



A core concept of self-directed learning in adult education

M Xiang*

Department of Education, University of Colorado State, Colorado, United States

*Corresponding author. E-mail: morton@gmail.com

Received: 01-Aug-2022, Manuscript No. IJANFE-22-74922; **Editor assigned:** 03-Aug-2022, Pre QC No. IJANFE-22-74922 (PQ); **Reviewed:** 18-Aug-2022, QC No. IJANFE-22-74922; **Revised:** 25-Aug-2022, Manuscript No. IJANFE-22-74922 (R); **Published:** 05-Sep-2022, DOI: 10.15651/2437-1882.22.3.034.

DESCRIPTION

Self-directed learning is a complex concept that shouldn't be viewed from a single angle. Individuals who self-direct their learning take the initiative and responsibility for it. People are free to choose this objectives and what encompasses valuable learning. Self-directed learning can occur in formal educational institutions as well as outside of them. Teachers who are involved should facilitate learning rather than convey it. Self-directed learning perspectives can also be expressed as dimensions, which are classified based on the certain characteristics or properties.

Since the middle of the 1970s, when the area of adult education first came into being, the idea of self-directed learning has existed. In the subject of adult education, self-directed learning has long been prevalent, appearing in literature, professional discourse, and debate. Despite the intense interest in some forums, users rarely come across a learning scenario in which this method has been consistently applied. Although it has been discussed and debated, self-directed learning has not often been applied systematically in adult education.

There is a problem that self-regulated learning and self-directed learning are closely related and interchangeable from a conceptual perspective. Even educational psychology experts have declared that the terms are frequently used synonymously in the literature. Without a difficulty, self-directed learning and self-regulated learning appear to be very similar at first glance, and numerous recent studies implement both concepts apathetically as if they were standard synonyms.

In differentiate to more conventional content-centered practices, where the instructor is the knowledge-bearer and the learner's experience is of secondary importance, self-directed learning conveys a perspective on learning. This might lead some people transform to self-directed learning, while it might lead others to reject it. Additionally, it appears that both society and the

workplace have a rising demand for self-directed learners. That should be sufficient justification for introducing more emphasis on this method of instruction.

There also few benefits in self-directed learning. How to acquire democratic citizenship abilities is a social and political issue where self-directed learning may have a possible role. Those lives are touched by a decision must be involved in the process of arriving at that decision and striving for the democratic ideal are potential traits of self-directed learners. How this learning strategy should be used in a learning environment depends on whether self-direction is innate or acquired.

The learner's personality traits are not the only factors that influence their tendency for self-direction. According to the studies below, local culture, nationality, ethnicity, socioeconomic class, and employment position are significant socio-demographic determinants in this situation. Being self-directed is a situational quality than a trait that can be applied to all adults. Adults can self-direct in some instances, but not all of them, similar to children.

Student's capabilities to relate instruction that calls for self-direction varies. The role and teaching approach of the teacher could not be in line with the eye level of self-direction. The teacher must adjust to the perception level of self-direction and give them more freedom to choose how they want to learn. Good teaching must therefore be included in the teaching process because it is different situation. Self-directed learning preparedness depends on the situation and may also be task-specific. It should aid in recognizing the variety of options accessible. Today, the emphasis should be more on assisting people in narrowing their focus, setting priorities, and identifying criteria for making decisions.

The concept of self-directed learning is crucial in adult education. This term first appeared in the 1970s and is still frequently used in the context of adult education. The International society for self-directed learning has been

organizing yearly symposiums since 1986 with the aim of supporting self-directed learning. An international magazine of self-directed learning is also published by the association. Self-regulation is a phrase that has more modern origins and is occasionally used synonymously with self-direction by some authors. Many people believe that one key difference between children and adults in a learning environment is their tendency for self-direction.

Significant component of the knowledge base for adult learning is self-directed learning. If individual people are

a self-directed learner, people must have at least some control over the place, time, and speed of your studies. In spite of this, it is clear that self-directed learning is not primarily about having control over the methods of learning. One aspect of self-directed learning is having control over the learning environment. The capacity and inclination to reflect, critical thinking, and the required familiarity with alternatives are further components.