

**Adult Teaching: methods and principles**<sup>1</sup> Kobra Lashgari, <sup>2</sup> Khatereh siyar and <sup>3</sup> Mehdi Nazarpour<sup>1,2,3</sup> Damavand Branch, Islamic Azad University, Damavand, IranCorresponding author: [saba11085@yahoo.com](mailto:saba11085@yahoo.com)

**Abstract:** Concept of adult education in revolutionary countries, is a combination of these two concepts. Changes in these countries due to social, political and cultural revolution, resulting from, literacy and continuing education necessary to find because of the revolution, there is cultural poverty on the other hand the implementation of development plans and the need for skilled personnel are expert. General adult education system based on economic conditions - social and cultural community is different and each specific goals will follow. General objectives of adult education and literacy in two categories is divided into professional education. Continuing education is a broad term. In the most general sense, any time you return to a classroom of any kind to learn something new, you are continuing your education.

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**Introduction:**

Adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge. in developed countries, adult education is a form of informal education for people above 24 years is presented. In fact, a means of expanding knowledge, skills and abilities of adults. In these countries, adult education helps adults to variable conditions of political, social, economic and cultural adjustment, and pay to fix their shortcomings.

In developing countries and backward because the problems in primary education, lack of resources and facilities, poverty, social existence, economic and cultural concept of adult education is different. In such countries the concept of adult education, literacy education is.

The methods involved in achieving continuing education are just as diverse. Your school can be a traditional classroom or a [conference center](#) near a beach. You might start before dawn or study after a day of work. Programs can take months, even years, to complete, or last just a few hours. Your job can depend on completion, and sometimes, your happiness. Continuous learning, no matter how old you are, has clear benefits, from finding and keeping [the job of your dreams](#) to remaining fully engaged in life in your later years. It's never too late. So what is it you want to learn or achieve? Have you been meaning to go back to school to earn your GED? Your bachelor's degree? Is your professional certificate in danger of expiring? Do

you feel the urge to grow personally, learn a new hobby, or advance in your company?

Adult learners have a different approach to learning. By the time you reach adulthood, you're most likely responsible for your own success and you're perfectly capable of making your own decisions once you have the information you need.

Adults learn best when learning is focused on them, not the teacher. This is called [andragogy](#), the process of helping adults learn.

Malcolm Knowles, a pioneer in the study of adult learning, observed that adults learn best when:

1. They understand why something is important to know or do.
2. They have the freedom to learn in their own way.
3. Learning is experiential
4. The time is right for them to learn.
5. The process is positive and encouraging.

**Principles for the Teacher of Adults**

The teacher of adults has a different job from the one who teaches children. If you're teaching adult students, it's important to understand the five principles of teaching adults. It's important to know how adults learn.

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### **Principle 1: Make Sure Your Adult Students Understand “Why”**

Most adult students are in your classroom because they want to be. Some of them are there because they have Continuing Education requirements to keep a certificate current, but most are there because they've chosen to learn something new.

This principle is not about why your students are in your classroom, but about why each thing you teach them is an important part of the learning. I'll use my own pickle-making lesson as an example.

When I learned to make pickles, my teacher and neighbor, Marilyn, explained:

- It's important to soak the cucumbers in ice water over night. This helps make the pickles crisp.
- If you put a towel under the jars in the canner, they won't bounce against each other and break.
- When sterilizing the jars, it's important to fill each at least halfway with water, AND fill the canner they're sitting in with water. Too little water and the towel mentioned in the previous bullet will catch on fire. You know this kind of information comes from experience.

### **Principle 2: Allow Your Students to Experience what they're learning**

Experience can take many forms. Any activity that gets your students involved makes the learning experiential. This includes small group discussions, experiments, role playing, skits, building something at their table or desk, writing or drawing something specific – activity of any kind. Activities also keep people energized, especially activities that involve getting up and moving about.

The other aspect of this principle is honoring the life experiences your students bring to the classroom. Be sure to tap into that wealth of wisdom whenever it's appropriate. You'll have to be a good timekeeper because people can talk for hours when asked for personal experiences, but the extra facilitation needed will be well worth the gems your students have to share. Pickle Example: Once Marilyn had shown me how to prepare one jar, she busied herself in the kitchen doing her own thing, close enough to keep an eye on me and to answer my questions, but allowing me the autonomy to go at my own speed. When I made mistakes, she didn't interfere unless I asked. She gave me the space and the time to correct them on my own.

### **Principle 3: Encourage Your Adult Students**

For most adults, being out of the classroom for even a few years can make going back to school intimidating. If they haven't taken a class in decades, it's understandable that they would have some degree of

apprehension about what it will be like and how well they'll do. It can be tough to be a rookie when you've been an expert in your field for many, many years. Nobody enjoys feeling foolish.

Your job as a teacher of adult students includes being positive and encouraging. Patience helps too. Give your older students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give them words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them.

A word of caution here. Being positive and encouraging is not the same as being condescending. Always remember that your students are adults. Speaking to them in the tone of voice you might use with a child is offensive, and the damage can be very difficult to overcome. Genuine encouragement from one person to another, regardless of age, is a wonderful point of human interaction.

Pickle example: I'm a worrier. I worried about spilling brine all over Marilyn's stove, about dropping the full jars as I lifted them out of the hot bath, about making a mess of her kitchen. Marilyn assured me that spills were easily cleaned up, especially when vinegar was involved since it's used for cleaning anyway! She encouraged me as I gingerly moved boiling hot jars. Throughout the pickle-making process, Marilyn remained calm, unruffled. She paused by me every once in a while to comment, "Oh, don't they look beautiful!"

Because of Marilyn's understanding of how to teach me, her adult student, the art of making dill pickles, I now have the confidence to make them in my own kitchen, and I can't wait for my next batch of cucumbers to be ready.

This is your challenge as a teacher of adults. Beyond teaching your subject, you have the opportunity to inspire confidence and passion in another human being. That kind of teaching changes lives.

### **Conclusion:**

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- - Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

4- To maximize learning, information must be provided an organized manner. Entries can be simple or complex can be arranged around related concepts are organized. Starting point for organizing content knowledge for adults and adults is linked to past experiences

5- Learning, especially regarding skills development, will be added frequently.

The task force's policy recommendations are guided by these principles:

- Shift from top-down implementation of a federal or state program to leading a statewide public campaign that depends fundamentally on a bottom-up commitment of communities, employers, and educational institutions. The campaign must engage all aspects of Kentucky life—all dimensions of state and local government, all education levels, the state's business and civic leaders, voluntary organizations, and all others whose work affects—or is affected by—the problem of adult illiteracy.
- The future of Kentucky depends on narrowing the disparities among counties by improving the adult literacy of the population in all regions of the state.
- Shift from an emphasis on providers to the needs of clients. Measure performance and progress in terms of impact on the quality of life and economic well being of:
  - Individuals
  - Communities
  - Regions
  - The Commonwealth as a whole.
- Shift from an emphasis on programs and pilots to a focus on systemic impact on adult literacy in all counties of the Commonwealth.
- Focus on all adults who are in need of significant improvement in their knowledge and skills to be full participants in Kentucky's workforce and society, to develop and maintain healthy families, and to continue their education and training as necessary throughout their lifetimes.
- recognize multiple dimensions of the issue and, consequently, the importance and efficacy of multiple, separate but coordinated strategies aimed at the needs of different target populations, including, but not limited to:

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