

## FORMS AND METHODS OF ADULT EDUCATION

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**Annotatsiya:** Ushbu maqolada kattalar ta'limining o'ziga xos xususiyatlari, kattalar ta'limining shakllari va usullari ko'rib chiqiladi. O'quv jarayonining asosiy xarakteristikasi talabning o'rganish parametrlarini mustaqil ravishda aniqlash va bilim, ko'nikma, ko'nikma va fazilatlarini izlash jarayoni ekanligi ko'rsatilgan. Kasb-hunar ta'limi jarayonida kattalar o'quv jarayonini diagnostika qilish, rejalashtirish, amalga oshirish, baholash va tuzatish bo'yicha o'qituvchi bilan birgalikdagi o'quv faoliyatining ishtirokchilari sifatida ham, o'quv dasturlarining hammualliflari sifatida ham ishlaydi.

**Kalit so'zlar:** Kattalar ta'limi, usullari, shakllari, kasbiy malakasi, kasbiy ta'lim funktsiyasi, kattalar ta'limi strategiyalari.

**Annotation:** In this article specific features of training of the adult, a form and methods of training of adults are considered. It is specified that the main characteristic of process of training is process of independent definition trained parameters of training and search of knowledge, abilities, skills and qualities. In the course of a vocational education adults carry out functions as participants of educational activity, joint with the teacher, of diagnostics, planning, realization, estimation and correction of process of training, and are coauthors of the programs of training.

**Keywords:** Training of adults, methods, forms, professional competence, professional function of education, strategy of training of adults.

Currently, the demographic composition of labor resources is constantly changing, and at the same time the competition for the workplace is significantly increasing. Enterprises of any form of ownership and any scale make great demands on their employees. Therefore, effective and successful education of adults is becoming increasingly important in continuous professional education. Requirements for professional competence in any area of activity are also being increased.

The process of development and training of specialists of all levels cannot be passive and static. On the contrary, it should be active, mobile and creative. The goal of adult education is to increase and improve professionalism. Today, the success of such an education depends on its important role in organizational strategy.

Adult education means that a person participates in various developmental and educational programs. Obviously, the development and growth of academic supply is a product of professional and social factors, which require special effectiveness in various areas of expert knowledge. Taking into account the pace of rapid development of the relevant technologies, as well as the differences in the cultural norms of generations, the need to educate adults becomes clear. At the same time, the role of adult education is manifested in two of the most common functions that contribute to the socialization of adults: professional and personal.

The professional task of adult education is to ensure socialization by mastering new professional roles, developing professional competence and mobility.

Personal function allows you to complement and enrich the process of socialization by introducing the individual to universal values, language, culture of thinking and feeling, activity and communication.

The presence of these functions allows us to talk about the difference between adult education and minors.

The process of vocational education of adult students is characteristic of:

- the student recognizes himself as an independent, self-governing person;
- an increasing amount of life (domestic, professional, social) experience, which becomes an important source of education for the student himself and his colleagues;
- there is a willingness to learn (motivation), which is determined by striving with the help of educational activities to solve life problems and achieve a specific goal;
- the desire to immediately realize the acquired knowledge, skills, skills and qualities;
  - educational activities largely depend on temporary, spatial, professional, household, social conditions.

It is said that for adults it is more difficult to master new knowledge than for a person aged 17-22 years. However, according to psychologists, high learning potential is maintained at all stages of life. Constant mental work, the inclusion of an individual in educational activities, maintains a high level of psychophysiological functions, which in turn can serve as one of the ways to successfully resolve crises of mature age. Education and mental work are necessary for a person's mental health.

- Thus, an adult student is distinguished by a number of specific personal characteristics. Conditionally, they can be combined into three groups:
  - - the first is associated with increasing competence (carries out self-analysis and self-assessment of educational professional activities);
  - - the second-with personal status;
  - - the third is with certain obstacles in the perception of educational activity (in life they belong to everyone).

The characteristics of adults in the first group are that it:

- has a certain volume and level of general and professional knowledge in one or more fields of science;
- has established and developing professional work experience;
- has specific techniques, skills and abilities, carries out self-analysis and self-assessment of educational professional activities;
- has his own professional opinion, protects him from his positions;
  - conscious in the development of its competence, intelligence has an enhanced role of generalizing and defining new tasks in its structure;
  - by studying, he solves his important life problems;
  - seeks to quickly implement the acquired knowledge and has specific areas of application for it (or in another case plans where to use them);
- determines educational activities by temporary, social, professional, everyday factors;
  - saving time spent studying; creative with new knowledge, memory depending on the relevance and importance of information;
  - understands the decrease in relatively new requirements in the restructuring of his professional activity, tries to solve the problem;
  - ambiguous for introspection of professional and educational activities.

The second group of characteristics of an adult person includes:

- self-awareness as an independent self-regulatory entity, self-affirmation, self-awareness;
- inner freedom;
  - moral and social maturity;
  - significant emotional addition to any life reality;
  - the breadth of social roles;
  - psychological maturity;
- physiological maturity;
- strengthening verbalization (ability to express one's state in words);
- life experience;
- financial independence;
- great compromise in decision making;
- moral legal and social responsibility (to one degree or another);
- clarity and intensity of interests.

Features of the third group of an adult:

- complication with age attitude to education (the main values of adult life are perceived painfully as they change in the educational process);
- lack (or lack) of reading skills, skills ;
- attitude to what everyone knows (superstitious barriers to innovation and change are imposed);
- the difficulty of changing the cash status (especially if these are leaders) to the role of a student;
- internal uncertainty with a decrease in its "professional self-esteem" in the process of the emergence of the need to rebuild its activities taking into account new requirements, for example, in the current market conditions (experiencing professional and educational activities in self-analysis).

As a result of the studies, taking into account the peculiarities of adults, the following methods were recommended in the organization of their education:

- experiment method as a form of adult education;
- mobility of course organizers to ensure the variability of educational content;
- combining the general cultural professional orientation of the content;
- trainings and practical classes, Business games, solving situational problems;
- mandatory inclusion of elements of information novelty in each lesson by the teacher.

An adult, during his growth and development, accumulates a lot of experience that can be used as a source of education for the educator himself and other people. Accordingly, the main forms of classes become forms that use adult experience: laboratory experiments, discussions, solving specific problems, various types of game activity.



At the same time, the readiness of older adults to learn is determined by external reasons, in this case, the main task of andragog is to create artificial motivation, as well as activities to determine the educational goals of interest to adults. Given this fact, in this case, educational programs should be structured on the basis of their possible application in life, and their sequence and study time should be determined not only by systematic principles, but also by the readiness of adults for further study.

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