THE ADULT LEARNING THEORY PRINCIPLES

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This article deals with one of the important approaches and methods of teaching, clearly the andragogy approach of today's methodology. There are six main assumptions in adult learning theory. They are: self-concept, learning from experience, readiness to learn, immediate applications, internally motivated, need to know. Andragogical approaches emphasize the practical nature of education and the future-centric and purpose-driven applications.

Keywords: andragogy, adults, andragogical assumptions.

The art of teaching adults effectively requires an understanding of various principles or theories of how adults learn, and requires making an effort to apply some of those principles to practice. Andragogy is an approach to learning that is focused on adult learners. The term was first coined by educator Alexander Kapp in 1833, and it has since been used to describe a variety of educational philosophies and methods adults learning.

Andragogy is typically contrasted with pedagogy, which is the more traditional approach to teaching children. Andragogy is built on the premise that adults are more self-directed and motivated than children, and that they need to be given the opportunity to learn in ways that are relevant to their lives. Andragogy hinges on pursuing learning past formal education. In pedagogy, education is viewed as a passive transmittal of knowledge and skills that had stood the test of time [4]. It is content-driven and fact-laden. But adult learners need and want applicable knowledge in real life. Thus, they are resistant to the tactics of traditional pedagogy like drills, quizzes, examinations, fact-laden lectures, and rote memorization.

There are six main assumptions in adult learning theory. They are: self-concept, learning from experience, readiness to learn, immediate applications, internally motivated, need to know. Self-concept. Adult learners have a self-concept. This means that they are autonomous, independent, and self-directed; Learning from Experience. Experience as a rich resource of learning. Adults learn from their previous experiences. Thus, it is a good repository for learning; Readiness to Learn. Adults tend to gravitate towards learning matters that matter to them. Their readiness to learn things is highly correlated with their relative uses; Immediate Applications. The orientation of adult learning is for immediate applications rather than future uses. The learning orientation of adults tends to slant towards being task-oriented, life-focused, and problem-centric; Internally Motivated. Adults are more motivated by internal personal factors rather than external coaxes and pressures; Need to Know. Adult learners have the need to know the value of what they are learning and know the why's behind the need to learn them [3, 5].

These assumptions guide practitioners of andragogy in delivering learner-centered education. The learning is natural and internal process totally controlled by the learner. In this view, it is by fiat that the learner is the real center of education. Hence, by adult learning theory principles it is prescribed that educators accept and operate within this premise. Thus, educators should not really "teach." Instead, they should facilitate learning. Moreover, practitioners of the andragogy approach advocate a negotiated design of relevant assessment between learner and facilitator. Also, the "guru factor" is removed [3]. This is deemed critical when you really want to be person-centered. And, in order to achieve these, Knowles highlighted the following basic principles: adult education must focus on solving specific problems and must rely on the experience of teachers [1]. There should be significant knowledge and experience gained by teachers from training. Teachers should be able to analyze and check teaching material. Teachers should receive feedback about their progress. Andragogical principles require the collaboration of both teachers and learners to actively carry out learning processes. Also, it is not only the learner that needs a course correction. The educators are also required to improve their performance relative to the needs of the learner. Moreover, in relation to the

tendency of adults to be more ready to learn about things that matter to them and have immediate applications in their lives, Galustyan and colleagues (2019) asserted that education should provide a learner with the opportunities to solve societal problems [1]. Thus, they should be equipped to be able to: learn to know. A person should have the tools to be able to understand the affairs of the world; learn to do. A person should be equipped with the skills and knowledge to be able to produce the changes they want in their environment; to learn modern life. A person should be able to take part in various kinds of human activities cooperating with other people. Andragogy and its principles are being applied by researchers to continuous employee learning in industries. It has been applied to adult software training, among others [2]. Moreover, the Knowles adult learning principles do not exist in a vacuum nor similar lines of reasoning were not developed by other thinkers. In fact, as pointed out by Hurt (2012), Knowles' andragogy is consistent with and is complemented by other frameworks and approaches, especially situated cognition and the minimalist approach [2].

In conclusion the adult learning theory principles emphasize the practical nature of education and the future-centric and purpose-driven applications. Adult students need more than passive transfer of knowledge from one person. They need to be involved busily in the learning process to create their own knowledge, to make sense of the learning, and to apply what is learned in life. Thus, andragogical theory principles has changed the teaching philosophy of educators around the world. The educational systems should provide all learners the opportunities to be actively engaged in learner-centered educational experiences.

Literature

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ELECTRONIC EDUCATIONAL ENVIRONMENT OF MEDICAL UNIVERSITY AS A CONDITION FOR THE EFFECTIVENESS OF THE INTERNATIONALIZATION OF THE EDUCATIONAL PROCESS AND IMPROVING THE QUALITY OF EDUCATION

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Internationalization is a process reflecting the progressive trends of the new century. In modern society, which has entered the information age, there is a transition from traditional education in conditions of limited access to information to a qualitatively new education using modern information technologies focused on the implementation of learning processes. For this purpose, an electronic educational environment has been created at the university. The main purpose of the creation is the formation of a new level of information support for the educational process, the formation of a personal information space for students, individualization of learning by expanding students' access to the educational information environment, activation of independent work, ensuring the objectivity of knowledge control, creating opportunities for a flexible educational trajectory.