

Technological concepts of Andragogy assumptions

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Abstract: The culture of backwardness in the education of children in kindergarten and elementary school years, been considered so teachers, students in the planning process and are involved in learning activities and as a child but he goes up the educational ladder and more and more responsibility their education assumes And this with the help of parents, teachers and curriculum planners occur. But when his person was defined as adults for certain things as emotional self-concept occurs naturally his own role in society and sees itself as a mature person as a producer or acts subject sees, Now his duty as a server, a couple (husband or wife), a parent (father or mother), and a citizen Will look. After an adult look at his new position and look at other than his educational responsibilities and the concept acquires its own character driven And he will be able to take his own decisions and outcomes to manage them. In fact, the point is that when he himself fully understands his guidance a deep need for understanding and respect for others by your character to feel his guidance And that's why the adult needs to be treated with respect and be seen as a unique individual. Therefore, situations that they feel they can be treated like children, or avoid, avoid, resist, and said they hate. Adult learning and the conditions under which incompatible and incongruous with the concept of their own (as autonomous individuals) is take away (saying what to do and what not to do. In the case of adults to recall some of the classroom as a place that is wrong with their behavior and this spirit is so strong that a major obstacle for adult education activities is placed. So if adults were able to learn systemic absorption of the educational environment, we should be teaching awards and is worthy of adult.

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Introduction:

Despite landmark reforms in public schools, too many Kentuckians continue to drop out of school, thereby perpetuating the chronic problem of adult illiteracy. Too many young Kentucky parents are unable to read and lack the basic literacy necessary to provide the necessary stimulating, supportive family environments for young children. It is known that children's literacy levels are strongly linked to the educational level of their parents and that children of parents who are unemployed and have not completed high school are five times more likely to drop out.

The field of adult education and literacy is plagued by confusion about definitions. Over the years definitions have evolved from provisions in federal law and initiatives of groups advocating particular methodologies or the needs of specific adult populations. The result is that definitions tend to merge statements about the goals to be achieved (e.g., improving the literacy of a particular population) with a particular means (e.g., adult basic education) to achieve the goal.

adult education in the local agricultural education program is an essential component of the "total" program. Offering adult education programs helps to keep farmers and agribusiness employees better informed of current trends and provides them

with opportunities to learn new skills and improve existing ones.

Teaching adults can be very challenging, but also very rewarding. Most teachers would agree that the benefits derived from a successful adult education program in agriculture far outweigh the costs. In addition to the direct benefits to adult participants, the teacher, the school, the community, and the secondary program also benefit from a quality adult education program in agriculture.

Adults in agriculture use a number of sources to gain new information that can be used to help them solve problems. Persons employed in agriculture utilize newspapers, magazines, newsletters, radio, television, government publications, internet, and meetings to gather information which can be directly utilized in their business activities. In many communities, the agriculture teacher is the primary source of agricultural information.

Successful adult education programs develop and utilize an Agricultural Education Program Advisory Committee to assess the informational needs of adults in the community. Agriculture teachers should utilize the expertise and communications link, which an effective advisory committee provides. Specifically, the advisory committee should be asked to provide advice regarding planning, conducting, and evaluating the adult education program in agriculture.

Adult education programs in agriculture should emphasize practical application of the information presented. Topics and information included in adult programs should be provided which fulfills needs of the local community. Providing information which cannot be applied to solve a local problem or address a local issue will generally be viewed as frivolous and over time will result in decreased interest (i.e. participation) in the adult education program.

The role of the agriculture teacher should be as a facilitator of the learning process. Most adults reject the traditional teacher-student relationship, which is necessary to maintain in secondary programs. Teachers should be encouraged to view themselves as partners with adult participants in the learning process. The democratic philosophy of shared responsibility for planning, conducting, and evaluating adult education programs distinguishes adult education from secondary education.

A local plan for adult education in agriculture should consist of two major components. Namely, a broad statement of philosophy, goals, and objectives of the local adult education program, and an annual calendar of program activities.

Adult education in agriculture is important for continued community prosperity, growth, and improvement.

The local Agricultural Education program has a responsibility to provide up-to-date information, training, and retraining for all adults interested in agriculture.

The goals of the Adult Education Program are:

1. To assist adults in establishing personal and business goals.
2. To enhance the self-confidence and decision making skills of adults in agriculture.
3. To develop agricultural leaders.
4. To maintain the local agricultural knowledge and technology base.
5. To improve the home, living, and business conditions of persons employed in agriculture.
6. To encourage adults to participate in cooperative efforts.

The objectives for the local Adult Education program are:

1. To increase the net farm income of local agricultural producers.
2. To improve the safety practices of adults employed in agriculture in the local community.
3. To educate the public about the significant role in agriculture in the local economy.
4. To encourage the use of practices that protect and conserve natural resources to maintain a good environment for everyone.

5. To assist local producers in the development of marketing plans that are tailored to their individual needs.

6. To assist local producers in developing strategies to make optimum use of agricultural support agencies (e.g. FSA, MO Department of Agriculture).

A comprehensive program of adult education in agriculture includes three major components: (a) organized instructional classes for adults, (b) a Young Farmers/Young Farm Wives Chapter, and (c) Farm Business Management Analysis (FBMA). State Agricultural Education Program standards implemented in 1992 indicate that a minimum of 20 clock hours of organized adult education classes be provided. Many local agriculture programs will far exceed this minimum standard. Salary reimbursement Procedures for "Full Time" and Short Term adult programs are.

