Importance of educators' knowledge about teaching methods in adult education

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Abstract: Complex role of adult learning and training process is significant, his role gradually changed from the donor information and active for many years will assume that the principles and techniques that are used in teaching children to contribute equally in the adult learning process On the other hand is effective in children for adult education teachers were employed. Later that person was well trained (ie the experts), who could well slow or a group leader to manage the program, was selected as an adult educator. Thus learners directly in adult education programs that are based on experience were used, and adult As a mature child which has its own characteristics and is unique is that the principles and techniques of the different techniques used for the education of children is needed. As a result the role of adult educator gradually from non-skilled person without the expertise of individual specialists and trained to be changed and Instructors for training and educational opportunities were provided at all levels are therefore unable to work for educators from institutions with short-term training courses for users of the guidance program (project leaders) through summer workshops for professional leaders through programs Training of Master and PhD levels in schools of higher education courses were provided. other procedures, where the role of teacher has changed the theoretical concepts first, an understanding of adult learning was unfounded on the principle that the concept of adult education is based on transferring knowledge to them and saying what they should know or duty to interpret absorption educator their training. In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people.

Introduction:

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.

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.

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.

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.

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.

The role of adult educator:

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Other procedures, where the role of teacher has changed the theoretical concepts first, an understanding of adult learning was unfounded on the principle that the concept of adult education is based on transferring knowledge to them and saying what they should know or duty to interpret absorption educator their training. In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people. In addition, a person well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities, In recent years the practice has changed and the role of educator as a "change agent" and reform as a donor and an "auxiliary roles" or "facilitators" were raised as his understanding of adult personal and community among people. In addition, a person well trained teacher who is fluent in adult education as a change agent responsibility is beyond routing plans and activities. His role in the educational process as a facilitative (helpful), leader (leading), incentives, consultant and source of information (not move), regular (planned), judge poster and ..... Is. The ultimate goal of people helping him to his ability to help raise up to be adult. Fact that the adult educator role of a marginal position in society has changed to a central location for this position change the natural outcome of many social problems such as wars, crime, illiteracy and disease .... Can easily be resolved through processes of adult education.

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Although two decades of adult education a fundamental instrument of national policy and local governments, state and national cost millions of

dollars for adult education began (1950), and cost requests in the years 1960 million by the sectors of trade, industry, universities, religious institutions and government agencies will pay increased. Where adult education resources in 1950 are allocated only for the welfare of individuals found with increasing social problems such as urban crisis, Nvady inequality, unemployment and illiteracy. In these areas was also widely added. So the mission developed its adult education and its usefulness for human growth and development became clearer.

Comparison of adult education in various countries:
Literacy goals include:
- Providing primary education in childhood that adults were deprived
- raising awareness for adults;
- knowledge bases and adults about their cultural heritage;
- increase confidence in adults.

Professional education goals include:
- Equipped with the necessary skills to adults living;
- providing the necessary manpower for the country's goals;
- achieving social equality and equity and eliminate the existing differences between different classes.

Conclusion:
Material often set different types of materials and educational content in books and pamphlets, books, training guides, trainers, equipment auxiliary audio, visual and material are included such that during actual teaching sessions, are used in the transmission and content but also to achieve the goals of making education programs are important.

Additional material for the next stage of learning often means to be expected when developing your learning skills Learners to increase awareness and enjoyment of reading and studying to operate.

To improve the quality of life, learning materials should reinforce the skills they acquired previous. This material should have access to information and provide new technology. should also have to make learning more fun. Additional materials should provide opportunities for literacy skills to read and to strengthen their cognitive awareness.

Track materials (continued) which increased literacy skills and knowledge gained is also effective in enriching learning environment for learners are important. Participatory materials to ensure the participation of learners in the learning process and

codification are included out of class activities, dialogue, role playing, etc.

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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