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Adult Education in the Context of Constructive Conflict Theory

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Current status of adult education issue is considered in the context of main objective contradictions, which are manifested in educational conflicts in the process of obtaining higher professional education in the field of helping professions. The authors found key contradictions in training of such specialists, in particular, between the formal requirements for training in university, the professional requirements themselves and personal willingness of future specialists. This paper is based on practical experience in the Department of Psychology of the Moscow Institute of Open Education. This experience is built on the concept of constructive conflict and is able to overcome these contradictions in the educating process between prior learning experiences of students and the demands for future specialists.

Keywords: adult education, constructive conflict in education, training of practicing psychologists, psychological maturity, educational result, personal readiness, types of problems that can be solved in different areas of psychology, preventive developmental psychology.

Methodological Issues of Adult Education

Analysis of the current state of the Russian education system makes experts argue that while substantially retaining its former representation, developed in Soviet times, it tends to integrate on a global scale. But in fact the practice of the educational process is in conflict with contemporary theories and reveals some disadvantages of educational concept. It is important to emphasize that modern adult education can not but react on the global challenges of our time, one of which is the process of increasing discreteness of all forms of human activity at the level of the European community. The consequence is the loss of content integrity

during the human life, including the field of education (Gorshkova, 2010). That is why today the research results today are so critical, when they ease objective definition of the nature of the observed conflict and finding ways to resolve it. In particular, it is made possible through solving methodological problems of higher professional education (HPE).

We shall note that today Russian science and practice have quite diverse, both theoretical and methodological materials, allowing to improve the methodology of HPE in general and to develop technologies appropriate to the level of modern requirements for professional adult education[1]. At the same time, the analysis of publications in recent decades has shown that problems of

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education psychology of future professionals take up much less space in science and practice, than difficulties of the development and education of preschool and school aged children. It is obvious that many of the difficulties of high school education, especially in the early stages of acquiring the profession, are closely connected with the educational result of previous stages of education. In this sense, definition and study of the problems that hinder high school education could provide new materials for understanding the issues of efficiency and effectiveness of the educational got. However, as shown in the study of publications on the issues highlighted here, much of the work on problems existing high school education has a local focus only, which is the specifics of the educational process in university. This approach does not relate these problems to the previous experience of learning and development. Perhaps this is a system error, because analysis of the HPE difficulties enables an objective assessment of the previous stages of education. First of all, these are the aspects that imply continued education in different institutions of higher education. Positive trend in this direction is the appearance in recent years of a number of special studies of psychological readiness of a school graduate or anyone having the right to continue education in institutions of higher education.[2]

A plurality of components of the problem are included in the works devoted to the discussion of common problems of personal maturity[3]. Psychological service of a university may also contribute to solving this problem among many of them in high school education[4].

The analysis of publications on the subject of adult education, HPE in general and results from many years of experience in preparing helping professionals facilitated identifying several important components of the methodological foundations of higher professional education

of adults. In particular, the discussion of the problems of adult education is based here on the following ideas:

1) *psychological maturity* is an integral component of the "educational summit of a personality", that is *psychological culture.* In this context, the low level of the latter is incompatible with obtaining a degree in the field of helping professions and is by no means appropriate for those who prepare future professionals for this area;

2) *self-actualization* is a basic "mechanism" of positive change, personal growth (C. Rogers) and personally oriented training (C. Rogers), where subjects of interactions are treated as partners in a dialogue (M.M. Bakhtin, V.S. Bibler, M. Buber), and their intrinsic value and equivalence are recognized. It is clear that here a learning process implies psychologically mature subjects ready for constructive cooperation, those who are originally joined by the communication, in which there happens a certain "breakthrough" of personalities towards each other;

3) *dialogue* is a universal philosophical and anthropological characteristic, background and basic condition for human consciousness and self-consciousness, which are the main forms of their implementation (A.F. Kop'ev);

4) *dialogueness* is a part of the "communicative core of personality", a special integral trait, that characterizes the ability (intellectual, emotional, behavioral) of a person to communicate in a dialogic form. Dialogueness is manifested in intrapersonal and interpersonal spaces in dialogical relations (N.L. Karpova and I.V. Ianchenko);

