Importance of Adult characteristics for 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 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.

Keywords: adult education, learning

Introduction:

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.

Only the negative consequences are obvious: getting more education often means leaving one's family and community for jobs and opportunities for advancement somewhere else. The future of Kentucky depends on uplifting the quality of life and economy of all of Kentucky. The social and economic costs of neglect of large parts of the state will drag down the rest of the state and seriously hinder its capacity to compete in the global economy.

Much like strategies to curb epidemic, strategies to reduce illiteracy and raise the educational attainment of Kentucky's population must include both short-term efforts to face the immediate crises as well as long-term strategies to get at the underlying causes. Short-term crises include the imperative to keep helping welfare clients make the transition from welfare to work within the constraints of federal and state mandates and the need to train workers for immediate employer demands. Long-term prevention must address the underlying, persistent problems of the state's economic structure as well as the low awareness--if not appreciation--among segments of the population of the vital connection among education, employment, and improved standards of living.

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)1 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." The objectives related to this goal touch on several of the common elements of definitions listed above, for example:

• Different dimensions of literacy (e.g., academic and workplace skills),

• The level of education attainment (e.g., increasing the number of persons who complete postsecondary degrees),

• The needs of target groups (e.g., parents, minorities, or part-time learners),

• The need to increase the availability of particular educational services, strategies or means (e.g., accessibility of libraries to part-time learners or opportunities for parental involvement), and

• The importance of lifelong learning, both in the learning behavior of individuals and in the educational system's responsiveness to the needs of adult learners.

Meaning adult:

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.

Concept of adult education:

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.

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.

Quality, compensation, and support for teachers in adult education.

As indicated earlier, a strength of adult education in Kentucky is the dedication of the many teachers often serving under difficult conditions, without adequate support, and often with compensation and benefits less than teachers in the public schools. Testimony before the task force characterized the work of adult educators as "missionary" work. Recognizing the seriousness of the adult literacy issue in Kentucky, it should be a major concern that the Commonwealth does not have a comprehensive approach to the professional preparation, development, and support of adult educators.

The challenge for Kentucky will be to move from a system that still depends on teachers with limited training in working with adults, to one in which professional competence in working with adults is a basic requirement. Any strategy to make this transition must involve both professional development and support for the teachers now in the field as well as a new system for a new generation of adult educators.

Issues Beyond the Department of Adult Education and Literacy

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.

Conclusion:

Types of content and educational resources in various parts of adult curriculum materials motivational book, course materials, supplementary materials, track materials (continued) participatory form and materials. Incentives aimed at providing content that audiences are produced primarily to attract different groups of adults interested in design, so that their participation in learning programs are encouraged. Motivational training materials for learners and have great importance even in support of successful applications over learners, planners and executors for educational programs is important.

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.

In traditional programs that the principles of psychology and curriculum planning, less attention is the form of content presentation ie codification and providing books, original format and have the dominant form, while for adult content that could have valuable experience in addition to writing, other ways also be provided Affect the selection of pictures and images related to the concepts and content produced by including them.

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.

The task force's policy recommendations are guided by these principles:

• Recognize that adult illiteracy is not an isolated problem but a fundamental barrier to every major challenge facing Kentucky. Without significant improvements in adult literacy the Commonwealth will be unable to make progress on issues such as early childhood education, education reform (elementary/secondary and postsecondary), economic development, and improving the health and well-being of Kentucky's families and communities.

• Shift from top-down implementation of a federal or state program to leading a statewide public campaign that depends fundamentally on a bottom-up commitment of communities, employers, and educational institutions. The campaign must engage all aspects of Kentucky life—all dimensions of state and local government, all education levels, the state's business and civic leaders, voluntary organizations, and all others whose work affects—or is affected by—the problem of adult illiteracy.

• The future of Kentucky depends on narrowing the disparities among counties by improving the adult literacy of the population in all regions of the state.

• Shift from an emphasis on providers to the needs of clients. Measure performance and progress in terms of impact on the quality of life and economic well being of:
 - Individuals
 - Communities
 - Regions
 - The Commonwealth as a whole.

• Shift from an emphasis on programs and pilots to a focus on systemic impact on adult literacy in all counties of the Commonwealth.

• Focus on all adults who are in need of significant improvement in their knowledge and skills to be full participants in Kentucky's workforce and society, to develop and maintain healthy families, and to continue their education and training as necessary throughout their lifetimes.

• recognize multiple dimensions of the issue and, consequently, the importance and efficacy of multiple, separate but coordinated strategies aimed at the needs of different target populations, including, but not limited to:

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4/25//2018