ANDRAGOGICAL PRINCIPLES FOR DESIGNING PROFESSIONAL DEVELOPMENT PROGRAMMES FOR TEACHER-RESEARCHERS

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Abstract. The thesis substantiates the andragogical principles that should underlie professional development programmes aimed at modernizing the scientific and methodological potential of teacher-researchers. Drawing on adult learning theory, transformative learning theory, self-determination theory and research on effective professional development, it formulates seven design principles and shows how they can be applied in programmes for teacher-educators in Uzbekistan's pedagogical universities.

Keywords: andragogy; adult learning; professional development; teacher-researchers; transformative learning; programme design

Introduction. The reforms of higher education and science in Uzbekistan, set out in the Concept for the Development of the Higher Education System until 2030 (Decree No. UP-5847, 2019), require teacher-educators to raise the quality of their research and to publish in internationally recognized journals. Many teacher-educators, however, were trained in research traditions that differ from current international expectations. Professional development programmes are therefore one of the main instruments for modernizing their scientific and methodological potential.

The effectiveness of such programmes depends not only on their content but also on how they are designed. Teacher-researchers are experienced adult professionals with established beliefs, professional identities and heavy workloads. Programmes built on a traditional transmission model, such as lecture courses on research methods with a final certificate, often fail to change actual research practice. International research on professional development shows that effective programmes are content-focused, involve active learning, support collaboration, use models of effective practice, provide coaching and feedback, offer opportunities for reflection and are of sustained duration (Darling-Hammond et al., 2017). The aim of this thesis is to formulate andragogical principles for designing professional development programmes for teacher-researchers.

Theoretical foundations

The concept of andragogy, developed by Knowles (1980), distinguishes adult learning from the education of children. Its core assumptions are that adults need to know why they are learning, have a self-concept of being responsible for their own decisions, bring a rich reservoir of experience, are ready to learn what helps them cope with real-life tasks, are oriented towards problems rather than subjects, and are motivated mainly by internal factors. Although andragogy has been criticized as a set of assumptions rather than a complete theory, it remains a useful framework for designing learning for professionals.

Transformative learning theory (Mezirow, 1991) adds that adult learning often requires critical reflection on taken-for-granted assumptions. For teacher-researchers, modernization may involve such a

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transformation: a shift from understanding pedagogical research as a primarily normative and descriptive activity to understanding it as empirical, transparent and internationally comparable inquiry.

Self-determination theory (Ryan & Deci, 2000) explains that sustained motivation depends on the satisfaction of three basic needs: autonomy, competence and relatedness. Social cognitive theory (Bandura, 1997) shows that self-efficacy, the belief in one's ability to succeed, is developed most effectively through mastery experiences. Finally, the concept of communities of practice (Wenger, 1998) shows that professional learning occurs through participation in communities that share a domain of interest and develop shared practices.

Andragogical Design Principles

On the basis of these theories, seven principles for designing professional development programmes for teacher-researchers are proposed.

1. The principle of relevance and purpose. Adults learn when they understand why learning is necessary. Programmes should begin by connecting their content with the real tasks of participants, such as preparing a dissertation, writing an article for an international journal or designing a study of their own teaching, and with the requirements of national reforms.

2. The principle of diagnosis and individualization. Because teacher-researchers differ in experience, degree and research background, programmes should start with a diagnosis of each participant's scientific and methodological potential, covering motivational, epistemological, methodological, reflexive, ethical and communicative components. On this basis, participants can choose modules and set individual development goals, which supports autonomy.

3. The principle of learning through authentic research. Rather than studying research methods in the abstract, participants should develop and carry out their own research project during the programme. Each stage of the programme, from formulating the problem and reviewing the literature to collecting and analysing data and writing the article, corresponds to a stage of the participant's real project. This provides mastery experiences that strengthen research self-efficacy (Bandura, 1997).

4. The principle of using experience as a resource. Participants' teaching experience is a valuable source of research problems and data. Programmes should encourage action research and practice-based inquiry, in which teacher-researchers investigate problems in their own teaching. This also strengthens the integration of research and teaching, which is central to the mission of pedagogical universities.

5. The principle of critical reflection. To support the transformation of research beliefs, programmes should include structured reflection: reflective journals, analysis of the strengths and limitations of one's own studies, and discussion of differences between national and international research traditions. Reflection helps participants not only to acquire new methods but also to understand why these methods matter (Mezirow, 1991).

6. The principle of collaboration and mentoring. Learning should take place in small research communities that include participants with different levels of experience and, where possible, international partners. Mentoring by experienced researchers, peer review of drafts and joint projects create the relatedness that sustains motivation (Ryan & Deci, 2000) and allow novice researchers to participate gradually in the practices of the research community (Wenger, 1998).

7. The principle of sustained duration and institutional support. Short courses rarely change practice. Programmes should extend over at least one academic year, combining intensive workshops with periods of independent work and follow-up support (Darling-Hammond et al., 2017). Their success also depends on institutional conditions, such as protected time for research, access to international databases and recognition of participation in career progression.

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Application in Programme Design

These principles can be translated into a modular programme structure. An initial diagnostic module would assess participants' potential and define individual goals. Core modules would address research paradigms and design, quantitative and qualitative methods, research ethics and integrity, academic writing and international publication, and digital research tools. Each module would be linked to a stage of the participant's own project and would combine short input sessions with practical tasks, peer feedback and mentoring. A final module would include the presentation of results, the submission of an article and a reflective self-assessment. The effectiveness of the programme could be evaluated by comparing participants' potential before and after the programme and by monitoring the quality of their research outputs over time.

Conclusion. Modernizing the scientific and methodological potential of teacher-researchers requires professional development programmes that treat participants as experienced adult professionals rather than as passive recipients of knowledge. The seven andragogical principles proposed in this thesis — relevance, individualization, authentic research, experience as a resource, critical reflection, collaboration and mentoring, and sustained institutional support — provide a theoretically grounded basis for designing such programmes. Their implementation in Uzbekistan's pedagogical universities can help transform reform requirements into genuine development of research capacity.

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