions]. Moscow: Academia

Ignatovich, E. (2013). Heutagogy as a foreign concept of self-determined learning. *Lifelong Education: The XXI Century*, 3(3), 108-116.
<https://doi.org/10.15393/j5.art.2013.2151>

Hase, S., & Kenyon, C. (2000). From andragogy to heutagogy. *Ultibase Articles*, 5, 1-10.

Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *International Review of Research in Open and Distributed Learning*, 13(1), 56–72. <https://doi.org/10.19173/irrodl.v13i1.1076>

Nikolovska, A. I., Grizhev, A., & Iliev, A. (2019, November). History of heutagogy as a self-determined learning. Paper presented at the 2nd International Scientific Conference MILCON'19, Skopje, North Macedonia.

Canning, N., & Callan, S. (2010). Heutagogy: Spirals of reflection to empower learners in higher education. *Reflective Practice*, 11(1), 71-82.
<https://doi.org/10.1080/14623940903500069>

For the online resource: Classplus (n.d.). What is heutagogy? How can teachers use it? Retrieved February 4, 2024, from <https://classplusapp.com/growth/what-is-heutagogy-how-can-teachers-use-it/?session=ondemand>

Received: 10/12/ 2023

Accepted: 12/ 03/ 2024

Publisher's Note:

ASPU Publication remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.