

ADULT LEARNING IN TODAY’S WORLD AND SOME FACTORS, TIPS FOR AFFECTIVE TEACHING

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Annotation: In this article we take a look at the present context of adult learning, in today’s world, a context characterized by globalization, the knowledge, technology and involve motivation, this is a much more thorough review of what we know about motivation and how it effects learnings. This article will examine definitions and introduce theoretical bases of motivation showing how they apply to adult education and learning. And the brain and cognitive functioning, review how the brain actually functions in learning. You are interested in knowing more about adult learning.

Keywords: Cognitive function, motivation, globalization, the knowledge age, technology, the adult learner, participation, setting where learning occurs.

The purpose of adult education is to help them to learn, not to teach them all you know and thus stop them from learning.

Carl Rogers

Adults are learning all the time. Whether we are searching the internet to learn more about a recently diagnosed health problem, having a coworker show us how to navigate a new reporting procedure, or taking classes to get a certificate or a degree. The sites and programs where adult learning takes place are also endless and more formal programs offered by schools, colleges and universities. At the heart of such a diverse field, and what unites us as practitioners, is the adult as a learner. The daily lives of most people on the planet require constant learning, not just in a classroom,

but as we go about our everyday activities. The way we communicate with others, deal with personal and family problems, conduct our work and build our communities, all require us to learn new information, new procedures and new technologies. Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study.

What first comes to mind when most people hear the term “globalization” is outsourcing of manufacturing to low-income, low-wage countries. The “market economy” underpins this accelerated version of globalization. Today, “corporation not only control the means of production – both economic and technology but they also control the means of spreading knowledge about their products as they seek to convince the public to purchase what they produce”. Thus, not only goods and services, but information ideas are brokered across the globe, which in turn creates more demand for goods and services. One writer has wryly observed that the market economy and consumerism dimensions of globalization have resulted in the world becoming “one big shopping mall”. Education itself has become a commodity of the marketplace. For example, parents in the United State are hiring math and science tutor for their children- that is, that are hiring tutor who are living in India. Students are now consumers who “shop” worldwide for the educational program that best fits their needs and pocketbooks and which promises the result they seek. Here institutions of higher education become a commercial enterprise in “the pursuit of market market-like activities to generate external revenues”. So while students may “shop” for their education, colleges and universities are also shopping for students.

Technology is also changing how adults learn. Adults basic education program through continuing professional education are incorporating technology in both the design of curriculum and its delivery. And the field of adult education is becoming particularly attentive to the Net generation. These young adults “bring with them set of traits that includes familiarity with technology, optimism, ability to multitask,

diversity and acceptance of authority. Even traditional educational system from elementary through higher education are using technology in designing and delivering curriculum. Teachers in California, for example, are experimenting with the “flipped classroom” where students watch videos for homework, “then go to class to demonstrate their learning”. Public libraries now loan out e-books. Even prestigious higher education institutions are opening up access to learning through the Internet.

Motivating the Adult Learner.

Another aspect of adult learning is Motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation. Motivation factors can also be a barrier. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or

realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives. The best way to motivate adult learners is simply to enhance their reasons for enrolling and decrease the barriers. Instructors must learn why their students are enrolled (the motivators), they have to discover what is keeping them from learning. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

Quick Tips for More Effective Teaching:

1. Talk less and ask more questions.
2. Include paired and small group activities, whenever possible.
3. Use relevant case studies, role-plays, or other hands-on activities to get learners actively engaged.
4. Ask learners to describe how their newly-developed knowledge or skills will make their lives easier/better.

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