

Review definitions and principles relating to Andragogy

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Abstract: Learners must retain what the program delivers to them in order to benefit from the learning. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information in their own real life contexts. Understanding includes their ability to assign the correct degree of importance to the material and its application in the future. The amount of retention is always directly affected by the degree of original learning. In other words if the learners did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. After the students demonstrate they can apply new financial skills, they should be urged to practice in their own time and for their own personal needs to retain and maintain the desired performance.

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Introduction:

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.

Therefore, it is helpful to distinguish between at least these dimensions of the issue:

1. "Literacy" refers to the knowledge, skills, and competencies of individuals. The federal Adult Education and Family Literacy Act (Title II of the Workforce Investment Act) defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society." Literacy is often defined in terms of specific domains such as "basic academic skills," "workplace skills," "life skills," "parenting skills," or skills necessary to exercise one's rights and responsibilities for citizenship. Different dimensions of literacy are often categorized by terms that cluster several dimensions of literacy important for different clients. Examples include workplace literacy (combining both basic academic skills and workplace skills), and family literacy (combining basic academic skills and other skills essential for successful parenting).

2. "Education attainment" usually refers to the numbers of years of schooling completed or the level of credential (e.g., high school diploma or associate degree) an individual has obtained. Despite concerns about the meaning of credentials, there is a strong correlation between educational attainment and literacy.

3. "Literacy initiatives" often are defined in terms of the needs of a particular target group. These may be parents of young children, youth who have dropped out of high school without earning a high school diploma, welfare recipients, persons with limited English-speaking ability, incarcerated adults, or adults in the workforce.

4. Other literacy initiatives are defined in terms of a particular educational service, strategy, or means to address a target population's literacy problems. "Adult basic education" and "family literacy" are examples. These initiatives are often defined in terms of a particular configuration of services for the target population (e.g., assessment and information and counseling services).

5. The term "lifelong learning" is often associated with "literacy." Lifelong learning is a means to the goal of maintaining necessary levels of literacy throughout one's lifetime. The goal of lifelong learning has implications for both individual adult's learning behavior as well as education policy and the design of the education system.

Goal six of the National Education Goals illustrates a broadly stated goal that incorporates expectations about both adult literacy and the kinds of policies and

services that should be in place to improve literacy. Goal six, "Adult Literacy and Lifelong Learning," states that, "By the year 2000, every adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Definition of Andragogy

term andragogy (the teaching of adults as opposed to pedagogy, the teaching of children) and questions whether it should relate more to a type of learner rather than the age of the learner. The blogger is Gwen. She describes her blog as "a reflection on the educational process by teachers working to transform their work into a more learner-centered, evidence-based, andragogical affair. Gwen suggests that the transition in a student from needing to be spoon-fed learning to a more independent state of seeking sometimes happens as early as middle school, while some adults in graduate school are still asking, "Is this on the test?" The question is an excellent one and Gwen does a great job of putting it forth. In her examination of the word and its meaning, she puts responsibility on both the student and the teacher. The word andragogy then becomes a fluid term referring to that developmental point at which an individual student becomes able and interested in accepting responsibility for his or her own learning. The teacher's responsibility is to recognize when that has happened and respond accordingly, getting out of the student's way and providing the support needed for their individual pursuit.

Andragogy: an emerging technology for adult learning:

Most of what we know about learning from the studies of learning in children and animals obtained more things about the training we know through experience educating children under conditions of compulsion (compulsive) obtained in relation to theories and more. With Teaching - learning process obtained based on a definition of education as a process of transition culture.

Pedagogy from the Greek word "paid" means child and "agogos" meaning derived so conducting pedagogy means specifically include art and science of educating children. A problem that exists in the history of this phrase that the "children" omitted from the definition. In the minds of many people and even the dictionary "pedagogy" as the art and science training is defined even in the books written about adult education, you can specifically related to "Adult Education in pedagogy" without any explanation

clearly defined audience and can see the words. In addition, the main reason why adult education does not impact significantly on our civilization since only the adult teachers know that how to teach adults if they were children.

Another problem is that with a pedagogy based on the old concept of an objective education that knowledge transfer is considered if the head Alfred White explains that the past generation as the training process of transferring what was known and the process was defined. Because the transmission of culture change and culture, much larger main longer-term life and long-term process, individuals were. Under these conditions, something that a young person learns all the time in his life for him will remain valid. But the emphasis is on white head that "the specified period (the major cultural change) shorter than human life, and this basis should be training for people faced with new conditions to prepare."

