

Importance of Adult Learning Principles

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Abstract: Adults learn most effectively when they have an inner motivation to develop a new skill or gain new knowledge. They resist learning material if it is forced on them, or if the only reason given is that the material will, in some vague way, be "good for them to know." Adults need to know why they are being asked to learn something; and they definitely will want to know what the benefits will be before they begin learning. This means the best motivators for adult learners are explicit interest and self benefit. If they can be shown that the program will benefit them pragmatically and practically, they will learn better, and the benefits will be much longer lasting. Typical motivations include a desire for better handling of personal money matters, say in retirement, wanting a new or first job, promotion, job enrichment, a need to reinforce old skills in say, handling credit or learn new ones, a need to adapt to community changes such as on-line banking and so on. Remember the tone of the program should be motivating.

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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. Several definitions of adult education has been done Community

- Adult Education is a) in the following examples are given of them.
- conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age) limits as formal and informal, voluntary and at different levels of time, place
- Adult Education is a process in which people who)and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after) school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used. 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.

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.

Classification of Adult Education

1. reading and writing literacy level

2. Technical and professional education, people are ready for work
3. in the field of health, behavior and health in the family
4. tutorials political, social, religious. Operating political social goals
5. to satisfy emotional needs and entertainment, like art, literature and the like

Adult education goals:

a) Literacy goals:

1. To provide primary education and to allow other adults to learn skills during childhood and youth have been deprived of them.
2. Increase the ability and skills for adults over the executive government and community programs.
3. Preparation of programs and classes that form the adult intellectual development is dedicated to the goal, get a job or degree is better.
4. Increased confidence in adults, through increased awareness and knowledge.
5. raising awareness of adult interest to participate in decision-making
6. to raise awareness of citizens rights, their duties and responsibilities
7. Adults develop abilities to solve problems of personal and social
8. to inform adults the skills and talents.
9. Spread knowledge about their heritage

b) vocational training objectives:

1. Adults equip the skills necessary for subsistence.
2. To provide staffing to promote industry and economy, the third
3. the elimination of class differences and achieve social equality
4. Training of workers with their employment conditions and industrial variables are consistent.

Vocational training has five pillars:

- a) working
- b) work equipment and supplies (construction, technical and professional equipment, books and ...)
- c) teacher professional
- d) adults who qualify for vocational education are .
- E) Budget

Principles of Adult Learning

1) PURPOSE

The Financial Literacy Foundation has prepared this document to provide education materials developers with information on the key principles of adult learning. It is a short summary of a very broad

area of research and advice, prepared with the input of Adult Learning Australia, the national peak body representing organisations and individuals in the adult learning field.

2) NEEDS, WANTS, CONCERNS AND ABILITIES OF YOUR

LEARNERS

Assess the needs, wants, concerns and current abilities of the target learners. Each target group will have their own special needs and probably expect different outcomes from undertaking your training program. Common themes you can prepare for are:

Why are you here? - no-one readily admits to not knowing something fundamental that may impact on their life chances. Therefore program material, particularly that designed for adult learners should always treat aspects of why learners are in the training sensitively. Describe the outcomes expected from the training in positive, enhancing terms and not as redressing a weakness or failure on the part of the learner. For example, "Undertaking this program will improve (rather than redress a failing) the way you manage your money".

Tell me more - learners may well enter programs like this with poor past experiences of money matters or at least some trepidation about handling personal finances in the future. Recognise this in the program introduction but individual learners should never be required to expose any of their negative experiences in a group. It might seem a good 'ice-breaker' to ask a new group of learners to share what they expect from the program but resist going too far when asking learners to talk about past problems they may have had with finances. Firstly, they may be uncomfortable doing this in a group and secondly you could start the program in a sea of negative views about financial matters generally. A successful program introduction will focus on where the learners will go rather than dwell too much on where they may have been.

What do you know? - Gauge the likely capabilities of your target groups. Overestimating their current skills in dealing with money could mean the program misses fundamental principles and understandings. Underestimating existing knowledge is also not good as plodding through basic material most already are familiar with will bore participants and the full program content will not be assimilated.

What will I be able to do? – above all these target groups will want to be hands on and demonstrate to themselves and their peers that that can do something

they could not before the training; and do it well. Let them know right at the beginning that they will be able to do things that will be of great benefit to them, not just know more.

Build on small successes – if a target group of learners has had limited positives in their life or work experiences its important to provide small and regular ‘success’ points in the program. Simply exposing the content and assuming everyone is assimilating it, putting it all together holistically and building up their skills is not enough. The beginning of the program should be designed so that a discrete piece of learning that the learners can use right away builds their confidence to move on. The program should be a series of steps where the learners confirm their progress and reinforce one new skill by relating it to another they can already confidently apply.

Testing! – many adults and people not regularly engaged in learning fear testing. Many may have had bad experiences of assessment in school and view the practice among peers as stressful. Make sure they understand that what they are in is a life skills program and no-one can ‘fail’ as such. In fact each can support others in things they do well that fellow learners may need help with so it’s a cooperative not competitive environment that they are learning in. Build in some teamed exercises and assessments to avoid people feeling isolated in their learning and fearful of failure in front of the group.

Special needs. You need to consider learners with special needs and those who have English as their second language. Reasonable adjustment should be made depending on each individual learner’s particular needs and abilities. Your program material should include advice to the trainer on how to determine the need to make adjustments which, depending on a learner’s abilities may include: providing interpreters for people who are deaf; ensuring access, for example by conducting training and assessment in facilities which have ramps for people using wheelchairs and adjustable desks for people with physical disabilities; allowing for access of personal assistants or note takers; allowing additional time for assessments; allowing oral instead of written responses to questions; adaptive technology such as screen readers, speech synthesisers, computer software or hardware; and, assistance with managing stress and anxiety.

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 essays 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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