Andragogy assumptions:

Includes four main Andragogy assume that it has a different pedagogy. The assumptions are:

- 1) self concept: movement one of its personality by personality dependent guidance
- 2) reservoir of experience as a source for learning which he used
- 3) individual readiness for learning, which increases individual autonomy to develop activities and social roles
- 4) when he saw the changes based on learning of the subject matter central to the core of each of the above assumptions can be described briefly

Self - concept:

Children in conditions of complete dependence on the world are entering their every need (except biological functions) should be provided by someone else.'s First baby picture of himself as a separate personality dependent personality towards her when actually takes his life by itself be managed. At home, at play, at church, school and society expects of her adolescence and adulthood goes to impose his will. This concept to encourage the adult environment is dependent. In fact, the definition of community as an individual child is learning his job all the time and this is a passive role, one receives the inforHere, the child self is formed and he sees himself that the necessary capacity for decision making for own decisions in his first test takes a small and does not exceed the adult world, but gradually increased and the range of decisions than he is the concept of children in their own way of guidance is movingmaton and shall save and teachers that children decide what information should be. Here, the

child self is formed and he sees himself that the necessary capacity for decision making for own decisions in his first test takes a small and does not exceed the adult world, but gradually increased and the range of decisions than he is the concept of children in their own way of guidance is moving And during youth needs to take responsibility for important and meaningful to maintain living increases. But trends of his life until the last possible moment concept of their child who is dependent on the personality keeps. The culture of backwardness in the education of children in kindergarten and elementary school years, been considered so teachers, students in the planning process and are involved in learning activities and as a child but he goes up the educational ladder and more and more responsibility their education assumes And this with the help of parents, teachers and curriculum planners occur. But when his person was defined as adults for certain things as emotional self-concept occurs naturally his own role in society and sees itself as a mature person as a producer or acts subject sees, Now his duty as a server, a couple (husband or wife), a parent (father or mother), and a citizen Will look. After an adult look at his new position and look at other than his educational responsibilities and the concept acquires its own character driven And he will be able to take his own decisions and outcomes to manage them. In fact, the point is that when he himself fully understands his guidance a deep need for understanding and respect for others by your character to feel his guidance And that's why the adult needs to be treated with respect and be seen as a unique individual. Therefore, situations that they feel they can be treated like children, or avoid, avoid, resist, and said they hate. Adult learning and the conditions under which incompatible and incongruous with the concept of their own (as autonomous individuals) is take away (saying what to do and what not to do. In the case of adults to recall some of the classroom as a place that is wrong with their behavior and this spirit is so strong that a major obstacle for adult education activities is placed. So if adults were able to learn systemic absorption of the educational environment, we should be teaching awards and is worthy of adult.

On the other hand, when adults first exposed to a learning environment where they are treated with respect and in a two-way interaction with the teachers are responsible for the learning of them is given at the beginning and usually some kind of shock no organization comes into existence as adults for self-guidance they are not prepared to a familiar process for learning need. If you could adapt this knowledge and learning environment we provide for her sense of exhilaration and freedom she is experiencing and

then enters into a deep learning and to reach results that the starting point is the time for him and for her teacher.

Technological concepts:

Several concepts for Andragogy technology and differences in their concept of children and adults are given.

1) learning environment: a basic concept as a social space that the adult learns that there are recommendations in relation to that physical environment should be such that

- adults can feel comfortable in it.
- Training equipment should be comfortable in adult sizes.
- Meeting rooms should be arranged without the formalities.
- Sounds and audio devices must be light - the visual is limited.

Most important is mental atmosphere and should be a convention that any adult sense of acceptance, respect and supports. When that kind of interaction between teacher and adult atmosphere is produced and the person in a friendly and informal atmosphere that is placed and when the name is known and the value is put to him as a unique personality considered felt to be "adult" shows more tendency So in traditional schools, formal atmosphere for adult learners is somewhat annoying. Therefore, the signs of child Andragogy for adult learners and they are considering are removed.

Service companies, churches, businesses and places of living environments are probably more for the education of adults are in contact and where they are most comfortable Rooms after row of chairs are arranged with the grouping of children for adult chairs were not suitable and should be such that convention participants sit in groups of small circular or round tables that should be appropriate for adults. Some adults say that Blackboard is a trace of their childhood are therefore to increase the popularity of adult education use of paper based newspapers on Tuesday is good. Teacher behavior probably more than any other factor on learning is effective teacher different ways of attitude and approach to students affects. Teacher who makes time to recognize individual students with their calls (especially first name) This shows that a teacher really has the students and participating in discussions respects and really listen What gives, he says. Adulthood atmosphere beyond theory classes and can be extended to all situations in addition to the creation of a suitable location for the design of appropriate training such as decor, architecture, methods, and leadership style and human ratios

Conclusion:

Learning activities such as activities outside the classroom, dialogue, role playing and ... Another type of content is presented. Duties are placed on the learner, a resource for developing knowledge, skills and insights he considered.

Curriculum content only from the training provided to learners or not, but put together their learning through activities that can inform or does, skills and attitude to achieve. In this case, apart from learning that the assays taught learners directly to sustainable and effective learning occurs in his.

Another way of providing content that is educational activities outside the learning environment possible for learning more and better enables adult learners. For example, hits, field trip experiences for learners or transfer is provided, develop knowledge, insight and skills they will.

To ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria is being include knowledge, effectiveness, flexibility, diversity, relevance and practical learning.

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

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