5) *conflict competence* is a part of the overall communicative competence, which includes awareness of the range of possible strategies for behavior in the conflict and also the ability to implement adequately these strategies in specific situations, this is the ability to retain a

contradiction in the form of a productive conflict in a way that facilitates its resolution (B.I. Hasan, 2004);

6) *main functions of lecturers involved in higher professional education are encouraging and initiating.* They are realized by lecturers-*facilitators*, i.e. specialists, promoting fruitful learning through the creation of certain conditions: a person should be involved in the organization of group activities, the regulations should lead to comfortable (constructive) psychological atmosphere, etc. "Giving" or "transferring" knowledge of the world to the students or making every effort to create an environment, suitable for self-mastering by students professional knowledge and experience – these are not the same things.

All the previously mentioned allows us to consider adult education as a special form of higher professional education, which differs from the previous stages of learning in motivation and personal readiness of the participants to dialogue as the main means of interaction, which is aimed at mastering future profession, in which the participants will implement the set goals. In this light, it is evident that one of the important conditions for the effectiveness of professional education for adults is their conflict competence.

Peculiarities of higher professional education of adults

In higher professional education of adult until today there have not been a sufficient number of special works, justifying and showing a specific role and place of the psychological constituent in the educational process. University education is often little different in its psychological content from school education. It is focused mainly on the accumulated in secondary schools experience and "developed" there possibility of a personality. Such training does not alter the nature of the motivational component of education, resources of

consciousness of future specialists in these cases do not get necessary "expansion", "deepening" and the new applications.

At the same time, it is obvious that high school lecturer deals not with the pupils, but already adult, independent people. This is especially true of students attending senior courses and system of additional higher education. The very selection procedure for university studies indicates that a person chooses a particular specialty on his or her own and thus is ready to pass the competitive tests to master the profession. Moreover, high school education involves much more individual work of students in learning the content of a new subject and ways of its mastering. However, until now the methodologists of teaching at the university have not fully been applying psychological abilities of students in developing the strategy and tactics of the process of learning the content of the subject studied. Psychological opportunities of those who are engaged in the training of specialists have not been taken into account as well.

Today the issue of professional standards is actively discussed; specialists work on creating and implementing these standards in practice, which indicates that special relevance of this issue. Adult education also implies professional standards for a specialist in the HPE system. While this aspect of the problem is substantially revealed in the issues of competencies, among which there is "conflict competence", considered as the ability to retain a contradiction in the form of a productive conflict in a way that facilitates its resolution (B.I. Hassan, 2004). Using this notion allows to evaluate the process of mastering new knowledge as a resolution of the conflict between cognitive needs and opportunities to satisfy it. Unfortunately, we should admit that this kind of incompetence is easily detected in the educational process organization and methods of adult education, and, above all, in preparing helping professionals. This problem concerns especially

the preparation of practicing psychologists, where there is still a "primacy of the learning object – the contents of knowledge – over the subject" (V.Ia. Liaudis, 2000). In this paradoxical situation a huge resource of psychological knowledge and practice remains external to the one who is its owner – to the subject of professional education. It is shown very well in the training programs for preparing practitioners in the helping professions: their content and teaching methods used are not much different from their analogues applied in the preparation of a specialist, who **is not to address applied and practical problems.** It is not such a rare case. In particular, regarding the training of psychologists, where the major part of education and methodological support of their professional training does not consider the *personality*[5] of the future professional, does not involve *actualization of its potential*, which, in turn, does not create an "area of its long-term development" (V.Ia. Liaudis, 2000; Yu.M. Zabrodin, V.E. Pahalyan, 2008; and others). At the same time, numerous publications on the problems of training and effectiveness of adult education emphasize the fact that the concentration of education to the personality of future professionals is an integral part of this process[6]. In particular, some of the essential principles of such training are aimed at the use of personal life experience of students. It is obvious that in adult education it is crucial for a future specialist to be able to reflect their experience, since it will allow them to assess their own resources and use them effectively for self-actualization in the chosen specialty.

In the context of the methodological foundations of the modern approach to the preparation of helping professionals it is also important to highlight the idea that people are an open nonlinear self-developing system. As subjects they are capable of multiple changing not only the world around, but first and foremost – of changing themselves[7]. Certainly, the higher the

level of psychological maturity, the more natural is this ability.

