



Adult education importance and classifications

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DESCRIPTION

Adult education is the procedure of adults willing to engage in organized and supported self-education activities in order to develop new kinds of knowledge, skills, behaviors, or values. It can refer to any type of learning that adults engage in outside of traditional education, ranging from basic reading comprehension to individual success as a self-directed learner and ensuring an individual's accomplishment. Adult education, reflects a particular learning and teaching principles based on the assumption that adults recognizes and desire to learn, they are capable and prepared to acquire the knowledge and skills, and their learning itself should respond to their requirements (Houle, 1992; Elias et al., 2005).

Adult education differentiates from child education across several ways, including the fact that adults have accumulated experience and skills that can enhance the learning opportunity. Since most adult education is voluntary, respondents are generally self-motivated, because if required by an organization. To identify the difference it from traditional school-based education for children- teaching and learning it is referred to as active learning. Adults, with exception of children, are considered to be more self-directed and less dependent on others for support (Mezirow, 1985; Merriam et al., 2011).

Adults are developed, resulting in their knowledge and experiences in life that provide a basis for learning. The requirement for information determines an adult's willingness to learn. Their organizational learning is problem-centered rather than subject-centered. Their motivation to learn appears to come from the inside. To improve learning, adults frequently apply their knowledge in a practical manner. They should have a high probability that knowledge they obtain will help individuals in accomplishing their goals (Smith et al., 2008).

CHARACTERISTICS OF ADULT EDUCATION

Adult learners have six different characteristics.

Adult Learning is Self-Directed/Autonomous

Adult learners are actively participating in the educational procedure, making crucial decisions that are important to their learning objectives. As a result, adult learners inform their learning objectives with the help of educators. It is critical for educators to assist the main objective technique.

Adult Learning Utilizes Knowledge and Life Experiences

Educators are using this methodology to start encouraging students to connect their experiences with their current skills and activities. Students are taught how to implement advance knowledge, perspectives, and experiences to their current organization. Educators must be knowledgeable on how to help student teachers in extracting relevant experiences and prior knowledge.

Adult Learning is Goal-Oriented

When the importance of the "learning experience" through real life situations is significant, especially in relation to the learner's specific concerns, motivation to learn increases. The requirement to obtain appropriate and relevant knowledge is extremely crucial.

Adult Learning is Relevancy-Oriented

One of the most effective methods for adults to learn the assigned responsibilities to their individual educational objectives. If it is clear that the activities they are involved in directly contribute to the achievement of their personal learning objectives, they will be inspired and motivated to participate in and successfully complete developments.

Adult Learning Highlights Practicality

Placement is a technique of helping students to apply theoretical concepts learned in the classroom to real life situations. It is essential for educators to identify appropriate methods for converting theoretical learning

into practical activities. Learning is enabled when appropriate methods of applying theoretical knowledge to real-life conditions are stated clearly.

Adult Learning Encourages Collaboration

Adult learners succeed when they function along with their teachers. When students are controlled as associates by their educators, they become more productive. When their contributions are recognized, they are more willing to produce their excellent efforts.

CONCLUSION

During the 1990s, for example, many adults mainly employees, students enrolling in computer training courses. Most of the people who had been starting to work white-collar work opportunities for 10 years or more decided to take such training courses, either on their own initiative to gain computer skills and therefore gaining higher salaries or at the recommendation of their

management teams. Adult education continues to support the most important European and international economic expansion, employment, innovation, equity, social stability, citizen participation, poverty reduction, environmental degradation, domestic economy, population movement, peace, and other techniques.

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