

## DEVELOPMENT OF THE PEDAGOGICAL THEORY IN THE AREA OF ADULT EDUCATION IN CENTRAL AND EASTERN EUROPE (THE FIRST HALF OF THE 20<sup>th</sup> CENTURY)

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In the article, the peculiarities of the development of scientific research in the field of the theory of adult education in the first half of the twentieth century were uncovered. Priority directions of scientific and pedagogical activity were determined. These are: the development of didactic and methodological concepts of adult education; development of the methodological basis of scientific research in the field of andragogy; studying adult education from sociological and didactic points of view; definition of the value of adult education for the development of economy, politics, social sector; critical reflection on andragogic theory and practice, etc. The subjects of research in adult education have been identified. These are: didactic and methodological foundations of the adult learning process; social diagnostic questions of adult education; content of adult education; the political significance of the development of adult education. The influence of the First and Second World Wars on the development of pedagogical theory was uncovered. The analysis of pedagogical views of scholars was made. These are the following scholars: V. Vachterov, E. Medinsky, A. Rambuzek, S. Seropolko, A. Uglierz, L. Hartmann, V. Hofmann, V. Czarnoluski. V. Hofmann identified the main issues of pedagogical research in the field of adult education of that time. L. Hartmann's research on the motives for student education at universities took into account the age, gender, profession and social status of the survey participants. A. Rambuzek defined the role and importance of the state in the development of adult education. He was convinced that the state should provide high-quality education for all citizens and create a solid legal basis for this. A. Uglierz developed a system of public education. Into this system the researcher included permanent, vocational and compulsory education and educational institutions. E. Medinsky identified the object of study of the theory of out-of-school education – the process of educating a person. He developed the principles of the methodology of adult education theory. V. Czarnoluski described the concept of extracurricular education of adults in the most complete form. He stressed that adults are in serious need of expanding their knowledge included in the professional field. The researcher supported the creation of an adult education law.

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