We have already said that the problems of psychology of training and education of future professionals in the field of helping professions are mostly considered outside the context of the previous stages of education. Given the fact that many of the difficulties of learning a profession, especially in the early stages of its mastering, are conditioned by the results of school education, we can draw the following conclusions:

1) psychological readiness/unreadiness[8] to higher professional education is one of the educational results of conflict resolution between the nature of education and the requirements for professional training. In case of additional higher professional education, there is the educational result of conflict resolution between the previous high school training and education and the requirements for special training;

2) Russian modern higher professional education in the field of helping professions is targeted mainly at achieving by a future professional a certain level of readiness in the scope of knowledge, skills, and abilities, but not **the personal commitment[9] to a qualitatively new level of activity and career development.** This approach does not include requirements for the nature of motivation and experience of self-education and self-development;

3) psychological service at school and high school in the discussed context actually solve similar problems. They are not focused on personality, are not guided by the definition and development of the internal resources of a future specialist; they are based rather on the requirements for activities, ignoring the requirements of the individual.

Resolution of the conflict existing between the traditional character of educational activities, transponded from the mass education at "authoritative school" to the university and system

of additional higher professional education, and – from the other side – ideology of the modern, human-centered professional education may be based on such modern approaches as:

– subject-activity approach;
– cultural and historical;
– humanistic;
– existential.

Based on the key ideas of these approaches, we can distinguish those ideas that can become the foundation of a methodology for further analysis of professional education of adults:

– actualization of the subject of activity involves recognition of their own intentions, nature and content of the activities;
– social situation of the development of a teaching student in the HPE system appears as a special combination of new educational environment (educational and professional environment of the university) and a new internal position of a person;
– personality of a human, oriented on continuing education in a situation of choosing their own further development paths determines in such a way the meaning of this stage of life; and the need of the personality for self-actualization is expressed in the necessity to self-realize in the chosen specialty, profession.

The provisions outlined above are consistent with the images of constructive conflict and conflict competence, which propose the ability to recognize the signs of a contradiction, possession of control modes for the contradiction resolution, as well as mastering the ways of productively oriented and organized conflict behavior of participants and interaction parties. This allows us to proceed to the issue of application of the general ideas in the specific work with adults studying in the HPE system.

Construction of the conflict and its resolution in adult education

A human choosing future profession is *sensitive* to the development and formation of subjectivity. To solve the problems of the psychology of training and education of future professionals in the field of helping professions it is also principal that this process involves not only "mastering" and "acquiring", but also "development" and "self-development" of the personality, which, as it is known, in this kind of professions is the "main tool" of effective activity. Starting out from the assertion that the study of conflicts and actions to resolve them will help to pave the way to a special artificial design and construction of them, thereby ensuring implementation of the tasks of individual and group development (B.I. Hasan, 2004), specialists of the department of applied psychology in **the Moscow Institute of Open Education** conduct annually introductory interviews. The latter represent a structured in a particular way dialogue, which uncovers "personal readiness" of those who decided to become a practicing psychologist. We believe that criteria of such readiness are:

– productivity of tasks being done by the entrants, including both "cognitive" and "motivational" components;
– particular manifestation of affective component of the personality in a situation of implementation, presentation and dialogue on the results of the work;
– character of actions and behavior of the entrant in a situation of implementation, presentation and dialogue on the results of the work.

The chief means of obtaining such information:

– monitoring the entrant in a situation of implementation, presentation and

dialogue on the results of the work, including artificially created conflict;

– a conversation on the results of the work, including artificially created conflict;

– actual test results.

The controllers use the assessment procedure, built on the notions of a "zone of actual development" and a "zone of the nearest development". In particular, after fulfilling the assignments, allowing to obtain information about the characteristics of cognitive resources of the entrants, they were encouraged interviewed, with the "help of adults", which may make the applicant to change their results.

Next, during the 1st and 2nd years of training specialists of the department record:

1) dynamics of motivation of students (via written survey there are made at least 3 "snapshots", aimed at determining the factors that influence the success of training and the nature of its goals);

2) a degree of success of the curriculum ("successful development in compliance with a schedule", i.e. measuring how the student copes with the pace and the "quality" requirements in mastering subjects in the curriculum);

3) changes in the cognitive, affective and regulatory areas of the student (through direct observation of their behavior in the classroom, fixing some features in performing practical tasks and success in learning the program material for individual subjects and the curriculum as a whole).

