Learning styles in adult education

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Abstract: 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 is literacy education.

Keywords: learning styles, adult learning

Introduction:

Though rarer today then in the past, some teachers discount the importance of learning styles. They continue to teach in their one major method without trying to vary instructional methods. This is a mistake that will lead to less learning in the classroom. On the other hand, many students and to a lesser degree some teachers make the mistake of thinking that they cannot learn using methods that are not focused on their learning style. This is also a huge mistake that in the end will result in less learning. If teachers do not help their students find ways to be successful learning information presented in any style, they are not helping them succeed in the future. The fact is that students will be faced with many different styles of teaching during the educational career. Only by finding ways to adapt and learn using other styles, will students end up succeeding.

To be successful, the Commonwealth's strategies must energize and gain the commitment of all the state's political, education, business, and civic leaders. No strategy will succeed unless it engages leaders in each community and county to identify needs and develop programs and services appropriate to the community's unique circumstances. The most serious challenge will be to motivate low-skilled, under-educated adults within the working age population to seek further education. Simply expanding the number of providers and programs will not necessarily increase demand from the populations and communities where the needs are greatest. Deepseated social, economic and cultural barriers—many dating back generations—lead people to undervalue education. In addition, in many counties it is difficult for people to see a direct relationship between better education and better-paying jobs. Either there are no jobs available or many existing employers do little to emphasize the connection between better education and the possibilities for getting a job, keeping a job, or earning a higher wage. For many, getting more education and earning a high school diploma or a college degree has little positive meaning.

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.

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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.

The Three Different Learning Styles:
Style 1: Visual

Fleming states that visual learners have a preference for seeing material in order to learn it.

• **Strengths of the visual learner:** Instinctively follows directions, can easily visualize objects, has a great sense of balance and alignment, is an excellent organizer.

• **Best ways to learn:** Studying notes on overhead slides, reading diagrams and handouts, following a PowerPoint presentation, reading from a textbook, studying alone.

• How do you know if you're a visual learner?

Style 2: Auditory

With this different learning style, students have to hear information to absorb it.

• **Strengths of the auditory learner:** Understanding subtle changes in tone in a person's voice, writing responses to lectures, oral exams, story-telling, solving difficult problems, working in groups.

• **Best ways to learn:** Participating vocally in class, making tapes of class notes and listening to them, reading assignments out loud, studying with a partner or group.

• How do you know if you're an auditory learner?

Different Learning Style 3: Kinesthetic

Kinesthetic learners tend to want to move while learning.

• **Strengths of the kinesthetic learner:** Great hand-eye coordination, quick reception, excellent experimenters, good at sports, art, drama, high levels of energy.

• **Best ways to learn:** experiments, acting out a play, standing, moving, or doodling during lectures, studying while performing an athletic activity like bouncing a ball or shooting hoops.

How do you know if you're a kinesthetic learner?

Adult characteristics:

To understand the characteristics of adult learners, their mental and physical condition should be considered in the following referred to some of them.

Operating speed:

Slow reaction in adults is natural that necessarily means reducing the logic and practice skills, not due to weakness and increased awareness of natural forces and their skills.

Consciousness:

no stimulus and incentives encouraging, despite inhibiting stimuli, slow transfer rate, mental, and weak inhibitors of natural forces (mostly visual and auditory) are factors that slow reaction affect individual mental and cognitive activities, but never able to understand, understanding and learning ability (which varies with the speed of learning) is not relevant.

Health:

what is most age, longer duration is necessary to be heard by listening issue. Why is that when elderly people and old could not hear well, their confidence and vulnerable to the possibility that negative beliefs about their find, they are great. Visual abilities can be like other people, usually decreases with age.

Background of knowledge - skills and beliefs of adults:

Adults, social experiences, many have already learned different values and beliefs in their pronouns have stabilized, so changes in the new act very cautiously. The idea of such a manner that skill and applying them older and longer life is, Similar resistance to accept new ideas will be more and more severe. Thus, the adult criteria for the built and paid for their ideas and beliefs that are forming. Because of these criteria and the beliefs that they are afraid of failure, Therefore, to prevent it, sometimes against the resistance of new phenomena are only the material taught and its face that make reinforced concrete and tangible interference situation is.

Characteristics of adult education:
flexibility in time:

In the past, usually one of the obstacles in the way of learning and development of adult education was being inflexible and time courses were programs. But now most countries have to consider that the speed limit of time and learning ability and facilities must be adults. Flexibility in time means that not only should the time classes and programs for adults is appropriate, but necessary facilities should be provided for independent study.

Flexibility in the location:

One of the aspects of flexible space is that individuals can, regardless of their residence to the study and advancing their knowledge and skills pay. For example, adults in remote villages should like people who live in the city use of educational programs. After flexibility in other places is that the issue of specificity of location is not considered primarily educational.

Flexibility in age:

Educational opportunities for certain age should not use it for all regardless of their age, is possible. In fact, educational programs must use people of different ages to prepare.

Flexibility in admission:

No adult should not only be deprived of education because of the necessary conditions for admission in the class does. Of course this is not such a person without academic records to participate in university classes is accepted, Adoption order is that the adults in educational programs at different levels, according to the possibility of using the opportunity that is provided must be based on the experience and knowledge and their knowledge is.

To combine education and job responsibilities:

Adults should be able to work during that time engaged in training classes take them. In other words, their presence in the class should be considered part of their work. This means that low-literate or illiterate working people who are allowed to work an hour of your daily spending surpassed participation in educational programs.

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.

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