In the early twentieth century the specified period, cultural changes (such as inputs or passive mass of new knowledge, technological innovation, alternative building professionals, social mobility and change in politics and economy, and required several generations to) found. with regard to the Cultural Revolution that occurred several. Under these new conditions in the knowledge that a person twenty years has earned or acquired in forty years when he will be old and obsolete and skills in his twenties had acquired during his thirty years, and discarding the useless was.

So what defines education as the transfer of other known right now but it should not be defined as a process of life at all to figure out what is not known. Skilled or professional adult educators know that they can not for a long time, like children teach adults. Most adult learners are volunteers who simply update their educational experiences do not. Therefore, adult education gradually separated from the traditional pedagogy and the separation along with the fear which was hosted by the standards violations occur. Adult educators to judge a logical theory about adult behavior as "adults" are still there and the lack of and no way to treat it. Theoreticians of Adult Education in Europe (Especially Germany and Yugoslavia) and the U.S. for a specific theory of adult education, and quickly developed a theory of this new technology for adult education was Conclusion. This new technology was a new name "Andragogy" based on the Greek word "aner" means (human). So Andragogy art and science of learning to help adults. But more than semantic Andragogy to help adult learning. It means helping individuals to learn, so it is a concept for teaching children and young people and is also a process for the mature adult is getting.

Some Andragogy assumptions and its technological concepts:

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 information, 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 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

Needs diagnosis:

the traditional activities that the teacher tells students what they need as well as what he needs to learn to impose his will. Of course, an adult will learn what others want him to learn if their power is strong and remember the penalty for failure to have followed his. More to learn but he sees things that need to be motivated to learn so Andragogy on adult learners to engage in self-diagnostic process for learning needs to be emphasized. Generally this process involves three stages:

1 - Build a model of competence or unique characteristics to achieve ideal performance model. Has a comprehensive quality of a good observer, good public speaker, and deserve a good parent and competencies that need to be good. In the model

phase convention in which the values and expectations of teachers, the school and the community goes with what is pervasive in mind are mixed together.

Conclusion:

Beyond the issues relating directly to DAEL(Department of Adult Education and Literacy), the task force heard a number of concerns about the Commonwealth's overall approach to adult literacy.

- Lack of coherent statewide leadership and coordination among multiple complementary initiatives aimed at the same problem.
- Lack of continuity in state leadership. Cited in particular was the difficulty sustaining a high level commitment to the issue long enough to make a difference because of changes in priorities of the state's political leaders. A high level of turnover in the leadership of the Department of Adult Education and Literacy has also contributed to the instability.
- Tendency to think of adult education as a separate categorical program rather than a strategy that cuts across the mission and responsibility of multiple Commonwealth programs and initiatives (e.g., early childhood education, welfare reform, economic development, and corrections).
- Multiple uncoordinated categorical federal initiatives that tend to drive (and fragment) policy for an overall state effort that is largely funded by Kentucky.
- A tendency to commingle and confuse different functions. The most important distinction is between functions focused on the needs of clients (adult learners, employers, communities, regions, and the Commonwealth as a whole) and functions associated with the operations and performance of providers. It is important that each of these functions receive attention, yet the tendency is for one (e.g., overseeing a network of providers) to drive out attention to overall system strategy.
- Inadequate coordination of services to meet the needs of individual adults, communities, employers, and regions is hindered by:
 - Vertical financing and regulatory relationships between separate federal and state programs and local providers and administrative units. These vertical relationships can hinder the horizontal coordination

of services for individual adult learners, communities, and employers.

- Turf wars among providers, local politics, and long-standing conflicts among neighboring counties.

- Inadequate links with and leverage of other public and private initiatives and investments to reach the target population. Major sources of help include employers, postsecondary education, and workforce development.
- Lack of a state financing policy and strategy for provider performance incentives and collaboration, and tax and other employer incentives for leverage of non-state resources.
- Lack of programmatic and administrative flexibility to meet the rapidly changing needs of adult learners, employers, regional economies, and communities.

When the issue is examined from a county-by-county perspective, a significant mismatch is found between the availability of services and the target population. The problem is partially one of resources. Yet an even more serious problem is the lack of local leadership and coordination of available resources—both public and private. A deliberate strategy is needed to focus state priorities on the target population at the lowest literacy levels (Levels I and II) and in the counties with largest percentages of adults at these levels. Unless Kentucky can narrow the disparities within the state, the Commonwealth will be unable to narrow the disparities in per capita income and other critical indicators between Kentucky and its competitor states.

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