On the basis of the obtained results it is created the need for an additional interview on learning difficulties and the students' decision to continue their education.

It is of great importance to note once again that here the focus of the lecturer is not only "mastering" and "acquiring", but also "development" and "self-development" of the personality of a future specialist . This, in turn,

requires a discussion the issue of the readiness of an individual to higher professional education. First of all it touches upon the field of helping professions, where professional personality is the main result of the education.

Psychological readiness of the individual to HPE

In the context of the difficulties that we face in training specialists, let us once again return to the discussion of this critical aspect as the *relationship between effectiveness of training future specialists at the university and their previous educational experience*. In the currently available literature on this problem issues of work of practicing school psychologists it is literally impossible to find such an aspect as "determination of psychological readiness for further education, for high school training". Apparently, in most cases it is assumed that the results of school education create such readiness automatically. The same can be said about the practical psychology in high school – there is not here a special task of determining the "psychological readiness for further education and self-education, skills training and retraining". As well as in institutions dealing with improving staff performance, which also do not perform a special task – to determine the "psychological readiness for further education and self-education, skills training, retraining".

For further analysis, it is significant to note the fact, which drew the attention of V.V. Davydov, who analyzed the essence of the concept of activity. He wrote:

"In our opinion, not all manifestations of human life energy can be attributed to their "activity" – genuine activity is always connected with the transformation of the reality" (Davydov V.V. Theory of

developmental education. M.: INTOR, 1996, p. 28)

Positive trend in this direction is the emergence of a number of special studies that have appeared in recent years – of psychological readiness of a school graduate or any person entitled to continuing the education in institutions of higher education (Deniskina V.Z., 2002; Zvonnikov V.I., 2007; Kalinina I.A., 2007; Karakozov S.D., 2011; Kusakina S.N., 2009; Mikhailov V.K, 2006; Pechatnova N.B., 2009, etc.). A plurality of components of the problem are included in works devoted to the discussion of common problems of maturity of personality (Portnova A.G., 2008; Rusalov V.M., 2006; Shamionov R.M., 1997, etc.). The specialists of psychological service of the university also contribute to solving this problem of training in the HPE system.

This makes clear the possible strategy for bridging existing gaps (problems), the steps here include:

– personality-centered nature of the educational process;
– regulatory consolidation of professional requirements and introduction of them into the work of those who are involved in professional guidance, training and professional selection;
– adding helping professions to the list of competencies issued by Federal State Education Standards (FSES), which can be designated as "personal competence";
– introduction in the professional standards for helping professions and HPE lecturers of such competencies as "the ability to facilitate", "psychological maturity".

But the focus of the topic discussed is not on HPE common problems, but on training specialists of "helping professions", which often include social work, social pedagogy, practical psychology. Here we shall rephrase the previous thesis a little, difficulties in training specialists of "helping professions" happen due **to the insufficient level of their psychological readiness for higher professional education and mastering the chosen specialty.**

These difficulties can be overcome in joint effort and, above all, through the changing nature of learning mode at schools and high schools, via resolving the problems, specific for psychological services of educational institutions. In particular, it is appropriate to recall here the "good old practice" – mentoring system, system of tutors. Talking about it in the context of the HPE tasks and adult education, training those specializing in helping professions, we can define such a system as *a specially organized educational space, in which participants of training activities have the possibility of free choice of a partner, who will be able to assist them in mastering curriculum subjects and gaining experience in personal, academic and professional life and career.* Any person can become a mentor, if they are objectively estimated as "experienced and skilled enough in this area". A mentor can be a teacher and a graduate student. Becoming a mentor, the participant of educational activity receives the student, work with which must somehow be evaluated. For example, in training hours spent on each student; marks put for each mentor by student for their effective actions, etc. These marks become a part of the overall assessment of a specialist or graduate students. Later this rating assessment may be considered for certification as one of the criteria for professional growth (along with such criteria as training, participation in scientific meetings, publications, etc.).

In terms of methodology, this problem is reflected in studies conducted in the sphere of such a phenomenon as "self-regulated learning" (M. S. Knowles[10]; C. O. Houle[11] and etc.[12]). In this context, it is clear that the effectiveness of the special and psychological training of

future specialists in helping professions can be supported by the available at the university system of tutoring (mentoring), providing additional assistance to the individual both in mastering the curriculum subjects, and gaining the experience in personal, academic and professional life and career. The presence of a mentor psychologically prepares future specialists to the next stage of professional growth, interaction with **the supervisor.** We should remark here that we consider adult education as a special form of higher professional education, which differs from the previous stages of education in the nature of motivation and personal readiness of participants to enter the dialogues as the primary means of interaction aimed at learning the content of a future specialty, in which they will implement the set goals.

Developing the idea of the relationship between psychological readiness of a school graduate or any person having the right to continue education in institutions of higher education with the obligatory educational results of future professionals enrolled in high school, we will dwell on a specific example from the experience of our department.

Mastering the system of concepts in the studied field while preparing practicing psychologists

In developing the concept for the selection of future professionals we use a well-known representation about human inner world structure, which includes such items as: *cognitive, affective and regulatory spheres.* As noted above, the Department of Applied Psychology of the Moscow Institute of Open Education since its foundation has been choosing students for training in the specialty of additional higher professional education "Practical Psychology" through the interview procedure. The latter includes the fixation of the internal resources, which a

potential specialist can expose. Further, all this is done in the work with those who successfully passed the qualification tests at this stage. Let us draw an example of how to implement one aspect of this process methodologically.

One of the basic components of higher professional education is **mastering the system of concepts in the studied subject field.** This question is central in this section of educational psychology, which is devoted to the problems in educational psychology. The works of Russian specialists (L.S. Vygotsky, V.V. Davydov, N.F. Talyzina, etc.) covered the essence of the problem substantially and accurately. In foreign science and practice, this issue was addressed by such famous scientists as J. Piaget and J. Bruner. The psychological patterns discovered in these works have long been incorporated into teaching practice at school level. However, as noted above, in the higher professional adult education there have not been enough exhaustive works, showing and justifying their specific place and role of this component in the educational process.

Keeping as the basis the understanding of conflict competence as the ability to retain productive conflict contradiction in a way that facilitates its resolution (B.I. Hasan, 2004), we can imagine the process of mastering a new content as a resolution of the conflict between cognitive needs and opportunities to satisfy them. Looking upon learning the system of concepts of the studied subject field as one of the basic components of higher professional education for practicing psychologist, unfortunately, we have to state constantly that our students cannot boast the educational results of their previous experience of school and high school education, as a rule, they do not know how to distinguish and differentiate concepts specific for the studied sphere only and to give them the appropriate definitions, relevant for the

specific purpose and content. In particular, while implementing such a task, students attribute to the new subject sphere all concepts relating to the subject studied. Therefore, in the course of practice-oriented subjects while training practicing psychologists we use various tasks for independent work of students, aimed at creating and mastering "Thesaurus" of the studied subject field. A specially designed methodical procedure allows overcoming difficulties and determining the level of mastering the core content of the program material, and also provides a means to differentiate the quality at every level (the volume of the material studied)[13].

To realize this procedure the lecturers should:

♦ create a model of the subject thesaurus;

♦ develop learning objectives for each level (at least 2 options for each structural element of the curriculum);

♦ create a computer program as ICT-support, that will permit to carry out this procedure without the presence of a lecturer (remotely, for example, on the site of an institution or in the office, where there is a special place and a computer for the procedures of stating the level of knowledge on the subject, prescribed by the education program).

In this light it is appropriate to point out the importance of ICT-support as a powerful and modern resource, empowering lecturers and students in effective mastering the content of the subjects according to the curriculum.

We shall stress that all these strategies **cannot replace the established qualification tests** in the subjects of the curriculum (exams on the subject), and *are only one of many aids* that give lecturers possibilities to ensure effective mastering the program content of the subject, and to make as objective as possible decision on how students have managed to study the subject.

Everything mentioned above leads to making several important generalizations and conclusions concerning problems of adult education, training future specialists who will be helping people then.

1. Currently in adult education and in training specialists in helping professions there is a number of problems caused by the fact that not enough attention is paid to training future specialists in helping professions neither at the level of legal regulations for higher professional education and additional higher professional education, nor at the level of specific practice itself. Attention is not paid precisely to:

a) a proper definition of the psychological characteristics of the individual learners themselves as a resource for effective professional training;

b) a problem of psychological readiness of the person to the specific conditions of university training and education;

c) specific characteristics of the internal capacity of future specialists, appropriate to their age and corresponding stage of development and individual characteristics of learners.

Summing it up, these problems greatly hinder overcoming the consequences of Russian higher professional education falling behind the level of modern requirements to the professional standards of this kind of professional activity.

2. Qualitative changes in professional training of specialists in helping professions suggest the following conditions:

– updating research and methodological developments within the framework of "Educational psychology of higher education" or "Psycho-pedagogy in higher professional education";

– determining the peculiar requirements for specialists in helping professions, as well as for those studying such subjects in the course of training and retraining;

– determining the peculiar requirements for methodological training of lecturers, teaching special practice-oriented subjects. The requirements should include their personal readiness (conflict competence, dialogueness, etc.).

3. Goals and objectives of "Psycho-pedagogy in higher professional education" are set by fundamentally different (from school and compulsory education) conditions of higher professional education: the specifics of the educational environment of high school, requirements for independent learning activities, qualitatively different from what was at the previous stages of education in the nature of motivation of educational environment subjects, etc. Firstly, the following aspects stand out here:

– psychological readiness of the individual for effective educational and professional activity and interaction with other actors in the educational environment of high school;

– orientation of the subjects of the educational environment of high school on a professional and personal achievements.

As a consequence, the basic principle of the methodology and methods of specialist training is this "personality-orientation".

4. While preparing specialists in helping professions it is mandatory to appeal to the psychological resources of the learners themselves, their initiation and encouragement to meet the specific requirements of the profession. This condition greatly expands methodical resource of qualification tests on the subjects of the curriculum, which may complement traditional form of objective assessment of educational results, allowing the lecturer to take the most impartial decision about the success of student in mastering the program according to the curriculum.

5. In the regulations concerning the preparation of specialists in helping professions in the system of higher professional education and additional higher professional education there should appear the following points:

– adding to the FSES qualifications of professional characteristics of students (requirements to their psychological maturity and personal readiness for professional activity, etc.);

– introducing of these characteristics into the contents of the developed professional standards in the field of helping professions and into the work of specialists dealing with career counseling, professional training and professional selection.

[1] See, for example: Barkhaev B.P. Pedagogicheskaia psikhologiia [Pedagogical Psychology]. – St. Petersburg. Peter, 2007; Boluchevskaia V.V. Psikhologicheskie aspekty professional'noi podgotovki spetsialistov pomogaiushchikh professii sistemy zdravookhraneniia [Psychological aspects of training helping professionals for health care system]. *Prikladnaia psikhologiia i psikhoanaliz* (Applied psychology and psychoanalysis: electronic scientific journal), 2009, No. 1-2. available at: http://ppip.su; Gorshkova V.V. Obrazovanie vzroslykh v kontekste kul'tury: fenomenologicheskii aspekt [Adult education in the culture context: a phenomenological aspect]. *Pedagogika*, 2011, No.07; Kanatov A.I. Psikhologicheskie problemy izucheniia vzroslogo cheloveka: aspekt nepreryvnogo obrazovaniia [Psychological problems of studying an adult: the aspect of continuing education]. *Chelovek i obrazovanie* (Man and education), 2010, No. 1, pp. 41-44; Moreva N.A. Tekhnologii professional'nogo obrazovaniia [Technologies in professional education]. Moscow: Publishing Centre "Academiia", 2005; Sokolova I.I. (ed.) Praktikum po tekhnologiiam obucheniia sovremennogo studenta [Workshop on technologies in educating modern student].St. Petersburg. Institute of Vocational Education RAE, 2007; Triapitsyna A.P. (ed.) Traditsionnye i innovatsionnye formy i tekhnologii obucheniia studentov [Traditional and innovative forms and technologies in student education]. St. Petersburg: Epigraf, 2007, etc.

[2] Deniskina V.Z. K voporsu gotovnosti vypsknikov shkol dlia slepykh i slabovidiashchikh k vuzovskomu obrazovaniiu [On the question of readiness of graduates of schools for the blind and visually impaired to higher education]. *Komp'yuterni tehnologiï ta vishcha osvita liudei z osoblivimi potrebami: distantsiine navchannia v sistemi sotsial'no – trudovoï reabilitatsiï*. Zbirnik Nauk. Ed.by Kovalenko. Kiev, Vishcha shk, 2002; Zvonnikov V.I. Sovremennye sredstva otsenivaniia rezul'tatov obucheniia [Modern means of evaluating learning results]. Moscow: Publishing Center "Academiia", 2007;

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4   See, for example: Bobylev V., Koposov E., Kruchinin V. Vysshee obrazovanie v Rossii [Higher Education in Russia], 2007, No.3, pp.10 -13; Rubtsov V.V., Metelkova E.I., Arsen'eva T.N. Problemy sozdaniia organizatsionnykh modelei psikhologicheskoi sluzhby v rossiiskoi vysshei shkole [Problems in creating organizational models of psychological service in Russian high school]. *Psikhologiia obrazovaniia: regionl'nyi opyt* (Educational psychology: regional experience). Proceedings of the Second National Scientific and Practical Conference. M., 2005, pp. 148-149; Kaptsov A.V. Perspektivy razvitiia psikhologicheskoi sluzhby vuza [Prospects for the development of psychological service at the university]. *Psikhologiia obrazovaniia: kul'turno-istoricheskie i sotsial'no-pravovye aspekty* (Educational psychology: cultural, historical, social and legal aspects). Proceedings of the Third National Scientific and Practical Conference. Vol. 2. M., 2006, pp. 65-67; Kaygorodov B.V., Varfolomeeva E.A. Psikhologicheskaia sluzhba kak tsentr psikhologicheskoi pomoshchi sub'ektam obrazovatel'nogo protsessa universiteta [Psychological service as a center for psychological assistance to the subjects of the educational process in a university]. *Psikhologiia obrazovaniia: regionl'nyi opyt* (Educational psychology: regional experience). Proceedings of the Second National Scientific and Practical Conference. M., 2005, pp. 143–144; Kislova V.S. Sistema psikhologicheskogo soprovozhdeniia v vuze: Bolonskoe izmerenie [Psychological support system at university: Bologna dimension]. *Psikhologiia obrazovaniia: kul'turno-istoricheskie i sotsial'no-pravovye aspekty* (Educational psychology: cultural, historical, social and legal aspects). Proceedings of the Third National Scientific and Practical Conference. Vol. 2. M., 2006, pp. 67-68; Soldatova E.L. Ob organizatsii sistemy psikhologicheskogo soprovozhdeniia v vuze [On the organization of the system of psychological support in high school] *Psikhologiia obrazovaniia: kul'turno-istoricheskie i sotsial'no-pravovye aspekty* (Educational psychology: cultural, historical, social and legal aspects). Proceedings of the Third National Scientific and Practical Conference. Vol. 1. M., 2006, Educational Psychology : cultural, historical, social and legal aspects. Proceedings of the Third National Scientific and Practical Conference . Vol. 1. M., 2006, pp. 29-30; Chirkova T.I. Psikhologicheskaia sluzhba vuza: illuziia ili strategicheskaia vozmozhnost' resheniia problem professional'noi podgotovki studentov [Psychological service of a university: an illusion or a strategic opportunity to solve problems in the professional training of students?]. Problemy sovremennogo obrazovaniia (Problems of modern education). 2011 . No. 1, pp. 82-93. Available at: www.pmedu.ru.

5   Hereinafter the term "personality" we will use as it is understood by V.A. Ivannikov: a personality is ".... a human, who in the course of realizing some relationships with the world, society and themselves is guided by other people and chooses the activities and actions with the obligatory moral evaluation from other people. Such a person is capable of changing, if necessary, the activity and themselves through willing regulation of activities and actions and intentional change in the hierarchy of values (needs, motives, principles of life)" (Ivannikov V.A. Osnovy psikhologii [Basics of psychology]. – SPb.: Peter, p. 168).

6   Alekseev N.A. Lichnostno-orientirovannoe obuchenie; voprosy teorii i praktiki: Monografiia. {Personality-oriented education, theory and practice: Monograph]. Tiumen, Tyumen State University, 1996; Klarin M.V., Semenova I.N. (ed.) Gumanisticheskie tendentsii v razvitii nepreryvnogo obrazovaniia vzroslykh v Rossii i SSHA [Humanistic trends in continuing education for adults in Russia and the United States]. M.: Institute of Theoretical Education and International Studies in Education RAE, 1994; Brookfield, Stephen (ed.) Self Directed Learning: Prom Theory to Practice. San Francisco: Jossey-Basa, 1985; Cross, Patricia. Adults As Learners. San Francisco: Jossey-Bass, 1980; Mezirow J. A Critical Theory of Self-Directed Learning, Brookfield, S. (ed.) Self-Directed Learning: From Theory to Practice. San Francisco:

Jossey-Bass, 1985, and etc.

7 Iurina E.A. Problema subektnosti v psikhologicheskom obrazovanii [The problem of subjectivity in psychological education]. Psikhologiia obrazovaniia v XXI veke: teoriia i praktika (Educational Psychology in the XXI Century: Theory and Practice). Proceedings of International scientific-practical. conference. Volgograd, 14-16 September 2011. Ed. by Andruschenko T.Iu., Kritskii A.G., Merkurova O.P. (in honour of the 80th anniversary of Volgograd State Social Pedagogical University). Volgograd, 2011, pp. 124-126.

8 Hereinafter the psychological readiness is assumed as a certain state of the inner world of a human (as a whole – cognitive, affective, regulatory components), that promotes or hinders their self-actualization as a personality in all important aspects of their life: in activities, communication, etc. This is a certain kind of sensitivity before acquiring a new "internal position" (L.I. Bozhovich).

9 Hereinafter the personal willingness will be considered in terms of the definition of "personality", drawn above. According to it, personality will be seen as the level of human development, when a person is able to make decisions and take responsibility, acting deliberately, somehow solving the arising problems under conditions of the person's independent actions and joint activities with other people, when this person has in mind people around, norms, set in this culture, and rules of behavior.

10 *Knowles M. S.* Self-directed Learning: A Guide for Learners and Teachers. Cambridge Book Co., New York, 1975. 135 p.

11 *Houle C. O.* The Inquiring Mind. The University of Wisconsin Press, Madison, Wisconsin, 1961. – 103 p.

12 More details on this see in: Lomteva T.N., Kirgintseva N.S. Samoreguliruemoe obuchenie v informatsionnom obshchestve kak androgogicheskaia problema [Self-regulating learning in the information society as andragogical problem]. Chelovek i obrazovanie (Man and education), 2009. No. 3, pp. 220-224.

13 More information can be found in the following paper: Pahalyan V.E. Metodologicheskie osnovaniia i tekhnologiia raboty po osvoeniiu uchashchimisia osnovnykh poniatii predmetnoi oblasti (na primere podgotovki prakticheskikh psikhologov v sisteme dopolnitel'nogo vysshego obrazovannia) [Methodological foundations and work technologies to make students learn basic concepts in the subject sphere (on the example of preparing practicing psychologists in the system of additional higher education)]. *Psikhologiia v vuze* (Psychology at the university). 2012. No. 1, pp. 81-89.

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Образование взрослых в контексте теории конструктивного конфликта

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Современное состояние проблемы образования взрослых рассматривается в контексте основных объективных противоречий, которые проявляются в образовательных конфликтах в процессе получения высшего профессионального образования в сфере помогающих профессий. Выделяются основные противоречия в подготовке таких специалистов, в частности между формальными требованиями к обучению в вузе, требованиями профессиональной деятельности и личностной готовностью будущих специалистов. Приводится опыт работы кафедры практической психологии Московского института открытого образования, построенный на представлениях о конструктивном конфликте и позволяющий преодолеть в процессе обучения противоречия между опытом предшествующего обучения учащихся и требованиями к личности будущего специалиста.

Ключевые слова: образование взрослых, конструктивный конфликт в образовании, подготовка практических психологов, психологическая зрелость, образовательный результат, личностная готовность, типы задач, которые решаются в разных сферах психологии, превентивная психология развития.